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## Collaboration of Islamic Education Teachers and Guidance Counselors in Counseling Broken Home Students with Learning Difficulties

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### Abstract

This study examines the collaborations between Islamic Religious Education (PAI) teachers and Guidance and Counseling (BK) teachers in implementing counseling services for students from broken home families who experience learning difficulties at MTsN 3 Karawang. The research was motivated by the increasing number of students facing academic, emotional and behavioral problems influenced by non-harmonious family conditions. This study employed a qualitative descriptive approach with a case study method. Data were collected through observation, in-depth interviews, and documentation involving PAI teachers, BK teachers, and related school data. The findings revealed that the collaboration, coordination, and proportional division of roles in assisting students. BK teachers focused on psychological assistance and counseling services, while PAI teachers emphasized spiritual guidance, moral development, and religious habituation. The collaboration was supported by good communication among teachers, religious programs at school, shared responsibility, and parental support. However, several obstacles were also found, such as students' reluctance to express personal problems and the complexity of family backgrounds. The implementation of collaborative counseling showed positive impacts on student academic motivation, emotional stability, social interaction, and spiritual awareness. Therefore, the collaboration between PAI teachers and BK teachers plays an important role in helping students from broken home families overcome learning problems and develop more positive behavior patterns.

**Keywords:** *Collaboration; PAI Teacher; BK Teacher; Broken Home; Counseling Services*

### A. Introduction

Education is not only oriented toward academic achievement but also serves as a means of shaping students' personalities holistically, encompassing emotional, social, and spiritual aspects. In the context of Islamic education, character development and mental health are integral components of the learning process. However, not all students grow up in harmonious family environments. Unsupportive family conditions often impact students' emotional stability and readiness to learn. Therefore, school involvement is necessary, particularly through collaboration between Islamic Religious Education (IRE) teachers and Guidance and Counseling (GC) teachers, to provide support that addresses not only psychological aspects but also religious values.

Guidance and counseling services are an integral part of the school education system aimed at helping students achieve optimal development and overcome various obstacles they face. This aligns with Law No. 20 of 2003 on the National Education System, specifically Article 1 Paragraph 6, which designates counselors as part of the educational staff. Thus, the existence of counseling services plays a strategic role in supporting students' holistic development, encompassing personal, social, and academic aspects (Syukur & Zahri, 2019). In practice, collaboration between guidance counselors and Islamic Education teachers is crucial as they complement one another: Islamic Education teachers instill religious values and moral principles, while guidance counselors provide professional assistance in addressing students' issues. Research indicates that this collaboration can strengthen the management of problematic behavior through an approach that integrates spiritual and psychological aspects (Harahap, N., Ayu, R. P., & Desmita, 2024).

The phenomenon of students from broken homes who experience learning difficulties is a prominent issue at MTsN 3 Karawang. Based on initial interviews with Islamic Education (PAI) teachers, it was found that the number of students from broken homes is relatively high. These circumstances include parental divorce, a lack of parental involvement, and family disharmony. Further investigation revealed that students' learning and behavioral problems are often closely related to these family conditions. This indicates that family background has a significant influence on students' development and learning processes at school.

The impact of a broken home is evident not only in emotional aspects but also in students' behavior and academic performance. When the family no longer provides a sense of security, students tend to seek attention outside the home, withdraw into themselves, and may even engage in negative behavior. Additionally, family disharmony can disrupt concentration during study, leading to a decline in academic performance (Karunia, 2023). Data from the Central Statistics Agency (BPS) of West Java Province in 2024 indicates that West Java has the highest divorce rate in Indonesia, reaching 88,842 cases, with Karawang Regency ranking fifth with 3,570 cases. This high figure indicates that the issue of broken homes is a real phenomenon with implications for the psychological well-being of adolescents (Hanan Triatusholihah, Wina Lova Riza, 2023).

