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Broken Home Family Relationship And Juvenile Delinquency On The Learning Interest Of Grade VIII Students Of SMP Negeri 2 Sibolangit

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Abstrak. This research was conducted at SMP Negeri 2 Sibolangit, Class VIII which aims to determine the magnitude of the Relationship between Broken Home Family and Juvenile Delinquency and PAK Learning Interest of Class VIII Students of SMP Negeri 2 Sibolangit. The research method used by the author is the ex post facto method, with a quantitative description system. The population of this study was 70 students of class VIII of SMP Negeri 2 Sibolangit in the , and to determine the number of research samples, Ridwan's opinion was used, which states that "if the population size is ≤ 100, the sample size is at least 50% of the population size". So the sample is 50% of the population, namely 50% X 70 = 35 students of class VIII of SMP Negeri 2 Sibolangit. There is a significant and meaningful relationship between broken home families (X1) with student learning interest (Y) and juvenile delinquency variables (X2) are controlled, amounting to r1.2 = 0.810 with t test = 8.017 obtained t table value (8.017 > 1.107). While at the zero level Ry.1 = 65.61%. This means that if students' perceptions of Broken Home Families (X1) can be controlled, the better the students' interest in learning PAK (Y). Therefore, efforts are needed to enlarge the relationship between X1 and Y. Therefore, parents must maintain the peace of family life, so that this greatly influences students' interest in learning PAK. (2) There is a significant relationship between juvenile delinquency (X2) with interest in learning PAK (Y) and Broken Home Families (X1) are controlled, amounting to r1.2 = 0.560 with t test = 3.914 obtained t table value (3.914 > 1.107). While at the zero level Ry.2 = 31.36%. This means that if juvenile delinquency can be controlled, the better the students' interest in learning (Y). (3) The two variables X1 and X2 have a significant relationship with the price of r12 = 0.47 and it is known that the rtable price at a significance level of 5% with 35 respondents obtained rtable = 0.334. Thus the price of rh > rt = 0.47 > 0.334 so that the correlation coefficient of X1 to X2 is related.

Keywords: Home Family, Juvenile Delinquency and PAK Learning Interest.

I. Introduction

Education is a conscious effort to encourage students to experience learning events in their lives. Education as a conscious and unpretentious effort, always places humans as subjects, because humans are the actors of education. In this case, the purpose of education is to form a complete human being, form an independent person in attitudes of thought, feeling, insight and able to work together. The elements of education that need attention are the existence of clear goals, the availability of good materials, dynamic interaction between teachers and students, varied teaching methods, a supportive environment and good assessment.

So to achieve the goals of this education, there must be efforts to realize quality students who have a high interest in learning. Without an interest in learning in the teaching and learning process, all learning activities themselves are useless. A person who has an interest in a lesson will

automatically feel happy in taking the lesson. Thus, the initial stages of a teaching and learning process should begin with an effort to arouse interest. Interest must always be maintained during the teaching and learning process. Because interest is easily reduced or lost during the teaching and learning process.

Factors that affect interest in learning are classified into two parts, namely internal factors and external factors. Internal factors are factors that exist in individuals such as health factors, talents, attention. While external factors are factors that are outside the individual such as family, teachers, school and community factors.

The family environment is the first and main media that directly or indirectly affects adolescent development. Syamsu Yusuf. LN also means that the family has a very important role in efforts to develop children's personalities. Loving parental care and education about life values, both religious and socio-cultural that it provides are conducive factors to prepare children to become healthy individuals and members of society. The family is also seen as an institution that can meet human needs, especially the need for personality development and the development of the human race. If children have gained a sense of security, social acceptance and self-esteem, then children can meet their highest needs, namely *self-actualization*.

Family circumstances will greatly affect students' learning interests and student behavior in their associations. A student who comes from a whole family is likely to have an interest in learning and be controlled in his or her associations. Meanwhile, students who come from broken *home families* are very vulnerable to juvenile delinquency and have no interest in learning.

II. Method

A method is a procedure or way of knowing something, which has systematic steps. While methodology is a study in studying the rules of a method. So, research methodology is a study in studying the rules contained in research. The method used in this study is a descriptive method. The descriptive method is a method of examining the status of human groups, objects, and conditions, and current or post-event events. Therefore, this study also seeks the size and direction of the contribution of the free variable to the keriterium variable (bound), so this researcher is also called a correlation study, and because the data is collected using a closed questionnaire, so this study is called a survey. The data of this study is also expost facto which means that the data is collected after all the problems have passed.

