Resilience of Broken Home Children in Building Self-Efficacy among Middle School Students

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Abstract

Resilience Of Children From Broken Homes In Building Self-Efficacy. Not all children grow up in harmonious family conditions, there are some who grow up in broken homes which will affect their resilience ability in building self-efficacy to survive in life. The fact is that not all children from broken homes are able to be resilient in building self-efficacy. The problem in this research is how resilient children from broken homes are in building self-efficacy? This research aims to determine the resilience of children from broken home family backgrounds in an effort to build self-efficacy. This type of research is qualitative phenomenological research. The research subjects were children under the age of 18 who experienced broken home conditions with a background of children from broken homes with families that were still intact but not harmonious, children from broken homes with the death of one parent, and children from broken homes with divorced parents. The results of the research showed that the three children who experienced broken home conditions had resilience in an effort to build self-efficacy. Although one of the children whose parents died had differences in the aspect of self-efficacy which was only moderate.

Keywords: *Resilience, Broken Home, Self Efficacy*

A. Introduction

Families have an important role in supporting children's growth and development. The family has an important function in building a good environment to develop the physical, psychological, social and mental aspects of each family member (Dai & Wang in Herawati et al., 2020). Children who grow up in a positive family environment will contribute to build children's growth and development in a positive direction as well. Good child development can be realized by the role of the family in parenting patterns that are carried out optimally (Ulfa & Na'imah, 2020). Every phase of a child's growth requires supervision from the family, especially the second parents. If parental supervision is less than optimal with various reasons behind it, then the child will have difficulty placing themselves in each phase of development they are experiencing. The negative impact is that the child will be vulnerable to being influenced by the environment around which the child grows. If the environment supports things that positive will also have a positive influence on the child, but if the environment supports negative things it will have a negative influence on the child.

The reality is that not all children have the opportunity to live in a harmonious family. There are some children who have to grow up in incomplete families. A term that is familiar among the public regarding children who have incomplete families is *broken home*. According to (Willis in (Amalia & Pahrul, 2019))*broken home* is a situation where the child does not have complete attention and love from the family, resulting in the child becoming frustrated, brutal, and difficult to manage. Condition *broken home* Each child shows a different response. Children who experience it *broken home* will experience disturbed emotional development such as unstable emotions, easily moody, lazy, aggressive, as well as the desire to be noticed by people around him (Khotimah, 2018). Seen from another point of view, there are also children*broken home* which responds to

conditions in a positive direction. There are lessons that can be taken from children who experience this *broken home*, such as independence that is built due to the demands of the problems faced, the emergence of an attitude of maturity in children *broken home*, and able to have responsibility for themselves beyond children without conditions *broken home* (Wulandari & Fauziah, 2019).

A phenomenon that often occurs in children with family backgrounds *broken home* very diverse, ranging from learning difficulties, emotional instability, low learning motivation, even problems *drop out* often occurs in students who experience it *broken home*. Based on the results of the researcher's interview with one of the children *broken home* in the city of Semarang shows that even if the child chooses to be indifferent to their parents' problems by focusing on their future, the child will still feel deep disappointment in their parents when they are alone. The child did not even hesitate to injure himself by cutting his hand with a pin and hitting his head against the wall. In students *broken home* Others observed by researchers showed less courageous behavior in establishing social relationships and less self-acceptance, less confidence in their abilities, which affected their self-confidence in planning their careers. (Rofiqah & Sitepu, 2019) said that psychologically children in broken homes and children with normal family lives have differences in the development process so that there is a need to provide assistance so that children are able to accept themselves and*survive* in the life to come. Children with backgrounds *broken home* often experience a lack of self-acceptance resulting in a lack of confidence in their abilities, or in other terms they have *self efficacy* The low one. Bandura in Jatisunda (2017) states that *self efficacy* is a person's belief in their ability to achieve certain achievements in life.

The opportunity to be a resilient child is also not impossible for a child to have *broken home*. According to (Ifdil & Taufik, 2012) resilience is a person's ability to overcome difficult situations, the willingness to try to learn to adapt and recover from adversity so that they are able to continue living better. Resilience has an important meaning for individuals who experience difficult times in their

lives, namely so that the individual is able to turn the problems experienced into a challenge and helplessness becomes strength for the individual to be able to rise from the problems experienced.