From an Islamic perspective, a wise guidance approach has been taught through Quranic verse 125 of Surah An-Nahl, which emphasizes the importance of delivering advice with wisdom, in a good manner, and through polite dialogue. Additionally, a hadith narrated by Muslim states that religion, at its core, is advice, which carries a broad meaning as an effort to provide guidance and goodness to others. These values are relevant to the implementation of guidance and counseling services in schools, particularly through collaboration between Islamic Education (PAI) teachers and Guidance and Counseling (BK) teachers in guiding students facing problems due to family circumstances. Based on this description, this study is important to conduct an in-depth examination of the collaboration between PAI teachers and guidance counselors in the implementation of counseling for students from broken homes who experience learning problems in the eighth grade at MTsN 3 Karawang, and this article is part of the author's thesis research.

## **B. Methods**

This study employs a qualitative approach using a descriptive research design through a case study. This approach was chosen to deeply understand the phenomenon of collaboration

between Islamic Religious Education (PAI) teachers and Guidance and Counseling (BK) teachers in addressing students who experience learning difficulties due to family breakdown. The qualitative approach allows the researcher to explore processes, interactions, and meanings that emerge within a natural social context, with the researcher serving as the primary instrument in data collection (Sidra, Nuridilah, 2024).

A descriptive qualitative research design was employed to systematically describe the collaborative practices implemented, the roles of each teacher, and the supporting and inhibiting factors in the implementation of school counseling services. The case study method was selected because it offers the opportunity to examine phenomena in depth and holistically within a real-world context.

Focusing on the implementation of collaboration between Islamic Education (PAI) teachers and Guidance and Counseling (BK) teachers in providing counseling services to students from broken home who are experiencing learning difficulties. To achieve this, the study was conducted in three chronological stages: preparation stage (licensing and preliminary observation), implementation stage (interviews and data collection), data analysis stage (data reduction, data display, and conclusion drawing).

### C. Result and Discussion

The primary focus of this discussion is to describe the dynamics of collaboration between Islamic Religious Education (PAI) teachers and Guidance and Counseling (BK) teachers in providing counseling services to students from broken homes who are experiencing learning difficulties. The presentation of data begins with an overview of the objective conditions of the research location, followed by an in-depth analysis of the implementation patterns.

#### 1. Result

##### a. Objective Reality of MTsN 3 Karawang

MTsN 3 Karawang is a formal educational institution under the Ministry of Religious Affairs, located on Jl. Sunyar Sindangkarya, Kutawaluya Subdistrict, Karawang Regency. This madrasah holds state-run status with an A accreditation rating and has been in operation since 1996 on 3.825 donated plot of land. According to statistical data for the 2025/2026 academic year, the madrasah educates 398 students distributed across 15 classrooms.

The madrasah is led by H. Abdul Latif, S.Pd.I., supported by 36 teaching and administrative staff. In terms of qualifications, the majority of educators hold a bachelor's degree (27 individuals), and there are 3 teachers who have completed a master's degree. Additionally, 16 teachers hold professional certifications, covering subjects such as mathematics, fiqh, science, and the Quran and Hadith.

##### b. Collaboration Mechanism Between PAI Teachers and Guidance Counselors

The implementation of cooperation between PAI teachers and BK teachers at this school is realized through flexible coordination to address learning challenges faced by students from broken homes. PAI teachers, such as those teaching the Quran and Hadith and Fiqh, are involved in the mediation process, providing moral guidance, and monitoring student behavior at school. This collaboration mechanism divides roles proportionally:

guidance counselors are responsible for behavioral observation and psychological guidance, while PAI teachers provide reinforcement from a spiritual perspective. This is evident in the imposition of educational-religious sanctions; for instance, if a guidance counselor administers corrective physical discipline, a PAI teacher will direct the student to engage in religious activities such as writing Juz Amma or reciting Surah Yasin.

**c. Handling Students from Broken Homes**

The researcher found that learning problems among eighth-grade students at MTsN 3 Karawang were predominantly driven by economic factors, as many parents work abroad as domestic workers (TKW) or migrant workers (TKI), leading to broken home situations (incomplete families). The intervention strategy begins by identifying issues through data collection, interviews, and the Problem Checklist (DCM) instrument to measure the percentage of students' problem burdens.