III. Result and Discussion

Based on the results of the research conducted, it can be seen that the highest score is 94 and the lowest score is 77, calculated as an average (M) of 94 and a standard deviation (SD) of 3. The description of the PAK (Y) Learning Interest can be presented in the table as follows:

Table 1. Variable Class Interval Y

Class	Interval	Fo	Fr%
1	100 – 103	3	8,57
2	97 – 99	6	17,14
3	94 – 96	9	25,71
4	91 – 93	12	34,28
5	88 – 90	5	14,28
6	85 – 87	0	0
Sum		35	100%

By paying attention to the table above, it can be known the magnitude of the relative frequency for each interval class: namely the first class for a score of 100-103 of 3 people (8.57%), a score of 97-99 of 6 people (17.14%), a score of 94-96 of 9 people (25.71%), a score of 91-93 of 12 people (34.28%), a score of 88-90 of 5 people (14.28%), a score of 85-65 of 0 people (0%). In the histogram it is depicted as follows:

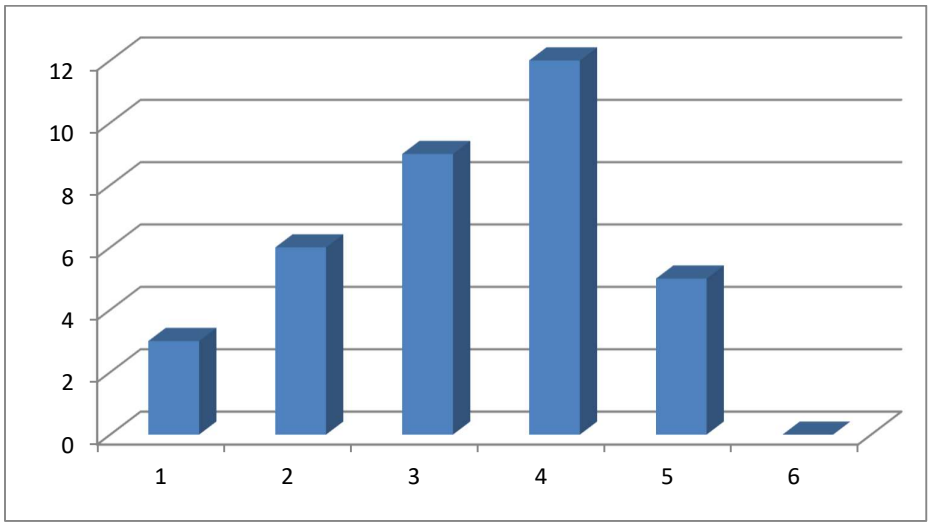

Figure 1. Histogram of the Relationship Between Observation Frequency and Interval Class of Learning Interest Variables PAK (Y)

1. Broken *Home* Family (X1)

Based on the results of the research conducted (appendix), it can be seen that the highest score is 103 and the lowest score is 83, calculated as the average (M) is 85 and the standard deviation (SD) is 4. The description of the Broken *Home* (X1) Family data can be presented in the following table:

Table 2. Variable Class Interval X1

Class	Interval	Fo	F%
1	93 – 97	1	2,85
2	89 – 92	6	17,14
3	85 – 88	13	37,14
4	81 – 84	12	34,28
5	77 – 80	3	8,57
6	73 – 76	0	0
Sum		35	100%

By paying attention to the table above, it can be known the magnitude of the relative frequency for each interval class: namely the first class for a score of 93-97 of 1 person (2.85%), a score of 89-92 of 6 people (17.14%), a score of 85-88 of 13 people (37.14%), a score of 81-84 of 12 people (34.28%), a score of 77-80 of 3 people (8.57%), a score of 73-76 of 0 people (0%).

