

Improving learning motivation of broken home students by creed and morals teachers at mts

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ABSTRACT

Aqidah Akhlak teachers have an important role in shaping behaviour (behavioural) to be better and more conscious based on faith and piety and in fostering motivation to learn for students. This study aims to examine the role of Aqidah Akhlak teachers in increasing the learning motivation of broken home students at MTs Raudhatul Muttaqien Kalasan Yogyakarta. The research method used is a qualitative method with a qualitative descriptive approach. The data collection method uses observation, interviews, and documentation. The main subjects of this study are 1 Aqidah Akhlak teacher and six broken-home students. The results of this study indicate that: (1) The problems of broken home students at MTs consist of three aspects, namely psychological disorders, academic issues, and behavioural problems. (2) The learning outcomes of broken home students at MTs consist of three aspects: cognitive, affective and psychomotor. (3) The efforts of Aqidah Akhlak teachers in increasing the learning motivation of broken home students include providing advice, praise, and curiosity. (4) Internal and external factors are Supporting and inhibiting factors for Aqidah Akhlak teachers. The practical implications obtained by students with the motivation provided by Aqidah Akhlak teachers are increased learning in academic aspects and student behaviour.

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Introduction

Motivation is essential for students seeking knowledge or learning, where motivation is the meaning of an effort to encourage humans from previously less good towards a better direction. When connected in the context of education, motivation is the provision of direction to the behaviour or habits of students in matters relating to academic situations towards a better direction (Agustini, 2019).

The divorce rate in Indonesia in 2022, based on data obtained from the Religious Courts of the Supreme Court, was 516,334 divorce cases (Nurnaila & Munawaroh, 2024). Meanwhile, in 2023, there were 463,654 divorce cases recorded. This figure shows a decrease in divorce cases in Indonesia compared to the previous year, but the divorce rate is still quite high (Zuhriah et al., 2024). These figures show that many Indonesian children are victims of broken homes. Cracks in the household, more familiarly known as broken home families, of course, can have a big impact on the world of education, especially for students, because of the lack of attention and motivation from the family (Monika et al., 2021). Wiwin Mistiani revealed that family influenced most of the decline in student learning achievement (Mistiani, 2020).

Broken home students also do not rule out the possibility of achieving success in their studies by being provided continuous motivation, instilling an honest and confident attitude, and

inviting them to places of Majelis Ta'lim and others, both by parents or guardians of students and teachers who teach at the school. This can be seen from Dudun Najmudin's research (Najmudin, 2021) This shows that the learning achievement of broken home students does not decrease but improves because of the consistent instillation of learning motivation. Motivation is very important to students, especially those who experience broken homes. Learning motivation can influence students' learning activities at school (Khoerunnisa et al., 2021). One of them is in Islamic religious education learning (Akidah Akhlak). Researchers chose Akidah Akhlak teachers as research subjects because learning motivation is not only related to improving student learning achievement. In this case, behaviour or behaviour is also included as one of the achievements of students. When students have good behaviour, it will help improve their learning motivation, where learning motivation is also related to affective, cognitive and psychomotor aspects. Akidah Akhlak teachers here not only motivate in terms of achieving achievement and transfer of knowledge (delivery of knowledge) but also emphasize behaviour or behaviour so that students can be qualified from behavioural aspects or academic aspects (cognitive).

The background of a broken home family greatly affects students' learning outcomes at school, both behaviour and learning outcomes. Lack of attention and affection from parents of broken-home students can also result in an insecure attitude when with friends or other people (Novianto et al., 2019). In this study, the author is interested in studying the above theme because the author believes it is very important to foster self-confidence and interest in learning in students, especially students from broken homes, so they are highly motivated to learn and seek knowledge.

There are several previous researchers that the researcher used as a comparison and improvement in this article, including the article by Linda Fitria and Mufadhal Barseli entitled "The Contribution of Family Support to the Learning Motivation of Children from Broken Homes." (Fitria & Barseli, 2021). The findings show that family support contributes to the learning motivation of children from broken homes. This study shares similarities with the researchers' work, namely discussing learning motivation for students from broken homes. The difference lies in the important role of teachers and parents in fostering their learning motivation.

Article by Muh. Dahlan Thalib entitled "The Influence of Emotional and Spiritual Intelligence of Students on Learning Motivation at MAN 2 Parepare City" (Thalib, 2020). The results of this study indicate that emotional intelligence has a significant effect on motivation to learn. Second, spiritual intelligence has a positive and significant impact on learning motivation. Third, students' emotional and spiritual intelligence positively and significantly increase learning motivation at MAN 2 Kota Parepare. This study has similarities with what the researcher did. Namely, there is a discussion about learning motivation in students, but there are also differences with what the researcher did; the study above was not specifically for broken home students and did not examine the influence of Akidah Akhlak teachers in increasing learning motivation.

