NIZAM: International Journal of Islamic Studies
***e*-ISSN: 3026-0671**
Volume 5, Issue 1, 2027
https://journal.csspublishing.com/index.php/nizam

Resilience of Adolescents from Broken-Home Families through Social Support in Character Development

E. Zarotul Faizah[1]*, Heru Susanto[2]
Internasional Open University, Gambia[1,2],
Badan Riset dan Inovasi Nasional, Indonesia[2]
e-mail: ezarotulfaizah@student.iou.edu.gm[1], susanto.prof@gmail.com[2]

Abstract
This study examines how school-based social support contributes to resilience and character development among adolescents from broken-home families at SMP Negeri 1 Baros, Serang Regency, Indonesia. A qualitative phenomenological design was used to understand the lived experiences of students who faced parental separation, chronic family conflict, parental absence, or functional neglect. Twelve students served as primary informants, supported by counseling teachers, homeroom teachers, subject teachers, and peers. Data were collected from October to December 2025 through in-depth semi-structured interviews, observation, documentation, counseling records, and an initial screening process. Analysis followed Miles, Huberman, and Saldana through data condensation, display, and conclusion drawing, with open coding, axial coding, and thematic categorization. Trustworthiness was addressed through source triangulation, technique triangulation, member checking, audit trails, and thick description. The findings show that resilience was not a fixed trait but a dynamic continuum. Four informants were categorized as high resilience, five as moderate, and three as low, reflecting different combinations of emotional regulation, optimism, self-efficacy, coping, and ability to access support. School support appeared in emotional, informational, instrumental, and appraisal forms through counseling services, teacher attention, peer relationships, religious activities, routines, and extracurricular participation.
Keywords: Resilience; Broken Home; Social Support; Character Development.

INTRODUCTION

Adolescence is a developmental period marked by rapid emotional, cognitive, and social change. Young people are expected to build identity, regulate emotion, respond to academic demands, and become increasingly independent while remaining highly dependent on the quality of relationships around them. Within this developmental transition, family disruption can remove sources of stability that ordinarily support a young person's sense of security. In the present study, the term broken home refers broadly to family conditions characterized by parental separation, divorce, prolonged conflict, parental absence, or impaired caregiving functions. The thesis data show that these conditions were associated with sadness, loneliness, anger, anxiety, insecurity, declining concentration, social withdrawal, and changes in school motivation. These effects were not uniform, however. Some students remained vulnerable

for prolonged periods, while others gradually developed independence, responsibility, and a stronger future orientation.

Resilience provides a useful framework for understanding this variation. Resilience can be described through capacities such as emotional regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and the ability to reach out (Reivich & Shatté, 2002). A complementary formulation describes resilience through I Am, I Have, and I Can (Grotberg, 1995). I Am represents personal strengths and a positive sense of self; I Have refers to reliable external resources and relationships; and I Can refers to interpersonal and problem-solving competencies. These frameworks are especially relevant to adolescents from disrupted families because a weakened I Have at home does not necessarily eliminate the possibility of adaptation. Other social environments may provide alternative resources that protect and reorganize the adolescent's response to adversity.

The school is one of the closest environments available to adolescents outside the family. Development occurs through reciprocal relations within immediate microsystems such as family and school (Bronfenbrenner, 1979). When one microsystem becomes unstable, the quality of another microsystem can acquire greater developmental importance. In this context, the school may provide predictable routines, emotionally available adults, peer belonging, academic structure, and opportunities to participate in meaningful activities. Such conditions are consistent with the buffering function of social support. Social support may include emotional, informational, instrumental, and appraisal support and can reduce perceived stress, reinforce competence, and help individuals maintain adaptive functioning during difficult life events (Sarafino, 2006; Sarafino & Smith, 2014).

