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"Adolescent Resilience From Broken Homes In Poigar Village, Bolaang Mongondow Regency"

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Abstract

This study explores the resilience of adolescents from broken homes in Poigar Village, Bolaang Mongondow Regency, Indonesia, where parental divorce often triggers emotional distress and difficulties in social adaptation, although protective factors such as social support can strengthen their resilience. The main objective was to identify factors supporting resilience ("I Have", "I Am", "I Can") and its aspects (emotional regulation, impulse control, optimism, problem analysis, empathy, self-efficacy, reaching out) in two 21-year-old subjects selected through purposive sampling. A qualitative approach with a case study design was used, relying on semi-structured interviews, participant observation, and documentation, analyzed through data reduction, thematic presentation, and inductive conclusions with triangulation of sources and methods for validity. The results show that both subjects demonstrated strong resilience thanks to the support of their extended family, church community, and internal strengths such as optimism and emotional regulation, enabling positive adaptation in education and social life. This study concludes that a combination of internal-external factors is crucial in rural contexts, with practical implications for psychosocial interventions by parents, teachers, and counselors to strengthen the resilience of vulnerable adolescents.

Keywords:Broken Home, Emotional Regulation, Resilience Factors, Rural Adolescents, Self-Efficacy

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INTRODUCTION

Divorce and disruption of family structure remain important issues in developmental psychology because they directly impact emotional security, adaptive functioning, and the sustainability of adolescent development. Recent studies have shown that parental divorce is associated with an increased risk of psychological distress, social adjustment difficulties, and decreased subjective well-being in adolescents, while social support and emotion regulation act as protective factors, strengthening their resilience (Friedman et al., 2021; Smith et al., 2024). Furthermore, recent literature emphasizes that resilience is not merely passive resilience but rather an adaptive capacity that enables adolescents to manage family stress, maintain psychosocial functioning, and construct positive meaning in life amidst uncertain conditions (Wang et al., 2022; Zhang et al., 2023). Therefore, the topic of resilience of adolescents from broken homes has high scientific and practical significance, especially in the context of increasing global attention to adolescent mental health post-pandemic and changes in modern family structures (UNICEF, 2021; Finkelstein & Grebelsky-Lichtman, 2021).

In the Indonesian context, parental divorce and family disharmony remain a social reality that directly impacts adolescent development. Scoping reviews show that parental divorce can lead to sadness, anxiety, anger, guilt, helplessness, and even impaired social and academic functioning in children and adolescents, particularly when post-divorce communication is disrupted and family support weakens (Fahira et al., 2023; Rahmawati & Hidayat, 2024). Other empirical findings also confirm that adolescents from broken homes are more vulnerable to emotional and social adjustment problems, but some are still able to demonstrate good adaptation if they receive support from remaining parents, extended family, teachers, and peers (Nursalam et al., 2024; Putri & Kurniawan, 2025). In the context of Poigar Village, Bolaang Mongondow Regency, this phenomenon becomes increasingly relevant because initial observations show that two adolescents from broken homes were able to recover and live relatively stable lives. Therefore, it is interesting to study not only their vulnerability but especially their resilience capacity.

Conceptually, previous studies have positioned resilience as a multidimensional construct influenced by both internal and external factors. Recent research has found that emotional regulation, self-efficacy, optimism, and the ability to make sense of difficult experiences are important predictors of resilience in adolescents from broken families, while social support from family, peers, and school strengthens their adaptive abilities (Azmy & Hartini, 2021; Arifin et al., 2025). Similarly, other studies have shown that aspects of resilience such as impulse control,

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empathy, problem analysis, and reaching out tend to emerge differently depending on life experiences and available social resources (Hidayati & Setiawan, 2024; Lestari et al., 2025). Thus, previous research has provided a strong basis for the belief that adolescents from broken homes are not always synonymous with maladaptation; in fact, under certain conditions, they can develop specific and measurable protective mechanisms.

