

Communication Patterns Of Santri From Broken Home Families In The Darussalam Islamic Boarding School

Roy Efendi^{a*}, Mu'jizatin Fadiana^b

^a*Program Pascasarjana Pendidikan Biologi, Universitas PGRI Ronggolawe, Tuban Indonesia*

^b*Universitas PGRI Ronggolawe, Tuban, Indonesia*

* e-mail address: royefendi41@gmail.com

Abstract

The purpose of this study was to determine the communication patterns of the students with the background of broken home families at the Darussalam Paciran Lamongan Islamic boarding school. The focus of this research is the communication aspects of the santri, the stages of the communication process, the impact of broken home families and the role of accompanying teachers in helping the problems of students with their families. This type of research is a qualitative case study type research. The research subjects were three students with different backgrounds of broken home family problems. Data collection techniques are questionnaire methods, interviews and documentation studies to support existing data. The results showed that the subject has various stages of the communication process in terms of the many supporting aspects of communication that can be achieved by the subject. In the supporting aspects of communication, the three subjects have a number of different supporting aspects, this is also seen from the form of existing problems, parenting styles and how the subject sees and how to solve problems. The dominant impact possessed by the three subjects is a psychological impact. The accompanying teacher has the role of providing individual counseling services that are considered capable of helping improve communication in broken home families.

Keywords: *Communication Patterns, Broken Home Families*

1. Introduction

The phenomenon of the condition of broken home families is currently on the rise in Indonesian society. In addition, the divorce rate in Indonesia continues to experience a sharp increase every year. Reported from OkeZone.com news, the province of East Java is the largest contributor to the divorce rate in Indonesia, with a percentage of 47% or nearly half of divorce cases in Indonesia. In 2015, there were nearly one hundred thousand divorce cases in East Java. The disclosure of this divorce case was largely motivated by many factors. However, the dominant one was economic problems.

Divorce cases are clearly closely related to the situation of broken home families, even though in fact the condition of broken home families is not only motivated by divorce cases. According to Willis (2008) broken home families can be seen from two aspects, namely, 1) The family is divided because the structure is not intact because one of the heads of the family died or has been divorced, 2) Parents are not divorced but the family structure not intact anymore because father or mother are often not at home, and / or do not show affectionate relationships anymore. For example, parents often quarrel so that the family is not psychologically healthy. From the families described above, children will be born who will experience a personality crisis, so that their behavior is

often mistaken. They experience emotional and even neurotic disorders. It is also related to the effect of divorce on children, it is concluded that the state of a broken home family is associated with negative results in academic achievement, behavior, psychological adjustment, self-esteem and social relationships. According to Stephens (1976) and Salami (1998), adolescents from damaged homes are usually associated with antisocial behavior and poor academic records. Meanwhile, what often appears is that these impacts will be very visible when the child is in the school and community environment. School is the second place where the child will study in an environment that is much broader than the family. Before children actually enter the community, children will learn to socialize and develop in the school environment. At school, children will form their own personality, according to the environment and the learning they absorb. The role of the family at home and the role of the school is considered very important for the child's growth and development. With a good home condition and synergic with the development in school, the child will be able to lead to positive development. However, it is different from the situation of children with a broken home family background. They often experience conflicts in their lives that can affect the child's development and development. It is stated according to Sarwono (2011) that many cases of juvenile delinquency such as free sex, truancy, aggressive behavior and so on are influenced by bad relationships with parents during childhood.

However, it is also not uncommon for children with a broken home background if they are properly guided, they can also face the problems that occur and can get out of the difficulties that are pressing on them. In this case, the school assistant teacher as someone who has competency skills and knowledge guidance and counseling in schools has an important role in helping students with broken home backgrounds to have good communication. If someone has low communication, then he will easily fall into negative impacts that can befall, but someone with good communication high, will quickly position himself about how to communicate with the community, he will also try his best to continue to live a normal life, and even be able to take a lesson on a problem at hand and positive thinking that can be developed will become a is one of his motivations in living life and solving the problems he is facing

Communication comes from the Latin *Communicatio*, and the origin of this word comes from the word *Communis* which means the same meaning, which is the same meaning about one thing (Effendy, 2005). There are many meanings of the meaning of the word communication, but from the many definitions expressed by experts it can be concluded in full with its essential meaning, namely communication is the process of conveying messages by someone to another to inform, or to change attitudes, opinions, or behavior, either directly (verbally), or indirectly through the media. In everyday life, communication is an action that allows us to be able to receive and provide information or messages according to what we need.

Humans have been in communication since he was born. Humans carry out the communication process with their interlocutors in the community, workplace, school, and organization. Humans communicate wherever they are, even when they are alone, often someone communicates with himself. However, among the existing environment, it is the family that greatly influences and plays a role in a person's life because of the intensity and frequency that tends to be routine and constant. The family comes from the Sanskrit language which consists of the words "kula" and "warga", namely "kulawarga" which means a member or a group of relatives (Rahmadi, 2006)

The role of the companion teacher is very important to build better communication with other students. Now, you can see that children who are broken home fall into associations that are very detrimental to their future, such as drugs, theft, and other crimes. The lack of good communication between children and parents affects the development of the children's teaching and learning process in schools. Therefore, communication is needed to build harmonious communication. A harmonious family between its members certainly has effective communication.