Character development is also embedded in relationships rather than produced only by rules. Character can be conceptualized through moral knowing, moral feeling, and moral action (Lickona, 1991). Knowledge of discipline, responsibility, respect, or care is insufficient if students do not experience the emotional conditions that make those values personally meaningful. For adolescents who feel rejected, overlooked, or unsafe at home, experiences of being heard, valued, trusted, and guided at school may become important in rebuilding moral feeling. School routines, counseling, religious activities, peer relationships, and extracurricular programs then provide settings in which moral understanding can be translated into action. This perspective aligns with character education approaches in Indonesia that emphasize habituation, role modeling, and the integration of values across the school environment (Kemendikbud, 2017; Wibowo, 2012; Zubaedi, 2011).

Previous studies summarized in the thesis consistently identify social environments as protective resources, but they tend to emphasize separate parts of the problem. Social support and emotional well-being have been emphasized among adolescents from broken-home families (Wulandari, 2021; Azari, 2023). Positive school climate and the school as a protective environment have also been highlighted (Fitriani, 2019; Putri, 2020). Teacher support and mental health have been examined alongside character-building programs (Fauziah, 2020; Ardiansyah, 2020). Other studies emphasize the risk of aggressive behavior and the interaction of internal and external factors in resilience (Rahmawati, 2018; Suryani, 2015; Nuramaliya, 2024). Taken together, these studies show that family disruption creates risk but does not by itself determine the developmental outcome.

Four gaps motivated the present study. Theoretically, relatively few studies integrate broken-home conditions, school social support, adolescent resilience, and character development within a single explanatory frame. Empirically, prior research differs in whether teachers, family, peers, or school climate are treated as the most influential source of support. Contextually, much of the previous work discussed in the thesis does not represent the setting of a public junior secondary school in a regional Indonesian context. Methodologically, phenomenological work that explores how students themselves experience the interaction between family adversity, school support, resilience, and character remains limited. The novelty of this study therefore lies in positioning the school as a compensatory psychosocial institution, integrating resilience, social-support, ecological, attachment, and character-development perspectives, and grounding the analysis in the lived experiences of students at SMP Negeri 1 Baros. Accordingly, the study addressed three questions: how resilience is manifested among students from broken-home families; what forms of social support they receive at school; and how that support contributes to character development. Rather than treating resilience as a static label, the analysis follows the processes through which students move between distress, adaptation, recovery, and, in some cases, growth. The term contribution is used here in a qualitative sense to describe the role and mechanism visible in participants' accounts, observations, and supporting records, not a statistical causal effect.

RESEARCH METHODS

This research used a qualitative phenomenological design. Phenomenology was selected because the purpose was to understand the meaning of lived experience among adolescents who shared the phenomenon of family disruption while differing in their emotional responses and adaptation. A case-study design would have emphasized a bounded institutional case, grounded theory would have aimed to generate a new formal theory, and ethnography

would have centered on cultural patterns. The phenomenological approach was therefore considered more appropriate for examining how students interpreted family adversity, accessed social support, and constructed resilience and character in everyday school life (Creswell, 2016). The study was conducted at SMP Negeri 1 Baros, Serang Regency, Banten, from October to December 2025. The site was selected because the school had students with disrupted family backgrounds, an active counseling service, character-building programs, and a cooperative environment for academic research. Purposive sampling was used. An initial screening questionnaire that had received expert judgment was distributed to students in grades VII-IX to identify family conditions, behavioral indicators, and willingness to participate. Recruitment continued iteratively until thematic saturation was reached. Twelve students aged approximately 12-15 years became the primary informants. Supporting informants included the counseling teacher, homeroom teachers, relevant subject teachers, and peers. Student identities were anonymized as R1-R12.

Primary data came from in-depth semi-structured interviews with students and supporting informants and from direct observation of students' interactions, academic participation, behavior, and involvement in character-building activities. Secondary data included counseling records, attendance information, academic records, character-program documents, school policies, and relevant activity documentation. Interviews explored experiences of family disruption, emotional pressure, coping strategies, perceived support, school relationships, and perceived behavioral change. Observations were recorded in field notes and were used to compare self-reported experiences with visible patterns of participation, discipline, and social interaction.

