

BROKEN STUDENT RESILIENCE ANALYSIS HOME CLASS VIII AL WASHLIYAH 63 JUNIOR HIGH SCHOOL LEADING

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Abstract. In an educational context, broken home students often face major challenges, both emotionally and socially, which can affect their academic and personal development. Students who come from broken Home usually experience instability in family relationships, lack of emotional support, and greater mental stress compared to students from intact families. This research aiming to analyze the resilience of broken home students in class VIII at Madrasah Tsanawiyah Al Washliyah 63 Punggulan. Resilience is an individual's abilities to rise and adapt to the face of various pressure or trauma. Students from broken Home often face greater emotional challenges, such as a lack of support from family and an unstable environment. This research uses descriptive qualitative methods to understand the factors that shape student resilience, including the roles of family, friends and teachers. The research results show that social support, coping skills, and optimism play an important role in forming students' psychology resilience. The conclusion of this research emphasizes the need for more intensive support from the school and the environment to help broken home students develop strong resilience.

Keywords: resilience; broken home students; madrasah tsanawiyah; qualitative descriptive.

I. INTRODUCTION

Family is the center of human life, from the family humans foster and build generations, from the family each has a sense of responsibility to carry out their duties as family members. The family is also a place where religious knowledge is built, which provides a sense of religion. Family in the view of Islam has a great meaning. Even Islam pays great attention to family life by laying down wise rules to maintain family life from disharmony and destruction. Having a harmonious family and in accordance with the teachings of Islam is the dream of every Muslim and to realize it there are several ways to maintain harmony in the household. Sakinah, mawaddah family warahmah which means a family full of affection, love and peace is built on Islamic values and begins with a marriage that only hopes for the pleasure of Allah SWT.

In the Qur'an Allah SWT said:

وَالَّذِينَ يَقُولُونَ رَبَّنَا هَبْ لَنَا مِنْ أَزْوَاجِنَا
وَذُرِّيَّاتِنَا قُرَّةَ أَعْيُنٍ وَوَقِينَ وَوَقِينَ
Most Merciful

And those who say: "Our Lord, grant us our wives and our offspring as a delight to (our) hearts, and make us priests of the pious." (QS Alfurqan: 74).

Broken family condition home is certainly not a condition desired by a married couple, especially for a child. In the eyes of a child, divorce or an incomplete family structure is considered a nightmare because the child

considers it a sign of the loss of the integrity of his family. Broken family conditions home can have a negative influence on children, especially during adolescence, such as declining academic achievement, becoming more aggressive, both verbally and nonverbally, deviant behavior, and even psychological disorders. This can happen because during adolescence, individuals are still in the phase of searching for their identity. Several cases prove that household conditions that experience broken home (household breakdown) can have very negative implications on a child's psychology.

This is because the household is in a broken condition Home (broken household) will have a negative impact on the child's psyche, it is proven that almost the majority of students' academic achievement declines because it is influenced by their family conditions, but there are several students whose families are broken home, stay in good condition. The results of the study Nigrum (2013) showed different results where in children who experienced parental divorce, three out of four subjects showed an attitude of accepting the reality that occurred, could overcome problems and had good emotional control as well as establishing good interpersonal relationships with other people, and changing their views on reality to have a goal in life for the future. The results of the study show that not all individuals who experience divorce from their parents will display anxious behavior, loss, inability to control emotions, anti-social and tend to be desperate and children from broken family backgrounds home if guided well, then he can also face the problems that occur and can get out of the difficulties that are pressing him. From the research above, children who

experience broken home, but can show positive behavior, due to good resilience ability factors. Hildayani (in Dipayanti, 2012) stated that resilience is an ability possessed by an individual, with the ability to make individuals able to survive and develop healthily, able to live life positively in unfavorable and stressful situations.

