

The Role of Guidance and Counseling Teachers in Optimizing Learning Motivation for Broken Home

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ABSTRACT

This research aims to determine the role of guidance and counseling teachers in optimizing the learning motivation of broken home students in class VIII (eight) at the Usman Syarif Tanjung Rejo Islamic Boarding School, Medan Sunggal District, Medan City. A broken home is a condition where a family is not intact, caused by several factors, including divorce and death between couples who are no longer harmonious, where the children are the victims. This research uses field research, namely a type of qualitative research in which the researcher observes and plays a role directly. The two participants in the research included students from broken homes and guidance and counseling teachers who provided services to children from broken homes. Data collection methods used include observation, interviews and documentation methods. Based on the research results, the role of the guidance/counseling teacher as a guide in providing Islamic counseling guidance to students from broken home families is to provide guidance in the form of preventive/prevention, curative/distribution, preservative/repair, and development/development of the function of Islamic counseling guidance. Guidance and counseling teachers provide activities where students experience different motivations from time to time, thereby increasing students' self-confidence and Islamic counseling services play a role by providing, among other things, religious orientation services, religious information services, religious study guidance, and job placement services. and channeling religious talents.

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1. INTRODUCTION

Children are a gift from God because children are the young generation who are tasked with becoming the nation's successors in the future. Basically, when a child is born into this world, his nature is like a blank sheet of paper, not knowing whether it is good or bad. Therefore, the process of child growth and development is an important process that deserves attention. Various aspects of child development are very complex, including physical motoric (Amalia, 2024), psychosocial, moral, cognitive (Bua et al., 2024), metacognitive, and others. One of the factors that plays an important role in a child's growth and development is the family (Jannah & Nurjannah, 2022).

Family is the first and most important environment in a child's life. One of the important roles of the family is child development (Adolph, 2016). Because most of a child's life takes place and is spent in the family, the family has a strong influence on the development of the child's personality. (Dedy Kasingku et al., 2022). A child can be described as someone who is not yet able to act and needs protection from his environment, especially from his parents. So it is the responsibility of both parents to care for, look after, care

for and provide a proper education to their children. Therefore, it is hoped that by nurturing and providing education, a child can become a role model and role model when he grows up. Considering that children are an important element in determining the future, it is not uncommon for parents to say that children are life assets.

In addition to intellectual intelligence, the most important thing in a child's education is his spiritual intelligence. Spiritual intelligence is defined by some as human intelligence in creating meaning. In very bad and unexpected circumstances, spiritual intelligence may be needed so that humans can find meaning. Humans can give meaning through various types of beliefs and can find meaning in various things, so that Religion teaches humans to seek meaning from a wiser perspective. Meaning before God is the true meaning given by religion. Because there is no source of meaning other than God is not eternal. (Rahmanilla, 2021).

Ideally, a child grows up in a complete family consisting of a father and mother. However, in the local situation, it was found that due to various factors, not all children received enough love from their parents, and they often heard the term family breakdown or broken home. The term "broken home" is often motivated by children who are victims of their parents' divorce. In fact, children from broken homes are not only children born to divorced parents, but also children born from dysfunctional or disharmonious families. (Ardilla & Cholid, 2021). There are many factors that can cause a child to have a broken home, such as arguments between parents, divorce, and busy parents (Fauzi, 2020).

What is meant by "Broken Home" is the destruction of family problems, lack of attention from family members, or lack of love from parents (Penggunaan & Dalam, 2018), causing the child's mind to be irritable, cruel and difficult to overcome. Family concerns have a big impact on students' mental performance so that they often have less desire to achieve (Rohmatillah, 2022).

The consequences that arise from the family are, especially psychological, traffic: the child experiences stress, decreased well-being, lack of self-confidence, and reduced ability to function. In addition, the child also suffers from social influences such as exclusion from the environment, bullying, and withdrawal from relationships. Research shows that a person with ADHD is not only known for psychological and social problems, but also for physical problems, such as when a person is known for being violent at home, which can lead to physical injuries. The effects of this behavior are reflected in the child's behavior and generally lead to problems in school. Other research shows that children exhibit aggressive behavior, which reduces their ability to learn (Daulay & Nuraini, 2022).

