

A Study on the Resilience of Adolescents in Orphanages in Achieving the Sustainable Development Goals

Studi tentang Resiliensi Remaja di Panti Asuhan dalam Mencapai Tujuan Pembangunan Berkelanjutan

Syakirah Tazkiyah Pulungan¹, Shofi Atiqah Az- Zahra², Rini Syahrayni Hasibuan³

^{1,2,3}Madrasah Aliyah Negeri 2 Model Medan, Indonesia

Email: ¹tazkiyahsyakirah@gmail.com, ²shofiatiqah796@gmail.com, ³syahraynihsb99@gmail.com

Artikel Info

Article History:

Submission 29/12/2025

Revision 16/02/2026

Accepted 04/04/2026

Keywords:

resilience, orphanage, psychoeducation, positive thinking

ABSTRACT

The research on resilience among adolescents in orphanages has been extensively explored; however, the relationship between the literature on the role of Sustainable Development Goals (SDGs) in developing resilience remains underexamined. Therefore, one of the objectives of this study is to investigate the role of psychoeducation using positive thinking training techniques in enhancing the resilience of adolescents in orphanages. A total of 18 adolescents participated, divided equally into a psychoeducation group (n = 9) and a control group (n = 9). The instrument utilized in this study was the resilience scale developed by Daulay and Indriani (2024). Data analysis was conducted using independent sample t-tests. The results indicate that there is significant difference in resilience between the psychoeducation and control groups ($F(1,15) = 2.836$, $t = -2.302$, $p < 0.05$), with the control group exhibiting higher resilience in the post-test condition (n = 9; M = 57.00; SD = 14.221) compared to the psychoeducation group (n = 9; M = 64.13; SD = 8.254). The implications of this research underscore that adolescents who successfully navigate their challenges and demonstrate resilience represent a crucial aspect of socialization reflecting the significance of the Sustainable Development Goals in fostering a golden generation by 2045.

ABSTRAK

Penelitian mengenai resiliensi di kalangan remaja di panti asuhan telah banyak dieksplorasi; namun, hubungan antara literatur mengenai peran Tujuan Pembangunan Berkelanjutan (SDGs) dalam mengembangkan resiliensi masih belum banyak diteliti. Oleh karena itu, salah satu tujuan penelitian ini adalah untuk menyelidiki peran psikoedukasi dengan menggunakan teknik pelatihan berpikir positif dalam meningkatkan resiliensi remaja di panti asuhan. Sebanyak 18 remaja berpartisipasi, dibagi secara merata ke dalam kelompok pendidikan psikologis (n = 9) dan kelompok kontrol (n = 9). Instrumen yang digunakan dalam penelitian ini adalah skala resiliensi yang dikembangkan oleh Daulay dan Indriani (2024). Analisis data dilakukan menggunakan uji t sampel independen. Hasil menunjukkan adanya perbedaan yang signifikan dalam resiliensi antara kelompok psikoedukasi dan kelompok kontrol ($F(1,15) = 2.836$, $t = -2.302$, $p < 0.05$), dengan kelompok kontrol menunjukkan resiliensi yang lebih tinggi pada kondisi pasca-tes (n = 9; M = 57.00; SD = 14,221) dibandingkan dengan kelompok psikoedukasi (n = 9; M = 64,13; SD = 8,254). Implikasi penelitian ini menekankan bahwa remaja yang berhasil mengatasi tantangan mereka dan menunjukkan resiliensi merupakan aspek krusial dalam proses sosialisasi, yang mencerminkan pentingnya Tujuan Pembangunan Berkelanjutan (SDGs) dalam membina generasi emas pada tahun 2045.

Kata Kunci :

ketahanan, panti asuhan, pendidikan psikologis, berpikir positif

Copyright (c) 2026 Syakirah Tazkiyah Pulungan et all

Korespondensi:

Syakirah Tazkiyah Pulungan

Madrasah Aliyah Negeri 2 Model Medan, Indonesia

Email: tazkiyahsyakirah@gmail.com



BACKGROUND

Adolescence is a critical journey characterized by dynamism and change. During this phase, individuals experience significant growth and development across physical, psychological, and intellectual domains. According to the World Health Organization (WHO, 2015), adolescents are defined as those aged 10 to 19 years, a period driven primarily by curiosity that fuels numerous transformations. At this age, teenagers often feel empowered to take risks without fully considering potential consequences. It is a time when they begin exploring their surroundings, trying new experiences, and building self-confidence. The processes that occur during adolescence not only shape their physical development but also lay the foundation for mental and intellectual growth that will support their future lives.

Furthermore, adolescence is a crucial stage preceding the transition into adulthood (Santrock, 2007). During this period, teenagers start exploring their identities, seeking to understand who they truly are and how they wish to contribute to society. In this process, they face various challenges stemming from their social environment, educational experiences, and adult expectations, all of which can influence their character and beliefs (Hastuti, 2021). Amidst the hustle and bustle of teenage life, there exists a often-overlooked reality: not all adolescents have access to supportive environments conducive to optimal development. Some are compelled to live under conditions far from ideal, growing up without familial protection, adequate facilities, or the stability necessary to build a strong foundation for their future.