Erika Nurkumalarini's article entitled "Review of Student Learning Motivation in Families Experiencing Divorce (Broken Home) at Jemur Wonosari 1 State Elementary School" (Nurkumalarini, 2020). The results of this study explain that students with a broken home background (incomplete family) have low learning motivation; on the other hand, teachers at SDN Jemur provide various learning methods and strategies such as questions and answers, discussions, lectures and final assignments to provide learning motivation, so that students are more active and not bored in following the ongoing learning in class. This study has similarities with what the researcher did, namely, the efforts to increase learning motivation in broken-home students. Still, there are also differences between what the researcher did and the role of class teachers and Islamic religious education teachers.

Several studies above are used as a comparison for the research by the author. In the previous studies above, none have specifically discussed "Improving Learning Motivation of Broken Home Students by Aqidah Akhlak Teachers at MTs". Therefore, the researcher tries to explain the problems faced by broken-home students, the learning outcomes of broken-home students, the efforts of Aqidah Akhlak teachers in increasing learning motivation for broken-home students, and the supporting and inhibiting factors for Aqidah Akhlak teachers in increasing learning motivation of broken home students at MTs Raudhatul Muttaqien Kalasan Yogyakarta. In addition to the differentiating variables, the place used as the research location is also different from previous studies and the time the research was conducted. Therefore, the researcher's position in this study is that of a developer of prior studies. However, the variables, time and place of this research can be said to be novelty, and this research seeks to find innovations based on theories and data obtained in the field.

Method

In this study, the researcher used a qualitative research method. According to Bogdan Taylor in the article, Marindu Waruwu qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from the parties being observed (Waruwu, 2023). In this study, the researcher will directly observe the motivation given by the Akidah Akhlak teacher in increasing students' learning motivation from broken homes.

The research approach used is qualitative. The qualitative approach focuses on a deep understanding of human behaviour or social phenomena by using non-metric data in the form of interviews (Yurmaini et al., 2024). Through this qualitative approach, the researcher attempts to explore or reveal the events in the field related to the role of Akidah Akhlak teachers in increasing the learning motivation of broken home students at MTs Raudhatul Muttaqien Kalasan Yogyakarta broadly and deeply. Also, through this qualitative approach, the researcher examines the behaviour displayed by broken home students after being motivated by Akidah Akhlak teachers at MTs Raudhatul Muttaqien Kalasan Yogyakarta.

In this study, the main tool in data collection is the researcher collecting various data by observing, asking, listening and so on so that the data obtained is valid. The selection of subjects is done using the purposive sampling technique, which is a technique for taking samples of data sources based on certain considerations (Sugiyono, 2016). In this study, the selection of subjects was based on their considerations that were rich in the information needed by researchers related to the role of Akidah Akhlak teachers in improving the learning motivation of broken home students at MTs Raudhatul Muttaqien Kalasan Yogyakarta. For that, the subjects of this study were the principal of MTs Raudhatul Muttaqien, the Deputy Head of Curriculum, an Akidah Akhlak teacher, and six broken home students (three students with separated parents and three with deceased parents).

Researchers used three data collection techniques, observation, interviews, and documentation, to collect information on teacher and student activities during the learning process. As for the data analysis technique, the researcher used the Miles and Huberman model with three steps: data condensation, data display, and conclusion drawing and verification. Data validity checks were carried out in this study by conducting data triangulation. Data triangulation is a data validity check technique that utilizes something from another. This means using something outside the data for checking purposes or as a comparison to existing data (Kusumastuti & Khoiron, 2019).

Result and Discussion

After the researcher collected various data needed through finally obtained sufficient data to answer the formulation of the problem formulated by the researcher above. Furthermore, after the data is processed, the results of the study are obtained that are relevant to the focus of the research or the formulation of the problem to be studied. The results of the study are then discussed using the available theoretical studies so that, in general, there are four discussions that will be studied by the researcher related to Increasing Learning Motivation of Broken Home Students by Akidah Akhlak Teachers at MTs.

Regarding the data on broken home students that the researcher used as a primary source, namely:

Table 1. Data on the condition of students from broken homes

No	Class	Gender		Total
		Male	female	
1	7	-	-	-
2	8	3	-	3
3	9	1	2	3
Total		4	2	6

From the data, it is explained that the data of broken home students were taken from two levels, namely class eight and class nine of MTs. Below, the researcher will explain the four formulas that the researcher made, namely as follows:

PROBLEMS FACED BY BROKEN HOME STUDENTS AT MTS RAUDHATUL MUTTAQIEN KALASAN YOGYAKARTA

Based on the research results that have been obtained in the field, through the results of interviews with six broken home students, both students who lost their parents because one or both parents died or because of divorce showed several problems both internally and externally from the students. The researcher summarized these problems in three aspects of broken home students, according to Nurmallasari, including the following:

Psychological disorder, Which is an unstable emotional condition, excessive disappointment and anxiety, experiencing mental stress due to shame towards the environment, introversion (likes to be alone) and various other cognitive disorders. Students from a broken home background tend to do something beyond the limit and do something negative. These cognitive and psychological problems are also experienced by broken home students at MTs Raudhatul Muttaqien, where these students tend to be introverted, have difficulty socializing and feel different from other friends. This statement is as conveyed by Ricky Habibullah the Akidah Akhlak teacher at MTs Raudhatul Muttaqien as follows:

"...For example, students from broken homes tend to isolate themselves, sometimes their friends are happy, but they are sad, and sometimes the teacher explains that they sleep; this is usually due to a lack of education from their parents, so I apologize roughly because their parents are from broken homes, ..." (Results of Interview with Akidah Akhlak Teacher, Mr. Ricky)

From the results of the interview with Mr. Ricky Habibullah, it can be seen that students with a broken home background experience very complex problems both mentally, socially and behaviorally. From the interview, it can also be seen that the problems of broken home students at school are problems they have brought from home. Lack of affection and attention from parents at home makes students seek attention at school by doing bad things such as sleeping while studying and showing a bad face and condition to teachers and friends.

Academic Problem, Another problem often experienced by broken home students, including students at MTs Raudhatul Muttaqien, is a problem in the academic field, where students tend to be too lazy to study, so their achievements decline, and lack of interest and motivation to research and various other educational problems. From the interview data obtained in the field by referring to 6 sources, the basic problem in broken home students at MTs Raudhatul Muttaqien is a decline in learning achievement. The reasons for not attending class vary, such as being lazy to attend school and do assignments. Some do not go to class because of the influence of friends around them, and some have a paradigm or thought about why they go to school and why they get a diploma. This is as conveyed by Virilly Putri Arifi as a broken home student as follows:

"With conditions like this, sometimes I think that studying is... how does it feel like that? Sometimes I want to drop out of school because sometimes I'm lazy to go to school. Although sometimes I have the desire to be better." (Results of Interview with, Virilly Putri Arifi, n.d.)

Meanwhile, other causes based on the research results are that students are too lazy to go to school and do assignments due to the influence of friends. The research shows that the learning achievement of students from broken homes sometimes goes up and sometimes down, depending on the surrounding environment and the motivation from within the individual student. However, although some students have problems related to academic issues, according to Mrs. Heny Kusumawati, the principal at MTs Raudhatul Muttaqien, not all students from broken homes at school have problems or are lazy in learning. In the sense that there are students from broken homes who, even though their parents are separated, do not have much influence on their achievements, so at school, these students still excel and even exceed normal students with intact family conditions.

Behavioral problem, It is a problem related to deviant behaviour. From the observations and interviews in the field, data was found that broken-home students tend to behave differently from other students. The results of the researcher's interview with Mr. Ricky Habibullah, the teacher at Akidah Akhlak show that students' mentality and psychology greatly influence how they behave. This behaviour also varies, such as being easily influenced by the environment. As conveyed by Mr. Ricky Habibullah below:

"Sometimes the teacher explains that he sleeps, it is usually due to a lack of education from his parents, so I apologize roughly because their parents are from broken homes, so the attitude at home is vented at MTs." (Results of Interview with Teachers of Akidah Akhlak, Mr. Ricky, n.d.)

The results of the researcher's interview with Mr. Ricky Habibullah show that students' mental and psychology greatly influence how they behave. According to Notoadmojo, problematic behaviour will hinder individual students from socialising with their teachers and friends. Problematic or deviant behaviour results in the emergence of uncontrolled behaviour in students that leads to various criminal acts (Zuraidah, 2016).

Then another form of behavior that broken home students at school show is that students often violate the rules in school, this is because students cannot distinguish between right and

wrong actions. In addition, the lack of control from parents is related to the behaviour of these students every day. From the three aspects of the problems above, it can be concluded that less harmonious family relationships cause the problems that arise from students from broken homes, lack of family economic conditions, lack of attention, affection and parental control over the behavior or achievements of students, lack of motivation from parents and the negative influence of the environment around students.

Learning Outcomes of Broken Home Students at MTs Raudhatul Muttaqien Kalasan Yogyakarta

Good results from an action taken by a teacher or instructor in increasing learning motivation are certainly a shared hope for teachers at school and parents. The indicators that serve as a reference in seeing the achievement of learning outcomes for broken home students at MTs Raudhatul Muttaqien can be seen from the 3 (three) aspects below:

Aspek kognitif, Learning outcomes in the cognitive aspect are the learning outcomes of students that are intellectual, either in the form of memory or recognition of something, certain concepts or patterns that enable the development of students' intellectual abilities (Ina Magdalena, Nur Fajriyati Islami dan Eva Alanda Rasid, 2020). A student named Davin Candra Purwadinanta is a student in class 8A. Davin Candra can be said to be one of the broken home students who has quite good and increasing learning outcomes, where previously Davin Candra Purwadinanta in class 7 odd semester got 4th place, and for the even semester class 7 Davin got 3rd place, this shows that there is an increase in the learning outcomes of broken home students in the cognitive aspect.