Ariyanto's research results (2023) show that children who come from families *broken home* will have an impact on achievement in school. Ariyanto (2023) further stated that this was because the divorce experienced by parents caused stress on the soul, influenced poor behavior patterns, difficulty managing emotions, and withdrawal from the people around them. Not infrequently children *broken home* often behave deviantly in society. This condition makes children *broken home* get a bad image in the environment.

There are many examples that show that the problem *broken home* is not always an obstacle for a child to achieve a better future. Some children with backgrounds *broken home* have the ability to survive in difficult conditions and respond positively, such as being students who excel, students who are active in organizations, students who are more independent, and students who have more motivation than students with other normal family conditions. The results of research (Nurulita & Susilowati, 2019) state that children are victims *broken home* interpret the problem *broken home* makes oneself more independent, parents' failure in marriage is a meaningful lesson in the future to be more careful in marriage and become better, parents' disputes make children braver than before, children are able to have empathy for other people, and become stronger in facing problems. This is linear with the results of researchers' interviews with students *broken home* in Semarang, that with the condition of these students who *broken home,* These students can still excel and be active in their school environment. This is one of the motivating factors for students to have resilience and fighting spirit in participating in learning at school and become outstanding students.

Differences in responses experienced by children with family backgrounds *broken home* interesting to study. But the main focus is on aspects *self efficacy* research is still rarely done. Therefore, researchers will reveal more deeply the

problems of resilience in building *self efficacy* experienced by children *broken home*. This condition often causes children *broken home* Difficulty accepting one's situation and not being able to *survive* in facing the future. *Self efficacy* plays a role in building positive individual behavior in facing difficulties so that they do not give up, have persistence and toughness or resilience in facing problems (Anggraini et al., 2017). Having similarities in facing a particular problem, but having different responses. Based on these problems, the author wants to research children's resilience *broken home* associated with *self efficacy* owned, the researcher is interested in researching further about this with the title "Children's Resilience *Broken Home* in Building *Self Efficacy* Among Middle School Students".

B. Method

The approach to research that is relevant to the problem is a qualitative phenomenological approach. The reason is because the author wants to explore children's resilience maximally and deeply *broken home* in building *self efficacy* by interviewing the parties concerned. According to Sukmadinata, 2013) qualitative research is guided by the philosophy of constructivism which views that reality has multiple, interactive dimensions and is an exchange of social experiences. *(a shared social experience)* seen from an individual's point of view. Included in this is child resilience *broken home* in building *self efficacy*. The subjects of this research are children *broken home* who have different family conditions. The first subject is children *broken home* with a family that is still intact but not harmonious, the second subject is the child *broken home* with the death of one parent, and the third subject is the child *broken home* with divorced parents. The data in this research is in the form of behavior that children will display *broken home* towards a particular moment or event related to resilience in building *self efficacy* and the researcher carefully observed the statements made by the child *broken home*. Research begins with collecting data, processing data, and preparing research reports. The research was carried out for 2 months. The research instrument used in this research is the

researcher himself or in other words a human instrument. The tool used is an interview guide to collect data about children's resilience *broken home* in building *self efficacy*.

C. Discussion

The following is a table of coding results for the three research subjects based on the interview guide that the researcher created to reveal children's resilience broken home in building self efficacy.

Table 1. General Coding of Subject 1 (F)

Subjek F	Teman Dekat
Emotion regulation	Emotion regulation
Emotion regulation	Emotion regulation
Emotion regulation	Emotion regulation
Emotion regulation	Impulse control
Impulse control	Impulse control
Impulse control	Impulse control
Impulse control	Impulse control
Optimistic	Optimistic
Optimistic	Optimistic
Optimistic	Optimistic
Empathy	Empathy
Problem analysis ability	Empathy
Self-efficacy	Problem analysis ability
Self-efficacy	Self-efficacy
Self-efficacy	Self-efficacy
Increased positive aspects	Self-efficacy
Increased positive aspects	Increased positive aspects
Increased positive aspects	Increased positive aspects

F's emotional regulation is good, although sometimes he is still not precise in expressing his emotions. The extreme thing that F does when his emotional condition is not good is to do self harm. This behavior is very rarely carried out by F. However, F and F's friends said that when they were in a bad emotional condition, F remained professional in carrying out the work he received.