Data analysis used data condensation, data display, and conclusion drawing/verification (Miles et al., 2014). Operationally, interview transcripts were read repeatedly and processed through three coding stages. Open coding identified meaning units such as sadness, anger, withdrawal, religious coping, teacher attention, task flexibility, or peer acceptance. Axial coding grouped related codes into broader categories, including emotional regulation, social support, school structure, coping, and character behavior. Thematic categorization then organized these categories around three central domains: resilience dynamics, forms of school social support, and character development. The coding process was iterative and comparative across R1-R12 so that themes represented recurring patterns rather than isolated interpretations.

Trustworthiness was assessed through criteria of credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). Credibility was strengthened through source triangulation, technique triangulation, and member checking. Student narratives were compared with information from counseling teachers, homeroom teachers, peers, counseling logs, observations,

attendance records, and school documents. Dependability was supported through an audit trail of interview guides, verbatim transcripts, field notes, and coding decisions. Confirmability was addressed by linking interpretations back to empirical records, while transferability was supported through contextual description of the school and participants. Ethical procedures included informed consent from students and parents or guardians, confidentiality, anonymity, non-maleficence, and voluntary participation.

RESULT AND DISCUSSION

Participant Experiences and the Resilience Continuum

The twelve participants entered the study with heterogeneous experiences of family disruption and correspondingly different psychosocial responses. Initial reactions included sadness, loneliness, confusion, anxiety, anger, insecurity, reduced concentration, and withdrawal. Some students described carrying additional household responsibilities, while others experienced a loss of emotional warmth or uncertainty about parental figures. The findings therefore do not support a single profile of the 'broken-home student.' Instead, the participants moved through different trajectories depending on the severity and persistence of family stress, their personal coping resources, and their ability to access supportive relationships at school.

Across cases, the analysis identified four students with high resilience (R1, R5, R6, and R12), five with moderate resilience (R2, R4, R7, R8, and R10), and three with low resilience (R3, R9, and R11). These categories were analytical summaries rather than permanent identities. High resilience was marked by more adaptive emotional regulation, realistic optimism, self-efficacy, future orientation, and active use of available support. Moderate resilience was characterized by functional adaptation that still depended on periodic external affirmation or structured routines. Low resilience involved more persistent emotional distress, weakened motivation or self-efficacy, and difficulty reaching out for help without proactive adult intervention. This pattern supports the thesis argument that resilience is dynamic and fluctuating rather than a fixed personal trait.

Table 1. Cross-Case Profile of Resilience, Coping, and Character Patterns

Code	Resilience	Dominant Coping/Support Pattern	Character Pattern Observed
R1	High	Music, trusted peer, future orientation, counseling attention	Independence, caution, discipline, responsibility
R2	Moderate	School activity, note-taking, peer help, teacher flexibility	Maturity, endurance, family responsibility

Code	Resilience	Dominant Coping/Support Pattern	Character Pattern Observed
R3	Low	Task immersion, homeroom attention, group acceptance	Emerging independence but emotional reactivity
R4	Moderate	Organizations/sport, disciplined role models	Independence, organizational discipline, time management
R5	High	Acceptance, reading/writing, appraisal support	Patience, gratitude, personal responsibility
R6	High	Structured self-study, consistent school rules	Strong independence, discipline, personal accountability
R7	Moderate	Impulse control, fair and non-discriminatory rules	Prudence, discipline, respect for authority
R8	Moderate	Religious coping, spiritual guidance from teachers	Patience, acceptance, careful behavior
R9	Low	Withdrawal, prayer, proactive homeroom motivation	Caution and responsibility, but fragile motivation
R10	Moderate	School activities, music, counseling safe space	Independence, persistence, study discipline
R11	Low	Physical activity, teacher role model, task focus	Growing self-control, but continuing emotional volatility
R12	High	Time management, empathic homeroom guidance	Maturity, hard work, discipline, family responsibility

Source: Processed research data (2026)

The dynamic nature of resilience was particularly visible in accounts of students whose motivation rose and fell with new family stress. R2 described an early period of severe distress, followed by gradual stabilization through repeated counseling. The student did not describe recovery as complete or linear; sadness could return when family memories were activated, but the ability to regulate the response had improved.