Children who become victims of family separation usually experience emotional development disorders, (Rodríguez, Velastequí, 2019) personality, and social life. In terms of emotional development, children who are divorced often become emotionally unstable, depressed, lazy (and aggressive), and need mutual assistance from others. Searching for identity in overlapping family situations. Children who are divorced often experience unpleasant experiences. These emotions emerge and develop in the adolescent until they reach adulthood. In adolescents, adolescent emotions are unstable and these emotions are characterized by feelings of depression (Furqon et al., 2024), shame (Fahrurrazi & Casmini, 2020), sadness, disappointment, anger, loss, confusion, feelings of abandonment and other unhealthy feelings (Khotimah, 2018).

If we look at the lives of students in schools, it is very common in the family institution that influences the lives of students. One of these problems befalls students who come from broken homes. The collapse of a family (broken home) is a family that is no longer harmonious. A broken home is difficult to recognize from the structural aspect of the integrity of the family elements, when one of the real people is lost because of the mental health of the family, or the inseparability of both. The family train certainly has a big impact on the relationship between the oral and physical, back in terms of communication and mental, psychological, and educational aspects. In education, it can cause problems in learning, such as learning motivation (Hilmi et al., 2018), learning success, and traffic factors in learning at school.

As part of education, schools need guidance and counseling, for consultation (Zulfani et al., 2023) in charge of helping students who have problems. Guidance and counseling is a service provided by, for, and through individuals. Guidance is a process in which a professional provides assistance to someone by using various procedures, methods, and assistance so that the person can solve the problems themselves. Counseling is a process of providing actual information based on professional consultation with a process that guides the process of calling the counselor to the individual.

Counseling helps individuals through a process of personal dialogue between the counselor and the client to help the client understand themselves and those around them and to make decisions based on values and actions that make them more effective. (Rismayanti & Nuryanto, 2020) Counseling for students who come from broken homes plays a role in improving the quality of life of students, improving social cohesion and social well-being, and restoring optimal learning (Hilmi et al., 2018).

The implementation of counseling for students who come from broken homes plays a significant role in improving the life of students, returning to the development of social health in the development of social well-being, as well as the development of optimal social learning (Pramesti et al., 2023).

In broken home families, the role of counselors/guidance teachers in counseling can stimulate emotional intelligence, increase social awareness, increase human motivation, and help restore morals (Daulay & Nuraini, 2022).

For children from broken homes, the role of counselors/guidance and counseling teachers can stimulate emotional intelligence, overcome juvenile delinquency, increase learning motivation, and help develop morals. The role of counselors in every school in every school are the factors that play an important role in motivating students. The Guidance and Counseling teacher has the responsibility and authority to carry out BK services for students. Teachers must also be able to understand students' individual attitudes. When a student has a problem, the teacher must accept the signal (Nurhayati et al., 2021).

Indicators of learning motivation include: having the desire to succeed, motivation in learning, motivation in learning, motivation in learning, activities that attract students, and the learning environment that enables students to learn and return. If someone has these characteristics, it means they always have quite high quality motivation. The motivational characteristics of learning to study are very important in the activities of learning to ensure the success of the learning process in determining the goals of the learning process (Wati & Purnomo, 2022).

Based on the pre-observation conducted by the researcher and Vita Fatimah Nasution as the head of the guidance counseling teacher, revealed a student from VIII (eight) grade whose parents were in a broken home. According to the indicators, his parents were divorced, and all of his parents returned to Christianity. His father had died, his mother worked as an immigrant. Preliminary results show that the student has been identified as a lack of self-confidence in engaging in learning. He often shows his behavior in not being very social when going out and going back and forth with his friends and being shy about being a teacher in the school. The cause is a natural birth in the mother. His father was a convert but then returned to Christianity. This hall is supported by a preliminary evaluation which was carried out directly with the respondents by the researcher.

In school institutions, the role of guidance teachers in counseling which is a part of education cannot be separated. This is because the role of guidance teachers in counseling is very important in resolving the problems that students encounter, guiding them to behave more positively in a harmonious manner, and increasing students' learning motivation. In addition, the supervising teacher is supposed to support him in dealing with the physical problems of a broken home family at school (Afriani et al., 2022).