The approach taken was persuasive, involving face-to-face dialogue, and students were invited to a more private setting so they would feel comfortable opening up without feeling embarrassed in front of their peers. The Islamic Education teacher also guided students through routine programs such as congregational prayer and religious study sessions every Friday morning to build self-management and emotional calm.

**2. Discussion**

**a. Implementation of Collaboration Between PAI Teachers and Guidance Counselors in Providing Counseling to Students from Broken Homes Experiencing Learning Difficulties**

Based on the results of a study at MTsN 3 Karawang, the collaboration between Islamic Religious Education (PAI) teachers and Guidance and Counseling (BK) teachers has been implemented through coordination, communication, and the division of roles in assisting students from broken homes and those experiencing learning difficulties. This collaboration is carried out flexibly according to the students' needs and the conditions observed in the field. BK teachers focus on psychological support, problem identification, and counseling services, while PAI teachers provide spiritual reinforcement, moral guidance, and religious motivation to students.

Interview results indicate that PAI teachers do not merely serve as instructors of religious content but also act as emotional mentors for their students. PAI teachers strive to build rapport with students through persuasive approaches, religious guidance, and fostering religious practices. In practice, PAI teachers are frequently involved when students experience a decline in learning motivation, behavioral changes, or difficulties adapting due to family disharmony.

These research findings align with the view of Dian Mayang Sari (2024), who states that collaboration between PAI teachers and guidance counselors enables more comprehensive student guidance because PAI teachers play a role in strengthening moral and spiritual aspects, while guidance counselors address the psychological and social aspects of students (Sari & Barat, 2024). Through this collaboration, the student guidance process becomes more effective as students receive support both emotionally and religiously. Additionally, research

findings indicate that guidance counselors and PAI teachers coordinate through both informal and formal communication channels, such as teacher briefings, school meetings, and the exchange of information regarding students' conditions. Guidance counselors request data from Islamic Education teachers regarding changes in student behavior in the classroom, while Islamic Education teachers obtain information regarding students' family conditions from guidance counselors and homeroom teachers. This demonstrates the integration of roles in addressing student issues.

These findings align with the research by Ach. Syaikhonul Arifin and Dwi Ramadhani (2024), which explains that collaboration between PAI teachers and BK teachers is crucial in helping students cope with both academic and non-academic challenges. Religious Education (PAI) teachers function to instill religious values and character development, while Guidance and Counseling (BK) teachers assist students in managing emotions and resolving personal issues (Arifin, A. S., & Ramadhani, 2024).

This study found that students from broken homes tend to exhibit behavioral changes such as a lack of enthusiasm for learning, frequent truancy, withdrawal from social environments, and a decline in motivation to participate in school activities and religious practices. A dysfunctional family environment can affect students' emotional stability and learning motivation, making them more vulnerable to academic and social challenges (Rusni & Murni, 2022).

In this study, the guidance counselor identified issues through initial interviews, questionnaires, a Problem Checklist (DCM), and observations of student behavior. After data was collected, the guidance counselor provided individual or group counseling services according to the students' needs. During the process, the guidance counselor also involved homeroom teachers, Islamic Education (PAI) teachers, and the students' families to assist in the support process. The results of this study align with the research by Suharti, Dewi, and Saiful Akhyar Lubis (2024), which explains that Islamic counseling services and an emotional approach can help students from broken homes reduce negative emotions and improve their academic motivation and social behavior. An approach that is both humanistic and religious can make students feel safer and more comfortable in sharing the problems they are experiencing (Dewi & Lubis, 2024).

In practical guidance, PAI teachers provide religious counseling, encourage regular worship, organize Quran reading activities, conduct routine Friday morning study sessions, and adopt a personal approach toward students. These approaches are implemented gradually to prevent students from feeling overwhelmed. PAI teachers also strive to understand students' psychological conditions by engaging in private conversations outside the classroom or in the school mosque. The religious approach implemented demonstrates gradual changes in student behavior. Some students have begun to show increased motivation to learn, are more active in school activities, exhibit reduced truancy, and demonstrate greater awareness in performing their religious duties. Although these changes do not occur instantly, the continuous guidance provided has a positive impact on student development. These findings align with the research by Usman Wahyu Sudrajat and Nur Azah (2025), which explains that the synergy between Islamic Education (PAI) teachers and Guidance and Counseling (BK) teachers can enhance discipline and foster positive student behavior through joint spiritual guidance and counseling (Sudrajat, U. W., 2025).

