

Single Mother Parenting Patterns: A Perspective of Islamic Values and its Impact on Education

Maslina Daulay *

Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Pdangsidimpunan, Indonesia

e-mail: maslina@uinsyahada.ac.id

Firman

Universitas Negeri Padang, Indonesia

e-mail: firman@fip.unp.ac.id

Neviyarni

Universitas Negeri Padang, Indonesia

e-mail: neviyarni.suhaili911@gmail.com

Abstract

The phenomenon of single mothers is increasing and poses its own challenges in the child-rearing process, especially in character formation and academic achievement. This condition is an important issue considering the dual role that must be carried out by single mothers, both as breadwinners and as main educators in the family environment. This study aims to examine the parenting patterns of single mothers from the perspective of Islamic values and analyze their impact on children's education in schools. The method used in this study is library research, by examining various scientific literature, books, journals, and relevant documents that discuss parenting in a single mother family, Islamic values in parenting, and the family's contribution to the success of children's education. The data analysis technique used is thematic analysis, which includes the process of data reduction, categorization, data presentation, and conclusion drawn. The results of the study show that the resilience, discipline, and dedication shown by single mothers in carrying out parenting roles based on Islamic values contribute positively to child development. These findings make an important contribution to the understanding that the application of Islamic values in the parenting pattern of single mothers can be an effective strategy in supporting the success of children's education, while strengthening their character foundation in the midst of the challenges of modern life.

Keywords: Single Mother; Parenting; Islamic Values; Education

Abstrak

Fenomena ibu tunggal semakin meningkat dan menimbulkan tantangan tersendiri dalam proses pengasuhan anak, khususnya dalam pembentukan karakter dan pencapaian akademik. Kondisi ini menjadi isu penting mengingat peran ganda yang harus dijalankan oleh ibu tunggal, baik sebagai pencari nafkah maupun sebagai pendidik utama di lingkungan keluarga. Penelitian ini bertujuan untuk mengkaji pola pengasuhan ibu tunggal dalam perspektif nilai-nilai Islam serta menganalisis dampaknya terhadap pendidikan anak di sekolah. Metode yang digunakan dalam penelitian ini adalah library research (kajian pustaka), dengan menelaah berbagai literatur ilmiah, buku, jurnal, dan dokumen relevan yang membahas pola asuh dalam keluarga ibu tunggal, nilai-nilai Islam dalam pengasuhan, serta kontribusi keluarga terhadap keberhasilan pendidikan anak. Teknik analisis data yang digunakan adalah analisis tematik, yang meliputi proses reduksi data, kategorisasi, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa ketangguhan, kedisiplinan, dan dedikasi yang ditunjukkan oleh para ibu tunggal dalam menjalankan peran pengasuhan berbasis nilai-nilai Islam berkontribusi positif terhadap perkembangan anak. Temuan ini memberikan kontribusi penting terhadap pemahaman bahwa penerapan nilai-nilai Islam dalam pola pengasuhan ibu tunggal dapat menjadi strategi efektif dalam mendukung keberhasilan pendidikan anak, sekaligus memperkuat fondasi karakter mereka di tengah tantangan kehidupan modern.

Kata Kunci: Ibu Tunggal; Orangtua; Nilai-nilai Islam; Pendidikan

INTRODUCTION

The family is the first and main institution in the process of children's education.¹ Within the family, children acquire a basic foundation in terms of values, behaviors, and beliefs that will shape their personality and character in the future. Parenting patterns are a central component in this formation, because through this process children learn to understand the world, distinguish right and wrong, and develop emotional, social, and spiritual intelligence.² In this context, parental involvement in children's education—both at home and in supporting the learning process at school—is inseparable. When the parenting pattern runs effectively and balanced, the child has a greater chance to develop optimally. However, modern social dynamics show that the traditional family structure consisting of father, mother, and children is now shifting more and more.³ One of the most notable changes is the increasing number of single-parent families, especially single mothers. This phenomenon can be caused by various factors such as divorce, death of a partner, or certain life choices. Single mothers are faced with a double burden. They must make a living to meet the family's economic needs while also taking on the role of the child's primary educator and caregiver. This condition certainly poses its own challenges in carrying out the parenting function optimally.

The challenges faced by single mothers are not only material, but also include psychological and social aspects. Limited time, energy, and economic pressure often make it difficult for single mothers to provide adequate attention and supervision to their children. In addition, the social stigma against fatherless families is still quite strong in many environments, including in societies that uphold religious norms and collective culture. In the context of education, children from single-mother families often face psychological barriers that can impact their academic achievement, learning motivation, and social interaction at school. Therefore, it is important to trace how single mothers shape adaptive parenting strategies, especially when they are associated with the values they embrace.

On the other hand, the role of parents in educating children is very fundamental in the formation of children's character, morals, and academic achievements.⁴ The family is the first place where children receive education, both formally and non-formally. Under ideal conditions, childcare is carried out by two parents—father and mother—who work together to create a stable environment conducive to children's growth and development. However, in the realities of contemporary social life, not all children grow up in complete families. The phenomenon of single-parent families, especially single mothers, is increasingly found due to

¹ Yuarini Wahyu Pertiwi, Miranu Triantoro, dan Dina Indriyani, "Character education from an early age: family strategies in developing positive values," *International Journal of Teaching and Learning* 3, no. 4 (2025): 343–354, <https://injoqast.net/index.php/INJOTEL/article/view/116>.

² Frengki Sipahutar, Irma Ropianti Sihite, dan Syahrial Syahrial, "Analysis of Parental Involvement in the Formation of Children's Character at Primary School Age," *Journal of Digital Learning and Education* 4, no. 1 (2024): 73–84, <https://journal.moripublishing.com/index.php/jdle/article/view/1001>.

³ Mariusz G. Kuźniar, "Contemporary Family Attitudes and Values in Czech Society," dalam *Colloquia Theologica Ottoniana* (Wydawnictwo Naukowe Uniwersytetu Szczecińskiego, 2024), 65–88, <https://www.ceeol.com/search/article-detail?id=1302239>.