"Meanwhile, for academic achievement, sometimes it goes up and sometimes it goes down, during the first semester in grade 7 I was ranked 4th and during the 2nd semester (even) I was ranked 3rd." (*Results of Interview with Davin Candra Purwadinanta*, n.d.)

A broken-home student named Siti Aisyah (9B) also obtained a similar thing. Siti Aisyah is a student who has good academic learning outcomes (cognitive domain) from six other broken home students that the researcher used as samples for this study. The following is an interview with Siti Aisyah,

"While my achievements fluctuate, sir, when I was in grade 8 in the second semester I got 2nd place and now I don't know what rank I got." (*Results of Interview with Siti Aisyah*, n.d.)

The learning outcomes obtained by students from broken homes at MTs Raudhatul Muttaqien Kalasan Yogyakarta show an increase in their academic standing when viewed from a sample of students from broken homes.

Affective aspect, learning outcomes in the affective aspect mean the ability of students to accept, appreciate and demonstrate an attitude of participation in matters of goodness (Syafi'i et al., 2018). This attitude is present in the students' personalities, and they have good learning outcomes in the affective aspect.

Broken home students who have good learning outcomes in the affective aspect are M. Azka Raditya Ardana, class 9A. As researchers obtained from the results of the interview, M. Azka Raditya Ardana, when he was in class 7A, had not attended class due to the influence of friends and also the lack of motivation to study M. Azka Raditya Ardana, so he did not go to school (skipped school). However, now M. Azka Raditya Ardana is no longer like before. Currently, M. Azka Raditya Ardana is happier to go to school; on the other hand, M. Azka Raditya Ardana feels grateful for getting a smart Indonesia card (KIP) from the school.

"Azka also did not go to school in grade 7 (seven) but now I never miss class again, because I feel that I am being funded for school but I do not go to class." (Results of Interview with Siti Aisyah, n.d.)

Other broken-home students also have good learning outcomes in the affective aspect. On the one hand, they feel that something is lacking in the household (less harmonious), but they continue trying to fight bad (negative) attitudes in their lives, such as Virly Putri Arifi. Virly is a broken home student in class 9B. Currently, Virly Putri Arifi lives with her grandmother because her father and mother have separated, and she always feels a lack of motivation in her daily life.

However, Virly Putri Arifi always tries to be brave and keep moving forward without giving up. For example, when Virly is asked to do a problem, she always tries to do it even though the result is not good. When her teacher asks her to go forward, Virly is always ready even though she doesn't understand what she is going to do because she has the self-confidence to want to and dare to move forward.

Learning outcomes sometimes do not have to be related to academics or intellectually, but a change in attitude for the better or positive behaviour is an achievement; this attitude is included in the learning outcomes in the affective aspect. Another positive attitude students carry is embedded in the individual to always go to class. Hendar Budi Santoso is a broken home student in class 8A who is determined to always attend school. Hendar Budi Santoso makes his ideals a motivation for him to continue to be enthusiastic in learning, especially in terms of being active at school so that the habit of not going to school (truancy) is not considered a disease in him. The desire to learn is actually in broken-home students, but to realize academic learning outcomes, internal and external motivation is needed so that students have high learning motivation.

Psychomotor Aspects, in the world of education, psychomotor is contained in practical subjects. (Winingsih et al., 2020). At MTs Raudhatul Muttaqien, several broken home students have good learning outcomes in the psychomotor aspect, for example M. Azka Raditya Ardana (8A), since being at Madrasah Sanawiah M. Azka Raditya Ardana has lived in a boarding school, his success in winning the book reading competition is a great learning outcome for him because he has good skills, on the one hand academically it is a learning outcome for him. Still, this learning outcome is more towards the psychomotor aspect because it is a non-academic learning outcome (outside formal learning).

"Azka once participated in a book reading competition at the boarding school when he was in grade 7, namely the book reading competition Safinatun Najah and won 2nd place." (Results of Interview with M. Azka Raditya Ardana, n.d.)

In addition to M. Azka Raditya Ardana, there is a broken home student named Davin Candra Purwadinanta who is now in class 8A, Davin Candra Purwadinanta has good learning outcomes in the world of sports, namely football, when Davin Candra Purwadinanta was in class 7 with his football team he won 3rd place in winning the regent's cup (district level).

"I once won third place in the seventh grade in a soccer game competition at the Regent's Cup." (Results of Interview with Davin Candra Purwadinanta, n.d.)

Of all the learning outcomes owned by broken home students, of course, they can be achieved because of both internal and external motivation within the students. Motivation functions as encouragement or direction to obtain good learning outcomes (achieve goals) (Istikhana, 2021). Without the presence of motivation in students from broken homes, whether given by teachers, parents (family), friends or motivation that is present within themselves, it is

very unlikely that good learning outcomes can be achieved by students, especially students from broken homes.