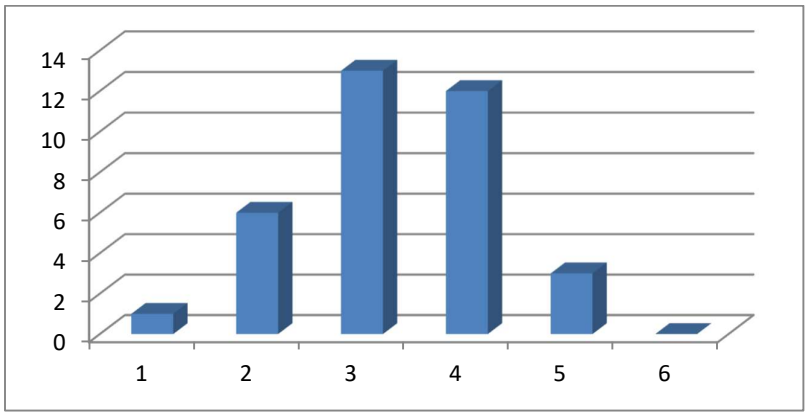

Figure 2. Histogram of Relationship Between Frequencies
Observation and Variable Interval Class *of Broken Home* Family (X1)

2. Juvenile Delinquency (X2)

Based on the results of the research conducted (appendix), it can be seen that the highest score is 100 and the lowest score is 88, calculated as the average (M) is 93 and the standard deviation (SD) is 4. The description of the PAK (Y) Learning Interest can be presented in the table as follows:

Table 3. Variable Class Interval X2

Class	Interval	Fo	F%
1	101 – 105	2	5,71
2	97 – 100	3	8,57
3	93 – 96	15	42,85
4	89 – 92	11	31,42
5	85 – 88	3	8,57
6	81 – 84	1	2,85
Sum		35	100%

By paying attention to the table above, it can be known the magnitude of the relative frequency for each interval class: namely the first class for scores of 101-105 for 2 people (5.71%), scores of 97-100 for 3 people (8.57%), scores of 93-96 for 15 people (42.85%), scores of 89-92 for 11 people (31.42%), scores of 85-88 for 3 people (8.57%), scores of 81-88 for 1 person (2.85%).

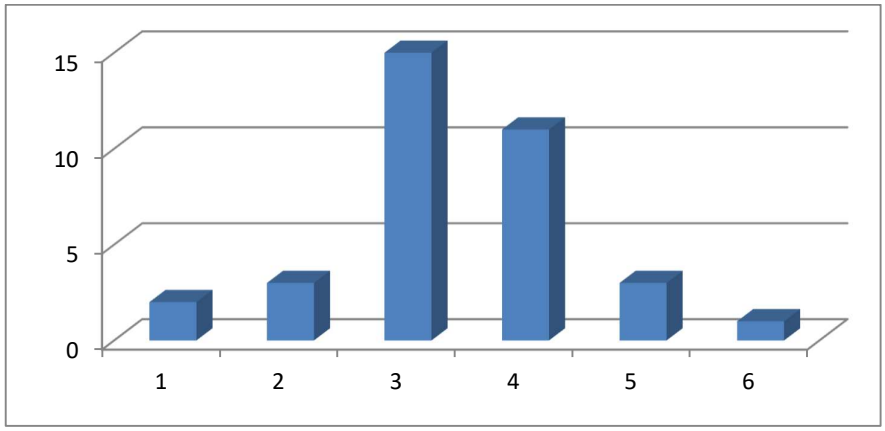

Figure 3. Histogram of Relationship Between Frequencies Observation and Interval Classes of Juvenile Delinquency Variables (X2)

Testing the Category of Tendency of Research Variables

1. Data Tendency Level of Learning Interest Variable PAK (Y)

To identify the level of tendency of the PAK Learning Interest variable (Y) variables, an ideal average (Mi) of 110 and an ideal standard deviation (Sdi) of 27 were used. The level of PAK learning interest tendency can be seen in the following table:

Table 4. PAK (Y) Learning Interest Variable Data

Class	Class Intervals	Fo	F %	Category
1	> 150,5	0	0	Good
2	110 – 150,5	0	0	Pretty Good
3	110 – 69,5	35	100	Not Good
4	<69,5	0	0	Bad
Sum		35	100 %	

From the table above, it can be seen that all respondents are in the category of not good. Therefore, it can be concluded that the Learning Interest of PAK Siwa SMP Negeri 2 Sibolangit Class VIII is said to be **not good.**

2. Trend Rate of Broken Home Family Variable Data (X1)

To identify the level of tendency of the PAK Learning Interest variable (Y) data was used: an ideal average (Mi) of 100 and an ideal standard deviation (Sdi) of 25. The level of PAK learning interest tendency can be seen in the following table:

Table 5. Broken Home Family Variable Data (X1)

Class	Class Intervals	Fo	F %	Category
1	> 81,5	29	0	Good
2	62,5 – 81,5	6	0	Pretty Good
3	62,5 – 43,75	0	100	Not Good
4	< 43,75	0	0	Bad
Sum		35	100 %	

From the table above, it can be seen that all respondents are in the category of not good. So it can be concluded that the Broken Home Family of SMP Negeri 2 Sibolangit Class VIII Students is said to be **good**.

