



## Contribution of Emotional Intelligence to Resilience in Adolescents with Broken Home Families

Muhammad Saiful Anam<sup>1\*</sup>, Ira Norma Prabawati<sup>2</sup>, Marcia Martha Siahay<sup>3</sup>

Universitas Gunadarma

**Corresponding Author:** Muhammad Saiful Anam [anamsaiful2410@gmail.com](mailto:anamsaiful2410@gmail.com)

### ARTICLE INFO

*Keywords:* Emotional Intelligence, Resilience, Adolescents, Broken Home

*Received* : 2 November

*Revised* : 20 December

*Accepted* : 14 January

©2024 Anam, Prabawati, Siahay: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



### ABSTRACT

In recent years, many children have experienced a situation where their family is not intact, often called a broken home. Divorce of parents and problems in the family certainly not only have an impact on parents but also have an impact and become a problem for children. The development of emotional abilities and resilience in children is important to deal with difficulties and problems and turn them into positive ones. This study aims to test empirically the contribution of emotional intelligence to resilience in adolescents often called with broken home families. The research sample consisted of 65 adolescents who were selected based on a non-probability method of purposive sampling with the characteristics of adolescents aged 17-21 years who had separated/divorced parents. To measure emotional intelligence variables using the Trait Meta-Mood Scale compiled by Solovey et al (2002) and to measure resilience variables using the Connor Davidson Resilience Scale compiled by Connor & Davidson (2003). The reliability value of the emotional intelligence variable is 0.905 and the reliability value of the resilience variable is 0.926. The results of the empirical mean category of emotional intelligence variables are in the medium category which tends to be high and resilience is in the medium category which tends to be low. Thus, the research hypothesis is accepted. This means there is a significant contribution between emotional intelligence on resilience and the role of emotional intelligence variables on resilience

## **INTRODUCTION**

The family is an eternal social community, established through marriage ties that influence heredity and the environment as important dimensions for the individual. The family is an important place for individuals, especially children, to obtain a basis for forming their abilities so that they can become successful in society. The family consists of nuclear family members, namely the father, mother and children (Gunarsa, 2008). Well-functioning family roles are the main requirement for achieving a harmonious family atmosphere, where children (including teenagers) can develop with the support of their parents and siblings (Gunarsa, 2008).

In the view of Kumalasari and Adhyantoro (in Hariastuti, 2020), teenagers can be identified by several terms such as puberty, adolescence, and youth. In Latin, adolescence is known as *adolescencia* and in English, it is called adolescence which refers to the process of maturity. The maturity process in question is not only limited to physical aspects but also social and psychological. According to Kusmiran (in Hariastuti, 2020), adolescence is a period where a person experiences changes in cognitive (knowledge), emotional (feelings), social (interaction) and moral (morals) aspects. Adolescence is also referred to as a transition period, which connects childhood and adulthood.

In recent years, many children have experienced a situation where their family is not intact, which is often referred to as a broken home. According to Retnowati (2022), the term broken home is used to refer to children whose parents are divorced, but actually, this situation can also occur when parents are unable to act and function as parents. A broken home is defined as a situation where family attention or parental love is lost (Retnowati, 2022). Apart from experiencing a critical phase in the transition from child to adult, teenagers who experience a broken home also have to face a disharmonious household atmosphere with their parents, which can make them feel depressed. This can cause them to fall into negative relationships (Retnowati, 2022).

According to Retnowati (2022), society tends to give a negative stigma to teenagers who come from divorced families or broken homes. This stigma can take the form of being labeled as a perpetrator of delinquency, difficult to regulate, and hurts the surrounding environment. Unfortunately, this negative stigma can worsen the condition of these teenagers, because they tend to develop identities or behaviors that match the stigma attached to them. Apart from that, negative stigma can also limit their social interactions and make them feel like a burden. In fact, in some cases, broken home teenagers can become more closed and even experience depression.

According to the Indonesian statistics report, the number of separation cases in Indonesia reached 447,743 cases in 2021, an increase of 53.50% compared to 2020 which reached 291,677 cases. Continuous conflict and disputes were the main cause of separation in 2021, with the number of cases reaching 279,205. Meanwhile, economic reasons, the departure of one partner, domestic violence and polygamy are other causes of separation. In general, the trend of separation cases in Indonesia over the last five years has tended to fluctuate. The highest cases of separation occurred in 2021, while the lowest occurred in 2020. However, cases of separation experienced a significant increase from 2017 to 2019 (Annur, 2022).

