

A Study of Self-Adjustment in High-Achieving Adolescents Whose Parents Have Divorced

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Abstract

This study aims to determine the factors that influence self-adjustment in adolescent achievers who experience parental divorce. This research uses a qualitative method with a phenomenological research design. Data collection using interview and documentation techniques. The research subjects amounted to three outstanding adolescents who experienced parental divorce. The results showed that parental divorce affects self-adjustment in adolescent achievers. In the physical condition factor, adolescent achievers maintain physical health by consuming vitamins and seeing a doctor to maintain physical health. Good intellectual, social, emotional development and maturity factors play an important role in self-adjustment, parental divorce does not prevent them from continuing to excel in learning, being active in social activities, and being able to regulate emotions well. From a psychological perspective, every teenager faces a variety of different emotional feelings. The environment also plays an important role, where a good environment can support adolescent development. The level of religiosity and cultural factors affect the ability of adolescents to accept their destiny in life.

Keywords: Adolescent achievement, self-adjustment, parental divorce

1 INTRODUCTION

A family is a group of individuals who are related by blood or marriage and live together [1]. In marriage, individuals hope their relationship will last a lifetime; however, building a marriage is not easy, as relationships often face problems that are difficult to resolve, leading to divorce [2]. Divorce is a legal process marking the end of the marital relationship between husband and wife, decided by a court due to a lack of mutual attraction and trust, resulting in disharmony within the household [3]. Divorce not only affects the husband and wife but also impacts their children, particularly those entering adolescence [4]. Divorce becomes a burden for adolescents because it has psychological effects such as feelings of shame, sensitivity, low self-esteem, sadness, loneliness, anger, and a sense of loss [3]. According to Sunrock (2012), early adolescence begins at ages 10–12, and late adolescence spans ages 18–22 [5]. Early adolescence spans ages 12–15, middle adolescence spans ages 15–18, and late adolescence spans ages 18–21 [6]. Early adolescence continues until age 11, and late adolescence begins at ages 19 to 20 [7]. Based on research, adolescence is a phase of life marked by change, during which adolescents are easily influenced

by negative factors such as gang fights and drugs; they may also feel a lack of affection and require greater support from their parents to cope with the challenges of adjusting to their parents' divorce. Individuals affected by divorce will experience difficulties in adjusting to the learning process due to a lack of motivation, leading to a decline in academic performance at school [8].

Adjustment is a constantly evolving and dynamic process aimed at changing an individual's behavior to foster positive relationships between the individual and their environment [9]. In the process of self-adjustment, adolescents must be able to adapt to their surroundings in order to establish good, comfortable, peaceful, and mutually supportive relationships [10]. Based on the results of previous research, adolescents from dysfunctional families tend to have poor relationships within their home environment [11]. Adolescents will experience difficulties in socializing with their environment and are perceived as less pleasant, thereby hindering the development of healthy social adjustment [11]. The researchers conducted initial interviews with high-achieving adolescents who had experienced parental divorce to assess their adjustment.



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Interviews were conducted with two teenage subjects on June 25, 2024, with the following results: *“Orang tua aku bercerai tahun 2018, orang tua bercerai bagiku gada masalah malah lebih baik, karena aku bisa menyesuaikan perubahan dalam keluargaku dengan menjalani kehidupan seperti biasanya. Sejak orang tua bercerai prestasiku malah makin meningkat karena aku lebih focus dalam belajar untuk persiapan ujian, nah prestasi yang aku dapat adalah peringkat 1 karena hasil belajar dengan giat. Hmm pada saat saya kuliah saya mempertahankan nilai IP saya diatas 3,7. Aku juga mengikuti program PMM dan KKN kebangsaan, niat saya mengikuti semua kegiatan dikampus ini kak untuk mempertahankan prestasi dan membanggakan ibu saya, karena beliau lah motivasi saya dalam mencapai prestasi”* (Z, 25/06/2024).

“Perceraian orang tua aku itu kejadiannya tahun 2019 kak, aku merasa sedih sih tapi mau gimana pun aku harus bisa bangkit harus menjalani kehidupan ku selanjutnya hmm karna aku ga mau terpuruk dalam perceraian orang tua aku, aku juga bisa menyesuaikan diri dengan keadaan keluarga yang udah ga utuh lagi, yang penting bagi saya kan kak mereka mendukung aja setaip proses untuk menjadi lebih baik lagi dalam meraih prestasi yang aku miliki sebelumnya. Aku juga mengikuti beberapa kegiatan lomba dan aktif di organisasi ketika kuliah. Prestasi yang aku dapati ketika kuliah ini yaitu juara 1 lomba catur tingkat pomda. Ibu aku merasa bangga atas pencapaian aku saat ini dan beliau selalu mendukung setiap kegiatan-kegiatan aku ketika aku kuliah ini” (M, 25/06/2024).

