



Broken Home Students' Analysis of the Linguistic Development of Elementary School Students

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A B S T R A C T

This study aims to determine the impact of broken-home families on student behavior at MI Darussalam Bumi Agung. The research used a qualitative method. Data were collected through observation, documentation, and interviews. From these data, the researcher concluded that broken-home backgrounds have a severely negative effect on the development of speaking, writing, reading, and listening skills. The study was a field investigation carried out in February–March 2026 at MI Darussalam Bumi Agung. It employed qualitative research, using descriptive methods to obtain findings about linguistic development phenomena in children from broken-home families. The subjects of the study were a fourth-grade child with a broken-home background at MI Darussalam Bumi Agung, identified by the initial M; the student's guardian, A; and the class guardian, N. Data collection techniques included direct observation, in-depth interviews with the parent, and documentation. The results indicate that: 1) student M has problems in linguistic development compared with peers in general. Causes include limited involvement from the single parent (father), who is busy with work and gives insufficient attention to M; 2) M experiences linguistic development difficulties such as reading difficulties and low confidence in speaking and storytelling. The findings reveal that family and social-environmental factors play a crucial role in advancing a child's language abilities. Therefore, contributions from parents, educators, and the community are essential to provide stimulation and early intervention to prevent speech delays. This study is expected to serve as a reference for improving understanding and analysis of broken-home students' linguistic development at MI.

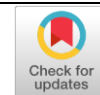
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INTRODUCTION

The family is a place to get affection and attention from parents. Parents should ideally be the first madrasah for their children. According to Karteno, the family is called the smallest member of society and the most important foundation for the growth and series of children (Nuraisyah et al., 2024). The family consists of the head of the household, mother and child. A child who grows up in a happy and ideal family will certainly achieve optimal development. Child development is the responsibility of parents, and children deserve the best from their

parents. This is the basis for the formation of a family that meets the needs of each individual in their social life (Rinjani et al., 2023).

Primary education, especially in grade 4 MI, becomes an important transition period in children's cognitive development. Currently, children are moving from the "learn to read" phase to "read to learn". Linguistic intelligence plays a crucial role as the main basis for students to understand increasingly complex subject matter, convey ideas critically, and establish positive social interactions. Families who experience *a broken home* often have a negative influence on children's growth and development, especially in the linguistic realm such as language mastery and oral communication.

Family *Broken Home* resulting in a lack of language stimulation from parents, so that children have difficulty managing emotions when communicating and tend to have limited speech patterns. Studies reveal that children from incomplete families from early to adolescence often experience obstacles in language progress due to a lack of affection and double attention from both parents (Informatika et al., 2017). This condition is reflected in the independent but shy nature of children, which has an impact on their language skills at school. In elementary schools such as MI Darussalam Bumi Agung, students from incomplete families usually lag behind in mastering vocabulary, sentence structure, and social relationships through language.

The theory of intelligence developed by Howard Gardner in 1983 identifies eight main types of intelligence that humans have to understand and interact with the real world, one of which is linguistic intelligence. Linguistic intelligence (*Verbal Linguistic Intelligence*) is the ability to think through words, use language to express ideas, and interpret complex concepts (Sesfao et al., 1983). According to the theory of language development as put forward by Chomsky (the theory of nativism), believes that the income of language vocabulary in children is a gift from the parents from birth (Hidayah et al., 2021).

According to the theory *Nativism* Chomsky, children have a genetic innate language talent from parents through *Language Acquisition Device* (LAD), which facilitates the mastery of vocabulary naturally from birth. Vygotsky states that children's language development depends on social and cultural interaction, with language as a mediating tool for thinking-communication. Through guidance(s)*caffolding*) from adults/friends, vocabulary develops (Masrura et al., 2024). Meanwhile, Vygotsky emphasizes that children's language progress is determined by social and cultural interactions, where language acts as an intermediary of thought through gradual guidance from adults or peers.

Ideally, the development of children's linguistic intelligence is supported by a harmonious family environment as the first madrasah. The family serves as the main place of verbal stimulation, where the interaction between parent and child enriches vocabulary and trains emotional articulation skills. However, social reality shows an increase in the divorce rate that causes the phenomenon of children *Broken Home* is a serious challenge in the world of education. The Linguistic intelligence has four important aspects that play a very important role, including: Listening Aspect, Speaking Aspect, Reading Aspect, Writing Aspect (Hayun & Haryati, 2020). Linguistic intelligence is very closely related to language skills, so people who have linguistic intelligence usually like to play with language, whether in the form of writing, reading, being interested in sounds, or composing narratives.