⁴ Sholihin Al Awwali dan Betty Mauli Rosa Bustam, "THE ROLE OF PARENTS IN CHILDREN'S CHARACTER BUILDING IN THE PERSPECTIVE OF ISLAMIC EDUCATION," dalam *Proceeding International Conference on Islam and Education (ICONIE)*, vol. 3, 2024, 2289–2303, <https://proceeding.uingusdur.ac.id/index.php/iconie/article/view/1951>.

divorce, the death of a partner, or certain socioeconomic conditions that cause a mother to have to play a dual role.⁵ In Islam, parents' responsibility for children's education is not only worldly, but also a form of worship with the value of the hereafter.⁶ Islamic values offer highly relevant parenting principles, such as justice, compassion, responsibility, patience, and moral development.⁷ Islamic teachings also pay great attention to the importance of education and character formation from an early age, and emphasize the role of mothers as the first school for their children.⁸ In the context of single mothers, these values can be a moral and spiritual force that sustains them in carrying out their parenting duties sincerely and wisely, despite their limitations.

Several studies have been conducted to examine the parenting patterns of single mothers and their impact on children's education. Research by Ernawatiy Ernawatiy, revealed the influence of single motherhood status on children's academic achievement in Islamic-based schools. In this study, it was found that children from single-mother families had lower academic achievement than children from whole families.⁹ The researchers suggested that teachers pay more attention to children from single-mother families to help them adjust and compete in larger educational environments. These findings reflect the challenges faced by children in single-mother families, including in the education aspect. In addition, a study conducted by Basilius Redan Werang at. al. The results showed that the parenting pattern of single mothers had a positive influence on the development of religious character and children's learning motivation, with a contribution of 62%.¹⁰ The parenting patterns implemented by single mothers in this study involved appropriate attention, example, and punishment, which in turn supported children in achieving their academic goals better. Furthermore, research by Muzekki at. al., shows how single mothers in the area apply parenting patterns with Islamic values. Single mothers in this area are known to teach the values of monotheism, worship, morals, and discipline in raising their children.¹¹ The study revealed that despite facing economic difficulties, single mothers still try to implement parenting patterns based on Islamic teachings, which are expected to form a strong character and personality of children, which will later affect their educational achievement.

⁵ M. K. Dharani dan J. Balamurugan, "The psychosocial impact on single mothers' well-being-A literature review," *Journal of Education and Health Promotion* 13, no. 1 (2024): 148, https://journals.lww.com/jehp/fulltext/2024/04290/the_psychosocial_impact_on_single_mothers_148.aspx.

⁶ Thorik Aziz, "Internalization of Islamic values in children within families in the digital era," *Nak-Kanak Journal of Child Research* 1, no. 1 (2024): 37–46, <https://journal.trunojoyo.ac.id/v3/nakkanak/article/view/46>.

⁷ Atiya Rustum dan Zainab Moin, "Moral Training of Youth in the Light of Islam (An Insightful Approach)," *AL-DURAR* 4, no. 4 (2024), <https://www.tcais.net/ojs/index.php/alddurar/article/view/243>.

⁸ Sholihul Anwar dkk., "Development of the concept of Islamic education to build and improve the personality of school-age children," *Multidisciplinary Reviews* 7, no. 8 (2024): 2024139–2024139, <https://malque.pub/ojs/index.php/mr/article/view/2325>.

⁹ Ernawatiy Ernawatiy, "Impact of Single-Parent Households on Child Educational Attainment in Suburban Areas," *Mauve Journal De Leardu* 1, no. 2 (2024): 68–75, <https://gensain.com/index.php/mjdl/article/view/41>.

¹⁰ Basilius Redan Werang dkk., "Exploring the effect of parental support and school environment on student academic achievement: A survey study," *International Journal of Religion* 5, no. 5 (2024): 345–357, <https://www.academia.edu/download/121573925/1979.pdf>.

¹¹ Muzekki Muzekki, Umi Hijriyah, dan Bambang Irfani, "CHILDREN'S RIGHTS IN WORSHIP AND MORALITY EDUCATION: An Islamic Perspective on the Role of Parents," *TARBIYA ISLAMIA: Jurnal Pendidikan dan Keislaman* 14, no. 2 (2024), <https://ejurnal.unim.ac.id/index.php/tarbiya/article/view/3572>.

Another relevant research is conducted by Riaz Ahmed. The permissive parenting style applied by single mothers emphasizes high attention with low demands on children. This causes an imbalance in educating children and has the potential to affect their academic and moral development.¹² In addition, Betty Ampofowaah Osei in their study examined how single mothers instill social values in their children. In this study, it was found that single mothers use more democratic and authoritarian parenting patterns in instilling social values. They teach the values of hard work, perseverance, and tolerance to their children as a provision in facing challenges in school and society.¹³ This research shows that despite facing limitations, single mothers can form children with strong social characters, which supports them in formal education.

This research has a fundamental difference from previous studies that have been conducted. One of the main differences lies in the focus of research that places more emphasis on the influence of Islamic values in single mothers' parenting patterns. While many previous studies have focused more on the social or psychological impact of single mother parenting, this study seeks to explore how Islamic religious values, such as compassion, justice, and discipline, affect single mother-raising patterns in the context of child education. This study aims to provide a deeper understanding of how parenting patterns based on Islamic values can affect children's academic development and social character, which has not been widely studied in previous research. Another difference lies in the approach to the impact of formal education. This study focuses on the direct impact of single mother-raising patterns on children's education in schools, both in academic and social aspects. This is in contrast to previous research that focused more on parenting in the social context and the child's character in daily life without specifically assessing its impact on children's formal education. This study seeks to fill this gap by looking at the influence of single mothers' parenting patterns on children's learning motivation and academic achievement in school.