Based on the above interviews, the researcher observed that the subjects did not experience any negative impact on their academic performance as a result of their parents' divorce, which contradicts previous research stating that adolescents affected by divorce experience a decline in academic performance [12]. This is evident from the interview results with Subject Z, who experienced an improvement in their academic performance because the post-divorce environment created by their parents made Subject Z more focused and diligent in studying, and Subject M received support from their parents to maintain and achieve academic success. The phenomenon above indicates that there is a positive impact on individuals, namely greater independence in carrying out their daily activities and the ability to bounce back easily when facing setbacks [13]. This aligns previous research, which showed that divorce can serve as a

positive motivator for adolescents, one of which is to continue excelling [14]. Therefore, the researcher aims to examine the patterns of self-adjustment among high-achieving adolescents who are victims of parental divorce yet continue to improve their academic performance. This analysis is based on factors influencing self-adjustment, including physical condition, developmental and maturity levels, psychological state, environmental conditions, as well as levels of religiosity and cultural background.

2 LITERATURE REVIEW

Adjustment is a process in which individuals strive to independently overcome or manage their inner needs, tensions, feelings of frustration, and conflicts, with the aim of achieving harmony and balance between the demands of the environment in which they live and their own internal demands [15]. Adjustment is defined as the individual's relationship with themselves, with others, and with the surrounding environment in which the individual resides [16].

Adjustment can be understood as a dynamic process aimed at modifying an individual's behavior to foster a more harmonious relationship between the individual and their environment [17].

The effectiveness of self-adjustment can be measured by evaluating how well an individual adapts to a constantly changing environment. Based on the various theoretical definitions of self-adjustment provided by the scholars mentioned above, the researcher concludes that self-adjustment is an action taken by an individual to adapt to demands within themselves or to demands present in the environment in which they reside.

The aspects of social adjustment consist of the following four elements [15]:

- a) Recognition refers to the idea that individuals must be able to accept the rights of others who are different from themselves in order to avoid social conflict.
- b) Participation means that individuals must be able to engage in relationships. Every individual must be able to develop and maintain friendly relationships. Individuals who are unable to build good relationships tend to shut themselves off from their environment, resulting in poor self-adjustment.
- c) Social Approval refers to an individual's interest and empathy toward the well-being of others. This involves being sensitive to the problems and difficulties of those around them and being willing to offer assistance to alleviate such issues.
- d) Conformity refers to an individual's ability to respect and adhere to the values of integrity,

law, tradition, and custom. An individual must have a full awareness of the need to comply with and respect the rules and traditions prevailing in their community in order to be well-accepted by their environment.

According to Schneider, the factors that can influence self-adjustment are as follows [15]:

- a) **Physical Condition** An individual's physical condition can influence self-adjustment, encompassing physical health, the nervous system, glands and muscles, or illnesses, as well as the immune system, which can be a primary factor in an individual's ability to adjust.
- b) **Development and Maturity** The factors related to developmental stage and maturity include intellectual maturity, social maturity, moral maturity, and emotional maturity.
- c) **Psychological State** A mentally healthy individual's psychological state can foster effective self-adjustment. Psychological factors in an individual include experiences, feelings, learning, habits, frustration, and conflict.
- d) **Environmental Conditions** A comfortable, peaceful, tranquil environment that is accepting and supportive, and capable of providing protection, facilitates the process of self-adjustment in an individual. Environmental factors also include the family environment, home, and learning environments such as school.
- e) **Level of Religiosity and Culture** Religiosity is a factor that influences an individual's character and behavior. From the explanation of the factors influencing self-adjustment above, it can be concluded that the factors influencing self-adjustment are internal factors consisting of physical condition, development and maturity, psychological state, environmental conditions, and the level of religiosity and culture.

3 RESEARCH METHODS

This study employs a qualitative method, utilizing a phenomenological research design.

