



## Building Emotional Regulation and Self-Efficacy: The Role of Reality Counseling in Strengthening Resilience in Children from Broken Homes

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**Abstract.** This study aims to describe the description of resilience, causal factors, impacts, and coping strategies in broken home children. The research used a qualitative approach with a case study method, involving subjects, friends, teachers, and parents, and using interviews, observation, and documentation as data collection techniques. The results showed that the subject's resilience was in the moderate category, especially in the aspects of emotion regulation and self-efficacy, which made the subject not optimal in dealing with difficult situations. The most influencing factor is the internal strength of the individual (I am factor). As a result, subjects tend to close themselves and lack confidence. Efforts to increase resilience were carried out through reality counseling with the WDEP stage (wanting, doing, evaluating, planning), which succeeded in increasing the subject's resilience to the high category accompanied by positive behavioral changes, such as increased self-confidence.

#### Keywords:

*Resilience;*

*Broken Home;*

*Reality Counseling*

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## INTRODUCTION

*Broken home* is a situation where one parent is absent due to death, divorce, neglect, and so on (Chaplin, 1968). One aspect of the family *broken home* that is, the family is divided because of its changed structure because one of the heads of the family dies or divorces (Willis, 2021). Similar to what was experienced by the subject's parents, they

divorced because the subject's father had a relationship with another woman, so the subject's mother relented and separated from her husband. Related to the cause *broken home*, there is an impact on children, namely feeling less than perfect affection, changes in attitudes and unstable emotional states, and being prone to having negative emotions (Retnoningtias et al., 2019). In addition, research conducted by Mayfani et al., (2022)

suggests that children from incomplete families are more prone to psychological problems, such as low *Self-esteem* and difficulties in adjusting to the social environment.

In line with the research conducted Ariyanto, (2023), family condition *broken home* who experience divorce can cause children to experience mental pressure, children's behavior patterns are not well organized, emotions are not controlled, and they prefer to be alone. Condition *broken home* Of course, it is very painful for a child, especially if the divorce carried out by the parents occurs in bad conditions, such as the presence of a third person in a domestic relationship. The child will feel the loss of the affection of one of the parents. To reduce or even eliminate the negative impact of a traumatic event, a skill called resilience is needed. Resilience is the ability to bounce back and adapt after facing difficult conditions or having a problem (Reivich & Shatte, 2003). According to Reivich & Shatte, the aspects of resilience are emotional regulation, impulse control, optimism, problem analysis skills, self-efficacy, and improvement of positive aspects. And there are 3 factors that affect resilience in individuals, including *I am, I Have, and I Can* (Grotberg, 2003). Based on the researcher's experience while participating in the teaching campus program 6 and making observations at the school, it was found that the subjects who came from the family *broken home*, generally looks like any other student. However, there are times when the subject often daydreams and shows his anger when in the school environment. This can be seen when FWR asks his friend for help to accompany him to the toilet and his friend refuses, FWR will grumble. The subject will sulk or get angry when his wishes are not complied with. However, there are positive impacts that are shown such as increased motivation to learn, for example when the child is given an assignment and given new material, the subject shows his enthusiasm for learning. In addition, the subject showed an optimistic attitude, one example is that the subject dares to ask questions when there is one material that he does not understand. This study shows that not all children *broken home* have a high level of resilience. Some

children show difficulty expressing feelings, as well as an inability to manage stress well. Various approaches have been developed to improve resilience, such as *cognitive behavior therapy* and *solution focused brief counseling*, which emphasizes mindset change and solution exploration. However, research that specifically examines the effectiveness of reality counseling with the WDEP system (*want, doing, evaluation, & planning*) in increasing children's resilience *broken home* is still limited. Some researchers who use reality counseling to improve resilience are: Ainiah & Khusumadewi, 2018; (Khofifah, 2022; Putra & Karneli, 2021; Tuaputimain et al., 2024). Therefore, the researcher aims to analyze the resilience of children *broken home* and using reality counseling to increase the resilience of children from families *broken home*.

