

Cognitive Resilience and Learning Motivation of *Broken Home* Children: A Study on Students of Madrasah Ibtidaiyah Al-Ikhlas Ancaran

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ABSTRACT

The phenomenon of *Broken Home* among elementary school students is a social and psychological problem that impacts learning motivation, emotional stability, character, and academic achievement. This study aims to analyze the relationship between incomplete family conditions and learning motivation, as well as the role of resilience, social support, and the school environment in maintaining children's academic achievement. This study aims to analyze 1) students' cognitive condition and learning motivation, 2) factors that affect cognitive resilience, 3) the role of PAI in supporting learning motivation 4) strategies based on Islamic values to strengthen students' cognitive resilience and learning motivation at MI Al Ikhlas Ancaran. This study uses a qualitative descriptive approach with data collection techniques in the form of observation, in-depth interviews, and documentation of *Broken Home* family students, PAI teachers, and homeroom teachers. Data analysis is carried out through the stages of data reduction, data presentation, and conclusion drawing by paying attention to validity through triangulation of sources and methods. The results of the study show that 1) students with a *Broken Home* background generally have a relatively good level of cognitive resilience, so they are able to adapt to academic challenges, 2) students show quite effective abilities in managing emotional stress that arise due to various environmental and family factors, 3) the level of student learning motivation is in the medium to good category, which reflects the internal drive to continue to excel Even though they face an incomplete family condition. 4) Islamic values-based strategies are effective in strengthening cognitive resilience and learning motivation. Other findings show a positive relationship between cognitive resilience and learning motivation where the higher the resilience students have, the stronger their motivation to learn. The home environment, madrasah and peer relationships are one of the supporting factors in Shiwa's cognitive resilience in increasing learning motivation. The results of the study stated that students affected by *Broken Home* families can maintain learning motivation if they have strong cognitive resilience and receive support from a conducive school environment.

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1. INTRODUCTION

Family plays an important role in the growth and development of students, both mentally and physically. Basic education comes from parents and takes place at home. Parents play an important role in educating, training and supporting students in all their activities. Law no. 52 of 2009 concerning population development and family development, explains that the family is the smallest unit in society that is envied over husband, wife and children.

Changes in the family structure in the modern era including divorce, parental separation, or other incomplete family conditions create a broken household phenomenon that impacts various aspects of child

development. Children from Broken Home families often face emotional distress, affective regulatory disorders, and social environment instability that have the potential to lower their academic engagement and learning achievement. Empirical studies show that disharmonious family conditions are associated with decreased learning motivation and an increased risk of psychosocial problems in students.

In the context of elementary education and madrasas, the role of PAI teachers and the practice of religious values have a dual potential, in addition to conveying cognitive content, PAI learning functions as a vehicle for internalizing the value of fortitude (sabr), the meaning of suffering, and spiritual optimism that can contribute to the emotional regulation and intrinsic motivation of students. Several studies have shown a positive correlation between religiosity and academic resilience including increased study diligence and goal orientation, thus making PAI a strategic domain for intervention (Putri et al, 2025). Learning motivation is the basic motivation that moves a person in behavior. According to Mayasari & Anitra (2024) Motivation is defined as a state that exists on the side of a person that encourages them to do certain activities to achieve a certain goal. Learning motivation is the overall driving force in students that gives rise to learning activities or learning processes that ensure continuity and provide direction to learning activities, so that the desired goals of the learning subject can be achieved.

Some relevant studies related to cognitive resilience and learning motivation of children with broken homes in Madrasah Ibtidaiyah students that are referenced in the author's research, namely: First, research conducted by Fawziyyah (2025) with the title "Case Study on the Impact of Broken Home Children on Mental Health and Learning", researching the psychological impact of Broken Home children on cognitive function and learning processes. The results of the study show that unstable family conditions reduce attention, concentration, and interest in learning. However, children who have high cognitive resilience are able to maintain achievement by developing adaptive learning strategies. Despite being in unfavorable psychological conditions, they demonstrate the ability to set learning strategies, maintain focus, and maintain intrinsic motivation. This shows that resilience is not only an emotional issue, it also involves adaptive thinking mechanisms and independent learning abilities that allow children to remain productive while learning. The difference lies in the way of systematically measuring the relationship between the components of cognitive resilience (attention, metacognition, reasoning) and the learning motivation of Madrasah Ibtidaiyah students, as well as mapping religious factors as a typical dimension of madrasas.

Both research by Hariyanti & Prasetyoaji (2024) entitled "The Relationship between the Resilience Ability of Broken Home Students and Learning Motivation at Madrasah Aliyah Negri 2 Yogyakarta" describes the dynamics of student resilience from families Broken Home in the context of learning in madrasas. In unstable family situations, students often face emotional stress that has the potential to disrupt their learning and concentration in the classroom. However, the results of the study show that there are internal forces that are attractive to cognitive resilience, namely adaptive thinking skills, academic optimism attitudes, and the habit of interpreting challenges positively are proven to play a major role in maintaining their enthusiasm and motivation to learn. The similarity between these studies lies in the basic context that explains the relationship between two core variables (resilience and learning motivation) in the scope of madrasas. The difference with research Hariyanti & Prasetyoaji aims to analyze the relationship between the resilience ability of students from Broken Home families and the level of learning motivation in the Madrasah Aliyah environment, while research focuses on early childhood (Madrasah Ibtidaiyah), where cognitive and emotional mechanisms are not fully mature, so as to explore aspects of basic cognitive development and resilient learning strategies from an early age, which have not been studied at the elementary level.

Third research Putu et al. (2024) entitled "Resilience in Adolescents with a Broken Home Family Background" emphasizing that resilience is not just the ability to survive, but a dynamic process to turn suffering into positive force. Resilience allows Broken Home teens to not only recover from emotional wounds, but also develop into more adaptive, independent, and socially emotionally mature individuals. This study aims to identify the characteristics, forming factors, and resilience development process in adolescents from Broken Home families. Researchers understand how young individuals cope with emotional distress, family conflicts, and loss of affective support, as well as how they are able to bounce back and adjust to these complex social and psychological conditions. The difference in research lies in the research objective that integrates the concept of cognitive resilience in Madrasah Ibtidaiyah children, not in adolescents, the research approach through field studies with observation and empirical measurement of MI students.

