



Resilience Psychoeducation for Adolescents in Orphanages

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ABSTRACT

Orphanage adolescents face various developmental challenges that require strong adaptive skills. One skill that plays a crucial role in overcoming these difficulties is resilience. This community service activity aims to enhance adolescents' knowledge and belief regarding resilience through psychoeducation focused on optimism and self-efficacy. The activity was conducted with nine adolescents at the AK Orphanage using methods such as lectures, group discussions, positive self-talk, case studies, and role-playing. Evaluation was carried out using a one-group pretest-posttest design with instruments measuring knowledge of resilience and belief in facing challenges. The results showed that the average knowledge score increased from 28.89 to 43.33, while the average belief score increased from 29.67 to 38.89. The results of the paired sample t-test indicated that the increases in both aspects were statistically significant ($p < 0.001$). These findings suggest that resilience psychoeducation can help improve adolescents' knowledge and belief in facing various daily life challenges.

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A. INTRODUCTION

Adolescence is a developmental period marked by various biological, cognitive, social, and emotional changes. Adolescents go through a turbulent phase characterized by conflict and mood swings; this is caused by dramatic biological changes, exposure to new experiences, and new developmental tasks (Santrock, 2012). Like adolescents in general, adolescents in orphanages also experience challenging developmental dynamics. Individuals typically enter orphanages for specific reasons, such as the loss of one or both parents, as well as family financial constraints that necessitate their placement in institutional care (Andrean & Akmal, 2019). Children and adolescents in orphanages generally come from diverse backgrounds and are often confronted with complex circumstances, such as the loss of a parent, economic hardship, violence, or family neglect (Lak'apu et al., 2025).

In line with this, the results of an assessment of adolescents at the AK Orphanage indicate the emergence of self-doubt when facing difficulties, confusion about the future, and concerns regarding the various educational and life demands they will face after leaving the orphanage. Additionally, some adolescents also expressed longing for their families, and the



limited facilities available at the home sometimes affect their emotional well-being. Therefore, adolescents in orphanages require supportive reinforcement to help them cope with difficulties and adapt positively to the various challenges of daily life.

According to Bronfenbrenner's (1979) ecological theory of development, an individual's development is influenced by the interactions that occur between the individual and their surrounding environment. Adolescents living in orphanages grow and develop in an environment with different characteristics compared to adolescents living with their families. These conditions can present various challenges, such as adjusting to orphanage rules, relationships with peers, academic demands, and concerns about the future. Consequently, adolescents need the ability to adapt and cope with the various challenges that arise during their developmental period.

One of the most important skills for adolescents to possess when facing various developmental challenges is resilience. Resilience is a vital skill that needs to be developed so that adolescents can cope with complex situations (Hastuti et al., 2024). Reivich & Shatté (2002) explain that resilience is an individual's ability to adapt and bounce back from adversity, supported by several aspects: emotional regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and reaching out. These aspects help individuals cope with stress, manage emotions, maintain positive expectations, and believe in their ability to face life's challenges. Adolescents with low levels of resilience tend to be more vulnerable to stress, anxiety, and depression, and have lower psychological well-being (Luo et al., 2025). Conversely, adolescents with higher levels of resilience tend to have better social adjustment and are able to cope with problems more adaptively (Cahyanti et al., 2024). Furthermore, developing resilience through interventions can improve adolescents' adaptive abilities, particularly among at-risk groups (Llistosella et al., 2023).

Various interventions have been developed to help adolescents improve their ability to cope with life's challenges and pressures, one of which is through building resilience. Resilience psychoeducation conducted with high school students using an interactive approach—including lectures, group discussions, and case simulations—has been shown to enhance participants' understanding of the importance of resilience and their ability to cope with life's pressures (Hastuti et al., 2024). Additionally, resilience training has also been shown to help improve adolescents' ability to cope with difficulties and adapt more positively (Katkar et al., 2021). Psychoeducation is one of the most widely used approaches to improve individuals' knowledge, understanding, and belief in their abilities to help them face various life challenges (Bahjatunnufuz & Nurhamida, 2024; Brown et al., 2020).