RESEARCH METHOD

The methodology of this research uses a qualitative approach with the type of library research or literature review. This approach was chosen to analyze various scientific literature, books, journals, articles, as well as relevant documents that discuss the parenting patterns of single mothers, Islamic values, and their impact on children's education.¹⁴ The purpose of using this method is to gain a deeper understanding of single mothering patterns in an Islamic perspective and its impact on children's education without having to conduct more time- and resource-intensive field research. The data sources in this study will include a variety of relevant and up-to-date references on research topics, including books on education, scientific journal articles, as well as previous research on single motherhood and Islamic values.

¹² Riaz Ahmed, "Parenting Styles and Their Influence on Child Development: A Critical Review of Contemporary Research," *Premier Journal of Social Science*. doi 10 (2025), <https://premierscience.com/wp-content/uploads/2025/02/pjss-25-752.pdf>.

¹³ BETTY AMPOFOWAAH Osei, "Effects of single mother parenting on the boy child in Wassa Amenfi east municipality" (PhD Thesis, University Of Education, Winneba., 2020), <https://ir.uew.edu.gh/handle/123456789/1315>.

¹⁴ Glenn A. Bowen, "Document analysis as a qualitative research method," *Qualitative research journal* 9, no. 2 (2009): 27–40, <https://www.emerald.com/insight/content/doi/10.3316/QRJ0902027/full/html>.

In addition, this research will also refer to sources that examine the role of single mothers in shaping children's character, both in terms of moral, academic, and social, based on Islamic teachings. The data analysis process in this study uses thematic analysis.¹⁵ The first step is data reduction, where the author will select and select literature relevant to the topic being discussed. Then, the selected data will be categorized based on key themes, such as single mothers' parenting patterns, Islamic values applied in parenting, and their impact on children's education. After that, the data will be presented in the form of a narrative that illustrates the relationship between the parenting patterns of single mothers in an Islamic perspective and its impact on children's education in schools. Finally, this study will draw conclusions that connect the findings of the literature with the research objective, namely to understand the influence of Islamic-based single mothering patterns on children's education.

RESULTS AND DISCUSSION

Parenting concepts in the Batang Angkola culture

Within the cultural framework of Batang Angkola, the concept of parenting refers to a systematic process by which caregivers, particularly mothers, provide education and guidance to their offspring, prioritizing traditional values that are embedded in the fabric of society. The process of parenting in this cultural context encompasses physical, emotional, and spiritual dimensions, with mothers playing the central role of primary educators, instilling moral and ethical principles that resonate with Islamic principles. Principles such as compassion, responsibility, and discipline serve as foundational elements in the upbringing of children, where parents are expected to model virtuous behavior and provide guidance to their offspring as they navigate their daily existence.¹⁶

In a research article entitled "Adolescents' Perception of Single Mother Parenting in Angkola Batang Culture: Perspectives on Islamic Values and Their Impact on School Education," it was shown that adolescents have positive perceptions of the parenting strategies used by single mothers. Despite the difficulties they face in fulfilling their dual responsibilities as breadwinners and educators, single mothers strive to implement effective parenting principles that include virtues such as integrity, perseverance, and respect for others. These efforts contribute significantly to the character development of children and influence their attitudes toward education in the school environment.

Therefore, the process of parenting in the Batang Angkola cultural framework goes beyond mere parental duties and serves as a conscious effort to cultivate the child's character in accordance with established social and religious standards. Despite facing a myriad of challenges, single mothers demonstrate an unwavering commitment to providing quality education and instilling in their children the essential values to navigate the complexities of

¹⁵ Audrey Alejandro dan Longxuan Zhao, "Multi-Method Qualitative Text and Discourse Analysis: A Methodological Framework," *Qualitative Inquiry* 30, no. 6 (Juli 2024): 461-73, <https://doi.org/10.1177/10778004231184421>.

¹⁶ Faizah Bte Abdul Ghani, Syuaibatul Islamiah bt Roeswardi, dan Azian bt Abd Aziz, "Parenting Styles and their Relation to Teenagers' Personality Profile in Single Mother Families: A Case Study," *Procedia - Social and Behavioral Sciences* 114 (2014): 766-70, <https://doi.org/10.1016/j.sbspro.2013.12.782>.

life, thus raising a generation that not only excels in academic pursuits, but also embodies commendable character and virtuous principles.

According to Padlan Padil Simamora, parenting refers to the process by which parents, especially mothers, guide and educate their children by promoting traditional values passed down from generation to generation. Parenting in this culture focuses not only on physical and emotional aspects, but also emphasizes the importance of moral and spiritual education in accordance with Islamic teachings. Values such as gotong royong, respect for elders, and the importance of maintaining social relationships are the cornerstones of raising children.¹⁷

In the area of adolescents' perceptions of the dynamics of single motherhood, it is often observed that they view mothers as resilient and autonomous entities who, despite the myriad challenges they face, strive to provide optimal support for their offspring. In the cultural context of Batang Angkola, single mothers are expected to instill Islamic values - such as integrity, discipline, and responsibility - that have a significant impact on children's educational development in an academic setting. Consequently, while family circumstances may vary, the principles instilled remain a critical foundation for the cultivation of children's character and academic success, thereby fostering a generation that is not only intellectually equipped, but also morally upright.

The Batang Angkola cultural framework typically includes a traditional family arrangement consisting of father, mother, and offspring, with the father assuming the role of primary economic provider and head of the family, while the mother is tasked with maintaining and overseeing household affairs. Within this paradigm, the father's role is valued as an important figure who provides protection and stability, while the mother is seen as a nurturing figure who provides children with a strong moral and social upbringing, including Islamic principles that serve as a foundation for daily life. Nevertheless, in the discourse on single mothers, the perspectives within the Batang Angkola culture show considerable variability. Single mothers often face increasing difficulties, both economically and socially, as they are forced to assume the dual responsibilities of breadwinner and caregiver. Nevertheless, in many cases, the Batang Angkola community shows a commendable level of respect for single mothers who strive to provide a quality education for their children despite challenging circumstances. Islamic values, which emphasize the importance of empathy, responsibility, and educational attainment, serve as a framework for single mothers in the educational development of their children, enabling them to ensure a substantive educational experience within the school system.¹⁸

Perceptions of single motherhood among adolescents in the cultural context of Batang Angkola are significantly shaped by prevailing cultural and religious ideologies. They perceive single mothers as a resilient and self-sacrificing archetype, despite the challenges often posed by social stigma. This dynamic has an impact on the educational environment, where youth

¹⁷ Padlan Padil Simamora dkk., "Acculturation of Islam and the Sinamot Tradition: Marriage Dynamics of the Angkola Batak Community 1980-2023," *IBDA': Jurnal Kajian Islam dan Budaya* 22, no. 1 (2024): 141-56, <https://doi.org/10.24090/ibda.v22i1.10610>.