However, existing research findings vary and leave several important limitations. Some studies focus more on the negative impact of divorce on adolescents' mental health, academic achievement, or behavior, while others highlight resilience but tend to use a literature-based approach or samples limited to school and urban contexts (Fahira et al., 2023; The Psychological Impact of Parental Divorce on Adolescents, 2024). Furthermore, many studies have not elaborated in depth on how resilience is formed in adolescents living in rural areas with their unique socio-cultural dynamics, including the role of the extended family, community relations, and local values in supporting their resilience (Sari & Pratama, 2024; Ningsih et al., 2025). Inconsistencies are also evident in research findings on protective factors; Some studies highlight social support as the dominant factor, while others place emotional regulation or self-efficacy as the core of resilience, so contextual studies are needed to understand the combination of factors that are most relevant in a particular case (The Role of Social Support and Self-Efficacy on Resilience of Late Adolescents with Divorced Parents, 2025; Resilience in Those Who Have Broken Homes, 2021).

Based on this gap, this study explicitly seeks to answer how adolescents from broken homes in Poigar Village, Bolaang Mongondow Regency are able to survive, adapt, and grow through resilience, while also identifying the supporting factors and the most prominent aspects of resilience in their experiences. This focus is important because the available literature has not provided many in-depth readings based on local cases that connect the experience of broken families with the dynamics of adolescent resilience qualitatively and contextually. Thus, the problem statement of this study is that it is still not sufficiently understood how the configuration of internal and external factors work simultaneously in shaping the resilience of adolescents from broken homes in rural Indonesia, even though this understanding is crucial for designing more targeted psychosocial interventions (Wolin & Wolin, 1993; Adolescent Resilience from Broken Homes: A Literature Review, 2025).

The urgency of this research lies in the urgent need to shift the focus of studies from the mere destructive impact of divorce to adaptive mechanisms that enable adolescents to continue their healthy development. Theoretically, this study contributes to the developmental resilience

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literature by demonstrating how aspects such as emotion regulation, optimism, empathy, self-efficacy, and social support operate in the specific context of broken homes. Practically, the findings of this study are expected to provide a basis for parents, teachers, counselors, and social workers in designing support that is more sensitive to the needs of adolescents living in broken families. The novelty of this research lies in its focus on two adolescents from Poigar Village as a contextual empirical case, thus contributing to a sharper understanding of the resilience of adolescents from broken homes in a local region of Indonesia that has been underrepresented in previous studies (Azmy & Hartini, 2021; The Psychological Impact of Parental Divorce on Adolescents, 2024).

RESEARCH METHOD

This research uses a qualitative approach with a case study design, because its main objective is to understand in depth the resilience process in adolescents from broken homes in a real and specific social context. The qualitative approach was chosen because it allows researchers to capture the meaning, experiences, and dynamics of the subjects descriptively through words, actions, and interactions that occur in the field, rather than through statistical measurements alone (Sugiyono, 2019; Emzir, 2012). Meanwhile, the case study was used because the phenomenon being studied is contextual, unique, and limited to a specific location, so that an in-depth exploration of the experiences of two adolescents who demonstrate resilience despite living in broken families is necessary (Sudaryono, 2019; Ratunuman, 2025).

The research subjects were determined using purposive sampling, a technique for selecting informants based on specific criteria relevant to the research focus. In qualitative research, purposive sampling allows researchers to select participants who are most knowledgeable and have direct experience with the phenomenon being studied, resulting in richer and more in-depth data (Sugiyono, 2019; Hardani, 2022). The participant criteria for this study were adolescents from broken homes due to divorce, in their teenage years, and living with a parent or guardian. Based on these criteria, this study identified two primary subjects, each 21 years old, from Wineru Village, Poigar District, and currently pursuing higher education. The selection of these two subjects was deemed appropriate for a case study because the focus of the research was not on statistical generalization, but rather on gaining a deeper understanding of the resilience process experienced individually and contextually (Moleong, 2010; Emzir, 2012).

The primary instrument in this qualitative research is the researcher, who plays a key role in the data collection and interpretation process. To obtain comprehensive data, the researcher

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used semi-structured interview guidelines, participant observation sheets, and documentation as supporting instruments. Semi-structured interviews were chosen to allow the researcher to explore the subjects' experiences flexibly while remaining focused on aspects of resilience, such as emotional regulation, impulse control, optimism, problem-analyzing skills, empathy, self-efficacy, and the ability to seek support. Observations were used to capture the subjects' behaviors, expressions, and nonverbal responses during the interaction process, while documentation was utilized to strengthen data from field notes, photographs, and relevant archives (Hardani, 2022; Sugiyono, 2019). In qualitative research, instrument validity is not measured through statistical tests as in quantitative research, but rather through the consistency of guidelines, data traceability, and the instrument's accuracy in extracting information that aligns with the research objectives (Moleong, 2010; Emzir, 2012).

