



An Overview of Resilience in Children from Broken Homes

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Abstract

This study aims to describe the form of resilience in children from broken homes. Resilience is understood as a child's ability to recover from stress, manage emotions, adapt, and maintain positive functioning, even in an incomplete family situation. The study used a qualitative case study approach with three male subjects from different family backgrounds, and data were collected through observation and interviews. The results showed that all three subjects possessed resilience reflected in emotional management, the ability to build positive social relationships, an optimistic attitude towards the future, a focus on goals, and the ability to analyze problems realistically. Resilience is formed not only through internal factors but also from external support from friends, family, and the environment. Thus, resilience is an important asset for children to continue to develop adaptively even when facing an incomplete family or broken home.

Keywords: *Children, Broken Home, Resilience*

Introduction

Family can be defined as a group of people who are connected through ties of marriage, birth, or adoption, which have the same goal, namely to build and shape the physical, mental, emotional, and social development of each member. Each family member interacts and communicates with each other according to their needs. their respective roles, such as husband and wife, father and mother, brother and sister, while still maintain values And tradition Which

become the characteristics of the family¹

A family is also a group of people who need each other, a happy family is a family where each member carries out their functions and obligations well, the father in the family has a role as the head of the family. As the head of the family, the father is responsible for managing the course of family life, ensuring that all family members can live well, and fulfilling and ensuring that the family's basic needs are met, in addition to earning a living, the father is also responsible for educating children with guidance. direct and give example in life daily life. Meanwhile, mothers also play an equally important role. A mother not only gives birth and breastfeeds, but also acts as a companion to a father in educating his children. Mothers are their children's first educators because they are usually closer to their children and are able to accompany them in their learning process at school and in their social life ². Therefore, Fathers and mothers have complementary roles and form a harmonious family and can shape the growth and development of children.

Children who grow up in a harmonious, peaceful family with religious values generally receive love, attention, and guidance from their parents and tend to experience positive personality development. However, there are situations where parents cannot fulfill their roles optimally, such as complete parents in general who can effectively meet all their children's needs, emotionally, and financially. This condition is known as a family of abuse. *broken home*³

Yusuf explained that the family atmosphere or climate is important for the development of adolescent personality because, when a child is raised in a harmonious and religious family environment, in When parents provide affection, attention, and guidance in family life, the child's personality development tends to be positive. However, not all parents are able to fulfill

¹Tina Afiatin, *Psychology of Marriage and Family: Strengthening Families in the Digital Era Based on Local Wisdom*, (Yogyakarta: PT. Kanisius, 2018), 1st Edition, p. 20

²Elijah Dear Sir, *Know Family*, (Jakarta: Publisher Cif, 2008), Print. 1st, h. 4

³ Azmy., T., N., N. & Hartioni., N. *The Influence of Social Support and Hope on Resilience in Adolescents with a Divorced Family Background*, Psychology and Mental Health Research Bulletin (BRPKM) 1, No. 1 (2021); 625

their role optimally. Sometimes parents are unable to meet their children's needs, whether affectionate, emotional, or economic, as is typically the case in an intact family. This condition, where the parents' role is not functioning as it should, is often referred to as a *broken home*.⁴

A *broken home* is a term used to describe a family that is inharmonious due to certain reasons, leading to divorce or separation. A husband and wife, initially united in love, separate due to incompatibility, resulting in an unfavorable atmosphere.⁵ With the increasing number of *broken home* phenomena, many children will be born and experience crisis personality so that his behavior often inappropriate, *broken homes* have a significant impact on children's psychological development. According to the West Nusa Tenggara Central Statistics Agency, there were 4,980 divorces due to marital disputes and constant quarrels, and there were 272 cases of divorce due to domestic violence, and 1302 divorces due to factors of leaving one of the parties without a valid reason during 2024⁶

Children who are victims of *broken homes* often experience feelings of loss due to being separated from one or both of their parents. Children who grow up in families like this often experience loss, figure role model, feel no safe, and experience conflict. They also tend to become more withdrawn, feel insecure, or worry about relationships ending. This can affect their ability to form strong social bonds and have a healthy support network. Children from *broken homes* may also have difficulty expressing themselves, emotion with right or communicate in a way effective and lack of empathy and can also cause difficulties in resolving conflicts in a healthy way.⁷

Children who grow up in *broken homes* are generally not immune to various negative impacts that can affect their development. To cope with these

