

ENHANCING THE RESILIENCE OF NON-FORMAL EDUCATION STUDENTS AT SEKOLAH JANJI BAIK THROUGH A PSYCHOEDUCATIONAL TRAINING

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ABSTRACT

Dropping out of school is not a choice anyone wants, and taking advantage of the opportunity to resume interrupted education is not easy, it requires strength and resilience to go through it. This community service aims to strengthen psychological resilience among Paket C students at Sekolah Janji Baik, a non-formal education institution serving youth from lower socioeconomic backgrounds. The program addresses the need for adaptive coping in the face of life challenges, particularly among marginalized learners. The intervention was conducted through a psychoeducational training consisting of motivational narratives, identification of resilience factors (I am, I have, I can), and reflective discussions. The participants (n = 18) completed the intervention and pre- and post-tests using a resilience scale. Data were analyzed using paired sample t-tests and correlation analysis. Results indicated a statistically significant increase in mean resilience scores ($t = -2.439$, $p = 0.026$), with 61.1% of students showing individual score improvement. The program proved effective in enhancing resilience, confirming the relevance of psychoeducational strategies in empowering at-risk youth in non-formal education settings.

Keywords: Resilience, Non-formal Education, Youth Empowerment

1. INTRODUCTION

The compulsory education program initiated by the Indonesian government aims to ensure that every child receives proper education as a foundation for their future. However, for children from lower-middle-income families, the reality is far more complex. Economic limitations often force them to contribute to the family income, dividing their time and energy between work and study. The increasing costs of education—such as tuition fees, books, and uniforms—become a heavy burden for families with limited income (Patandung & Panggua, 2022). Consequently, many of these children are faced with the difficult choice between continuing their education or working, or attempting both simultaneously. This difficult situation often results in reduced learning time, chronic fatigue, and declining academic performance. Moreover, they may live in unsupportive environments, such as neighborhoods with high crime rates or negative peer influences, which further exacerbate their challenges. Eventually, many of these children are forced to drop out of school, burying their dreams of a better education (Wijaya, 2018).

Education plays a key role in improving the quality of life for children from low-income backgrounds. Through education, they gain the knowledge and skills needed to compete in an increasingly competitive labor market. Education opens up opportunities for better employment and higher income, thus enabling them to break the cycle of poverty (Zulyanto, 2025). Furthermore, education fosters critical and creative thinking skills, which are essential for problem-solving and decision-making. With education, these children not only improve their own lives, but also contribute to the development of society and the nation.

Based on this understanding, Nurul Jova Oktaviansyah, S.Pd., M.Kessos established the Sekolah Janji Baik under the auspices of a foundation. Sekolah Janji Baik is a free, digital-based school that offers quality education for underprivileged children. The school provides flexible online learning programs equivalent to Paket A, B, and C, aiming to help school dropouts continue their education and improve their families' quality of life. This initiative focuses on character development in accordance with the national curriculum (Permendikbud), targeting students from economically disadvantaged backgrounds. These conditions reflect the considerable challenges faced by the students of Sekolah Janji Baik. Thus, inner strength is needed for them to overcome difficulties and achieve success that can transform their lives.

One of the internal strengths that can help individuals face adversity is resilience. According to Grotberg (2003), resilience is rooted in three key components: I am—inner personal strength; I have—external support systems such as social relationships; and I can—skills and competencies to solve problems. These components work in synergy to help individuals bounce back from hardship. Students at Sekolah Janji Baik often come from challenging backgrounds marked by poverty, school dropout, or lack of family support. Resilience helps them navigate these barriers and stay committed to education. It is not only about surviving difficulties but also about growing through them. Resilience fosters essential life skills such as emotional regulation, decision-making, and problem-solving.

This community service activity was designed to enhance the resilience of students at Sekolah Janji Baik. It was delivered in the form of a seminar aimed at helping students recognize their own “I am,” “I have,” and “I can” components through interactive learning and reflective activities. Through this program, it is hoped that students will develop greater resilience in continuing their education despite the adversities they face.

2. METHOD

This community service program began with a needs assessment through a series of discussions between the lecturer team from Universitas Mercu Buana and both the founder and head of Sekolah Janji Baik. During these meetings, the team introduced the main theme of the project, which focused on developing psychological well-being. The school partner responded by identifying several pressing mental health concerns, particularly the need to equip students with the resilience to navigate the difficult circumstances they face in their daily lives.

The participants were students from Sekolah Janji Baik enrolled in non-formal education programs (equivalent to Paket A, B, and C). The activities were conducted offline at SDN 2 Parigi, a school building loaned for Sekolah Janji Baik’s in-person sessions. The school, consisting of the founder, school head, and volunteer teachers, was actively involved in the preparation phase. Meanwhile, students were engaged on the day of the event by participating in the seminar, interactive discussion, reflective session, and completing pre- and post-tests.

