

## Psychological Analysis of Delinquent Behavior in Broken Home Students at SMK Ma'arif Cijulang

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### Abstract

Juvenile delinquency is a complex phenomenon and is often influenced by family conditions, especially for students who experience disharmony in their households. This study aims to analyze delinquent behavior in students with a broken home family background at SMK Ma'arif Cijulang from a psychological perspective. The method used in this study is direct observation of student behavior in the school environment and their social interactions. Observations are carried out systematically to identify the types of delinquent behavior that emerge and the underlying psychological factors. The results of the study indicate that students from broken homes tend to exhibit delinquent behavior such as skipping school, coming late to school, and being undisciplined. Psychological factors such as emotional insecurity and lack of parental supervision are the main triggers for this behavior. This study provides important recommendations for schools to increase psychosocial support and strengthen character education in order to reduce delinquent behavior in students from broken homes.

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### Introduction

Education is a strategic effort in educating the nation and improving the quality of people's lives. In this modern era of sophistication, education has become a basic need for every individual, even the Indonesian government requires its citizens to obtain the right to education for 12 years as stipulated in the 1945 Constitution Article 31 Paragraph 1 which states that "Every Indonesian citizen has the right to education". Education not only functions as a means of increasing knowledge, but also as a medium for forming individual character and morals..

Family is the first and main educational institution for a child. From the family, children begin to receive lessons in ethics, morality, and life values that form the basis for the formation of their personality and social behavior. As explained by Rahmah, the family functions as the first educational environment that provides parenting patterns and role models for children in forming intellectual, emotional, and spiritual intelligence. Parents are responsible for educating children to grow and develop into individuals who are able to adapt and contribute positively to society.

However, not all families can perform this function optimally. Family crises, such as divorce, can cause a condition known as a “broken home” which has the potential to cause disharmony and division in the household. This broken home condition has a significant impact on the psychological development of children, especially during adolescence which is a phase of searching for identity and character formation. According to Jamaluddin Ancok, children's behavior is greatly influenced by the atmosphere at home and interactions with family members, so that family disharmony can cause deep emotional wounds for children. Adolescents from broken homes tend to experience difficulties in psychological development and learning motivation, which has the potential to trigger delinquent behavior such as skipping school, involvement in fights, and a lack of discipline.

This study uses a qualitative approach with observation methods as the main data collection technique. The qualitative approach was chosen because this study aims to produce findings in the form of descriptive data that describe the speech, writing, and behavior of students observed in depth and systematically. This is reinforced by the results of the study which show that a disharmonious home atmosphere and lack of parental supervision are the main factors causing juvenile delinquency. Therefore, it is important to conduct a psychological analysis of delinquent behavior in broken home students so that appropriate intervention efforts can be formulated, especially in the school environment of SMK Maarif Cijulang.

This study focuses on a vocational high school, namely SMK Maarif Cijulang, located in Pangandaran Regency. Students at SMK Maarif Cijulang come from diverse family backgrounds, including a number of students from broken homes. Based on this background, the researcher chose to raise the theme of broken home because this

problem is very relevant and interesting to study, especially regarding its influence on student behavior and learning processes. This study aims to determine the problems faced by broken home students in the learning process at SMK Maarif Cijulang.

By understanding the challenges experienced by broken home students, it is hoped that the right solution can be found to support their psychological and academic development. The author is interested in conducting a study entitled "Psychological Analysis of Delinquent Behavior in Broken Home Students at SMK Maarif Cijulang".

### **Materials and Methods**

Delinquent behavior in broken home students is based on the understanding that the family is the first and main educational environment for children in forming character, morals, and social behavior. Disharmony in the family, such as that which occurs in broken home conditions due to divorce or prolonged conflict, can have a significant psychological impact on child development, especially during adolescence which is a phase of searching for identity. According to developmental psychology theory, an uncondusive home atmosphere and lack of parental supervision can trigger emotional insecurity, reduce learning motivation, and increase the tendency of children to engage in deviant behavior or juvenile delinquency. Juvenile delinquency, which in psychological terms is known as juvenile delinquency, refers to antisocial behavior that violates social, legal, or religious norms, such as skipping school, fighting, and being undisciplined.

This theory is in line with Jamaluddin Ancok's opinion which states that children's behavior is greatly influenced by family interactions and atmosphere. In addition, Cavan in his book "Juvenile Delinquency" emphasizes that juvenile delinquency is the failure of children and adolescents to meet social expectations that apply in society. Thus, it can be concluded that broken home conditions are one of the main risk factors that influence the emergence of delinquent behavior in adolescents, so that psychological approaches and appropriate interventions are needed in the school environment to support the positive development of students from broken homes.

This study uses a qualitative approach with observation methods as the main data collection technique. The qualitative approach was chosen because this study aims to produce

findings in the form of descriptive data that describe the speech, writing, and behavior of students observed in depth and systematically. Observations are conducted to directly study the behavior and interactions of broken home students in the school environment, especially in the context of the learning process. In this way, researchers can capture facts, characteristics, and various phenomena related to the research theme, namely delinquent behavior and psychological dynamics of broken home students.

The focus of the study in this research is to analyze the learning process of broken home students, including how family conditions affect their behavior and learning motivation at school. Data obtained through observation are then analyzed descriptively to provide a comprehensive picture of the impact of broken home conditions on student behavior in the context of education.