Previous studies have consistently supported these findings, showing that teacher support, religiosity, self-regulation, and social relationships are the main protective factors that strengthen the psychological resilience and learning motivation of children from families Broken Home. Teacher support plays an important role as a form of emotional recovery from the loss of attachment figures at home who are able to provide attention, empathy, and personal guidance can foster students' sense of security and confidence, thereby resurrecting the spirit of learning that had declined due to unstable family conditions (Ikhsani & Putranto, 2024).

The results of the research at MI Al-Ikhlas Ancaran show that there is a clear variation in the level of students' motivation to learn, both in terms of their activeness, perseverance, and involvement in the learning process. The findings suggest that not all students who come from Broken Home families experience a negative impact on their cognitive resilience. Based on the results of field observations, it appears that some students still show enthusiasm and consistency in completing homework (homework), while others show a lack of enthusiasm. Similar variations can also be seen in the discipline of attending school, where there are students who show crafts, but there are also those who seem less motivated. The objectives of this research are to 1. Describe the cognitive condition and learning motivation of madrasah students who come from broken home families. 2. Analyzing factors that strengthen the cognitive resilience of broken home children in the madrasah environment 3. Exploring the role of Islamic education in supporting learning motivation and cognitive resilience of broken home children 4. Islamic values-based strategies are effective in strengthening cognitive resilience and motivation to learn.

This research is expected to contribute as follows: Theoretically, it is expected to enrich the literature on educational psychology, especially regarding cognitive resilience and learning motivation in the context of Broken Home families in Indonesia. Practically, this study provides guidance for teachers, parents, and madrasah managers to develop effective intervention programs, such as cognitive resilience training based on Islamic values, to improve the academic performance of Broken Home students. The Social Aspect is to encourage public awareness about the importance of psychological support for Broken Home children, so that it can reduce the risk of decreased learning motivation and improve children's welfare.

2. METHOD

This research uses a qualitative approach with a case study type of research. The qualitative approach was chosen because this study aims to understand the phenomenon in depth through the collection of data sourced from interview manuscripts, field notes, personal documents, and official documents (Moeloeng, 2017). Safarudin et al. (2023) Saying qualitative research is research that is admired for researching on natural conditions (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out emphasizing meaning rather than generalization.

In this study, the data collected was not in the form of numbers, but an in-depth description of the cognitive resilience and learning motivation of family children *Broken Home*. In this study, the researcher plays the role of a key instrument that is directly involved in data collection and analysis (São Paulo, 2017). The research was conducted at Madrasah Ibtidaiyah Al-Ikhlas Ancaran, which is located at Ancaran - Kuningan. The research was conducted for approximately 2 months, starting from October 13, 2024 to November 21, 2025. Data collection is carried out through three main techniques as stated by (Subagyo et al, 2023). First, direct observation, where the researcher openly declares his presence as a researcher to the data source. Second, structured interviews are conducted using interview guidelines that have been systematically compiled. The interview was addressed to 1 Class Teacher, Pie Teacher, Student Affairs and 5 related students. Third, documentation, which includes photos, voice recordings, and other supporting documents to strengthen the validity of the data.

Data analysis was carried out through three stages according to the Miles and Huberman model cited by Maimun (2020). The first stage is data reduction, where researchers sort and focus the data obtained from the field according to the focus of the research. The second stage is the presentation of data in the form of narrative text, diagrams, tables, or graphs to facilitate understanding. The third stage is the drawing of conclusions, which is carried out gradually and continuously verified throughout the study. To ensure the validity of the data, the researcher used a source triangulation technique by comparing data from various sources, namely school principals, PAI teachers, and students.

3. RESULTS AND DISCUSSION

RESEARCH RESULTS

1. Cognitive Reliance Conditions and Student Learning Motivation

a. Cognitive Resilience

The results show that students' cognitive resilience plays a role as one of the main determinants in their ability to maintain focus on learning, manage cognitive load, and solve problems adaptively when facing academic and personal stress.

1) Ability to Manage Cognitive Challenges

Data analysis revealed that students with high cognitive resilience were able to maintain mental calm when facing difficult subject matter. They reframing difficulties as part of the learning process, not as a threat to their abilities. One of the students expressed his difficulty in learning the learning material. This was conveyed by one of the students: "When the teacher gives an assignment, sometimes I feel bored and lazy to repeat the learning

process" (Excerpt from an interview with a student of class V.A with the initials R.S.M in the classroom on Tuesday, October 21, 2025 at 08.30 WIB).

In the results of the interview, another student said "I feel happy when I am given an assignment by the teacher, especially in certain lessons. Teachers always give games as a form of review in learning as well as a ticket for early breaks" (Excerpt of an interview with a grade VI student with the initials N.S in the classroom on Thursday, October 23, 2025 at 10.00 WIB). This study concludes that students' cognitive resilience varies, influenced by the way the mind regulates when facing learning demands. Students with high resilience can remain calm and view adversity as a positive challenge. However, there are students who feel bored and less motivated. Some students benefit from innovative learning strategies, such as games, to increase engagement. Engaging and supportive learning by teachers can strengthen students' cognitive resilience, while variety of strategies can lower their motivation and resilience in the face of academic challenges.

2) Metacognitive Regulation and Focus Control

The results of the study show that metacognitive regulatory abilities and focus control are important aspects in shaping students' cognitive resilience during the learning process. Students who are able to recognize their level of self-understanding, adjust learning strategies, and adjust the learning tempo when experiencing obstacles are proven to be better able to maintain concentration and avoid mental fatigue. This is related to the results of an interview with one of the students who said "At home I don't like to study. At school, every time I study, I always chat with friends. Even when the lesson started, I liked to daydream and couldn't answer the questions asked by the teacher" Quote from an interview with Q.S Class IV A (Tuesday, October 21, 2025 at 09.00 WIB).

From the results of other student interviews, namely " If the task is easy to do, I feel happy, but not all tasks are easy to understand. There are those who are difficult and sometimes lazy to do it" Quote from a student with the initials N.S (Thursday, October 23, 2025 at 10.00 WIB).