F's impulse control is good. It is proven by the efforts made by F when he was in a depressed condition, he was able to change a negative situation into a positive one. One of them was when F was looked down upon by the people around him when he wanted to take part in a competition. This did not make F discouraged and actually became a motivation to win the competition in which F was participating. F was able to think of a way out when he was under pressure. Even though it took time and asked for advice from close friends, F was still able to solve the problems he faced.

F has quite a sense of Optimisti. F will be challenged when other people have a particular skill. This makes F motivated and confident to do the same things other people do. Even though F sometimes feels that he is not biased, when he sees other people are biased, a feeling of Optimistic arises in F and finally F is able to do this.

F's sense of empathy is also good. Even though he himself was in a difficult condition, F still wanted to help a friend who was in trouble. F is willing to spend time late at night to listen to the problems of F's friends. F's sense of empathy is also manifested by F still being willing to obey his parents' orders even though F has hatred towards F's parents.

F's problem analysis abilities were not very visible in the interviews that were conducted. However, in terms of lessons at school, F was able to slowly understand the meaning of the difficult lessons he faced. However, in the case of F's family, it was difficult to solve it and often asked F's friends for their opinion.

F's self-efficacy is quite high. F is able to believe in his abilities in matters public speaking. Apart from believing in his abilities, F also has efforts to develop his abilities. Ways that F uses to develop abilities public speaking is by actively participating in preaching competitions and taking part in the OSIS organization at school. F is also an active student in class.

Based on this data analysis, F has very good resilience in building efforts self efficacy. Self efficacy what F has is that he believes in his abilities in matters public speaking. Even though he is in a family situation broken home, namely the lack of harmony in the family even though the parents are still married. F always tries to show other people that he can compete despite his family background broken home.

Tabel 2. Koding Umum Subjek 2 (D)

Subjek D Wawancara 1	Subjek D (2) Wawancara 2	Teman Dekat
Emotion regulation	Emotion regulation	Emotion regulation
Impulse control	Emotion regulation	Emotion regulation
Optimistic	Emotion regulation	Emotion regulation
Empathy	Impulse control	Empathy
Problem analysis ability	Impulse control	Empathy
Increased positive aspects	Optimistic	Problem analysis ability
Increased positive aspects	Optimistic	Increased positive aspects

Increased positive aspects	Empathy	Increased positive aspects
	Empathy	
	Problem analysis ability	
	Problem analysis ability	
	Increased positive aspects	
	Increased positive aspects	

D's emotional regulation is relatively good. In an emotional state and having a difficult task, D prefers to calm his emotions and then work on a difficult task. D's efforts to calm his emotions were by playing with his cellphone and going out to play with friends. When his emotional condition improves, D does the assigned tasks.

D is one of those people who is able to control the pressures he faces, including the departure of D's mother. Even though at first D was less able to accept the fact that D's mother died, as time went by D was able to survive in life. When faced with difficult conditions, D was able to remain calm, carrying out these tasks one by one.

D's Optimisticm is considered sufficient. D believes in himself that D is able to complete a difficult job. However, this cannot be separated from D's efforts to ask for help from the people around him. But sometimes when he remembers his mother leaving, D feels pessimistic. D's friend provided motivation and reinforcement, then D was able to be Optimistic again. D also more often than not continues to try to complete a difficult job to completion.

D has a pretty good sense of empathy. D is able to put aside his own difficulties to help other friends who are having difficulty. D cares about a friend who is sick and gives him full attention. D helps a friend who is having difficulty doing his homework even though D himself is also having difficulty.

D's problem analysis skills are considered sufficient. When he gets a difficult task, D still tries to find a way out of the task. What D did was to find a way to source it from the internet. D also does not hesitate to ask people who are more expert about difficult tasks he has. D also never gives up and continues to try to complete the task to completion.