¹⁸ Harshita Jain, "Family and beyond : exploring views of adolescents from single mother families" 8, no. 2 (2020), <https://doi.org/10.25215/0802.124>.

from single mother households often demonstrate a high level of motivation to achieve academic success and personal aspirations, drawing inspiration from the unwavering determination and commitment of their mothers.

In the Batang Angkola culture, the family structure is generally patrilineal, with the father's role as head of the family being dominant. The father is responsible for making important decisions, providing for the family, and protecting the family, while the mother is the primary caregiver and organizer of the household. In this traditional family context, mothers play a very important role in educating children and maintaining cultural and religious values, especially Islamic values, that guide people's lives. However, when it comes to single motherhood, the perceptions of the Batang Angkola community tend to be complex. Single mothers are often viewed with sympathy, but they also face social stigma. In this culture, a mother's role as a single parent can be seen as challenging, as she must take on responsibilities that are usually shared with the husband. Despite this, many single mothers strive to provide a good education for their children, adhering to Islamic values that emphasize the importance of good education and upbringing.¹⁹

Perceptions of single mothers are often shaped by strong cultural and religious frameworks, including those derived from Islamic teachings. In general, societal perspectives on single mothers show considerable variability; on the one hand, there is an intrinsic societal stigma in which single mothers are often perceived as marginalized individuals or face challenges in fulfilling parental responsibilities. This stigma may stem from conventional views that promote the traditional family unit as the classical standard and thus position single mothers as individuals who deviate from this established norm.

Although the social stigma against single mothers persists, the Batang Angkola community simultaneously displays attitudes of empathy and support that can facilitate single mothers in fulfilling their roles and improving educational opportunities for their children. This observation underscores the multifaceted nature of the community's perspectives, which go beyond mere stigma to encompass the intrinsic values of humanity and solidarity inherent in their cultural framework.

In Batang Angkola, the community's perception of single mothers is often shaped by deep cultural and religious principles, especially within an Islamic framework. The community usually has an ambivalent attitude towards single mothers. On the one hand, there is an intrinsic social stigma where single mothers are often perceived as less capable of fulfilling the responsibilities associated with being the head of the household. They may face unfavorable evaluations from those around them who view their circumstances as suboptimal or as a deviation from conventional family norms.²⁰

On the contrary, there is considerable support from the community, especially in terms of social solidarity. Certain sectors of society seek to provide support and moral

¹⁹ Raffaele Guetto dan Nazareno Panichella, "Family arrangements and children's educational outcomes: Heterogeneous penalties in upper-secondary school," *Demographic Research* 40, no. April (2019): 1015-46, <https://doi.org/10.4054/DemRes.2019.40.35>.

²⁰ Firsty Aufirandra dan Khairani Khairani, "Self-Concept of Teenagers Living With Parents Single Parent in Smpn 25 Padang," *Jurnal Neo Konseling* 3, no. 1 (2020): 104, <https://doi.org/10.24036/00364kons2021>.

encouragement to single mothers, recognizing the many challenges they face in raising their children in isolation. In the field of education, such support can be seen in the initiatives taken by schools or educational institutions to devote more resources and attention to students from single-mother households, with the aim of facilitating the achievement of their optimal potential despite adverse circumstances. Despite the persistent social stigma against single mothers, there are concurrent community initiatives aimed at providing essential support and thus creating an environment that allows single mothers to participate in the social and educational dimensions of their children's lives. These observations suggest the existence of a multifaceted dynamic in the Batang Angkola community's perception of single mothers, where cultural and religious values significantly influence the formation of attitudes and reactions to their circumstances.

The cultural framework of Batang Angkola society reveals that community perceptions of single mothers are often shaped by dominant religious principles and established social conventions. The attitudes of Batang Angkola residents toward single mothers are characterized by considerable complexity. On the one hand, there is a social stigma associated with single motherhood, where these individuals are generally considered disadvantaged or face challenges in fulfilling parental responsibilities. This stigma may stem from the prevailing belief that single mothers lack the ability to provide adequate education and guidance to their offspring, as well as the perspective that they do not fulfill conventional family ideals.

On the contrary, there is a significant level of community support for single mothers, especially in the area of children's education. The Batang Angkola community often shows empathy and solidarity by providing moral and material support to single mothers. Such support can be expressed through participation in social activities, strengthening social networks, as well as assistance in matters related to children's education. From the perspective of Islamic values, there is a strong imperative to help others, including single mothers, so that they do not experience feelings of alienation or marginalization. In short, despite the persistent social stigma against single mothers, the Batang Angkola community has also made a concerted effort to provide support and recognize their vital role in children's education. This illustrates the complex dynamics between traditions, religious values and social realities that single mothers face in such communities.²¹

The Influence of Islamic Values on Single Motherhood

Understanding the Islamic perspective on the parenting role of single mothers is essential. Islam recognizes the various challenges faced by single mothers and outlines principles that facilitate the fulfillment of their parental responsibilities. In Islamic teachings, single mothers are considered to be largely responsible for the education and upbringing of their children and deserve to be recognized for their efforts and sacrifices. Although they may face various obstacles, such as social stigma or financial difficulties, Islamic teachings emphasize the importance of community love and support.

