

## The Effect Of Spiritual Moral Development On Student Victims Of Divorce Through Humanist Counseling Guidance Approach At SMK PGRI 2 Kediri

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### Abstract

Divorce is a condition where parents are not in harmony, often fight and cause commotion, which results in a lack of love and care for children, so that children will no longer have someone to protect or serve as role models for them. This research will focus on on the process and results of the spiritual moral development of students who are victims of parental divorce through a humanist counseling approach. This type of research uses descriptive qualitative methods, the data sources in this study use observations, interviews, and documentation studies. While the key instrument is the research itself. The data were analyzed by reducing the data, presenting the data, and drawing conclusions. This study contains the results (1) Behavioral patterns of students who are victims of Broken Home at SMK 2 PGRI Kediri, these students tend to have unfavorable traits such as: truancy, smoking, being late. (2) The Process of Spiritual Moral Development for Broken Home Students Through a Humanist Counseling Guidance Approach at SMK 2 PGRI Kediri by participating in religious activities such as: dhuha prayer, istigosah (3) The results of broken home students after spiritual moral coaching through a humanist counseling guidance approach, students become more good and aware.

**Keywords:** *Spiritual Moral Development, Student, Divorce, Humanist Counseling*

### INTRODUCTION

A family unit is a unitary social environment and the first educational environment for children and a place to get child protection, love and a sense of security. The family is the first education center for children, the family has a role in socializing the customs, habits, rules, values, and or procedures in life. When one day if there is a relationship in the family, it is necessary to have a good quality and intensity relationship so that the absence of one parent, both father and mother, is felt and internalized psychologically (Akyina, 2015)

Moral education from an early age is beneficial for children's development. In order to be able to become a good child in the future and not be easily influenced by the external environment which is already very free and open (Zhiyenbayeva et al., 2014). With the provision of moral education for children, it is hoped that it can become a reference and benchmark for children to behave, so that when they grow up they become more responsible and respect each other and are able to face challenges that are rapidly changing. The provision of moral education that will be given to parents of children is a preparation to face time after time for future developments, because children are a mandate from Allah SWT who must be guarded and cared for and guided.

Broken home children are children who don't get enough attention from their families or lack of love from their parents, which makes a child mentally frustrated, brutal and has trouble sleeping, and also creates deviant morals in the school and community environment (Ashenafi & Ayenew, 2021). The phenomenon of broken home families that often occurs in today's society has become a natural or normal thing. Broken home families are husband and wife couples who experience problems in the family and then break a relationship with the word divorce which has an impact on the child's psychology both in education and in the social environment. Children's behavior that is not in accordance with the norm because of attention, affection or one of the parents who do not play a role in the process of growth and development of children's education, so that children feel they have lost one of the role models who should be role models in good children's moral behavior. After a divorce, it demands a dual role from parents to pay attention to the moral education of the child, so that the child does not feel like he has lost a role model in his life (Short, 2002).

The family is said to be "whole" if the husband and wife have the goal of building a family with a vision and mission that will be carried out together. A "whole" family provides a great opportunity for children to build trust in their parents, which is an element in helping children to have and develop themselves. married couples who live separately for some reason will reduce the meaning as a whole family. Children who have parents who tend to be judged better than children who come from divorced or step families. Broken home is a condition where parents are not in harmony, do not see and imagine, which results in punishment again for giving love and care to children, so that children will no longer have someone to protect or serve as role models for them (Akyina, 2015)

A broken family or what is commonly known as a broken home can be seen from two aspects that usually occur, namely the first the family is divided because the structure is not intact because one of the heads of the family has died or has been separated, and both parents are not divorced but the family structure is no longer intact as before because the father or mother is often not at home or does not show a harmonious loving relationship. For example, parents often fight so that the family is not psychologically healthy so that it has an impact on children, such as lazy to study, aloof, aggressive, truant, and likes to oppose parents or teachers. The condition of the family does not provide positive support for the psychological development and learning of adolescents. Adolescents do not get more attention, affection and educational guidance from their parents. The physical and psychological needs of adolescents are not fulfilled so that adolescents seek compensation by carrying out juvenile delinquency behaviors only to fulfill their desires and expectations for the role of parents which they do not get from their families.

