

The Dynamics of Resilience Formation in Broken-home Youth

Lanny Octa Merliana Boru¹, Dian Lestari Anakaka², Shela Christine Pello³

¹⁻³Psychology Study Program, Faculty of Public Health, University
Nusa Cendana

email: *borulala736@gmail.com, dian.anakaka@staf.undana.ac.id,
pelloshela@yahoo.co.id

Abstract. A broken-home is a family condition that is no longer intact because of the separation or divorce of the parents. The condition of a broken-home creates psychological pressure for adolescents, so adolescents need the ability to survive and adapt to rise from the pressure they receive; this ability is called resilience. This study aims to look at the dynamics of the formation of resilience in broken-home adolescents. The method used in this research is a qualitative approach. The data collection technique used in this study is the photovoice technique, using semi-structured interviews and data analysis techniques using thematic analysis. The participants involved in this study were four teenagers with legally divorced parents who were in Kupang and were selected based on the snowball sampling technique. The results of this study found five main themes: the impact of a broken-home, active coping, support systems, parasocial relationships and resilience. These five themes form the dynamics of resilience in broken-home youth.

Keywords: Broken-home, Youth, Resilience

Abstrak. Broken-home adalah suatu kondisi keluarga yang sudah tidak utuh lagi karena perpisahan atau perceraian kedua orang tua. Kondisi broken-home memberikan tekanan psikologis bagi remaja, sehingga remaja membutuhkan kemampuan untuk bertahan dan menyesuaikan diri agar dapat bangkit dari tekanan yang diterima, kemampuan ini disebut resiliensi. Penelitian ini bertujuan untuk melihat dinamika terbentuknya resiliensi pada remaja broken-home. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah teknik photovoice dengan menggunakan wawancara semi terstruktur, teknik analisis data menggunakan analisis tematik. Partisipan yang terlibat dalam penelitian ini berjumlah 4 orang remaja yang memiliki orang tua bercerai secara sah dan yang berada di Kota Kupang yang dipilih berdasarkan teknik snowball sampling. Hasil penelitian ini menemukan lima tema utama yaitu dampak broken-home, coping aktif, support system, hubungan parasosial dan terakhir resiliensi, lima tema ini yang membentuk dinamika resiliensi pada remaja broken-home.

Keywords: Broken-home, Youth, Resilience

Article history:

Received 5 May 2023

Received in revised form 13 December 2023

Accepted 17 December 2023

Available online 21 December 2023

Introduction

In Indonesia, divorce cases are increasing every year. Divorce data has continued to increase from 2020 to 2021; according to data from the Indonesian Statistics Agency, divorce cases in Indonesia reached 447,743 in 2021, an increase of 53.50% compared to 2020, which reached 291,677 cases (Annur, 2022). In the NTT Province, in the number of divorce cases in 2021, the Nusa Tenggara Timur Civil Registry Population Service noted that as many as 13,838 residents experienced divorce (POS-KUPANG, 2022). Divorce forces children to live in a broken-home.

A broken-home is often known as a family condition that is incomplete or harmonious because both parents of the family have been said to be separated or divorced. This situation always makes the child a victim (Astuti & Anganthi, 2016). As a result, they experience emotional disturbances, such as isolating themselves from their friends, feeling lonely because they feel they are not cared for anymore, feeling insecure, lack of social interaction with others and having a low life expectancy (Saqinah, 2019). Previous research conducted in Kupang City by Masi (2021) showed that divorce makes the psychological condition of adolescents feel sad because they have lost family members and feel rejected and abandoned in a state of helplessness, anger, hurt and loneliness.

