



Support for Child Education Post-Divorce

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Abstract

Most people who have experienced divorce no longer prioritize supporting their children's education. They become busy with their new family, ignoring the needs of their children who need love, education, and other needs. This research aims to analyze children's educational support after divorce using a qualitative case study approach. Data was collected through document analysis, including court records, local policies, educational agency reports, and statistical data related to children's education in the area studied. Direct observations were also carried out to understand environmental conditions and the situation of children affected by divorce. The research results show that post-divorce child education support has not been fully implemented. Most divorced parents do not provide adequate support, which causes some children to be forced to stop going to school. Thematic analysis revealed that economic factors, parents' lack of understanding about the importance of education, as well as the lack of policies that support children's educational rights after divorce, contributed to the lack of educational support for these children. These findings emphasize the need for more effective interventions in the form of policies and programs that support the continuity of children's education after divorce.

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INTRODUCTION

The term "provide" in Arabic is translated as "*anfaqa-yanfiq*" which means expenditure, namely spending money and living expenses, which are essentially given to those under their responsibility (Ansari & Mutamakin, 2020). He answered. (Suarni, 2019) The issue of supporting the family or meeting their needs has also been regulated and stated as the husband's obligation (Suwarno & Rachmawati, 2020). This obligation is contained in Law Number 1 of 1974 Article 34 paragraph (1) which states: "Husbands are obliged to protect their wives and provide for all their needs. Home life according to their needs (Muin, 2021; Syafi'i & Dzulkifli, 2024). The husband bears the wife's expenses, clothing and shelter, household expenses, medical expenses, and medical expenses for the wife and children, as well as medical expenses for the wife and children. As expenses for their children's education (Nurmila, 2016; Zunaidi & Maghfiroh, 2021).

Law Number 1 of 1974 concerning Marriage, Article 41 paragraph 3 states that the court can force the ex-husband to support and/or determine an obligation for

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the ex-wife, and Article 149 letter d Compilation of Islamic Law states that all costs for caring for and supporting a child are the responsibility of the father according to his ability, at least until the child reaches adulthood and can support himself (Lubis, 2023; Syafitri et al., 2022). (Hishyamuddin, 2014) Furthermore, in Article 45 paragraph 2 of Law Number 1 of 1974 concerning Marriage it is further explained that the obligations of parents in paragraph 1 of this article apply until the child is married or can stand alone, at which point the obligations of parents towards the child ends at the time of their marriage (Choudhry & Fenwick, 2017; Huntington, 2015).

The impact of parental divorce is felt most by children. Children become victims when their parents fight or decide to divorce (Barnes & Dowling, 2018; Treloar, 2018). They are afraid of losing the love of their father and mother, afraid of losing the parental love they have received during their life together (Silva-Rodrigues et al., 2016). The negative impact on a child who is still in the process of physical and psychological development can be very large. Many children become victims of their parents' actions, engage in naughty behavior, or even abuse substances such as drugs (Hasmawati & Syahril, 2020; Target et al., 2017). This can have fatal consequences because a lack of parental love and attention can cause children to develop closed attitudes which hurt their well-being. This behavior can encourage children to carry out activities that are detrimental to themselves and their environment (Breitenstein et al., 2018; Wijnia et al., 2011).

METHODS

This research uses qualitative methods with a case study approach to explore children's educational support after divorce (Engkizar et al., 2022; Mutathahirin et al., 2022; Wyananda et al., 2022). The main data was obtained through document analysis, such as court records, local policies, educational institution reports, and statistical data related to children's education in the area studied. In addition, direct observations of the environment and situation of children after divorce were carried out to gain an in-depth understanding of their condition. The collected data was analyzed thematically using the Miles & Huberman interactive model to identify main patterns and themes related to post-divorce child educational support (Febriani et al., 2022; Thalib, 2022).

RESULT AND DISCUSSION

This research reveals that support for post-divorce children's education in Koto Raya Nagari Lakitan Selatan Village is still not implemented well. One of the most striking findings is that many divorced parents do not carry out their responsibilities in providing educational support to their children. This shows that there is a significant gap in fulfilling the educational rights of children affected by divorce. Parents, who should be the main pillars in ensuring that their children continue to receive a proper education, apparently do not fully carry out this role. Apart from that, parents' lack of understanding about the negative impact of divorce on their children is also a major contributing factor. Children whose parents divorce often lose the love and attention they should receive, which in turn affects their attitudes and behavior in everyday life.

This lack of support has a serious impact on the sustainability of children's education. Many children whose parents divorce find it difficult to continue their education, some even have to drop out of school (Nurwahidin et al., 2019; Target et al., 2017; Treloar, 2018). This condition shows how important the role of parents is in supporting their children's education, especially in challenging situations such as

after divorce. When parents do not pay enough attention to their children's education, these children become victims of this indifference, which can ultimately affect their future negatively (Oh & Song, 2018; Solberg, 2003). Deeper psychological impacts can also occur, where children who do not receive emotional support from their parents may feel isolated and vulnerable to risky behavior, such as drug abuse.

In addition, this research also highlights that the lack of post-divorce educational support is not only caused by financial inability but also by a lack of awareness and moral responsibility of divorced parents (Khalid, 2023; Qamar & Faizan, 2021). Many parents believe that after divorce, their responsibility towards their children is reduced or even lost. Divorce should not reduce parents' commitment to ensuring that their children continue to receive a decent education (Cancian & Meyer, 2018). This lack of awareness is also reflected in the lack of concern for children's education costs, where many parents provide insufficient costs or even ignore this obligation completely (Abdullah et al., 2023; Irawan et al., 2021; Ronimus et al., 2014).

This situation also emphasizes the important role of the government and related institutions in providing additional support for families experiencing divorce (Huntington, 2015). The government and educational institutions can play a role in providing the assistance and intervention needed to ensure that children whose parents divorce are not neglected in terms of education (Ule et al., 2015). This support can take the form of financial assistance, guidance programs, or counseling for parents to make them aware of the importance of their role in their child's education. In addition, the implementation of laws related to post-divorce financial obligations, as regulated in the Compilation of Islamic Law, must also be enforced more firmly to ensure that children receive their rights (Hanafi & Bin Mohamad, 2020; Mutholib et al., 2022; Siregar et al., 2023).

Overall, these findings indicate that there is an urgent need to increase parental awareness and responsibility as well as support from the government and related institutions in ensuring that children's educational rights remain fulfilled, even though their parents have divorced. Appropriate and collaborative steps need to be taken to prevent children from becoming victims of divorce, especially in terms of education which is very important for their future.

CONCLUSION

Implementation of child education support after divorce is still less than optimal. Data shows that most parents who experience divorce do not provide enough educational support to their children. As a result, some families were forced to withdraw their children from school. An assessment of the implementation of post-divorce educational support reveals that only a few divorced parents fulfill their responsibilities in supporting their children's education. This shows that there are deficiencies in the existing support system and the need for further attention to ensure that all children affected by divorce continue to have adequate access to education.

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