The Efforts of the Aqidah Akhlak Teacher in Increasing the Learning Motivation of Broken Home Students at MTs Raudhatul Muttaqien Kalasan

Based on the results of interviews and observations conducted by researchers on Akidah Akhlak teachers at MTs Raudhatul Muttaqien, the following are some efforts made by these teachers to increase the learning motivation of broken home students, namely:

Giving Advice, advice is the most dominant and frequent way done by Akidah Akhlak teachers at MTs Raudhatul Muttaqien in growing and increasing the learning motivation of broken home students. Advice will invite someone to goodness and prevent badness. For advice given by Akidah Akhlak teachers at MTs Raudhatul Muttaqien, it is more about inviting broken home students to talk from the heart, both related to the problems they are facing or related to lessons that have not been understood by the students. This is as conveyed by Virilly Putri Arifi below:

"Mr. Ricky Habibullah also sometimes calls me to the front when he has finished the material, invites me to talk, and motivates me to continue studying and if there is something I don't understand, I ask." (Results of Interview with, Virilly Putri Arifi, n.d.)

Virilly's statement was also reinforced by Siti Aisyah as follows:

"Meanwhile, Mr. Ricky provides motivation by giving encouragement, and talking to the two of them outside of class hours and giving advice." (Results of Interview with Siti Aisyah, n.d.)

In addition to giving advice, the Akidah Akhlak teacher at MTs Raudhatul Muttaqien also pays attention to broken home students by asking about their condition and taking them home when one of the students is sick. This is as conveyed by Putra Andita Yanwar below:

"The form of attention of the Akidah Akhlak teacher is in the form of asking about the condition of the students, if someone is sick he asks what the illness is and gives advice." (Results of Interview with, Putra Andita Yanwar, n.d.)

The interview results obtained by researchers from broken-home students show that Akidah Akhlak teachers are very motivating for their students' learning, especially broken-home students. Giving advice and asking about students' conditions is one form of affection given by teachers to their students.

Giving Rewards (praise), in this case, praise will move someone to be more enthusiastic and motivated in doing something, including being encouraged to be more active in learning. The praise that the researcher means here is not only limited to the delivery of words verbally, but also by giving several rewards to students in the form of money, refreshing and so on. The following are the results of the researcher's interview with Mr. Ricky Habibullah, the Akidah Akhlak teacher related to giving rewards to broken home students, namely:

"Especially at the pondok, one of them I often asked to give me a massage, then I gave him 20-30 thousand, and in between I asked, "Do you have parents or not? I don't have any anymore, sir." (Results of Interview with Teachers of Akidah Akhlak, Mr. Ricky, n.d.)

The provision of this reward is one of the factors that influences a student's learning outcomes because reward is a form of positive reinforcement, affection, appreciation for behavior,

or achievements achieved by students. Especially for broken home students who experience various problems, the reward given will minimize the sadness they feel.

Cultivating Interest and Desire to Know, One of the steps that is no less important in increasing the learning motivation of broken home students is to cultivate their interest and desire to know how to learn. Based on the results of research obtained in the field through the interview and observation process, it is known that broken home students at MTs Raudhatul Muttaqien are more enthusiastic when participating in various extra activities compared to the learning process.

"On average, those from broken homes are enthusiastic about learning even though they often complain about their learning. They prefer extracurricular activities. If the woman (Virly) prefers to dance Javanese dance, if Putra prefers to play chess, if Davin prefers to play football, while for Hindar I don't know what she likes yet." (Results of Interview with Teachers of Akidah Akhlak, Mr. Ricky, n.d.)

However, Mr. Ricky Habibullah always tries to design learning to attract more students' attention, namely by telling stories and providing games and factual issues in the material. Several broken home students also said that when studying the subject of Akidah Akhlak, they were more enthusiastic and motivated because the material was designed with additional motivational history and delivered material that was pleasant and easy to understand.

"If I'm like this, sir, when they're bored I teach them with funny stories or humor, sometimes I give them games to get them excited, rather than them wanting to go to the canteen. In terms of material, I relate it by providing factual issues, for example signs of the apocalypse with current natural phenomena, floods, earthquakes and lesbians everywhere." (Results of Interview with Teachers of Akidah Akhlak, Mr. Ricky, n.d.)

Fulfilling Physiological Needs, These main needs must be met to motivate someone to do something. For example, students will not learn with focus if their physiological needs, such as eating and drinking, have not been met. Therefore, parents and teachers need to pay attention to these physiological needs because this is one of the efforts to increase student learning motivation (Zebua, 2021).

In relation to these physiological needs, most students from broken homes cannot be met properly, especially for students from broken homes who live with their grandmothers so they have to meet their own needs. In addition, the reason why these needs are not met in students from broken homes is the difficult economic conditions of the family; even for their parents who have separated, most parents no longer monitor these physiological needs, whether from the mother's side or the father's side. So, many students from broken homes do not come to school to work to meet their physiological needs. This happened at MTs Raudhatul Muttaqien, where there were students from broken homes who worked as shopees food to earn money.

