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Self-Counseling Reflection in the Dynamics of Adolescent Resilience within Broken-Home Families

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Abstract

This study aims to explore the role of self-counseling in shaping the resilience of adolescents raised in broken-home families. Using a qualitative descriptive case study approach, this research examines the experiences of adolescents who have grown up in families characterized by parental separation and dysfunctional family relationships. Data were collected through in-depth interviews, observations, and life history documentation. The findings reveal that adolescent resilience develops dynamically through a series of psychological processes involving stressful experiences, coping strategies, and adaptation. The identified self-counseling capacities that support coping and adaptation include self-awareness, self-regulation, impulse control, optimism, problem-analysis skills, empathy, self-efficacy, and the enhancement of positive affect. These findings indicate that self-counseling serves as an internal psychological resource that enables adolescents to manage emotional distress, adapt to adverse family circumstances, and foster positive personal development.

Keywords: adolescent resilience; self-counseling; broken-home family; coping; adaptation

Introduction

Research on resilience has attracted considerable scholarly attention across a wide range of psychological contexts, particularly in understanding how individuals successfully overcome adversity and psychological distress (Hadjam, 2020; Hendriyani, 2018; Southwick et al., 2014). One area that has received increasing attention concerns resilience among adolescents growing up in broken-

home families (Khusnul, 2018; Detta & Abdullah, 2017; Muchlisah & Nur, 2025). Society generally assumes that children raised in dysfunctional or broken-home families are more vulnerable to psychological problems, which may subsequently hinder their academic achievement and social development (Massa, 2020).

Previous studies have identified numerous negative consequences associated with broken-home families. Children frequently experience declining academic performance, learning difficulties both at school and at home, impaired concentration, and reduced motivation to learn. In addition, they often become socially withdrawn, prefer isolation, avoid social interactions, and frequently engage in daydreaming, all of which contribute to poorer educational outcomes (Wahyu, 2001).

Within the field of psychology, an individual's capacity to respond positively to highly stressful situations is commonly referred to as resilience (Lestari, 2016; Hendriyani, 2018; Huang, 2009; Resnick, 2011). Resilient individuals are able to withstand psychological pressure and adapt successfully despite experiencing significant adversity (Hendriyani, 2018). A study conducted by Detta and Abdullah (2017) demonstrated that resilience among adolescents from broken-home families develops through stages of anxiety and self-doubt, followed by continuous self-evaluation of family experiences, ultimately leading to stronger self-motivation and a commitment to achieving personal success.

Similarly, other studies have shown that resilience in adolescents from broken-home families is strengthened by their ability to understand the reality of their family circumstances, supported by religious values that reinforce positive coping and resilient attitudes (Nurulita & Susilowati, 2019).

From a counseling perspective, helping individuals recognize and strengthen their resilience while confronting challenging life circumstances represents one of the primary goals of counseling practice (John, 1980). Counseling fundamentally seeks to assist clients in developing self-understanding, personal growth, and the ability to utilize their internal strengths, thereby fostering resilience, independence, and personal responsibility when facing life's difficulties.

Ultimately, counseling aims to enable individuals to recognize, understand, and independently resolve their emotional, psychological, and behavioral problems without continuous reliance on professional counselors. This capacity is commonly referred to as self-counseling. Self-counseling involves an individual's reflective ability to understand emotional experiences, regulate psychological responses, make appropriate decisions, and solve personal problems through self-directed

processes. Previous studies have demonstrated that self-counseling can help adolescents cope with emotional difficulties, including suicidal ideation (Kasman & Salma, 2023), while also enhancing students' learning motivation (Baroroh & Imania, 2024).

Method

This study employed a qualitative descriptive approach using a case study design to explore the psychological dynamics of resilience among adolescents from broken-home families and to examine its relevance to self-counseling abilities. A case study approach was selected because it enables researchers to obtain an in-depth understanding of participants' lived experiences by comprehensively investigating both their psychological and social contexts.

The participants consisted of two adolescents who had experienced broken-home family conditions from early childhood through adolescence. They were selected purposively based on their long-term exposure to parental separation and family dysfunction. The study explored the participants' psychological experiences from the time they first became aware that their family environment was no longer conducive to their developmental needs.