Based on initial observations, it was found that some students faced difficulties interacting with peers, displaying an aggressive attitude, lacking confidence, and having problems in complying with school rules. Based on the results of an interview conducted by the researcher with one of the broken *home* students, let's call it student M (grade 3) in this situation, student M lives with his father and two brothers, because he has lost his mother, so daily verbal interaction is very limited, causing obstacles in his language development, such as limited vocabulary, simple sentence structure, and difficulty stringing together vocabulary in long conversations. M students can see language barriers in M students, namely describing concise responses, using simple vocabulary, difficulty forming complex sentences, and lack of ability to string long stories due to limited verbal interaction in the home environment.

Not only that, M students have limitations in digesting learning, especially Indonesian language subjects. Researchers found that the learning outcomes of M students were very low, with a score of 64. This causes instability in grades with other students who get an average score of 80-95. Not only the results of daily grades, but also when the researcher observed when M was told to read by his teacher, M's students were still stunned in reading. Not only that, in the aspect of speaking, he has difficulty in expressing what he feels, such as sad, angry or uncomfortable, this is because he is used to being reluctant to tell his situation with the people around him, this is conveyed directly by the 3rd grade homemaker, let's call it Mrs. N. Based on the background that has been explained, the author is interested in researching about "Analysis of Broken Home Students on the Linguistic Development of MI Darussalam Bumi Agung Students".

METHODS

This research is a type of field research that will be carried out in February 2026 at MI Darussalam Bumi Agung. This study uses a type of qualitative research, which is a study that uses descriptions to obtain results regarding the phenomenon of linguistic development in *broken home children*. Qualitative research is focused on descriptive data from holistic observations of individuals and their contexts, as well as direct observations in the original setting with easy-to-understand subject language. There are 2 data sources studied in the study, namely primary data sources and secondary data sources. The primary data source is 1 student who experienced *a broken home*, with the initials M, a father of student M let's call it Mr. A, and the homeroom teacher of student M, Mrs. Nurul. Then the researcher then used secondary data sources, namely in the form of learning outcomes from M students which included daily grades, test scores, report card scores, scientific journals related to the title of this research, as well as personal documentation in the form of photos related to the state of the broken home family in the linguistic development of students both at home and at school. Data collection techniques are carried out through observation, interviews, and documentation. To ensure that the data is valid, this study compares various sources such as interviews, observations, and documents (triangulation). In this way, the data is processed neatly so as to provide a complete picture of the learning practices at MI Nurul Huda (Sugiyono, 2017).

Observation is carried out through direct observation of the research object and the context of the related phenomenon (Nurrisa & Hermina, 2025). This observation was carried out by researchers at MI Darussalam Bumi Agung, focusing on 1 grade 3 student with an orphan background who only had a single parent (father). This observation is carried out by directly observing the learning process in the classroom to see the linguistic development of students at the time of learning who come from broken *homes*.

The researcher applied a non-participant observation technique, in which the researcher was present in class without being directly involved in the teaching and learning process. This approach allows systematic recording of student behavior, including active questioning and answering, reading ability, learning patterns, language use, writing skills, and understanding of instructions from teachers. Observations are made repeatedly (more than once) to ensure consistency and accuracy of the data obtained <https://bit.ly/48Upat2>. Observation findings are recorded in the observation result sheet <https://bit.ly/4dUoUOL> and LINK field records. Furthermore, the data is analyzed in depth, then compared with the results of interviews and documentation through triangulation, to ensure the validity and validity of the overall research findings.

Next, the researcher conducts interviews with data collection techniques that involve direct interaction between the researcher and the research object (Ardiansyah et al., 2023). The interview aims to gain an in-depth understanding of the individual's experiences, views, and perspectives regarding the phenomenon being studied. In this case, the researcher conducted interviews with several resource persons, namely M who was the student himself <https://bit.ly/48RnuAw>, Nurul's mother as the homeroom teacher of the student <https://bit.ly/4tklibS>, Mr. A who is the guardian of the student.