Adolescents need the ability to survive and adapt to rise from the psychological pressure received as a result of their parents' divorce, and this ability is called resilience. Resilience is the human ability to face, overcome, and be assertive when facing obstacles (Hendriani, 2018). Widyastuti (2017) explains that the success or failure of a teenager in dealing with a broken-home depends on the teenager's resilience. Danti and Satiningsih (2021) explain that resilient teenagers from broken-home s will be better able to make a problem a motivation and

continue to improve. Meanwhile, broken-home teenagers who are not resilient are teenagers who are less able to deal with problems, so negative things carry them away. Aspects that form resilience capabilities are emotion regulation, impulse control, optimism, analytical skills, empathy, self-efficacy, and reaching out (Reivich and Shatte, 2002). There are different findings in several studies showing that broken-home youth do not always develop in a negative direction. Hence, the authors are more interested in examining the resilience description in broken-home youth.

Method

This research uses a qualitative method. The participants in this study were four broken-home teenagers selected using the snowball sampling technique with the following criteria: broken-home teenagers aged 11-24 years who were unmarried, had legally divorced parents and were willing to participate in the study as evidenced by signed informed consent. The data collection technique used in this study is the photovoice technique. The photovoice technique can also help participants reflect on the realities of life they are experiencing while simultaneously seeing different sides of the experiences they are experiencing (Palibroda, Krieg, Murdock, & Havelock, 2009). The analysis technique used in this research is thematic analysis.

Results

Table 1.

Participant Demographic Data Description

No	Name	Age (years)	Current Education Status	Address	When parents divorced
1	Rose	21 years	Student	BTN Kolhua	2018
2	Practice	22 years	Student	Long Sand	2005
3	Sakura	22 years	Student	Naikolan	2003
4	Tulips	21 years	Student	Jl Nevona Raya	Still in elementary school (SD)

Table 2.

Themes and Sub-Themes

No	Theme	Sub Themes
1.	Impact of broken-home	<ul style="list-style-type: none"> • Emotional impact • Be a private person • Relations with parents become tenuous • Challenging to build relationships with other people
2.	Active coping	<ul style="list-style-type: none"> • Share stories with others • Explode emotions • Do positive activities • Spiritual relationship with God
3.	Support system	<ul style="list-style-type: none"> • Social support
4.	Parasocial relationship	<ul style="list-style-type: none"> • Overcoming loneliness • Role models
5.	Resilient characteristics	<ul style="list-style-type: none"> • Analysis of the causes of the problem • Empathy • reach out

The results of this study found four main themes and twelve sub-themes obtained from the results of the thematic analysis.

Theme 1. The impact of a broken-home

Mawar said that when she was informed of the news that her parents were going to divorce, she felt shocked and disappointed that she felt weak. The following is Mawar statement:

"Eeeeh, how come (pause for a moment and take a breath) I was quite surprised, you mean they really haven't lived at home for a long time, and I didn't expect that they would, and even then they didn't tell me that they were getting a divorce. At that time, the news about my parents' divorce was told by my grandmother." (Mawar interview)

"So when I heard the news at that time, I was shocked, and my body suddenly felt weak. I didn't know what to say anymore, and at that time, the news about my parents' divorce shocked me very much." (Mawar interview)

Sakura participants said that they did not have a close relationship with their parents because their parents did not play a role in raising them. Here's Sakura's statement:

"Eee, my relationship with my mother has never been in a relationship, whereas my relationship with my father is also not that close. I only have a good

relationship with my grandmother, I don't know how my feelings for my mother are like?" (Sakura interview)

"The most significant thing after I didn't have a mother figure, and yes, there was a father, but a father figure who really is a parent like a parent in my life, in my opinion, seems to have diminished." (Sakura interview)

Tulip participants said that after becoming a teenager from a broken home, he became gloomy and was not easy to get along with. Here's Tulip's statement:

"Yes, you have an impact. What's more about my friendship, because I was enthusiastic and cheerful at first, I became a gloomy person, more closed off." (Tulip interview)

Theme 2. Active Coping

Participant Mawar said that when she shared stories with her friends, she felt relieved and that she was not alone anymore. The following is Mawar statement:



"So when I told them about it, I felt comfortable. I also felt that I finally had a storyteller. I also feel that finally, I don't have to keep all these feelings to myself anymore because I already have a storyteller." (Mawar interview)

Photo 1. Taken by Mawar, this photo depicts her friends who always hear her stories.

