

ABSTRAK

ANALISIS MINAT BELAJAR ANAK BROKEN HOME DISEKOLAH

(Studi fenomenologi pada empat anak broken home)

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2017

Penelitian ini bertujuan untuk mengetahui (1) kebiasaan belajar anak dari keluarga *broken home*, (2) perkembangan minat belajar pada anak *broken home*, (3) mengetahui bentuk-bentuk minat belajar yang rendah pada anak *broken home*, (4) dampak keluarga *broken home* bagi minat belajar anak.

Jenis penelitian ini termasuk jenis penelitian kualitatif. Metode pengumpulan data yang digunakan adalah observasi dan wawancara. Informasi yang dikumpulkan berasal dari empat sumber dan dari hasil observasi peneliti selama penelitian di rumah subyek, lingkungan subyek dan tempat subyek bersosialisasi. Subyek penelitian ini adalah Cempluk, Pesek, Lekir dan Bebi, keempat subyek berasal dari keluarga *broken home*. *Broken home* dalam penelitian ini berfokus pada orang tua yang benar-benar mengalami perceraian.

Hasil penelitian menunjukkan bahwa: pertama, kebiasaan belajar subyek yang mengalami korban perceraian tidak teratur, subyek mau belajar apabila ada tugas saja, minat belajar anak yang mengalami *broken home* menurun dikarenakan keinginan subyek tidak terpenuhi. Kedua, walaupun keempat subyek berlatar belakang *broken home*, subyek masih memiliki minat belajar, sebab subyek masih memiliki semangat yang dipelopori oleh orang-orang terdekat subyek. Ketiga, bentuk-bentuk minat belajar anak *broken home* rendah dapat ditandai dengan adanya kemalasan dari subyek, subyek mau belajar apabila ada yang mendampingi, subyek belajar apabila ada tugas dan subyek belajar sesuai dengan keinginannya. Keempat, dampak keluarga yang *broken home* berpengaruh pada minat belajar anak disisi lain subyek menganggap belajarnya sia-sia, sebab tidak ada orang tua yang menanyakan bagaimana hasil dari prestasinya, sehingga anak cenderung acuh tak acuh terhadap belajarnya.

ABSTRACT

ANALYZING THE LEARNING INTEREST OF BROKEN HOME CHILDREN (A Study of Phenomenology on four Broken Home Children)

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The study aimed at identifying: (1) the learning habit of children from broken home families; (2) the development of learning interest among broken home children; (3) the types of low learning interest among broken home children; and (4) the impact of broken home families on the children's learning interest.

The study was a qualitative research. The data gathering methods that the researcher employed were observation and interest. The information that had been collected came from four sources and observation results during the investigation that the researcher conducted in the subjects' houses, environment, and socialization sites. The subjects of this study were Cempluk, Pesek, Lekir, and Bebi. The four subjects came from broken home families. The term broken home in this study focused on the parents who completely divorced.

The results of the study showed several findings as follows. First, the subjects' learning habit is irregular; they will learn if they have assignment only. The learning habit of broken home children has decreased because of the subjects' unfulfilled desires. Second, the subjects still display learning habit despite their broken home families. The reason is that the subjects are still motivated by the people who are close to them. Third, the types of subjects' low learning habit are marked by their laziness; they will learn only when they have assignments, only when they have companions, and only according to their desires. Fourth, the broken home families impact the subjects' learning interest and, on the other hand, the subjects consider their learning process useless because they feel that they do not have any parents who ask about their learning results and achievement. As a result, the subjects, or the broken home children, become indifferent to their learning habit.