Data were collected through in-depth interviews, participant observation, and documentation (Mulyana, 2003). The interviews focused on exploring the participants' life experiences, emotional responses, coping strategies, and processes of adaptation throughout their developmental stages. Observations were conducted to identify both verbal and non-verbal behaviors displayed during the interviews, as well as to understand the participants' living environments and interactions with significant others. Documentation was used to complement the primary data and included interview transcripts, online communication records (e.g., WhatsApp conversations), audio recordings, photographs, and other relevant documents that supported the interpretation of the findings.

The study utilized both primary and secondary data sources. Primary data were obtained directly from the two participants, identified by the initials AN and FJ. Secondary data were gathered from individuals who had close relationships with the participants, including family members, relatives, friends, university peers, and colleagues who were familiar with their personal backgrounds and developmental experiences.

Data were analyzed using a qualitative interpretative approach. The researchers first organized and coded the interview, observation, and documentation data before identifying recurring themes related to resilience and

self-counseling. The emerging themes were subsequently interpreted by integrating relevant theoretical perspectives on resilience and self-counseling to provide a comprehensive understanding of the participants' psychological experiences.

To enhance the trustworthiness of the findings, data credibility was established through source triangulation and method triangulation, whereby information obtained from interviews, observations, and documentation was compared and cross-validated across different participants and supporting informants. This triangulation process helped ensure the consistency, credibility, and validity of the research findings.

Result

The findings are organized into two individual case descriptions followed by a cross-case analysis. Presenting each participant's experiences separately allows the distinctive psychological processes underlying resilience development and self-counseling to be examined before identifying common themes across cases. Although both participants were raised in broken-home families, their life experiences, coping mechanisms, and pathways toward resilience demonstrated important differences.

Case 1 (AN)

The first participant (AN) experienced two major adverse circumstances that substantially affected her psychological well-being. First, her mother suffered from a severe mental disorder, while her father failed to fulfill his parental responsibilities in providing emotional and developmental support. Consequently, AN grew up assuming the responsibility of caring for her mother while simultaneously coping with the absence of paternal involvement.

Although support was available from members of her extended family, such assistance could not replace the emotional security and guidance typically provided by a father. As a result, AN frequently experienced feelings of alienation, particularly when comparing her family situation with those of her peers who grew up in supportive and harmonious households. During childhood and adolescence, she struggled to understand the circumstances surrounding her family and found it difficult to express her thoughts and emotions openly, even to close relatives.

As the eldest daughter, AN also assumed responsibility for caring for her younger sister. This situation required her to undertake parental roles at an early age, creating multiple psychological burdens while simultaneously fostering

maturity and responsibility beyond what would normally be expected for her developmental stage.

Case 2 (FJ)

The second participant (FJ) also grew up in a broken-home family. His parents divorced when he was only five months old. Following the divorce, he was primarily raised by his father, who provided relatively greater attention than his mother despite facing limitations in offering consistent emotional and financial support.

In contrast, FJ's mother remarried and gradually withdrew from her maternal responsibilities. Throughout his childhood and adolescence, she demonstrated little involvement in his life. This lack of maternal care contributed to various psychological and developmental difficulties, including low self-confidence, limited social interaction, delayed academic achievement, and even repeating one academic year during elementary school.

As he matured, however, FJ gradually accepted the reality of his family circumstances. Rather than perceiving his background as an obstacle, he regarded it as a valuable life lesson that motivated him to pursue a better future. This cognitive transformation encouraged him to become increasingly independent and goal-oriented. After graduating from high school, he worked as a trainer while simultaneously preparing to continue his studies in Japan. To finance both his education and the administrative costs associated with studying abroad, he undertook various part-time and temporary jobs, demonstrating remarkable perseverance and self-reliance.

Analysis of Self-Counseling and Resilience Dynamics

From a psychological perspective, AN experienced what can be described as a double burden. She was simultaneously confronted with her mother's mental illness, her father's neglect, and the responsibility of caring for her younger sister. These circumstances generated prolonged psychological distress characterized by social alienation, emotional suppression, and internal conflict.