This ability allows students to radiate the effectiveness of their way of learning, focus when needed, and return to tasks with a more directed mindset. These findings confirm that metacognitive regulation not only functions as a tool of self-control, but also as an important foundation in maintaining attention stability and the effectiveness of information delivery in various learning situations.

3) Cognitive Flexibility in Learning Strategies

One of them conveyed feelings in learning activities. A statement with S.P Grade 3 said "I always find it difficult to learn dictation, read long texts and understand problems. During exams, I usually ask my teacher to read the exam questions so that I understand and don't have to worry about filling them out. And the learning I like is the guesswork at the end of the hour" (Wednesday, October 23, 2025, at 09.30 WIB). The quote shows that students experience difficulties in learning activities that require the ability to read and translate written information independently. In evaluation situations, students choose to ask for help from teachers so that questions can be understood more clearly. In addition, students express interest in interactive and fun forms of learning, such as guessing games at the end of the lesson.

These findings indicate a certain learning preference pattern, in which students tend to feel more assisted when information is conveyed orally and packaged in activities that involve direct interaction. The strategies used by students to overcome learning difficulties appear to be practical and situational, utilizing teacher support and choosing activities that are considered easier to understand.

4) Response to Academic Failure and Stress

Students with high cognitive resilience show a positive attitude toward failure. Low grades or difficult tasks are not considered evidence of transmission, but as an opportunity to make corrections. Students with high cognitive resilience demonstrate a positive attitude toward failure. Low grades or difficult assignments are not seen as proof of failure, but as opportunities for correction. Interview results show variations in students' views on the meaning of learning and their experiences in facing academic demands. A student with the initials AF (Grade IV) said, "Learning is very important in order to achieve our dreams. If we don't study, we will become stupid" (Thursday, October 27, 2025, at 9:00 a.m. WIB). This statement shows that students view learning as the main means of achieving their future goals. A similar view was expressed by a student with the initials QS (Grade IV A), who stated, "Learning is very important, but if the learning is too intense, it makes you lazy and unfocused" (Interview, Tuesday, October 21, 2025, at 9:00 a.m. WIB). The second quote illustrates students' awareness of the importance of learning, while also showing their response to academic burdens and pressures. Students not only assess learning from the perspective of long-term goals, but also from their direct experiences during the learning process, particularly in relation to the intensity and density of the material. These findings show that students are able to express evaluative attitudes towards their natural learning conditions.

Students' responses to academic difficulties and pressures vary, ranging from acceptance of learning demands to feelings of boredom and decreased focus. This pattern serves as an initial indicator in understanding how students interpret learning challenges and adapt to the academic situations they face.

5) The Impact of Cognitive Resilience on Academic Motivation and Performance

The study found that cognitive resilience weakens positively with learning motivation and resilience in facing long-term academic demands. Resilient students tend to have clearer learning goals, high self-confidence, and the ability to maintain academic performance despite experiencing psychological pressure or personal problems. The results of the study show a correlation between students' cognitive conditions and how they respond to academic demands. Field findings were obtained through interviews with students who shared their learning experiences, motivation levels, and ways of dealing with school assignments. A student with the initials AF (Grade IV) said, "... Sometimes I'm enthusiastic, sometimes I'm lazy. There are so many assignments, it's confusing, especially when no one helps me do my homework." (Thursday, October 27, 2025, 9:00 a.m. WIB). In addition, a student with the initials R.SM (Class VA) stated: "...usually I often ask the teacher to explain what the questions mean..." (Thursday, October 23, 2025, at 10:00 a.m. WIB).

These quotes illustrate the variety of experiences students have in dealing with the burden of assignments and difficulties in understanding the material. Students show an increase in learning motivation influenced by the number of assignments and the availability of learning support. In addition, there is a tendency for students to seek external help, especially from teachers, when they have difficulty understanding questions or learning material.

These findings indicate that students have different ways of responding to academic demands, either through independent efforts or by relying on learning environment support. These response patterns are an early indication of differences in self-adjustment abilities and learning management strategies among students.

b. Learning Motivation

Learning motivation is one of the psychological factors that plays an important role in determining the quality of the student learning process and outcomes. In the midst of technological developments, curriculum changes, and the demands of 21st century learning, students' ability to maintain internal and external motivation is a challenge in itself. Many students show adequate academic ability, but their learning outcomes are not optimal due to low motivation, lack of environmental encouragement, or lack of learning strategies that trigger active engagement.

Based on interviews, there is a sharing of forms of learning motivation that students get in the level of student learning motivation. The results of the study show that overall students have a level of motivation to learn in the medium to high category. Most students have a desire to achieve academic achievement, primarily driven by parental expectations and a personal desire to succeed. However, some students still show low motivation, especially related to self-regulation, study focus, and consistency in completing assignments.

In an interview with a 3rd grade student with the initials S.P, " I feel very happy when I go to school, I have many good friends and teachers. I am always eager to be able to read, so that I can become a smart child" (Wednesday, November 5, 2025, at 09.30 WIB). Another quote with N.S students " I really like it when I study Religion lessons. Especially history, because there are many interesting stories. material that is easy to understand, easy to understand and understand in a short time" (Tuesday, November 4, 2025 at 10.00). From the aspect of learning motivation, it was found that most students showed quite high intrinsic motivation, such as curiosity, enthusiasm for learning in subjects they liked, and pride when they succeeded in understanding the material. Meanwhile, extrinsic motivations, such as encouragement from teachers and parents and rewards, are still the dominant factors that trigger student learning consistency. Some students with low motivation tend to have difficulty maintaining attention and lack confidence in dealing with challenging tasks.