One of the challenges faced by adolescents residing in orphanages is the heavy emotional burden resulting from their challenging past experiences. Many of them have experienced the loss of their parents, become trapped in cycles of economic hardship, or grown up in environments lacking emotional role models. Without adequate support, these orphanage adolescents become more vulnerable to stress and anxiety (Eljo, Anitha & Nadaf, 2021); loneliness (Sagita, Rifayanti, & Rasyid, 2022); a decrease in life satisfaction (Aulia & Rahayu, 2022). Additionally, they struggle to manage their emotions amidst the uncertainty that characterizes their lives (Rahmawati & Kusumati, 2024), and experience a decline in self-confidence (Permatasari, 2021).

According to the latest data released by the Ministry of Social Affairs of the Republic of Indonesia (2023), over 500,000 children in the country reside in orphanages. These children are the future generation of the nation; however, many face significant psychosocial challenges. An unfavorable environment within orphanages has been shown to impede psychological development during adolescence, a critical period when young people should receive love and protection from their families, access quality education, and develop their potential. Such circumstances directly impact their resilience the ability to recover and face life's various obstacles (Kawitri et al., 2019).

Challenges continue to intensify, exacerbating the difficulties faced by adolescents in orphanages, ultimately impacting their psychological well-being and diminishing their resilience. The severity of these challenges has been evidenced by previous research, which indicates that orphanage adolescents experience declines in emotional mental health (Haryanti, Pamela & Susanti, 2019), low levels of self-compassion and resilience (Kawitri et al., 2019), suboptimal development of self-concept and life meaning (Mazaya & Supradewi, 2011), and decreased happiness (Gunawan, 2020).

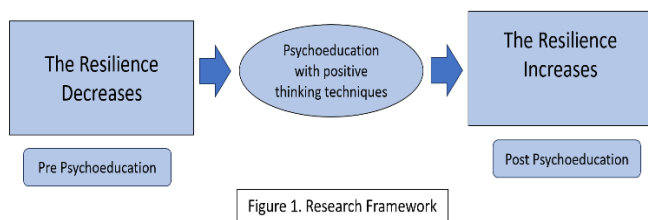
Throughout their life journey, socialization and education play a crucial role, especially for adolescents residing in orphanages. These adolescents, often facing various challenges and pressures, require special attention to ensure their needs, protection, rights, and responsibilities are adequately fulfilled. This aligns with the national commitment articulated in Law No. 23 of 2002 on Child Protection. The importance of socialization and education should be expedited to facilitate optimal development among orphanage adolescents. One initial step is to develop their resilience. According to Masten (2014), resilience is a dynamic process involving interactions between individuals and their environment, representing the ability to adapt and grow in the face of stress and adversity, or in other words, the capacity to return to a previous state after experiencing pressure or hardship. The significance of resilience among orphanage adolescents has been supported by various prior studies, including its influence on self-esteem (Noor et al., 2024), efforts to foster gratitude (Puspita & Ayriza, 2022), enhancement of psychological well-being (Dey & Beena Daliya, 2019), and its role as a predictor of adolescent happiness (Putri & Mansoer, 2023), to enhance adversity quotient (Apriyani & Uyun, 2023); to increase religiosity (Yustifah, Adriansyah, & Suhesty, 2022).

For orphanage adolescents, emotional support is a critical aspect. Without adequate attention and affection, these adolescents may struggle in their daily lives. In this context, psychoeducation serves as an effective tool to enhance resilience. As explained by Suryani et al. (2016), psychoeducation is an intervention conducted either individually or in groups, primarily aimed at helping adolescents develop effective coping strategies and overcome difficulties, thereby maintaining their mental health. Furthermore, psychoeducation acts as a bridge between psychotherapy and education, designed to provide comprehensive and integrated support (Trisanti & Nurwati, 2022). Through these measures, it is hoped that orphanage adolescents will not only be able to endure hardships but also grow into independent, competitive individuals who are prepared to face future life challenges. To ensure healthy development, support from various stakeholders, including the community and professionals, is essential in creating a positive and supportive environment for them.

The significance of psychoeducation in empowering adolescents in orphanages has been scientifically demonstrated. For instance, psychoeducation has been shown to foster mindfulness among adolescents (Farial,

Handayani & Heiriyah, 2022), improve mental health (Putri & Mansoer, 2023), optimize self-esteem (Agustina, 2023), facilitate socialization in preventing premarital sexual behaviors among adolescents (Susanti & Asyanti, 2022), assist adolescents in recognizing their emotions (Widyowati, 2024), enhance mental health through diary writing techniques (Safarina et al. 2024), and minimize perceived stress (Pesau, Sastaviana & Panglewai, 2023).

This study differs from previous research by introducing an innovative and beneficial approach: this study aims to enhance resilience among adolescents living in orphanages through a psychoeducational program that incorporates positive thinking techniques. The program is designed to assist adolescents in managing negative thoughts, fostering optimism, building positive emotions, and strengthening self-resilience in the face of life's challenges. This study makes a novel contribution by introducing a psychoeducational approach based on positive thinking training, which has not previously been utilized in research involving orphanage adolescents. Thus, this study offers a new perspective on personal development efforts, enhancement of protective factors, reduction of negative emotions, and improvement of resilience through cognitive interventions such as cognitive reframing.