Two prominent psychological responses emerged from AN's experiences. First, she experienced alienation and confusion, frequently comparing herself with peers whose families functioned normally. This comparison produced cognitive uncertainty and emotional isolation, compounded by her inability to disclose her feelings openly to members of her extended family. Second, the absence of an effective paternal figure created a significant emotional void that could not be fully compensated for by support from other relatives.

Despite these adverse conditions, AN gradually developed resilience through an ongoing process of self-counseling. Although her academic and career achievements were not yet as evident as those of FJ, several indicators of self-counseling could be identified.

First, AN developed self-authority through the internalization of responsibility. Rather than continuously perceiving herself as a victim of family circumstances, she reconstructed her identity as a protector responsible for both her mother and younger sister. This internal dialogue enabled her to assume adult responsibilities prematurely while maintaining psychological stability.

Second, her coping strategy was primarily action-oriented. Instead of dwelling on emotional suffering, AN redirected her psychological energy toward practical caregiving behaviors. Caring for her mother and protecting her younger sister became meaningful coping mechanisms that transformed emotional distress into constructive action.

Third, AN's self-counseling remained largely at the survival stage. Her reluctance to express personal thoughts and emotions indicated that she continued to suppress psychological distress in order to fulfill her dual responsibilities within the family. Although this strategy enabled her to maintain family functioning, it also reflected the ongoing emotional burden she continued to carry.

Unlike AN, FJ demonstrated resilience through cognitive transformation and increasing personal autonomy. Having experienced maternal neglect from infancy and only limited paternal support, FJ initially encountered considerable difficulties in both academic performance and social adjustment. These experiences negatively affected his self-esteem and contributed to feelings of social isolation during childhood.

Over time, however, FJ gradually reconstructed his interpretation of these adverse experiences. Rather than allowing family dysfunction to define his future, he consciously transformed hardship into motivation for personal growth. This transformation illustrates a mature process of self-counseling characterized by three major psychological mechanisms.

The first mechanism is self-awareness. FJ critically evaluated his own life circumstances and recognized that lamenting his family condition would not improve his future. This awareness became the foundation for adaptive psychological functioning.

The second mechanism is cognitive reframing, which represents one of the core principles of self-counseling. Instead of viewing his broken-home background as a permanent disadvantage, FJ reinterpreted it as a meaningful learning experience and a source of motivation to pursue success.

The third mechanism is personal agency, reflected in his financial independence and strong work ethic. FJ chose to leave his comfort zone by accepting various temporary jobs to finance his education in Japan while simultaneously developing his professional career as a trainer. Through effective self-counseling, he established strong self-regulation and maintained consistent commitment toward achieving long-term personal goals.

Comparison of Self-Counseling Characteristics Between AN and FJ

The two participants demonstrated distinct patterns of self-counseling despite sharing similar experiences of family adversity.

AN's self-counseling was predominantly other-oriented (altruistic). Her primary concern centered on protecting her younger sister and caring for her mother. Consequently, her coping strategy was largely emotion-focused, with emotional distress being transformed into a strong sense of moral responsibility. The outcome of this process was psychological survival, enabling her to maintain family stability despite continuous hardship.

By contrast, FJ demonstrated a future-oriented (ego-strategic) pattern of self-counseling. His primary objective was to achieve personal success, establish a meaningful career, and break the cycle of trauma and socioeconomic disadvantage. Accordingly, his coping strategy was predominantly problem-focused, characterized by persistent effort, continuous learning, and willingness to seek opportunities beyond his immediate environment. This adaptive strategy facilitated not only psychological recovery but also significant personal growth and achievement.

Although the two participants adopted different coping orientations, both demonstrated that resilience emerged through continuous processes of self-reflection, cognitive restructuring, adaptive coping, and self-directed problem solving. These findings reinforce the proposition that self-counseling functions as an important internal psychological mechanism through which adolescents negotiate adversity and develop resilience in the context of broken-home families.

Discussion

The findings of this study demonstrate that resilience among adolescents from broken-home families is not a static personal characteristic but rather a dynamic psychological process that evolves through continuous interaction between adverse life experiences, individual coping strategies, and environmental support. Although both participants experienced prolonged family dysfunction, they demonstrated different developmental pathways toward resilience, reflecting the unique processes through which self-counseling facilitates psychological adaptation.