⁴Detta, B., & Abdullah, S. M. (2017). Dynamics resilience teenager with family broken home. *Insight: Scientific Journal of Psychology*, 19 (2), 71-86

⁵ Fatmawati Cintami et al., *Therapy Family*, (Pekalongan: PT NEM, 2023), Print. 1st, h. 119

⁶Body Center Statistics Nusa Southeast West, *Amount Divorce According to Regency/City and Factors Reason Divorce (Case) in Province Nusa Southeast West, 2024*, (<https://ntb.bps.go.id/id/statisticstable/3/YVdoU1IwVmlTM2h4YzFoV1psWkViRXhqTlZwRFVUMDkjMw/>), accessed May 5, 2025

⁷Deslyana, A.(2021). *Resilience Overview On Teenagers Who Experience Broken Home* (Doctoral dissertation, Islamic University of Riau).

conditions, children faced with such challenges need resilience, adaptability, and persistence in challenging situations. considered difficult or detrimental so that the child is able to get through it pressure caused by their family's condition . However, in reality, not all children from *broken homes* experiencing destruction in their lives, some of them Instead, they are able to survive, thrive, and even achieve proud achievements ⁸. This indicates a special ability within individuals to face, overcome, and recover from difficult life experiences. This life ability is known as resilience.

Parental divorce not only affects the relationship between the two parents, but also has a serious impact on the psychological condition of the child, in circumstances like this, children will generally feel various forms of emotional stress, ranging from deep sadness, feelings of loss of direction, to the emergence of loneliness, in addition to that children will also blame themselves for the divorce that occurred ⁹This opinion is reinforced by Hermansyah & Hadjam where sadness and feelings of loss due to divorce are included in the form of external pressure experienced by children. This pressure can affect the psychology of children, so that children from *broken homes* are more at risk of experiencing high levels of stress compared to children who come from intact families¹⁰

Children who experience parental divorce not only face problems within the family but also social challenges in their environment. One of the problems that arises is the negative stigma that society holds toward children from *broken homes*. To this day, many still experience this . person Which with easy give labeling social, as if various problematic behaviors are often associated with children who come from *broken homes*¹¹

Based on observations made in Tetebatu, it can be seen that the children

⁸Munawaroh, E., & Mashudi, E. A. (2018). *Resilience; Ability Endure in Pressure, and Rising from Adversity*. CV. Pilar Nusantara

⁹Wasil, SKW, Wulandari, K., Sos, S., & Si, M. (2014). Psychological conditions of children from divorced families. *Scientific article on research results from students at the University of Jember*.

¹⁰Hermansyah, M. T., & Hadjam, M. R. (2020). Resilience on teenager Which Experiencing parental divorce: A literature study. *Motiva: Journal of Psychology* , 3 (2), 52-57

¹¹PERSON, D. L. B. (2017). Resilience teenager achieve with background behind person divorced parents. *Journal of Research & PKM July* , 4 (2), 129-389

Which originate in *broken family home* feel very upset by this situation. They think happiness A loved one in their family has disappeared, leaving many feeling sad and traumatized. This trauma can then impact their daily lives, such as making it difficult for them to concentrate at school, leading to declining academic performance, and even leading to more severe trauma if they are unable to cope with the pressure. Psychological trauma typically arises from painful experiences, such as frequent comparisons, or being treated unfairly. No fair, or become victims of *bullying* from environment around. Based on the results of the researcher's interview with one of the teenagers, let's call him R, who comes from a *broken home*, it is known that divorce is a problem for people his parents become matter Which heavy For lived. Spoken Also that the subject feels very shocked, cries easily and sometimes even He was teased by his friends because he came from a *broken home*. This situation shows that children from *broken homes* need a strong spirit and resilience to survive the difficult realities of life.¹²

This behavior is caused by an unfavorable environment, always being underestimated/disregarded, which makes the child depressed, underachieving, or withdrawing from the environment. This is due to the child's resilience. This is what makes resilience important for all children to overcome problems. And even come on stage with strong¹³ This Also become base important for researchers to dig deeper into the resilience experienced by children *from broken homes* in the village

Devi and Tobing stated that adolescents from *broken homes* tend to have low mental resilience. Therefore, it is important for adolescents from *broken homes* to receive family support, especially from their parents, to face the various challenges and trials in life. child will experience various change, Wrong the only one Changes in conditions are unpredictable and subject to change. Therefore, children from *broken homes* need resilience skills to adapt and survive situations or problems that are considered detrimental and can be a source of stress for