Participant Sakura said that when she felt sad about her parents' divorce, she would express what she felt by letting herself cry as much as she wanted until her sad feelings disappeared. In Sakura's statement, she uses "He" to describe her feelings. Here's Sakura's statement:

"First, let the sadness be satisfied, then I will allow myself to express the emotions I feel by crying as much as I want (explaining in a high tone) until the feeling goes away by itself." (Sakura interview)

Tulip participants said that their parents' divorce made them feel confused, and to control their thoughts, they participated in positive activities. Here's Tulip's statement:



Photo 2. Taken by Tulip, in this photo Tulip is receiving an award as the winner of Futsal.

"So I have to control excessive thoughts, meaning excessive thoughts about the problem of divorce between my mother and father. I play football so I don't overthink the problem of divorce, so I don't get too carried away with life, and I'm confused about what to do every day. I get up to go to school. The practice continues after practice rests, so it's more regular, not too confusing anymore." (Interview with Tulip)

Based on the results of interviews with Sakura participants, she said that God's role in her life really helped her, and she always hoped for God. Participant Sakura also said that Our Lady is a surrogate mother. Here's Sakura's statement:



Photo 3. This photo was taken by Sakura, this photo depicts the place of Prayer.

"That photo I was in the adoration room. Adoration in Catholicism is a place of prayer for worship; that is the term. Then, I believe God's role spiritually helped me a lot. So if I have hope, I usually talk to God, then who else do I want to talk to? I also talked to Our Mother, Mary, who is everyone's mother. Everyone's mother, Mother Mary, so I have someone I call Mama. Her name is Mother Mary, right? She is my mother, so I feel like, oh, there is someone I call Mama." (Sakura interview)

Theme 3. Support System

Participant Mawar said that she did not get attention and affection from her parents. Besides that, when she was with her partner, she felt she could be herself. The following is Mawar statement:



Photo 4. This photo was taken by Mawar, this photo is Mawar and her partner.

"Ooh, if he is a couple who can be friends too. I chose this photo because what I want to look for in a father figure is probably him, who always gives it attention (takes a deep breath). I think he is the one who supports me the most, never says no to the results of my own hands" (Interview with Mawar)

"I also feel that when I'm with him, I can get through everything I'm going through. The point is when I'm with him, for example, I feel sad when I tell a story, and he listens to me, then things like that alone make me feel calmer" (Interview with Mawar)

Participant Melati said that her sister was the only person who understood her the most. Besides that, she and her sister were always together to deal with the problems they were experiencing. The following is Melati's statement:



"In this world, the person who understands me the most is her. I only have a sibling, but she is no one else. So when our parents separated, we were always together to deal with the problems we experienced, so I did not feel alone because I was always with her." (Melati interview)

Photo 5. This photo was taken by Melati. This photo is Melati and her sister.

Participant Sakura said that her grandmother was her home and her world. She could not live without her. Here's Sakura's statement:



"Eee, besides that, my granny is the most reliable in this world, and my granny is also my home. So this photo, in my opinion, best describes it." (Sakura interview)

Photo 6. This photo was taken by Sakura, this photo is in the hands of Sakura's grandmother.

The Tulip participant also said that dance and soccer friends helped and supported him in becoming a positive person. Here's Tulip's statement:



"Praise God, it was very helpful for ball and dance, and the people in the organization were very helpful, very positive, very, very constructive, supportive, supporting me to be better." (Tulips interview)

Photo 7. This photo was taken by Tulip, in this photo there are friends dancing.