The approach used was a participatory psychoeducational strategy consisting of three main methods:

1. **Lecture:** This session introduced the concept of resilience, provided validation of participants’ emotional experiences, and discussed key resilience factors (“I am,” “I have,” and “I can”). It also included stories of inspirational figures, both local and international, to motivate and contextualize resilience-building in real-life terms.
2. **Interactive Discussion:** Two-way conversations between facilitators and students, as well as among the students themselves, were used to explore their thoughts, struggles, and insights about personal strength.
3. **Reflective Method:** Participants completed a structured worksheet to identify and articulate their personal “I am,” “I have,” and “I can” components based on their own life experiences.

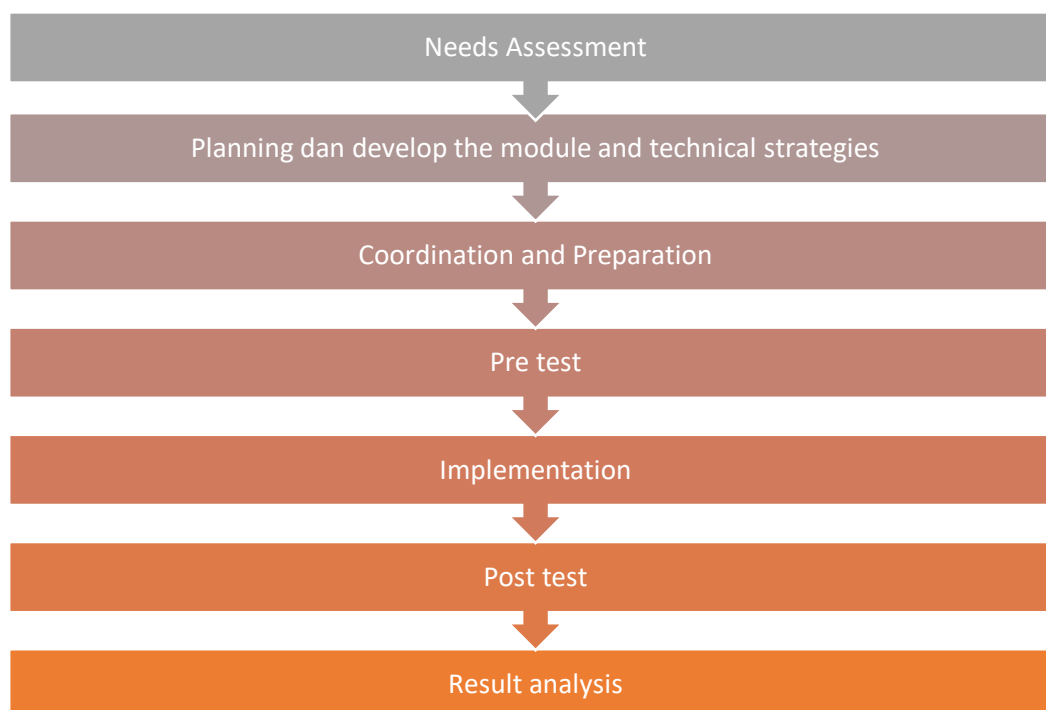


Figure 1. Methods flow chart

3. RESULTS AND DISCUSSION

The community service activity was conducted on March 9, 2025, at the SDN 02 Parigi building in South Tangerang, a facility temporarily loaned for the offline activities of Sekolah Janji Baik. The program carried out was a psychoeducational session on “Enhancing Student Resilience through Psychoeducation.” The event was attended by

18 students enrolled in learning packages A, B, and C, as well as the school principal, mentors, founder, and volunteer teachers of the institution.

Before the activity began, the Secretary of the South Tangerang City Education Office had the opportunity to deliver an opening speech, officially inaugurate the event, and offer words of motivation to the participants, the management of Sekolah Janji Baik, and the lecturers and students from the Faculty of Psychology at Universitas Mercu Buana who were involved in this community service program.



Figure 2. Opening Speech

The activity started with the participants filling out a pre-test sheet consisting of 12 resilience-related statements. This was followed by a presentation delivered by the facilitator, interactive discussion, and concluded with the completion of a post-test questionnaire and an evaluation form. During the session, all students paid close attention, none were chatting, daydreaming, or using their phones. They actively responded to the facilitator's questions, shared their personal experiences, and posed questions of their own.



Figure 3. Lecture section



Figure 4. Participants

The activity continued with a self-reflection session. Participants were asked to fill out a worksheet to identify personal resilience factors related to "I am," "I have," and "I can." Some participants took additional time to reflect before writing and became more engaged in the process after receiving further guidance.