2. FACTOR AFFECTING COGNITIVE RESILIENCE

This study found that students' cognitive resilience is formed by a number of internal and external factors that interact with each other. Cognitive resilience is understood as a student's ability to stay focused, think clearly, cope with academic pressure, and survive complex study tasks. Data analysis from in-depth interviews with students, teachers, and classroom observations yielded four main themes.

a. Internal Factors: Self-Regulation and Cognitive Control

The first finding shows that self-regulation skills, particularly in managing emotions, attention, and thinking strategies, are the main foundation of cognitive resilience. The results of the study show variations in students' behavior in managing attention, emotions, and strategies when facing challenging learning tasks. These findings were obtained from interviews describing students' experiences when facing difficulties in the learning process. Student R.S (grade V.A) said, "I often remain silent because I am afraid to ask questions, but one of the

PAI teachers often asks questions and helps me fill in the questions" (Tuesday, October 21, 2025, at 9:00 a.m. WIB). In addition, a student with the initials NS (Grade VI) stated: "If I encounter a difficult question, I immediately ask the teacher." (Interview with N.S Grade VI, Tuesday, November 4, 2025, at 10:00 a.m.). These quotes show the different responses of students when facing learning difficulties. Some students choose to remain silent due to emotional factors, such as fear of asking questions, while other students actively seek help by asking their teachers. The role of teachers is also evident in encouraging student engagement and helping to guide their understanding of the tasks at hand.

These findings indicate variations in students' abilities to manage their responses to learning challenges, both emotionally and in terms of the strategies they use. This pattern provides an initial picture of how students regulate themselves in demanding learning situations.

b. Social Support from Teachers, Friends, and Family

Social support plays an important role in strengthening students' resilience of thinking. Motivation, validation, and guidance from the surrounding environment become an emotional structure that maintains the cognitive stability of students. Interview of students with the initials Q.S Class IV A "I got a lot of attention from my friends and teachers at the school, they were kind and helpful" (Tuesday, October 21, 2025 at 09.00 WIB). More quotes »Friends are all nice, always ask when I'm sick or sad", (interview of N.S Class VI. Tuesday, November 4, 2025 at 10.00). The above statement can be concluded, every student gets support from various sides, they are more able to think clearly and confidently to solve the problems they face.

c. Conducive Learning Environment and Teacher Learning Strategies

Subsequent results show that a positive classroom atmosphere and clear learning strategies make a major contribution to cognitive resilience. An environment that is free from excessive pressure makes students' minds more adaptive when facing challenges. In an interview with R.S students of class V.A, he stated: "Religion teachers who often provide motivation when they are studying. In learning, he gave many inspirational stories and guided students who were confused in answering difficult questions", (Tuesday, October 21, 2025 at 09.00 WIB). Another example of this is that "All the teachers understood me very well because I was not fluent in reading. My teacher always patiently directed and taught me when I was in difficulty.", (Q.S student interview, Thursday, October 27, 2025. At 09.00 WIB). These findings illustrate that a psychologically safe environment encourages students to try, fail, and then try again, which is at the core of a student's cognitive resilience.

d. Intrinsic Motivation and Urgent Meaning

The latest findings reveal that cognitive resilience is not only about engineering ability, but also related to the meaning and goals that students believe. The stronger the student's personal reasons for learning, the higher their cognitive resilience. One of the student interviews said, "PAI teachers often say that they have to be patient and serious in learning. That's so that we remember that the school is not just a sitcom and then goes back home", (S.P. student interview Wednesday, November 5, 2025, at 09.30 WIB). These findings illustrate that instilling religious values in PAI learning has been shown to strengthen students' belief that their efforts are meaningful, thus helping them stay afloat in the learning process.

3. THE ROLE OF PAI IN SUPPORTING LEARNING MOTIVATION

Islamic Religious Education (PAI) learning at MI Al-Ikhlas not only aims to equip students with religious knowledge, but also to form cognitive resilience and continuous learning motivation. The dynamics of the development of children of MI age who are still at the concrete-operational stage require adaptive learning strategies, touch on emotional aspects, and motivate them to remain enthusiastic in understanding Islamic values.

a. PAI Provides Emotional Support That Fosters the Spirit of Learning

PAI learning provides a safe space for Broken Home students to express their feelings and get emotional boosts. PAI teachers are figures who provide personal attention and warmth so that students feel valued and motivated to be involved in learning. As stated by Mrs. Maya, "I see that students from broken homes tend to be more withdrawn. Therefore, before the lesson begins, I engage them in light conversation to improve their mood and increase their enthusiasm for learning" (November 28, 2025, PAI Teacher). This statement shows the teacher's strategy in establishing personal interaction before the learning activity begins. This effort is realized through informal communication aimed at creating a more conducive learning atmosphere, especially for students who show a tendency to withdraw.

These findings indicate that PAI learning is not only oriented towards material representation but also accommodates the emotional aspects of students. This pattern of teacher-student interaction is an important basis for understanding the dynamics of student interaction with broken home backgrounds in the learning process.

b. PAI Learning Instills Positive Values That Strengthen Intrinsic Motivation

Instilling positive values can give students a new perspective that their efforts are appreciated by Allah, so that they feel that they have a meaningful purpose in learning. The results of the study show that there is a practice of instilling religious values in the Islamic Religious Education (PAI) learning process, which is explicitly conveyed by teachers. This finding was obtained through interviews with IRE teachers regarding how to convey the meaning of learning to students: "I often tell them that learning is part of worship. If they are sincere, Allah will help them. This has made many students who were previously lazy become more diligent." (November 28, 2025, interview with IRE teacher). This quote illustrates the teacher's efforts to incorporate religious values into learning activities through verbal explanations to students. The teacher emphasizes the meaning of learning as part of worship and connects it with the belief that Allah will help students when they are sincere. This approach is conveyed repeatedly in IRE learning interactions.

These findings indicate that PAI learning contains normative and motivational value delivery strategies, which aim to build meaning in learning for students. The instilling of values such as sincerity, patience, and independence from God becomes part of the learning context experienced by students.

c. Strengthening Motivation Through Structured Religious Activities

This study found that schools conduct routine religious activities that are integrated into daily activities, including morning recitation, memorization of short surahs, and reading prayers before lessons. Based on the interview results, PAI teachers observed changes in student behavior after participating in these activities, especially among students from broken homes. Mrs. Maya said, "Participation in routine worship activities makes students calmer and more enthusiastic about attending classes" (Friday, November 28, 2025. Interview with PAI Teacher). The interview excerpt above describes the changes in students' behavior after participating in regular religious activities. Teachers observed differences in students' emotional states and readiness to participate in learning after these activities were implemented. These changes were apparent in students who had previously shown a tendency to be unfocused, hyperactive, or moody.