In addition, the study found that Islamic Education (PAI) teachers and Guidance and Counseling (BK) teachers hope that the existing collaboration can continue to be improved. PAI teachers hope to be more involved in the process of handling students so that they can gain a deeper understanding of the students' conditions. Meanwhile, BK teachers hope that communication among teachers can continue to run smoothly to ensure the creation of optimal counseling services (). Thus, it can be understood that the implementation of collaboration between PAI teachers and BK teachers at MTsN 3 Karawang has been proceeding quite well through communication, coordination, role division, as well as spiritual and psychological guidance. This collaboration helps students from broken homes receive attention, motivation, and support in facing both academic and personal issues. (Arifudin, 2021)

#### **b. Factors Supporting and Hindering Collaboration Between PAI Teachers and Guidance Counselors**

Based on the research findings, several supporting factors in the implementation of collaboration between PAI teachers and BK teachers at MTsN 3 Karawang are influenced by both supporting and hindering factors. These factors impact the success of the guidance process for students from broken homes who are experiencing learning difficulties.

##### **a) Supporting Factors**

- 1) **Effective communication among teachers**  
Communication between PAI teachers, BK teachers, homeroom teachers, and school administrators is a key factor in supporting the success of collaboration. Teachers can exchange information regarding students' conditions, enabling the intervention process to be carried out appropriately and sustainably.
- 2) **A sense of shared responsibility**  
Religious Education (PAI) teachers and Guidance and Counseling (BK) teachers recognize that student issues are a shared responsibility. Therefore, student support is not solely the responsibility of the Guidance and Counseling (BK) teacher but also involves subject teachers, particularly Religious Education (PAI) teachers.
- 3) **A culture of camaraderie within the school environment**  
Harmonious relationships among teachers facilitate the process of coordination and cooperation. Teachers help one another in handling students without competition or seniority issues.
- 4) **Religious habit-forming programs at school**  
Activities such as congregational prayer, regular religious study sessions, reading the Quran, and religious activities every Friday morning serve as a means of spiritual guidance for students. These programs assist Islamic Education (PAI) teachers and Guidance and Counseling (BK) teachers in fostering positive student behavior.
- 5) **Support from Parents**  
Some parents provide information about their family circumstances to the school so that teachers can understand the students' situations and provide guidance tailored to their needs.
- 6) **Complementary spiritual and emotional approaches**  
Guidance counselors focus on psychological support and counseling techniques. Meanwhile, Islamic Education teachers provide moral guidance and spiritual

reinforcement. These two approaches complement each other in supporting student development. These findings align with the research by Hanifatul Muna, Dina Luthfiyyah, and Glory Nadine Silalahi (2024), who state that communication and collaboration among teachers are key factors in the success of guidance and counseling services in schools (Muna et al., 2024)

b) Barriers

1) Handling student issues combined with other cases.

Cases involving students from broken homes are often combined with other violations, such as truancy, smoking, or disciplinary issues. This situation makes it difficult to focus on addressing personal issues.

2) Students tend to be closed off about personal issues

Some students take a long time to feel comfortable and trust their teachers. Consequently, the process of gathering information about students' circumstances is somewhat hindered.

3) Limited involvement of PAI teachers in the initial counseling process

PAI teachers are sometimes only involved after the initial handling process has been carried out by guidance counselors. This makes it difficult for PAI teachers to fully understand the students' conditions from the start.

4) Complex family backgrounds

The broken home issues experienced by students have diverse backgrounds, such as parental divorce, economic factors, lack of family attention, and parents working abroad. These conditions necessitate that each student be handled differently.

These findings align with the research by Missi Oktaria, Rahman Wira Nita, and Joni Adison (2025), which explains that one of the challenges in collaboration between guidance counselors and subject teachers is the difference in perceptions and approaches when handling students. However, these obstacles can be overcome through effective communication and coordination among teachers (Oktaria, M., Nita, R. W., & Adison, 2025).

