

# The Students' Resilience from the Broken Home Family at The High School of Kuantan Singingi District

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## ARTICLE INFO

*Article history:*

*Received july*

*Revised july*

*Accepted july*

*Keywords:*

*Resilience*

*Broken Home*

## ABSTRACT

Multiple challenges with personal growth and development might arise in students from broken homes. This research aims to identify the student resilience from broken home families, as well as the experience and significance of the situation. This research used a mixed-method with embedded design. The total number of quantitative study respondents was 100, while the total number of qualitative informants was 10. Quantitative data retrieval strategies employ psychological scale and qualitative data using depth interviews. In general, student resilience falls under the category of average. The aspect of optimism received the greatest score, while the aspect of reaching out received the lowest. To be able to survive in difficult situations, the informant tries to remain calm, controls inner impulses in various ways, believes that every problem has a solution, empathizes with others, believes in self-capability, analyzes the origins of problems, and searches for answers. The existence of mothers and younger siblings, as well as mindset and goals, contribute to the survivability (resilience) of informants in broken home families. Informants interpret their experience by taking wisdom and building expectations to be pious children, successful people, and proud parents by performing and working. © IJAGC 2022, All right reserved

ISSN: 2722-2365 (Online) 2722-2357 (Print)

## Introduction

Everyone wants a complete and happy family. However, in fact there are still many families who are actually incomplete and unhappy. This unhappiness was indicated by the instability and disharmony in the family. These family conditions are known as broken homes.

Ahmadi (2009) defines a broken home as a family that occurs because of the one of parent is absent due death or divorce or the absence of both. Referring to the opinion stated by Wilis (2011), generally a broken family can be seen from two aspects; there are the

incompleteness caused by death or divorce, and the existence of disharmony relationship in the family. One of the people who will feel the effects of the above conditions is the child.

Research conducted by Nurhidayati & Lisya Chairani (2014) shows that the death of one or both parents makes children feel lost. The perceived losses are loss of attention and affection, loss of model, loss of security, loss of friends to share, loss of family cohesion, and loss of direction. After the death of his parents, the teenager needed a replacement figure.

Besides death, uncompleted families can also be caused by parental divorces. Divorce is the climax of family instability. In addition to the death of parents, divorce also has a psychological impact on children (Sarhini & Wulandari, 2014); Zahroh, 2005; Febrianita & Desiningrum, 2017; Hasanah, 2019). In addition to having a psychological impact, parental divorce also affects children's education and achievement at school (Hidayatulloh, 2010; Walidah, 2014; Yasyakur, 2015; Mone, 2019).

According to Bucker (1991) and Wallace (2007), divorce and death are the sources of stressors. This shows that students who come from broken homes have the opportunity to experience psychological pressure. Each individual has a different way of dealing with a problem. This ability in psychology is called resilience.

Resilience was first formulated by Block (Klohn, 1996) with the term "ego resilience" which means a general ability that involves high adjustment and flexibility when facing internal and external pressures. Resilience as a psychological construct was proposed by behavioral experts to determine, define, and measure an individual's ability to survive and thrive in stressful situations (adverse conditions) and to determine the ability to rise or recover (McCubbin, 2001).

According to Reivich & Shatte (2002), resilience has seven aspects: emotion regulation, impulse control, optimism, empathy, self-efficacy, analysis of the causes of problems, and reaching out (finding problem solutions). Emotion regulation is the ability to remain calm even in difficult or stressful conditions. Impulse control is the ability to control and express emotions appropriately. Optimism is an inner belief that something you want can be achieved and something you don't want can change for the better. Empathy is the ability to understand and feel what other people feel and think. Self-efficacy is the belief in one's own ability to deal with and solve problems effectively. problem causes Analysis refers to an individual's ability to identify the causes of a problem accurately. While reaching out is finding a solution to a problem based on an analysis of the causes of the problem.

According to Grotberg (1995), there are several sources that influence and underlie the formation of individual resilience; these are: I have, I am, and I can. "I have" is a resilience factor that comes from the individual's meaning of the amount of support and resources provided by the social environment. "I am" is a resilience factor that comes from within oneself in the form of feelings, attitudes, and beliefs. "I can" is a resilience factor that comes from whatever individuals can do with regard to social and interpersonal skills.