The assessment results found that some adolescents still express doubts about their abilities when facing difficulties and feel uncertain about the future. This indicates the importance of strengthening optimism and self-efficacy in resilience. According to Reivich & Shatté (2002), optimism helps individuals maintain positive expectations about the future despite facing various difficulties, while self-efficacy relates to an individual's belief in their ability to face challenges and achieve goals. These findings are supported by research by Arsini et al. (2022), which shows that the aspect of self-efficacy still needs to be strengthened among adolescents in orphanages. Additionally, research by Kawuryan & Mahardayani (2025) found that some adolescents in orphanages have low future expectations, feel less confident in their ability to achieve their aspirations, and view the future in a less optimistic manner.

Previous studies have demonstrated that resilience interventions can improve adolescents' adaptive abilities (Hastuti et al., 2024; Katkar et al., 2021). However, these interventions generally address resilience as a broad construct and provide limited emphasis on strengthening specific resilience components based on participants' identified needs. In the



present activity, the psychoeducational program was developed based on the needs assessment conducted at the AK Orphanage, which identified optimism and self-efficacy as the aspects requiring the greatest reinforcement. Therefore, this activity specifically focused on strengthening these two components to better prepare adolescents to cope with various daily life challenges.

Based on the above discussion, it can be concluded that adolescents in orphanages face various developmental challenges that require strong adaptive skills. One important skill to develop is resilience—the ability to endure, adapt, and bounce back when facing difficulties. Therefore, this activity aims to provide psychoeducation on resilience to adolescents in orphanages to enhance their knowledge and belief in facing various daily life challenges, particularly by strengthening aspects of optimism and self-efficacy.

B. METHODS

This study employed a quasi-experimental approach with a one-group pretest-posttest design to examine changes in adolescents' knowledge and beliefs regarding resilience following psychoeducation (Campbell & Stanley, 1966). The participants in this study were adolescents residing at the AK Orphanage, ranging in age from junior high school to high school, who were selected using convenience sampling based on availability and willingness to participate.

The activity began with a needs assessment through interviews with orphanage staff and discussions with the adolescents. The assessment results indicated self-doubt, confusion regarding the future, and difficulties in facing various challenges in daily life. Based on these findings, the activity focused on strengthening resilience, particularly the aspects of optimism and self-efficacy based on the theory of Reivich & Shatté (2002). Then, after the assessment and designing the program, psychoeducational activities were carried out in one meeting, as listed in Table 1 below.

Table 1. Activity Plan

No.	Activity	Method	Purpose
1.	Pre-test	Filling out the pre-test questionnaire sheet	Measuring initial understanding and beliefs regarding resilience
2.	Session 1: Understanding resilience	Lecture and question and answer	Provides an understanding of the concept of resilience and the importance of resilience in everyday life.
3.	Discussion "Challenges I Have Experienced"	Small group discussions and presentations	Helping adolescents realize that every individual faces different challenges as part of everyday life.
4.	Session 2: Optimism in facing challenges	Short lecture and question and answer	Understanding the importance of optimism as an aspect of resilience
5.	Positive self-talk	Fill out the positive self-talk worksheet	Helping adolescents identify and change negative thoughts into more optimistic and adaptive ones.



6.		Break Time	
7.	Session 3: Self-efficacy	Short lecture and question and answer	Understanding the importance of believing in one's own abilities in facing difficulties
8.	Case study	Working on the case study sheet	Helping adolescents understand the importance of self-efficacy in facing challenges through case study analysis.
9.	Roleplay "Responding Irresiliently vs Responding Resiliently"	Case simulation and discussion	Helping adolescents recognize the differences between less adaptive ways of thinking and acting and those that are more resilient in facing challenges.
10.	Post-test and closing	Completing the post-test questionnaire and activity reflection	Measuring changes in participants' understanding and beliefs regarding resilience, as well as ending the activity and providing reinforcement for the material that has been obtained.

Sources : Author

Activity evaluation was conducted using pre-test and post-test instruments consisting of five multiple-choice questions to measure participants' knowledge of resilience and five self-assessment scale items ranging from 1 to 10 to measure participants' belief in facing challenges. Data were analyzed descriptively by comparing scores before and after the activity. Each correct answer on the knowledge aspect was scored 10, resulting in a total score of 0-50, while the belief score was obtained by summing the five items, with a total score range of 5-50. The data were analyzed descriptively by comparing the mean pre-test and post-test scores, and a paired sample t-test was used to examine differences in scores before and after the activity.