Parental separation and difficulties in the family of course not only have an impact on parents, but also on children. To overcome the problems faced by children from separated families, they need to develop emotional abilities and resilience to be able to face difficulties and problems positively. This can be achieved by increasing resilience capabilities. According to Hendriani (2018), resilience is a process that involves individual and social or environmental factors that reflect a person's strength and resilience to recover from negative emotional experiences when facing difficult situations or significant obstacles. According to Reivich and Shatte (in Hendriani, 2018), resilience describes an individual's ability to respond to the difficulties or trauma they face healthily and productively.

According to Reivich and Shatte (in Nurulita and Susilowati, 2019), resilient individuals understand that obstacles and obstacles are not the end of everything. Therefore, it is important for someone experiencing divorce to have inner resilience so they can continue their life. Each person has their way of dealing with the problems they face. Some can respond to problems positively, but sometimes some respond to problems in a negative way. Nurulita and Susilowati (2019) stated that the ability to respond well to problems can be seen from several characteristics, such as being independent, creative, open, able to accept reality, and having positive morals. As previously explained, teenagers who experience divorce in their families can still survive, achieve, and become good individuals. This shows that he can respond to problems positively.

Resilience can arise in individuals if there are factors that trigger resilience, such as the individual's ability to have emotional intelligence. According to Puspasari (2009), emotional intelligence consists of two elements, namely intelligence and emotion. Intelligence originates from human thinking which consists of a combination of thinking skills (cognitive ability), ability to control feelings (emotional control ability), and motivational factors (or conation). Understanding intelligence is related to cognitive factors related to memory, reasoning (looking for cause and effect), judgment (decision-making process), and abstract understanding.

According to Cooper and Sawaf (in Agency, 2013), emotional intelligence is the ability to feel, understand, and selectively apply emotional strength and sensitivity as a source of human energy and influence. Emotional intelligence involves observing feelings, recognizing and appreciating the feelings of oneself and others, and being able to respond appropriately and apply emotional energy effectively in everyday life. With this emotional intelligence, a person can manage emotions appropriately, prioritize satisfaction, and regulate mood (Agency, 2013).

Emotional intelligence requires humans to be able to develop emotional abilities. Emotional abilities include awareness of one's own emotional

state, skills in managing emotions, self-motivation skills, and skills in expressing feelings to others. (Agency, 2013). Understanding emotions themselves is related to mental function, which is closely related to mood, self-understanding and evaluation, as well as other emotional conditions such as boredom or feeling energetic (Puspasari, 2009).

In previous research regarding emotional intelligence as a predictor of psychological resilience in adolescents in orphanages, researched by Apriani (2019) stated that emotional intelligence can be a significant predictor of the psychological resilience of adolescents in orphanages. The resulting influence is positive, which means that the high emotional intelligence possessed by teenagers in orphanages will also be followed by the high level of psychological resilience they have. This indicates that teenagers in orphanages who have high emotional intelligence will be better able to rise above the problems they face.

This research is expected to be able to find out the dynamics of a broken home teenager so that he can achieve resilience. This research is expected to reveal what is behind the formation of resilience in a teenager because previous research only revealed resilience as a predictor in broken-home teenagers but did not explain what was behind the formation of this resilience and previous research also did not explain demographic factors such as differences. gender, the length of time parents have been separated or the number of siblings they have influence resilience and emotional intelligence in adolescents.

## **METHODS**

This research uses quantitative study methods. The resilience variable is measured using the Connor Davidson Resilience Scale which has been adapted and modified from Connor & Davidson (2003) based on the resilience aspect which consists of 25 items with a Cronbach alpha of 0.87. The emotional intelligence variable is measured using the Trait Meta-Mood Scale which has been adapted and modified from Solovey et al (2002) based on aspects

of emotional intelligence which consists of 24 items with a Cronbach alpha of 0.88.

### Participants

The participants in this research were 65 teenagers whose parents were divorced. The sampling technique used was the purposive sampling technique. The data collection technique used in this research was a questionnaire consisting of informed consent, the respondent's self-identity, resilience scale and emotional intelligence scale.