These findings indicate that regular religious activities have become part of the learning context experienced by students and go hand in hand with teachers' efforts to provide continuous motivation. The pattern of student involvement in these activities is an important indicator in understanding the dynamics of students' mental readiness and participation in learning.

d. PAI Presents Exemplary Figures Who Increase Extrinsic Motivation

PAI teachers as role models have a strong influence on students' enthusiasm for learning. The teacher's sincerity, patience, and consistency build positive relationships that encourage students to want to imitate behavior well and demonstrate learning progress. Mrs. Maya said, "As a teacher, I try my best to set an example in terms of discipline and gentleness. This is because teachers are figures that will be imitated by children. By paying attention, their support is more enthusiastic about doing assignments and entering class with more enthusiasm." (Friday, November 28, 2025. PAI Teacher Interview). Based on the findings above, it can be concluded that Islamic Religious Education (PAI) teachers have an important role as exemplary figures who are able to increase students' extrinsic motivation. The sincerity, patience, and discipline of the teacher are examples that affect students' behavior and enthusiasm for learning. This example not only contributes to the cognitive aspect, but also encourages students' enthusiasm in following lessons and behaving positively at school, thus having an impact on improving the quality of the teaching and learning process.

e. PAI Encourages the Formation of Hope and Optimism in Learning

In the PAI learning approach, it helps students understand that life's difficulties are not an obstacle to achievement. Islamic learning explains about hope, effort, and the importance of the demands of science to encourage students to see their future more positively. Where the role of teachers is needed in this sustainability. He said, "Many children are initially inferior because of family conditions. With an Islamic approach, I emphasize that everyone can change. They become more confident to keep trying and go through the approach gradually." (Friday, November 28, 2025. PAI teacher interview). The conclusion of the findings shows that the Islamic Religious Education (PAI) learning approach is very important in forming positive attitudes and students' confidence in facing life's difficulties. Islamic values of hope and effort teach students that limitations are not an

obstacle to achieving achievement. PAI teachers act as facilitators and motivators who help students move from negative to optimistic, with an empathetic approach that empowers students mentally and spiritually to continue to struggle despite limitations.

4. PAI learning strategies in shaping students' cognitive and learning motivation

a. PAI's Strategy in Strengthening Students' Cognitive Resilience and Learning Motivation

Research on Islamic values-based strategies in increasing the resilience and motivation of Broken Home students shows that Islamic values function not only as normative teachings, but also as a psychological protection mechanism. In this context, students are vulnerable to chronic stress, anxiety, and decreased motivation to learn Islamic values function as a resilience booster as well as an intrinsic drive.

PAI's strategy in strengthening students' cognitive resilience and learning motivation Refers to a series of pedagogical approaches that combine Islamic spiritual values with the psychological development needs of students, especially those from Broken Home families.

Quoted from the results of the interview with Mrs. Maya Ermayanti "In my opinion, Broken Home children need more than just subject matter. They need calmness, guidance, and attention. Through PAI learning, I try to provide an understanding of the importance of patience, tawakal, and keep trying. It can make them mentally stronger and keep the spirit of learning" (PAI Teacher, Tuesday, November 18, 2025). In this case, PAI learning as a result of instilling the values of *ṣabr* and *istiqāmah*, habituation of worship, and emotional assistance based on Islamic counseling, PAI learning not only functions as a transfer of religious knowledge, but also as an instrument of mental strengthening that helps students build resilience (resilience)), focus on learning, and intrinsic motivation in the midst of the pressure of the family environment. This approach places PAI teachers as strategic figures who provide moral examples (*uswah ḥasanah*) while creating a safe, supportive, and religious learning space for students' cognitive and affective development.

b. Establish a Calming Worship Routine

The habit of daily worship at MI Al Ikhlas has been proven to have a significant effect on students' cognitive religiosity and learning motivation. Prayer, dhikr, and duha prayer activities that are carried out regularly instill positive habits in calming down when facing emotional situations. Religious Affairs, Mr. Iip Maulana said, "Through the habit of praying and dhikr together, duhu in congregation. Children become more calm. If someone fights, they will soon wake up to stay calm and easily control their emotions." (Friday, November 28, 2025). Through the practice of worship, children learn to recognize negative emotions such as anger, sadness, or disappointment, and then channel them in a way that is in accordance with Islamic values. This spiritual activity serves as a simple form of self-regulation, where the child is directed to manage feelings through prayer or dhikr activities. Thus, the habit of worship at MI Al Ikhlas not only trains spiritual discipline, but also forms stable and positive emotional control from an early age.

c. Empathetic and Humanistic Learning Approaches

The empathetic and humanistic approach at MI Al Ikhlas aims to emphasize the importance of understanding students' emotional states, psychological needs, and personal experiences as an integral part of the educational process. The empathetic approach requires teachers to be able to respond to students with sensitivity, warmth, and attention, while the humanistic approach places self-development both cognitively, affectively, and morally as the main goal.

However, some teachers explained "Often we see students who look depressed and unfocused when studying. In response to this, I did not immediately reprimand them, instead asked slowly what conditions and what kind of atmosphere caused them to lose their enthusiasm for learning in class." (Mrs. Siti Julaeha, Tuesday, November 25, 2025. Maple Teacher). Another teacher's response to this was that Mrs. Maya said, "The learning situation of Broken Home students does not all describe depression when studying, some students show their enthusiasm in learning and are actively collaborative with their friends. There are also some students who are just silent in contemplation, often they are left behind in teaching. This is necessary to establish a warm atmosphere and closer attention. I want them to feel safe and welcome", (Tuesday, November 25, 2025. PAI Teacher Interview).

By combining these two approaches, teachers not only transfer knowledge, but also build healthy relationships, create safe learning spaces, and provide psychological support that strengthens students' resilience and motivation to learn.

d. Fostering a Growth Mindset Based on Islamic Learning

Growing a Growth Mindset Based on Islamic Teachings Growth mindset is a belief that a person's ability can develop through effort, perseverance, and a continuous learning process.