The last technique is documentation, which is the collection of data through documents, archives, or other written materials related to the analysis of broken *home students* on their linguistic development. The documentation serves as a source of supporting data that reinforces the findings of observations and interviews that have been conducted by researchers. Data such as student report cards, attendance lists, study notes, classroom practice results, and photos of learning activities can be concrete evidence about the linguistic development of broken *home students* and the learning outcomes of <https://bit.ly/4vDwhA3> students.

From the document, researchers can observe the development of students' linguistic intelligence starting from the ability to read, listen, speak, write, to their academic achievements. In addition, documentation also plays a role in increasing the validity of data through triangulation, so that research results become more accurate, objective, and accountable.

After observation, interviews, and documentation, the researcher applied triangulation of the data verification technique by comparing sources, methods, or collection times for more valid results. In the study "Analysis of Broken *Home Students* on the Linguistic Development of Grade 3 Students of MI Darussalam Bumi Agung", triangulation increased the credibility of the data, ensured that conclusions reflected field conditions, minimized subjectivity, on linguistic development, problems faced, observation of children speaking, writing, listening and reading.

Triangulation in this study involves triangulating sources and methods. Source triangulation compared interview data from single fathers (A), M students, and 3rd grade teachers (Ibu Nurul) to verify the suitability of the information. Meanwhile, triangulation methods match the results of class observations, interviews, and documents such as report cards, attendance lists, and student learning outcome books. This approach makes the data more accurate, objective, and scientifically accountable.

Furthermore, the researcher analyzed the data through data reduction, namely selecting the results of interviews with A, M students, and homeroom teachers who were relevant to *broken home* students to linguistic development, problems faced, seeing children talking, writing, listening and reading. After the data is reduced, the next step in analysis is the presentation of data (display data). The data is directed so that the data resulting from the reduction is organized, arranged, in a relationship pattern so that the younger is understood. The observation and interview data were then described and compiled systematically. Finally, the researcher compiled the findings of the analysis to provide a complete and in-depth picture of the analysis of *broken home students* on the linguistic development of 3rd grade students of MI Darussalam Bumi Agung.

The next technique is to test the validity of the data. To test it, according to Yusuf (2017), it needs to be done with four criteria, namely: degree of *credibility*, *transferability*, *dependability*, and *certainty*. The credibility of the data is obtained by conducting direct research in sufficient time, observing symptoms diligently, combining data procedurally, comparing other data carefully, and asking for the help of colleagues to discuss and check. In addition, the use of the right materials as a reference also needs to be done. Good reference materials are in the form of writings, recordings, photos of activities, and others that are able to answer the needs of researchers.

Transferability means that the results of the research can be understood clearly by the reader and the reader feels that he or she benefits from what he or she reads. Transferability is very important for the predicate of the feasibility of research results. The dependability of the research results was obtained by looking at what measuring tools were used in the research. The measuring instrument used must be reliable and trustworthy so that when measurements are made repeatedly, the results produced remain consistent. That then makes the results of the research permanent or definite (*conform*).

FINDINGS AND DISCUSSIONS

The results of the research on the influence of *broken home families* on linguistic development such as writing, reading, speaking, and listening, students at MI Darussalam Bumi Agung were obtained through interviews, observations, and documentation such as field notes containing the learning value of *broken home* students in Indonesian subjects and interview photos taken by researchers in the field as tangible evidence of the research process.

The Impact of Broken Home on Linguistic Development

Being broken home due to the death of a mother and living only with a busy father significantly hinders the linguistic development of 3rd graders like M, especially the

introduction of new vocabulary. Lack of domestic language stimulation results in lag compared to peers, which can be addressed through school intervention, counseling, and increased fathers' role in daily verbal interactions to prevent long-term impacts on communication skills.

Based on the results of direct observation that has been made, it can be seen that there is a difference between children who come from whole families and children who come from *broken homes*. As observed by researchers directly at MI Darussalam Bumi Agung, it was found that students with *broken home family* backgrounds were hampered in the development of linguistic intelligence in reading.

This is supported by the results of an interview with one of the students' guardians, let's call it Mr. A: "...*At home, my child doesn't want to read on his own. Usually when asked to read, the answer is lazy, often long, and sometimes a lot of mispronouncements. Sometimes he gives up in the middle of reading, maybe because I don't accompany him to learn to read, so he is lazy and can't read.*"

It can be concluded from the results of the interview with the guardian of student M, when at home facing difficulties in reading on his own, with symptoms such as reluctance when asked to read, slow speed, frequent mispronunciation, and stopping in the middle. The main cause is the lack of parental guidance when learning to read, which makes him less confident, tends to be lazy, and his reading skills are still weak.