Islamic principles that influence the parenting practices of single mothers include compassion, justice, and responsibility. Compassion serves as a fundamental pillar of

²¹ Aslan, "Pendidikan Remaja Dalam Keluarga di Desa Merabuan, Kalimantan Barat (Perspektif Pendidikan Agama Islam)," *Al-Banjari : Jurnal Ilmiah Ilmu-Ilmu Keislaman* 16, no. 1 (2017): 1.

parenting, where single mothers are expected to provide sufficient affection and care for their offspring. Justice is another important principle that requires single mothers to strive for fair treatment of all their children, even under difficult circumstances. Responsibility in the Islamic context obliges a single mother to effectively educate her children, instill ethical and spiritual values, and prepare them for the hardships of life.²²

The role of mosques and Islamic communities in Batang Angkola is crucial in supporting single mothers. Religious institutions often serve as places where single mothers can access social support, facilitated by religious initiatives and community activities. Mosques can provide single mothers with the necessary training, guidance and emotional support in the area of childcare. In addition, Islamic communities can play an important role in reducing the stigma that single mothers may face, thus fostering a more inclusive and supportive atmosphere for them and their offspring. As a result, Islamic principles not only inform single mothers' parenting practices, but also strengthen social networks that can provide vital support in fulfilling their roles.

Adolescents' Perception of Single Mother Care in Batang Angkola Culture: A Perspective of Islamic Values and its Impact on School Education, it is crucial to understand the Islamic perspective on single mothers. The Islamic framework recognizes the various challenges faced by single mothers and outlines guiding principles that provide support in their parental responsibilities. In the Islamic context, single mothers are considered to have significant responsibilities and, despite the difficulties they may face, they are valued as nurturing figures capable of providing quality education to their offspring. Key principles such as compassion, justice, and responsibility serve as foundational elements in the parenting practices of single mothers. Compassion, recognized as a cardinal virtue in Islam, encourages single mothers to provide adequate affection and care for their children despite the difficult task of fulfilling the dual role of financial and nurturing provider.²³

The basic principle of justice is very important in Islam, where single mothers are obligated to treat each of their children fairly without making any distinction between them. The concept of responsibility, which is the most important value in Islamic education, compels single mothers to provide not only for the physical needs of their children, but also for their emotional and spiritual needs. In practice, many single mothers in Batang Angkola try to apply these principles as much as possible, although they often face serious challenges. The role of mosques and Islamic communities in Batang Angkola is also very important in providing support to single mothers. These religious institutions routinely provide social assistance that includes religious programs and community initiatives that support single mothers in their parenting efforts. By participating in these activities, single mothers are given the opportunity to build vital support networks, share experiences, and receive guidance in raising their children according to Islamic principles. As a result, mosques and Islamic communities serve not only as places of worship, but also as resource centers that help single mothers fulfill their roles as responsible and nurturing caregivers.

The Impact of Single Motherhood On Schooling

Parenting by single mothers has a significant impact on the academic achievement of adolescents, especially in the context of the Batang Angkola culture, which is influenced by

²² Perspektif Kemendiknas, "Gender equality," *Nursing management* (Harrow, London, England : 1994) 23, no. 9 (2017): 12, <https://doi.org/10.7748/nm.23.9.12.s14>.

²³ Bambang Samsul Arifin, Silmi Fauziah Azzahra, dan Tahrir, "The Influence of Parenting Style on Adolescent Religious Commitment in Bandung, Indonesia," *Proceedings of the 5th Asian Education Symposium 2020 (AES 2020)* 566, no. Aes 2020 (2021): 477–79, <https://doi.org/10.2991/assehr.k.210715.097>.

Islamic values. Single mothers often face limited time and economic resources, which can affect their ability to provide optimal educational support for their children. These limitations can result in a lack of time to help children with homework or to participate in school activities, which in turn can affect adolescents' academic performance. In addition, the economic pressures faced by single mothers often require them to work more hours, reducing the time they can devote to supporting their children's education.

Emotionally, adolescents raised by single mothers may experience challenges in terms of emotional support. Without a father figure, they may feel a lack of support, which can affect their motivation and confidence to learn. However, Islamic values that emphasize compassion, solidarity and community support can provide positive reinforcement. In the Batang Angkola culture, the community often plays an important role in supporting families, including single-mother families, creating a network of support that can help youth with academic challenges.

Schools and teachers also play a crucial role in supporting young people from single-parent families. By creating an inclusive and understanding environment, teachers can pay more attention to students who may be struggling because of their family background. Guidance and counseling programs in schools can help adolescents cope with the emotional and academic problems they face. In addition, collaboration between schools and parents, including single mothers, can strengthen the support students receive. The social and economic environment in which adolescents grow up also has a major impact on their educational achievement. In Batang Angkola, Islamic values that emphasize the importance of education and character development can be a driving force for youth to excel despite challenges. Community support, both moral and material, can help overcome the barriers faced by adolescents from single-mother families so that they can achieve their academic potential. Thus, while single motherhood presents its own challenges, support from the community, school, and cultural values can help mitigate its negative impact on adolescents' academic achievement.²⁴

The parenting practices of single mothers have a significant impact on the academic performance of adolescents, particularly within the cultural context of Batang Angkola, which is shaped by Islamic principles. In many cases, single mothers often face constraints related to time and financial resources, factors that may hinder their ability to provide optimal educational support to their offspring. Time constraints often stem from the need to take on additional work to meet the family's financial obligations, which reduces the time available to help children with homework or other educational activities. In addition, the scarcity of economic resources may result in inadequate access to essential educational materials and facilities, including books, stationery, and even tutoring services.

Emotional support is a foundational element in the academic and personal development of adolescents.²⁵ During this formative stage of life, students are not only confronted with the pressures of academic achievement but are also navigating the complexities of identity

²⁴ Ali Alami dkk., "Original Article Adolescents' Self-Esteem in Single and Two-Parent Families" 2, no. 2 (2014): 69-76.