Mrs. Rani's response in this case "Through instilling a confident attitude, students will try to foster confidence that they are capable and have the potential to do everything. Through group work activities in problem solving, they will be able to work together and there will be interaction between peers". (Tuesday, November 25, 2025. Interview of Grade III Teacher). Another interview with Mrs. Maya stated, "I emphasized to students that abilities are not given at once. They have to train themselves. When they begin to understand that development requires a process, their motivation to learn increases, providing lessons from the stories of the struggles of scholars and prophets as a form of exemplary suru ", (Tuesday, November 25, 2025. PAI Teacher Interview). The above quote shows that, in the context of education, especially for students from Broken Home families. The integration of Islamic-based Growth Mindset values helps strengthen cognitive resilience, foster hope, and motivate students to see adversity as opportunities to thrive. This approach not only demands students academically, but also builds spiritual strength that encourages them to believe in their abilities and remain optimistic in the face of life's challenges.

DISCUSSION

1. Conditions of Cognitive Resilience and Learning Motivation of MI Al-Ikhlas Ancaran Students

The results of the study show that most of the Broken Home students at MI Al-Ikhlas Ancaran have different cognitive traits in the category of quite good. This cognitive religiosity can be seen from the ability of students to maintain concentration, complete structured tasks, and actively participate in lessons despite facing emotional pressure due to incomplete family conditions. This condition shows that the experience of difficulties does not always have a negative impact on learning capacity if supported by a stable school environment.

This finding strengthens the view of Purnamasari et al. (2025) that the resilience of adolescents from Broken Home families is formed through a complex interaction between internal factors (emotion regulation, optimism, empathy, self-efficacy) and external factors (social support from teachers, peers, and the school environment)

Other analyses show that the quality of learning strategies plays a role in mediating the relationship between emotional stress and students' cognitive performance. When teachers apply varied and participatory methods, students show increased motivation and perseverance in completing tasks. Conversely, a lack of variety and pedagogical support tends to lower cognitive endurance and enthusiasm for learning. In line with research Anam et al. (2024) found that emotional intelligence contributes significantly to the resilience levels of adolescents who come from incomplete families. In addition, the regulation of emotions and an attitude of optimism are also important factors in building resilience. Study Uruk et al. (2020) It shows that the ability to manage emotions effectively and maintain optimism allows adolescents to deal with difficult situations such as parental divorce more adaptively. This is emphasized by Nur (2021), which found that the regulation of emotions and optimism are key in the process of self-acceptance and psychological adjustment in broken home adolescents. Hafizah & Uyun (2023) It also emphasizes that self-efficacy and social support serve as important mediators in strengthening the resilience of adolescents from divorced families.

The results of the study found that not all students showed the same level of cognitive resilience. Some students still feel bored, are reluctant to repeat the material, and experience motivational obstacles when facing learning tasks. This can be seen in the results of research from several students giving varied responses. In the quote, one of the students expressed laziness and boredom when receiving an assignment. In contrast, other student citations show more adaptive responses, feel good when assigned assignments, and experience the benefits of innovative learning strategies such as teachers' use of games to increase engagement and maintain attention.

Overall, this study concludes that students' cognitive resilience develops in a spectrum that is influenced by perception of tasks, quality of learning strategies, and individual ability to interpret difficulties. Teachers who are able to deliver engaging, supportive, and adaptive learning can increase students' cognitive resilience, while a lack of learning strategies and variations has the potential to reduce their motivation and resilience in the face of academic challenges. Thus, appropriate pedagogical support and a positive learning environment are key factors in strengthening students' cognitive resilience.

2. Students' ability to manage emotional distress from various factors

The results of the research show that PAI's strategy in strengthening students' cognitive resilience and learning motivation refers to a series of pedagogical approaches that combine Islamic spiritual values with the psychological development needs of students, especially those from Broken Home families.

In this case, PAI learning as a form of instilling the values of *ṣabr* and *istiqāmah*, habituation of worship, and emotional assistance based on Islamic counseling, PAI learning not only functions as a transfer of religious knowledge, but also as an instrument of mental strengthening that helps students build resilience), focus on learning, and intrinsic motivation in the midst of the pressure of the family environment. This approach places PAI teachers as strategic figures who provide moral examples (*uswah ḥasanah*) while creating a safe, supportive, and religious learning space for students' cognitive and affective development.

Cognitive resilience is defined as cognitive capacity (problem solving, attention management and task execution, thinking work) that allows students to remain adaptive in dealing with family stress. Based on the synthesis of the literature, the main factors influencing cognitive resilience in Broken Home students include:

a. Teacher support and the quality of teacher-student relationships

Emotional support, academic availability assistance, and positive behavior models from teachers increase students' capacity to measure attention, solve academic problems, and maintain work motivation on all components of cognitive resilience. The teacher also acts as a "surrogate figure" who provides consistent structure and feedback. Recent quantitative and qualitative studies confirm the mediating role of teacher support between family pressure and academic performance. This is in line with Rizki (2020) In his research, he illustrates that the school environment has a strategic role in shaping the psychological and academic resilience of students who come from incomplete families. Positive interactions with teachers, emotional support from peers, and a safe and inclusive school climate have been proven to strengthen students' ability to cope with learning pressures and obstacles.

According to Annisa et al (2025), teacher support and the quality of teacher-student relationships are among the most decisive external factors in the resilience formation of adolescents from Broken Home families. They explain that positive interpersonal relationships with teachers, such as attention, empathy, and supportive communication, can be a source of protection that helps teens cope with the emotional stress of unstable family circumstances. Teachers who show acceptance and consistency in guidance allow students to feel valued and safe, resulting in confidence, better emotional regulation, and more stable motivation to learn. The article asserts that positive dynamics with teachers serve as a buffer against the negative effects of Broken Home, while encouraging adolescents to develop adaptive coping in both academic and social contexts.

b. Peer support and school social networks

Positive social interactions with peers provide a source of information, learning aids (scaffolding), and emotional support that improve cognitive focus and perseverance. Supportive peer groups help students maintain a study routine and provide cognitive feedback that improves assignments. Empirical evidence shows a significant positive correlation between peer support and academic resilience.