With regard to the communication of students with broken home family backgrounds, the role of the counselor can help improve student communication regarding the problems they are facing. The role of the counselor in improving communication of broken home students at school is the behavior expected of someone who has the authority in guidance and counseling to help the individual's ability to face and overcome the difficulties he is experiencing. Referring to the existing phenomena as previously disclosed, the researcher wants to reveal about the problems of students with broken home family backgrounds related to the supporting aspects of communication they have, the impact that occurs due to broken home families and also about how the role of the guidance teacher in helping. handle the problems of students with broken home backgrounds.

2. Research methods

Based on the focus of the research problem and the objectives to be achieved, the type of research used is descriptive qualitative research with a case study technique. According to Denzim (2009), qualitative research is a focus of attention with a variety of methods, which includes interpretative and naturalistic approaches to the subject of study

In determining the research subject, the researcher used a purposive sampling technique, where with this technique only three subjects were selected with predetermined criteria. According to Winarsunu (2004) purposive sampling technique is used on samples whose characteristics have been determined and known in advance based on the characteristics and characteristics of the population. The purposive sampling technique is taken and used because there are several considerations that must be considered related to the research to be carried out, especially in the case of broken home families.

In this research, the data collection techniques used are 1) Questionnaire, which is used to select students with a broken home family background according to predetermined criteria, 2) Interview, which is used to get results based on the focus of the problem on the predetermined communication of the broken home santri. In addition to the research subject, interviews were also conducted with several people who could support the results of the research, such as the subject's family, homeroom teacher, friends, accompanying teachers and the vice principal of student affairs, 3) Documentation, used as supporting data for research results such as student attendance, (an accompanying teacher's assignment book), and photographs during the study.

The three streams in question are 1) Data Reduction, 2) Presentation of Data, 3) Withdrawal of Conclusions and Verification.

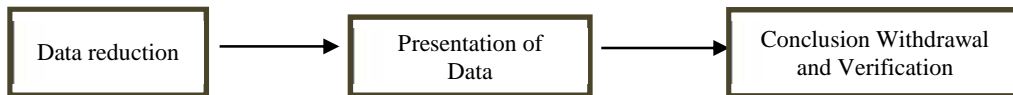


Fig 1. Three Stages of Data Analysis

In qualitative research there are several ways to determine the validity of a data, one of which is triangulation. In this study, researchers used triangulation of data collection techniques, namely validity testing through three collection techniques. The data used were questionnaires, interviews and documentation

Final conclusions depend on the size of the field record collections, coding, storage, and retrieval methods used, the ability of the researcher, and the demands of sponsorship. Drawing conclusions, is only part of an activity from a complete

3. Results and Discussion

This research was conducted in January 2021 until February 2021. Researchers used three data collection techniques, namely 1) a questionnaire that was adopted and modified from the KHK (State and Family Relations) AUM which was distributed to 258 grade VII students of SMP Muhammadiyah 29 Paciran. to get 3 research subjects in accordance with predetermined criteria. 2) Interviews about supporting aspects, stages of the communication process and also the impact of broken home families were conducted on 3 research subjects. In addition, there are also unstructured interviews conducted to support research data conducted on the family of the three subjects, friends, accompanying teachers, homeroom teachers and also the vice principal of student affairs. 3) Documentation Study, namely as a supporting tool and complement to the case study data which in this study consisted of student attendance and also a brown book (an accompanying teacher's assignment book).

In presenting the data and discussing some codes, the following table explains the code:

Table 1. Description of code usage

The original name	Name Code
Subjek 1 (EKY)	Sk1
Subjek 2 (ZDT)	Sk2
Subjek 3(TMJ)	Sk3

From the results of distributing questionnaires with predetermined criteria, it was found that 3 subjects met the existing standard criteria, namely:

3.1. Subject 1 (EKY)

Background of the problem

Subject 1 is the first daughter in her family. Subject 1's parents divorced since subject 1 was around 3-4 years old. Her father is working outside the island and her mother is a housewife. Subject 1 lived with his maternal grandmother and grandfather since his parents divorced until 6th grade. Since entering junior high school, subject 1 started living with his father and often experienced conflicts with his father. Some of the causes of divorce were revealed by the grandmother of subject 1, namely the existence of disharmony, frequent quarrels in the house, and differences in social and economic strata made by the subject's father's family 1. So that EKY's mother often became the material of insults and ridicule from the subject's father's family .

Subject 1 often feels a longing for his mother, who rarely communicates with subject 1. The mother of subject 1 does have a husband (subject 1's stepfather) and a daughter (subject 1's half sister). However, the relationship between subject 1 and the father and also his step sister did not walk harmoniously.