¹²Interview personal with Roizan, done in Village Tetebatu on 25 April 2025

¹³Nurhaeda, *Upgrade Resilience*, (Yogyakarta: Deepublish, 2023), Print. 1st, h. 1

them.¹⁴

On the other hand, Nurseha stated that not all children from *broken homes* exhibit negative behaviors. This means that not all of them exhibit anxiety, loss of direction, difficulty controlling emotions, or antisocial behavior. Research also shows that positive behaviors, such as can occur because of having good resilience skills, so that you can adapt and face difficult situations that occur¹⁵

Resilience can be interpreted as good adaptation and is a person's ability to survive, recover, and adapt positively in crisis conditions. ¹⁶Resilience is a very important aspect in developmental psychology because... It is related to how individuals cope with stress, trauma, or major life changes . In the context of developmental psychology, resilience is not only considered an innate trait, but rather a dynamic process influenced by various factors, both internal and external. Internal factors such as self-confidence, optimism, problem-solving skills, and emotional regulation play a major role in shaping resilience. Meanwhile, external factors include social support from peers, the presence of... figure mature Which supportive, as well as environment Which Supportive. Children from *broken homes* who are resilient are usually able to view their situation realistically, recognize their potential, and develop strategies for survival. They may learn to be independent more quickly, understand the meaning of responsibility, or find positive meaning in their life experiences.¹⁷

Reivich & Shatte state that resilience is the ability to cope And adapt to serious incidents or problem what happens in life, survive under stress¹⁸ Siebert explained that what is meant by resilience is the ability to cope well with life

¹⁴Devi, NP L. P., & Tobing, DH (2024). Resilience on teenagers with background behind broken home family. *INNOVATIVE: Journal Of Social Science Research* , 4 (2), 1390-1404

¹⁵Nurseha, LI, Fitri, LAA, & Kiani, MP (2022). Interpersonal Communication Experiences of Adolescents in Broken Homes. *Journal of Digital Communication and Design (JDCODE)* , 1 (1), 54-60

¹⁶Devinda Herio Rizki et al., *Resilience Teenager*, (Surabaya: Scopindo Media Library, 2024), 1st Edition , p. 10

¹⁷Munawaroh, E., & Mashudi, EA (2018). *Resilience; The Ability to Resist Pressure, and Rising from Adversity* . CV. Pilar Nusantara

¹⁸Asmita, M., & Hidayati, E. (2008). Resilience On Child From Family Which Broken Home. In *Proceeding National Conference Psychology UMG* (pp. 27- 39).

changes at a higher level. height, maintaining health under pressure, rising from adversity, overcoming difficulties, changing lifestyle when the old way feels not in accordance with existing conditions, and facing problems without making any mistakes¹⁹

The existence of resilience in children *from broken homes* become a very important thing important For reviewed, so from That study about resilience The study of children *from broken homes* is important because it can provide a deeper understanding of how individuals from difficult family backgrounds can still develop positively. By understanding the picture resilience child *broken home*, expected can give This study contributes to child development psychology and serves as a basis for relevant parties such as parents, teachers, counselors, and policymakers to design more targeted support programs. The strength of this study lies in not only describing the conditions of resilience but also revealing the psychological processes that enable children to survive through the seven aspects of resilience according to Reivich & Shatte. Thus, this study provides a comprehensive mapping of protective factors and internal strengths of children, so that the results can be used as an academic and practical reference in efforts to support children from *broken homes*. Therefore, this study aims to determine the description of resilience in children from *broken homes*.

Research Methods

The focus of this research is to obtain an in-depth picture of the resilience possessed by children who come from *broken homes*, namely children who have to live a life And is at in condition family Which No intact consequence divorce their parents. This study aims to understand how they are able to survive, adapt, and build self-strength in facing the psychological, social, and emotional pressures they experience in everyday life . This study uses a qualitative approach with a case study type of research. In terms of case study is a series of scientific activities carried out intensively, in detail and in depth about a program, event, and activity, whether at the level of an individual, a group of

¹⁹Um Munawaroh, Esya Anesty Mashudi, *op.cit* ., h. 88

people, an institution, or an organization to gain in-depth knowledge about the event. Usually, the selected event is hereinafter referred to as a case, a case is something that current *real life events* , Which currently ongoing, No something that has passed ²⁰.