C. RESULTS AND DISCUSSION

The evaluation results in Figure 1 show an increase in participants' knowledge of resilience after participating in the psychoeducational activity. In the pre-test phase, participants' knowledge scores regarding resilience ranged from 20 to 40, with a mean of 28.89 (SD = 7.82). After participating in the psychoeducational activity, participants' knowledge scores increased, with post-test scores ranging from 30 to 50 and an average of 43.33 (SD = 7.07). These results indicate that participants gained a better understanding of the concept of resilience, the factors influencing resilience, and the importance of optimism and self-efficacy in facing life's challenges

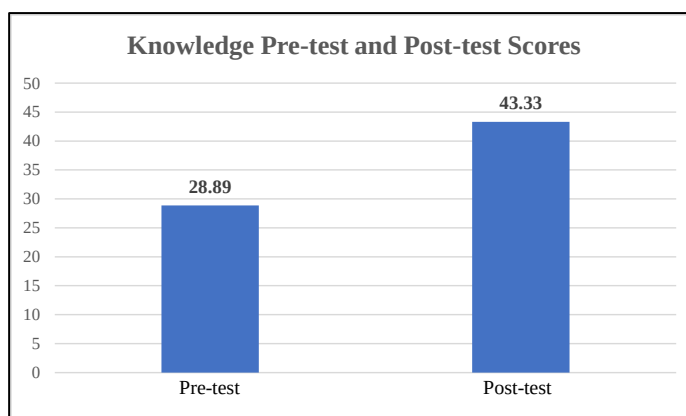


Figure 1. Average Resilience Knowledge Scores on the Pre-test and Post-test

In addition to improvements in knowledge, positive changes were also observed in participants' belief in facing challenges, as shown in **Figure 2**. In the pre-test phase, participants' belief scores ranged from 26 to 34, with a mean of 29.67 (SD = 2.50). After participating in the psychoeducational activity, participants' belief scores increased, with post-test scores ranging from 35 to 44 and an average of 38.89 (SD = 3.06). These results indicate an increase in participants' belief in facing various challenges after participating in the psychoeducational activity.

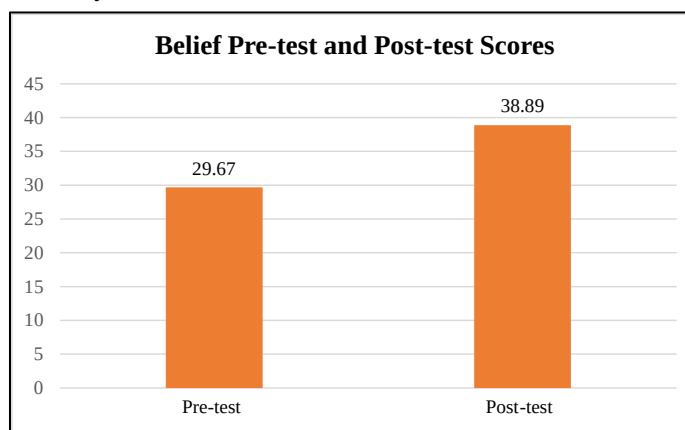


Figure 2. Average Belief Scores on the Pre-test and Post-test

To determine the significance of the changes in scores before and after the activity, a paired t-test was conducted for each aspect of knowledge and belief. The results of the analysis are presented in Table 2 below.

Table 2. Results of the Paired-Sample t-Test

		t	Sig. (2 tailed)	Mean
Pair 1	Knowledge Pre-test – Post-test	-8.222	<.001	-14.444
Pair 2	Belief Pre-test – Post-test	-19.841	<.001	-9.222

The average knowledge score increased from 28.89 to 43.33, while the average belief score increased from 29.67 to 38.89. Based on Table 1, there was a significant difference between the pre-test and post-test scores for both measured aspects. In the aspect of resilience knowledge, participants experienced an average score increase of 14.44 points, with the paired



sample t-test results showing a t-value of -8.22, $p < 0.001$. Meanwhile, in the aspect of belief in facing challenges, participants experienced an average score increase of 9.22 points, with a t-value of -19.84, $p < 0.001$. These results indicate that the resilience psychoeducation program has a significant effect on improving participants' knowledge of resilience as well as their belief in facing various daily life challenges.