The research procedure was conducted chronologically, starting from the preparation stage, implementation, and finalization of data analysis. In the preparation stage, the researcher developed a proposal, determined the research focus, developed interview and observation guidelines, and obtained research permits from relevant parties. In the implementation stage, the researcher first conducted initial observations at the research location to identify the subject's social context, then conducted in-depth interviews with the primary subject and supporting informants, such as those closest to the subject. During this process, the researcher also collected relevant documentation to strengthen the field findings. The final stage was data processing and verification so that the research results could be compiled systematically and scientifically accountable. This series of procedures aligns with the principles of qualitative research, which emphasize the connection between context, process, and the meaning of the subject's experience in a naturalistic manner (Sudaryono, 2019; Ratunuman, 2025).

Data analysis was conducted qualitatively using descriptive-interpretive techniques, following the steps of data reduction, data presentation, and conclusion drawing. Data reduction was carried out by sorting information relevant to the research focus, specifically related to factors supporting resilience and aspects of resilience that emerged in the subjects. Next, the categorized data were presented in the form of a thematic narrative so that the patterns of the subjects' experiences could be read clearly and systematically. The final stage was drawing inductive conclusions based on the interconnections between themes discovered during the research. To maintain the clarity of interpretation, researchers can use qualitative data management tools such as structured manual recording or qualitative analysis software when necessary, although the primary focus remains on in-depth reading of the field data. This technique is in accordance with

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the characteristics of case studies, which place meaning, context, and interconnections between information at the core of the analysis (Moleong, 2010; Emzir, 2012).

Data validity was maintained through source and method triangulation. Source triangulation was conducted by comparing the results of interviews with the primary subject with information from close relatives, family, or other parties familiar with the subject's condition. Method triangulation was conducted by combining interviews, observations, and documentation so that data obtained did not rely solely on a single data collection technique. This strategy is important to increase the credibility of the findings, reduce researcher bias, and ensure that the conclusions drawn truly represent the subject's experiences in their entirety (Moleong, 2010; Sugiyono, 2019). From an ethical perspective, this research requires voluntary consent from participants, an explanation of the research objectives, assurance of confidentiality, and the use of pseudonyms, as applied to subjects Ling-ling and Aster. Thus, this research not only meets scientific principles but also respects the dignity and privacy of participants as individuals experiencing sensitive family experiences.

RESULT

Research Results of Subjects 1 and 2

1. Resilience factors
   a. The I Have Factor

      The "I have" factor in both subjects was demonstrated by the support they received from their mothers, grandmothers, close friends, spiritual mentors, and friends. This support provided a sense of security, acceptance, and motivation, allowing them to feel less alone in facing family problems. A supportive environment also helped them maintain self-confidence, socialize, and continue their education at university.

   b. The I Am Factor

      The "I am" factor reflects the subject's internal strengths, such as feelings of love, acceptance, optimism, independence, and self-confidence. Subject 1 felt more mature and responsible after the family conflict and was active in church activities. Subject 2 felt supported by her community, confident in her ability to survive, and assessed that difficult experiences made her stronger. Support from close friends and the church community also made both subjects feel valued, accepted, and more confident in their lives.

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Figure 1: Subjects participating in student exchange

Furthermore, from the observation results of Subject 1, a steady tone of voice was heard, appearing confident. The subject showed self-confidence in managing life and achievements (HO.I.LL.3f). And in the observation of Subject 2, a firm tone was heard stating that the subject was proud to remain steadfast (HO.II.AS.5i).

c. The I Can Factor

The "I can" factor indicates the subject's ability to manage emotions, make decisions, communicate, and build trusting relationships. Subject 1 was able to calm down, separate family issues from personal decisions, and focus on education, while Subject 2 was more open with trusted people and maintained honest communication.

Both subjects were also actively involved in social activities and able to face problems calmly. This demonstrates that "I can" is a crucial aspect of resilience, making them more adaptive, independent, and able to find solutions.

2. Resilience Aspects of Subjects 1 and 2

a. Aspects of Emotional Regulation

The subjects initially struggled to control their emotions, but over time they were able to calm themselves by thinking positively and diverting their attention to meaningful activities. Subject 1 wrote down their feelings in notebooks and shared them with trusted individuals, while Subject 2 managed their emotions through positive activities such as socializing with friends, participating in campus activities, and exercising. This indicates that both individuals are beginning to manage their emotions more healthily when facing challenges.