D sometimes has confidence in his own abilities and sometimes he doesn't. D's friends think D has talent in cooking. However, D does not believe in this ability. Even in class, D also tends to be shy. However, according to D's friend, D's behavior of being shy and not having confidence in his own abilities occurred after D's mother left. D also experienced a decline in his grades after D's mother left. Friends, teachers and family continued to try to build confidence in D's abilities. However Currently, if faced with a new problem, D is confident that he can overcome the problem.

D was able to learn from the departure of D's mother. D was able to become a more mature person after his mother left. D is aware of his father's role as a single parent, so D is moved to help with work at home. D's behavior shows that D is slowly being able to accept his situation broken home because of mother's departure.

Based on this data analysis, D has resilience in building efforts self efficacy which is quite good. There are differences in behavior within self efficacy that D owned before and after the mother left. D has become a shyer child since his mother left. However, D continues to try not to get lost in sadness and become more mature.

Table 3. General Coding of Subject 3 (A)

Subjek A	Teman Dekat
Emotion regulation	Emotion regulation
Emotion regulation	Emotion regulation
Emotion regulation	Emotion regulation
Emotion regulation	Impulse control
Emotion regulation	Optimistic
Emotion regulation	Empathy
Emotion regulation	Empathy
Impulse control	Self-efficacy
Impulse control	Problem analysis ability
Impulse control	Problem analysis ability
Optimistic	Increased positive aspects
Optimistic	Increased positive aspects
Optimistic	Increased positive aspects
Optimistic	Increased positive aspects
Optimistic	Increased positive aspects
Empathy	
Empathy	
Problem analysis ability	
Problem analysis ability	
Problem analysis ability	
Problem analysis ability	
Self-efficacy	
Self-efficacy	
Self-efficacy	
Self-efficacy	

Self-efficacy
Increased positive aspects
Increased positive aspects
Increased positive aspects

A is able to regulate his emotions well. A, when he is in a bad emotional condition, chooses to postpone work. Efforts made by A to reduce his emotions were to calm himself down, go for a walk, cry and act cool. According to A, this made him feel calmer. According to A's friend, A is also mature and able to hide his emotions so that from the outside he appears fine.

The impulse or pressure control that A usually does is when A is really at the peak of the problem, namely by telling a close friend. A also sometimes chooses to be silent and reflect first when he feels depressed. Only then was A able to find a way out and act as usual again.

A's sense of Optimistic is quite large. Being in quite difficult economic conditions does not make A discouraged. In fact, A was inspired to join in working besides being a student. A did this so that he could continue survive live the life. A chose not to go to college because of the family's economic conditions. A is also confident that success is not only achieved through lectures.

A has a pretty good sense of empathy. A is able to prioritize his friends who are in trouble even though he himself is also in a difficult condition. A is worried if the friend is unable to solve the problem and does something extreme. So according to A, being a good listener can lighten the burden on friends who are experiencing difficulties.

A's analytical skills are very good. A is able to easily learn new and difficult things. A is also sensitive to the family's poor economic condition and chooses a way out to help with work. A is a smart student in class. When he was in his worst condition, A tried to find a way out of this problem.

A has good self-efficacy. A believes in his abilities in mathematics. A also does not hesitate to share his abilities in mathematics with other people who

have difficulties. A also believes in his ability to survive despite his poor family background broken home. A believes that when A believes in his own abilities it will make it easier for A to face various challenges. Likewise, if A does not believe in his own abilities, A will have difficulty facing various challenges.

A is a child who is more mature than his friends A's age. Family background broken home what A experienced made A realize not to force the situation. A chose not to continue studying because his family's economic condition was not good. Even when he has problems with friends, A is a wise person who responds to these problems.

Based on the data analysis, A has resilience in building efforts self efficacy which is very good. A has been able to survive so far and believes in God's plan for A's future. A does not make excuses broken home to be a weak human. In fact, A is very resilient in family conditions broken home experienced.

Based on research findings and data analysis results presented in the coding table for the three respondents, related to resilience in building *self efficacy* by respondents F (parents are not harmonious), D (death of one parent) and A (parents divorce). The three research respondents showed that resilience is built *self efficacy* The highest appearance in behavioral responses is in the aspect of emotional regulation. The form of behavior stated by the respondent is also in accordance with statements from other sources. This can be seen from the three respondents, when they experience bad emotional conditions, they are able to find ways to catharsis these emotions and then do the difficult work they face. Research results (Nurulita & Susilowati, 2019) also show that teenagers who have a *broken home* able to regulate emotions by trying to stay calm, reflect on the problems that occur and then try to solve the problem. However, there was one respondent, namely F, when his emotions were at the peak, he committed an act of hurting him self or *self harm*. Despite behavior *self harm* F is rarely done nowadays.