## METHOD

This research is a research that uses a qualitative approach, with the type of case study research. Creswell (Ardiansyah et al., 2023) The objectives of qualitative research include an understanding of individual experiences, social processes, cultural contexts, interactions, meaning constructions, and those that take place in these phenomena. Meanwhile, case study research according to Bxter & Jack (Fadli, 2021) It is an approach that is carried out intensively, events, activities and so on to obtain in-depth knowledge/information about it. With an in-depth and contextual approach, case studies allow researchers to gain a thorough understanding of child resilience *broken home*, so that it becomes a relevant method to explore this phenomenon. The presence of researchers is indispensable in this research process to obtain in-depth information about the problems being researched. Researchers do manual coding in analyzing data. The research site was carried out in Makassar City, precisely at Ilham Makassar Junior High School. The criteria for selecting subjects are based on family conditions *broken home*, openness to share experiences, and have good communication skills, as well as the approval of related parties to participate in this research. The informants in this study are friends, teachers, and parents of the subjects. To obtain in-depth and accurate information,

the researcher conducted semi-structured observations and interviews with subjects and informants based on previously designed observation guidelines and interview guidelines. The stages of the case study are 1) case identification, 2) problem identification, 3) diagnosis, 4) prognosis, 5) *treatment*, and 6) follow-up. Qualitative data analysis techniques consist of data reduction, data presentation, and conclusion drawing (Miles

& Huberman, 1994). Furthermore, the technique used by the researcher to obtain optimal results in checking the validity of the data is triangulation (Sugiyono, 2013). Triangulation is divided into several types, but the researcher chose source triangulation and triangulation methods to test the data and ensure that this research is truly scientific research.

## RESULTS AND DISCUSSION

**Table 1.** Overview of Medium category Resilience

Category	Interview excerpts	Keywords	Conceptualization
<i>Emotion regulation</i> (harboring one's own feelings, showing negative emotions)	"just shut up" (DP/Wwcr01/FWR/05/03/2024)	Speechless	The subject is used to being silent when he is having a difficult problem
	"It is rare for him to tell me if he has a problem, he is more often silent, he is just busy playing his cellphone himself. Suddenly his mood is bad if there is a problem too" (DP/Wwcr02/shb/02/09/24)	Rarely stories and more often silent	The subject showed a habit of harboring his own feelings when he had a problem
	"Yes, that's how he is, it's normal for him to get angry, sometimes he goes berserk. But I advised him. If you have been advised to start to calm down your anger, you can get angry with people again." (DP/Wwcr04/ort/04/09/24)	Angry, raging	The subject showed angry behavior until he went berserk when he could not withstand the pressure of the problem at hand
	"Yes, crying a little, crying silently, not wanting to be heard by the people at home. But I can cry and I can cry and cry for the child? Diitu baru dares to tell a story." (DP/Wwcr04/ort/04/09/24)	Cry	Subjects exhibit crying behavior when having problems
<i>Self-efficacy</i> (Self-doubt, lack of confidence)	"Yes, you often do, 50% doubt about your own ability." (DP/Wwcr01/FWR/02/09/24)	Hesitate	The subject often doubts his own abilities in front of his best friend and friend
	"Yes, sometimes you say "IHH you can if that's it?" (DP/Wwcr03/GBI/03/09/24)	Can it be if?	The subject is confused by the abilities possessed
<i>Impulse control</i>	"Yaaa, that's right, grumpy." (DP/Wwcr04/ort/04/09/24)	Grumping	The subject shows abusive behavior when his will is not obeyed
	"Sometimes it can be sometimes not." (DP/Wwcr04/ort/04/09/24)	Sometimes it can	The subject feels that he can