Meanwhile, Tugade & Frederickson (in Swastika, 2012) said that everyone needs resilience, which is the ability to continue life after being hit by misfortune and heavy pressure due to trials in life. Research on resilience is very important for students, because resilience is an effort to understand how children are able to survive and overcome the challenges faced due to unstable household situations. Resilience in this context refers to the ability of individuals to recover from stress, instability, or trauma, and to be able to develop positively despite being in difficult situations, helping to understand the factors that help children from broken families home to thrive and grow positively despite difficult family situations. Think of resilience as a tree standing strong in the midst of a storm. As the winds blow and the rain pours, the tree may shake and its branches may bend, but its roots remain firmly planted in the fertile soil. Once the storm passes, the tree stands tall, often stronger because of its ability to adapt to extreme conditions.

Resilience of students from broken families home also provides valuable insights for educators and policymakers to understand the unique needs of these children in educational settings, as well as assist in comparing and understanding differences with students from emotionally stable family environments. With this understanding, we can develop a more holistic and inclusive approach to supporting the development and well-being of children from diverse family backgrounds. Socially, resilience involves the support of those around us. Strong social networks, such as family, friends, or community, can provide emotional and practical support when we face challenges. Resilience does not mean we have to face adversity alone, but rather, having resources and relationships that can help us through difficult times. Analysis of student resilience from broken families home has profound significance in our understanding of how children can survive and thrive in challenging environments. Every child growing up in a broken home has a unique story, however, there are patterns that can be identified through this resilience analysis. And with the resilience of broken home students home will bring light to the resilience of humanity. This is a story about how a child is able to rise in the midst of heartbreak, conflict, or instability in his family environment. In each story, there is a universal theme of resilience, courage, and the ability to adapt. This inspires us about the extraordinary strength of humans in the face of adversity. For that, with the ability of resilience, a person is expected to be able to go through the changes and pressures of life that he experiences more effectively, including in the process of going through post-divorce conditions. parents. And of course it can lead us to understand how a child with a background of divorced parents can recover from the pressures of life caused by divorce, minimize the impact, and

even divert the negative impacts of divorce in a more positive way, namely by achieving.

As in one of the secondary schools in Punggulan Village, Air Joman District, there were several students who experienced a broken situation. home, among which broken home because their parents divorced, and their parents died, well this is very interesting to study, because some of them have different resilience, both women and men, and both whose parents died or divorced. In this situation, of course, some students have poor achievements, and have poor mental conditions too, and on the other hand there are some students who have good achievements and conditions. As a result of the divorce, many children experience trauma and stress. The impact of trauma can cause difficulties in school and concentration problems in learning and if the child is not strong with the pressure, it will have an even worse impact. Therefore, the researcher intends to conduct research on this problem with the title "Analysis of Broken Home Student Resilience home Class VIII Mts Al Washliyah 63 Punggulan".

II. RESEARCH METHODS

This study uses a qualitative descriptive method to understand the phenomenon of resilience of students from broken families. home at MTs Al Washliyah 63 Punggulan. According to Moleong, qualitative research is rooted in a scientific background as a whole, with an emphasis on the process rather than the results, using inductive analysis methods, and involving humans as the main research tool. This research aims to find theories and understand social situations in depth, with criteria for assessing the validity of data that involve adjustments to dynamic and meaningful realities. Margono and Sugiyono also emphasize that qualitative research produces descriptive data that is systematically arranged, with researchers as key instruments, to provide an in-depth picture of the existing context and patterns. In this study, primary data were collected directly from grade VIII students who came from broken families. home through observation, interviews, and interactions at school. Observations and interviews serve to understand how students respond to stress and adversity, while secondary data such as attendance records, academic achievement, and school counseling reports are used to complement the understanding of student resilience. Previous studies and counseling reports provide additional context and allow for comparison of findings with previous research.

The research informants consisted of eighth grade students, homeroom teachers, and school counselors. Students became the main informants to obtain primary data regarding their experiences. Homeroom teachers and counselors provided insight into behavior, attendance, academic achievement, and efforts that have been made to support student resilience. By involving these various informants, the research is expected to produce a comprehensive and accurate analysis of the factors that influence student resilience and the effectiveness of the support strategies implemented.