The form of resilience in building *self efficacy* The second thing that comes up a lot is the aspect of increasing positive aspects. The responses raised by

respondents regarding the aspect of increasing positive aspects were also stated by other sources. The three respondents were able to learn from their experiences *broken home* experienced. The disharmonious family conditions, the departure of one parent, and the divorce experienced by each respondent made the three respondents more mature figures than children their age. Respondents have hope that life in the future will be better. This is in line with what was conveyed by (Erlangga, 2017) who stated that children who are victims of broken homes have the freedom and ability to change their lives to get a better quality life.

Resilience in building *self efficacy* The next one that appears most frequently is the Optimistictic aspect. Respondents F and A have a high sense of Optimisticm, while respondent D has a moderate sense of Optimisticm. Respondent F's less harmonious family background and respondent A's parents' divorce made F and A have a greater desire to be confident in continuing their life for the better. Even F and A have the desire to one day be able to create a family that is not *broken home* because F and A felt the pain of being children themselves *broken home*.

Respondent D after his mother left became a person whose self-confidence was not that great. D felt his enthusiasm diminished after his mother's death. According to D's friend, D also occasionally keeps to himself and looks gloomy since his mother's death. (Fatimah et al., 2017) stated that the death of a parent creates a gloomy atmosphere in children which is natural and can last for a long period of time.

Resilience in building *self efficacy* The next issue raised by respondents was the aspect of impulse control. Respondents F, D, and A have efforts to control the various pressures that arise along with the difficult work they face. Even though the three respondents needed time to complete it, respondents F, D. and A continued to work on the work until it was completed. Even respondent F, who experienced insults from people around him when he was about to take part in a competition, was able to turn this situation into a challenge and was able to win the competition.

According to A's friend, sometimes A is able to act maturely but in other situations he suddenly becomes silent and doesn't want to interact with other people when he feels depressed. This is in line with the opinion of (Rahayu & Fatimah, 2018) which states that teenagers experience *broken home* become an unstable person and increasingly show a self-concept as a teenager who is experiencing *broken home*. However, according to A, silence can make his mind calmer and he can think about finding solutions to the problems he faces.

Aspects of resilience in building *self efficacy* Next is empathy. Respondents F, D, and A have high concern for other people around them. Respondents F and A were moved to help and listen to other people's problems because F, D, and A were able to put themselves as if they were in someone else's position even though they themselves were in a difficult condition. Respondents F, D, and A realized the importance of having empathy for other people because the three respondents realized the need to get empathy from other people.

The need for empathy for the family *broken home* It is very important to understand emotional feelings regarding the adverse experiences faced (Heryanto, 2016). F and A always take the time to help friends because they are worried if a friend who is in trouble does something extreme. Meanwhile, respondent D was moved to help his friend because he considered his friend to be like his own family. The death of D's mother made D feel lonely and he spent more time with his friends to the point that he considered those friends like his own family.

Resilience in building *self efficacy* The next is the aspect of problem analysis ability. Respondents F, D, and A have skills in analyzing problems regarding the difficult work they face. In fact, it is not uncommon for respondents F, D, and A to not hesitate to ask other people for help when they experience difficulties. Respondent A said that he used a background *broken home* being a reason to be pitied by others is not good, and remaining an independent figure. The results of Satata's research (2021) also show that child victims*broken home* As time goes by,

the child will develop an independent or self-sufficient nature*broken home* want to show that child *broken home* not dependent on conflicting parents.

Resilience in building *self efficacy* the last is the aspect of self-efficacy. Respondents F and A have high self-efficacy, while respondent D has less self-efficacy. Respondent F, whose family background was not harmonious, even though he was still married, was able to show his abilities to others. Respondent F doesn't even want to be looked down upon by the people around him. Apart from that, respondent F also has quite high actualization at school. Respondent A has abilities in mathematics. Respondent A trusts and is even willing to share his abilities with other people around him.