*"I never thought about having negative associations. I wanted to smoke, and at that time, in my head, if I did that, it seemed that no one was scolding me because no one was paying attention to me. But my dance friend's name was t****. He reprimanded me by saying, "You cannot do that. Even if your parents ignore you, you must care for your body and character." Even though your parents split up, it does not mean you will become a broken person. You have to show that you can do it without the figures of both parents.*

Theme 4. Parasocial Relations

Sakura said her idol band also helped her, making her feel less lonely. K-POP idols also help him express affection. Here's Sakura's statement:



"In this second photo, I want to describe Korea, which helped me in my process, not alone. Because, in my opinion, the most significant thing after I didn't have a mother figure, and there was a father figure, but a father figure who is a parent in life, I think it seems to have diminished, so this makes me feel alone in this world, but what makes my world more crowded and not alone is the Korean people, they are my parasocial relations." (Sakura interview)

Pl
Sa
ite

T
s of resilience

Participant Melati said that she and her sister understood that her parents could no longer be forced to be together because of the stringent nature of both parents. The following is Melati's statement:

"But when I got older, it seemed that my sister and I understood the nature of a mother who is like this, and the father is also like this. So, what can my sister and I do? Can we think that, for example, if our parents were forced to stay together, it really could not be? Because they both have the same strong traits. For example, if you want to be forced to be together, it's not. Can So we, as children, have to be the intermediaries." (Melati interview)

Tulip participants also said their parents could no longer be together because of different beliefs. Here's Tulip's statement:

"At that time, I knew Mama could no longer be with Father. Even if you want to come back, you have to convert to your religion because you are not a Muslim, so if you want to return with your father again, you must convert to Islam." (Tulips interview)

Participant Mawar said that she learned that she was not the only one who became a broken-home teenager; other people experienced the same thing but were in a more severe condition than she was. The following is Mawar statement:

"But here I learned that I'm not the only one experiencing this situation; there are even other people who are more than I experienced, like in the second photo, so I have to try to be strong. I don't want to give up." (Mawar interview)

Tulip participants said that their parents' divorce made them independent individuals. Divorce also made him learn how to survive in the absence of both parents' attention. Besides that, Tulip also said that being a teenager from a broken-home would not make him a negative person and that his parents' divorce would also make him closer to God. Here's Tulip's statement:

"What I got from this separation event made me even more honed to understand my character, be myself, be able to handle my problems, aaa manage the time, how about no attention from parents, how do you survive, when you are still very old minor that people say still needs attention but how can you survive." (Tulips interview)

"And what is certain is that you have to get closer to God because there is a separation, no matter the problem. As human beings, we will talk to friends, but it's not the same as talking to God." (Interview with Tulip)

Discussion

This study adds some exciting findings on resilience in broken-home adolescents. The use of photovoice succeeded in capturing and photographing the impact, active coping, support systems, parasocial relationships and characteristics of resilience in broken-home adolescents. The first thing found in this study is related to active coping by broken-home teenagers in the form of positive activities, namely playing soccer and participating in dance activities to control their thoughts about their parents' divorce. In previous studies related to coping and resilience in broken-home adolescents, it was not mentioned. Still, in this study, it appears that broken-home adolescents are able to carry out positive activities to control their thoughts and the pressures they experience.

This study's latest new and exciting findings are related to parasocial relationships. Researchers find that parasocial relationships can help broken teenagers not feel lonely, as participants said that public figures such as K-pop bands make participants feel not alone. Besides that, K-pop bands are also role models in conveying affection. In previous studies related to resilience and parasocial relationships, researchers have not found this, so this is an exciting and new thing that needs further study.

Another recent and exciting finding in this study relates to the theme of resilient characteristics. Researchers found that the more mature the broken-home youth, the more capable they will be to re-evaluate every event that occurs in a positive. Previous studies related to resilience in broken-home youth and also research related to the age of broken-home children, which affect resilience, have

not been mentioned. Still, this study found that a broken-home child's age will be able to re-evaluate all events into lessons learned positive.

