

EFFORTS OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN DEVELOPING LEARNING INDEPENDENCE IN BROKEN HOME STUDENTS

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Abstrak: Kondisi keluarga yang tidak utuh (broken home) berpotensi menurunkan aspek psikologis, sosial, dan akademik anak, termasuk mencakup karakter kemandirian belajar yang penting dalam pencapaian pendidikan. Penelitian ini menyoroti urgensi pendekatan Pendidikan Agama Islam yang bersifat holistic meliputi dimensi kognitif, afektif, dan spiritual khususnya dalam membimbing siswa dari keluarga Broken Home. Tujuannya adalah mendeskripsikan karakter kemandirian belajar siswa di SD Kartika Nawa Turen, menganalisis peran guru pendidikan agama Islam dalam pengembangannya, serta memberikan dampaknya terhadap perilaku dan proses belajar siswa. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi, dianalisis menggunakan model Miles dan Huberman. Hasilnya menunjukkan bahwa kemandirian belajar siswa masih rendah. Guru Pendidikan Agama Islam menerapkan strategi pembiasaan positif, keteladanan, pendekatan emosional-spiritual, dan kerja sama dengan orang tua. Strategi ini terbukti efektif meningkatkan kesadaran diri, tanggung jawab, serta mengurangi ketergantungan siswa. Penelitian ini memberikan kontribusi penting dalam penerapan pendekatan afektif dalam pembelajaran PAI di lingkungan yang menantang.

Kata Kunci: Kemandirian Belajar, Siswa Broken Home, Pendidikan Islam

Abstract: Family broken home has the potential to reduce children's psychological, social, and academic aspects, including the important character of independent learning in educational achievement. This study highlights the urgency of a holistic approach to Islamic Education that encompasses cognitive, affective, and spiritual dimensions, especially in guiding students from broken homes. The objectives are to describe the learning independence characteristics of students at SD Kartika Nawa Turen, analyze the role of Islamic education teachers in its development, and assess its impact on students' behavior and learning processes. This study employs a qualitative approach using the case study method. Data collection techniques include observation, interviews, and documentation, analyzed using the Miles and Huberman model. The results indicate that students' learning independence is still low. Islamic Education teachers implement positive habit-forming strategies, modeling, emotional-spiritual approaches, and collaboration with parents. These strategies have proven effective in enhancing self-awareness, responsibility, and reducing students' dependence. This study makes an important contribution to the application of affective approaches in Islamic Education learning in challenging environments.

Keywords: Independent Learning, Students Broken Homes, Islamic Education

INTRODUCTION

Education has a central role in forming a generation that is not only intellectually intelligent, but also emotionally and spiritually mature. In the context of national education, the character building of students has become a priority agenda, as stated in Law Number 20 of 2003 concerning the National Education System which states that the purpose of education is to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, capable, creative, independent, and become democratic and responsible citizens. One important aspect of character development is learning independence, which is the ability of students to learn actively, responsibly, and take the initiative without depending entirely on other parties (Azra, 2005).

However, in a complex social reality, not all learners have a family background that supports the creation of a healthy learning climate. Children who come from broken home families, i.e. families experiencing dysfunction or disunity, such as divorce, absence of one parent, or prolonged conflict, often experience obstacles in their psychological, social, and academic development (A'yun, 2021; Hermalinda, 2023). Studies show that children from broken home families have a higher risk of anxiety, low motivation to learn, decreased academic achievement, and low self-confidence (Santrock, 2013). In this context, the development of independent learning character becomes very important and challenging.

SD Kartika Nawa Turen in Malang Regency is one of the primary education institutions that accepts students with diverse family backgrounds, including broken home students. Although this school has implemented a full-day school curriculum and has highly dedicated teachers, the reality on the ground shows that some students still have difficulties in learning independently. They often show passive behavior, lack of responsibility for tasks, and are emotionally and academically dependent on teachers. This is certainly a serious concern for schools, especially Islamic Religious Education teachers who have a social and spiritual role in fostering the character of students (Ahmad Tafsir, 2010; Juwita, 2018), emphasizes that a teacher not only transfers knowledge to students, but also how to educate students to become people with character.

Islamic religious education teachers not only transfer religious knowledge, but also become exemplary figures, moral guides, and facilitators of the formation of Islamic character values (Al-Attas, 1980). According to Lickona (2014) character is not only formed through cognitive learning, but must touch the affective and psychomotor aspects of students through the process of habituation, exemplary, and active involvement. In the context of broken home students, the approach used must be more personalized, empathic, and collaborative because their psychological conditions are more vulnerable than other students.