III. RESULTS AND DISCUSSION

In 1968, the people of Punggulan Village, especially in the area known as Rambung Potong, established an elementary madrasah on land measuring approximately 920 m². This madrasah was built with funds collected from donations from the local community, as a form of awareness of the importance of religious education which at that time was not yet available in the area. At the beginning of its establishment, this madrasah had very simple facilities, with plank walls, a thatched roof, and a dirt floor. However, in 1978, government assistance in the form of two permanent building rooms was provided, followed by additional assistance in the form of two semi-permanent rooms in 1986. To optimize its management, the community then handed over this madrasah to Al- Washliyah, so that its name changed to MIS Al- Washliyah. Punggulan. Since then, the madrasah has continued to experience improvements and additions to its facilities, becoming four classrooms. In an effort to improve its function, on July 14, 1984, the foundation established a Madrasah Tsanawiyah in the same place with alternating study schedules; madrasah ibtidaiyah in the afternoon and madrasah tsanawiyah in the morning. The name of this madrasah is known in the community as Madrasah Ibtidaiyah / Tsanawiyah Rambung Potong, although the official name on the operational permit is Madrasah Ibtidaiyah / Tsanawiyah Al- Washliyah Featured.

At the beginning of its establishment, the number of students was very small, with only 24 students in the first year of admission and taught by 6 teachers. In the second year, the number of students increased to 12, and in the third year to 17, while the number of teachers increased to 9. The condition of the number of students in 1986 showed that in Class I there were 17 students, Class II had 10 students left, and Class III had 18 students. Although the initial number of students was very small, the development of facilities and the addition of the number of students and teachers showed significant growth in educational efforts at this madrasah.

1. Overview of Broken Student Resilience Home Class VIII MTS AL Washliyah 63 Punggulan

From the results of the resilience analysis conducted in the study, there were striking differences in the level of resilience between individuals with different family backgrounds. In general, individuals who showed high resilience in all categories, such as NA, AA, and AN, had a better capacity to face challenges compared to individuals who showed a lack of resilience in several dimensions, such as IA, AF, and AP. This indicates that an individual's resilience in dealing with stress and difficulties is greatly influenced by their capacity in various aspects of resilience, including emotional regulation, impulse control, optimism, analysis of the causes of problems, empathy, self- efficacy, and reaching out. broken family background home (divorce), shows high abilities in impulse control, optimism, problem-causing analysis, self- efficacy, and reaching out, but has difficulty in emotion regulation and empathy. Although IA is able to manage his impulsive reactions and focus on solutions, his inability to manage personal emotions and understand the feelings of others may affect his emotional well-being and

interpersonal relationships. This suggests that although IA has some resilience skills strong, there are areas that require further attention and development.

NA, on the other hand, showed very high levels of resilience across all dimensions, including emotion regulation, impulse control, optimism, problem-solving, empathy, self- efficacy, and reaching out. This ability shows that NA has an extraordinary capacity to deal with stress and difficulties in a positive and adaptive way. This quality not only supports NA's mental well-being but also her ability to build healthy interpersonal relationships. The support of her mother, who is also a teacher, seems to play an important role in the formation of NA's resilience. AF, despite having high skills in problem-causing analysis and empathy, faces significant challenges in emotion regulation, impulse control, optimism, self- efficacy, and reaching out. Difficulties in some of these resilience dimensions hinder AF's ability to manage stress effectively and seek needed support. Low self- efficacy and reaching skills out also affects AF's self-confidence and ability to adapt to change. These factors may be influenced by AF's family conditions, where he lives with his grandmother and does not get full support from his mother who has migrated. AA shows very high levels of resilience, similar to NA, with good balance in emotion regulation, impulse control, optimism, problem-causing analysis, empathy, self- efficacy, and reaching out. This ability allows AA to face challenges in an adaptive way and build positive relationships. This shows that even though AA's family background is broken home, he has resilience skills that enable him to cope with difficulties in a healthy and constructive way. broken family background home (divorce), showed low resilience in almost all dimensions except for analysis of the causes of the problem. Although AP has good skills in analyzing situations, challenges in emotion regulation, impulse control, optimism, empathy, self- efficacy, and reaching out indicates difficulty in coping with stress and building healthy relationships. Low self- efficacy and reaching skills out affects AP's ability to seek support and feel confident, with less supportive family conditions being one contributing factor. broken family background home (orphans), also showed excellent levels of resilience in all dimensions, similar to NA and AA. AN's abilities in emotional regulation, impulse control, optimism, problem-causing analysis, empathy, self- efficacy, and reaching out is very strong, showing an extraordinary capacity to face challenges positively and build effective interpersonal relationships. This shows that despite AN's family background as an orphan, he has resilience skills that allow him to adapt well and face difficulties in a positive way.