RESEARCH METHODS

Research Design

This study employed a quasi-experimental approach with a pretest-posttest control group design, involving two groups: an experimental group that received a psychoeducational intervention and a control group that did not receive any treatment. This design enabled the researchers to compare the impact of the psychoeducational training between the experimental and control groups, ensuring that any observed changes could be attributed to the intervention rather than to external factors. The independent variable in this study was psychoeducation utilizing positive thinking techniques, while the dependent variable was resilience. It is expected that this method will provide empirical evidence regarding the effectiveness of psychoeducational positive thinking techniques in enhancing resilience, and contribute to the development of intervention programs aimed at improving the mental well-being of adolescents in orphanages.

Table 1. Research Design of the Quasi-Experimental Study

Group	Pretest	Psychoedu- cation	Posttest
KE	Y1	X	Y2
KK	Y1	O	

Note:

KE : Experimental Group/ Psychoeducational Group

KK : Control Group

Y1 : Pre-training measurement

Y2 : Post-training measurement

X : Psychoeducation

O : No Psychoeducation

Procedural Description

Adolescents residing in an orphanage were administered a resilience scale as a pretest. Subsequently, they received psychoeducation on positive thinking techniques. After the psychoeducation, the resilience scale was administered again as a follow-up to serve as the posttest.

Research Participants

This study involved nine adolescents from Mamiyai Orphanage in Medan City who participated in the psychoeducation group, and nine adolescents from the control group, all exhibiting low resilience indicated by their scores. The nine participants who agreed to partake in this study were provided with an explanation of the research procedures, objectives, and benefits. They then signed informed consent forms as a voluntary agreement to participate. The study was conducted in collaboration with Mamiyai Orphanage in Medan. During the psychoeducation intervention, a professional psychologist assisted by delivering positive thinking techniques tailored to the adolescents' needs. The sampling technique employed was purposive sampling, with participants selected based on the following criteria:

- Adolescents who reside in and are boarding at the orphanage.
- Adolescents willing to participate in the study, evidenced by reading, understanding, and signing the informed consent.
- Adolescents with low resilience levels, as indicated by their scores on the resilience scale falling into the low category.

Research Instrument

Resilience was measured using a psychological resilience scale developed by Daulay and Indriani (2024), which encompasses five aspects: personal competence, instinct/trust, positive acceptance, self-control, and spiritual influence. This psychological scale was constructed based on field data and societal conditions in Indonesia, grounded in indigenous psychology. The scale employs a Likert model

with five response options for each item. The instrument demonstrates excellent reliability, with a Cronbach's alpha of 0.959. Construct validity was confirmed through factor loadings that are psychometrically acceptable, with Cronbach's alpha if an item is deleted ranging from 0.677 to 0.719. The Likert scale consists of five response choices for each item: SS (strongly agree), S (agree), N (neutral), TS (disagree), and STS (strongly disagree). For favorable items, the scores are assigned as follows: SS = 5, S = 4, N = 3, TS = 2, and STS = 1. Conversely, for unfavorable items, the scoring is reversed. The resilience scale used in this study has acceptable reliability, with a Cronbach's alpha of 0.711.

Additionally, this study utilized a positive thinking training module, which is a replication of a positive thinking training module by Zulni (2018). Positive thinking training is a form of cognitive therapy aimed at understanding how individuals perceive themselves and their environment, and then assisting in replacing negative perceptions with positive thoughts. The goal is to foster better behavior based on positive perceptions and to counteract negative or pessimistic thoughts through the A-B-C-D-E theory (Adversity, Belief, Consequences, Disputation, and Energization) (Seligman, 2006).

Research Procedure

This study consists of three main phases: First, the preparation phase, which includes the development of measurement tools such as a resilience scale adapted from Daulay and Indriyani (2024). This scale has been validated for construct validity and reliability. Next, the preparation of a psychoeducation module, in which the researcher adapted a Positive Thinking training module previously tested by Zulni (2018). Based on this module, Zulni (2018) structured the content into several steps following the A-B-C-D-E model (Adversity, Belief, Consequences, Distraction and Disputation, and Energization) proposed by Seligman (2006), namely: 1) Adversity (introducing and recognizing negative thoughts within individuals); 2) Belief (identifying existing beliefs); 3) Consequences (communicating the positive impacts of these beliefs); 4) Distraction and Disputation (forming positive thoughts through distraction and disputation); 5) Energization (generating or arguing for new thoughts to oppose negative ones). Overall, this module has been validated for its validity. The final preparation involved obtaining research permission letters from the Madrasah to the Head of the Mamiyai Orphanage in Medan.

Second, the implementation phase. The research was conducted over one week (February 17-22, 2024) at the Mamiyai Orphanage in Medan. Prior to this, on February 15, 2024, the researcher visited and met with the orphanage's management. During the meeting, the researcher explained the purpose, objectives, and benefits of the study, and submitted the research proposal. The orphanage leadership approved and supported the research involving the adolescents at the facility. Once permission was granted, the orphanage caregivers assisted and facilitated the research activities, including gathering the children in the orphanage's hall, informing them about the schedule and meetings, and

providing the necessary data for the researcher. More specifically, the schedule for psychoeducation using positive thinking training techniques is summarized in Table 1.