Through interviews obtained in the field, it can be seen that many broken home students do not have their physiological needs met. The six sources interviewed by researchers from students with a broken home background received a KIP (Smart Indonesia Card) scholarship as an effort to help students minimize the lack of material. Likewise, Mr. Ricky Habibullah as a teacher of Akidah Akhlak is sometimes encouraged to provide material in the form of money for students who have not eaten, especially for students from broken homes.

"Especially in the pondok, one of them I often asked to massage me, then I gave him 20-30 thousand, and in between that I asked, do you have parents or not? I don't have any anymore, sir.." (Results of Interview with Teachers of Akidah Akhlak, Mr. Ricky, n.d.)

This was also witnessed directly by the researcher when conducting observations at MTs Raudhatul Muttaqien Kalasan Yogyakarta. From the results of the interviews and observations, it can be seen that the elements in the school pay close attention to the physiological needs of broken home students.

Intensive Approach, namely the approach by talking to them from the heart. The approach given to broken home students can be done by inviting broken home students to chat about things they like. This is what Mr. Ricky Habibullah did as the Akidah Akhlak teacher in fostering the learning motivation of broken home students at MTs Raudhatul Muttaqien.

The ideals held by broken home students are certainly a supporting factor for Akidah Akhlak teachers in fostering learning motivation. The ideals and hopes that they do not have are inhibiting factors for schools and teachers in fostering learning motivation, such as there are broken home students who have said that a diploma is not important so that broken home students do not have ideals in their studies and cause their enthusiasm for learning to be low. This is certainly an inhibiting factor for Akidah Akhlak teachers in fostering learning motivation for broken home students at MTs Raudhatul Muttaqien Kalasan Yogyakarta.

Supporting and Inhibiting Factors for Akidah Akhlak Teachers in Increasing Learning Motivation of Broken Home Students at MTS Raudhatul Muttaqien Kalasam Yogyakarta

Among the supporting and inhibiting factors of Akidah Akhlak teachers in fostering learning motivation are internal and external factors. Below, the researcher will explain what factors are the internal and external supporters and inhibitors of Akidah Akhlak teachers in fostering learning motivation of broken home students, namely:

Internal Factors

Internal factors are factors that come from within oneself (Ulfa et al., 2018). In this case, the internal factors that support and hinder Akidah Akhlak teachers in fostering learning motivation for broken home students are because the students themselves have several important things that must be possessed, including ideals or hopes, student abilities, and student conditions.

Ideals or hopes, broken home students who have ideals in learning certainly become a supporter for Akidah Akhlak teachers in fostering learning motivation, because broken home students already have a high sense of awareness of the importance of learning to be able to achieve ideals. As the interview conducted by the researcher with a broken home student named M. Azka Raditya Ardana who made ideals a motivation to continue learning and going to school.

"I am motivated to study hard so that my dreams can be achieved." (Results of Interview with M. Azka Raditya Ardana, n.d.)

Ambition is one of the supporting factors for students from broken homes in developing learning motivation (Cahyani et al., 2020). As the results of the interview data above, broken home students are motivated to learn because of the ideals embedded in the broken home students. Not only M. Azka Raditya Ardana, a broken home student who makes ideals a motivation to learn, but other students named Davin Candra Purwadinanta also make ideals as an effort to foster learning motivation, namely:

"Sometimes I feel like I'm not enthusiastic about studying, but because I remember my dreams, I try to be enthusiastic about studying again." (Results of Interview with Davin Candra Purwadinanta, n.d.)

The ideals held by students from broken homes are certainly a supporting factor for Akidah Akhlak teachers in fostering learning motivation. The ideals and hopes that they do not have are inhibiting factors for schools and teachers in fostering learning motivation, such as there are broken home students who have said that a diploma is not important so that broken home students do not have ideals in their studies and cause their enthusiasm for learning to be low.

Student abilities, student abilities are understood as the potential that exists in students both in intellectual and psychomotor aspects (Cahyani et al., 2020). Broken home students who have more abilities or intelligence in the subject matter are certainly a supporting factor for Akidah Akhlak teachers in fostering learning motivation. Sometimes there are broken home students who have a slow understanding in receiving the subject matter given by the teacher so that it becomes an obstacle for Akidah Akhlak teachers in fostering learning motivation.

This is where the Akidah Akhlak teacher must be able to understand students who have learning difficulties. Like one example that was experienced by a broken home student named Virilly Putri Arifi who asked the Akidah Akhlak teacher again about the material she did not understand. The abilities and potentials of broken home students, both cognitively and psychomotorically, in this case are certainly supporting and inhibiting factors for the Akidah Akhlak teacher in fostering learning motivation. The better the abilities and potentials of broken home students, the easier it will be for the Akidah Akhlak teacher to foster learning motivation and vice versa.