The results of the study indicate that participants' knowledge of resilience improved after participating in the psychoeducation program. The average knowledge score increased from 28.89 on the pre-test to 43.33 on the post-test, and the results of the paired-sample t-test showed that this increase was statistically significant. These findings indicate that participants gained a better understanding of the concept of resilience, the factors influencing resilience, and the roles of optimism and self-efficacy in facing various life challenges. These results align with the research by Hastuti et al. (2024), which showed that resilience psychoeducation can enhance participants' understanding of the importance of resilience and help them identify ways to cope with life's pressures more adaptively. This increase in knowledge also indicates that a teaching method combining material delivery with group discussions can help participants understand the provided material in a more concrete and relevant way to their daily experiences.

In addition to enhancing knowledge, this activity also demonstrated an increase in participants' belief in facing daily challenges. The average belief score rose from 29.67 on the pre-test to 38.89 on the post-test, showing a statistically significant difference. This increase indicates that participants began to adopt a more positive outlook regarding their ability to cope with difficulties and maintain hope for the future. According to Reivich & Shatté (2002), optimism and self-efficacy are key aspects of resilience that help individuals persevere when facing obstacles. Optimism helps individuals view the future more positively, while self-efficacy relates to the belief that one is capable of striving and overcoming the challenges faced. Strengthening belief in one's own abilities is crucial because self-efficacy has been shown to positively influence adolescent resilience (Novalia et al., 2026)



Figure 3. Facilitator Delivering Resilience Psychoeducation Material

Improvements in knowledge and belief regarding resilience can be influenced by the use of participatory methods during the activity. In addition to the presentation of material, participants were also involved in group discussions, positive self-talk exercises, case studies, and simple role-plays. Strategies such as role-playing and discussions make participants active in the psychoeducational process. This aligns with the research by Khairuddin et al. (2023), which found that experiential learning-based training through discussions, reflection, games, and role-playing effectively enhances adolescents' psychological capital. Participants' active engagement in the learning process allows them to gain direct experience and reflect

on strategies that can be applied in daily life. Additionally, through positive self-talk, participants learn to recognize and transform unhelpful thought patterns into more adaptive ones. Research indicates that positive self-talk techniques effectively boost participants' self-confidence following an intervention (Dimala et al., 2023). Positive self-talk helps individuals build confidence in their abilities and develop a more positive outlook when facing challenges. Thus, participants not only gain new information but also have the opportunity to reflect on and apply the material learned in the context of daily life



Figure 4. Participants and Facilitators After the Psychoeducational Session

This activity has several limitations. First, the number of participants involved was relatively small, so the results cannot yet be generalized to the broader population of adolescents in orphanages. Second, the activity was conducted in a single session with an evaluation carried out immediately after the intervention, so it cannot yet describe the long-term sustainability of changes in participant's knowledge and belief. Therefore, similar activities in the future could be conducted with a larger number of participants and accompanied by follow-up evaluations to assess the sustainability of the program's impact on the development of adolescents' resilience.

To ensure the sustainability of the program, the resilience psychoeducation module developed in this community service activity was provided to the orphanage as a learning resource that can be used independently by caregivers. The module enables orphanage managers to revisit the psychoeducational materials and conduct similar learning activities for future groups of adolescents. In addition, resilience-related discussions and reflective activities, such as positive self-talk exercises and case discussions, can be integrated into routine mentoring sessions to continuously strengthen adolescents' optimism and self-efficacy in facing daily challenges. The availability of the module also allows the program to be replicated without requiring the direct involvement of the facilitators, thereby supporting the long-term implementation of resilience education within the orphanage. Future implementation may include periodic evaluations to monitor changes in adolescents' resilience and identify additional needs that can be addressed through follow-up psychoeducational activities.

D. CONCLUSION

The resilience psychoeducation program provided to adolescents at the AK Orphanage yielded positive results. Evaluation results indicate an increase in participants' understanding of the concept of resilience, as evidenced by a rise in the average knowledge score from 28.89 to 43.33. Additionally, there was an increase in the average score for participants' belief in



facing challenges, from 29.67 to 38.89, following the program. Results from the paired-sample t-test indicate that changes in both aspects are statistically significant. These findings suggest that resilience psychoeducation focused on optimism and self-efficacy can help improve adolescents' knowledge and belief in facing various daily life challenges. Therefore, resilience psychoeducation can serve as a relevant promotive and preventive measure to support the development of adolescents in orphanages.

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