Phenomenological research describes the general meanings attributed by a number of individuals to various life experiences related to a particular phenomenon [18]. Phenomenological research seeks to uncover the meaning of a phenomenon as experienced by several individuals [18]

The subject selection procedure in this study employed purposive sampling. Purposive sampling is a sampling technique based on specific criteria [19]. The research subjects were high-achieving adolescents

who had experienced parental divorce: PSRS, NAV, and FM. Data collection techniques included interviews and documentation. The data analysis technique used in this study is the interactive data analysis model proposed by Miles and Huberman. There are three steps in the interactive data analysis model: data reduction, data display, and data conclusion or verification. Furthermore, to test the validity of the data, the researcher used temporal triangulation, source triangulation, and methodological triangulation.

4 RESULTS AND DISCUSSION

This study involved three high-achieving adolescents who experienced parental divorce, namely PSRS, NAB, and FM. All participants were 21 years old and actively pursuing higher education. PSRS is an only child who experienced parental divorce in 2019 and currently lives with her mother and grandmother. NAB is the second of three siblings who also experienced parental divorce in 2019 and currently lives with her father and siblings. Meanwhile, FM is the first of two siblings who experienced parental divorce during childhood. Thus, PSRS and NAB have experienced parental divorce for approximately six years, whereas FM has lived with post-divorce family conditions for a considerably longer period. Differences in family structure, caregiving arrangements, sibling relationships, and duration of parental divorce may influence the adjustment process of each participant. Therefore, the findings of this study need to be understood within the demographic context and family experiences of each participant.

The demographic characteristics of the participants provide important context for understanding the adjustment processes experienced by each individual. Although all participants were categorized as high-achieving adolescents and were 21 years old at the time of the study, differences were found in their family structures, birth order, post-divorce living arrangements, and duration of parental divorce experiences. PSRS is an only child who has lived with her mother and grandmother since her parents divorced in 2019. NAB, who is the second of three siblings, has lived with her father and siblings since the divorce occurred in the same year. In contrast, FM is the first child of two siblings and experienced parental divorce during childhood, resulting in a considerably longer period of adaptation to post-divorce family conditions. These differences suggest that each participant encountered unique developmental and family experiences that may have shaped their adjustment process.

The duration of parental divorce also appears to be an important contextual factor. PSRS and NAB

experienced parental divorce during adolescence and have lived with post-divorce family conditions for approximately six years. Adolescence is a developmental period characterized by significant emotional, cognitive, and social changes, during which individuals require support from family and their social environment [20][7]. Consequently, parental divorce during this period may present emotional and

social challenges that require considerable adjustment. In contrast, FM experienced parental divorce during childhood and therefore had a longer period to adapt to changes in family structure and family relationships. This longer adaptation period may have influenced the way FM perceived and accepted family circumstances compared to the other participants.

Table 1. Demographic Characteristics of Participants

Subject	Age	Gender	Study Program	Birth Order	Year of Divorce	Duration Since Divorce	Living Arrangement	Main Achievement
PSRS	21	Female	Psychology	Only child	2019	±6 years	Mother and grandmother	National Photography Competition (3rd Place), IEC, Academic Ranking
NAB	21	Female	Psychology	Second of three siblings	2019	±6 years	Father and siblings	Paskibra, IEC, Academic Ranking
FM	21	Male	Communication Science	First of two siblings	Childhood	More than 10 years	Post-divorce family arrangement	MSIB Program, Academic Achievement

In addition, differences in living arrangements following parental divorce may have contributed to variations in emotional experiences and coping strategies. According to Schneider, adjustment is influenced by physical, psychological, developmental, environmental, and socio-cultural factors [15]. Therefore, differences in family support systems and living arrangements may shape how adolescents respond to family transitions. PSRS received support primarily from her mother and grandmother, while NAB relied on support from her father and siblings. FM, who had experienced parental divorce since childhood, appeared to have had a longer opportunity to adapt to family changes. Previous studies have also shown that adolescents who receive adequate social and family support tend to demonstrate better adjustment following parental divorce [8]. Similarly,

previous research found that acceptance of family circumstances, religiosity, and emotional support from the surrounding environment contribute positively to resilience and adjustment among adolescents from divorced families [1]. Therefore, the findings of the present study should be interpreted within the demographic, developmental, and family contexts of each participant, as these factors may influence emotional responses, coping mechanisms, and patterns of self-adjustment.