### Data Analysis Technique

The data analysis technique used in this research uses a simple regression analysis technique, which aims to determine the effect of emotional intelligence as an independent variable (X) on resilience as a dependent variable (Y). Analysis was carried out using the Statistical Product and Service Solutions (SPSS) computer program.

## RESULTS AND DISCUSSION

This research aims to examine the contribution of emotional intelligence to resilience in adolescents from broken homes. Based on the results of hypothesis testing using simple regression which was carried out on 65 respondents, it is known that the hypothesis which states that there is a contribution of emotional intelligence to resilience in adolescents with broken homes is accepted. The results show that emotional intelligence contributes very significantly to resilience with a significance value of 0.001 ( $P < 0.01$ ), namely that the contribution of emotional intelligence to resilience in adolescents with broken home families is accepted. Emotional intelligence contributes 45.4% to resilience and the remaining 54.6% is other factors outside the research variables.

Table 1. Results of Correlation Coefficient and Determinant Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.674 <sup>a</sup>	.454	.445	11.418

Resilience can appear in a person if there are predictors that give rise to that resilience, such as the ability of someone who has emotional intelligence in themselves. With emotional intelligence, teenagers will understand their own and other people's emotions more fully and deeply, helping them to be more optimistic in managing all problems, thus encouraging them to be better able to build good relationships with the people around them. An optimistic attitude itself is an important predictor of the resilience of late adolescents in entering the transition period to the next stage. Adolescents who can regulate their emotions will understand that every action they take has consequences, both for themselves and for others (Apriyani & Listiyandin, 2019).

Agency (2013) said that emotional intelligence requires humans to be able to develop emotional abilities. Emotional abilities include awareness of one's own emotional state, skills in managing emotions, self-motivation skills, and skills in expressing feelings to others. Understanding emotions themselves is related to mental function, which is closely related to mood, self-understanding

and evaluation, as well as other emotional conditions such as boredom or feeling energetic (Puspasari, 2009).

In line with previous research regarding emotional intelligence as a predictor of psychological resilience in adolescents in orphanages, Apriani (2019) said that emotional intelligence can be a significant predictor of the psychological resilience of adolescents in orphanages. The resulting influence is positive, which means that the high emotional intelligence possessed by teenagers in orphanages will also be followed by the high level of psychological resilience they have. This indicates that teenagers in orphanages who have high emotional intelligence will be better able to rise above the problems they face.

The empirical mean assessment for the resilience variable is 60.58, which is in the medium and low category, indicating that the respondent is quite capable of adapting to face difficulties, trauma or even significant sources of stress, such as the family problems they are facing. Resilience is characterized by having a positive view of stress and

the ability to manage stress effectively, adapt to change and overcome adverse conditions, including catastrophic life events, socioeconomic

disadvantage, and mental and chronic illnesses (Sai-fu Fung, 2020).

Table 2. Categorization of Resilience

Scale	(XE)	(XH)	(SD)	Chategory
Resilience	60,58	72	16	currently

The mean empirical assessment for the emotional intelligence variable is 74.10, which is in the medium category and tends to be high, indicating that the respondents are quite capable of identifying and managing emotions to guide themselves in thinking and acting appropriately towards themselves and others. According to Lamirin (2021),

emotional intelligence refers to efforts to recognize individual emotions and deal with frustration wisely, control impulses, not overindulge in pleasure, maintain emotional balance and avoid stress which can inhibit the ability to think, sympathize and pray.

Table 3. Categorization of Emotional Intelligence

Scale	XE	XH	SD	Chategory
Emotional Intelligence	74,10	63	14	Currently

## CONCLUSION

Based on the research results obtained, it can be concluded that the hypothesis in this research is accepted. This research shows that there is a very significant contribution between emotional intelligence and resilience in adolescents from broken-home families. Emotional intelligence contributes 45.4% to resilience. The level of emotional intelligence in this study is in the medium category and tends to be high and the level of resilience in the medium category tends to be low. The results of this study can be generalized to a population with the characteristics of teenagers whose parents are divorced/separated.