Overall, this analysis suggests that individuals with an orphan background tend to show higher levels of resilience compared to individuals who have experienced divorce. This may reflect differences in life experiences and psychological and social factors that influence an individual's ability to manage stress and build interpersonal relationships. Special attention is needed for subjects who show weaknesses in several dimensions to support the development of their resilience skills, as well as to understand how family background may influence an individual's level of resilience.

2. What Factors Shape the Resilience of Broken Heart Students? Home Class VIII Mts Al Washliyah 63 Featured

From the research results, there are several things that are factors that form resilience. *siwa*, namely a supportive, stable, and loving family provides a strong foundation for students. Positive relationships with parents or guardians, as well as a safe home environment, help students feel valued and supported, then good relationships such as friends, teachers, and mentors who provide emotional support, motivation, and guidance play an important role in developing resilience. Positive relationships can improve students' self-confidence and social skills. When he feels stressed, these friends are the first place he goes to find support. At school, teachers also play a key role. A patient and caring teacher not only helps with lessons but also provides motivation and useful advice, helping him to stay motivated and optimistic. Furthermore, the ability to cope with stress, deal with problems, and manage emotions affects resilience.

Students who have good coping skills can overcome difficulties more effectively, then there are goals and motivation, have a clear purpose in life. Ideals and goals in life provide additional motivation every time an individual faces difficulties. When an individual feels hopeless, his memory of these ideals helps him to keep fighting and not give up. Motivation keeps the spirit burning, even when facing seemingly difficult obstacles. Adaptability is also an important thing, adapting to change is one of the main strengths. With 84 changes in personal life and school situations, individuals learn to be flexible and adapt quickly. This flexibility helps to cope with changing situations and find ways to function effectively despite uncertainty. Then past experiences, in dealing with previous difficulties shape how individuals deal with current challenges. Every problem he faces, be it at home or at school, provides valuable lessons and additional strategies to deal with similar situations in the future. Past experiences help him to be more prepared and resilient.

The statement above is supported by the theory of one expert, namely according to Rievich and Shatte in their work entitled *The Resilience Factor : 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles*, there are several main factors that shape student resilience. They emphasize the importance of various aspects in building personal strengths to overcome challenges, namely Rievich and Shatte emphasize that good coping skills are one of the main keys to resilience. These skills involve the ability to manage stress, face problems, and develop effective strategies to solve challenges. Good coping skills enable students to handle difficult situations better and reduce their negative impact. Healthy self-confidence and strong self-esteem are essential to building resilience. Rievich and Shatte explain that students who have confidence in their own abilities are better able to cope with adversity. High self-esteem provides an added incentive to try and persist despite obstacles. Then social support Rievich and Shatte highlight that students who have strong social networks feel more supported and have more resources to cope with problems. Social support can take the form of emotional encouragement, practical assistance, or

simply a reassuring presence. Social skills, such as the ability to communicate well, work collaboratively, and build positive relationships, also contribute to resilience. Rievich and Shatte suggest that students who have good social skills are better able to build supportive relationships and handle conflict in a constructive way. Rievich and Shatte also emphasize the importance of having a purpose and meaning in life.

Students who have a clear sense of purpose and feel that their efforts have meaning are more likely to stay motivated and focused on achieving them. The meaning found in a purpose or goal provides an added boost to overcome adversity. While it may not be explicitly mentioned by Rievich and Shatte, physical health also plays a role in resilience. Being in good physical condition supports mental and emotional health and provides the energy needed to face challenges. A healthy diet, adequate sleep, and regular physical activity contribute to a student's ability to cope with stress. Flexibility in thinking and acting is also an important aspect of resilience. Rievich and Shatte note that students who are able to adapt to change and new situations are better able to cope with the challenges that arise. The ability to adapt quickly and effectively allows students to continue functioning despite unexpected changes. The ability to manage and express emotions in a healthy manner is key to resilience. Rievich and Shatte explain that students who are able to regulate their emotions are able to cope with stress and frustration more effectively. This includes the ability to remain calm in difficult situations and avoid adverse emotional reactions.