## **Results**

The results of the study showed that students from broken homes at SMK Ma'arif Cijulang tend to show various delinquent behaviors, such as skipping school, coming late to school, and being undisciplined. These findings were obtained through direct observation in the school environment, where researchers noted a tendency for broken home students to avoid lessons, often be absent without clear reasons, and be involved in conflicts with peers. One example of a case found was a student who often left class without permission. This phenomenon is in line with Cavan's opinion (in "Juvenile Delinquency") which states that juvenile delinquency is a child's failure to meet social expectations that apply in society.

Psychological factors underlying this delinquent behavior include emotional insecurity, feelings of being ignored, and lack of supervision from parents. Disharmonious family conditions cause students to experience psychological stress, such as anxiety, anger, and lack of self-confidence, which are then manifested in the form of deviant behavior. This is supported by Jamaluddin Ancok's theory which states that the home atmosphere and family interactions greatly influence children's behavior. This study also found that most students from broken homes feel they lack moral and emotional support from their families, so they seek attention and recognition in their social environment which sometimes leads to negative behavior.

This finding is consistent with recent literature stating that the family functions as the first educational environment that greatly determines the psychological development of children (Rahmah, 2022). Family disharmony, such as divorce or prolonged conflict, can reduce learning motivation and increase the risk of juvenile delinquency (Simanjuntak, 1984). Therefore, the results of this study emphasize the importance of the role of schools in providing psychosocial support and strengthening character education for students from broken homes. Intervention efforts made by schools, such as counseling and character building, have been shown to help reduce the intensity of delinquent behavior and increase students' learning motivation.

This study confirms that broken home conditions are the main risk factor that triggers delinquent behavior in adolescents. The main recommendation of this study is the need for collaboration between schools, families, and communities in providing special attention and psychological assistance for broken home students so that they can develop optimally and avoid deviant behavior.

## **Discussion**

The results of this study indicate that students from broken homes at SMK Ma'arif Cijulang tend to display delinquent behavior such as skipping school, getting involved in fights, and showing a lack of discipline. This finding strengthens the theory put forward by Jamaluddin Ancok, that the home atmosphere and family interactions greatly influence children's behavior. Family disharmony causes students to experience psychological stress, such as feeling insecure, lacking self-confidence, and feeling unnoticed. This psychological condition encourages them to seek an outlet outside the home, for example by seeking attention in their peer environment, which sometimes leads to deviant behavior. This is also in line with Cavan's opinion in "Juvenile Delinquency" which emphasizes that a child's failure to meet social expectations can trigger juvenile delinquency.

The main factor that triggers delinquent behavior in broken home students is the lack of supervision and attention from parents. In a harmonious family, children get enough emotional support and social control so that their behavior is more focused. However, in broken home families, the supervisory function is often weak, so children

are more easily influenced by negative environments. This study also found that broken home students tend to have low learning motivation and often feel they do not have a clear goal, as stated by Rahmah (2022) that the family is the first educational environment that greatly determines the psychological development of children.

When compared to previous studies, these results are consistent with the findings of Simanjuntak (1984) who stated that juvenile delinquency often occurs in children who experience family crises, especially due to divorce or prolonged conflict. However, this study also highlights the importance of the role of schools in providing psychosocial interventions. Support from teachers, counselors, and character building programs has been shown to help students from broken homes manage their emotions and reduce the tendency for deviant behavior. This is in line with recent research that emphasizes the importance of collaboration between schools and families in assisting adolescent development (Rahmah, 2022). Interpretasi peneliti terhadap temuan ini menunjukkan that delinquent behavior in broken home students is not solely due to internal factors, but is also influenced by external factors such as the social environment and lack of support systems in schools and communities. Therefore, handling juvenile delinquency requires a holistic approach involving family, school, and social environment. Researchers argue that efforts to prevent and handle juvenile delinquency will be more effective if carried out in an integrated manner, for example through counseling programs, character building, and parental involvement in school activities.

Thus, this study strengthens the understanding that broken home conditions are a major risk factor for the emergence of delinquent behavior in adolescents. However, with appropriate intervention and conducive environmental support, broken home students still have the opportunity to develop positively and avoid deviant behavior. These findings are expected to be the basis for the development of policies and intervention programs in schools that have students with broken home family backgrounds.

## **Conclusion**

Based on the results of the study, it can be concluded that broken home students at SMK Ma'arif Cijulang tend to exhibit delinquent behavior such as skipping school,



coming late to school, and being less disciplined. This finding confirms that psychological factors in the form of emotional insecurity and lack of parental supervision are the main triggers of deviant behavior in students with a broken home background. The novelty aspect of this study lies in the identification of the important role of schools as a second environment that can provide psychosocial support and character education to suppress delinquent behavior in broken home students. This study also highlights the importance of school-based interventions that are integrated with counseling and character building, as well as the need for collaboration between schools, families, and communities in assisting the development of psychologically vulnerable adolescents.

The practical implications of this study are the need for schools to strengthen counseling services, build effective communication with parents, and develop sustainable character building programs for students from broken homes. In addition, the results of this study can be a reference for educational policy makers to develop school-based juvenile delinquency prevention and handling strategies that are more responsive to the needs of students with disharmonious family backgrounds.

This study contributes to the development of educational psychology and family sociology theories by emphasizing that juvenile delinquency behavior is not only influenced by individual internal factors, but is also greatly influenced by family dynamics and the school environment. For further theory development, this study recommends that future studies examine in more depth the interaction between psychological, social, and cultural factors in broken home students, as well as test the effectiveness of various psychosocial intervention models in different educational environments in order to enrich the understanding of comprehensive juvenile delinquency prevention.

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