Table 2. Schedule for the Implementation of Psychoeducation on Positive Thinking Training Techniques

Meeating	Activites	Objectives	Explanation
Monday, February 17, 2025	Opening, introduction, and delivery of material to children in the orphanage	Opening the training session, including introductions, rapport building, explanation of the research objectives and benefits, and obtaining informed consent. Material: an introduction to the importance of maintaining happiness during adolescence.	The activity was inaugurated by the head of the orphanage and attended by 50 adolescent residents. Resilience scale assessment (pre-test) was administered
Wednesday, February 19, 2025	Implementation of Psychoeducation Session 1	Participants will be able to understand anxiety, recognize its symptoms, and identify its causes.	Nine adolescents in the psychoeducation group participated, characterized by low resilience scores.
Friday, February 21, 2025	Implementation of Psychoeducation Session 2	Participants will learn the A-B-C positive thinking technique. They will be able to identify, understand, and comprehend an individual's explanatory style regarding specific events.	Nine adolescents in the psychoeducation group participated, characterized by low resilience scores.
Saturday, February 22, 2025	Implementation of Psychoeducation Session 3 and Post-Test	Participants will understand, recognize, and grasp the D-E positive thinking pattern. Participants will learn and understand the A-B-C-D-E positive thinking techniques. Administration of the resilience scale.	Post-test was conducted in the psychoeducation group.
	Post-test administration to the control group	Administration of the resilience scale.	Post-test was conducted in the control group.

Third, data processing stage. The resilience status of adolescents, in the form of data, was obtained by assigning scores to each response provided by the research participants. Subsequently, the data were processed for both the psychoeducation group and the control group. Once all data were collected, they were analyzed using IBM SPSS Statistics version 23.0 for Windows.

Research Analysis

The data analysis in this study aims to test the research hypothesis, namely: there is an influence of psychoeducation with positive thinking techniques on improving adolescent resilience at an orphanage. To assess the resilience status of adolescents after receiving positive thinking psychoeducation training, an independent samples t-test was employed to examine differences between the

two groups (psychoeducation and control groups). Additionally, paired sample t-tests were used to compare pretest and posttest measurements within each group.

RESEARCH RESULTS

Initially, resilience scale distribution was administered to 50 orphanage children, followed by resilience categorization. Based on low resilience scores, nine adolescents were selected for the psychoeducation group and nine adolescents for the control group. The following provides an explanation of the research participants:

Table 3. Demographics of the Research Respondents

Characteristic	Category	Number of Participants (%)
Age	12 years old	7 (14%)
	13 years old	11 (22%)
	14 years old	16 (32%)
	15 years old	13 (26%)
	16 years old	3 (6%)
Duration of residence in the orphanage	< 1 year	13 (26%)
	1 year	19 (38%)
	>2 years	18 (36%)
Gender	Female	34 (68%)
	Male	16 (32%)
Ethnicity	Batak	17 (34%)
	Javanese	13 (26%)
	Malay	12 (24%)
	Others	8 (16%)
Birth order	First-born	23 (46%)
	Middle child	18 (36%)
	Youngest child	9 (18%)

Overall, based on the demographic data of the participants, this study primarily involved 16-year-old adolescents (32%), females (68%), Batak ethnicity (34%), first-born children (46%), and those residing in orphanages for approximately one year (38%). After identifying the characteristics of the participants, the next step was to determine the resilience categorization scores, using the empirical mean and categorization based on the normal distribution model. The categorization of resilience scores is as follows:

Table 4. Resilience score categorization

Category	Range of value	Frequency	Percentage
Low	$X < 47$	15	30 %
Moderate	$48 \leq X < 58$	28	56 %
High	$X \geq 59$	7	14 %

Most of the research participants were categorized as having moderate resilience (56%), indicating that

adolescents generally perceive themselves as resilient, able to recover, and capable of managing their problems. However, approximately 30% of adolescents exhibited low resilience, for which they were provided with psychoeducation involving positive thinking techniques.

Prior to conducting hypothesis testing, the data were subjected to assumption checks, including tests for normality and homogeneity of variance (Gudono, 2014). The normality test using the Kolmogorov-Smirnov test indicated that both pretest and posttest data followed a normal distribution. As shown in Table 5, the normality tests yielded p-values greater than 0.05 for each resilience measurement.

Table 5. Summary of Normality Test Results for Resilience Data

	Statistic	df	Sig.
Pretest	0.195	9	0.200
Post test	0.193	9	0.200

The results of the homogeneity test indicated that resilience scores in the psychoeducation and control groups were homogeneous ($p > 0.05$) at both pre-test and post-test. Further details can be found in Table 6.

Table 6. Summary of Homogeneity Test Results for Resilience Data

	F	df1	df2	Sig.
Pretest	3.359	1	49	0.087
Posttest	2.836	1	49	0.113

The fulfillment of the assumptions of normality and homogeneity indicates that the data analysis can proceed using the appropriate statistical test, namely the independent samples t-test.

The research hypothesis posits that psychoeducation with a positive thinking technique has an effect on increasing resilience among orphanage adolescents, indicating a significant difference in resilience scores between the psychoeducation group and the control group. This difference was confirmed by the independent samples t-test ($F = 2.836$; $t = -1.241$; $p < 0.05$). Pretest results show that the mean resilience score in the psychoeducation group ($M = 54.63$, $p < 0.05$) was higher than that in the control group ($M = 45.56$, $p < 0.05$). Similarly, posttest results indicate that the mean resilience score in the psychoeducation group ($M = 64.13$, $p < 0.05$) was higher than that in the control group ($M = 57.00$, $p < 0.05$). The differences in resilience scores between the two groups are summarized in Table 7.

