

**RESILIENSI SERUNI SEBAGAI SISWA PINDAHAN DENGAN
PENGALAMAN KEKERASAN DALAM RUMAH TANGGA (KDRT) DAN
KESULITAN EKONOMI KELUARGA**

TESIS

**Diajukan untuk memenuhi sebagian syarat mendapatkan gelar Magister
Pendidikan pada bidang Psikologi Pendidikan**



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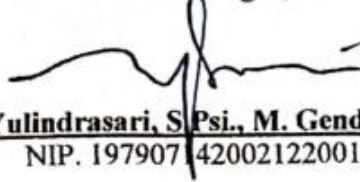
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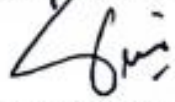
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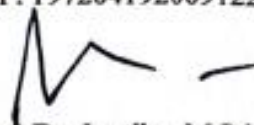
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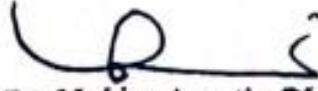

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ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi pengalaman resiliensi Seruni (nama samaran) yang mengalami perpindahan sekolah sebanyak lima kali, kekerasan dalam rumah tangga, dan kesulitan ekonomi keluarga dengan fokus pada dua fase utama, *losing* (kehilangan) dan *recovery* (pemulihan). Menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa Seruni mengalami berbagai bentuk kehilangan seperti putusnya relasi pertemanan, keterpurukan sosial, dan hilangnya rasa aman dalam keluarga. Namun proses *recovery* tampak melalui kekuatan pribadi Seruni dan dukungan sosial yang ia terima. Faktor internal seperti keramahan dan kemandirian menjadi modal penting dalam proses adaptasinya di lingkungan baru. Sementara itu, dukungan sosial dari teman, guru, dan keluarga, termasuk peran ibu dan saudara turut memperkuat ketahanan dirinya. Penelitian ini menegaskan bahwa resiliensi merupakan proses dinamis yang terbentuk melalui interaksi antara kekuatan internal dan eksternal. Implikasi dari temuan ini memberikan kontribusi bagi pengembangan strategi intervensi dalam ranah psikologi pendidikan.

Kata kunci: resiliensi, kehilangan, pemulihan

ABSTRACT

This study aims to explore Seruni's (pseudonym) resilience experience of moving schools five times, domestic violence, and family economic hardship with a focus on two main phases, losing and recovery. Using a qualitative approach with a case study design. Data were collected through in-depth interviews, observation, and documentation, then analyzed using the Miles and Huberman interactive model. The results showed that Seruni experienced various forms of loss such as the breakup of friendships, social downturn, and loss of security in the family. However, the recovery process is visible through Seruni's personal strengths and the social support she received. Internal factors such as friendliness and autonomy became important assets in her adaptation process in the new environment. Meanwhile, social support from friends, teachers and family, including the role of her mother and siblings, also strengthened her resilience. This study confirms that resilience is a dynamic process that is formed through the interaction between internal and external forces. The implications of these findings contribute to the development of intervention strategies in the field of educational psychology.

Keywords: resilience, loss, recovery

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