In the Kuantan Singingi district, there are 21 public high schools spread over 14 sub-districts. Based on a pre-research questionnaire that the authors randomly distributed to all high school students in Kuantan Singingi Regency, it was found that there were 301 students from broken home families. This number consists of 117 students with separated or divorced parents, 118 students with deceased parents and 64 students with less harmonious family conditions. These conditions happen in almost all high schools in Kuantan Singingi Regency.

The focus of this research is students who come from broken home families, either because their parents died, divorced, or were in bad relationships even though they lived at home or were still in a legal marriage. Being a child and also a student with these family conditions as described above is certainly uneasy. They must have good resilience so they can survive and live life as they should. This is the basic interest of an author in researching more about the level of resilience and their experience of surviving in a broken home.

## **Methods**

This research uses mixed methods with embedded design. The quantitative method is descriptive quantitative and the qualitative method is phenomenology. The quantitative research respondents were 100 people and 10 qualitative informants were taken purposively from quantitative respondents. Quantitative data collection techniques using a psychological scale and qualitative data using depth interviews. Quantitative data was processed using SPSS and qualitative data was processed using NVIVO. The data in this study are presented in descriptive form.

## **Results and discussion**

### *Results*

In accordance with the method used, the results of the mixed methods obtained consisted of quantitative data and qualitative data. The presentation of research data will start with quantitative data and continue with the presentation of qualitative data. Based on

the results of filling out the instruments that have been given to respondents who were processed through SPSS, the resilience categorization data was obtained as shown in the following table:

**Table 1.**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Highest	12	12.0	12.0	12.0
High	36	36.0	36.0	48.0
Medium	45	45.0	45.0	93.0
Low	7	7.0	7.0	100.0
Total	100	100.0	100.0	

From the table above, it is known that the categorization level of respondents' resilience in the highest category was 12%, the high category was 36%, the medium category was 45%, the low category was 7%, and they were not found in the very low category. Besides the level of resilience categorization, we can also see the score for each aspect. From this result, it will be seen that the most dominant aspect is marked by the highest score among several aspects of existing resilience. This is taken from the average scores of each aspect. On this research scale, the number of items in every aspect is not the same. Therefore, to find out the order of score on every aspect, it cannot be seen from the total score but from the average score from a range of 1–5. Here are the scores for each aspect based on the average score.

**Table 2. Resilience Aspect Average Score**

<b>No.</b>	<b>Aspect</b>	<b>Average Score</b>
1	Emotion Regulation	3.6
2	Impulse Control	3.6
3	Optimism	4.0
4	Empathy	3.3
5	Self Efficacy	3.8
6	Problem Cause Analysis	3.5
7	Reaching Out (Finding Solutions)	3.2

The scale in this study uses a response format in the form of frequency, namely Always (5), Often (4), Sometimes (3), Rarely (2), and Never (1). From the table above, it can be seen that the highest aspect is in the aspect of Optimism (belief that the goal will be achieved) with an average score of 4.0, and the aspect with the lowest score is the aspect of *Reaching Out* (Finding Solutions) with an average score of 3.2. These results are in accordance with the results of qualitative research analyzed through Nvivo.

Based on the results of interviews, the theme of optimism was discussed by 9 out of 10 informants analyzed through Nvivo. For more details, see the following figure:

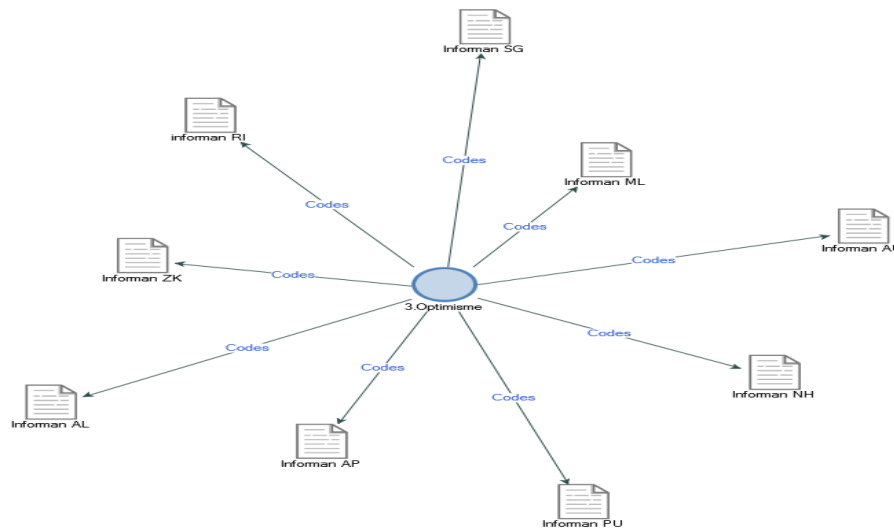


Figure 1. Explore Optimism Theme Diagram

From the informants' statements about optimism, the optimism was mostly stated by SG informants; it was about 1.47%, followed by AL informants 1.37%, PU informants 1.31%, AP informants 0.93, ML informants 0.73, NH informants 0.56%, RI informants 0.31%, and AU informants 0.13%. More details can be seen in the following figure:

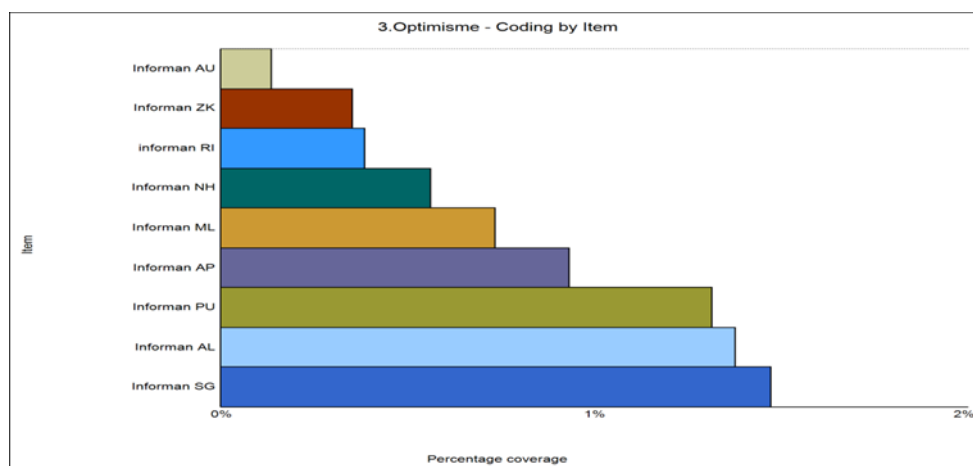


Figure. 2 Chart Node Coding Optimism theme

All informants gave the same statement regarding optimism. The main thing is, the informant means that he believes "every problem has a solution" and believes "God will definitely help". The statements from the informants are related to the optimism of the analytical researchers through the use of frequently mentioned vocabulary. Through the *word cloud* on Nvivo, a visual image can be displayed as shown below:



*Figure 3. Word Cloud Related to Optimism Theme*

From the picture above, it can be seen that the words "definitely", "sure", "problem" and "way out" do seem to be more dominant. Based on the analysis of researchers related to the meaning of informants on the form of optimism in facing problems and surviving in a broken home family condition, it is to believe that a problem will have a solution.

In addition to the results of the psychological scale above, this research is also further deepened by the interviews. From 100 respondents or samples of quantitative data, 10 informants were selected to obtain qualitative data. The selection of the 10 informants was carried out purposefully based on the results of the scale and purpose of the research.

From the interviews, several themes were found based on the theory of resilience. There were emotion regulation, impulse control, optimism, empathy, self-efficacy, analysis of the causes of problems and reaching out. Other themes outside the existing theory were found. There is self-reflection in the form of taking lessons, building hopes, and factors that make them survive.

Emotional regulation is the ability to remain calm even in difficult situations or under pressure. Resilient individuals use all their positive abilities to help control emotions, focus on attention and behavior. Expressing emotions appropriately and positively is part of resilience.

Based on the result of the research, it was found that the informants mostly could have the ability to remain calm even in difficult conditions. There are several ways that the informant can calm down or try to stay calm when faced with a problem, by changing the atmosphere, asking for support, worshiping and self-controlling quietly, patiently and tolerantly. Here are some of his expressions:

*"Yes, at least it's just playing games and then playing with smartphones, sometimes you can get rid of bad feelings" (RI, 321-323)*

*"Yes, sometimes there is also support from friends, giving me the enthusiasm to calm down" (PU, 223-224)*

*"After worship, I feel better, ma'am" (ML, 447-448)*

*"Calm down, I'll just keep quiet, ma'am, because silence is holding back anger, not silence" (AL, 194)*