		(DP/Wwcr02/SHB/02/09/24)		sometimes resist the emotional impulse from within himself
		"I've cried before, but I stopped on my own for a long time." (DP/Wwcr01/FWR/02/09/24)	Crying and stopping on its own	The subject can calm himself down when crying
Showing optimistic attitude	an	"Emm, he's always willing to do his best. At his current age, he is already willing to take responsibility for his parents, think about the things that need to be done later." (DP/Wwcr04/ort/04/09/24)	Always willing to do the best, willing to be responsible	The subject feels that he must do his best, must be responsible for his family, and think about future plans maturely
		"He is diligent in going to school, always doing the assigned tasks, if he is asked to do something, he never argues." (DP/Wwcr03/GBI/03/09/24)	Diligent in school, doing assignments, and never arguing	The subject is diligent in going to school and doing assignments, and is obedient to the teacher at school
		"God willing, you can." (DP/Wwcr01/FWR/02/09/24)	God willing, it can be	The subject feels confident to complete the teacher's assignment well
Show empathy		"Sometimes she asks for stories, tells funny stories, or nahibur her mother so that she doesn't get sad in front of her child."	Sometimes I ask stories	The subject shows a caring and empathetic attitude to his mother and tries to comfort his mother when she is sad
		"Yes, I often help my friends complete their tasks."	Often help	The subject helps his friend who is constrained in completing the task
<i>Causal analysis</i>		"I found out, if I had a fight with my friend, I used to think why did the monks fight... From the way I speak, or does anyone like my friend like that?" (DP/Wwcr01/FWR/02/09/24)	Find out	The subject shows an attempt to understand the causes of the conflict by evaluating behaviors and situations
		"Explain carefully what you want, but if you can't get it, I'm angry." (DP/Wwcr02/SHB/02/09/24)	Explain carefully what you want	Subjects showed limitations in managing emotional responses when in situations they felt misunderstood or did not get what they wanted.
		"In that case, he asked again what he	Asking again,	The subject

	meant by the matter, he clarified first and then worked."	naperjelaski	demonstrates understanding strategies in the learning process
<i>Reacing out</i> (Striving to keep moving forward and looking for opportunities to grow)	"Yes, I make it a life lesson, I use it as motivation so that I can adjust myself if there is the same problem." (DP/Wwcr01/FWR/02/09/24)	I make it a life lesson, I make it a motivation	The subject uses a problem as motivation and life lessons in order to develop
	"That's when I was told to make a mosaic from used goods, I was very enthusiastic about FWR. Arrange it carefully so that it is beautiful to look at. Just like in the past, I was told to play qasidah, I was very enthusiastic about learning so that I could be a team." (DP/Wwcr02/SHB/02/09/24)	Passion for learning	The subject dares to try new things, reflecting motivation and enthusiasm in performing a specific task or activity, either individually or in a group
	"He was looking for a way to solve the problem, I don't know what he was doing but he was trying to solve the problem." (DP/Wwcr04/ort/04/09/24)	Find a way to solve the problem, try to solve the problem	The subject seeks to solve the problem, even if the method is irregular.

Of the seven aspects above, the most dominant one affects the resilience of the medium category of subjects, namely the aspects of emotional regulation and *self-*

*efficacy*. Low emotional regulation makes the subject unable to deal with stress calmly, while low *self-efficacy* causes the subject to doubt his or her ability to cope with problems.

**Table 2.** Factors Causing FWR Subject Category Resilience

Category	Interview excerpts	Keywords	Conceptualization
<i>I have</i> (family, friends, and economy)	"My mom, myself." (DP/Wwcr01/FWR/02/09/24) "Many, his close friends, his mother." "There's her brother, there's her aunt." (DP/Wwcr04/ort/04/09/24)	Mama and yourself Friend Brother and aunt	The subject felt that the one who had supported him all this time was his mother and himself. And the subject received support from his close friends, older brothers, and aunts.
<i>I am</i>	"Feeling devastated....." (DP/Wwcr01/FWR/02/09/24) "Not too much, sometimes" (DP/Wwcr02/shb/02/09/24)	Destroyed Sometimes	The subject experiences emotional breakdown, where everything feels difficult to fix and accept The subject finds it difficult to get along with new people
<i>I can</i>	"When it comes to getting along, he doesn't, because he's shy. Let the neighbors greet each other." (DP/Wwcr04/ort/04/09/24) "Fighting with my own thoughts, like what kind of way do I use this pity so that I can solve the problem."	Sociable, shy Fighting with one's own	The subject cannot get along widely with his environment because he is hindered by shyness. The subject tried to find a way to solve the problem but found it difficult

(DP/Wwcr01/FWR/02/09/24)	thoughts	
"You can, you can blend in." (DP/Wwcr02/SHB/02/09/24)	Mingle	The subject can adjust to other classmates.