These supporting and inhibiting factors indicate that the success of collaboration between PAI teachers and BK teachers is influenced by the quality of communication, openness among teachers, school support, and teachers' ability to understand students' psychological conditions.

**c. Results of the Collaboration Between PAI and BK Teachers on Student Development**

The implementation of collaboration between PAI teachers and BK teachers at MTsN 3 Karawang showed quite positive results regarding the development of students from broken homes who were experiencing learning difficulties. Based on the interview results, the changes observed were not immediate but gradual; these changes included increased learning motivation, improved behavior, increased student participation in school activities, and heightened student awareness in performing religious duties. Religious Education (PAI) and Guidance and Counseling (BK) teachers noted that changes in student behavior do not occur instantly but require a continuous process. Students who initially frequently skipped school began to participate more actively in school activities. Additionally, students who previously tended to be withdrawn and withdrawn began to show a more open attitude

toward teachers and peers. Students from broken homes generally experience a decline in motivation to learn due to a lack of attention and emotional support from their families, thus requiring ongoing guidance from the school (Wahyuningsih et al., 2023).

These findings align with the research by Nurhanifah Harahap, Rapisah Putri Ayu, and Tiya Desmita (2024), which states that collaboration between guidance counselors, Islamic education teachers, and homeroom teachers can help reduce students' problematic behaviors through an integrated approach combining moral guidance, supervision, and counseling services (Harahap, N., Ayu, R. P., & Desmita, 2024).

Other changes are evident in students' spiritual aspects. The Islamic Education teacher explained that students have become more active in participating in congregational prayers, reading the Quran, and attending school religious study sessions. These practices are efforts to help students achieve emotional calm and foster more positive behavior.

In addition to changes in the students, the results of the collaboration also led to improved communication between the school and parents. Teachers gained a better understanding of students' family circumstances, allowing interventions to be tailored to students' needs.

This study also indicates that counseling services conducted in a more private and empathetic manner help students feel safer in sharing the issues they face. When students feel accepted and cared for, they become easier to guide and more open to the counseling process. These research findings reinforce the views of Ribut Purwaningrum, Naharus Surur, and Asrowi (2023), who explain that the success of guidance and counseling services is influenced by harmonious collaboration between teachers, parents, and the school environment. Effective collaboration helps students develop their potential and reduces behavioral and academic issues (Purwaningrum & Surur, 2023).

Thus, the research results indicate that collaboration between PAI teachers and guidance and counseling teachers has a positive impact on the academic, emotional, social, and spiritual development of students from broken homes at MTsN 3 Karawang. Collaborative support helps students receive attention, motivation, and guidance tailored to their needs.

#### **D. Conclusion and Recommendations/Implications**

Based on the results of the study, it can be concluded that collaboration between Islamic Religious Education (PAI) teachers and Guidance and Counseling (BK) teachers plays a crucial role in providing counseling services to students from broken homes who face learning difficulties. The collaboration is implemented through communication, coordination, and the division of complementary roles in the student support process. The BK teachers focus on psychological aspects and counseling services, while the PAI teachers provide spiritual reinforcement, moral guidance, and a religious approach through the practice of worship and religious advice.

Research findings indicate that students from broken homes tend to experience decreased academic motivation, behavioral changes, difficulty managing emotions, and reduced engagement in school activities. Through collaborative support, students began to demonstrate positive changes, such as increased participation in school activities and a growing awareness of the importance of religious practices. These changes did not occur instantly but resulted from a gradual and sustained support process.

The success of the collaboration is influenced by several supporting factors, such as good communication among teachers, a family-like culture within the school environment, religious habit-forming programs, and support from parents. Meanwhile, the obstacles identified include students' limited openness regarding personal issues and the complexity of diverse family backgrounds, with one factor being students from broken homes at this school due to economic factors. Therefore, strengthening coordination among teachers and increasing the involvement of all school stakeholders is necessary so that counseling services can function more effectively in supporting students' academic, social, and emotional development.

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