

UPAYA GURU DALAM MENGATASI TOXIC PARENT BAGI SISWA BROKEN HOME KELAS TINGGI

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Abstract: Based on observations, it was found that students from broken homes tend to show disrupted social behavior due to unsupportive parenting patterns. This study aims to describe the dominant behavior that appears in broken home students and teachers' efforts to overcome toxic parents in high classes. This type of research is qualitative research using a descriptive approach method. The data collection techniques used are observation, interviews, and documentation. The data analysis technique used is the Miles and Huberman model. The study results showed that the dominant behavior of broken students from home students disobedience, aggression, isolation, and excessive control. To overcome this, teachers apply an individual approach, provide motivation and guidance, establish communication with families, create a safe school environment, and carry out collaborative projects. This study emphasizes the importance of teachers as facilitators to support the development of students from broken homes.

Keywords: Toxic parents, Social Behavior, elementary school

INTRODUCTION

Parenting patterns have a crucial role in shaping a child's character and social development. However, in some cases, especially in broken homes, the parenting patterns applied do not always support optimal child development. One form of parenting that is of concern is toxic parenting, namely, parenting patterns that hurt a child's emotional, mental, and social development (Santrock, 2023). Toxic parents can be excessive control, lack of emotional support, or even verbal and physical abuse that hinders children from building healthy social relationships.

At SDN 2 Perampuan, based on initial observations conducted on June 8, 2024, it was found that out of 18 broken-home students spread across grades IV, V, and VI, nine students experienced toxic parenting patterns. This phenomenon raises concerns about its impact on their psychological well-being and academic achievement. Therefore, teachers need concrete efforts to overcome toxic parents to help students from broken homes adapt and develop optimally in the school environment.

Research on the impact of toxic parents on children has been widely conducted before. (Ririn Agustina, 2019) In her research, she found that toxic parents have a negative impact on children's mental health, causing low self-confidence and increased anxiety. Another study by Radhita Maharani Ramli & Darnanengsih (2024) showed that toxic parents contribute to children's difficulties in managing emotions and interacting socially at school. Meanwhile, research (Hendarti Suprobo, 2023)

highlighted the relationship between toxic parents and bullying behavior in elementary schools.

However, previous studies have mainly discussed the impact of toxic parents in general on child development without highlighting the role of teachers as mediators in overcoming these impacts. Therefore, this study offers a new perspective by specifically examining teachers' efforts in dealing with broken homes that experience toxic parents at SDN 2 Perampuan

Although various studies have discussed the impact of toxic parents, there is still a gap in the study of the role of teachers as parties who contribute to overcoming these impacts in the school environment. Some existing studies focus more on the psychological and social impacts of toxic parents, but not many have explored intervention strategies carried out by teachers to help affected students (Baumrind, 1991). This study aims to fill this gap by describing how teachers' roles in providing support to students from broken homes who experience toxic parents and the strategies applied in the school environment.

Based on the formulation of the problem that has been put forward, the objectives of this study are: 1) To describe the types of dominant behavior that appear in high-class broken home students at SDN 2 Perampuan, Labuapi District. 2) To analyze the efforts made by teachers in overcoming toxic parents for high-class broken home students at SDN 2 Perampuan, Labuapi District.

This research is expected to provide theoretical and practical benefits. Theoretically, this research can add insight into the study of the impact of toxic parents on children's social behavior, especially in the context of elementary education. Practically, this research can provide recommendations to teachers and schools in designing effective intervention strategies to help students from broken homes deal with the impact of toxic parents, as well as being a reference for further research in the field of education and child psychology.

METHOD

This study uses a qualitative approach with a descriptive method. This method was chosen because it allows researchers to dig deeper into teachers' efforts to overcome toxic parents for broken-home students at SDN 2 Perampuan. The subjects of this study were teachers of grades IV, V, and VI at SDN 2 Perampuan and broken-home students who experienced toxic parents. This study was conducted at SDN 2 Perampuan, Labuapi District, considering the relevance of the location to the problems studied.