From the perspective of Grotberg's (1999) resilience framework, the participants' experiences can be understood through the dimensions of I Have, I Am, and I Can. These three components collectively explain how internal strengths and external resources interact in fostering resilience.

The I Have dimension refers to external protective resources that provide emotional security and social support. In the present study, AN benefited substantially from emotional and material support provided by her grandmother, extended family members, neighbors, and a religious community. These social resources functioned as protective factors that compensated, to some extent, for the absence of effective parental care. Although FJ received comparatively less support from relatives, he developed resilience by relying primarily on his father's limited assistance while cultivating personal independence. These findings support Grotberg's proposition that resilience is strengthened when individuals perceive the availability of supportive interpersonal relationships.

The I Am dimension reflects individuals' perceptions of themselves, including self-acceptance, optimism, moral values, and personal beliefs. Both participants demonstrated positive self-concepts despite growing up in dysfunctional family environments. Their religious beliefs played a particularly significant role in developing optimism and fostering confidence that persistent effort, patience, and faith would eventually lead to a better future. Such beliefs encouraged both participants to interpret adversity as an opportunity for personal growth rather than as an irreversible life limitation.

The I Can dimension represents individuals' competencies in solving problems, making decisions, regulating emotions, and pursuing meaningful life goals. Both participants demonstrated these competencies through active engagement in education, employment, organizational activities, and long-term career planning. Their ability to identify personal problems, formulate adaptive

solutions, and maintain commitment toward future aspirations illustrates the behavioral manifestation of resilience.

The present findings also correspond closely with Piaget's theory of cognitive development, which emphasizes that cognitive growth occurs through continuous interaction between individuals and their environments (Piaget, 1977). As both participants matured, they gradually reconstructed their understanding of their family circumstances. Rather than passively accepting adversity, they actively interpreted their experiences, enabling them to develop increasingly adaptive patterns of thinking and behavior. This cognitive reconstruction became an essential foundation for resilience and self-counseling.

From the perspective of Islamic psychology, resilience may also be understood through the concepts of *ṣabr* (patience), *riḍā* (acceptance), *tawakkul* (trust in Allah), optimism, and positive expectations regarding Allah's mercy (Wahidah, 2018; Maknun, 2026; Arani et al., 2020). The Qur'an, particularly Surah Al-Baqarah (2:155–157), describes trials and hardships as inevitable aspects of human life while emphasizing patience and steadfastness as pathways toward divine guidance and mercy. This perspective aligns closely with the experiences of both participants, who gradually transformed painful family experiences into opportunities for personal growth, educational achievement, and meaningful life goals.

The findings further suggest that a supportive religious environment significantly contributed to the participants' resilience. Although both adolescents experienced psychological distress and social isolation, religious values encouraged them to interpret adversity positively, regulate emotional responses, and maintain hope for future improvement. These findings reinforce previous studies indicating that spirituality and religiosity function as important protective factors that strengthen resilience under conditions of prolonged adversity.

Consistent with the resilience model proposed by Reivich and Shatté (2002), the participants demonstrated seven core resilience competencies.

First, self-regulation was reflected in their ability to manage emotional distress without allowing negative emotions to dominate their daily functioning. Both participants redirected their psychological energy toward constructive educational, occupational, and social activities.

Second, impulse control was demonstrated through their capacity to suppress anger, disappointment, and frustration toward their parents. Rather than expressing destructive emotional reactions, both participants chose adaptive

responses characterized by acceptance, emotional restraint, and continued engagement in productive activities.

Third, optimism emerged as an important motivational resource. Despite growing up under adverse family conditions, both participants maintained confidence that their future could improve through perseverance, education, and personal effort. While AN's optimism was closely associated with maintaining filial respect and pursuing educational success, FJ's optimism centered on achieving financial independence and professional accomplishment.

Fourth, causal analysis, or the ability to understand and evaluate personal problems objectively, enabled both participants to interpret their family situations realistically without assigning excessive blame to others. Instead of viewing themselves as victims, they sought constructive explanations that supported adaptive coping.

