

Psychological Analysis of Delinquent Behavior Among Students From Broken Homes at SMK Ma'arif Cijulang

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Abstract (10 pt)

Juvenile delinquency is a multidimensional phenomenon influenced by various factors, one of which is family conditions, particularly among students who experience disharmony within their household. This study aims to analyze forms of delinquent behavior among students from broken-home families at SMK Ma'arif Cijulang from a psychological perspective. The research employed a direct observation method to examine student behavior within the school environment, including their patterns of social interaction. The observations were conducted systematically to identify the types of deviant behaviors that emerged as well as the underlying psychological factors. The findings indicate that students from broken-home families tend to exhibit delinquent behaviors such as skipping classes, arriving late to school, and demonstrating low levels of discipline. Psychological factors, including emotional instability and a lack of parental supervision, were identified as the primary triggers of these behaviors. This study recommends enhancing psychosocial support and strengthening character education within the school environment as preventive efforts to reduce delinquent behavior among students from broken-home families.

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1. Introduction

Education is a strategic instrument for enhancing the intellectual capacity of the nation and improving the quality of life within society. In the modern era, which is marked by rapid technological and informational advancements, education has become a fundamental necessity for every individual. The Government of Indonesia mandates

twelve years of compulsory education for all citizens, as stipulated in Article 31 Paragraph 1 of the 1945 Constitution, which states that “Every Indonesian citizen has the right to education.” Thus, education serves not only as a means of increasing knowledge but also as a medium for character, moral, and personality development.

The family functions as the first and foremost educational institution for a child, where moral values, ethics, and life principles are initially introduced. Rahmah asserts that the family carries an educational role that provides parenting patterns, habituation, and role modeling that shape the child’s intellectual, emotional, and spiritual intelligence. In Islamic teachings, the responsibility of parents in educating their children is emphasized in the Qur’an, specifically in Surah At-Tahrim (66:6):

يَا أَيُّهَا الَّذِينَ آمَنُوا قُوا أَنْفُسَكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا النَّاسُ وَالْحِجَارَةُ عَلَيْهَا مَلَائِكَةٌ غِلَاظٌ شِدَادٌ لَا يَعْصُونَ اللَّهَ مَا أَمَرَهُمْ
وَيَفْعَلُونَ مَا يُؤْمَرُونَ ﴿٦﴾

“O you who believe, protect yourselves and your families from the Fire.” This verse underscores the obligation of parents to guide, nurture, and safeguard their children so that they grow into individuals with strong morality and responsibility.

However, not all families are able to fulfill these functions optimally. Family conflicts, including divorce, may lead to a broken home condition characterized by disharmony and emotional instability within the household. This situation significantly affects the psychological development of children, particularly during adolescence a crucial phase in identity formation. Ancok explains that a child’s behavior is highly influenced by the emotional climate of the home and the patterns of interaction among family members. Consequently, family disharmony may lead to deep emotional wounds, which in turn affect behavior and learning motivation. Adolescents from broken-home families often face psychological developmental barriers and are more vulnerable to engaging in delinquent behaviors such as truancy, involvement in fights, and lack of discipline.

This study employs a qualitative approach with observation as the primary data collection method. The qualitative approach was chosen to obtain descriptive data

depicting students' speech, actions, and behaviors in a detailed and systematic manner. Preliminary findings show that parental neglect and an unstable home environment are dominant factors contributing to juvenile delinquency. Therefore, a psychological analysis of delinquent behavior among students from broken-home families is essential to formulate appropriate intervention strategies, particularly within the school environment of SMK Ma'arif Cijulang.

This research is conducted at SMK Ma'arif Cijulang, located in Pangandaran Regency, a vocational high school whose students come from diverse family backgrounds, including those from broken-home families. Based on this condition, the researcher views the broken home issue as relevant and important to investigate, especially regarding its impact on student behavior and learning processes. The purpose of this study is to identify the challenges faced by broken-home students in their learning process at SMK Ma'arif Cijulang.

By understanding the psychological dynamics and challenges experienced by broken-home students, this research is expected to contribute to the formulation of appropriate solutions to support their psychological and academic development. Therefore, the researcher adopts the title "Psychological Analysis of Delinquent Behavior Among Students from Broken-Home Families at SMK Ma'arif Cijulang."

2. Material and Methods

2.1. Material

Education plays a fundamental role in shaping students' character and developing their potential. During adolescence, education functions not only as a process of knowledge transmission but also as a mechanism for value internalization and the formation of adaptive behavior. According to Tilaar (2012), education guides students to grow holistically in cognitive, affective, and psychomotor domains. Therefore, schools serve as vital environments that facilitate psychological and social development for adolescents who are undergoing a crucial stage of identity formation.

Delinquent behavior refers to actions that violate social norms, school rules, or legal provisions. Such delinquency may include truancy, fighting, misuse of learning time, and other forms of aggressive behavior. Santrock (2018) explains that deviant behavior in adolescents often emerges from their inability to manage emotions and environmental pressures. In the school context, delinquent behavior becomes an important indicator of underlying issues within students' psychological development.