Condition of students, if the condition of broken home students is not good or sick, the learning process at school is also disrupted and Akidah Akhlak teachers also cannot provide maximum learning motivation. As an Arabic proverb says: *الْعَقْلُ السَّلِيمُ فِي الْجِسْمِ السَّلِيمِ*. This means that a healthy mind (student intelligence) can be obtained if the body is strong and allows for continued learning (Hermanto, 2021). In this case, how is it possible for Akidah Akhlak teachers to provide maximum learning motivation to students from broken homes, while the condition of the students from broken homes is unhealthy (sick).

In the interview conducted by the researcher, there were broken home students at MTs Raudhatul Muttaqien who were in poor health (sick) but still followed the learning process at school until when the learning process at school was finished, the broken home students were taken home by the Akidah Akhlak teacher, because the condition was concerning. It was not possible for them to go home alone.

With the unhealthy condition of broken home students, of course, the learning process that is followed at school is not as optimal as usual in healthy conditions. The Akidah Akhlak teacher also feels this during the learning process in class because the habit of the Akidah Akhlak teacher is to always ask about the condition of the students before learning begins so that the Akidah Akhlak teacher understands the condition of the students in the class. Thus, the healthy condition of broken home students is an internal support for the Akidah Akhlak teacher in fostering learning motivation. In contrast, broken home students who experience unhealthy conditions (sick) are certainly an obstacle for the Akidah Akhlak teacher in promoting learning motivation at MTs Raudhatul Muttaqien Kalasan Yogyakarta.

External Factors

External factors are factors that come from outside the individual (Djarwo, 2020). These external factors are the second part that researchers will explain regarding the support and obstacles for Akidah Akhlak teachers in fostering learning motivation for broken home students at MTs Raudhatul Muttaqien Kalasan Yogyakarta.

The supporting and inhibiting factors for Akidah Akhlak teachers in fostering learning motivation for students from broken homes are related to conditions outside of broken home students, including:

Learning environment, Good learning environment conditions in the classroom can certainly be a support for Akidah Akhlak teachers in fostering learning motivation. The habits of students who are active in class, both in terms of attendance, completing assignments, and presentations, can be a supporting factor for Akidah Akhlak teachers in fostering learning motivation for broken home students. However, on the other hand, if bad habits are carried out by students in class, such as infrequent attendance in class, often forgetting assignments, always making noise in class, usually sleeping in class, and so on, then it can be an inhibiting factor for Akidah Akhlak teachers in fostering learning motivation for broken home students.

"I told them to do their homework, and the next day they came in and forgot to do their homework, then I reminded them again. That's how it developed. When I told them to do it, they said yes, but sometimes I asked where the homework was, they said they forgot."
(Results of Interview with Teachers of Akidah Akhlak, Mr. Ricky, n.d.)

The interview results above that the researcher obtained from the Akidah Akhlak teacher are one example of the condition of the learning environment in the classroom being good and conducive because it can affect the enthusiasm and motivation of broken home students at the school. At Mts Raudhatul Muttaqien, this is an inhibiting factor for the Akidah Akhlak teacher in fostering the learning motivation of broken home students because they do not do the tasks given by the teacher and become a bad example for other students.

School social environment, The supporting factor and the obstacle for Akidah Akhlak teachers in providing learning motivation for broken home students is the school social environment, the social environment of students who are not suitable, such as students who like to fight or skip school and other acts that violate school rules, can be a serious obstacle and problem for Akidah Akhlak teachers in fostering learning motivation. In a hadith narrated by Abu Daud, the good or bad habits of people who are our friends (around us) will make us the same as them.

الْمَرْءُ عَلَى دِينِ خَلِيلِهِ فَلْيَنْظُرْ أَحَدُكُمْ مَنْ يُخَالِلُ

Meaning: "A person will match the habits of his close friends. Therefore, pay attention to who will be your close friends." (Gunawan, 2022)

Students who do not understand the social environment of the school and do not have a firm attitude in their motivation to learn will easily be provoked by the evil deeds of their friends. Thus, it is clear that the school's social environment significantly influences students and teachers at Akidah Akhlak. A good social environment in the school can be a supporting factor, and vice versa; it will be an inhibiting factor in growing the learning motivation of broken-home students if the school's social environment is terrible.

Social environment of society, social environment of society is a condition where students receive attention and recognition from society in the form of presence, and have a role and participate in community activities (Cahyani et al., 2020). The researcher obtained the following results from an interview with the principal of MTs Raudhatul Muttaqien: Some students prefer to stay at their friends' places because students from broken homes feel a stronger sense of family than those who live in their own homes.

"Children from broken homes have their own busy lives, their own pleasures, as a result, some of the children are left with their grandmothers. There are even children who are not with their grandmothers, not with their fathers, not with their parents, but sleep with their

friends, and even other people take care of these children."(Results of Interview with the Principal, Ibu Heny Kusumawati, n.d.)

Recognition and good relationships with the social environment of the community toward broken home students certainly support Akidah Aklak teachers in fostering learning motivation. Thus, broken-home students are more motivated and enthusiastic about carrying out their daily activities, especially learning and seeking knowledge.