Conclusion

Based on the results of the analysis and discussion, it can be concluded that after becoming a teenager from a broken-home, teenagers will experience various kinds of impacts as a result of their parents' divorce, namely emotional impacts, feeling neglected, being closed individuals, relationships with parents becoming tenuous and challenging to build relationships with other people. Despite experiencing various impacts from the divorce, broken-home teenagers were able to face, overcome and rise from the conditions that the participants experienced by carrying out active coping, namely, in the form of sharing stories, expressing emotions, and carrying out positive activities and getting closer to God, in addition to active coping of adolescents also received a support system in the form of social support provided from family, spouse, close friends and organizational friends.

Broken-home teenagers are not only able to face, overcome, and get up, broken-home teenagers in this study are also able to describe resilience abilities, namely the ability to analyze the causes of problems experienced and the presence of empathy shown to their friends and the last is reaching out, teenagers can take the positive aspects of the events they experience.

Suggestion

It is hoped that broken-home adolescents will continue to develop themselves to become resilient individuals by seeking support in the form of a support system and also carrying out active coping to overcome any emotional pressure they experience because, based on research results, the form of support systems and active coping can also help broken-home adolescents become positive individuals resilient. Besides that, it is hoped that with this research, parents will consider the decision to divorce more when their children are still immature because divorce can harm the relationship between parents who are disconnected.

Reference

- Ardilla, & Cholid, N. (2021). The effect of a broken-home on children. *Journal of student research results*, 6(1), 1-14. doi : <https://doi.org/10.32923/stu.v6i1.1968>.
- Asikin, AS, Aipipidely, D., & Kiling, IY (2021). Experience of Dating Violence's Victims in Indonesia: A Photovoice Study. *International Journal on Personal Relationships*, 15(2), 183–196. doi : <https://doi.org/10.5964/ijpr.4303>
- Astuti, Y., & Anganthi, NR (2016). Subjective well-being in adolescents from broken-home families. *Journal of Humanities Research*, 17(2), 161–175.
- Annur, CS (2022). Divorce cases increased by 53%, the majority due to quarrels. *Databook*. Downloaded from <https://databoks.katadata.co.id/datapublish/2022/2/28/case-perceraian-meningkat-53-mayoritas-because-pertengkaran>. Accessed Sunday 9 October 2022. At 10.27 WITA.
- Braun, V., & Clarke, V. (2006). Using thematic kalisis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. doi : <https://doi.org/10.1191/1478088706qp063oa>.
- Budiman, M. & Widyastuti. (2022). Psychological dynamics of adolescents with divorced parents. *Cognicia*, 10(2), 72–79. Doi : <https://doi.org/10.22219/cognicia.v10i2.22072>.
- Cropley, AJ (2019). *Qualitative research methods: A practice-oriented introduction for students of psychology and education*. Latvian: Zinatne
- Danti, RR, & Satiningsih. (2021). The resilience of disabled youth who experience a broken-home . *Journal of Psychological Research*, 8(6), 1-11.
- Detta, B., & Abdullah, SM (2017). InSight: The Dynamics of Adolescent Resilience With Broken-home Families. *Journal of Psychological Research*, 19(2), 71-86.
- Farkas, D., & Orosz, G. (2015). Ego-resiliency reloaded: A three-component model of general resilience. *PLoS ONE*, 10(3), 1–26. doi : <https://doi.org/10.1371/journal.pone.0120883>.
- Firdausa, ZA, & Shanti, LP (2019). The relationship between loneliness and parasocial interaction in young adult female members of the Prillvers Semarang fanclub. *Unissula Student Scientific Conference*. 1, 1119-1125.
- Fitriana, RN, Fitriana, S., & Dian, MAP (2020). The impact of divorce on the emotional regulation of vocational students. *UNISSULA STUDENT SCIENTIFIC CONFERENCE (KIMU)*, 343-355.
- Grotberg, E. (1999). Countering depression with the five building blocks of resilience. *Reading Today`s Youth*, 4(1) 66-72.