Therefore, to improve our behavior, we need to support our growth process, especially by maximizing our learning motivation. This can be achieved through systematic and programmed support in the form of guidance in Islamic counseling to help us successfully solve our problems. Islamic counseling is a form of assistance given by counselors to clients based on the Qur'an and the Hadith and based on Islamic law. With Islamic Counseling Guidance, clients are able to solve their own problems (Ismah, 2016).

2. METHOD

This research is a field survey conducted at the Usman Sharif Tanjung Rejo Islamic Boarding School, Medan Sunggal District, Medan City. Field research is a type of qualitative research where researchers carry out direct observations and play a role. The purpose of this qualitative method is to determine the role of supervisors in increasing student learning motivation (Penggunaan & Dalam, 2018). In qualitative research, researchers conduct objective research activities on the subjective reality being studied. Qualitative research is descriptive and tends to use analysis. The emphasis in this type of research is on process and meaning, with a theoretical basis that serves as a guide to ensure that the focus of the research is in line with the facts on the ground (Laoli et al., 2023).

This study uses a qualitative phenomenological approach. Phenomenological research in psychology aims to describe the experience of human (Wulandari & Fauziah, 2019) in general, by summarizing the experiences experienced orally directly (first-hand experience) as well as the experiences experienced and thought by the individual himself (Nasir et al., 2023) in general (Nuryana et al., 2019) The provision of individual counseling services in the form of a face-to-face meeting with a guidance teacher in counseling and the experience of students from Broken Home families were collected using a deep face-to-face meeting technique. The data collection methods used were based on face-to-face meetings, observation, and documentation. Face-to-face meetings were conducted in a structured manner using written face-to-face meeting guidelines containing informal questions. The face-to-face meeting in this study had an open-ended meeting, allowing researchers to make follow-up interviews based on respondent face-to-face meetings. Interview results were transcribed to facilitate the process of internal analysis for researchers.

Before starting the interview, the researcher gave the consent form as proof of the respondents' willingness to participate in this study. This study used a purposive sampling technique to collect data sources. It means that not all participants participated in the study, but students from broken home families and counselors or Guidance and Counseling teachers who experienced problems from broken home families.

Through this approach, researchers will explore the role of guidance teachers in counseling in providing counseling services to students who experience broken homes in solving problems and increasing motivation in learning.

3. RESULTS AND DISCUSSION

The results of the research describe and explain various findings from interviews with guidance and counseling teachers and students from broken home families, namely problems related to broken homes, application of counseling guidelines, self-confidence, learning motivation, and self-development services for students from broken home families which can provide a sense of self-confidence and increasing student motivation as well as supporting and inhibiting factors for Islamic guidance and counseling services at the Usman Syarif Tanjung Rejo Islamic Boarding School, Medan Sunggal District, Medan City, are explained below:

3.1. Broken Home

The phenomenal nature of adolescents who grow up in broken homes causes them to feel sad, embarrassed, and have low self-esteem because of the separation of their families. The pressure on environmental conditions that force adolescents to adapt to their environment is a form of morality that gives adolescents the reason that they are different from others, so that it causes these adolescents to experience discrimination through their social and psychological environment, which has an impact on the psychological well-being of adolescents who are classified as low. (Ifdil et al., 2020)

In fact, student status based on broken home families obtained from interviews with students is: *"My family is one of the families called a broken home family or an incomplete family because my father died and currently my mother works as an immigrant so she is rarely at home. . However, mother often visits the Islamic boarding school twice a week (interview results with Dita Maulida, Medan 13 October 2024)."*

This shows the transformation of broken home families experienced by students based on broken home families as a development of the concept of broken home families which can arise from broken families due to incomplete structures such as someone who died, or who divorced but their parents were not at home or did not show up. affection.

The criteria for a broken home include the death of parents, separation/divorce of parents, worsening parent-child relationships, and a lack of warmth at home experienced by the 8th grade students at this Islamic boarding school. Students feel inferior to their other friends at the Islamic boarding school. This requires motivation from peers, teachers, and especially guidance and counseling teachers to increase the student's self-confidence.