²⁵ Vojtěch Meier, "UNDERSTANDING ADOLESCENT RESILIENCE: A COMPREHENSIVE FRAMEWORK FOR WELL-BEING IN THE CZECH REPUBLIC," *Mladá Věda* 13, no. 1 (2025): 26-41.

formation, peer relationships, and growing responsibilities.²⁶ The presence of consistent emotional encouragement and guidance can significantly influence how well a young person adapts to these challenges. When adolescents feel emotionally supported—whether by family members, peers, or educators—they are more likely to develop a sense of self-worth, motivation, and resilience, all of which are critical to achieving academic success. However, not all adolescents have equal access to such support systems. Children raised in single-mother households, for example, may face unique emotional and social challenges due to the absence of a second parental figure.²⁷ Single mothers often carry the dual responsibilities of caregiving and financial provision, which may limit the amount of time and energy they can devote to providing emotional support. As a result, their children might experience heightened levels of stress, anxiety, or feelings of isolation. These emotional struggles can, in turn, negatively affect their academic performance, self-esteem, and engagement in school activities. The sense of being different from peers who come from two-parent households may also contribute to internalized feelings of inadequacy or marginalization.

In such circumstances, schools and educators play a crucial role in filling the emotional void that some students may experience at home.²⁸ Educational institutions are not only places of academic instruction but also spaces where young people spend a significant portion of their developmental years. As such, they have a unique opportunity—and indeed, a responsibility—to serve as emotionally nurturing environments. Teachers and school counselors can function as stable and understanding adult figures in students' lives, offering both academic support and emotional mentorship.²⁹ When educators show empathy, listen attentively, and respond compassionately to students' concerns, they help foster a classroom culture where emotional well-being is prioritized alongside academic learning. Moreover, schools can implement structured support systems to ensure that students from single-parent families do not fall through the cracks. Initiatives such as peer mentoring programs, mental health counseling, after-school tutoring, and family outreach services can create a comprehensive support network for these students.³⁰ Educators can also be trained to recognize signs of emotional distress and to respond in ways that are both sensitive and effective. By fostering strong relationships with students and promoting open communication, schools can help young people feel seen, valued, and understood—regardless of their home circumstances. Ultimately, emotional support is not a luxury in the academic setting; it is a necessity. For adolescents from

²⁶ Mesmin Destin dan Joanna Lee Williams, "The Connection Between Student Identities and Outcomes Related to Academic Persistence," *Annual Review of Developmental Psychology* 2, no. 1 (15 Desember 2020): 437–60, <https://doi.org/10.1146/annurev-devpsych-040920-042107>.

²⁷ Anthony Kwame Morgan, "Navigating Father-Child Relationships in Single Mother Families: An Exploratory Narrative Analysis," *Journal of Family Studies* 31, no. 3 (4 Mei 2025): 444–63, <https://doi.org/10.1080/13229400.2024.2449109>.

²⁸ María del Carmen Díez González dkk., "Social-emotional management to promote quality in education: A training program for teachers," *Education Sciences* 14, no. 3 (2024): 228.

²⁹ Jennifer Anuchiracheeva-Zamarripa, "A Qualitative Phenomenological Study of Adult School Counselors' Importance and Influence in Supporting Adult Learners" (PhD Thesis, University of La Verne, 2024), <https://search.proquest.com/openview/913fc8067ba7e13e88640ee4f52be306/1?pq-origsite=gscholar&cbl=18750&diss=y>.

³⁰ Rebecca S. Levine, "Out-of-School Time Sponsors and Partners: A Review of Programs for Low-Income Adolescents," *Afterschool Matters* 38 (2024): 19–28.

single-mother households, the presence of caring adults within the school environment can make a profound difference in their ability to thrive. When schools take intentional steps to support the emotional and psychological needs of their students, they are investing not only in individual success stories but in the creation of a more equitable and compassionate educational system. Through these efforts, students are empowered to rise above personal challenges and pursue their academic goals with confidence and determination.

Challenges For Single Mothers In Raising Children

The difficulties faced by single mothers in educating their children are many and complex. The primary obstacle is economic. Many single mothers struggle to meet basic family needs, including food, shelter, and the educational needs of their children. These financial constraints often hamper their ability to provide a satisfactory educational experience for their children, thereby affecting the child's academic and social development. In addition to financial difficulties, social stigma is a significant barrier for single mothers. In social contexts still strongly influenced by traditional norms, single mothers often face humiliation and discrimination. This stigma not only damages their self-esteem, but can also affect their interpersonal relationships and the level of support they receive from society. The psychological stress caused by this stigma can negatively affect the mental well-being of single mothers and, consequently, the quality of care they are able to provide for their children.³¹

Education plays an important role in improving the quality of parenting among single mothers. Through adequate educational attainment, single mothers can acquire essential knowledge and skills that facilitate effective care of their children. In addition, education serves as a gateway to improved employment prospects, thereby enhancing the economic stability of their households. Yet single mothers' pursuit of educational opportunities is often hindered by a variety of factors, including the financial burden of education, inadequate support from the surrounding community, and the dual responsibilities they must assume as primary breadwinners and caregivers. In short, the constraints faced by single mothers in their efforts to educate their children in Batang Angkola are significantly shaped by socio-economic determinants. While education has the potential to serve as a powerful tool for improving parenting standards, many single mothers continue to face significant barriers to accessing adequate educational resources. Therefore, it is crucial to create an enabling environment and improve access to education for single mothers so that they can provide optimal care and guidance to their children.