> *R2: "At first, when my parents divorced, I felt completely shattered. In class I often stared blankly, my grades dropped, and I wanted to stop school. The counseling teacher kept calling me in, listened when I cried, and slowly helped me find a different way of thinking. Now I can smile again. Sometimes I am still sad when I remember home, but I know how to hold myself together so I can keep studying."*

This account is consistent with the view that resilience consists of capacities that can be strengthened and with the interaction among I Am, I Have, and I Can (Reivich & Shatté, 2002; Grotberg, 1995). In the present cases, students did not simply possess or lack resilience. Their capacity changed when stress increased, when support was available, and when they learned to distinguish what they could control—such as study habits, peer choices, and daily behavior—from

parental decisions that were outside their control. This finding is important for school practice because temporary withdrawal, declining grades, or emotional volatility should not automatically be interpreted as fixed moral failure. They can indicate a period in which the student's resilience resources have been depleted and require renewed support.

Table 2. Analytical Characteristics of the Three Resilience Categories

Category	Key Resilience Characteristics	Use of School Support	Typical Character Outcome
High	Adaptive regulation, realistic optimism, stronger self-efficacy and future orientation	Actively uses emotional, informational, instrumental, and appraisal resources	Independence, responsibility, discipline, empathy, mature future orientation
Moderate	Functional adaptation with fluctuating emotion or motivation	Relies on structure, periodic affirmation, or selected support figures	Situational discipline, compliance, stable but still developing self-direction
Low	Persistent distress, weak efficacy, withdrawal or learned-helplessness tendencies	Difficulty reaching out; support often must be initiated by adults	Early stabilization; character behavior remains fragile and needs intensive guidance

Source: Processed research data (2026)

School Social Support as a Protective and Compensatory Resource

The second major finding concerns the central role of school social support. The data show four recurring forms: emotional support through listening, empathy, reassurance, and non-judgmental attention; informational support through advice, learning guidance, moral direction, and problem-solving suggestions; instrumental support through task flexibility, access to counseling, structured activities, and practical academic assistance; and appraisal support through praise, recognition, trust, and opportunities to take meaningful responsibility. These forms correspond with established classifications of social support, while the present study shows how they operate together in the daily life of students facing family disruption (Sarafino, 2006; Sarafino & Smith, 2014).

The school's protective role was not limited to formal counseling sessions. Predictable schedules, clear rules, teacher availability, peer companionship, extracurricular activities, religious routines, and private spaces for counseling all contributed to a sense of stability. For participants who described home as tense, lonely, or emotionally unpredictable, school routines created a contrasting environment in which expectations were clearer and relationships

could be rebuilt. R12 described the school as a place where psychological pressure decreased almost immediately.

> *R12: "For me, home became an unfamiliar and frightening place after my parents separated. It was mostly silence or memories of their arguments. But when I reached the gate of SMP 1 Baros, the burden in my chest felt lighter. In class I could laugh with friends, focus on learning, and the school environment made my mind calm again. School became a second home that saved my mental well-being."*

This shift can be explained through an ecological framework in which family and school function as immediate microsystems that influence development (Bronfenbrenner, 1979). Disruption in one microsystem does not eliminate the developmental influence of the other. In these cases, the school operated as a compensatory microsystem: it could not replace the family structurally, but it could provide predictability, recognition, social belonging, and opportunities for competence. This supports the idea that resilience is relational and ecological, not solely intrapsychic. The school became particularly important when the I Have component had weakened at home (Grotberg, 1995). A more personal mechanism appeared in students' relationships with counseling teachers and homeroom teachers. Some participants did not merely regard these adults as formal authority figures; they experienced them as reliable attachment figures who asked about daily needs, noticed mood changes, provided physical or verbal reassurance, and remained available over time. R6's account illustrates this function.

