

ABSTRAK

Ma'rifah. NIM. 230211030104. Eksistensi Dukungan Sosial dan Budaya Religius dalam Manajemen Pendidikan Santri *Broken Home* di Pondok Pesantren Darul Hijrah Putri Martapura Kalimantan Selatan. Pembimbing Bapak Prof. Dr. H. Suriagiri, M. Pd. dan Ibu Dr. Hj. Suraijiah, M. Pd. pada Program Studi Manajemen Pendidikan Islam Pascasarjana UIN Antasari Banjarmasin. 2025.

Kata Kunci: Dukungan Sosial, Budaya Religius, Kesejahteraan Psikologis, Pendidikan Karakter, Santri Broken Home

Santriwati broken home di Pondok Pesantren Darul Hijrah Putri Martapura menghadapi berbagai tantangan psikososial seperti rendahnya motivasi, kesulitan belajar, hingga perilaku menyimpang akibat kurangnya dukungan keluarga. Kondisi ini berpengaruh pada perkembangan karakter, prestasi akademik, dan kesejahteraan emosional mereka. Oleh karena itu, dibutuhkan peran pesantren dalam menyediakan dukungan sosial serta membangun budaya religius yang mampu menjadi penopang bagi santri broken home.

Secara teoritis, penelitian ini berpijak pada konsep dukungan sosial yang mencakup aspek emosional, instrumental, informatif, dan penghargaan, serta teori budaya religius yang menekankan pembiasaan nilai-nilai agama dalam kehidupan sehari-hari. Kedua teori tersebut dipadukan dengan pendekatan manajemen pendidikan berbasis POAC (*Planning, Organizing, Actuating, Controlling*), yang memungkinkan pesantren mengelola strategi pendampingan secara terstruktur bagi santriwati broken home.

Penelitian menggunakan metode kualitatif dengan pendekatan studi kasus. Data diperoleh melalui wawancara mendalam, observasi langsung, serta dokumentasi yang melibatkan santri broken home, guru, dan pengasuh sebagai informan. Analisis dilakukan secara deskriptif eksploratif untuk mengidentifikasi bentuk dukungan sosial, praktik budaya religius, serta bagaimana keduanya diterapkan dalam manajemen pendidikan di lingkungan pesantren.

Hasil penelitian menunjukkan bahwa dukungan sosial diwujudkan melalui bimbingan guru, konseling, perhatian emosional, serta dukungan teman sebaya, sedangkan budaya religius tercermin dalam disiplin ibadah berjamaah, pengajian, dan keteladanan pengasuh. Integrasi keduanya menciptakan lingkungan kondusif yang mampu meningkatkan rasa aman, motivasi belajar, serta pembentukan karakter religius santri broken home. Namun demikian, keterbatasan SDM, beban kerja pengasuh, dan stigma sosial masih menjadi kendala yang memerlukan penguatan program konseling dan pelatihan pendidik agar dukungan tersebut lebih efektif.

ABSTRACT

Ma'rifah. NIM. 230211030104. Eksistensi Dukungan Sosial dan Budaya Religius dalam Manajemen Pendidikan Santri *Broken Home* di Pondok Pesantren Darul Hijrah Putri Martapura Kalimantan Selatan. Pembimbing Bapak Prof. Dr. H. Suriagiri, M. Pd. dan Ibu Dr. Hj. Suraijiah, M. Pd. pada Program Studi Manajemen Pendidikan Islam Pascasarjana UIN Antasari Banjarmasin. 2025.

Kata Kunci: Social Support, Religious Culture, Psychological Well-being, Character Education, Broken Home Students

Students from broken home families at Darul Hijrah Putri Islamic Boarding School in Martapura face various psychosocial challenges such as low motivation, learning difficulties, and deviant behavior due to the lack of family support. These conditions affect their character development, academic achievement, and emotional well-being. Therefore, the pesantren is required to provide social support and cultivate a religious culture that can serve as a foundation for these students.

Theoretically, this study is grounded in the concept of social support, which includes emotional, instrumental, informational, and appraisal aspects, as well as the theory of religious culture that emphasizes the internalization of Islamic values in daily life. These frameworks are combined with the POAC (Planning, Organizing, Actuating, Controlling) model of educational management, allowing the pesantren to manage structured strategies in supporting students from broken home families.

This research employed a qualitative case study approach. Data were collected through in-depth interviews, direct observation, and documentation, involving broken home students, teachers, and caregivers as key informants. The data were analyzed descriptively and exploratively to identify forms of social support, practices of religious culture, and how both were implemented in the educational management of the pesantren.

The findings reveal that social support is manifested through teacher guidance, counseling, emotional care, and peer support, while religious culture is reflected in congregational worship, religious study, and the role-modeling of caregivers. The integration of both creates a supportive environment that enhances students' sense of security, learning motivation, and religious character formation. Nevertheless, challenges such as limited human resources, heavy workloads of caregivers, and social stigma remain, indicating the need for strengthened counseling programs and teacher training to make the support more effective.