Meanwhile, respondent D has sufficient self-efficacy. Respondent D sometimes feels less confident in his own abilities and D's friends also admit this. The death of D's mother makes D increasingly less confident in his own abilities. Respondent D expressed doubtful behavior about his own abilities. This is in line with the opinion of Schwarzer & Warner in (Tri Sulastri & Muhammad Jufri, 2021) that individuals who have low self-efficacy produce several behaviors such as doubting their abilities, being vulnerable to depression, avoiding difficult situations, considering tasks as a threat, and not can respond to stressors effectively. However, as time went by, D continued to try to rebuild his self-efficacy, one of which was manifested by D's grades returning to good levels.

Based on this aspect, it is known that there are differences *self efficacy* in children *broken home* whose parents still live with *broken home* whose parents have died. Child *broken home* with parents who have died, they have more motivation to get up and show their parents that even though they have a chaotic family, children still have resilience in building *self efficacy*. Meanwhile for children *broken home* those with parents who have died have less motivation to get up because there is no parental figure to use as motivation. Children from broken homes with dead parents lack meaning in life. This is in line with the results of research by Dumaris & Rahayu (2019) which shows that young women whose

parents have died and live in an orphanage have low meaning in life due to a lack of self-acceptance and resilience in facing difficulties.

The loss of a mother figure from a child's life results in the child lacking a source of love. This can make children gloomy and unenthusiastic. The death of one or even both parents will make the child feel shaken (Bastaman in Fatimah, et al: 2017). The results of research (Dewi & Cahyani, 2015) on orphaned children in orphanages also show that children who have lost their parents have the view that the life they live will have many challenges and be difficult. In addition, growing up only receiving care from one parent can affect his ability to interact with other people. This will also have an impact on abilitie s*self efficacy* because children will always feel inferior and feel less expert than other people. Children who grow up from single parents are able to do things well, but have deficiencies in the ability to establish social relationships compared to children who receive care from intact parents (Hasanah, 2019).

Resilience efforts were made by the three respondents in building *self efficacy* relatively good. Respondent F's disharmonious family background, the death of one of D's parents, and respondent A's parents' divorce were strong reasons for the two respondents to be resilient in building *self efficacy.* Respondents F and A did not want to make it *broken home* become a reason to be insulted and receive pity from others. Respondents F and A always try to show resilience in building *self efficacy* and be ready for all the consequences. Meanwhile, respondent D, who lost a parent, felt doubtful about his own abilities. D's thinking is that he feels he cannot influence D's behavior. This is in line with Bandura's opinion in (Detta & Abdullah, 2017) which states that individuals who have self-efficacy are able to believe that certain behavior has certain consequences, and if the individual doubts his abilities then insight about consequences will also influence his behavior.

A broken home family background is not an excuse for children not to develop. Every child has the right to continue living even if they have disharmonious family conditions. Moreno in Baharuddin (2010) said that there is an opportunity for

every child to determine their own path of development. Regardless of the child it comes from *broken home* or not, every child has the right to continue to be resilient. Growing up in a family that is not harmonious and receiving harsh treatment in the family is its own challenge for children *broken home*. Gordon's research results in Nurhayati (2011) show that women and children are vulnerable to violence and abuse in various parts of the world. This shows that within the family it is not taboo for domestic violence to occur. Resilience efforts in building *self efficacy* becomes an important thing for children *broken home* continue to survive to continue living a better life.

D. Conclusion

Resilience efforts were made by the three respondents in building self efficacy relatively good. The family background broken home is not a reason for children not to develop. Every child has the right to continue living even though they have disharmonious family conditions. Based on the results of the research and discussion, it can be concluded that in the cases studied by the researchers were the three respondents who experienced broken home with different conditions. In general, the three respondents have resilience in building self efficacy. However, specifically on the aspect of children's self-efficacy broken home with one parent who has died, self-efficacy is considered sufficient. This is due to doubts and a lack of a mother figure who provides reinforcement. Children who experience it broken home has the desire to show others despite coming from a poor family broken home can still compete and have the right to be successful. Child's reasons broken home have resilience in building self efficacy is not to get insults and pity from others.

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