Aligned with research Apriyanti & Nur (2025) said the resilience of children and adolescents who experience a broken home is greatly influenced by the quality of the social relationships they build outside the nuclear family, including peer support that serves as a source of emotional comfort and psychological stability. These findings broaden our understanding of student resilience by emphasizing that learning resilience is not only determined by individual factors or family support but also by the quality of the social ecology in the school environment. In the context of students from broken homes, peer support acts as a functional substitute for certain emotional needs, so that madrasahs function as pedagogical communities that integrate academic and spiritual strengthening through the practices of *ta'awun* and togetherness.

Theoretically, these results enrich the study of cognitive resilience within the framework of Islamic educational psychology by placing the socio-religious dimension as a key component of learning resilience. In practical terms, these findings recommend strengthening collaborative learning, peer mentoring systems, and an Islamic value-based classroom culture as systemic strategies for fostering collective student resilience. Thus, Islamic education at the elementary level plays a role not only in the transmission of normative values but also in building sustainable academic and spiritual resilience.

c. Religiosity/spirituality and meanings (internalization of Islamic values)

Religiosity or spirituality in the context of Islamic education is a profound process that instills divine values into individuals, so that faith is not only a cognitive knowledge, but also a moral force and a guideline of behavior

in daily life. The internalization of Islamic values includes the formation of morals, awareness of worship, and the ability to reflect religious teachings in real actions. Through this approach, education focuses not only on the transfer of knowledge, but also on the formation of character and spiritual soul that is in harmony with the principle of rahmatan lil 'alamin .

Thus, religiosity becomes the primary cornerstone that cultivates a balanced personality between intellectual, emotional, and spiritual intelligence. Religiosity contributes to the creation of meaning and affective control and two aspects that facilitate cognitive executive functions under stress (e.g., concentration, decision-making). Apriyanti & Nur (2025) said that religious practice/PAI provides routines, religious coping (ṣabr, tawakkul), and meaning of life that lowers the emotional cognitive load so that the cognitive capacity to learn remains available.

The findings of the research at MI Al-Ikhlas indicate that the process of internalizing Islamic values is carried out holistically and integrally through the implementation of formal learning activities, habituation of religious practices, and strengthening school culture oriented to religious values. Teachers play an active role as role models in instilling the values of honesty, discipline, and responsibility through an exemplary approach and Islamic character development. In addition, daily programs such as congregational prayers, reciting the Qur'an, and praying together before and after study are effective means to form students' spiritual awareness. The findings also show that a conducive school environment and parental support strengthen the dimensions of students' religiosity, reflected in their increased sense of manners, empathy, and sense of social responsibility.

Thus, MI Al-Ikhlas has succeeded in implementing Islamic values-based education holistically, which not only focuses on the cognitive aspect, but also places the spiritual dimension at the center of the formation of students' character. This is even more significant for students from Broken Home families, because the religious and exemplary school environment can act as a source of emotional and moral support that strengthens faith, self-stability, and belonging to the Islamic community.

3. The Role of Islamic Religious Education (PAI) in Supporting the Learning Motivation of Broken Home Students

a. PAI and PAI Teachers Become a Source of Calm, Emotional and Mental Stability for Students

Previous research has shown that communicative, empathetic, and supportive Islamic Religious Education (PAI) teachers make a significant contribution to students' emotional stability, thus having an impact on increasing learning motivation and academic resilience (Hidayati & Surawan, 2025). The findings at MI AlIkhlas Ancaran show similarities with the findings, where PAI teachers actively motivate, calm students who are experiencing anxiety, and provide moral encouragement through an Islamic approach. This strengthens the premise that the role of PAI teachers is not only in delivering academic material, but also as emotional mediators who are able to maintain students' enthusiasm for learning. Thus, PAI is not just a curriculum, but also an emotional space where students get moral-spiritual support that strengthens their mental resilience in learning.

This study reveals strong evidence of PAI teachers' success in maintaining low student anxiety levels during academic evaluations. Through continuous encouragement and normalizing mistakes as part of the learning process, teachers create an environment where students can engage with challenging material without excessive stress. This approach reflects Said et al.'s (2021) definition of calmness as the ability to remain calm under pressure.

Teachers' strategies that can be applied such as "always remind students to be brave and not afraid of making mistakes" (NS, November 21, 2025) have yielded tangible results, with students reporting, "We never feel nervous or afraid of being wrong" (SP, November 23, 2025). Although these findings partially support the emphasis Amien & Rasyid (2024) On humor, the findings suggest that elements of comedy alone prove inadequate without structural support and positive feedback, consistent with the broader teacher support framework put forward Shao and Kang (2022). The role of the Islamic education teacher's personality in fostering resilience creates a good cycle of engagement and reduces anxiety.

b. PAI Helps Shape Long-Term Motivational Learning Meanings and Goals

Interpreting learning as a form of worship provides a transcendental intrinsic motivation that distinguishes Islamic Religious Education (IRE) from learning motivation approaches that are solely oriented towards academic achievement. The significance of this finding lies in its ability to explain why students are able to maintain their commitment to learning in psychosocially vulnerable situations: motivation no longer depends on external conditions, but is released in religious awareness of the value of learning as devotion to Allah SWT. In the context of basic education, this framework of meaning is crucial because it shapes early learning orientation as a long-term process, not just a school requirement.