Data were collected through three main techniques, namely observation, which is used to observe the behavior of broken home students in the school environment and their interactions with teachers and peers. Interviews were conducted with class teachers to obtain information on strategies applied in dealing with toxic parents and their impact on students.

Documentation used to complement data obtained from observations and interviews, such as students' academic records and their progress reports. The data obtained were analyzed using an interactive model from Miles and Huberman (1994), which consists of four stages: Data Reduction, which is summarizing and filtering information relevant to the research objectives. Data Presentation is carried out in the form of descriptive narratives to understand the patterns of intervention carried out by teachers. Conclusion Drawing, based on the analyzed findings, so that it can provide applicable recommendations for teachers and schools.

DISCUSSION

This study aims to identify the types of dominant behavior that appear in high-class broken home students at SDN 2 Perampuan and examine the efforts of teachers in overcoming toxic parents towards these students. Based on the results of the study, it was found that the dominant behavior that often appears in students from broken homes includes disobedience, aggression, isolation, and powerful behavior. In addition, teachers have made various efforts such as individual approaches, motivation and guidance, family communication, continuous observation of student development, and creating a safe and comfortable environment.

The results of this study were obtained through a qualitative method with a descriptive approach. Data were collected through observation, interviews with grades IV, V, and VI teachers, and documentation at SDN 2 Perampuan. The data analysis technique used the Miles and Huberman model, which includes three stages: data collection, data presentation, and concluding. From the results of the analysis, it was found that the dominant behavior shown by students from broken homes is rooted in unstable family conditions and toxic parent-parenting patterns. Parenting patterns that are too controlling, unsupportive, or full of verbal and emotional violence cause children to feel insecure, lack self-confidence, and have difficulty adapting socially. To overcome these impacts, teachers act as facilitators in creating a more supportive environment for students to develop socially and academically.

This study's findings align with the Attachment theory proposed by Bowlby (Rika Aulya Purnama & Sri Wahyuni, 2017), which states that children need a stable emotional relationship with their caregivers to develop correctly. When this relationship is disrupted, children exhibit negative behavior such as disobedience and aggression. In addition, this study also supports Erik Erikson's psychosocial development theory (Najrul Jimatul Rizki, 2024), which emphasizes the importance of self-confidence in school-age children. If children experience toxic parenting, they will have difficulty developing social and academic competencies. This study also strengthens previous studies, such as those conducted by Oktariani (2021), which showed that toxic parents have a negative impact on children's mental health. In addition, research by Ramli and Darnanengsih revealed that toxic parents cause children to experience anxiety and difficulty in managing emotions in the school environment.

Based on the findings of this study, it can be said that the role of teachers in dealing with students from broken homes with toxic parents is not only limited to providing academic guidance but also includes being a supporting figure in the social and emotional aspects of students' lives. Therefore, this study proposes a new approach in the form of "Teachers as Emotional Mediators," which emphasizes the importance of teacher involvement in building emotional and social balance in broken-home students through a more intensive individual approach method.

This study also shows that the Attachment theory and psychosocial development need to be modified by considering the role of schools as external factors that can replace the function of parents in providing emotional support for children. Thus, schools not only act as a place to learn but also as an environment that can reduce the negative impacts of toxic parents on students.

Thus, this discussion confirms that the behavior of students from broken homes is greatly influenced by the toxic parenting patterns they receive at home. Teachers play an important role in helping students overcome these negative impacts through various strategies described. In addition, this study proposes the concept of Teachers as Emotional Mediators as a new approach in dealing with students who come from broken homes with toxic parenting patterns.

CONCLUSION

The results of the study at SDN 2 Perampuan found that students from broken homes in high grades (IV, V, VI) experienced social disorders due to a lack of emotional attention and guidance from parents. The dominant behaviors that emerged included disobedience, aggressiveness, isolation, and a robust attitude in social interactions. The primary triggers were toxic parenting patterns, economic conditions, and lack of parental communication. Teachers play a central role in overcoming these impacts through individual approaches, motivation, guidance, family communication, and the creation of a safe and comfortable school environment. Teachers also monitor student development continuously and collaborate with the school to ensure adequate social and emotional support.

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