Table 7. Differences in Resilience Scores between the Psychoeducation and Control Groups

Variable	The Psychoeducational Group				The Control Group			
	Pretest		Posttest		Pretest		Posttest	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Resilience	54.63	2.504	64.13	8.254	45.56	4.035	57.00	14.221

Furthermore, there was a significant difference in resilience aspect scores between before participating in the psychoeducation group (pretest) and after completing it (posttest).

Table 8. Differences in Resilience Aspect Scores within the Psychoeducation Group at Pretest and Posttest Conditions

Aspect Category	Pretest		Posttest	
	Mean	SD	Mean	SD
Personal Competencies	8.30	2.231	9.20	1.546
Trust in Intuition	3.80	0.623	5.30	0.935
Positive Acceptance	5.30	1.348	6.50	1.734
Self Control	4.60	2.321	6.70	2.445
Spiritual Influence	6.40	2.159	7.90	2.623

Table 8 illustrates the differences in resilience aspect scores between the psychoeducation group prior to training (pretest) and after training (posttest). In the pretest condition, the analysis of the resilience variables indicated that the mean score for the personal competence aspect was higher ($M = 9.20$) compared to the posttest condition ($M = 8.30$). For the instinct/intuition trust aspect, the mean score in the pretest was also higher ($M = 5.30$) than in the posttest ($M = 3.80$). Conversely, for the positive acceptance aspect, the posttest condition showed a higher mean score ($M = 6.50$) than the pretest ($M = 5.30$). Regarding self-control, the posttest condition exhibited a higher mean score ($M = 6.70$) than the pretest ($M = 4.60$). Lastly, for the spiritual influence aspect, the posttest condition had a higher mean score ($M = 7.90$) compared to the pretest ($M = 6.40$).

DISCUSSION

The primary focus of this study was to enhance resilience among adolescents in orphanages. It is hoped that through psychoeducation utilizing positive thinking techniques, these adolescents can experience psychological improvements, particularly increased resilience (Şahin & Türk, 2021; Sarı, Demirbağ & Çalışkan, 2025). The findings of this study support the proposed hypothesis, which states that psychoeducation with positive thinking techniques has a significant effect on improving adolescent resilience. This is evidenced by a statistically significant difference in resilience scores between the psychoeducation group and the control group. The effectiveness of psychoeducation employing positive thinking techniques in enhancing adolescent resilience may be influenced by several factors. *First*, in this study, the respondents were selected intentionally based on specific criteria, namely adolescents with low resilience scores. In other words, not all members of the population had an equal opportunity to participate in the research sample. Jaya (2018) emphasizes that providing equal opportunity for all members of the population to be chosen as research samples aims to minimize researcher subjectivity in the sampling process.

Second, positive thinking-based psychoeducation is an intervention grounded in cognitive theory that

emphasizes the use of cognitive skills in problem-solving to achieve goals. Positive thinking training, based on cognitive-behavioral therapy, is a technique that teaches individuals to recognize how cognitive abilities can influence their mood and behavior. Essentially, there is a relationship among thoughts, feelings, and behaviors, whereby the application of cognitive and behavioral techniques facilitates better emotional and behavioral outcomes (Beck & Dozois, 2011). In psychoeducational groups, greater emphasis is placed on cognitive and behavioral processes, involving the provision of information and knowledge, as well as the teaching of specific skills (Masson et al., 2012). Specifically, psychoeducation is a structured intervention program designed to deliver information and teach particular skills to individuals. In this study, psychoeducation was tailored for adolescents in foster care; considering their cognitive development, adolescents are believed to have more advanced cognitive abilities compared to earlier developmental stages, such as childhood, meaning they are capable of reasoning when processing incoming information (Santrock, 2007).

Third, adolescent participation in psychoeducational groups has been shown to have a positive impact, notably by increasing their knowledge of emotion regulation, thereby fostering a stronger sense of self. Masson et al. (2012) explain that in psychoeducational groups, emphasis is placed on cognitive and behavioral processes, including the provision of information or knowledge and the teaching of specific skills, with group facilitators playing a role in creating situations conducive to learning processes (Corey et al., 2014).

The findings of this study align with previous research highlighting the significant benefits of psychoeducation in enhancing adolescent resilience. Several studies have demonstrated the importance of psychoeducation for resilience among foster adolescents. For instance, Fariat, Handayani, and Heiriyah (2022) conducted an experimental study using a controlled pretest-posttest design with an untreated control group on 12 adolescents in foster care over two days, which significantly improved resilience through mindfulness techniques incorporated into psychoeducation. Another supporting study by Safarina et al. (2024) found that diary-writing psychoeducation techniques could improve mental health among adolescents in foster care.

