

## ABSTRAK

**Cynthia Eliza Rachman, (1200128), 2016. Profil Konsep Diri Peserta Didik *Broken Home* dan Implikasinya Bagi Layanan Responsif (Studi Deskriptif Terhadap Peserta Didik Kelas VIII MTs Negeri 5 Majalengka Tahun Ajaran 2016/2017)**

Penelitian dilatar belakangi oleh fenomena yang terjadi di lapangan, menunjukkan pengaruh kondisi keluarga terhadap konsep diri anak. Anak dari latar belakang keluarga *broken home* yang diduga memiliki konsep diri negatif, dikarenakan kurangnya perhatian dari orang tua. Penelitian bertujuan untuk mengetahui gambaran konsep diri peserta didik *broken home* kelas VIII di MTs Negeri 5 Majalengka. Pendekatan dan metode yang digunakan dalam penelitian ini adalah kuantitatif dan deskriptif. Teknik sampling yang digunakan adalah *purposive sampling* dengan jumlah sampel sebanyak 103 orang. Hasil penelitian menunjukkan bahwa gambaran umum konsep diri peserta didik *broken home* berada pada kategori positif dengan persentase 93,2% atau frekuensi sebanyak 96 orang peserta didik. Adapun implikasinya dengan pemberian layanan responsif kepada peserta didik *broken home* yang berada pada kategori negatif dengan persentase 6,8% atau frekuensi sebanyak 7 orang peserta didik dan rekomendasi sebagai tindak lanjut penelitian ditujukan kepada guru bimbingan dan konseling di sekolah dan peneliti selanjutnya.

**Kata Kunci:** *konsep diri, broken home*

## ABSTRACT

**Cynthia Eliza Rachman, (1200128), 2016. Self-Concept Profile of Students from a Broken Home and Its Implication for Responsive Service (A Descriptive Study of Students Class VIII MTs 5 Majalengka Academic Year 2016/2017)**

This study was prompted by a phenomenon occurring in the field, which shows the influence of the family condition on students' self-concept. Students with broken home background are predicted to have a negative self-concept, due to the lack of attention from their parents. This study was aimed to describe the self-concept of students from a broken home in class VIII of MTs 5 Majalengka. The approach and method used in this study was quantitative and descriptive. The sampling technique used was purposive sampling with a total sample of 103 people. The data were collected by administering self-concept questionnaire. The study results showed that the general description of self-concept of students from a broken home is in the positive category with the percentage of 93,2% or the frequency of 96 learners. As the implication of this study, the responsive service delivery to the students from a broken home who are in the negative category with the percentage of 6,8% or the frequency of 7 students, and the recommendation as a follow-up of this study are intended for the school teacher of guidance and counseling and further researchers.

**Keywords:** *self-concept, broken home*