The family plays a significant role in shaping a child's behavior because it constitutes the first educational environment that provides moral foundations, values, and behavioral norms. Hurlock (2011) states that a harmonious family reinforces emotional stability, whereas a family marked by conflict or instability may hinder social and emotional development. Thus, family conditions exert substantial influence on adolescents' behavioral patterns and their capacity to adjust in various environments.

The term broken home refers to families experiencing divorce, separation, or persistent disharmony. Such conditions result in emotional instability, diminished psychological support, and weakened parental functioning. According to Amato (2010), adolescents raised in broken-home families tend to face emotional distress, stress, and insecurity, which may trigger maladaptive behavioral responses. The absence of one parent also reduces opportunities for adequate supervision and guidance.

From a psychological perspective, delinquent behavior among broken home adolescents may arise from prolonged emotional instability. Goleman (2005) explains that self-control is rooted in emotional regulation. When adolescents encounter psychological pressure stemming from family conflict, they become vulnerable to difficulties in managing emotions such as anger, sadness, and anxiety. This condition may drive them to seek escape through deviant behaviors such as skipping classes or affiliating with negative peer groups.

Bowlby's attachment theory provides an important explanation of the impact of parent-child relationships on adolescent behavior. Bowlby (1988) asserts that secure attachment helps adolescents build self-confidence and emotional regulation.

Conversely, insecure attachment—commonly found in broken-home families—can lead to distrust, anxiety, and impulsiveness. These conditions increase adolescents' susceptibility to delinquency as a compensatory response to unmet emotional needs.

Beyond family factors, peer influence also plays a significant role in encouraging delinquent behavior. According to Bandura (1977), individuals learn behaviors through observation and imitation. Adolescents who feel neglected at home often seek acceptance within peer groups, including those demonstrating negative behaviors. When deviant actions receive social reinforcement from peers, adolescents become increasingly inclined to imitate and repeat such behaviors.

The school environment can act as either a protective factor or a risk factor in adolescent development. Schools that provide emotional support, counseling services, and positive teacher–student interactions can help reduce the negative effects of broken-home conditions. Eccles and Roeser (2011) emphasize that positive relationships between teachers and students enhance emotional well-being and motivation. Conversely, non-responsive school environments may exacerbate students' psychological vulnerability and increase the likelihood of delinquency.

Overall, psychological theories demonstrate that delinquent behavior among broken-home adolescents results from complex interactions between family, psychological, and social factors. Family disharmony generates emotional distress, which is often intensified by inadequate supervision and heightened peer influence. Bronfenbrenner (1979) highlights that a child's development is shaped by multiple ecological systems, implying that effective interventions must involve family, school, and social environments. In the context of SMK Ma'arif Cijulang, this analysis provides a crucial foundation for designing preventive and intervention strategies tailored to the needs of students from broken-home backgrounds.

2.2. Methods

This study employs a qualitative approach with observation as the primary data collection method. The qualitative approach was selected because the research aims to

generate descriptive findings that capture the spoken expressions, written work, and observable behaviors of students through in-depth and systematic examination. The observations were conducted to directly examine the behavior and interactions of students from broken-home backgrounds within the school environment, particularly in the context of the learning process. Through this method, the researcher is able to identify factual conditions, characteristics, and various phenomena related to the research focus, namely delinquent behavior and the psychological dynamics of students from broken-home families.

The central focus of this study is to analyze the learning processes of students from broken-home backgrounds, including how family conditions influence their behavior and learning motivation at school. The data obtained through observation were then analyzed descriptively to provide a comprehensive understanding of the impact of broken-home conditions on student behavior within the educational context.

3. Results

The findings of this study indicate that students from broken-home families at SMK Ma'arif Cijulang exhibit various forms of delinquent behavior, including truancy, arriving late to school, and demonstrating low levels of discipline. Through direct observation within the school environment, the researcher identified a tendency among these students to avoid learning activities, be absent without clear justification, and engage in conflicts with peers. One documented case involved a student who repeatedly left the classroom without permission. These observations align with Cavan's view in *Juvenile Delinquency*, which states that juvenile delinquency reflects a child's failure to meet the social expectations of their community.

The study further reveals several psychological factors underlying these delinquent behaviors. Emotional insecurity, feelings of neglect, and insufficient parental supervision were found to be prominent influences. Disharmonious family conditions expose students to psychological pressure such as anxiety, anger, and low self-confidence that subsequently manifests in deviant actions. These results support the

theory proposed by Jamaluddin Ancok, who asserts that the emotional climate of the home and the quality of family interactions significantly shape a child's behavior. Most broken-home students in this study also reported receiving limited moral and emotional support from their families, prompting them to seek attention and validation in social circles that sometimes lead to negative behaviors.

Additionally, these findings are consistent with existing literature highlighting the family as the primary educational environment crucial to a child's psychological development (Rahmah, 2022). Family disharmony including divorce or prolonged conflict has been found to decrease students' learning motivation and increase the likelihood of delinquent acts (Simanjuntak, 1984). In response, this study underscores the importance of schools in providing psychosocial support and strengthening character education for students from broken-home backgrounds. School-based interventions such as counseling services and character-building programs have shown effectiveness in reducing the severity of delinquent behaviors and enhancing students' learning motivation.