This study also demonstrated a significant difference in resilience scores between the psychoeducation group and the control group. Analysis of resilience variables revealed improvements across five aspects, as indicated by the mean scores from pretest and posttest assessments in the psychoeducation group: personal competence, trust in instinct/intuition, positive acceptance, self-control, and spiritual influence. These changes were perceived as positive outcomes for adolescents in orphanages, as a result of the psychoeducation intervention utilizing positive thinking techniques (Pulungan, Darussalim & Hasibuan, 2025; Maharani & Ansyah, 2025).

This research holds substantial benefits, particularly in the socialization and development of resilience among adolescents in orphanages. Adolescents are the future leaders of the nation and are expected to become resilient, strong, and mentally healthy individuals (Jameel, Shah & Gainaie, 2015; Dey & Beena Daliya, 2019). Resilient adolescents possess the potential to propel national prosperity and serve as key indicators in supporting the achievement of Sustainable Development Goals (SDGs), especially in the areas of health and societal well-being. In the context of increasingly complex modern societal dynamics, adolescents represent the nation's hope, playing a vital role in realizing aspirations and requiring high competency. This aligns with the objectives outlined in the SDGs, particularly Goal 3, which aims to ensure healthy lives and promote well-being for all ages (Sutopo, Arthati, Rahmi, 2014).

In relation to this study, efforts have been made to provide psychoeducation on positive thinking techniques to foster resilience and well-being among adolescents, equipping them with extensive knowledge and high resilience. The results indicate that there is a significant difference in adolescent resilience between the psychoeducation and control groups, and several factors influence the effectiveness of this psychoeducation, notably the engaging and easily understandable delivery of the material for adolescents.

Furthermore, the fourth goal of the SDGs pertains to ensuring equitable and inclusive quality education and promoting lifelong learning opportunities for all (Sutopo, Arthati, Rahmi, 2014). According to the Tanoto Foundation (2020), assessments from PISA (Programme for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study) indicate that the quality of education in Indonesia still requires further development. Additionally, the profile of students' learning outcomes has tended to stagnate over the past one and a half decades following the reforms between 2014 and 2020. The relevance of this study's findings to the fourth SDG goal underscores the importance of our collective concern for the lives of orphanage children, who often carry heavy burdens from their challenging past experiences—such as the loss of parents, economic hardship, and growing up with limited affection from caregivers or role models—which may ultimately influence their stress and anxiety levels (Maharani & Ansyah, 2025). Therefore, equipping adolescents with knowledge, skills, and social awareness is vital to achieving the SDG objectives (Ismail et al., 2022). One of the benefits of this research is to assist adolescents in becoming resilient individuals through psychosocial education, as well as to enhance their understanding of positive thinking techniques and mental strengthening. Through collaboration and innovation, this small-scale study aims to make a meaningful contribution toward a brighter and more sustainable future for adolescents.

CONCLUSION

The results of this study did not provide sufficient evidence to support the hypothesis that psychosocial education using positive thinking techniques influences resilience. Specifically, there was a significant effect of positive thinking psychosocial education between the pretest and posttest groups. Theoretically, this research contributes to the body of knowledge related to anxiety, self-confidence, resilience, and problem-solving abilities among adolescents in orphanages. Practically, it offers recommendations for orphanage adolescents to better understand themselves and appreciate their potential by leveraging motivation and the positive thinking skills they have acquired during their stay at the orphanage.

REFERENCES

- Agustina, V. F. (2023). Meningkatkan Self-Esteem pada Remaja Putri di Panti Asuhan. *Janita: Jurnal Pengabdian Masyarakat*, 3(2), 59-65. <https://doi.org/10.36563/pengabdian.v3i2.821>
- Apriyani, Y., & Uyun, M. (2023). The Role of Self-Resilience and Self-Efficacy to Increase Adversity Quotient Peran Ketahanan Diri dan Self-Efficacy untuk Meningkatkan Adversity Quotient. *Psikoborneo: Jurnal Ilmiah Psikologi*, 11(2), 162-167. <http://dx.doi.org/10.30872/psikoborneo.v11i2>
- Aulia, C. N., & Rahayu, M. N. M. (2022). Apakah terdapat kaitan antara self compassion dan life satisfaction pada remaja panti asuhan. *Psikoborneo: Jurnal Ilmiah Psikologi*, 10(4), 732. <http://dx.doi.org/10.30872/psikoborneo.v10i4>
- Beck, A. T., & Dozois, D. J. (2011). Cognitive therapy: current status and future directions. *Annual review of medicine*, 62(1), 397-409. <https://doi.org/10.1146/annurev-med-052209-100032>
- Corey, M.S., Corey, G., & Corey, C. (2014). *Group process and practice* (ed.9). United States of America: Brooks/ Cole, Cengage Learning.
- Daulay, N. & Indriani, F. (2024). *Model resiliensi berbasis indigenous psychology pada mahasiswa PTKIN di Indonesia*. Laporan Penelitian. http://repository.uinsu.ac.id/tanggal_24_Februari_2025
- Dey, P., & Beena Daliya, R. (2019). The effect of resilience on the psychological wellbeing of orphan and non-orphan adolescents. *Indian Journal of Mental Health*, 6(3), 253.
- Eljo, J. G., Anitha, R., & Nadaf, M. (2021). Different dimensions of stress among adolescent orphans: Counselling as a solution. *Journal of Cardiovascular Disease Research*, 12(4), 2573-2581. <https://doi.org/10.48047/INT-JECSE/V13i1.211223>