This research was conducted in Tetebatu village, sub-district Sikur, East Lombok Regency, West Nusa Tenggara Province . This research uses a qualitative approach with a case study method, so the subject selection technique is *purposive sampling* , namely selecting participants based on certain criteria determined by the researcher. The age limit is from 12 years to 18 years. 17 year, in accordance with definition child in Constitution Number 35 2014 concerning child protection, namely a child under 18 years of age. The subjects of this study were 9 (nine) people, including 3 (three) people as the main respondents and 6 (six) people as *significant others*. More detailed data for significant others can be seen in the table below .

Table 1. List *Significant Others*

Subject Main	<i>Significant Others</i>	Age	Type Sex
Subject 1	Older brother	24 years old	Man
	Neighbor	17 years	Man
Subject 2	Mother	43 Years	Woman
	Neighbor	20 years	Man
Subject 3	Uncle	40 Years	Man
	Neighbor	20 years	Man

Data collection techniques are the most important step in research, as the primary goal of research is to obtain data. Without understanding data collection techniques, researchers will not obtain data that meets established data

²⁰Ridlo, U. (2023). *Method study studies case: theory And practice* . Publica Indonesia Main

standards.²¹ Data collection generally uses the following techniques: interviews , observations And documentation²² The data analysis technique in this study uses an interactive model proposed by Miles & Huberman, which consists of four main stages, namely: Data *Collection*/ Collection Data , Data *Reduction* (Data Reduction) , Data Display (Data Presentation) And Conclusion Drawing and Verification²³

Results and Discussion

Based on the results of interviews during the research process, the following are the required results that align with the research objective, namely to determine the form of resilience in children *from broken homes* . The following are the results from three research subjects.

1) Subject 1

Subject 1 is a 17-year-old boy who lives with his mother and older sister after his parents separated. Interviews were conducted with his older sister as a family informant, while neighbors provided an external perspective. This narrative is structured around the main themes that emerged from the interviews. Each individual has a different adaptation, including subject R. When subject R was interviewed by the researcher about whether he could still adapt at school after his parents separated, subject R answered: “ *At first it was difficult, and I was often sad and a little lazy to go to school, because when I was in the 2nd grade of junior high school my parents separated, I felt sad, but because I already understood what was happening, the result I direct understand that My parents can't be together anymore, especially since not long ago my father remarried. somebody nine And*

²¹Sugiyono, *Quantitative, Qualitative and R&D Research Methods* , (Bandung: ALFABETA, 2023), 5th Edition, p. 296

²²Moleong, L. J., & Surjaman, T. (2014). Methodology study qualitative.

²³Untung Lasionyono, Wira Yudha Alam, *Qualitative Research Methodology* , (Sumedang: CV. Mega Press Nusantara, 2024), 1st ed., p. 102

*Already own " My child, that's why I've been trying to focus on school and other activities for a long time and not be sad for too long, especially since I don't want to bother my mother who is still loyal and focused on taking care of me and my older sibling."*²⁴

This statement was also supported by his older brother as a *significant other* who stated that subject R had experienced a change in attitude, namely often being gloomy and his older brother M also added: " *I saw that my younger brother was sad and gloomy and lacked enthusiasm for school, but now He began to calm down. "Since my parents' divorce, I often invite my younger sibling to play games with me or discuss problems together. I also encourage him to help with my mother's work at home to distract himself from his sadness."*²⁵

This is also supported by his neighbor, brother A, as another *significant other*, as follows: " *As his neighbor and close friend, I don't see any other changes. often see him playing with other children or taking part in learning activities as usual* " ²⁶

Based on observations related to the resilience profile, the first subject, 17-year-old R, is a *kind, open, and very friendly person to both acquaintances and strangers. R answered every interview question very openly and without the slightest pressure. R is a socially savvy person and can adapt to his environment. Despite the fact that his family's circumstances are different, he has been able to adapt well by positioning himself to help his mother more with work at home. He still appears enthusiastic in carrying out his daily activities. In the afternoon, researchers observed him and his brother helping to prepare dinner for his family, and in the evening he participated in the Koran reading activities held in his village environment* . From these observations, it can be

²⁴Roizan, subject First (R), interview

²⁵Muhammad, *significant other* or family subject First (M), interview

²⁶Alif, *significant others* or neighbor subject First (A), interview

concluded that subject R demonstrates resilient behavior. in the form of social involvement and the ability to manage time between school, family, and activities in the environment