Overall, the study reaffirms that broken-home conditions constitute a major risk factor contributing to juvenile delinquency. Therefore, the research recommends strengthened collaboration among schools, families, and the wider community to provide targeted psychological support and guidance for students from broken-home families so they may develop optimally and avoid deviant behaviors.

4. Discussion

The findings of this study align closely with the theoretical perspectives outlined in the literature review, demonstrating that delinquent behavior among students from broken-home families at SMK Ma'arif Cijulang is strongly influenced by psychological, familial, and social dynamics. As described in the theoretical framework, education serves as a comprehensive developmental process essential for shaping students' cognitive, emotional, and behavioral capacities (Tilaar, 2012). However, the observed

behaviors—such as truancy, classroom avoidance, and involvement in peer conflicts—indicate disruptions in these developmental domains, particularly among students experiencing instability in their family environments.

The theoretical review emphasizes that the family is the primary educational setting responsible for establishing foundational values, emotional security, and behavior patterns (Hurlock, 2011). The study's findings support this view, as students from broken-home families exhibited emotional insecurity, low self-esteem, and diminished discipline. These behavioral manifestations reflect the consequences of weakened parental roles, reduced supervision, and inconsistent caregiving, all of which are typical characteristics of broken-home conditions as described by Amato (2010). The direct relationship between disharmonious family dynamics and adolescent behavioral problems becomes evident in the students' tendency to disengage from learning and violate school norms.

Furthermore, the emotional imbalance observed in broken-home students substantiates Goleman's (2005) theory on emotional regulation. Many of the students exhibited anxiety, anger, and avoidance behaviors—responses that align with the theory that individuals under emotional distress struggle to demonstrate self-control. These findings are also consistent with Ancok's explanation that home atmosphere and familial interactions significantly influence behavioral development. The emotional instability caused by family conflict clearly played a central role in shaping the delinquent behavior documented in this research.

Attachment theory, particularly Bowlby's perspective (1988), provides additional explanatory power for the observed phenomena. The insecure attachment experienced by many broken-home students contributed to their difficulty in forming trust, maintaining emotional balance, and regulating responses to stress. These internal struggles manifested externally as truancy, defiance, and conflict with peers. This reinforces the theoretical claim that disruptions in early attachment relationships have long-term consequences on adolescent behavior.

Social learning theory (Bandura, 1977) also aligns with the study's findings, particularly regarding peer influence. Students who lacked emotional support at home gravitated toward peer groups for recognition and belonging. In several cases, these peer groups reinforced negative behaviors, amplifying the students' inclination toward delinquency. The students' reliance on peer validation confirms the theoretical assertion that adolescents learn behaviors through observation, imitation, and social reinforcement.

The role of the school as a developmental context, as described by Eccles and Roeser (2011), is also supported by the findings. While broken-home conditions placed students at higher risk for behavioral issues, positive school interventions—such as counseling, character-building programs, and supportive teacher–student relationships—helped reduce misconduct and improve academic motivation. This indicates that the school environment can serve as a protective factor, buffering the negative impact of family instability.

Finally, when viewed through Bronfenbrenner's ecological systems theory (1979), the results demonstrate how multiple environmental layers interact to influence adolescent behavior. Family dysfunction represents a microsystem disturbance, while peer influence and school support reflect mesosystem dynamics. The findings highlight the importance of coordinated support across these systems to foster healthier development for broken-home students.

In conclusion, the integration of theory and findings demonstrates that delinquent behavior among broken-home students is not a singular problem but the outcome of interconnected psychological, familial, and social factors. The study confirms that broken-home conditions constitute a major risk factor for delinquency, but also shows that strategic school interventions can mitigate these effects. Therefore, collaborative efforts among schools, families, and communities are essential to support the emotional and academic development of these students and prevent deviant behavioral trajectories.

5. Conclusion

The results of this study demonstrate that students from broken-home families at SMK Ma'arif Cijulang are more vulnerable to various forms of delinquent behavior, including truancy, tardiness, classroom withdrawal, and conflicts with peers. These behaviors are strongly influenced by emotional insecurity, feelings of neglect, and the lack of consistent parental supervision resulting from family disharmony. The psychological distress experienced by these students—such as anxiety, anger, and low self confidence contributes significantly to their tendency to engage in deviant behavior as a coping mechanism.

The findings further confirm that broken-home conditions negatively affect students' motivation and engagement in the learning process. Without adequate emotional support and guidance from the family, students often seek validation from peers, which can lead them into environments that reinforce negative behavior patterns. However, the study also shows that school-based interventions, such as counseling and character education programs, can effectively reduce delinquent tendencies and enhance students' academic motivation.

Overall, the study concludes that broken-home conditions serve as a major risk factor for juvenile delinquency. Therefore, sustained collaboration among schools, families, and the broader community is essential to provide psychological support, supervision, and positive developmental opportunities for students from broken-home backgrounds. Such comprehensive support is crucial to helping these students develop emotional resilience, reduce behavioral problems, and achieve optimal academic and personal growth.

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