Some of the definitions above can be concluded that a broken home is the breakdown of family relationships due to the death of one of the parents, divorce, or leaving the family due to work, cheating, and others that cause disharmony and result in the child's mental condition. The definition of a family means nuclear family, which consists of father, mother and children. Ideally, fathers and mothers will not be separated in carrying out their responsibilities as parents and are able to fulfill their duties as the first and foremost educators for their children. But not always conditions like this can be met in a family. There are times when a problem occurs in a family that causes the family to be in a broken condition.

Based on the initial data that the researcher got from the research location, namely there were many students who experienced a broken home and there were more than 100 students, therefore the researcher was very interested in conducting an in-depth study.

## **METHOD**

This type of research uses descriptive qualitative methods, the data sources in this study use observations, interviews, and documentation studies. The research location is at SMK PGRI 2 Kediri. The data were analyzed by reducing the data, presenting the data, and make a conclusions.

## **RESULT AND DISCUSSION**

### **1. Behavioral patterns of divorce victims at SMK 2 PGRI Kediri**

Today's students are not a few who behave negatively that violates the norms that apply in the community. This disharmony family condition will have a negative impact on children's behavior. One of the factors that trigger deviations made by these students is the family factor. Parents, both fathers and mothers, have their respective functions in supporting the development of their children. The existence of harmony between father and mother in carrying out their functions will help children achieve good development so that they have readiness in dealing with all problems, especially in adolescence (Jackson & Fife, 2018).

The data collected by the researchers regarding the forms of violations committed by broken home students at SMK PGRI 2 Kediri are, among others: truancy, coming late to school, smoking, joking. Family is the main factor in the success of educating children, a child will obey orders ordered by his parents while it is something that is educational and educational, harmonious parental participation will be able to develop a sense of care and affection. Not a few children whose affection is not fulfilled due to family factors that are not harmonious, triggering disputes and even divorce. This is what causes a child to have a moral personality that is not good, because at SMK PGRI 2 Kediri there are still violations committed by students, especially students from broken homes

## 2. The Spiritual Moral Development Process for Divorce Victims Through a Humanist Counseling Guidance Approach at SMK 2 PGRI Kediri

The Humanistic approach in counseling guidance in schools is an effort to develop the potential and personal of students is the main task of guidance counseling teachers. In carrying out these duties, the right approach is needed so that in the field, the efforts made by the counseling teacher can be in accordance with the expected goals. In fact, there are still many counseling guidance teachers who use a behavioristic approach in carrying out their functions. The characteristic of the behaviorism approach, namely the provision of rewards and punishments, still dominates school activities. The function of guidance and counseling teachers who are more in an effort to enforce discipline and school rules is a clear example of the behaviorism approach (Bowers & Lemberger, 2016)

In some schools the guidance counseling guidance teachers are considered as school police because of their large role in reminding and punishing students who violate school rules. There are still many guidance counseling teachers as well as subject teachers who think that learning essentially transfers teacher knowledge to students, thus the approach taken is more on lectures, questions and answers, advising students, so that the approach built is more on school knowledge not on action knowledge. Whereas in an effort to develop the potential and personality of students the approach used must arrive at action knowledge, where students need to combine the knowledge gained in their own perspective, so that they can use it everyday in developing their potential optimally (Zhiyenbayeva et al., 2014)

There are many potential students who can be the attention of the guidance and counseling teacher at school which aims for students to be able to find personal, get to know both academic and non-academic skills or personal skills (Tokhirovna, 2020). These personal skills are often humanistic approaches in guidance and counseling in schools called soft skills. As the name suggests, this personal skill is a student's skill in managing, managing his personal life that is not related to academic subjects, because these skills are abstract, implicit in everyday behavior even though they are not related to subjects, these abilities are also called soft skills.

One of these personal skills is social skills. Schools pay more attention to academic skills than personal skills, even though these two abilities are interrelated. A person will be successful in academic subjects if he has good personal skills, such as high motivation in studying, diligent, can manage time well, and can work together or have good relationships with his friends. Without the support of good personal skills, success in academics is not optimal. Judging from the program of activities at school, attention to academic skills is much greater than personal skills. If academic skills are programmed in scheduled subjects, then personal skills have not been developed programmatically.

Some of these personal skills are developed through extra-curricular activities at school such as scouts, but they are not mandatory for all students. School rules, such as discipline, can also indirectly develop students' personal skills, but because the rules in schools are often punishment-oriented, the real goal of educating disciplined children is invisible. The role of counseling guidance teachers in guiding students in developing personal skills students, especially in the aspect of social skills. Guidance and counseling teachers have a strategic role in developing students' self (Hestingtyan, 2021).