3.2. Broken home factors that come from internal factors of the students

Field findings based on interviews with students are as follows: *"The mother experiences a heavy psychological burden and is unable to build a good and harmonious family (interview results with Dita Maulida, Medan, 13 October 2024)."*

This shows the concept of family dissolution factors originating from within students in the form of heavy psychological pressure from parents, which has a major impact on students' souls, encouraging a lack of self-confidence and motivation, and as a result leading to a decline in the development of various student learning outcomes.

3.3. Broken home factors that come from external factors of the students

The results in the field based on interviews with students are as follows: *"External factors that influence my broken home family are because my mother is away and rarely at home, which causes a lack of communication with her children which results in less harmonious family relationships (Dita Maulida, Medan 13 October 2024)."*

This shows external factors for students in the form of a lack of communication between mothers and their children which results in less harmonious family relationships. This also affects students' psychology in increasing their self-confidence, causing a lack of motivation including a decreased desire to learn. Here, apart from economic factors, weak and incomplete family units, there is the role of teachers, especially guidance and counseling teachers, as well as the role of educators and education staff in developing self-confidence and the ability to motivate students.

3.4 The role of the guidance and counseling teacher as a mentor in implementing Islamic counseling guidance

The results of interviews regarding the implementation of Islam at the Usman Syarif Tanjung Rejo Islamic Boarding School, Medan Sunggal District, Medan City are as follows:

"I always take part in muhadara activities at school and recitations held in my neighborhood, namely weekly and monthly recitation groups as well as activities on Islamic holidays (interview results with Dita Maulida, Medan 13 October 2024)."

This shows that students participate in religious activities such as muhadara and recitation of the Quran through organizational activities in carrying out weekly and monthly recitations as well as activities on Islamic holidays, with an emphasis on daily religious activity material.

The form of guidance and counseling provided by this Islamic boarding school to students based on broken homes is as follows:

"I attended the Quran/Taddarus al-Quran pre-study group and also attended Youth orientation. After discussing school and religion with several Ustadzahs, I followed their suggestions and advice. Attending a family reunion held at the Islamic boarding school (interview results with Dita Maulida, Medan 13 October 2024)."

Based on the results of interviews conducted by researchers with Islamic boarding school guidance and counseling teachers:

"The counseling policy developed at this Islamic Boarding School to handle students due to family breakdown is as follows: 1) Al-Qur'an memorization grouping begins before class at Madrasah/Tadarus al-Quran, 2) Religious advice about life from religious figures, 3) Youth orientation, this activity is carried out as a form of self-care for teenagers, 4) family meetings, and 5) religious consultation (Ustadzah Vita Fatimah, Medan 13 October 2024)."

Islamic counseling organized by Islamic boarding schools has the following functions:

"I developed my leadership function in Islamic counseling and felt more confident. I want to be able to develop my talents and success. And Alhamdulillah, there are still several teachers who also play a role such as ustadzah (Guidance and Counseling teacher) in providing Islamic guidance and advice (interview results with Dita Maulida, Medan 13 October 2024)."

This form of Islamic counseling is preventive in nature and has a role in preventing problems from arising. The second form is curative/channeling, namely the counseling function that helps individuals solve problems, and is carried out by several teachers. Individual counseling services are services provided directly by counselors to teenagers who have personal problems, and help them resolve these problems. In individual counseling sessions, counselors/counseling teachers can discuss problems experienced by teenagers that affect their psychological well-being. (Ifdil et al., 2020)

The third form of preservation/improvement of the guidance and counseling function is to protect students from broken home families from having problems become controlled. And the fourth form is the development of the guidance and counseling function, namely obtaining talented students who have different temperaments from teachers in order to improve various performances in Islamic boarding schools.

The results of interviews conducted by researchers with the Usman Syarif Tanjung Rejo Islamic Boarding School counselor are as follows:

"All forms of counseling are carried out in Islamic boarding schools, whether in the form of preventive/prevention, curative/distribution, preservative/repair, and development/development. In this way, Islamic counseling functions to help students from broken homes achieve achievements (interview results with Ustadzah Vita Fatimah Nasution, Medan 13 October 2024)."