- Farial, F., Handayani, E. S., & Heiriyah, A. (2022). Efektifitas psikoedukasi mindfulness berbasis singkat untuk meningkatkan resiliensi terhadap remaja di Panti Asuhan Putri Aisyah Banjarmasin. *Jurnal Neo Konseling*, 4(1), 26-31. <https://doi.org/10.24036/00635kons2022>
- Gudono. (2012). Analisis Data Multivariat, Jogjakarta: Fakultas Ekonomi dan Bisnis UGM.
- Gunawan, C. A. I. (2020). Kebahagiaan remaja panti asuhan. *Jurnal Ilmiah Psikologi Mind Set*, 11(02), 68-85.
- Haryanti, D., Pamela, E. M., & Susanti, Y. (2019). Perkembangan mental emosional remaja di panti asuhan. *Jurnal Keperawatan Jiwa*, 4(2), 97-104.
- Hastuti, R. (2021). *Psikologi Remaja*. Penerbit Andi.
- Ismail, T. N. T., Yusof, M. I. M., Ab Rahman, F. A., & Harsono, D. (2022). Youth and their knowledge on the Sustainable Development Goals (SDGs). *Environment-Behaviour Proceedings Journal*, 7(19), 329-335. <https://doi.org/10.21834/ebpj.v7i19.3240>
- Jameel, S. N., Shah, S. A., & Gainaie, S. A. (2015). Perceived social support and resilience among orphans: A systematic review. *The International Journal of Indian Psychology*, 3(1), 1-6. DIP: C03154V312015
- Jaya, I. (2019). *Evaluasi pembelajaran*. Jakarta: Prenadamedia Group
- Kawitri, A. Z., Rahmawati, B. D., Listiyandini, R. A., & Rahmatika, R. (2019). Self-Compassion dan resiliensi pada remaja panti asuhan. *Jurnal Psikogenesis*, 7(1), 76-83. <https://doi.org/10.24854/jps.v7i1.879>
- Kementerian Kesehatan Republik Indonesia. (2015). Profil Kesehatan Indonesia Tahun 2015. Jakarta: Kemenkes RI.
- Kementerian Sosial Republik Indonesia. (2023). Data dan Informasi Anak Asuh di Panti Sosial Tahun 2023. Jakarta: Kementerian Sosial RI.
- Maharani, Y., & Ansyah, E. H. (2025, June). the Role of Psychoeducation in Emotion Regulation To Improve the Ability To Manage Emotions in Al-Insan Wonoayu Orphanage Children. In *Proceeding of International Conference on Social Science and Humanity*, 2(3), 704-716. <https://doi.org/10.61796/icossh.v2i3.83>
- Masson, R.L., Jacobs, E.E., Harvill, R.L., & Schimmel, C.J. (2012). Group counseling: Intervention and techniques. Canada: Brooks/ Cole, Cengage Learning.
- Masten, A. S. (2014). *Ordinary magic: Resilience in development*. Guilford publications.
- Mazaya, K. N., & Supradewi, R. (2011). Konsep diri dan kebermaknaan hidup pada remaja di panti asuhan. *Proyeksi*, 6(2), 103-112.
- Mukhtar, D. Y. (2017). Pengaruh group-based parenting support terhadap stres pengasuhan orang tua yang mengasuh anak dengan gangguan spektrum autis. (Disertasi tidak dipublikasikan). Fakultas Psikologi. Universitas Gadjah Mada. Yogyakarta.
- Neuman, W.L (2003). *Social research methods: Qualitative and quantitative approaches* (ed.5). Boston: Pearson Education, Inc.
- Noor, A., Gul, N., Dill, S., & Gulab, I. (2024). Exploring Self-Esteem and Resilience among Orphanage and Non-Orphanage Adolescence. *The Critical Review of Social Sciences Studies*, 2(2), 397-408. <https://doi.org/10.59075/s2eej367>
- Permatasari, R. F. (2021). Dukungan sosial dan kepercayaan diri terhadap keterbukaan diri pada remaja di panti asuhan tenggarong. *Psikoborneo: Jurnal Ilmiah Psikologi*, 9(4), 850-862. <https://doi.org/10.30872/psikoborneo>
- Pesau, H. G., Sastaviana, D., & Panglewai, M. M. (2023). Psikoedukasi Untuk Meningkatkan Toleransi Distres Pada Remaja Di Panti Asuhan. *Abdimas Un-wahas*, 8(1). <https://doi.org/10.31942/abd.v8i1.8588>
- Piaget, Jean & Inhelder, Barbel. (1969). *Psikologi Anak*. Yogyakarta: Pustaka Belajar.
- Pulungan, S. T., Darussalim, D., & Hasibuan, R. S. (2025). The Role of Psychoeducation Using Positive Thinking Techniques in Enhancing the Psychological Well-Being of Adolescents in Special Child Development Institutions (LPKA). *Journal An-Nafs: Kajian Penelitian Psikologi*, 10(2), 239-258. <https://doi.org/10.33367/psi.v10i2.8673>
- Puspita, B. P., & Ayrisa, Y. (2022). Gratitude Can Increase Resilience in Adolescents Who Live in Orphanages. *Journal Research of Social, Science, Economics, and Management*, 1(8), 969-980. <https://doi.org/10.36418/jrssem.v1i8.119>
- Putri, R. D., & Mansoer, W. W. (2023). Resilience as a predictor of adolescent happiness in orphanages in Jakarta. *KnE Social Sciences*, 142-156. <https://doi.org/DOI.10.18502/kss.v8i19.14357>
- Rahmawati, L., & Kusumiyati, R. Y. E. (2024). Relationship Between Emotional Maturity And Self-Esteem In Adolescents At The Orphanage. *G-Couns: Jurnal Bimbingan dan Konseling*, 9(1), 487-497. <https://doi.org/10.31316/gcouns.v9i1.5981>
- Safarina, N. A., Pratama, M. F. J., Amin, S., Sitorus, M. E. D. P., Tsaniyah, L., Raudatusyifa, P., ... & Fazila, D. (2024). Psikoedukasi penulisan diary sebagai strategi untuk menangani konflik diri dan meningkatkan Kesehatan mental remaja panti asuhan. *Jurnal Pendidikan dan Pengabdian Masyarakat*, 7(4), 262-267. <https://doi.org/10.29303/jppm.v7i4.7757>
- Sagita, S., Rifayanti, R., Rasyid, M (2022). Interaksi sosial dengan kesepian pada remaja panti asuhan. *Jurnal Ilmiah Psikologi*, 10(2), 252-259. <https://doi.org/10.30872/psikoborneo>