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Image of 2 notes written by subject 1

Both subjects demonstrated good emotional regulation by diverting their attention to positive activities, socializing with friends, praying, and seeking solutions when faced with problems. They did not immediately express anger or act impulsively, but instead chose to calm down before reacting. This was evident in interviews with the subjects and those closest to them, and was supported by observations that showed both remained in control when discussing their parents' divorce.

b. Impulse Control Aspects

The subjects demonstrated good impulse control by choosing to remain silent, calm themselves, and restrain their words when angry to avoid escalating the situation. They maintained their responsibilities despite facing family conflict, recognizing the importance of their future and personal obligations. Interviews with close friends and observations also showed that the subjects were able to control their emotions and did not easily express anger.

c. Aspect of Optimism

Optimism is evident in the subjects' belief that their future can be better, despite coming from unstable families. Subject 1 remains motivated to achieve their dreams, become more independent, and focus on their life goals with the support of those closest to them. Subject 2 also uses family experiences as encouragement to become a stronger, more independent, and more successful person in the future.

d. Problem Analysis Skills

The subject's ability to analyze problems was evident in his or her understanding that their parents' separation was not their fault and in distinguishing family issues from personal ones. Subjects 1 and 2 both attempted to focus on solutions, remain calm, and avoid rushing into decisions. Interviews with close friends and observations also indicated

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that both were able to think clearly when facing problems.

e. Empathy Aspect

Empathy was evident in the subject's ability to understand the feelings of parents and friends, and to maintain emotional connections despite the family's rift. Subject 1 demonstrated concern by trying to understand others' circumstances and remaining concerned through messages or offering assistance. Subject 2 preferred to give time and not force parents when they weren't ready to talk, to avoid escalating the situation.

f. Self-Efficacy Aspects

Self-efficacy was evident in the subjects' belief that they could persevere, solve problems, and achieve success despite coming from dysfunctional families. Subject 1 demonstrated self-confidence through motivation to graduate on time, student exchange experiences, and academic and social achievements, while Subject 2 viewed life experiences as a driving force to become stronger, more independent, and more successful. Support from those closest to them and experiences facing adversity also strengthened their belief that the future was still achievable.

g. Reaching Out Aspect

Reaching out is evident in the subjects' courage to open up to new relationships, participate in positive activities, and seek constructive experiences after facing difficult family situations. Initially, both were hesitant to interact with new people, but then gradually learned to trust each other and became active in church activities, sports, hanging out with friends, and self-development activities. This made them feel accepted, calmer, and less alone in facing stress.

Data Validity

In this study, data validity was strengthened through source and method triangulation. Source triangulation was conducted by comparing the results of the subjects' interviews with information from close contacts, such as peers and family members. Method triangulation was conducted through observation, in-depth interviews, and documentation to ensure the consistency of information obtained from various data collection techniques.

Based on observations and interviews, both subjects demonstrated resilience in coping with broken homes. The female subject demonstrated emotional control when discussing her parents' divorce. She appeared calm with a steady voice, although occasionally teary-eyed when recalling difficult experiences. She also demonstrated problem-solving skills by remaining focused

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on education and positive activities as a way to reduce stress. These findings were reinforced by statements from close friends who stated that the female subject tended to be a good listener, did not get angry easily, and remained active in social interactions. The congruence between observations and interviews demonstrated emotional regulation, optimism, and the courage to maintain healthy social relationships.

In the male subject, observations showed that he was able to express his feelings openly but still in a controlled manner. When discussing family conflicts, he appeared to take deep breaths and speak in a slow but firm tone, demonstrating self-awareness and acceptance of the situation. He was also active in social and community activities as a positive adaptation to family pressures. Interviews with his cousin and close friends corroborated these findings, as the subject was often seen as providing motivation, demonstrating empathy, and not using his family background as an excuse to give up. This consistency in data indicates adequate emotional regulation, impulse control, self-efficacy, and social support.