3. Trend Rate of Juvenile Delinquency Variable Data (X2)

Untuk mengidentifikasi tingkat kecenderungan data variabel Minat Belajar PAK (Y) digunakan rata-rata ideal (Mi) sebesar 108 dan standar deviasi ideal (Sdi) sebesar 27. Tingkat kecenderungan minat belajar PAK dapat dilihat pada tabel berikut:

Tabel 6. Data variabel Minat Belajar PAK (Y)

Class	Class Intervals	Fo	F %	Category
1	> 141,75	0	0	Good
2	121,5 – 141,75	0	0	Pretty Good
3	121,5 – 101,25	1	2,85	Not Good
4	<101,25	34	97,15	Bad
Sum		35	100 %	

From the table above, it can be concluded that students' interest in learning PAK is not good. So it can be concluded that the juvenile delinquency of SMP Negeri 2 Sibolangit students is said **to be not good.**

4. Test Analytical Requirements

Before testing the hypothesis, an analytical requirement test was first carried out which included a normality test to find out whether the research data was normally distributed or not and followed by a linearity and regression significance test.

1. Normality Test

By paying attention to the provisions that apply in the research, namely:

According to the formulation of X2 (Chi Square) the data is declared to be normally distributed. If $x_{o2} \leq x_{t2}$ is 5% with a degree of freedom (dk) = k-1.

The chi price used at the level of 5% and the degree of freedom of the number of frequency classes minus 1 (dk = K-1) are consulted in the table list. The values of chi squared, (dk=6-1) at the level of 5%, which is 11.070, if Xh2 < Xt2 then the data distribution is normal.

Table 7. Test of the Normality of PAK (Y) Learning Interest Variable Data

Class	Class Intervals	Fo	Fh	Fo – fh	(Fo-Fh)^2	$\frac{(fo-fh)^2}{fh}$	Fr %
1	100 – 103	3	0,7	2,3	5,29	7,55	8,57
2	97 – 99	6	4,9	1,1	1,21	0,24	17,14
3	94 – 96	9	11,9	-2,9	8,41	0,70	25,71
4	91 – 93	12	11,9	0,1	0,01	0,00	34,28
5	88 – 90	5	4,9	0,1	0,01	0,00	14,28
6	85 – 87	0	0,7	-0,7	0,49	0,70	0
Sum		**35**				9,21	100%

By paying attention to the distribution table above and comparing it with the price of Xt2 in the table with a significant rate of 5% = 11,070 db = 5. then it can be seen that Xo2 is 9.21 < 11,070, the data of the variable Y is declared **Normal** Distributed.

Table 8. Normality Test of Broken Home Family Variable Data (X1)

Class	Class Intervals	Fo	Fh	Fo – fh	(fo – fh)^2	$\frac{(fo-fh)^2}{fh}$	Fr %
1	93 – 97	1	0,7	0,3	0,09	0,12	2,85
2	89 – 92	6	4,9	1,1	1,21	0,24	17,14
3	85 – 88	13	11,9	1,1	1,21	0,10	37,14
4	81 – 84	12	11,9	0,1	0,01	0,00	34,28
5	77 – 80	3	4,9	-1,9	3,61	0,73	8,57
6	73 – 76	0	0,7	-0,7	0,49	0,70	0
Sum		**35**				1,91	100%

By paying attention to the distribution table above and comparing it with the price of Xt2 in the table with a significant rate of 5% = 11,070 db = 5. then it can be seen that Xo2 is 1.91 < 11,070, the data of the variable X1 is declared **Normal Distribution**.

Table 9. Juvenile Delinquency Variable Data Normality Test (X2)

Class	Class Intervals	Fo	Fh	Fo – fh	$\overline{(fo - fh)^2}$	$\frac{(fo-fh)^2}{fh}$	Fr %
1	101 – 105	2	0,7	1,3	1,69	2,41	5,71
2	97 – 100	3	4,9	-1,9	3,61	0,73	8,57
3	93 – 96	15	11,9	3,1	9,61	0,80	42,85
4	89 – 92	11	11,9	-0,9	0,81	0,06	31,42
5	85 – 88	3	4,9	-1,9	3,61	0,73	8,57
6	81 – 84	1	0,7	0,3	0,09	0,12	2,85
Sum		**35**				4,89	100%

By paying attention to the distribution table above and comparing with the price of Xt2 in the table with a significant rate of 5% = 11,070 db = 5. then it can be known that Xo2 is 4.89 < 11,070, the data of the variable X1 is declared **Normal** Distributed.