Thus, student resilience is influenced by various factors, including stable and loving family support, positive social relationships, and the important role of teachers in providing motivation and guidance. In addition, good coping skills, adaptability, and past experiences also strengthen student resilience. Motivation that comes from a clear life purpose, as well as good physical health, also provides additional energy to face challenges. Thus, the combination of social support, emotional skills, and the ability to manage stress are the main keys in building student resilience.

3. Negative Impact of Low Resilience of Broken Students Home Class VIII Mts Al Washliyah 63 Featured

From the research results, students with low resilience often experience high levels of anxiety, depression, or stress. Their inability to manage emotions and pressure caused by unstable family situations can exacerbate feelings of helplessness. This feeling of stress and anxiety often interferes with their ability to cope with everyday situations. They may feel trapped in negative feelings that drain their emotional energy, making it difficult for them to cope with existing challenges in a healthy way. Furthermore, low student resilience has an impact on emotional instability. Students who experience severe stress and emotional problems often have difficulty focusing on lessons, completing assignments, and participating in school activities. Their inability to concentrate and decreased motivation can lead to significant declines in academic achievement. They may struggle to reach their full potential, and some may even break school rules, such as skipping school or being late to

school. These maladaptive behavioral patterns, including poor decisions and detrimental habits, can potentially hinder their future opportunities, both in education and employment. Low resilience results in an inability to cope with stress and emotions, which can also have negative impacts, which can affect students' social relationships. They may feel isolated, withdraw from social activities, or have difficulty establishing and maintaining healthy relationships. This discomfort with socializing and social isolation can exacerbate feelings of loneliness, which in turn exacerbates existing emotional problems. This isolation can create a deeper gap between them and their social environment, making them even more isolated. Prolonged stress and mental health problems can not only affect students' emotional well-being, but can also have an impact on students' physical health. Sleep disturbances, decreased appetite, and more serious physical health problems are often the result of chronic stress and emotional problems. When students are not adequately supported and continue to experience stress, these effects can spill over into their physical well-being, disrupting their overall life balance. Overall, low resilience in broken home creates a cycle of challenges that are difficult to break. These negative impacts touch many aspects of their lives from mental and emotional health, academic performance, social relationships, physical health, to long-term attitudes and behaviors. To overcome these challenges, comprehensive interventions are needed. Adequate support and effective strategies should be designed to help students overcome difficulties, build resilience, and reach their potential. These interventions may involve psychological support, coping skills training, academic mentoring programs, and efforts to increase their social engagement. With a holistic approach, students can be given the tools and strategies needed to face and overcome their challenges, and to build the strengths and skills necessary for future success. In closing, it is important to realize that student resilience is not an innate trait, but rather an ability that can be formed and strengthened through various supporting factors, such as a positive family environment, social support, and the role of teachers who provide motivation and guidance. With good coping skills, adaptability, and valuable past experiences, students can be better prepared to face challenges and changes in life. Therefore, joint efforts from families, schools, and social environments are needed to build students who are resilient, independent, and able to overcome difficulties with optimism and a burning spirit.

IV. CONCLUSIONS

This study revealed striking differences in emotion regulation, impulse control, optimism, problem-causing analysis, empathy, and self-efficacy between resilient and non-resilient individuals. Resilient individuals such as NA, AA, and AN tend to have better abilities in managing emotions, controlling impulses, and being optimistic. They are also able to analyze problems well, show empathy towards others, and have high self-efficacy. In contrast, individuals such as AF and AP show less adaptive characteristics, especially in impulse control and self-efficacy, which hinder

their ability to deal effectively with life's challenges. The results of this study also show that students from families with parental death (orphans) tend to have higher levels of resilience compared to those from divorced families. This may be due to the greater emotional complexity and instability associated with divorce. Students with low resilience often face various challenges, such as skipping school, lack of purpose in life, difficulty adapting, and low self-confidence. Therefore, additional support is needed for individuals with low resilience to help them develop the skills needed to cope with stress and build healthy relationships.

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