Abraham's hierarchy of needs theory also makes an important contribution in understanding the importance of independent

learning character building. According to Maslow (Maslow, 1970), the need for self-actualization can only be achieved after basic needs such as security and love are met. Broken home students tend to experience a void in these basic needs, so they are often not motivated to achieve or learn independently (Savitri et al., 2016). Therefore, the approach to character education cannot be equated between students from intact families and students from broken home families (Massa et al., 2020; Wells & Rankin, 1986, 1991).

The urgency of this research is even stronger when looking at the lack of empirical studies that specifically highlight the role of Islamic Religious Education teachers in fostering the independent learning character of broken home students at the elementary school level. Most studies focus more on character education in general or on adolescent and secondary education students. In fact, the elementary school period is the initial foundation for the formation of children's character and personality (Fitri, 2021). The character formed during this period will have a major influence on their academic and non-academic success in the future (Rahmat Rosyadi, 2013).

Therefore, this research aims to answer these challenges by examining in depth how Islamic religious education teachers at SD Kartika Nawa Turen, Malang Regency, try to develop the independent learning character of broken home students through habituation strategies, exemplary, spiritual approaches, and collaboration between schools, parents, and the surrounding environment. This

research is expected to not only make a theoretical contribution to the literature on Islamic education and character, but also present practical solutions that can be applied by educators in schools with similar characteristics.

The research focuses on the role of Islamic religious education teachers in shaping learning independence in students who come from non-intact families. This research distinguishes itself from previous research by emphasizing the importance of the contribution of Islamic religious education teachers in a formal school environment, both in public schools and faith-based schools. Previously, research such as that conducted by Savitri et al., (2016) highlighted the role of family and general teachers in the character building of broken home students, while (A'yun, 2021) examined the habituation method in shaping the character of independence, but was not specific to Islamic education teachers. Maulana and Sobiroh's research (2024) focuses more on the role of Islamic boarding schools in shaping the learning independence of broken home students, which has a different context and approach. Your research will make a unique contribution by focusing on the concrete ways Islamic religious education teachers develop the character of learning independence through religious teaching methods, spiritual motivation, and habituation of Islamic values, which can be adapted by schools to support broken home students to be more independent in learning. This research is highly relevant to identify how Islamic religious education teachers can play a more

effective role in supporting students' character outside pesantren.

METHODS

This study aims to understand the efforts of Islamic Religious Education teachers in developing the character of learning independence in broken home students. The approach used is qualitative with the type of case study, which was chosen to provide an in-depth understanding of the phenomena that occur in the school environment, especially related to character building and learning independence in students from broken home families (Yin, Robert K., 2003). Case studies were chosen because they can describe phenomena contextually and focus on one location, which in this case is SD Kartika Nawa Turen, Malang Regency, East Java. This school was chosen because it has a significant number of students with broken home family backgrounds, and has implemented a character building program that involves the active role of Islamic religious education teachers. Therefore, this research is very relevant to answer the focus of the research on how the efforts of Islamic religious education teachers in shaping the character of learning independence of these students.

The subjects in this study were selected purposively, by considering that they have direct experience or understanding related to the problem under study. The informants in this study include Islamic religious education teachers, principals, broken home students, and student guardians. The Islamic religious education teacher was chosen because he has a direct role in the process of fostering the

character of student learning independence, while the principal was chosen to provide a broader perspective on the character building policies and programs implemented at school. Broken home students were chosen because they are the main object of this study, and student guardians were chosen to get views from the family regarding the participation of Islamic religious education teachers in student character building.

Data collection was conducted through three main techniques, namely participatory observation, in-depth interviews, and documentation. Participatory observation was conducted to directly observe learning activities in the classroom, interactions between teachers and students, and students' habits in learning. Observations were conducted in a natural environment, namely in the classroom and during character building activities, with the aim of gaining in-depth contextual understanding. In addition, in-depth interviews with semi-structured guides were also conducted with Islamic education teachers, principals, students, and student guardians. This interview aims to explore information about the informants' strategies, experiences, challenges, and perceptions of fostering the character of student learning independence. The documentation technique is also used to collect data from school documents, such as students' daily journals, character development reports, attendance records, and photographs of coaching activities. This documentation serves to strengthen the data obtained from observations and interviews.

The collected data were analyzed using the interactive model of Miles and Huberman

(2014), which consists of three main stages: data reduction, data presentation, and conclusion drawing. In the data reduction stage, researchers simplified the data relevant to the research focus and selected the most appropriate information. Data presentation was done by arranging data in the form of descriptive narratives, interview quotes, and thematic categorization, so as to facilitate understanding and further analysis. In the last stage, conclusion drawing was done by looking for patterns that emerged from the data that had been compiled, and these conclusions were then verified with additional data to ensure their validity.

To test the validity of the data, this research used triangulation of sources and techniques. Triangulation is done by comparing data obtained from interviews, observations, and documentation. In addition, the validity test was also carried out with the principles of credibility, transferability, dependability, and confirmability, which are methods commonly used in qualitative research to ensure that the research results are reliable and valid.