3.5 The role of guidance and counseling teachers in increasing the self-confidence and learning motivation of broken home students

Developing self-confidence and the desire to achieve is also carried out at the Usman Syarif Tanjung Rejo Islamic boarding school, as shown in the interview results below:

"Thank you to the teachers, especially the Guidance and Counseling teachers, who have provided quality motivation to us and the success in converting our talent and the extraordinary achievements in the school, including the many activities held at the Islamic boarding school. This also helps create a motivational atmosphere in life (interview results with Dita Maulida, Medan, 13 October 2024)."

"Equipped with various facilities in supporting mental health, the self-confidence of broken home students grows and develops at the Usman Syarif Tanjung Rejo Pesantren Pondok, where the students also experience a lot of motivation, thus increasing the students' personal self-perception (interview results with Ustadzah Vita Fatimah Nasution, Medan 13 October 2024)."

3.6 The guidance and counseling teacher collaborates with the class teacher

Various methods used by teachers, especially guidance and counseling teachers to motivate, continue to be implemented to help each student develop a quality sense of self-confidence in realizing many abilities to succeed at school. For this reason, the motivation of all teachers is needed to help students experience the transition to worldly life.

Some of the practical and practical aspects carried out by the researcher with the supervising teacher at this Islamic boarding school are as follows:

"The internal development of students' self-concept is influenced by dual factors, internal factors in the form of students' self-concept, through these internal factors students conceptualize themselves based on the experiences they have experienced. Apart from the self-concept, the true self is also formed from instructions from friends and relatives. For this reason, Islamic boarding schools are increasing the number of female students, especially those who are part of a broken home family. In a broken home family environment, students may lack self-confidence, which can result in low student performance. "Apart from that, social work also influences students' self-confidence (Ustaldzalh Vital Faltimalth Nalsution, Medal 13 October 2024)."

3.7 The training used by guidance and counseling teachers also increases self-confidence in the learning motivation of broken home students

Some of the initial results that researchers have carried out with guidance and counseling teachers at this Islamic boarding school include the following:

"Types of guidance services in counseling that are given in: 1) Guidance services, namely giving orientation to students about religion; 2) Informal social activities for students; 3) inability to restore ballast; 4) daily study activities, such as weekly routine studies and monthly routine studies; 5) counseling services in students' social guidance, where students often interact with the environment, in students' individual social counseling, such as reading lessons, social studies, problem solving, and social counseling (Ustadzah Vita Nasution, Medan 13 October 2024)".

The supporting factors in preventing the flow of Islamic counseling were explained by the guidance and counseling teachers at this Islamic boarding school as follows:

"There are many supporting factors for the implementation of Islamic counseling in Islamic boarding schools, namely the educational aspects of Islamic values, the implementation of the Al-Qural in Islamic boarding schools, which provide motivation to restore students' self-belief, but the inhibiting factors are also lacking. the perpetration of Islamic values that are currently being implemented in everyday life (Ustadzah Vita Fatimah Nasution, Medan 13 October 2024)".

4. CONCLUSION



Based on the results and discussion explained above, it was concluded that there was a broken home and a faulty family relationship which was disturbed by several factors such as a wrongful marriage in a woman. It's no longer harmonious anymore, due to alcohol being a victim. Dalmalk suffers from problems in broken home families, especially psychological ones and suffers from stress, bad health, lack of self-confidence, and bad mental health. There are dual factors which ultimately annoy the low levels of self-confidence in students who come from broken home families, which ultimately irritate the students' learning motivation, namely internal factors and external factors. Internal factors are in the form of psychological influences which have an impact on the oral, while external factors are poor communication between the mother's internal and mental health so that it interferes with the lack of harmony in external relations. This has a negative effect on the mental health of students and increases the level of self-confidence which causes a decrease in motivation, including a decrease in students' learning motivation. Here, in addition to weak family economic factors in incomplete family units, student motivation lies in the role of teachers, especially guidance and counseling teachers, as well as the role of educators in education and developing self-confidence in skills.

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