Of the three factors that cause resilience above, the most prominent factor and affects the resilience of the subject is the *I am*. While other factors are good, it can't increase the subject's resilience from medium to high.

Because these three factors will affect each other's behavior to be relatively stable, with meaningful responses to various situations and conditions faced (Hendriani, 2018).

**Table 3.** Impact of Resilience on FWR Subjects

Category	Interview excerpts	Keywords	Conceptualization
Lack of confidence	"Sometimes, sis." (DP/Wwcr01/FWR/02/09/24)	Sometimes	The subject feels that he only occasionally tells the feelings he is experiencing
	"Sometimes he's hidden." (DP/Wwcr04/ort/04/09/24)	Hidden	The subject sometimes harbors his own feelings when he has a problem
Less open	"Iye but with certain people." (DP/Wwcr02/SHB/02/09/24)	Certain people	The subject can only get along with new and certain people
	"It's mediocre. You can also immediately trust other people if someone wants to get to know you because you are afraid of something." (DP/Wwcr01/FWR/02/09/24)	It's mediocre, but you can also believe it right away	The subject shows caution, hesitation, and a wary attitude to the newly-known.

Based on the two impacts shown by the subjects, the most visible impact due to the medium category resilience of the subjects is that they have a less open nature and tend to close themselves. And did not dare to express his feelings to his family or friends

The table above explains the stages of reality counseling using the WDEP (*want, doing, evaluation & planning*) system which is applied to increase the resilience of children *with broken homes*.

**Table 4.** Counseling Results

It	Meeting (Counseling Stage)	Evaluation		
		<i>Understanding</i>	<i>Comfort</i>	<i>Action</i>
1	First (Desire and Needs Exploration Stage)	The counselor began to explain his wishes and hopes for the future, especially in dealing with the problems he	Counselors feel emotional satisfaction because they can express their feelings freely. In addition, counselors feel relieved	The counselor realized that he needed to talk to his mother to express his feelings

		experienced	because they have the opportunity to be heard and understood.	
2	Second (Direction and Action Exploration Stage)	Counselors began to understand that the actions taken so far were not entirely appropriate in resolving their problems	The counselor feels anxious about the action he chooses whether it is appropriate or not	The counselor began to share stories with his brother, who had been a place to vent and discuss
3	Third (Evaluation Stage)	The counselor understands that all behaviors and actions taken need to be assessed first in order to be in accordance with his wishes	Counselors are confused in choosing the right decision	The counselor expresses his confusion and begins to assess what behavior should be done to solve the problem
4	Fourth (Final Planning and Evaluation Stage)	The counselor understands that he must implement the plan he has prepared to realize his wishes	The counselor felt excited because he had reached the final stage of the counseling process	The counselor began to implement what had been designed, as well as filling out an evaluation sheet to assess the results of the counseling sessions that had been undertaken.

## Discussion

### 1. Overview of the resilience of children in broken homes

Moderate category resilience according to (Reivich & Shatte, 2003) that is, the ability of individuals to regulate emotions in certain situations, but still struggle in the face of greater pressure. The subject can solve some problems on his own, but often doubts his abilities. Low emotional regulation shown by the subject is difficulty in controlling his emotions. It can be seen from behaviors such as irritability, crying, and choosing to remain silent when facing problems. The expression of anger can be seen from the side of the inner eyebrows that are fused and tilted downwards, the lips are narrowed, and the eyes are sharpened (Ramadani, 2021). Rahman (2020), angry emotions can be seen from someone slamming the door, shouting loudly, throwing pillows, crying, writing *Diary*, etc. The things shown by the subject

are crying, the intonation of the voice is raised, the look of sharp eyes and clenching fists. Supratman & Mahadian, (2018) states that people can channel anger by swearing at the waist, clenching their fists, and glaring at the eyes. In line with research Works (2022), it was found that one of the subjects had feelings of sadness, anger, and disappointment towards his mother because he remarried. However, the subject chooses to remain silent when he cannot hold back his emotions. In addition, research Arum & Kurniawan (2023), explaining that the child *broken home* experiencing many difficulties in adjusting and living their daily lives.