In addition, children from *broken homes* usually experience limited vocabulary due to lack of exposure to diverse and rich daily conversations. This is in line with the view of Hidayah et al. (2021) that a child's vocabulary income is inherited by the parents from birth, which minimizes the role of external factors in the process.

Parents who focus on resolving conflicts or separations often reduce activities such as storytelling, singing, and emotional interaction, so that children lose opportunities to develop and expand their words. The emotional stress experienced by children exacerbates this condition, thus reducing their motivation to explore new vocabulary. Studies show that children from families *Broken Home* Often experience speech delays due to a lack of two-way verbal response from the primary caregiver (Wasni et al., 2025). This is due to a lack of exposure to rich conversations, emotional interactions from conflict-preoccupied parents, as well as stress that lowers motivation.

MI Darussalam Bumi Agung students from *broken home* families often face obstacles when communicating (speaking) due to the lack of emotional interaction with parents, so that daily contextual language exposure is limited. This was explained directly by Mr. A "...*Indeed, after I got home from work, I didn't talk to M too often, because I was also tired of work, so I took a break. I also rarely tell him stories when he was at school to find out his activities*".

Mr. A as the father of student M admitted that after work, he rarely invited his son M to talk because he was tired, so he preferred to rest, and also minimally invited his children to talk about his school activities to understand his day. This situation can make children feel less emotionally connected to their parents, potentially causing communication gaps, a lack of security, or even a decrease in learning achievement because the child does not have a space to vent.

Interviews were also conducted with M students, based on observations, children from *broken homes* tend to find it difficult to listen while studying because of the emotional burden

they are feeling. In addition to the testimony of the student's parents, the student's low confidence in speaking is also caused by the lack of attention from the parents. This was also conveyed by M during the interview. *"...I live with my father, my mother is no longer there. My father works hard, rarely tells stories or reads stories together. At school, my friends told me stories about my mom and dad, I just diem. New words like "hobby" or "vacation" I just heard from Mrs. Guru.*

This condition gives rise to characteristics such as introspection, excessive shyness, and lack of confidence when speaking in class, which leads to a decrease in linguistic achievement, for example, the ability to speak in front of the class such as telling daily life, language decreases sharply because the mind is disturbed by domestic conflicts. Studies also indicate that students tend to have difficulty concentrating, closing themselves off, and having difficulty building social relationships, so that the development of their linguistic intelligence is disrupted overall.

Based on interviews conducted by researchers with student M who belongs to a *broken home family*, he lives with his father. Supposedly a father who supports his child who has been left by his mother, his father works alone to raise student M alone, no wonder he is only accompanied by his brother when he is at home.

"... "Sometimes it's hard, ma'am. I live with my father, my mother is no longer there. My father works hard, rarely tells stories or reads stories together. At school, my friends told me stories about my mom and dad, I just diem. New words like "hobby" or "vacation" I just heard from Mrs. Guru. My friend can tell me a lot of funny words from home, I forget or even don't know. Playing alone at home, no one taught. My parents are busy at school, just cleaning up and cooking. I've been watching TV lately, but I'm tired, so I'm just going to watch it. We don't talk much."

Students from *broken homes* often face obstacles in mastering vocabulary, sentence procedures, and the ability to express feelings through language, due to the lack of communication encouragement from parents. The results of this study reinforce that *broken home families* have a negative impact on the language development of students at MI Darussalam Bumi Agung, because a whole family provides more stable and consistent language stimulation.

Like in student M, whose situation has lost a mother which is certainly the biggest cause if the student has problems in vocabulary development. Because some children always pour out what they want and what they feel to the people closest to them, such as mothers. For example, student M does not dare to express what he feels when the researcher interviews him, such as being angry or sad.

Based on an interview conducted by the researcher by the 3rd grade homeroom teacher with N's mother, it was revealed that *"... M when at school he could not focus on the orders I said, for example when I told the students to open the book on page 23 and then work on it carefully, then the other students immediately did it. In contrast to M, he tends to ask again to confirm which page is being worked on"*.