*"Trying to be calmer, this is more Mrs. Seeing the situation when the problem comes, just be more patient" (SG, 237-240)*

Beside that, there are some of the informant unable to regulate their emotions well, when they faced unwanted situations, such as the following statements by some of the informants:

*"Now it's hard for me to control my emotions" (IL, 443)*

*"When I'm at school, I don't focus on listening to the teacher, I'll just stay in my room and cry" (SG, 144-145)*

Emotion regulation is related to impulse control. Impulse control is the ability to control the desires, urges, likes, and pressures that come from within a person. In line with the emotions regulation, the results of the interviews showed that most of the informants could control themselves in difficult situations and only some of them stated that it was difficult to control themselves. Some of the informants ways in controlling themselves were patiently, silent, worshipping and diverting the situation by doing something they liked. From the methods used by the informants, it shows that emotion regulation and impulse control were closed relatedly.

Another aspect that is also found in this research is optimism. Optimism is an inner belief that something you want can be achieved and something you don't want can change for the better. A resilient individual is an optimistic individual. Optimism is both realistic and unrealistic.

Based on the research result, all informants showed an optimism which was reflected in their belief that all these problems would have a solution. They believe some day there will be happiness and better conditions, especially related to family conditions. This is illustrated by the following excerpts from the interviews:

*"I'm sure, Ma'am, usually it can be handled quickly and easily" (RI, 334-335)*



*"Yes, maybe there will be a time when the family will get better, maybe if I'm already working, I might be able to provide for the family, isn't it?" (PU, 236-238)*

*"Yes, I'm just optimistic that a problem can definitely have a solution" (ML, 342-343)*

*"If that belief exists, isn't it because I believe that God will replace us, give the best for us when we want to be grateful, when we want to live whatever God has given us with sincere gratitude and patience " ( AL, 220-224)*

Except optimism, the aspect of empathy is also found in this research. Empathy is the ability to understand, feel what other people feel and think. Empathy reflects how well the individual recognizes the psychological state and emotional needs of others. The empathy ability is part of interpersonal skills.

The findings related to empathy, all informants stated that they could feel what other people felt. When someone has a problem, they empathize, it is shown by helping of providing support and advice.

Here are some informant expressions:

*"Yes, sometimes you can, ma'am, sometimes there are also friends who give advice" (RI, 345-346)*

*"Yes, first understand what the problem is, especially if the experienced is the same as that, it means we know how he feels " (PU, 243-245)*

*"Yes, I give him support, understanding too, there must be a way out of a problem" (PU, 247-249)*

*"Because many of my friends are like me too, so I know most of their feelings are like that, Mom" (ML, 360-363)*

*"Giving support to them, ma'am, because I think sometimes Ma'am: Thank God, my parents are work while the other parents don't have work, Ma'am, so I feel too on my mother, Thank God, she is still working while they are not there at all, Ma'am. (ML, 377-383)*

*"What they tell me is the same as I feel, whose family is like that so they can come up with a solution on how to keep them calm, isn't it?" (AU, 297-300)*

*"Sometimes I see his problem, it's a problem that I've experienced so I can feel what he feels" (AL, 234-236)*

Self-efficacy is also a finding in this research. Self-efficacy is belief in one's own ability to deal and solve problems effectively. Individuals who are unconfident in themselves will not be able to use all their abilities to solve problems. Individuals with resilience has high



confidence or belief in himself and the ability to face, overcome and change the conditions he experiences for the better.

Regarding self-efficacy, most of the informants can show good self-efficacy. They believe they have the ability and can use that ability to solve problems and change conditions for the better. This can be seen from the following statements by the informants:

*"Yes, in my own way, how do I get on a budget as parents want" (RI, 361-363)*

*"I can work like that, ma'am. I can be strong enough to get the money, I've tried it before" (NH, 324-326)*

*"offcourse, it means studying well, getting good achievement in a good university, getting a scholarship, getting a good job maybe I can help my family, my family will also be good again " PU, 253-257)*

*"Hmm, what are my abilities, thank God, I excel in studying and study harder" (PU, 260-262)*

*"I'm a very ambitious person, ma'am, very prestigious, so I have to instill in myself that I must be optimistic, whatever will be done later, not only about study but also what I want to do in the future, I instill in myself to be optimistic, to be consistent in working like that, ma'am" (ML, 391-398)*

*"Yes, sir, I'm studying because I have to send my brother to school, and can take care out of my family" (AU305-306)*

*"God willing, I'm sure, because I believe in my abilities, God willing, I will develop it, so that the future will be better and brighter " (AL, 240-242)*

The ability to analyze the causes of problems is also revealed in this research. The analysis of problem causes refers to an individual's ability to identify accurately the causes of a problem. If the individual cannot predict and identify the cause of the problem accurately, then the individual will not make the same mistake.

