

ABSTRAK

Penelitian ini mengkaji motivasi belajar siswa dari keluarga *Broken Home* di SMA Negeri 7 Lhokseumawe dengan fokus pada faktor yang memengaruhi motivasi belajar serta upaya siswa mempertahankannya. Penelitian menggunakan pendekatan kualitatif deskriptif untuk memahami pengalaman dan tindakan siswa dalam menghadapi kondisi keluarga dan menjalani pendidikan. Analisis penelitian menggunakan teori Tindakan Talcott Parsons melalui konsep *motivational orientation* yang mencakup *cognitive orientation*, *cathectic orientation*, dan *evaluative orientation*. Data diperoleh melalui observasi, wawancara, dan dokumentasi. Data dianalisis menggunakan model Miles dan Huberman melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa motivasi belajar siswa dipengaruhi oleh kondisi keluarga dan pengalaman hidup, orientasi terhadap pendidikan dan masa depan, dukungan guru, serta dukungan positif teman sebaya. Upaya mempertahankan motivasi belajar dilakukan melalui keaktifan dan kedisiplinan dalam pembelajaran, keterlibatan dalam kegiatan sekolah dan perlombaan, serta bekerja dan berusaha mandiri demi memenuhi kebutuhan dan mempersiapkan masa depan. Penelitian ini menyimpulkan bahwa siswa dari keluarga *Broken Home* mampu menentukan tindakan dalam menghadapi situasi yang dialami. Motivasi belajar dipertahankan melalui pertimbangan terhadap kondisi, keterikatan terhadap tujuan pendidikan, dan penilaian terhadap tindakan yang mendukung keberlanjutan pendidikan.

Kata Kunci: Motivasi Belajar, Siswa, *Broken Home*, Teori Tindakan.

ABSTRACT

This research focuses on the learning motivation of students from Broken Home families at SMA Negeri 7 Lhokseumawe, particularly the factors that influence their learning motivation and the efforts they undertake to maintain it. This research employed a descriptive qualitative approach to understand students' experiences and actions in dealing with family conditions and continuing their education. The research was guided by Talcott Parsons' Action Theory through the concept of motivational orientation, which consists of cognitive orientation, cathectic orientation, and evaluative orientation. Data were collected through observation, interviews, and documentation. Data were analyzed using the Miles and Huberman model through data reduction, data display, and conclusion drawing. The findings show that students' learning motivation is influenced by family conditions and life experiences, their orientation toward education and the future, teacher support, and positive support from peers. The efforts undertaken by students to maintain their learning motivation include remaining active and disciplined in learning, participating in school activities and competitions, and working and developing independence to meet their needs and prepare for the future. This research concludes that students from Broken Home families are able to determine their actions in responding to the situations they experience. Their learning motivation is maintained through consideration of their circumstances, emotional attachment to educational goals, and evaluation of actions that support the continuation of their education.

Keywords: *Learning Motivation, Students, Broken Home, Theory of Action*