The results of this study describe and explain the patterns of adjustment among high-achieving adolescents whose parents have divorced based on five adjustment factors, namely physical condition, development and maturity, psychological condition, environmental condition, and level of religiosity and culture.

Table 2. Factors Influencing Self-Adjustment

Physical Health	Development and Maturity	Psychological Condition	Environmental Conditions	Level of Religiosity and Culture
Taking vitamins to maintain appetite so that body weight remains stable (subjects of PSRS, NAB)	Intellectual maturity ➤ Experiencing academic improvement (PSRS subjects, NAB) ➤ Received a grade (courses: PSRS, NAB, FM) ➤ Participating in the Campus Merdeka Program (subject: FM) ➤ Trying new activities or competitions (subjects: PSRS, NAB, FM)	Feelings ➤ Worried about the future, so trying to change oneself to have positive vibes (subject: PSRS) ➤ Dealing with the loss of a father figure by acting indifferent to his presence (subjects: PSRS, FM)	Family and social environment ➤ Receiving support and attention from the mother when taking exams or participating in competitions (subjects: PSRS, FM) ➤ Mother's family provided support and help during difficult times (PSRS subject) ➤ Acting as a mediator between father and mother (subjects: PSRS, NAB) ➤ Parents do not expect their children to be top of the class academically (subjects: NAB, FM) ➤ Expects to be friendly in order to be accepted in a new environment (subject: PSRS) ➤ Parental divorce affects how one adapts to a new environment (subjects: PSRS, NAB, FM)	An individual's character and behavior ➤ Able to achieve good selfacceptance (subjects: PSRS, FM) ➤ Striving to understand fate or the realities of life (subject: FM) ➤ Being able to understand life and accept family circumstances after experiencing parental divorce (subjects: PSRS, NAB) ➤ Avoiding parents when feeling angry (subject: NAB) ➤ Attending Islamic studies (subjects: PSRS, NAB, FM) ➤ Experiencing changes in religious practices (subjects NAB, FM) ➤ Respecting and appreciating the decision of divorced parents (subject: FM)
Maintaining physical health by seeing a doctor (subject: PSRS)	Social maturity ➤ Participating in organizational and committee activities (PSRS) ➤ Sharing stories with one's mother (PSRS) ➤ Striving for good communication with a partner (NAB, FM)	Experience ➤ Becoming closer to my mother (subjects: PSRS, FM) ➤ Using personal experiences as a reference for a thesis (subject of PSRS)	Social environment of friendships ➤ Receiving support from friends (subjects: PSRS, NAB, FM) ➤ Having friends with similar backgrounds (subjects: PSRS, NAB, FM)	

Physical Health	Development and Maturity	Psychological Condition	Environmental Conditions	Level of Religiosity and Culture
	➤ Keeping busy by trying positive things (PSRS, NAB, FM) ➤ Being friendly toward the surrounding community (PSRS) ➤ Being able to adapt to a new family (NAB) ➤ Being able to come to terms with the family situation (FM)	➤ Ability to adapt to new environments (subjects: PSRS, NAB, FM)	➤ Restricting oneself in making friends (subjects: PSRS, NAB, FM) ➤ Being selective in making friends (subjects: PSRS, NAB)	
	Emotional maturity ➤ Being able to accept and come to terms with parental divorce by understanding and thinking positively about their parents issues (PSRS, NAB, FM) ➤ Choosing to keep problems to oneself by resolving them independently (NAB, FM) ➤ Being able to manage emotions after experiencing parental divorce by sharing stories and understanding the family situation (PSRS, NAB)	Learning conditions ➤ Independent learning (subjects: PSRS, FM, NAB) ➤ Choosing to ignore problems at home while attending class (subject: PSRS)	Changes in communication ➤ No communication between father and child (subjects: PSRS, FM) ➤ Poor communication (NAB subject)	
		Habits ➤ Making a to do list (subject: PSRS) ➤ Reading books (subjects: PSRS) ➤ Engaging in inconsistent habits (subjects: PSRS) ➤ Choosing to sleep to reduce emotions or stress after experiencing parental divorce (subjects: PSRS, NAB)		

Physical Health	Development and Maturity	Psychological Condition	Environmental Conditions	Level of Religiosity and Culture
		Family conflict ➤ Father's lack of attention (subjects: PSRS, FM) ➤ Family supports the separation (subjects: PSRS, NAB, FM)		