2) Subject 2

Subject 2 is a 17 year old child. Currently he is in the eleventh grade of high school, he lives with his mother and younger sister after his parents divorce. His father moment This has remarried and works abroad. This condition makes subject Z more dependent on his mother as the main figure in the family, when the researcher conducted an interview, the researcher found that subject Z tends to be quiet but still friendly. After the researcher found out his hobby and invited him to play games together, subject Z became more open so that the researcher felt more comfortable when the interview was conducted . Each individual has different adaptations, including subject Z, subject Z when interviewed by the researcher whether he could still adapt at school after his parents separated, subject Z answered: "*At first I felt sad and difficult, because I was closer to my father because I was also the first son in the family, sometimes at school I often thought about my father and mother, I liked to daydream in class, and there were days I just kept quiet and didn't talk with anyone, But I have close friends who often play with me*"²⁷

This statement was also supported by sister A's mother as *significant others* who stated that even though subject Z was a quiet child and closer to his father, I as his mother felt there was a change in his child's attitude, namely that his child was a little more gloomy, and sister A's mother also added: "*Since his father and I separated and his father got married again and Work*

²⁷Zaki, subject second (Z), interview

*"Overseas, he was a bit quieter than usual. But now he's starting to change and adapt, although he rarely talks to me much."*²⁸

This is also supported by his neighbor, brother A, as another *significant other* as follows: *" Eee. As a neighbor, he still plays with his friends around here, but I don't know about school because I'm older than him, so I don't know much about his activities at school, but when he goes to school, I see that he's still active ."*²⁹

Based on the results of observations on the second subject related to the description of resilience, namely subject Z who is 17 years old *is a somewhat quiet person and needs enough time to make the subject comfortable with the researcher at that time, when the researcher asked questions, subject Z still answered the questions honestly and he was not afraid to express his feelings and opinions. Subject Z turned out to be a friendly child. And nice For in invite talk However he must takes time For feel comfortable to person Which new known, And This trait was actually his nature since before his parents divorced. Z is also a child who diligently helps his mother and helps take care of his younger sibling when his mother works in the garden. In the evenings, subject Z goes to study the Koran at the nearest TPQ to his house and after that he spends a lot of time playing games alone or sometimes playing with friends or neighbors .* This illustrates that subject Z describes a form of resilience by choosing activities that can provide emotional calm, namely by spending time playing his favorite *games* but still balancing it with other activities

²⁸Aminah, *significant others* or family subject second (A), interview

²⁹Alwi, *significant others* or neighbor subject second (A), interview

3) Subject 3

Subject H is a 17-year-old boy who currently lives with his aunt and uncle after his parents divorced. Both of his parents have now remarried and have their own families. Subject H is known as a cheerful child, active both at school and in the community. environment social. Interview ongoing At home his uncle and aunt with *significant others* , namely his uncle and neighbors who are none other than his playmates in the village. Each individual has different adaptations, including subject H, subject H when interviewed by the researcher whether he could still adapt at school after his parents separated, subject H answered: " *At first I felt sad, but because I had often stayed overnight with my uncle and aunt, so when I found out my parents were divorced I didn't get lost in sadness, and at school I was still enthusiastic about participating in learning activities.*"³⁰

This statement was also supported by R's uncle as *a significant other* who stated that even though subject H was a cheerful child and had been close to him since before his parents divorced, R's uncle said " *When I found out about his parents After I divorced, I immediately offered to live with him and take care of him because from the start he often played and stayed overnight. At my house, and for adaptation in the environment and at school so far there have been no problems*"³¹

This is also supported by his neighbor, brother A, as another *significant other* , as follows: " *As a neighbor, he still plays and adapts well since his parents divorced. He used to often stay overnight. at his aunt's uncle's house even though the distance between his aunt's uncle's house and his house is very close, and when I found out that his parents were divorced, I cheered him up by inviting him to play ball together so he could be cheerful*

³⁰Hapip, subject third (H), interview

³¹Rozikin, *significant others* or family subject third (R), interview

again.³²

Based on observations of the third subject regarding the description of resilience, namely subject H, aged 17 years, *is a pleasant person. H is very sociable and open to everyone and H also answered every question enthusiastically and openly. H is a straightforward person, and open to discussing his feelings and opinions regarding questions raised by the researcher. H is also a friendly person, even to new people he meets, he is even a child who is active in social and religious activities with his friends. He is often seen being trusted to participate in religious activities at his village mosque and he also often plays soccer with his friends. His presence at his aunt and uncle's house does not make him feel isolated, because since childhood he has been close to his uncle and aunt, and when his parents divorced he was immediately invited by his uncle and aunt to live with them, and in fact by living with his uncle and aunt he can still get emotional support and also from the surrounding environment*. This reflects resilience in the form of openness, strong optimism, and the ability to build strong social support. Overall, observations of the three subjects showed that although they have similarities that is, both come from *broken homes*, the adaptation strategies they show are different