For future researchers, it is hoped that this research can provide a reference in the development of further research regarding emotional intelligence and resilience in adolescents with broken homes because in this study there are 54.6% other factors outside the research variables that influence resilience and it is hoped that further studies can be carried out. in-depth, namely exploring more information regarding other contributions that influence resilience in adolescents with broken homes. Apart from that, you can also use different research samples and more broadly examine.

## REFERENCES

- Agency, T. B. (2009). *Melejitkan Kecerdasan Emosi (EQ) buah hati*. Jakarta: Elex Media Komputindo.
- Al-Faruq, M. S. S. & Sukatin. (2021). *Psikologi perkembangan*. Yogyakarta: CV Budi Utama.
- Amalia, R. & Pahrul. Y. (2019). *Intervensi Konselor Sekolah Untuk Meningkatkan Self Esteem Bagi Anak Keluarga Broken Home*. *Jurnal Pendidikan Tambusai*, 3(2), 632-640.
- Annur, C. M. (2022). *Kasus Perceraian Meningkat 53%, Mayoritas karena Pertengkaran*. Diakses pada 9 Mei 2022, dari <https://databoks.katadata.co.id/datapublish/2022/02/28/kasus-perceraian-meningkat-53-mayoritas-karena-pertengkaran>.
- Apriani, F & Listiyandini, R. A. (2019). *Kecerdasan emosi sebagai prediktor resiliensi psikologis pada remaja di panti asuhan*. *Jurnal Psikologi Indonesia*. 2 (8), 325-339.
- Berrocal, P. F. dkk. (2006). *The Role of Emotional Intelligence in Anxiety and Depression among Adolescents*. *Jurnal Individual Differences Research*, 4(1), 16-27.

- Budiaji, W. (2013). Skala Pengukuran Dan Jumlah Respon Skala Likert. *Jurnal Ilmu Pertanian dan Perikanan*, 2(2), 127-133.
- Connor, K. M & Davidson. J. R. T. (2003). Development Of A New Resilience Scale: The Connor-Davidson Resilience Scale (Cd-Risc). *Journal Depression and Anxiety*, 18:76–82.
- Fhadila, K., D. (2017). Menyikapi perubahan perilaku remaja. *Jurnal Penelitian Guru Indonesia*, 2(2), 16-23.
- Garcia, G. M. & Calvo. J. C. A. (2013). Psychometric properties of Connor-Davidson Resilience Scale in a Spanish sample of entrepreneurs. *Journal Psicothema*, 25(2), 245-251.
- Gunarsa, S D. (2008). Psikologi praktis, remaja, anak dan keluarga. Jakarta: BPK Gunung Mulya.
- Hendriani, W. (2018). Resiliensi Psikologi: Sebuah Pengantar. Jakarta: Kencana.
- Heng, P. H. (ed). (2018). Perilaku Delinkuensi: Pergaulan Anak dan Remaja ditinjau dari Pola Asuh Orang Tua. Yogyakarta: Andi Offset.
- Jamaludin & Dewi. S. T. (2016). Pengaruh Kecerdasan Emosi Dan Coping Stress Terhadap Psychological Distress Pada Remaja. *Journal of Psychology*, 4(1).
- Kapunan, R. R. (2004). The psychology of adolescence. Manila: Rex Book Store.
- Kuntjojo. (2021). Psikologi Pendidikan: Buku 1. Bogor: Guapedia.
- Lamirin, M. M. (2021). Pengaruh Komunikasi Interpersonal dan Kecerdasan Emosional terhadap Perilaku Belajar Siswa Mata Pelajaran Pendidikan Agama Buddha. Solok: Insan Cendekia Mandiri.
- Lestari, S. (2012). Psikologi Keluarga: Penanaman Nilai & Penanganan Konflik dalam Keluarga. Jakarta: Kencana.
- Matondang, Z. (2009). Validitas Dan Reliabilitas Suatu Instrumen Penelitian. *Jurnal Tabularasa PPS Unimed*, 6(1), 87-97.
- Mudjiran. (2021). Psikologi Pendidikan: Penerapan Prinsip-prinsip Psikologi dalam Pembelajaran. Jakarta: Kencana.
- Mukhtazar. (2020). *Prosedur Penelitian Pendidikan*. Yogyakarta: Absolute Media.
- Munawaroh, E. & Mashudi, E. A. (2019). Resiliensi: Kemampuan Bertahan dalam Tekanan dan Bangkit dari Keterpurukan. Semarang: Pilar Nusantara.
- Muri, A. H., S. & Wardan, K. (2020). Psikologi Perkembangan Anak dan Remaja. Malang: Literasi Nusantara.
- Muttaqin, M & Sulisty, B. (2019). Analisis faktor penyebab dan dampak keluarga broken home. *Jurnal Studi Gender dan Anak*, 6(2), 245-256.
- Nurrahmah, A. dkk. (2021). Pengantar Statistika 1. Bandung: Media Sains Indonesia.
- Nyiagani, P. W. & Kristinawati, W. (2021). Kecerdasan Emosi dengan Resiliensi Berdasarkan Jenis Kelamin pada Remaja di Panti Asuhan. *Philanthropy Journal of Psychology*, 5(2), 295-305.
- Octavia, S. A. (2020). Motivasi Belajar dalam Perkembangan Remaja. Yogyakarta: CV Budi Utama.
- Puspasari, A. (2009). Emotional intelligent parenting: mengukur emotional intelligence anak dan membentuk Pola Asuh Berdasarkan Emotional intelligent parenting. Jakarta: Elex Media Komputindo.
- Puspasari, A. (2009). Emotional Intelligent Parenting. Jakarta: Kompas Gramedia.
- Retnawati, H. (2015). Perbandingan Akurasi Penggunaan Skala Likert Dan Pilihan Ganda Untuk Mengukur Self-Regulated Learning. *Jurnal Kependidikan*, 45(2), 156-167.
- Retnowati, Y. (2021). Antara Broken Home dan Konsumerisme. Yogyakarta: Guepedia.
- Salovey. P dkk. (2002). Perceived Emotional Intelligence, Stress Reactivity, And Symptom Reports: Further Explorations Using the Trait Meta-Mood Scale. *Jurnal Psychology and Health*, 17(5), 611-627.
- Santi, M. R. & Koagouw. F. (2015). Pola Komunikasi Anak-Anak Delinkuen Pada Keluarga Broken Home Di Kelurahan Karombasan Selatan Kecamatan Wanea Kota Manado. *Jurnal Acta Diurna*, 4(4).