Based on the results of interviews conducted by the researcher with the 3rd grade homeroom teacher and N's mother, it was revealed that student M had difficulty focusing on receiving the teacher's orders during the learning process in the classroom. For example, when the teacher instructs students to open the book on page 23 and work on the problem carefully, most of the students immediately understand and carry out the command, but M tends to ask

again to confirm the page. From these findings, researchers concluded that the condition of *broken home* experienced by students also had a negative impact on the ability to listen and understand teachers' instructions in the classroom.

The solution is that parents can accompany regularly through fun reading activities together, for example choosing an illustrated storybook that the child likes, alternating reading (one sentence from you, then he continues), and giving praise for every small achievement to boost morale. Add a short daily schedule (10-15 minutes) without pressure, use word games such as guess pictures or interesting reading learning apps, and record the progress so that children feel cared for with perseverance, they can get used to reading on their own in a short time.

Causes of Stunted Linguistic Development of Broken Home Students

A *broken home* results in a child's lack of involvement to chat or talk heart-to-heart with both parents. Because basically, the child lacks affection and attention from both parents, and parents do not carry out their role as complete parents for their children. So that children who experience a *broken home* face limitations in getting vocabulary development in language.

When interviewed, N explained that: '*...M students experienced a decline in teaching, such as in Indonesian subjects. It was also explained that student R often forgot to do the homework given to me as a homeroom teacher, and lacked in memorizing short surahs in one of the subjects with the reason that at student M's house there was no one to help with it and there was also no one to listen to it for memorization.* (interview February 4, 2026)

The results of this study reinforce that *broken home* families have a negative impact on the language development of students at MI Darussalam, because a whole family provides more stable and consistent language stimulation. Like in student M, whose situation has lost a mother which is certainly the biggest cause if the student has obstacles in interest and enthusiasm for learning. Because some children always pour out what they want and what they feel to the people closest to them, such as mothers.

The case of student M, who has lost his mother, is a striking illustration of this phenomenon. The loss of the mother figure as the primary listener hinders the development of vocabulary, considering that children usually pour out their desires and feelings to the closest people such as mothers. This was evident during the interview the author conducted in February 2026, in which student M consistently refused to articulate specific emotions such as anger or sadness. Their verbal responses are concise, accompanied by indicators of self-closure (such as bowing their heads and restless behavior), which indicate low courage in affective expression.

Overall, this study confirms the need for specific interventions for students from family backgrounds *Broken Home* to support their language development. Research results from (Hamidah & Fauziah, 2020) Reinforcing the results of this study shows that children from families *Broken Home* often experience delays in the development of receptive and expressive language, triggered by deficits of parental affection and attention, as reflected in the case of student M who shows an aversion to emotional control such as anger or sadness. The loss of the mother figure further aggravates this condition, considering the role of the mother as the main facilitator in the child's affective expression.

But more than that, research from Komang Arianto (Ariyanto, 2023) revealed that some children from broken home families were found to be able to have good achievements and were able to grow up to be positive. They are able to build resilience in facing their family problems. As can be seen from the informant's information with motivation from himself, his learning achievement can be improved.

Children from *broken homes* tend to experience decreased language achievement due to family conflicts that disrupt their cognitive and emotional concentration. Disharmonious household dynamics, such as prolonged quarrels or parental separation, create chronic stress that interferes with the information processing process in the child's brain. This makes it difficult for them to focus on learning a language, so their oral speaking skills are hampered and they are often reluctant to participate in class discussions and their understanding of texts becomes weak due to a lack of intrinsic motivation. Niken Maharani's research (in Suryadi, 2023) reinforces these findings, stating that *broken homes* have a significant impact on aspects of child development, including cognitive, which is essential for language acquisition.

The decline in students' academic achievement, especially in Indonesian language subjects, is actually exacerbated by persistent concentration disorders, where children prefer to withdraw rather than socialize. This impact is not only limited to cognitive, but also includes motor and emotional, creating a vicious circle where low language achievement further lowers children's confidence. Therefore, early intervention from schools and communities is crucial to break the chain of these negative impacts.

So it can be concluded that students who experience *broken homes* experience linguistic barriers due to the lack of emotional interaction at home, which triggers introversion and low self-confidence, as explained by Vygotsky's theory of ZPD. Teachers and parents should collaborate as "*more knowledgeable other*" through empathetic guidance, Islamic verbal stimulation in MI (such as group discussions and regular counseling), as well as daily parental interactions, thereby significantly improving students' language axioms, social adaptation, and emotional stability.