> *R6: "When I lost the people I used to rely on at home, I did not know where to lean. At school, my homeroom teacher and counseling teacher paid close attention. They asked whether I had eaten, asked about my family, and when I looked lost in thought they called me to the counseling room, comforted me, and gave advice. For me, they became parent-like figures at school."*

When primary attachment relationships become unavailable or inconsistent, a stable and responsive adult in another setting may provide an alternative sense of safety (Bowlby, 1969). The data do not imply that teachers literally replace parents, but they show that consistent adult care can restore enough trust for students to re-engage with school demands. This relational continuity appears to distinguish students who can access protective resources from those who remain isolated. For low-resilience participants, support often had to be initiated by teachers because the students had difficulty reaching out on their own.

Table 3. Forms and Functions of School Social Support

Form of Support	Manifestation at SMP Negeri 1 Baros	Protective Function in The Data
Emotional	Listening, empathy, non-judgmental counseling, teacher attention, peer acceptance	Reduces loneliness and anxiety; strengthens sense of safety and belonging

Form of Support	Manifestation at SMP Negeri 1 Baros	Protective Function in The Data
Informational	Advice, academic direction, moral guidance, career orientation, problem-solving suggestions	Helps students reinterpret problems and identify controllable responses
Instrumental	Task flexibility, counseling access, school routines, facilities, extracurricular participation	Maintains daily functioning and creates structured alternatives to family stress
Appraisal	Praise, recognition, trust, leadership roles, acknowledgment of effort	Rebuilds self-worth, competence, and motivation to maintain positive behavior

Source: Processed research data (2026)

From Adversity to Agency: Independence and Post-Traumatic Growth

A third finding challenges deterministic assumptions that family disruption necessarily leads to negative adolescent development. Several participants experienced serious distress, but high-resilience cases also described family adversity as a catalyst for earlier independence, stronger responsibility, and a determination to avoid repeating perceived parental failure. This does not mean that broken-home conditions are beneficial. Rather, the data show that adversity can be cognitively reinterpreted when personal resources and social support are sufficient. R1 expressed this shift from victim position to active future orientation.

> *R1: "It is painful to see a family fall apart, but I thought that if I also collapsed and stopped studying, I would be the one who lost my future. What happened at home opened my eyes that I had to become independent. I used the separation and hardship as a push at school to prove that a child of divorced parents can still become successful."*

The student cannot control parental separation but can increasingly perceive school effort and personal decisions as areas of agency, a pattern consistent with an internal locus of control (Rotter, 1966). The finding also fits the emphasis on appraisal and coping in stress adaptation (Lazarus & Folkman, 1984). Some participants redirected emotional energy into studying, organizations, sport, reading, writing, music, prayer, or service to peers. These strategies varied in effectiveness, but they provided a route away from passive rumination toward manageable action.

For some students, adaptation developed beyond a return to previous functioning. The thesis identifies post-traumatic growth in participants who reported stronger spirituality, deeper empathy, greater appreciation of relationships, and a clearer future orientation after experiencing family crisis. This process was not universal and should not be romanticized. It appeared only where students had begun to stabilize and could integrate adversity into a

more constructive self-narrative. R7 connected family hardship with a change in spiritual practice and interpersonal sensitivity.

> *R7: "Before the family crisis I was careless, often lazy about prayer, and sometimes defiant. After the family changed, I felt I had no one except God. At school I placed much of my sadness into the daily religious activities. The experience made me value other people's feelings more, become more patient, and think more clearly about where I want my life to go."*

Post-traumatic growth can involve changes in personal strength, relationships, new possibilities, appreciation of life, and spirituality (Tedeschi & Calhoun, 2004). In the present study, religious routines such as prayer, recitation, and other school-based spiritual activities offered some participants a structured way to reinterpret suffering, reduce anger, and develop patience. Peer relationships and school organizations likewise created opportunities to rebuild belonging and competence. The data therefore suggest a progression for some students from distress, to coping, to resilience, and then to growth, while other students remained at earlier points on that continuum and needed more intensive support.