- Santrock, J. W. (2003). *Adolescence: Perkembangan remaja*. Jakarta: Erlangga.
- Saputro, H. & Fazrin, I. (2017) *Anak sakit wajib bermain di Rumah Sakit: penerapan terapi bermain anak sakit, proses, manfaat dan pelaksanaannya*. Ponorogo: Forum ilmiah Kesehatan.
- Setyowati, A., Hartati, S. & Sawitri, D. R. (2010). Hubungan Antara Kecerdasan Emosional Dengan Resiliensi Pada Siswa Penghuni Rumah Damai. *Jurnal Psikologi Undip*, 7(1), 67-77.
- Soest, T. V. dkk. (2010). A Validation Study of the Resilience Scale for Adolescents (Read). *Journal Psychopathol Behav Assess*, 2:215–225.
- Sukatin dkk. (2021). *Psikologi Manajemen*. Yogyakarta: Deepublish.
- Suparman dkk. (2020). *Dinamika Psikologi Pendidikan Islam*. Ponorogo: Wade Publish.
- Susanto, A. (2018). *Bimbingan dan konseling di Sekolah: konsep, teori dan aplikasinya*. Jakarta: Prenadamedia group.
- Tima, L. L. & Muti'ah, T. (2014). Hubungan Antara Kecerdasan Emosional Dengan Resiliensi Pada Para Suster Yuniior Di Kota Yogyakarta. *Jurnal Spirits*, 5(1), 16-24.
- Wagiran. (2019). *Metodologi Penelitian Pendidikan: Teori dan Implementasi*. Yogyakarta: CV Budi Utama.
- Wirenviona, R. (2020). *Edukasi Kesehatan Reproduksi Remaja*. Jawa Timur: Airlangga University Press.
- Wuwung, O. C. (2020). *Strategi Pembelajaran & Kecerdasan Emosional*. Surabaya: Scopindo Media Pustaka.
- Yu, X. & Zhang, J. (2007). Factor Analysis And Psychometric Evaluation Of The Connor-Davidson Resilience Scale (Cd-Risc) With Chinese People. *Journal Social Behavior and Personality*, 35(1), 19-30