This study aims to identify the factors influencing the adjustment of high-achieving adolescents whose parents have divorced. Based on the results of this study, it was found that there are five factors influencing the adjustment of high-achieving adolescents whose parents have divorced across the three subjects. The five factors of adjustment are physical condition, development and maturity, psychological condition, environmental conditions, and level of religiosity and culture. Regarding the physical condition factor, there are two subthemes: taking vitamins to maintain appetite so that body weight remains stable, and maintaining physical health by seeking medical treatment. The first subtheme taking vitamins to maintain appetite so that body weight remains stable revealed through interviews that the subjects decided to take vitamins to maintain a stable body weight and adhere to a regular eating pattern to keep their weight stable. This aligns with previous research, which revealed that individuals experiencing emotional stress tend to exhibit irregular eating behaviors; changes in eating patterns due to emotional stress can affect an individual's mental health and adaptive capacity [21].

The second subtheme is maintaining physical health by seeking medical treatment. Initially, the subject felt somewhat shocked by their parents' divorce, leading to stomach ulcer symptoms that required a doctor's visit; however, over time, the subject began to accept the reality that their parents could no longer be together, and having come to terms with the situation, the subject's physical condition no longer remained weak. This aligns with previous research, which revealed that contemporary conditions such as physical health can influence an individual's ability to adapt [22]. Regarding the second factor development and maturity three subthemes emerged: intellectual maturity, social maturity, and emotional maturity. The first sub-theme is intellectual maturity; the research results reveal that all three subjects possess good intellectual maturity. Their

parents' divorce did not cause the subjects to become lazy in their studies; rather, the challenges they faced motivated them to be more diligent in pursuing knowledge and participating in the "Campus Merdeka" programs available on campus. Intellectual maturity plays a role in an individual's ability to adapt to learning environments; with good intellectual maturity, individuals can adapt to their surroundings and changes in learning situations [23].

The next sub-theme is social maturity; the research findings indicate that all subjects possess good social maturity. Due to their parents' divorce, the subjects frequently participate in organizational and committee activities, engage in community-based initiatives, and interact more often with their surroundings, such as peers. When entering a new environment, the subjects are able to adapt to that setting. Good social maturity refers to an individual's ability to self-assess and behave appropriately in various social environments, as well as adapt to existing social situations [24]. The third subtheme is emotional maturity; the research findings indicate that all three subjects possess good emotional maturity. Over time, the subjects have come to accept their family circumstances and have come to terms with their parents' divorce, acknowledging that their parents can no longer be together. When faced with problems, the subjects tend to keep their feelings to themselves and resolve issues independently without involving others. Good emotional maturity involves an individual's ability to regulate their emotions when facing various problems or challenges in life whether simple or complex and to control emotional outbursts, respond to situations wisely, and think critically [25]. The third factor, psychological state, was found to have five subthemes: emotions, experiences, learning conditions, habits, and family conflicts. The first sub-theme is feelings; the research results revealed that the subjects had varying emotional feelings. The subjects felt worried about their future due to their

parents' separation, so they tried to change themselves to have positive vibes; the subjects coped with the loss of a father figure by not caring about the father's presence in their lives. Emotional feelings have a significant influence on an individual's behavior and attitudes when facing various events; an individual's inability to recognize the emotions they feel can lead to a lack of self-control and a reduced sensitivity to natural feelings [26].

The second sub-theme is experience; the research findings indicate that all subjects had diverse experiences: subjects became closer to one parent, used their personal experiences as a reference in writing their thesis, and were able to adapt to a new environment. This aligns with previous research, who stated that emotional competence plays a positive role in an individual's self-adjustment; individuals with good emotional competence are better able to understand themselves, adapt to changing environments, and manage emotions such as anger, stress, and loss of patience [27]. The third subtheme is learning conditions; the research findings reveal that all subjects chose to study independently and focused on studying when taking exams. Every individual creates and maintains ideal learning conditions and possesses the ability to restore those conditions when disruptions occur during the learning process [28]. The fourth subtheme is habits; the research results show that both subjects chose to sleep when experiencing unstable emotions, and the subjects adopted new habits to prevent the issues from recurring. Effective self-adjustment occurs when an individual can face difficulties and problems in a natural way without harming themselves; the use of effective coping strategies plays a crucial role in helping adolescents achieve more optimal self-adjustment [29]. The fifth subtheme is family conflict.