Single mothers living in Batang Angkola face many formidable obstacles in pursuing their children's education, primarily due to social and economic determinants. Economically, a significant number of single mothers struggle to meet basic family needs as they are often the sole breadwinners. Such financial constraints can severely limit their ability to provide their children with a quality education, including essential access to educational resources and extracurricular activities that are critical for holistic child development. In addition, the social

³¹ Padlan Padil Simamora, Dinda Difia Madina, dan Muhammad Adib Alfarisi, "Islamic Legal Values in the Angkola Batak Community Marriage Onang-Onang Dance Tradition, Sumatra, Indonesia," *Jurnal Mahkamah : Kajian Ilmu Hukum dan Hukum Islam* 8, no. 2 (2023): 227–36, <https://doi.org/10.25217/jm.v8i2.3894>.

stigma associated with being a single mother often exacerbates the psychological distress they experience. These individuals may face discrimination or experience a lack of support from society, which can culminate in feelings of isolation and emotional turmoil. The consequences of these stresses not only jeopardize the mental health of single mothers, but can also adversely affect their interactions with their children, who may be acutely aware of the emotional volatility resulting from such instability.³²

Education for single mothers is critical to improving the quality of their parenting. Through better education, single mothers can improve the skills and knowledge needed to support their children's development. Education can also open the door to better job opportunities, thereby improving the family's economic situation. However, access to education for single mothers is often hampered by several factors, including limited time due to caregiving responsibilities, the cost of education, and lack of support from the community. Therefore, it is important to create programs that support the education of single mothers so that they can overcome these challenges and provide better care for their children. In this way, education serves not only as a tool to improve economic well-being, but also as a means to build self-confidence and better parenting skills.

CONCLUSION

The study of adolescents' perceptions of single mother parenting within the Batang Angkola culture has successfully illuminated the complex interplay between cultural norms, Islamic values, and educational outcomes. The study aimed to explore how these factors shape adolescents' views of single mothers and their parenting practices, and found that adolescents perceive single mothers as resilient figures who overcome significant challenges while striving to provide quality education and moral guidance. The findings suggest that the integration of Islamic values such as empathy and responsibility significantly influences the parenting strategies employed by single mothers, which in turn has a positive impact on their children's academic motivation and performance.

In light of these findings, it is clear that community support and the reinforcement of Islamic principles are essential to improving the parenting skills of single mothers. This research highlights the need for future studies to delve deeper into the long-term effects of adolescents' perceptions on their educational trajectories and life choices. In addition, there is an urgent need to explore effective community-based interventions that can further support single-parent families in the Batang Angkola region. Such initiatives could play a critical role in addressing the challenges faced by single mothers and ensuring that their children receive the necessary support to thrive academically and personally.

REFERENCES

Ahmed, Riaz. "Parenting Styles and Their Influence on Child Development: A Critical Review of Contemporary Research." *Premier Journal of Social Science*. doi 10 (2025). <https://premierscience.com/wp-content/uploads/2025/02/pjss-25-752.pdf>.

³² Jude Cosgrove dkk., "Educational Experiences and Outcomes for Children with Special Educational Needs," *Ncse* 17 (2014): 220.

- Al Awwali, Sholihin, dan Betty Mauli Rosa Bustam. "THE ROLE OF PARENTS IN CHILDREN'S CHARACTER BUILDING IN THE PERSPECTIVE OF ISLAMIC EDUCATION." Dalam *Proceeding International Conference on Islam and Education (ICONIE)*, 3:2289-2303, 2024. <https://proceeding.uingusdur.ac.id/index.php/iconie/article/view/1951>.
- Alami, Ali, Shahla Khosravan, Leila Sadegh Moghadam, Fateme Pakravan, dan Fateme Hosseini. "Original Article Adolescents' Self-Esteem in Single and Two-Parent Families" 2, no. 2 (2014): 69-76.
- Alejandro, Audrey, dan Longxuan Zhao. "Multi-Method Qualitative Text and Discourse Analysis: A Methodological Framework." *Qualitative Inquiry* 30, no. 6 (Juli 2024): 461-73. <https://doi.org/10.1177/10778004231184421>.
- Anuchiracheeva-Zamarripa, Jennifer. "A Qualitative Phenomenological Study of Adult School Counselors' Importance and Influence in Supporting Adult Learners." PhD Thesis, University of La Verne, 2024. <https://search.proquest.com/openview/913fc8067ba7e13e88640ee4f52be306/1?pq-origsite=gscholar&cbl=18750&diss=y>.
- Anwar, Sholihul, Sukisno Sukisno, Waston Waston, Andri Nirwana, Yeri Utami, Agustina Putri Reistanti, Armin Nurhartanto, dan Muthoifin Muthoifin. "Development of the concept of Islamic education to build and improve the personality of school-age children." *Multidisciplinary Reviews* 7, no. 8 (2024): 2024139-2024139. <https://malque.pub/ojs/index.php/mr/article/view/2325>.
- Arifin, Bambang Samsul, Silmi Fauziah Azzahra, dan Tahrir. "The Influence of Parenting Style on Adolescent Religious Commitment in Bandung, Indonesia." *Proceedings of the 5th Asian Education Symposium 2020 (AES 2020)* 566, no. Aes 2020 (2021): 477-79. <https://doi.org/10.2991/assehr.k.210715.097>.
- Aslan. "Pendidikan Remaja Dalam Keluarga di Desa Merabuan, Kalimantan Barat (Perspektif Pendidikan Agama Islam)." *Al-Banjari: Jurnal Ilmiah Ilmu-Ilmu Keislaman* 16, no. 1 (2017): 1.
- Aufirandra, Firsty, dan Khairani Khairani. "Self-Concept of Teenagers Living With Parents Single Parent in Smpn 25 Padang." *Jurnal Neo Konseling* 3, no. 1 (2020): 104. <https://doi.org/10.24036/00364kons2021>.
- Aziz, Thorik. "Internalization of Islamic values in children within families in the digital era." *Nak-Kanak Journal of Child Research* 1, no. 1 (2024): 37-46. <https://journal.trunojoyo.ac.id/v3/nakkanak/article/view/46>.
- Bowen, Glenn A. "Document analysis as a qualitative research method." *Qualitative research journal* 9, no. 2 (2009): 27-40. <https://www.emerald.com/insight/content/doi/10.3316/QRJ0902027/full/html>.
- Cosgrove, Jude, Caroline Mckeown, Joseph Travers, Zita Lysaght, dan Peter Archer. "Educational Experiences and Outcomes for Children with Special Educational Needs." *Ncse* 17 (2014): 220.
- Destin, Mesmin, dan Joanna Lee Williams. "The Connection Between Student Identities and Outcomes Related to Academic Persistence." *Annual Review of Developmental Psychology* 2, no. 1 (15 Desember 2020): 437-60. <https://doi.org/10.1146/annurev-devpsych-040920-042107>.
- Dharani, M. K., dan J. Balamurugan. "The psychosocial impact on single mothers' well-being-A literature review." *Journal of Education and Health Promotion* 13, no. 1 (2024): 148. https://journals.lww.com/jehp/fulltext/2024/04290/the_psychosocial_impact_on_single_mothers_.148.aspx.