Character Development through Social Support and Resilience

The third research question concerned how social support contributes to character development. The findings indicate that resilience functioned as a psychological bridge between external support and observable character. When students were emotionally overwhelmed, rules alone often had limited effect because attention and motivation were consumed by family stress. As emotional stability improved through supportive relationships and structured activity, students were more able to convert moral expectations into consistent behavior. Across cases, the most visible character patterns were religiosity, discipline, responsibility, independence, empathy, hard work, prudence, respect, and self-control.

The sequence of moral knowing, moral feeling, and moral action is particularly useful for interpreting these findings (Lickona, 1991). Students generally already knew that school required attendance, respect, task completion, and disciplined conduct. The critical difference was whether they possessed the emotional motivation to live those values. Emotional and appraisal support strengthened moral feeling by restoring self-worth, belonging, empathy, and the wish not to disappoint adults or peers who had treated them with care. Instrumental and informational support then gave students concrete settings and strategies for moral action. R4 linked participation and improved behavior directly to feeling valued at school.

> *R4: "Why did I become active in school activities and study more seriously? Because here I felt valued. When my head was full of my parents' arguments, the counseling teacher guided me, friends invited me to join activities, and teachers recognized my work. Feeling*

> *respected and cared for made me think twice about causing trouble. I wanted to prove that I could become useful and responsible."*

This mechanism helps explain why character education in the study was more than rule enforcement. Extracurricular activities such as student organizations and scouting, sports, classroom responsibilities, counseling, peer cooperation, and religious programs gave students opportunities to practice self-control, time management, leadership, cooperation, and service. For participants who lived with unpredictability at home, institutional discipline also had a stabilizing psychological function. Clear schedules and consistent rules produced predictability. Discipline therefore became, in some cases, not merely compliance with authority but a self-chosen structure that helped the student feel in control of daily life.

Responsibility likewise developed in several forms. Some students became responsible for their own school needs because parental supervision had diminished; others carried additional domestic roles, such as helping a single parent or caring for siblings. The study distinguishes constructive independence from premature self-reliance that can harden into isolation. High-resilience students were more able to combine independence with reaching out, whereas low-resilience students sometimes interpreted 'being strong' as having to cope alone. This distinction is important for counseling: independence should be developed alongside the ability to accept healthy support.

Empathy was another recurring outcome. Some participants reported that personal suffering made them more sensitive to peers' difficulties. In the school environment, this sensitivity could be directed into prosocial behavior rather than withdrawal. Similarly, religious character was not limited to formal observance; for several students it functioned as meaning-making, acceptance, patience, and restraint. These findings support the thesis argument that character is internalized when students experience values relationally and are given repeated opportunities to enact them.

Table 4. Synthesis of the Six Main Findings and Theoretical Interpretation

Main theme	Empirical meaning	Theoretical dialogue	Synthesis
School as recovery space	School reduces daily anxiety and offers stable routines and social belonging	Ecological and social-support perspectives (Bronfenbrenner, 1979; Sarafino & Smith, 2014)	A stable microsystem can compensate for weakened family protection

Main theme	Empirical meaning	Theoretical dialogue	Synthesis
Teachers as parent-like figures	Counseling and homeroom teachers provide consistent adult care	Attachment perspective (Bowlby, 1969)	Secondary attachment-like relationships help restore trust and safety
Resilience as dynamic	Students move between vulnerability, adaptation, and recovery	Resilience frameworks (Reivich & Shatté, 2002; Grotberg, 1995)	Resilience requires continuing monitoring and support, not one-time intervention
Adversity does not determine outcome	Some students transform pressure into effort and independence	Internal locus of control and coping perspectives (Rotter, 1966; Lazarus & Folkman, 1984)	Family crisis may be reappraised into agency when protective resources are available
Post-traumatic growth	Some students show greater spirituality, empathy, and maturity	Post-traumatic growth perspective (Tedeschi & Calhoun, 2004)	Recovery may develop into positive transformation for some participants
Character through support	Feeling accepted and guided precedes more consistent positive action	Social-support and character perspectives (Sarafino, 2006; Lickona, 1991)	Social support strengthens moral feeling and enables moral action