- Şahin, H., & Türk, F. (2021). The impact of cognitive-behavioral group psycho-education program on psychological resilience, irrational beliefs, and well-being. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 39(4), 672-694. <https://doi.org/10.1007/s10942-021-00392-5>
- Saifuddin, A. (2019). *Penelitian eksperimen dalam psikologi. Edisi pertama*. Jakarta: Prenadamedia Group.
- Sari, N., Saputri, D. A., & Prameswari, Y. (2024). Hero: Terapi Psikologi Untuk Meningkatkan Resiliensi Anak Panti Asuhan Di Wilayah Hinterland. *KUAT: Keuangan Umum dan Akuntansi Terapan*, 6(1), 1-8. <https://doi.org/10.31092/kuat.v6i1.2608>
- Sari, T., Demirbağ, T., & Çalışkan, S. (2025). Building resilience through a self-help psychoeducation program based on Positive Psychotherapy: A pilot study with young adults in Türkiye. *Adversity and Resilience Science*, 6(2), 179-189. <https://doi.org/10.1007/s42844-025-00164-5>
- Santrock, J.W. (2007). *Adolescence* (11th ed). New York : McGraw Hill
- Seligman, M. E. P. (2006). *Learned optimism how to change your mind and your life*. New York: Alfred A. Knof Publisher.
- Sugiyono. (2017). *Metode penelitian Pendidikan*. Bandung: Alfabeta
- Suryani, S., Widiyanti, E., Hernawati, T., Sriati A. (2016). Psikoedukasi menurunkan tingkat depresi, stres dan kecemasan pada pasien tuberkulosis paru. *Journal Ners*, 11(1):128– 33.
- Susanti, Y., & Asyanti, S. (2022). Psikoedukasi Sebagai Prevensi Perilaku Seksual Pranikah Remaja Putra Yang Tinggal Di Panti Asuhan. *JIP (Jurnal Intervensi Psikologi)*, 14(1), 11-20. <https://doi.org/10.20885/intervensipsikologi.vol14.is1.arts>
- Sutopo, A., Arthati, D.F., Rahmi, U.A. (2014). *Kajian indikator sustainable development goals (SDGs)*. Jakarta: Badan Pusat Statistik.
- Trisanti, I., & Nurwati, I. (2022). Psikoedukasi pada kecemasan kehamilan. *Indonesia Jurnal Kebidanan*, 6(2), 99-105.
- Widyowati, A. (2024). Efektifitas psikoedukasi pengenalan emosi untuk meningkatkan pemahaman emosi pada remaja. *Jurnal Pengabdian Kepada Masyarakat Mulia Madani Yogyakarta*, 2(2), 42-51. <https://jurnal.lppm-mmy.ac.id/index.php/dimaslia/article/view/75>
- World Health Organization. (2015). *Kesehatan Remaja Dunia: Kesempatan Kedua di Dekade Kedua*. Jenewa: WHO Press.
- Yendork, S. J. & Somhlaba, N. Z. (2014). Stress, Coping and Quality of Life: An Exploratory Study of the Psychological Well-being Ghanaian Orphans Placed of in Orphanages. *Children and Youth Services Riview*, 1(46), 28 – 37. <https://doi.org/10.1016/j.chilyouth.2014.07.025>
- Yustifah, S., Adriansyah, M. A., & Suhesty, A. (2022). Hubungan religiusitas dengan resiliensi individu dalam keluarga pada penyintas covid-19 di kota balikpapan. *Jurnal Ilmiah Psikologi*, 10(1), 169-179. <https://doi.org/10.30872/psikoborneo>
- Zulni, L. (2018). Pelatihan berpikir positif untuk menurunkan kecemasan menghadapi masa bebas pada anak di Lembaga Pembinaan Khusus Anak Kutuarjo. *Tesis. Fakultas Psikologi*. Yogyakarta: Universitas Gadjah mada.