- Hafiza, S., & Mawarpury, M. (2018). Meaning of happiness by broken-home teenagers. *PSYMPATHIC : Scientific Journal of Psychology*, 5(1), 59-66. doi : <https://doi.org/10.15575/psy.v5i1.1956>.
- Hendriani, W. (2018). *Psychological resilience an introduction*. East Jakarta: Prenadamedia Group.
- Wisdom, S. (2015). Treating the wounds of children who are victims of divorce through forgiveness. *SAWWA*, 10(2), 229-246.
- Hurlock, B. (2012). *Developmental Psychology An approach along the Life Span, Fifth Edition*, Translators: Istiwidayanti and So-edjarwi, Jakarta: Erlangga.
- Ministry of Religion. Ministry of Religion Strengthens Synergy to Reduce Divorce Rate. (2020, Sep, 14) <https://ntt.kemenag.go.id/berita/513708/kemenag--bp4-perkuat-sinergi-press-angka-perceraian>. Accessed Saturday 8 October 2022. At 22: 21 WITA.
- Khotimah, K. (2018). Factors forming the resilience of adolescents from broken-home families in Pucung Lor Village, Kroya District, Cilacap Regency. *KOMUNIKA journal of da'wah and communication*, 12(1), 136-157. doi : <https://doi.org/10.24090/komunika.v12i2.1384>.
- Kurniasih, A. (2021). Emotional regulation in broken-home children. *University of Semarang*, 1(2), 1-11.
- Lazarus, RS, & Folkman, S. (1984). *Stress, appraisal, and coping*. New York: Springer Publishing Company, Inc.
- Lestari, S. (2016). *Family psychology*. Jakarta: Prenadamedia Group.
- Lie, F., Ardini, PP, Utoyo, S., & Juniarti, Y. (2019). The growth and development of broken-home children. *Growth And Development*. 114-123. <http://jurnal.upmk.ac.id/indeks.php/pelitapaud>.
- Massa, N., Rahman, M., & Napu, Y. (2020). The impact of broken-home families on children's social behavior. *Jambura journal of community empowerment*, 1(1), 1-12. doi : <https://doi.org/10.37411/jjce.v1i1.92>.
- Masi, ML (2021). Analysis of the psychological condition of children from incomplete families in SMA PGRI Kupang students. *Journal of Education*, 7(1), 214-226. doi : <https://doi.org/10.33394/jk.v7i1.2968>.
- Mistiani, W. (2018). The impact of broken-home families on children's psychology. *MUSAWA*, 10(2), 322 – 354.
- Mone, HF (2019). Study of the impact of parental divorce on psychosocial development and learning achievement of children in the Oebobo sub-