Fifth, empathy was reflected in their capacity to understand the psychological conditions of their parents, particularly their mothers. Rather than responding with hostility, both participants developed compassion and acceptance, recognizing that their mothers' behaviors were influenced by complex psychological circumstances.

Sixth, self-efficacy was demonstrated through their confidence in achieving meaningful life goals despite adverse backgrounds. Their commitment to higher education, employment, and professional development illustrates strong beliefs in their own capabilities to overcome life challenges.

Finally, positive affect and personal growth were evident in their determination to build better futures than those they had experienced during childhood. Rather than reproducing dysfunctional family patterns, both participants were motivated to create healthier and more meaningful lives.

These findings indicate that resilience extends beyond merely surviving adversity. Instead, resilience involves the gradual development of psychological competencies that enable individuals to understand themselves, regulate emotions, solve problems, and transform adversity into opportunities for personal growth. These competencies closely resemble the fundamental objectives of counseling.

From a counseling perspective, the participants' resilience reflects the essential characteristics of self-counseling. According to Sinaga (2020), self-counseling encompasses several interrelated competencies, including self-understanding, self-acceptance, goal setting, positive behavioral regulation,

experiential learning, creative problem-solving, and the ability to establish supportive interpersonal relationships. All of these competencies were evident in varying degrees throughout the participants' developmental experiences.

The first competency involves recognizing, accepting, and understanding one's personal condition. Both participants gradually developed awareness of their family circumstances without allowing these experiences to define their identities negatively. This self-awareness became the psychological foundation for adaptive coping.

The second competency concerns establishing positive future goals. Both participants consciously developed aspirations that contrasted with the negative experiences of their childhood. Their determination to pursue higher education, meaningful careers, and healthier future families illustrates the transformative function of self-counseling.

The third competency involves translating these aspirations into constructive behavioral actions. Both participants consistently demonstrated perseverance through education, employment, and self-development activities despite significant socioeconomic limitations.

The fourth competency is the ability to generate practical solutions through lived experience. Rather than remaining dependent on others, both participants actively sought employment opportunities to support their educational and daily needs, demonstrating increasing independence and personal responsibility.

The fifth competency concerns creative adaptation, whereby individuals develop alternative strategies to overcome adverse circumstances. Their involvement in higher education, organizational activities, professional training, and employment reflects adaptive creativity in responding to prolonged family adversity.

Finally, the sixth competency emphasizes the development of transformative social relationships. Both participants gradually established supportive interpersonal networks that strengthened their resilience and facilitated their personal development. These relationships functioned as important psychological resources that complemented their internal self-counseling capacities.

Overall, the present findings suggest that self-counseling serves as an important internal mechanism through which adolescents interpret adversity, regulate emotional experiences, establish meaningful goals, and maintain psychological resilience. Consequently, resilience and self-counseling should not be viewed as separate constructs but rather as complementary psychological

processes that jointly promote healthy adaptation among adolescents growing up in broken-home families.

Conclusion

This study concludes that resilience among adolescents from broken-home families develops through a dynamic psychological process involving exposure to stress, adaptive coping, and continuous adjustment to adverse life circumstances. Rather than representing an innate personal characteristic, resilience evolves through ongoing interactions between individual cognitive processes, emotional regulation, social support, and meaningful life experiences.

The findings further demonstrate that the participants' resilience reflects core components of self-counseling, including self-awareness, self-understanding, emotional regulation, problem identification, goal setting, adaptive decision-making, and independent problem-solving. These competencies enabled the participants to transform adverse family experiences into opportunities for personal growth and future achievement.

Accordingly, self-counseling may be understood as an internal psychological mechanism that strengthens resilience by fostering greater personal autonomy, responsibility, and adaptive functioning. Developing self-counseling competencies may therefore represent an important counseling intervention for adolescents experiencing family adversity, enabling them to become active agents in managing their own psychological well-being before seeking assistance from others.

The findings also contribute to the growing body of literature on adolescent resilience by highlighting the close relationship between resilience and self-counseling within the context of broken-home families. Future research is encouraged to examine these relationships using broader participant populations and diverse cultural contexts in order to strengthen the empirical foundation for self-counseling-based interventions in counseling practice.

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