Discussions

The Influence of Broken Home on Linguistic Development

Lack of Language Stimulation in Children

A home environment that rarely presents linguistically meaningful conversations has a significant impact on the amount of lexical and structural input that children receive. Under such conditions, children only acquire a limited number of new vocabulary and examples of grammatical structures that are less varied. In fact, exposure to a variety of languages is a key factor in the language acquisition process, because through daily social interactions, children absorb new vocabulary, understand more complex sentence patterns, and learn the pragmatic function of language in various communication contexts. When this kind of linguistic stimulation is not available, children's vocabulary development becomes stunted, as well as limiting their ability to understand and produce speech effectively. This is in line with the research conducted by Madyawati (2016) with the title "*Early Childhood Language Development*". *Emotional Inhibition of Children's Linguistic Development*

Emotional instability that arises due to the loss of one of the parental figures or the lack of emotional support in a broken home family makes the child lose the urge to actively engage in conversations and reading activities. The psychological burden experienced can affect the development of brain chemistry and structure, triggering various learning difficulties, behavioral changes, and mental health problems that can last into adulthood. Children who *break home* in stressful conditions are generally more withdrawn, more easily frustrated when interacting, and experience anxiety and memory impairments that interfere with the process of exploration and language acquisition. This is also in line with the results of research from Safriana (2017) in her article which states that parental stress can affect children's speaking ability because parents who train children to speak with low stress levels have a positive impact on children's language development.

The Role of Neglected Parents

Without supervision or guidance from parents/guardians, children have fewer opportunities to practice reading and writing. Regular literacy practice is very important to build fluency and language accuracy. Children who do not get parental involvement in literacy activities tend to develop more slowly than those who receive active mentoring. This lack of practice opportunities results in the development of fluency and language accuracy that is stalled. This is in agreement with

Reduced Child Performance

Children who experience language limitations due to these three factors have difficulty understanding teachers' instructions and subject matter taught at school. In fact, the ability to understand commands, convey ideas, and pour out knowledge are fundamental things that determine student learning outcomes. This condition can be seen from the low value of Bahasa Indonesia, and the impact can spread to other subjects because most lessons use language as the main tool to deliver material. This is also explained in other studies that say that better mastery of the Indonesian language contributes significantly to improving student achievement in physical education. The ability to understand commands, express ideas, and convey knowledge or skills clearly and effectively are fundamental aspects that affect students' academic performance.

From the discussion of how the background of the broken home affects the language development of elementary school children, it can be concluded that the three main factors, namely lack of language stimulation, emotional instability, and lack of parental attention are interrelated and greatly hinder children's language development. As a result, their academic achievement also decreased. The findings of this study are very much in line with Vygotsky's opinion on how we develop in thought and language. Vygotsky says that our language grows through interaction with others, and we can reach our developmental zone thanks to the help of an adult or a more experienced friend. He also emphasized that language is the primary tool we use for thinking and learning. When children from disharmonious families struggle in language, they lose important tools for understanding the subject matter, which makes their grades in various subjects decrease. Overall, the study shows that an emotionally and linguistically unstable family environment brings problems to a child's language development

and academic achievement , in accordance with basic principles in the theory of language and thought development.

CONCLUSION

Based on the findings, students from broken home families, both structurally through divorce or parental loss and functionally through emotional absence, experienced limited language stimulation because of reduced communicative interaction and emotional support. These conditions hindered vocabulary acquisition, grammatical development, and the ability to express emotions verbally. Students also showed behavioral characteristics such as shyness, low self-confidence, and reluctance to communicate, which negatively affected their Indonesian language learning achievement. The findings indicate that insufficient parental attention, family conflict, and emotional stress reduced students' opportunities to develop language skills and maintain academic focus. One case illustrated how the loss of a parent contributed to difficulties in expressing emotions and participating confidently in classroom communication. To address these challenges, schools and families should collaborate in providing language enrichment programs, including small-group speaking activities, guided reading sessions, and psychological support to strengthen students' confidence and communication skills. Overall, the study confirms that family conditions play an important role in children's linguistic development and highlights the need for comprehensive educational and emotional support to promote positive language growth and academic success.

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Broken Home Students' Analysis of the Linguistic Development of Elementary School Students

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