The second aspect of resilience shown by the subject is *impulse control*. Based on the results of the study, the subject had *Impulse Control* moderate, where he is able to manage emotional urges in some situations. For example, when she was crying, she tried to stop crying on her own and when her cellphone was confiscated, she looked for

productive activities. Research Karya, (2022) stated that the subjects studied chose not to do negative things when their parents were not in harmony. Different from research (Sandra et al., 2024), the subjects studied are more silent and accept the situation and consider all actions before taking action. Therefore, it can be concluded that FWR has *Impulse Control* medium category. Meanwhile, in the aspect of optimism, FWR has an optimistic attitude that supports its resilience, especially in academics and future hopes or dreams. In line with research (Sandra et al., 2024), the subjects studied chose to complete their education well, find a partner who loves them and has a strong mind, and wants to succeed to prove revenge for the role they are facing now. However, this optimistic attitude will not develop when the subject has *self-efficacy* low, because a blend of realistic optimism and self-efficacy is one key to resilience and success (Hendriani, 2018). The fourth aspect is empathy, although the subject has moderate category resilience, he has empathy abilities that allow him to build positive relationships with teachers, friends and family. In line with research (Sandra et al., 2024) That is, the subject has a strong sense of empathy, seen when he finds a sad friend, it will help give advice by doing positive things to reduce his sadness. Likewise, the empathy shown by FWR is to comfort his family to feel better and help his friends when they are in distress or sadness, showing that he is able to understand the emotions of others verbally and non-verbally. If it is linked to the resilience factor, this ability is included in the *I am* that is, the ability to feel caring and responsible for others.

The fifth aspect is *causal analysis*, FWR showed that he was able to identify the problem on his own. Judging from FWR's behavior who always tries to understand the root of the problem before taking action, and his habit of asking questions or seeking clarity when facing difficulties both in the learning process and interpersonal. Different from the results of the study Sandra et al., (2024), the subject takes learning from his family situation, focuses and directs himself to be better by focusing on learning and making his mother happy. Next is the aspect *self-efficacy*, Bandura (Laura, 2019) People who have high self-efficacy will always have ease in facing challenges and will not feel doubtful about

their abilities. In the case of FWR doubts about his abilities reflect unstable self-efficacy, judging from the doubts about his own abilities that often arise, which can affect the way he faces challenges or solves problems on his own. In line with the results of the research Works (2022) One of the subjects is able to solve the problems faced, but sometimes doubts arise in him due to family problems *broken home* experienced. Different from research Moses (2023), the results of her research show that one of the subjects studied has the confidence to overcome the problems she faces by preparing herself to become a strong woman with what she does now will be useful for her future, and continue to hone her skills. FWR is categorized as having low efficacy because it is dominated by self-doubt that affects its response to problems or challenges.

The last aspect is *reaching out*, FWR's ability can be seen from his efforts to keep going, adapt and look for opportunities in the midst of the challenges he is experiencing. As a result of an interview with his mother, "He is looking for a way to explain the problem, I don't know what he is doing but he is trying to solve the problem" (DP/Wwcr04/ort/04/09/24) which shows that he has the intention to change his life and try to achieve the desired life goals. In line with research Gunawan & Maramis (2023), where the results of the research show that the subjects studied have their own life goals and strive to achieve them

## 2. Factors that cause resilience

The first factor that affects the resilience of the subject is *I have*, This factor relates to the external resources that adolescents have, such as support from family, friends, and community, as well as access to education and other opportunities that can help them cope with challenges (Hendriani, 2018). The subject points out that he was able to survive until this second due to the presence of external support such as his family, mother, brother and aunt. Different from research (Nurulita & Susilowati, 2019) who gets one of his subjects does not get support from the people around him, the subject feels that only he himself is trying to be strong until now. Next is the factor *I am*. In this factor, FWR still has limitations in establishing wide social relationships, especially due to low *self-efficacy*.