Source: Processed research data (2026)

Position within Previous Research and Scientific Contribution

The results both confirm and extend the studies summarized in the thesis. School-based social support was closely associated with stronger adaptive functioning, consistent with previous studies of adolescents from broken-home families (Wulandari, 2021; Azari, 2023). The present study adds a mechanism: school support appears to replenish the weakened I Have component of resilience and, through repeated supportive experiences, strengthen I Am and I Can. The study also confirms the school as a protective environment but specifies the daily processes involved—predictable routines, emotionally available teachers, non-discriminatory rules, peer belonging, counseling, religious activity, and opportunities for competence (Fitriani, 2019; Putri, 2020).

The findings also complicate research that emphasizes negative behavioral outcomes. A tendency toward aggressive behavior has been reported among adolescents from broken-home families, and similar emotional volatility

appeared in some participants in the present study (Rahmawati, 2018). However, the cross-case pattern was more heterogeneous. Some participants remained highly vulnerable, others maintained functional adaptation, and several showed strong independence or post-traumatic growth. This variation supports the view that resilience reflects an interaction between internal and external factors while adding the insight that resilience fluctuates over time rather than existing as a stable level detached from current family stress (Suryani, 2015; Nuramaliya, 2024).

For character development, the study shows that school programs can strengthen discipline while extending previous findings by identifying a psychosocial route from support to character (Ardiansyah, 2020). Students' moral action was more sustainable when emotional and appraisal support had first strengthened moral feeling. The scientific contribution is therefore threefold. Empirically, the study documents how teacher attention and school support operate in a regional public junior secondary school. Theoretically, it integrates ecological, resilience, social-support, attachment, and character-development perspectives into one process model. Methodologically, the phenomenological design reveals fluctuations, meaning-making, and relational mechanisms that would be difficult to capture through scores alone.

Trustworthiness, Scope, and Limitations

Triangulation provided converging evidence for key patterns. Student reports were compared with teachers, counseling records, field observations, attendance information, and school documents. Member checking was conducted after initial data reduction, and the study maintained an audit trail of transcripts, notes, and coding. These procedures support credibility, but they do not remove all interpretive limits. The study involved one school, was conducted over a relatively short period, and relied substantially on interview data. Family economic conditions, parenting patterns, community environment, and social-media influences were not examined in equal depth. The researcher also interacted directly with participants, so proximity bias remains possible despite triangulation and member checking. The resilience categories should therefore be read as context-specific analytical interpretations rather than clinical or psychometric classifications.

CONCLUSION

The study shows that resilience among adolescents from broken-home families at SMP Negeri 1 Baros is heterogeneous, dynamic, and closely connected to the social resources available in school. Four participants showed high resilience, five moderate resilience, and three low resilience, but these levels were not fixed. Students could improve or regress as family pressure changed and as support was gained or lost. Internal resources such as emotional regulation,

optimism, self-efficacy, problem solving, and future orientation interacted with external resources from teachers, peers, school routines, counseling, religious activities, and extracurricular participation. School support appeared in emotional, informational, instrumental, and appraisal forms and was especially important when support at home had weakened.

The school functioned as a compensatory microsystem, while counseling teachers and homeroom teachers sometimes became stable adult figures who restored trust and a sense of safety. Through these processes, support strengthened I Have and contributed to the rebuilding of I Am and I Can. This improved emotional stability created better conditions for the internalization of religiosity, discipline, responsibility, independence, empathy, hard work, prudence, and self-control. Some students also showed post-traumatic growth, although this outcome was not universal. The findings support a character-education approach that combines moral expectations with sustained psychosocial support rather than relying primarily on rules or sanctions. Schools should strengthen proactive counseling, early identification of emotional changes, coordination among teachers, peer-support opportunities, structured extracurricular involvement, and family communication. Future research should use longitudinal, mixed-method, and multi-school designs and should test school-based intervention models that can track the changing nature of resilience over time.

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