By using this approach, this research is expected to provide deeper insight into the role of Islamic religious education teachers in shaping the character of learning independence in broken home students and can be a reference for the development of character building programs in other schools.

RESULTS AND DISCUSSION

This section presents the main findings of the research conducted at SD Kartika Nawa Turen, Malang Regency. The focus of this research is to describe how Islamic Religious Education teachers seek to develop

independent learning characters in broken home students. The findings are presented based on themes that emerged from the process of analyzing field data through interviews, observations, and documentation. The analysis is organized systematically in accordance with the focus of the research.

Independent Learning Character of *Broken Home* Students

The results of initial observations at SD Kartika Nawa Turen, Malang Regency show that most students who come from broken home families have low learning independence characters. These students tend to be passive in the learning process and often depend on teacher direction to complete tasks. They lack the initiative to learn independently, and even some students have difficulty in managing their study time. In addition, many of them show unfocused behavior, give up easily when facing difficulties, and lack motivation to do the assigned tasks. This was conveyed by the Islamic Religious Education teacher who observed that broken home students often exhibit behaviors that show dependence on teachers, and difficulty in managing their study time independently.

The main cause of this low character of learning independence can be traced through several factors. One of them is the lack of supervision and support from parents at home. In many cases, children from broken home families do not get enough attention from their parents, which can result in a lack of motivation to learn. The lack of parental presence in their lives causes children to feel less valued, which reduces their confidence and enthusiasm for independent learning. The emotional instability often experienced by

children in broken home families also has a major effect on their motivation to learn. Family conflict, tension between parents, or uncertainty in home life can create an environment that is not conducive to the development of students' independent character (Ariyanto, 2023; Wells & Rankin, 1986).

Maslow (1970) in his hierarchy of needs theory states that security and affection are basic needs that must be met so that individuals can actualize their potential, including in terms of learning. Students who do not feel safe or feel a lack of affection from their parents tend to have low motivation to learn, because they feel that their emotional needs are not being met. Emotional security manifested in family support will give them the much-needed confidence to learn independently.

In addition, students' low character in terms of learning independence can also be explained by the lack of habits and self-management they acquire at home. In many cases, parents or caregivers who are not consistently present in their children's lives cannot provide the necessary guidance to develop good and independent study habits. Research by Savitri et al., (2016) confirms that the presence of parents in children's lives, or even influences from other relatives such as grandparents, aunts and uncles, has a very important role in supporting children's character formation. This support can strengthen their character, increase their sense of responsibility, and help them lead a better and more purposeful life. Without such support, students from broken homes often feel

undervalued, which can affect their self-confidence, including in academics.

Supervision by parents who are actively involved in their child's academic life, such as paying attention to study schedules, rewarding small achievements, and creating a conducive learning environment at home, is very important in improving students' learning independence character. When parents provide positive guidance, they not only support their children's character development but also teach them how to manage their time, complete tasks independently and take responsibility for their learning.

Overall, the character of broken home students' learning independence is strongly influenced by external factors, such as parental absence and family conflict, as well as internal factors, namely students' unstable psychological conditions. This shows the importance of active involvement from parents or caregivers in supporting children's education, especially in broken home families. Without adequate support, students will face difficulties in developing independent learning character. Therefore, schools and teachers should work together with families to ensure that children get the support they need to become more independent in learning and in their lives as a whole.

Efforts of Islamic Religious Education Teachers in Developing Learning Independence Character

The efforts of Islamic Religious Education teachers in fostering the character of learning independence in broken home students at SD Kartika Nawa Turen Malang Regency include various approaches that are

integrated and mutually supportive. The first approach applied is the habituation of an independent attitude in learning activities. Teachers guide students to form positive habits through daily routines, such as organizing study schedules, compiling task targets, and completing homework independently. This process is done gradually, with an individualized guidance approach, so that students get used to thinking and acting independently in their learning activities. Habituation, as explained by Denansa et al., (2023), is an effective method in shaping sustainable independence character. Habituation that is done consistently will create an inherent habit in students, helping them to become more independent in learning.

The second approach is exemplary in the values of independence. Islamic religious education teachers act as role models who show discipline, consistency and responsibility in their daily activities. This example becomes a real example that students can follow, especially for broken home students who may lack positive examples at home. Savitri et al., (2016) emphasized the importance of role models from teachers to shape student character, because students tend to imitate real behavior more easily than just understanding values in the abstract. By displaying an attitude of discipline and responsibility, teachers provide a model of behavior that can be emulated by students, so that the desired character of independence can be formed more effectively.