Table 2. Stages of the communication process

No	Communication stages	Result	Level of conformity
1	Message	Difficulty conveying messages, ideas in communicating	Corresponding
2	Encoding	Converts the message to be communicated into a symbol of gesture action	It is not in accordance with
3	Communication Channel	Feel comfortable with sending messages via wa media	It is not in accordance with
4	Decoding	Trouble interpreting the sender's message and trying to understand it as best as possible	Corresponding
5	Receiver	Difficulty understanding the message given	Corresponding
6	Feedback	Difficulty receiving the intended message from the other person	Corresponding

Table 3. Impact of Broken Home Families Subjects 1

No	Impact	Result
1	Physical	Backache due to being hit by my father and lack of water
2	psychological	Minder, withdrawing from the environment, emotionally unstable
3	social	Being bullied and ostracized, having no friends

3.2. Subject 2 (ZDT)

Background of the problem

Subject 2 is a cheerful child, easy to get along with other people, has lots of friends, is active in class and some school activities. Lives with his mother, two younger siblings, aunt (who is also still in school) and also his grandparents. Subject 2 is the first child of three siblings. He has two younger brothers who are still in elementary school. His mother has an odd job and subject 2's father has left the family since subject 2 was small. According to N (subject 2's friend), subject 2's parents are not divorced. However subject 2's father just walked away and didn't come back until recently. In the questionnaire subject 2 wrote that his father had left subject 2 and his family since 7 years ago. Even subject 2 also considered that his father had died because he did not come home and did not support the family.

Table 4. Stages of the communication process

No	Communication stages	Result	Level of conformity
1	Message	Feel free to convey what you want to convey	Corresponding
2	Encoding	Converts the message to be communicated into a symbol of gesture action	It is not in accordance with
3	Communication Channel	Feel comfortable with sending messages via wa media	It is not in accordance with
4	Decoding	Feel comfortable with sending messages via wa media	It is not in accordance with
5	Receiver	Difficulty understanding the message given	Corresponding
6	Feedback	Difficulty receiving the intended message from the other person	Corresponding

Table 5. Impact of the Broken Home Family Subject 2

No	Impact	Result
1	Physical	Backache due to being hit by my father and lack of water
2	Psychological	Minder, withdrawing from the environment, emotionally unstable
3	Social	Being bullied and ostracized, having no friends

3.3 Subject 3 (TMJ)

Background of the problem

Subject 3 is the third child of 3 siblings. Subject 3 has two older sisters who currently live with his father, while subject 3 lives with his grandmother and grandfather. Since childhood, subject 3 has been raised by her grandmother and grandfather. Since infancy, the mother of subject 3 has died, so that subject 3 has not had time to know and know about how and who is her biological mother. Several

months after the incident, subject 3's father decided to remarry. And since then the relationship between the father, subject 3, and his grandparents began to less well. Since remarrying, the father made the decision that subject 3 should continue to be cared for and live with his grandmother and grandfather while his two older siblings went with his father and stepmother. Since then, the father of subject 3 began to release responsibility for subject 3. The father of subject 3 also physically abused him several times, even his stepmother had slapped subject 3

Table 6. Stages of the communication process

No	Communication stages	Result	Level of conformity
1	Message	Feel free to convey what you want to convey	Corresponding
2	Encoding	Converts the message to be communicated into a symbol of gesture action	It is not in accordance with
3	Communication Channel	Feel comfortable with sending messages via wa media	It is not in accordance with
4	Decoding	The message received can be understood very well	It is not in accordance with
5	Receiver	Difficulty understanding the message given	Corresponding
6	Feedback	Shame ashamed and hesitant in responding to the other person	Corresponding

Table 7. Impact of the Broken Home Family Subject 3

No	Impact	Result
1	Physical	Backache due to being hit by my father and lack of water
2	Psychological	Minder, withdrawing from the environment, emotionally unstable
3	Social	Being bullied and ostracized, having no friends

In handling and helping problems of students with broken home backgrounds, the companion teacher prefers to use individual counseling. Where individual counseling is the heart of guidance and counseling services as a whole. The purpose of the heart is a companion teacher who has mastered the best, why and how the counseling service is expected to be able to provide other services without experiencing much difficulty (Prayitno and Amti, 2015). Individual counseling services are a form of special guidance and counseling services between students (clients) and accompanying teachers and receive direct face-to-face services (individually) in order to discuss and alleviate personal problems suffered by students. Individual counseling services are considered capable of solving problems of students with broken home backgrounds where there are also several other backgrounds that underlie the broken home factor, and

where the problems of students with broken home are considered very crucial for students with adolescence. Some counseling techniques can also be used appropriately with individual counseling services provided by school counselors.

4. Conclusion

Based on the results of the AUM questionnaire in the KHK (State and Family Relationship) field, there were 3 subjects with a value range of 14-18 points with different backgrounds of broken home problems.

The three subjects have different stages of the communication process. If sorted from below the most crucial processes are, Receiver, decoding feedback, communication, message. Based on these levels, subject 3 has the highest level of the existing communication stage process, namely at the decoding stage where he is able to receive messages well. Next is subject 2 with the stages he has achieved up to encoding, which is to give a good response by communicating through body movement symbols. And the last one is subject 1 with the communication channel stage, where subject 1 chooses to be comfortable communicating via social media which is used whatsapp application.

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