DISCUSSION

1. Resilience Factors
   a. The I Have Factor

      The "I Have" factor is evident in the support of those closest to them, which makes both subjects feel accepted, strengthened, and not alone. The female subject receives support from her mother, family, friends, and academic environment, while the male subject receives attention from her grandmother and campus friends. This social support helps both maintain self-confidence and enthusiasm in the face of broken homes.

   b. The I Am Factor

      The "I Am" factor is evident in the internal strength of both subjects, who view themselves positively despite coming from broken homes. The female subject sees herself as independent, mature, and learned from difficult experiences, while the male subject views himself as strong, responsible, and persistent. Self-acceptance and confidence in their potential keep both of them hopeful and purposeful in life.

   c. The I Can Factor

      The "I Can" factor demonstrates the subject's ability to manage emotions, make decisions, build relationships, and find solutions effectively. The female subject was able to manage time, discuss things with trusted people, and stay focused on life goals, while the male subject was able to calm down, think rationally, and ask for help when needed.

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This indicates that both subjects possess adaptive skills that keep them independent, competent, and optimistic about the future.

2. Aspects of Resilience
   a. Emotional Regulation

      Both subjects demonstrated good emotional regulation after experiencing the sadness, disappointment, and confusion caused by their parents' divorce. Initially, they were overcome with negative emotions, but were later able to accept the situation, calm down, and shift their focus to positive activities. This indicates that both have developed into more emotionally mature and resilient adolescents.

   b. Impulse Control

      Both subjects showed improvement in impulse control when faced with negative emotions such as anger and stress. The female subject initially reacted spontaneously but later learned to calm herself through prayer, deep breathing, and reflection before speaking. The male subject tended to channel emotions into positive activities such as sports or music, and chose to speak honestly with those closest to her without venting anger on others.

   c. Optimism

      Optimism is evident in both subjects' belief that a better future can still be achieved, despite coming from broken homes. The female subject interprets the painful experience as a lesson for building a better life, while the male subject uses their parents' divorce as encouragement to become more independent, mature, and focused on their education. Both share strong hopes, believe in their own abilities, and continue to strive to achieve their goals.

   d. Problem analysis skills

      Their analytical skills were evident in the two subjects' ability to rationally understand the causes of their parents' divorce and learn from the experience. The female subject recognized the influence of a third party and chose to focus on self-development after the family situation calmed down. The male subject understood that the divorce was influenced by a third party and financial factors, and learned the importance of healthy relationships and good communication. Both subjects avoided dwelling on negative emotions, but instead used the experience as a reflection to act more wisely in the future.

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e. Empathy

Empathy in both subjects was evident in their ability to understand their parents' emotional state and adapt without focusing solely on personal pain. The female subject recognized that both her parents were hurt by the divorce and attempted to maintain balanced communication, while the male subject better understood the stress experienced by his mother and chose to strengthen emotional closeness with her. Both demonstrated mature caring, making empathy a crucial aspect of their resilience.

f. Self-efficacy

Self-efficacy in both subjects was evident in their belief in their ability to face problems, complete tasks, and pursue a future despite coming from broken homes. The female subject demonstrated more stable self-efficacy, believing that family background does not determine her success and not hesitating to seek help when needed. The male subject experienced self-doubt but persisted in trying, managing his time, and focusing on his education, ultimately overcoming the challenges he faced.

g. Reaching Out

Reaching out is evident in the courage of both subjects to continue their education, open themselves to new opportunities, and develop their potential despite coming from broken homes. The female subject sees education as a step to improve her quality of life, while the male subject pursues college as a way to prove his ability to succeed. Both subjects refuse to let past experiences limit their future, making reaching out a tangible manifestation of their resilience.

CONCLUSION

This study found that two teenagers from broken homes in Poigar Village, Bolaang Mongondow Regency, demonstrated strong resilience through key supporting factors such as "I Have" (support from their mother, grandmother, friends, and church community), "I Am" (self-confidence, optimism, and self-acceptance), and "I Can" (skills in managing emotions and solving problems). Prominent aspects of resilience include emotional regulation, impulse control, optimism, problem-analyzing skills, empathy, self-efficacy, and reaching out, which enabled them to adapt positively despite facing parental divorce. These findings were corroborated through triangulation of sources and methods, confirming that the combination of internal and external factors shaped their resilience in a rural context.

However, the study's limitations lie in its small sample size (only two subjects) and

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contextual case study design, making the results infeasible for generalization to other populations of adolescents from broken homes. Future research is recommended to employ a mixed-methods approach with a larger sample in a similar rural area, and to compare resilience dynamics based on gender or duration of broken home. Practically, the implications of this study encourage parents, teachers, and counselors to strengthen social support and develop emotional skills to design targeted resilience-based interventions for vulnerable adolescents.

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