Form Description Resilience On Child *Broken Home*

The phenomenon that often arises from parental separation is caused by various family problems. Old age is just one of the main causes of marital discord. Based on the results of interviews conducted with the three subjects, it can be described that children from *broken homes* have the ability to survive, adapt, and demonstrate psychological resilience when facing difficult situations due to parental separation.

³²Alpine, *significant others* or neighbor subject third (A), interview

Resilience itself in this case can be defined as the ability or capacity, process, and results of a person's adaptation to change, pressure, or disappointment that they experience in a more positive way.³³ According to Grotberg, resilience can be understood as a capacity or ability that exists in every individual, group, or society to face and reduce the impact of difficult conditions, while changing stressful situations into something that can still be accepted and handled reasonably.³⁴

Siebert explains that resilience is the ability of each individual to overcome problems to become better and maintain health in stressful conditions and rise from adversity and change method life when method long not successful³⁵ Strengthened by Sustainable resilience is A ability individual For rise from suffering, and with this condition can strengthen the mental

In terms of emotional regulation, all three subjects demonstrated the ability to manage their emotions despite facing the reality of a broken family. Subject R, for example, remained active in school activities and tried to forget her sadness by engaging in positive activities. Subject Z, despite tending to be quiet, was able to manage her emotions. in his own way, namely by playing games as a form of stress relief, so that he doesn't get lost in his sadness. Meanwhile, subject H showed his emotional regulation by diverting his attention through new activities, namely helping to maintain the stall and still looking cheerful and his daily life, this is in accordance with the definition of emotional

³³Nurfazila, " *Resilience of Adolescents from Broken Homes in Geudong Alue Village, Kota Juang District, Bireun Regency* ", Thesis, (Banda Aceh: Ar-Raniry State Islamic University, 2024), p. 38

³⁴Munawaroh, E., & Mashudi, EA (2018). *Resilience: The Ability to Resist Pressure and Recover from Adversity* . CV. Pilar Nusantara

³⁵ Karya, B. (2022). Dynamics of adolescent resilience with the broken home family in Pendahara sub-district, Katingan district. *Anterior Journal* , 21 (2), 78-85

regulation, namely a person's ability to remain calm when facing pressure or problems . This is in line with Nurulita's research, which found that *broken home students* experience challenges in managing their emotions, a quiet and comfortable place is the core to help regulate their emotions ³⁶. Nurfazila strengthened, emotional regulation of each individual is different and is usually formed by gathering and doing other activities ³⁷. Overall, all the results shown from these three subjects have a fairly strong picture of resilience.

Conclusion

Based on the results of the study on "The Description of Resilience in Children *from Broken Homes* " , the researcher concluded that each individual has a different character and ability in dealing with the condition of an incomplete family. This difference is seen in how children interpret their life experiences, how children adapt, and the support they receive from their surroundings when a child from *a broken home occurs* . In general, the results of this study indicate that every child from a *broken home* still has the potential to become a resilient individual, emotionally stable, and also able to live a more positive life if the child has a good level of resilience. Furthermore, to clarify the conclusions of this study, the researcher will describe the answers to the problem formulation in this study . For future researchers, if they want to develop the results of this study regarding the resilience of children *from broken homes*, it is recommended to expand the number of research subjects so that the findings are more representative and can be analyzed quantitatively and qualitatively. The

³⁶ Nurulita, N., & Susilowati, RK (2019). A Case Study on the Dynamics of Resilience in Adolescents from Broken Homes. *Academica: Journal of Multidisciplinary Studies* , 3 (1), 93-108

³⁷Nurfazila, *op.cit* ., p.40

researcher also able to add other variables that influence the formation of resilience, for example the role of social media, or mental health. With thus, results study This more complete It is hoped that this will serve as a reference for practitioners, psychologists, and families in helping children develop optimal resilience, so that they continue to grow into resilient individuals and are able to face life's challenges independently.

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