This affects FWR's courage to interact socially. Different from research Nurulita & Susilowati (2019); Works (2022), which obtained the result that the subject has the strength in himself to be able to face his problems, such as directing himself, being able to manage emotions, easily getting along with others so that he finds a place to share about his problems. The third factor is *I can*, Although the subject has doubts in expressing his feelings or views, he has the courage to seek solutions to the problems at hand and has the ability to think logically in stressful conditions. Different from research (Nurulita & Susilowati, 2019) where the research subjects actually get help from the closest people to solve problems when needed.

### 3. *Impact of moderate category resilience*

In the subject of FWR, the impact shown is the tendency to close themselves or lack openness in expressing their feelings. FWR is afraid to burden his friends or family when he tells about the problems he is experiencing. As is the case with the results of the research Murniasih & Irvan, (2023) explained that self-efficacy acts as an intermediary in resilience and social support in adolescents whose parents are divorced. When adolescents have high social support, their efficacy will be stronger to face challenges and difficulties due to parental divorce.

### 4. *Medium category resilience handling*

In changing the resilience of the medium category of counseling, individual counseling is used with a reality approach that focuses on current behavior. Reality counseling is an approach that views the realization of an individual's development based on the fulfillment of the 3 R principles, which consists of *Right, Responsibility, and Reality* (Corey, 2022). This counseling emphasizes that the child from the family *Broken* home, have control over how they respond to their family's condition. This counseling teaches them to take control of their lives, take responsibility for their choices, and focus on solutions that can improve their well-being. The implementation of reality counseling services in an effort to increase the self-resilience of FWR students who experience *broken home* which is characterized by the development of emotional regulation ability, increasing *self-efficacy* improve by being confident in his own abilities and being able

to get along with the people around him. Research that supports the use of reality counseling to increase resilience is research conducted by Khofifah, (2022) where the results of the research stated that there was an increase in resilience before and after it was given *treatment* reality group counseling. Counseling shows changes and increases resilience little by little. The counselor is able to evaluate his actions so far that are not appropriate in overcoming his problems. Counselors are able to make the right decisions to develop new plans to achieve their wants and needs. The same is true for research conducted by Wirastania & Farid, (2021) which states that reality counseling is effective in increasing students' self-resilience as seen from the changes that students have made in facing current conditions.

## CONCLUSIONS AND SUGGESTION

Based on the results of research and discussion that has been carried out at SMP Ilham Makassar on one of the students who has medium resilience, it can be concluded that Based on the results of research and discussion that has been carried out at SMP Ilham Makassar on one of the students who has moderate category resilience, it can be concluded that the picture of student resilience is in the medium category in the aspects of emotional regulation and *self-efficacy*. The combination of low emotional regulation and *self-efficacy* makes the subject's ability to survive and thrive in difficult situations diminished. Which means that it is not completely failed, but it is also not optimal. Of the three resilience factors, the one that most affects the resilience of the medium category is the *I am factor*, which is a factor that refers to the internal strength of the individual. The impact of resilience from the medium category of FWR is the tendency to close themselves off and lack confidence in expressing their feelings, because they are worried about burdening others. Efforts to increase the resilience of the medium category in FWR use reality counseling which consists of 4 stages of WDEP, namely *exploration of wants and needs, doing and direction, evaluation, and planning*. After being given the treatment, the subjects showed increased resilience from the medium category to the high category and behavioral changes such as self-confidence

Based on the conclusions of the research results and discussions that have been discussed, the suggestions put forward by the researcher are: (1) BK Teacher, BK teachers or counselors can apply reality counseling to increase the resilience of broken home children; (2) For Students, Students can understand ways to improve medium resilience and can alleviate the problem of medium or low resilience; (3) For the next researcher, Researchers can then develop and implement WDEP systems with other bound variables.

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