Activities in the counseling guidance program are very possible to develop students' personal skills, especially in the aspect of social skills. Guidance and counseling teachers can develop their programs in a more humanistic way so that students feel more free, accepted and have confidence in the guidance counseling teachers. The student's trust in the guidance counseling teacher is an asset for the guidance counseling teacher to be closer to students so that the values that will be developed in students will be easily developed.

## 3. The results of the intervention for students who are victims of divorce after spiritual moral development through a humanist counseling approach

The family is the closest environment for raising, maturing and in which children receive education, but in the family it can also be the cause of violations or crimes in the form of a broken family or so-called (broken home). Quoted from the online journal. Lack of parental attention can have a negative impact on children's behavior, namely the tendency for the emergence of deviant behavior in children, such as fights, skipping school and actions that lead to delinquency.

Parents need to keep the family in harmony. Harmony in this case is not always synonymous with the

presence of intact parents (father and mother), because in many cases single parents are proven to function effectively in assisting the psychosocial development of children. both with their parents and siblings. The existence of reciprocal communication between children and parents, then all conflicts that arise will be easily resolved. On the other hand, communication that is rigid, cold, limited, suppressed, full of authority and so on will only lead to various conflicts prolonged so that the atmosphere becomes tense, hot, emotional so that it can cause social relations between each other to be damaged.

As stated by Sari (2021) , adolescents who come from caring, warm and harmonious families have the ability to adapt and socialize well with the surrounding environment. Children who have a good adjustment in school usually have a harmonious family background, respect children's opinions and are warm.

This is because children who come from harmonious families will perceive the home as a happy place because the fewer problems between parents, the fewer problems the child will face, and vice versa if the child perceives his family to be messy or less harmonious, then they will be burdened with the problems that are being faced by the parents. Tokhirovna (2020) says that adolescents who are defined as naughty children usually have a negative self-concept compared to children who are not problematic. Juvenile delinquency is not only the responsibility of the school or parents but also the responsibility of both parties. Families can be the cause or prevent the occurrence of juvenile delinquency. Family conditions that are not conducive or in other words family dysfunction have a risk of adolescents being involved in drug dependence abuse compared to adolescents who are educated in healthy and harmonious (conducive) families and family disorder (broken home by death) has an effect of 26.7% on children or adolescents involved. drug abuse or dependence (Jackson & Fife, 2018)

Other important things that need to be done are religious education to lay a good and useful moral foundation, channeling children's talents towards useful and productive work, healthy recreation according to the needs of the child's soul, and supervision of the child's social environment as well as possible. As was done at the educational institution where the researcher conducted research at SMK PGRI 2 KEDIRI, the school's efforts in carrying out moral coaching were none other than the goal of producing a generation of good morals and the impact that occurred after the student did the coaching was very big impact, some of them have well behaved and directed.

The process of spiritual moral development carried out at SMK PGRI 2 Kediri certainly has a positive impact on students, as for the results of the process of spiritual moral development for broken home students through a humanist counseling approach that is able to improve students' morals towards Allah SWT, such as carrying out dhuha and dhuhur prayers without further notice. beginning. The second also increases students' morals towards themselves, such as students being more responsible, increasing student learning motivation, and students becoming more confident. The third is to increase the morals of students to fellow human beings, as students must be accustomed and trained to always maintain politeness, both towards parents, teachers, and fellow friends. For example, they always say hello when they enter or leave the room, kiss each teacher's hand when they finish the activity, shake hands with all students when they finish the activity. Students are also trained to speak politely to everyone, especially older people.

## **CONCLUSION**

The behavior patterns of broken home students at SMK PGRI 2 Kediri are in the form of attitudes and behavior of students in relation to the educators with their fellow friends, and also in relation to school rules and patterns of violating school rules such as truancy, being difficult to manage, noisy in class, or making Noise at school often occurs, but there are also some of these broken home students who have academic and non-academic achievements. The coaching process carried out includes providing motivation, advice, reprimand and also participating in religious activities such as morning cults, reading the Koran, participating in istiqosah events and other religious activities with the aim that students have good morals and the purpose of this coaching program is to educate students on good morals, therefore the intended target in this coaching program is all students in SMK PGRI 2 Kediri.

The results of the implementation of the moral development program for students at SMK PGRI 2 Kediri towards improving students' morals did not occur spontaneously, but through a gradual and slow process, but still showed changes for the better, both morals to God, morals to oneself, and morals. to fellow human beings in this case friends and teachers.

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