- district, Kupang city. *Social Harmony: Journal of Social Studies Education*, 6(2), 155-163. doi : <https://dx.doi.org/10.21831/hsjpi.v6i2.20873>.
- Mulia, LO, Elita, V., & Woferst, R. (2014). The relationship between peer social support and the level of resilience of adolescents in orphanages. *LET'S PSIK*. 1(2), 1-9.
- Nope, HA, Oiladang, CS, & Syamsuriady. (2021). The impact of the divorce of the Rote Thie tribal family on their children in the village of Tanah Merah, Kupang Regency, Nusa Tenggara Timur Province. *SOSIOKONCEPTIA: Journal of Social Welfare Research and Development*, 10(3), 211-226. doi : <https://doi.org/10.33007/ska.v10i3.2412>.
- Nur, B., & Dewanti, R. (2021). Resilience in adolescents who experience broken-home s. *Physics*, 5, 1-10. <https://doi.org/10.21070/acopen.5.2021.2049>.
- Nurjana, A., & Diantina, FP (2018). Correlation of social support with resilience in individual victims of divorce (Study in Bandung's broken-home community). *Proceedings of Psychology*, 4(2), 773-778.
- Nurulita, N., & Susilowati, RK (2019). Case study on the dynamics of adolescent resilience with broken-home families. *ACADEMCA Journal Of Multidisciplinary Studies*, 3(1), 94-108.
- Palibroda, B., Krieg, B., Murdock, L., & Havelock, J. (2009). *A practical guide to photovoice: sharing pictures, telling stories and changing communities*. Manitoba: The Prairie Women's Health Center of Excellence.
- Paramitha, N., Nuraeni, N., & Setiawan, A. (2020). Attitudes of adolescents who experience broken-home s: Qualitative study. *JMCRH*, 3(3), 137-149.
- Peter, R. (2015). The role of parents in adolescent crisis. *HUMANIORA*, 6(4), 453-460.
- POS-KUPANG.com. (2022) The latest data for 2021 is that there are 13,838 divorcees living in NTT. Downloaded from <https://kupang.tribunnews.com/amp/2022/02/16/data-terbaru-selama-tahun-2021-sebanyak-13-838-cerai-hidup-di-ntt>. Accessed Sunday 9 October 2022. At 10.28 WITA.
- Pratiwi, IW, & Handayani, PA L (2020). Self-concept of adolescents who come from broken-home families. *JP3SDM*, 9(1), 17-32.
- Reivich, K., & Shatte, A. (2002). *The Resilience Factor. 7 Essential Skills for Overcoming Life's Inevitable Obstacles*. New York: Random House, Inc.

- Saliha, GTC, & Kurniawan, A. (2021). Description of authentic happiness in adolescents who have broken-home families. *Journal of Syntax Admiration*, 2(12), 2292-2302.
- Saqinah, DR, Fasikhah, SS, & Zulfika, U. (2019). Relationship between parents' emotional support and adolescent aggressiveness with divorced parents. *Cognicia*, 7(2), 12. doi : <https://doi.org/10.22219/Cognicia.Vol7.No2.258-269>.
- Sari, MP, Purwanti, S. & Nurliah. (2022). The effect of the parasocial relationship of Korean Pop fans on Twitter social media. *MEDIAKOM : Journal of Communication Studies*, 5(2), 145-164. doi : <https://doi.org/10.32528/mdk.v5i2.7876>.
- Sari, SM, & Ningsih, YT (2022). The relationship between peer support and resilience in broken-home adolescents. *Journal of Psychological Research*, 5(3), 78-86.
- Sarwono, W., S. (2019). *Adolescent Psychology revised edition*. PT RajaGrafindo Persada: Depok.
- Siyoto, S., & Sodik, A. (2015). *Basic research methodology* Dr. Sandu Sioto, SKM, M.kes M. Ali sodik, MA1.
- Sugiyono. (2017). *Quantitative, qualitative and R&D research methods*. Bandung: Alfabeta.
- Syafrina, D., Permatasri, DP, Dara, YP (2016). Parasocial and Romantic Beliefs: Studies on Viewers of Korean Drama Series. *MEDIAPTION*, 2(2), 16-22.
- Tong, A., Sainsbury, P., & Craig, J. (2007). Consolidated criteria for reporting qualitative research (COREQ): A 32-item checklist for interviews and focus groups. *International Journal for Quality in Health Care*, 19(6), 349-357. doi : <https://doi.org/10.1093/intqhc/mzm042>.
- Wang, C., & Burris, MA (1997). Photovoice: Concept, methodology and use for participatory needs assessment. *Health Education & Behavior*, 24(3), 171-186. doi : <https://doi.org/10.1177/109019819702400309>.
- Wulandari, D., & Fauziah, N. (2019). Experiences of youth victims of broken-home s (a qualitative phenomenological study). *Journal of Empathy*, 8(1), 1-9.
- Widyastuti, T. (2017). Resilience of a child from a broken-home family: phenomenology study. *International Conference on Advances in Education and Social Sciences*, 3, 244-253.
- Willis, S. S. (2015). *Family counseling (family counseling)*. Alfabet Publisher: Bandung.