The result of this research indicates that some of the informants are able to know and understand the occurrence of a facing problem, especially problems in the family, as in the following informant's expression:

*"Usually, when I'm looking for a solution, Ma'am, I'm looking around all the problems, Ma'am, why is this like that, Ma'am, but when the problem is over, I just know the cause of problem, Ma'am" (ML, 421-424 )*

*"Yes, if the problem that you already know for sure is because of the economy, isn't it" (ZK, 301 -202)*

*"The cause of everything is because Papa is a drug, if Papa doesn't do drugs everything is fine, because Papa uses drugs, he will be angry and angry" (AU, 311-313)*

*"Yes, I can see from this, ma'am, from her attitude, from what kind of problem, ma'am, what kind of problem will I see" AL, 263 -265*

*"Its looked, if there is a problem, you will immediately know what the cause is" (IL, 409 - 410)*

Meanwhile, there were some informants who were difficult and confused to determine the cause of the problem, because there are so many problems that come at one time, as in the following statements of some of the informants:

*"The problems comes together, ma'am, they come from nowhere like that" (NH, 332 -333)*

*"Yes, sometimes I'm confused, I don't know what the problem is" (PU, 267-268)*

The ability to analyze the causes of problems is closely related to the ability to find solutions. Finding a solution or a way out of a problem is certainly based on an analysis of the cause. Individuals with resilience are able to do three things well. They are able to analyze the risks of a problem, understand themselves well, and able to find the meaning and purpose of life.

Based on the results of the questionnaire, the ability to find a solution (reaching out) has the lowest average score. These results are in line with the results of interviews which show that only some of the informants can find solutions to the facing problems, especially those related to family problems. Here are some of the results of the interview:

*"Yes, usually sometimes there are (some way), sometimes if not, I (try) think about how to solve it, or tell to the friends, sometimes friends can help too " (RI, 378-384)*

*"Perhaps for me, I think this is the way already, ma'am, so whatever it is, yes, it has to be done that way, ma'am. Ee Alhamdulillah, there is a solution, ma'am" (AL, 266 -2688)*

While some informants admitted that they had difficulty finding solutions to every problem they faced. This is because according to them the problem is serious, and the informants are still young to think and find the problems solutions, especially family problems. This can be seen from the following informants' expressions:

*"Yes, sometimes the problem is that we don't know how to do it. Yes, for us, the problem is really heavy" (NH, 343-345)*

*"If not find a solution, ma'am, because the problem is complicated. I am still in high school also, I was told to focus on studying " (ZK, 320-322)*

*"Sometimes you can, sometimes you just give up and just live it" ( AU, 320-321)*

Besides the resilience aspect, the results of this reserach also reveal how the informants interpret their natural family conditions. In the process of living an imperfect family life, the informants tried to take lessons from what had happened in their family. The results showed that each informant could take different lessons from what had happened.

Some of the lessons that can be taken by informants with broken home conditions are psychological and spiritual wisdom. Psychologically, it can make him more mature, independent, strong and learn to accept reality. While spiritually, it can make informants more grateful and closer to God. This can be seen from the following interview excerpts:

*"I'm more mature than my friends and I'm also independent and can take care of myself like that" (PU, 237-239)*

*"I realized that I was the first child so I had to be strong. Do not be weak. Don't show that I'm weak in front of my brothers and sisters" (IL, 467-469)*

*"Life isn't always easy, ma'am. Even though what's wrong with dad, he's still a dad" (NH, 387-395)*

*"The lesson might be more to be grateful, ma'am, maybe seeing people, with a complete family situation, there are many aspects that they also don't feel as I feel, Mom, so it's more just like that, Ma'am " ( ML,498 -503)*

*"So I prefer to deepen my religion (AL, 321)*

Besides trying to take the lessons, like children who come from harmonious families, the informants also have positive expectations in their lives. The informants have desires or aspirations for further life. These expectations are the result of the informant's meaning of the life that has been lived and will be lived. These expectations include becoming outstanding students, continuing education, making parents happy and being a dutiful child. This can be seen in the following interview excerpts:

*"Good children, devoted to their parents" (ZK, 371)*

*"Be a pride child for parents, especially mom, grandmother and other families" (AU367-368)*

*"Children who want to make their parents proud" (IL, 472)*

*"I want to build a house for Mother, (IL, 474)*

*"I hope I look forward to college, ma'am, I want to get good achievements in college, what do you want to get at the university, Ma'am, do you want to get a good degree, Ma'am "* (ML, 531-535)

The results of the study which showed that the informants were able to take lessons and build hope from what had happened in the family was proof that they could survive in these difficult conditions. Resilience or endurance does not just appear but there are factors that shape it.

There are several sources that influence and underlie the formation of individual resilience according to Grotberg (1995) known by the terms *I have, I am and I can* . "*I have*" is an external factor in the form of social support and other supports, "*I am*" is an internal factor that comes from mindset and personality and "*I can*" is a factor of ability or skill possessed by an individual.

Based on the results of interviews, most of the informants indicated that the source of their resilience was more external factors (*I have*), namely the existence of family support, especially mothers. This can be seen from the following statements by the informants:

*"Because mom, it means that my mother is patient in dealing with problems, so I survive because of you "* ( PU, 258-259)

*"What makes my mother survive is the same as my ideals. I want to make my mother happy, I want to make sure that the families of your father's family from the eyes of the people, even though there is no father, you can be successful. want to be like that ma'am"*(NH, 419-424)

*"What kept me going was actually Mother, Mom. I want to see Mom happy. I'm proud of me, considering that you are alone, Mom, so I want to be happy to make you happy, Mom"* (ML, 539-544)

*"Yes, because of you, brother, don't let you feel what I felt before, so the enthusiasm is to support you, brother"* (AU, 397 -399)

*"What has made me strong until now is thinking for my brothers and sisters . I am afraid that if I cry, later on, the younger siblings will also think, why brother, why brother "* ( IL, 497-500)

Only a little part that shows because of internal factors and capabilities. The internal factors that make informants survive are mindsets, abilities and aspirations.

### *Discussion*

The target respondents or informants of this research were the age range of 17-19 years. Developmentally, this age is in the late adolescence stage. Various opinions of developmental psychology experts conclude that adolescence is an important stage because this period is a transition or transition from children to adults. Psychologist G. Stanley Hall describes adolescence as a time filled with "storms and mental stress" (Jannah, 2017).

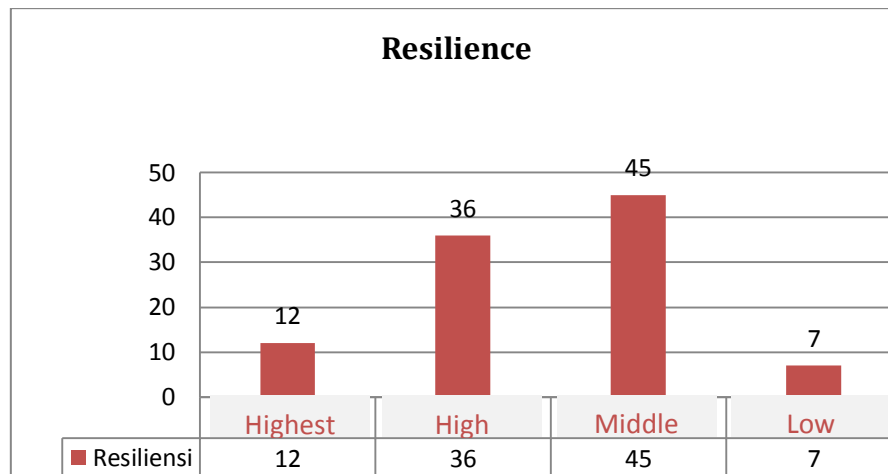
Born and raised in the midst of a broken or incomplete family (broken home) is not easy. A broken home is not only caused by divorce, but can also be caused by death and poor relationships in the family. Losing parents forever, parental divorces, witnessing fights, poor communication, and other bad conditions that occur in the family will be a stressor for anyone, especially for a child.

Various problems will arise and come on the child as an impact of a broken family condition. As has been found in this research, there are various problems experienced by students due to family conditions that are not incomplete or not harmonious. These problems include psychological, economic, learning and so on. Feeling lack of love, lack of confidence, lack of enthusiasm, self-locking, trauma and many psychological problems that arise in this research. The findings of this reserach are in line with those revealed in the research of Sarbini & Wulandari (2014) , (Zahroh, 2005) , Febrianita & Desiningrum (2017) , Hasanah (2019) .