Family social environment, The family social environment can be a supporting factor and an obstacle for Akidah Akhlak teachers in providing learning motivation for broken home students. The family social environment in this study is understood as harmony between children and their parents in the household. Researchers can see from the interview results that broken-home students lack learning motivation due to the family environment. The following is an interview with Virly Putri Arifi,

"In the past, my parents did not pay attention to me, because my studies declined, my parents were called. Then my mother came to school, after that there was attention from my mother even though it was rare. While my father did not give me any motivation and affection at all. The affection that I still often feel even though it is rare is from my grandmother." (Results of Interview with, Virly Putri Arifi, n.d.)

Researchers' findings from the interviews tend to show that the motivation of broken-home students is very low. Even some students do not get any learning motivation from their fathers and mothers at all. This is certainly an inhibiting factor for Akidah Akhlak teachers at MTs Raudhatul Muttaqien Kalasan Yogyakarta in fostering learning motivation for broken-home students.

Family economic factors, Supporting and inhibiting factors for Akidah Akhlak teachers in increasing the learning motivation of broken home students, the next is the economic factor. The economy is the most critical part for students in learning to seek knowledge. At MTs Raudhatul Muttaqien, there are students from broken homes who have to go to school while working due to poor economic conditions, where both of their parents have separated and only get additional pocket money from their grandmother, as the results of the interview by Mrs. Heny Kusumastuti as the principal.

"Even the lack of attention from the family from the parents makes them lazy 'why should I go to school!', 'I want to earn my own money', there is even a child from a broken home who goes to school and has a part-time job working at Shopee Food, once during the exam period this child left at 7 but the exam was at 10, then he asked permission to get some food first, like that. In the end, he got 50 thousand, it could be like that."(Results of Interview with the Principal, Ibu Heny Kusumawati, n.d.)

This was also reinforced by Virly Putri Arifi as a student from a broken home who felt that her economic needs were very lacking, as in the interview results obtained by the researcher.

"But yesterday my mother only asked the homeroom teacher, how was my learning, how was my progress, but never asked me directly. With my grandmother, if I wanted to buy school supplies, she gave me money, and if I didn't have enough pocket money, my grandmother still had both." (Results of Interview with, Virly Putri Arifi, n.d.)

The results of interviews conducted by researchers with informants show that the economic needs provided by parents are minimal, even though parents do not pay attention to economic needs at all. Economic needs are a supporting and inhibiting factor for broken-home

students in their studies; sufficient economic needs are certainly a supporting factor. Conversely, insufficient economic needs will inhibit broken-home students in their learning process and cause a decrease in student learning motivation.

Conclusion

Through the results of interviews, observations and documentation conducted by researchers related to increasing learning motivation of broken home students by Akidah Akhlak teachers at MTs Raudhatul Muttaqien Kalasan Yogyakarta, the following are some conclusions that can be drawn, namely: (1) The problems experienced by broken home students at MTs Raudhatul Muttaqien Kalasan Yogyakarta include three aspects, namely: first, psychological disorder is a problem related to the psychology and mentality of students. Second, academic problems are problems related to academics, such as truancy or not attending school. Third, behavioural problems are problems related to deviant behaviour carried out by students. (2) Related to the learning outcomes of broken homes at MTS, Raudhatul Muttaqien also includes three aspects, including: first, cognitive aspects, through six sources it is known that 2 of them obtained good ratings in learning. Second, affective aspects are potential in students in the form of behaviour where after they are given advice, they start doing various tasks given by the teacher and diligently return to school. Third, the psychomotor aspect relates to learning outcomes obtained in non-academic fields, which include abilities in the field of skills or physical, for example, in the field of football, successfully winning the Regent's Cup and winning a book reading competition. (3) The Aqidah Akhlak teacher at MTs Raudhatul Muttaqien makes various efforts to increase the learning motivation of broken home students, including Giving praise (rewards). Giving advice related to academic problems or other problems they experience. The Aqidah Akhlak teacher fosters students' curiosity and interest by managing (designing) learning and making it as interesting as possible. Fulfilling all the psychological needs of broken home students. Providing broken home students with heart-to-heart talks. (4) Supporting and inhibiting factors for the Aqidah Akhlak teacher in increasing the learning motivation of broken home students at MTs Raudhatul Muttaqien Kalasan Yogyakarta are: first, internal factors that include the high ideals and hopes of students, high student abilities, and student conditions. Second, external factors include the learning environment, school social environment, community social environment, family social environment and family economic factors.

Based on the research results that have been obtained, here are some suggestions or recommendations that the researcher will convey to the following parties with the hope that they can be used as considerations, namely: For the principal or Akidah Akhlak teacher to be able to understand more about the psychology and mentality of each broken home student, continue to strive to increase learning motivation by using more varied approaches and methods. Continue to strive to improve communication with the parents of broken-home students. Suggestions for broken home students to continue to strive to increase self-confidence or motivation in learning by understanding their various abilities and potentials even though they do not have intact parents.

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