In addition, collaboration with parents and guardians is an important

approach in fostering the character of independence. Islamic education teachers actively establish communication with parents, both through direct meetings and through digital communication media. This collaboration aims to ensure that character building does not only occur at school, but is also reinforced at home. Parents are given practical advice such as setting a consistent study time, rewarding small achievements and creating a conducive learning environment. Research by Massa et al., (2020) shows that the success of character education relies heavily on parental involvement. Active parental support in accompanying their children to learn independently at home can strengthen the efforts made by teachers at school, so that student character building is more optimal.

The fourth approach implemented is peer tutoring, where Islamic education teachers involve more independent students to tutor broken home students. This approach has proven effective in building students' confidence and enthusiasm for learning. Students feel more valued and do not feel directly reprimanded or criticized by the teacher, because they learn with peers. Muzaini & Salamah (2023) explain that peer involvement can create a supportive atmosphere for students' learning motivation, as students feel closer to their friends than to the teacher. In addition, by becoming peer tutors, more independent students can also develop social and leadership skills, enriching their learning experience.

The impact of the efforts made by Islamic education teachers is quite significant. Students began to show positive

changes in their learning behavior, such as arriving on time, bringing complete learning equipment, and completing assignments without having to be reminded by the teacher. One student even stated that he felt more comfortable and eager to learn because the teacher always motivated him without getting angry. This shows that teachers' empathic and humanistic approach has a big impact on students' character development. Teachers who provide emotional support, as asserted by Fitri (2021), can help students feel accepted and valued, which in turn improves their learning spirit and quality.

Overall, these findings support research conducted by Wells & Rankin (1986), which emphasizes that effective character education should involve various approaches, such as habituation, role modeling, and collaboration between school and family. The approach used by Islamic education teachers at SD Kartika Nawa Turen also reflects the importance of positive relationships between teachers and students in the formation of student character. Modeling, habituation, and support provided by teachers and parents, as well as student involvement through peer tutors, show that integrated and holistic efforts can effectively shape students' learning independence character. Therefore, the approach applied in this school can be used as a model in fostering the character of independence for students, especially for those who come from broken home families. By involving various parties-teachers, parents, and students themselves-the character building process becomes more effective and sustainable.

The findings of this study reveal that the role of Islamic Religious Education teachers at SD Kartika Nawa is not limited to teaching cognitive aspects only, but also includes character training and spiritual assistance for students, especially those from broken home families. In this school, Islamic Education teachers apply holistic and contextual learning strategies, which are adapted to the psychological and social conditions of students. This approach has proven to be effective in supporting the formation of the character of learning independence in students. This is in line with Sriyono's opinion (2016), which asserts that the right learning strategy, which considers students' psychological and social factors, can strengthen the understanding of concepts as well as the interrelationship between materials in shaping students' character.

The holistic approach applied by Islamic education teachers recognizes that learning not only involves intellectual aspects, but also the emotional and spiritual aspects of students. This is in accordance with the theory of character education proposed by (Lickona, 2004), which states that effective character education must include the development of attitudes, values, and habits that are applied in students' daily lives. Thus, Islamic religious education teachers not only teach religious material, but also provide assistance in terms of building characters who are independent, responsible, and have intrinsic motivation to learn.

Although the strategies implemented show positive results, this study also noted a number of obstacles faced by Islamic

education teachers. One of the main obstacles is the limited time for mentoring caused by limited class hours and the busy activities at school. In addition, initial resistance from students who come from broken home backgrounds is a challenge in itself, as they often have emotional problems that affect their learning motivation. In addition, some parents' low understanding of the urgency of character education is also an obstacle, given that not all parents realize how important character development is for their children's future (Lubis & Nasution, 2017).

Therefore, further steps are needed to overcome these obstacles. One of them is to provide further training to Islamic education teachers so that they can be more optimal in assisting students with approaches that are more in line with their psychological conditions. In addition, the formation of a learning community for parents is also important to strengthen support for character education programs implemented at school. According to Epstein (2002), parental involvement in education greatly influences students' academic and character development. Therefore, empowering parents through training and mentoring is expected to increase their understanding of the importance of character education and support teachers in implementing this program more effectively.

CONCLUSIONS

Based on the research results, it can be concluded that Islamic Religious Education teachers at SD Kartika Nawa Turen Malang

have a strategic role in developing the independent learning character of *broken home* students through various humanist and contextual approaches. The strategies used include habituation, exemplary, collaboration with student guardians, and the use of peer tutors, which are gradually able to build attitudes of responsibility, self-confidence, and independent learning initiatives in students. The findings show that fostering independent learning character does not only depend on the formal curriculum, but also on the quality of teacher-student relationships and family involvement. This research contributes to the strengthening of affective approaches in Islamic religious education, especially in the context of students with disharmonious family backgrounds, and encourages the need to strengthen the role of teachers as character builders in the basic education system.

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