Another problem due to a broken home that was also felt by the informants in this reserach was economic constraints and crysis. With no father as the backup of the family, not a few of them are trying to replace their father's position in work to fulfill the family's economic needs. There are also problems with learning and education, such as unable to focus on studying because of the stress, unable to continue education because off money and so on. This condition is in accordance with the results of research conducted by (Hidayatulloh (2010) , Walidah (2014) , (Yasyakur, 2015) and (Mone, 2019) .

This reserach tries to mix and match the results of quantitative data with qualitative data. Quantitatively, it can be seen the categorization of students resilience, who come from broken home families in high schools throughout Singingi Regency as shown in the following graph:

**Figure 4. Categorization of Student Resilience**



The graph shows that most of the students are in the medium, high and very high categories. Only a small percentage of them in the low category, even according to the graph there is no body in the very low category. This shows that the students resilience from broken home families in Kuantan Singingi Regency high school is good.

According to Grotberg (1995) there are several sources that influence and underlie the formation of individual resilience, there are “I have”, “I am” and “I can”. According to Desmita (2006) “I have” arise from an external source and “I am” arise from an internal source while “I can” arise from a social and interpersonal resource.

“I Have” is a resilience characteristic that comes from the individual's meaning of support and resources that are provided by the social environment. In adolescents this is a very important resilience source. From the results of this research, proofs that the presence of "mother and sister" is the dominant factor that makes the informants survive.

“I am” is a resilience characteristic that comes from within oneself. This source includes several aspects. There are feelings, attitudes, and beliefs within the individual. The individual's belief in himself to be able to live and realize a better life was also found from the results of this research.

Belief and closeness to God also affect individual resilience . Research by Kim & Seidlitz (2002) says that spirituality can strengthen an individual's resilience. The results of this research also support previous research by Yalim (2007) which found that students with high resilience are more likely to face difficult times in their lives after appropriate coping is taken to respond to these difficulties. Therefore, respondents with high resilience show that they are more daring to face life's challenges.

Meanwhile, from the aspects of resilience itself, the results of the study show that the aspect with the highest score is optimism. Optimism is the belief that something desired will be achieved. Related to resilience, optimism can also be interpreted as a hope that the difficult situation will change. Faith is also the first step for an individual to survive. In belief there is a favorable preconception of circumstances.

Optimism is an internal strength that exists within the individual. This attitude is very necessary in any case, including in dealing with various problems. Optimism is also described from an attitude that does not give up easily. People who don't give up always hope for something better. This is in accordance with research by Altundağ & Bulut (2014) which states that optimism can help increase resilience in adolescents who experience parental divorce.

Broken homes do not always have a permanent negative impact on children or adolescents. A literature research conducted by Hadiani (2017) found that there are several situations that provide opportunities for adolescents to get positive values from a broken home. This positive thing can be obtained with good resilience, so that adolescents have the ability to adapt to the challenges of life and the ability to bounce back after experiencing a traumatic situation. This is also reinforced by Hermansyah & Hadjam (2020), which states that resilience can maintain mental health, rise from difficult situations and adjust so that they can live life normally again.

## **Conclusion**

Based on the description above, several conclusions can be taken:

1. Resilience is an ability that a person must have in order to survive in difficult conditions, rise and continue a happier life.
2. Resilience can't stand alone but it is supported by other abilities and supportive environmental conditions. Many ways that individuals do to survive are also influenced by personality and the environment.
3. Broken home is not only a source of stressor, but on the other hand, it can be a cause of more personality development aspects such as independence, thinking maturity and toughness.

## **Sign Of Gratitude**

The researcher expresses his deepest gratitude to all high school principals in Kuantan Singingi district who have given permission and opportunities for researchers to conduct this



research. Thank you also to all high school students in Kuantan Singingi district who have been willing to participate in filling out pre-research and research questionnaires and are willing to serve as informants in interviews. Thank you very much to the teachers, lecturers, colleagues, friends in studying who always provide time for discussion during the work of this paper.

All things in this paper are dedicated to the advancement of science and the development of the world of education. All the shortcomings and limitations in this paper are a separate note for the author to make improvements in the future.

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