- Díez González, María del Carmen, Rafael Marcos-Sánchez, Alicia Zaragoza-Benzal, dan Daniel Ferrández. "Social-emotional management to promote quality in education: A training program for teachers." *Education Sciences* 14, no. 3 (2024): 228.
- Ernawatiy, Ernawatiy. "Impact of Single-Parent Households on Child Educational Attainment in Suburban Areas." *Mauve Journal De Leardu* 1, no. 2 (2024): 68-75. <https://gensain.com/index.php/mjdl/article/view/41>.
- Ghani, Faizah Bte Abdul, Syuaibatul Islamiah bt Roeswardi, dan Azian bt Abd Aziz. "Parenting Styles and their Relation to Teenagers' Personality Profile in Single Mother Families: A Case Study." *Procedia - Social and Behavioral Sciences* 114 (2014): 766-70. <https://doi.org/10.1016/j.sbspro.2013.12.782>.
- Guetto, Raffaele, dan Nazareno Panichella. "Family arrangements and children's educational outcomes: Heterogeneous penalties in upper-secondary school." *Demographic Research* 40, no. April (2019): 1015-46. <https://doi.org/10.4054/DemRes.2019.40.35>.
- Jain, Harshita. "Family and beyond: exploring views of adolescents from single mother families" 8, no. 2 (2020). <https://doi.org/10.25215/0802.124>.
- Kemendiknas, Perspektif. "Gender equality." *Nursing management (Harrow, London, England : 1994)* 23, no. 9 (2017): 12. <https://doi.org/10.7748/nm.23.9.12.s14>.
- Kuźniar, Mariusz G. "Contemporary Family Attitudes and Values in Czech Society." Dalam *Colloquia Theologica Ottoniana*, 65-88. Wydawnictwo Naukowe Uniwersytetu Szczecińskiego, 2024. <https://www.ceeol.com/search/article-detail?id=1302239>.
- Levine, Rebecca S. "Out-of-School Time Sponsors and Partners: A Review of Programs for Low-Income Adolescents." *Afterschool Matters* 38 (2024): 19-28.
- Meier, Vojtěch. "UNDERSTANDING ADOLESCENT RESILIENCE: A COMPREHENSIVE FRAMEWORK FOR WELL-BEING IN THE CZECH REPUBLIC." *Mladá Věda* 13, no. 1 (2025): 26-41.
- Morgan, Anthony Kwame. "Navigating Father-Child Relationships in Single Mother Families: An Exploratory Narrative Analysis." *Journal of Family Studies* 31, no. 3 (4 Mei 2025): 444-63. <https://doi.org/10.1080/13229400.2024.2449109>.
- Muzekki, Muzekki, Umi Hijriyah, dan Bambang Irfani. "CHILDREN'S RIGHTS IN WORSHIP AND MORALITY EDUCATION: An Islamic Perspective on the Role of Parents." *TARBIYA ISLAMIA: Jurnal Pendidikan dan Keislaman* 14, no. 2 (2024). <https://ejurnal.unim.ac.id/index.php/tarbiya/article/view/3572>.
- Osei, BETTY AMPOFOWAAH. "Effects of single mother parenting on the boy child in Wassa Amenfi east municipality." PhD Thesis, University Of Education, Winneba., 2020. <https://ir.uew.edu.gh/handle/123456789/1315>.
- Padil Simamora, Padlan, Dinda Difia Madina, dan Muhammad Adib Alfarisi. "Islamic Legal Values in the Angkola Batak Community Marriage Onang-Onang Dance Tradition, Sumatra, Indonesia." *Jurnal Mahkamah : Kajian Ilmu Hukum dan Hukum Islam* 8, no. 2 (2023): 227-36. <https://doi.org/10.25217/jm.v8i2.3894>.
- Padlan Padil Simamora, Nurul Hak, Dinda Difia Madina, Ahmad Rezy Meidina, Mega Puspita, dan Anwar Zein. "Acculturation of Islam and the Sinamot Tradition: Marriage Dynamics of the Angkola Batak Community 1980-2023." *IBDA' : Jurnal Kajian Islam dan Budaya* 22, no. 1 (2024): 141-56. <https://doi.org/10.24090/ibda.v22i1.10610>.
- Pertiwi, Yuarini Wahyu, Miranu Triantoro, dan Dina Indriyani. "Character education from an early age: family strategies in developing positive values." *International Journal of Teaching and Learning* 3, no. 4 (2025): 343-354. <https://injoqast.net/index.php/INJOTEL/article/view/116>.

- Rustum, Atiya, dan Zainab Moin. "Moral Training of Youth in the Light of Islam (An Insightful Approach)." *AL-DURAR* 4, no. 4 (2024). <https://www.tcais.net/ojs/index.php/alddurar/article/view/243>.
- Sipahutar, Frengki, Irma Ropianti Sihite, dan Syahrial Syahrial. "Analysis of Parental Involvement in the Formation of Children's Character at Primary School Age." *Journal of Digital Learning and Education* 4, no. 1 (2024): 73-84. <https://journal.moripublishing.com/index.php/jdle/article/view/1001>.
- Werang, Basilius Redan, Anak Agung Gede Agung, Riane Johnly Pio, Edmond Leonard Jim, Sandra Ingried Asaloei, Djeinnie Imbang, Seli Marlina Radja Leba, dan Desca Angelianawati. "Exploring the effect of parental support and school environment on student academic achievement: A survey study." *International Journal of Religion* 5, no. 5 (2024): 345-357. <https://www.academia.edu/download/121573925/1979.pdf>.