5. Linearity and Significance Test

The Linearity Test was carried out to determine whether or not the relationship between the free variable and the bound variable was linear or not, which was a requirement for using regression analysis statistics, namely the variables of Broken Home Family (X1) and Juvenile Delinquency (X2) with PAK Learning Interest (Y).

Test and Significance of Regression of PAK (Y) Learning Interest Variables on Broken *Home* Families (X1)

The following is a summary of Variance that tests the linearity and significance of the regression equation Y over X1. So the regression equation is **Y = 92.64 + 17.11 X1.**

Table 10. Analysis of Variance for Y Regression Over X1

Sumber Varians	DK	JK	RJK	Fh	Ft, (α = 0,05)
Total	35				
Regresi (a)	1	307570,31			
Regresi	1	-379283,32	-379283,32	-2257,32	4,20
(b/a)	33	379634,02	379634,02		

Residu					
Tuna Cocok (TC) Galat (G)	14 19	-12,02	27133,04 379862,52	33,00	2,00

By paying attention to the table above, it can be concluded that Fh < Ft = -2257.32 < 4.20 so that the regression equation can be known: **Y = 92,64 + 17,11 X_1** is **Linear.** Fo > Ftable = 33.00 > 2.00 so that it can be known that the regression direction coefficient Y over X1 is **significant.**

Test and Significance of the Inclusion of PAK (Y) Learning Interest Variables on Juvenile Delinquency (X2)

The following is a summary of Variance that tests the linearity and significance of the regression equation Y over X2. So the regression equation is **$Y = -17 + 0,04\ X_2$**

Table 11. Summary of Variance Analysis for Y Regression Over X2

Sumber Varians	DK	JK	RJK	Fh	Ft, (α = 0,05)
Total	35				
Regresi (a) Regresi (b/a) Residu	1 1 33	307921 -414849,36 107279,05	 -414849,36 3250,88	-1849,64	4,20
Tuna Cocok (TC) Galat (G)	12 21	-159456,54	22227,96 -7593,16	33,00	2,00

By paying attention to the table above, it can be concluded that Fh < Ft = -1489.64 < 4.20 so that the regression equation can be known: **$Y = -17 + 0,04\ X_2$.** adalah **Linier.** Fo > Ftable = 33.00 > 2.00 so that it can be known that the regression direction coefficient Y over X1 is **significant.**

Hypothesis Testing

After the normality of the research data is known, the linearity and significance test can be carried out, the hypothesis test can be carried out by looking for the correlation value, where the significance of the correlation is carried out using the t-test as follows:

Terdapat Hubungan Yang Signifikan Dan Berarti Antara Keluarga *Broken Home* (X1) Dengan Minat Belajar PAK (Y)

Based on the calculation of the appendix, using the product moment correlation technique, a zero correlation price was obtained about the Broken *Home* Family (X1) with PAK (Y) learning interest of ry1 = 0.810 with rh > rt which is 0.810 > 0.334, at the significance level of 5%, ttable = 8.017 and tcal = 1.701. In accordance with the provisions (tcal > ttable = 8.017 > 1.7010). Thus, it can be concluded that Broken *Home Families* have a meaningful relationship with PAK (Y) Learning Interest of 65.61% (Appendix 29). Therefore, it can be concluded that the zero hypothesis (there is no significant and meaningful relationship between the *Broken Home Family* and the PAK Learning Interest) is rejected and the hypothesis (ha) proposed that there is a meaningful relationship between *the broken home family* and the learning interest of the PAK (Y) **is accepted,** because there is a significant and meaningful relationship between the *broken home* family (X1) and the learning interest of the student (Y).