Some studies show that children from Broken Home families are more susceptible to decreased learning motivation and emotional distress, so the support of PAI teachers is an important factor in maintaining their academic and psychological stability (Ramadan, 2025). The findings at MI AlIkhlas Ancaran confirm Islamic education by confirming that PAI functions as a mechanism for meaning formation (a system of meaning creation) that strengthens students' motivational resilience, especially those from broken homes. While previous studies have focused more on PAI as a means of moral and character training, these results show that the spiritual dimension of PAI also plays a direct role in maintaining psychological stability and learning motivation. Thus, PAI operates not only at the normative level, but also at the strategic psycho pedagogical level.

c. PAI Learning Increases Motivation and Learning Participation Through Contextual Methods and Personal Support

Previous research has emphasized that a learning approach that is contextual and relevant to students' life experiences increases engagement, understanding, and motivation to learn Noorwahidah et al. (2025). The results of observations and interviews at MI AlIkhlas Ancaran show that PAI teachers often discuss religious material with real situations experienced by students, so that the material is easier to understand and considered meaningful. This strategy contributes to increasing student participation and enthusiasm for learning, confirming the compatibility of the findings at MI AlIkhlas Ancaran with previous literature. Thus, if PAI learning is carried out in a mindful and empathetic manner, it can foster students' enthusiasm for learning through emotional encouragement and moral reward, not just through academic pressure.

d. PAI Strengthens Students' Psychological Coping Through Islamic Values: Patience, Tawakal, Gratitude, and Reflection

The significance of this finding lies in the affirmation that contextual PAI learning is not merely a pedagogical strategy to improve understanding of the material, but a mechanism for meaning formation that bridges religious teachings with the realities of students' lives. When Islamic values are presented through real experiences, learning becomes existentially relevant, so that students not only understand the content of the teachings, but also feel their connection to everyday life. This is important in basic education because it forms the initial foundation of internal and sustainable learning motivation. In the same study, the research indicated that the internalization of Islamic values, such as *şabr* (patience), Trust (dependence on Allah), and *mujâhadah* (seriousness), can function as a coping strategy in dealing with academic and emotional pressure, thereby strengthening students' intrinsic motivation (Ramadan, 2025). This finding expands the study of contextual learning in Islamic education by showing that the relevance of students' life experiences serves as a catalyst for emotional and moral engagement, not just cognitive engagement. Unlike contextual approaches that generally focus on academic effectiveness, these results emphasize the role of teacher empathy and sensitivity to student conditions as key factors that strengthen the transformation power of PAI learning. Thus, contextual learning in PAI operates at the intersection of pedagogy, developmental psychology, and Islamic values. This approach reinforces the function of PAI not only as a transmission of religious knowledge, but as a pedagogical space that fosters engagement, motivational resilience, and the holistic formation of students' Islamic character.

4. Islamic Values-Based Strategies in Strengthening Cognitive Resilience and Learning Motivation.

Resilience does not occur instantaneously, it is formed from the interaction between internal and external factors that work in the individual and his environment. Based on the results of the review, the following factors have been proven to play an important role. First, internal factors, emotion regulation and self-control, the ability to manage negative emotions, calm down, and think clearly in difficult situations are the main keys to building resilience (Danti, R. R., & Satiningsih, S. 2021).

Learning strategies in PAI subjects have a significant role in increasing the motivation of students from families Broken Home. In this situation, Islamic Religious Education can provide a solid moral, spiritual, and ethical foundation for students to overcome the challenges that arise from family situations Broken Home An Islamic counseling approach that focuses on values such as Patience, Thanksgiving, and sincere proven to increase cognitive resilience while reducing academic stress levels in students. Through this process, students' intrinsic motivation is stronger because they learn to understand spiritual meaning with the study assignments carried out (Ummaroh & Winingsih, n.d.).

The strategy used by Islamic religious education educators MI Al Ikhlas Ancaran is with the learning method by example, which is an effort that can be applied by educators to show positive examples to students, both in words and deeds. In addition to providing examples, teachers provide direct experience to students. For example, in learning about prayer, students are invited to practice the proper prayer procedures in the school

mosque. This hands-on experience helps students to understand and appreciate the importance of worship in Islam. These activities not only improve students' psychomotor skills, but also strengthen their affective aspects. Teachers also implement project-based learning. Students are given the task of creating works related to PAI material, such as making videos about the prophet's stories or posters about Islamic values. This project allows students to develop their creativity and critical thinking skills. In addition, students can work collaboratively, which is also an important value in Islam. This is expected to be a form of habituation that is carried out continuously for students both in the school environment and outside the school environment.

Overall, this study shows that the cognitive resilience and learning motivation of Broken Home students at MI Al-Ikhlas Ancaran are formed through a combination of internal and external factors, especially school support and religious training. PAI has a strategic role in the development of mental strength, fortitude, and intrinsic motivation which is very important for students facing family challenges. In addition, Islamic values-based strategies have proven to be relevant and effective in strengthening students' cognitive flexibility and learning motivation.

4. CONCLUSION

This study confirms that the cognitive resilience and learning motivation of students from broken homes at MI Al-Ikhlas Ancaran are formed through the synergy of internal and external factors, particularly school support, Islamic Religious Education (PAI) learning, and a positive social environment. IRP learning plays a strategic role in fostering mental strength, emotional resilience, and intrinsic motivation through the internalization of Islamic values that guide students' behavior and way of thinking. Value-based strategies such as role model, habit formation, and religiously-based counseling have proven effective in strengthening students' cognitive resilience and learning motivation.

These findings have practical implications for various parties, including: Teachers are expected to adopt an approach to Islamic Religious Education (PAI) learning that focuses on character building and empathy, using role model strategies, developing positive habits, and communication that creates a sense of security. Teachers also suggest conducting early identification of students from broken families to provide more personalized and supportive guidance. Madrasah principals and school leaders need to design resilience-oriented programs, including teacher training in psycho pedagogical approaches, religious activities based on inclusive spiritual values, and policies that support students' emotional well-being. In addition, the results of this study also emphasize the importance for education policymakers to incorporate the values of education and resilience guidance into the madrasah curriculum and policies, as well as to provide spiritual-based counseling services and support for children from broken homes. In terms of the role of Islamic Religious Education (PAI), the overall results of the study confirm that the cognitive resilience and learning motivation of students from broken homes can grow optimally when the school environment, especially PAI learning, provides consistent emotional, academic, and spiritual support.

This study has limitations in its narrow scope, as it was only conducted in one educational institution with a limited number of subjects. In addition, the social and religious dimensions that may moderate the relationship between resilience and learning motivation have not been explored in depth. Therefore, further research is recommended using a longitudinal approach or mixed methods to explore the development of resilience in students from broken homes more comprehensively from cognitive, affective, and spiritual aspects.

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