The research findings revealed that all subjects experienced family conflict, where the extended family supported the subjects' parents in their separation; the subjects did not receive attention from their father, whom they needed. Family environmental factors, including family conflict, influence adolescent adjustment; adolescents experiencing family conflict tend to exhibit lower levels of adjustment. Regarding the fourth factor environmental conditions three subthemes were identified: family and neighborhood environment, social environment (friendships), and changes in communication [30]. The first subtheme, family and neighborhood environment, revealed that all three subjects received support from their mothers when they wanted to participate in competitions; the subjects were not pressured to be number one what mattered was that they tried their best; and the subjects served as a liaison between their father and mother in communication after

their parents' divorce. Family environment plays an important and significant role in an individual's adjustment; the better the relationships within the surrounding environment, the better the individual's adjustment [31]. The next subtheme is the social environment of friendships. The research findings reveal that all subjects have friends with similar family backgrounds, so their friends can understand and empathize with their lives; the subjects also receive support and attention from their friends. Self-adjustment and social support from peers play a crucial role in an individual's self-adjustment; individuals who feel accepted and supported by their peers tend to have better self-adjustment abilities [32]. The subject is selective in choosing friends, limiting friendships to close friends only; the subject's parents' divorce led the subject to be selective in choosing friends, and the subject avoids unhealthy social circles. Social adjustment in an individual's social environment focuses more on adapting to peer groups; patterns of social interaction with peers enable adolescents to adapt to their social environment and themselves [33]. The third subtheme is changes in communication. The research findings reveal that all subjects experienced changes in communication with their families; the subject does not communicate with his father, the subject communicates with his parents only when facing problems, and the subject also has poor communication with his family. This aligns with previous research, which revealed a significant positive relationship between an individual's communication with others; the higher the level of communication with others, the better the individual's adjustment [34]. In the fifth factor level of religiosity and culture a subtheme was identified: individual character and behavior.

The research findings revealed that all subjects experienced a change in their worship habits; they became less diligent in their religious practices after their parents decided to separate, following Islamic teachings, accepting the fate of their family life as the best path for their own lives, and accepting and understanding that their parents now have their own lives and their own happiness. An individual's ability to behave in accordance with their personal goals and capabilities, as well as adapt to opportunities and demands in various different settings, influences their adjustment to a new environment [35].

5 CONCLUSION

Based on the findings of this study, parental divorce affects the adjustment of high-achieving adolescents in various aspects of life, including physical condition, development and maturity, psychological condition, environmental condition, and religiosity and culture. Although all participants experienced parental

divorce, they showed the ability to adjust to the changes that occurred in their family lives. The participants were able to maintain their academic achievement, remain active in social and organizational activities, and continue pursuing their personal goals despite the challenges they faced.

The findings also showed that adjustment was influenced not only by parental divorce itself but also by support from family members, friends, and the surrounding environment. In addition, the participants' efforts to understand their family situation, regulate their emotions, and stay involved in positive activities helped them adapt to the changes they experienced. Differences in family background, living arrangements, and duration of parental divorce also appeared to influence how each participant adjusted to family changes. PSRS and NAB experienced parental divorce during adolescence, whereas FM experienced parental divorce during childhood and had more time to adapt to post-divorce family conditions.

Overall, this study indicates that parental divorce does not always lead to negative outcomes. Although the participants experienced sadness, disappointment, and changes in family relationships, they were able to continue developing positively and maintain their achievements. This finding highlights the importance of family support, peer support, and positive activities in helping adolescents adjust to parental divorce. One strength of this study lies in the credibility of the data obtained through source triangulation, time triangulation, and methodological triangulation. The information provided by participants was supported by data from significant others, observations, and documentation, which helped strengthen the trustworthiness of the findings.

This study also has several limitations. The participants had different experiences regarding the timing of parental divorce. PSRS and NAB experienced parental divorce during adolescence, while FM experienced parental divorce during childhood. These differences may have influenced the way they viewed and adjusted to family changes. In addition, all participants in this study were categorized as high-achieving adolescents and actively participated in academic and non-academic activities. Therefore, the findings may differ from the experiences of adolescents from divorced families who have different backgrounds or face greater difficulties in their adjustment process. Another limitation is the small number of participants involved in the study. Future research is expected to involve participants with more diverse backgrounds and experiences in order to provide a broader understanding of adjustment among adolescents who experience parental divorce.

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