There is a Significant and Meaningful Relationship Between Juvenile Delinquency (X2) and PAK Learning Interest (Y)

Based on the calculation of the appendix, by using the product moment correlation technique, a zero correlation price about Juvenile Delinquency (X2) with PAK (Y) learning interest was obtained of ry1 = 0.560 with rh > rt which was 0.560 > 0.334, at the significance level of 5%, ttable = 3.914 and tcount = 1.701. In accordance with the provisions (tcal > ttable = 3,914 > 1,701). Thus, it can be concluded that Juvenile Delinquency has a meaningful relationship with PAK (Y) Learning Interest of 31.36% (Appendix). Therefore, it can be concluded that the zero hypothesis (there is no significant and meaningful relationship between the Broken Home Family and the PAK Learning Interest) is rejected and the hypothesis (ha) proposed that there is a meaningful relationship between the broken home family and the learning interest of PAK (Y) **is accepted,** because there is a significant and meaningful relationship between Juvenile Delinquency (X2) and the student's PAK learning interest (Y).

Together, there is a significant and meaningful relationship between broken *home* families (x1) and juvenile delinquency (x2) and students' learning interests (y)

By paying attention to the price r12 = 0.47, it was consulted on the price of the table at a significance level of 5% with the number of respondents 35 people, the rtable = 0.334 was obtained. Thus the price rh > rt = 0.47 > 0.334 so that the correlation coefficients X1 and X2 to Y are **related.**

Discussion

Based on the results obtained from the description analysis and after tests were carried out, it was generally found that the interest in learning PAK (Y) of SMP Negeri 2 Sibolangit students in grade VIII was in the poor category, the broken *home* family (X1) was in the good category, and juvenile delinquency was in the poor category. The results of this study are;

1. There was a significant and significant relationship between the broken *home* family (X1) and the student's learning interest (Y) and the juvenile delinquency variable (X2) was controlled, amounting to r1.2 = 0.810 with the t-test = 8.017 obtained the ttable price (8.017 > 1.107). Meanwhile, at the level of nil Ry.1 = 65.61%. This means that if students' perception of the Broken *Home* Family (X1) can be controlled, the better the students' interest in learning PAK (Y). Therefore, efforts are needed to enlarge the relationship between X1 and Y. Therefore, parents must maintain the peace of family life, so that it greatly affects the students' interest in learning PAK.
2. There was a significant relationship between juvenile delinquency (X2) and PAK (Y) learning interest and Broken *home* (X1) was controlled, amounting to r1.2 = 0.560 with a t-test = 3.914 obtained ttable price (3.914 > 1.107). Meanwhile, at the level of nil Ry.2 = 31.36%. This means that if juvenile delinquency can be controlled, the better the students' interest in learning (Y).
3. The two variables X1 and X2 have a meaningful relationship with the price r12 = 0.47 and it is known that the price of the table is at a significance level of 5% with the number of respondents 35 people obtained rtable = 0.334. Thus the price of rh > rt = 0.47 > 0.334 so that the correlation coefficient X1 to X2 is **related.**
4. The tendency level of PAK students' learning interest (Y) to be in the good category is 0 students (0%), the good category is 0 students (0%), the category of students is less is 35 students (100%), and the bad category is 0 students.
5. The level of tendency of broken home families (X1) is the same as the level of tendency in the variable of PAK Student Learning Interest (Y) where the category of poor is 35 people with a percentage of 100%.
6. The level of juvenile delinquency tendency (X) is in the bad category. The number of students who are in the bad category is 34 people with a percentage of 97.15% and the bad category is 1 person with a percentage of 2.85%.

IV. Conclusion

Based on the results of the research that has been described in Chapter IV, it can be concluded that several things are: Broken Home Families (X1) with PAK Learning Interest of students (Y) at the level of zero R.y.1 = 65.61% and Juvenile Delinquency (X2) with PAK Students' Learning Interest (Y). At the level of nil ry.2 = 31.36%. There was a significant and significant relationship between the Broken Home Family Relationship (X1) and the student's PAK Learning Interest (Y) of r1.2 = 0.810 with the t-test = 8.017 obtained ttable price (8.017 > 1.107). There is a significant and meaningful relationship between Juvenile Delinquency (X2) and PAK Learning Interest (Y). At the level of nil Ry.2 = 31.36% of r1.2 = 0.560 with the test t = 3.914 the price of the table (3.914 > 1.107) was obtained. Together, there is a significant and meaningful relationship between Broken Home (X1) and Juvenile Delinquency (X2) and PAK Learning Interest (Y). By paying attention to the price r12 = 0.47, it was consulted on the price of the table at a significance level of 5% with the number of respondents 35 people, the rtable = 0.334 was obtained. Thus the price of rh > rt = 0.47 > 0.334.

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