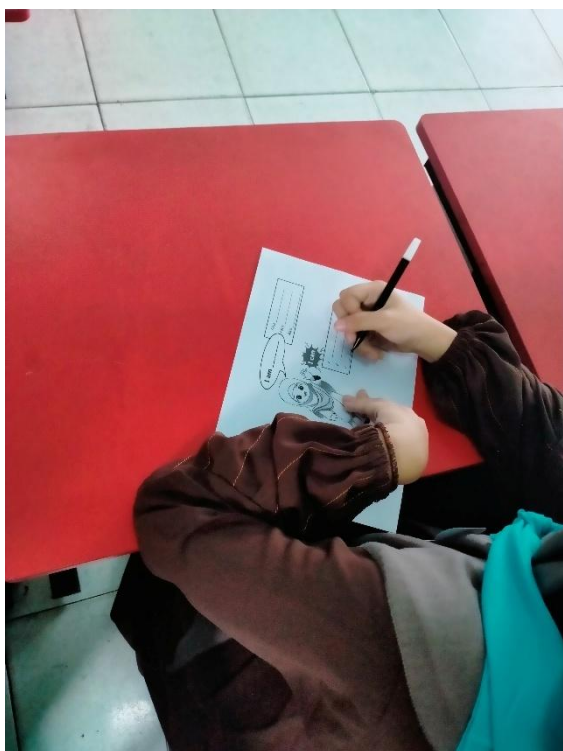


Figure 5. Writing of worksheet

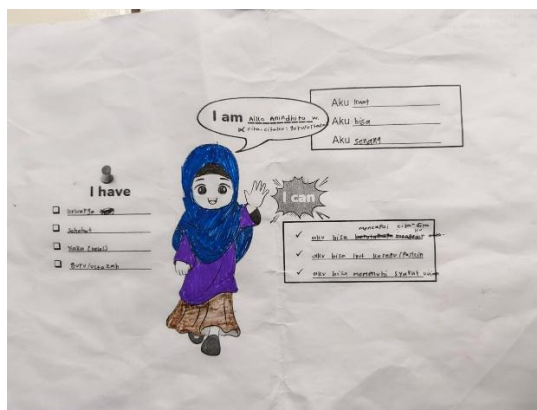


Figure 6. worksheet example

The participants' pre-test and post-test scores were categorized based on the hypothetical norms of the administered questionnaire, yielding the following results:

Table 2. Classification of Pre-Test and Post-Test Scores

Category	Pre Test	Post Test
Low	0	0
Moderate	16	13
High	2	5

Based on the evaluation, it was found that 11 participants showed an increase in resilience scores, 6 participants experienced a decrease, and 1 participant obtained the same score on both the pre-test and post-test. To determine whether the observed changes in participants' scores were meaningful or statistically significant, a paired sample t-test was conducted, and the results are presented as follows:

Table 3. Results of the Paired Sample t-test and correlation

Coefficient	Significance	Description
$t = -2.439$	0.026	A significant difference was found between the pre-test and post-test scores.
$r = 0.676$	0.002	A significant correlation was found between the paired pre-test and post-test scores, indicating that the observed increase did not occur randomly or accidentally.

Results of the Participant Satisfaction Evaluation

The author also distributed a questionnaire to assess participants' level of satisfaction, and the results are summarized as follows:

1. Highest-Rated Aspects

Participants gave the highest scores to the statements "Collaboration with UMB is beneficial for the community" (3.06) and "Collaboration with UMB meets the objectives of the partnership" (3.00). These findings indicate that participants perceived the community service program as highly valuable and aligned with expectations regarding cooperation between educational institutions and the community.

2. Cognitive and Practical Aspects

The dimensions related to knowledge, scientific development, and enrichment of learning resources each received average scores above 2.7. This suggests that the program made a positive contribution to participants' intellectual capacity-building.

3. Social and Behavioral Change Aspects

The item assessing behavioral improvement toward more positive patterns received an average score of 2.76. This relatively good score reflects the program's potential in fostering more constructive behaviors among participants.

4. Lowest-Rated Aspect

The lowest average score was found in the item "Utilization of appropriate technology" (2.59). This finding highlights an area for improvement, suggesting the need to integrate more practical and directly applicable technological solutions in future programs.

The significant increase in resilience scores following the intervention indicates that the educational program successfully enhanced participants' understanding and internalization of the concept of resilience. The educational content, which included reflections on the meaning of adversity, inspiration from exemplary figures, and self-mapping of personal strengths through the "I am, I have, I can" framework, provided meaningful opportunities for self-reflection and self-identification.

The participants came from non-formal educational backgrounds, with the majority facing socio-economic constraints. Thus, the observed improvement in resilience suggests that a contextual and empathetic educational approach can effectively address the affective dimensions of learning. This finding is also consistent with the strength-based approach to pedagogy, which emphasizes character development in alternative education settings.

Nevertheless, the intervention was preliminary and of relatively short duration. Without follow-up programs or applied approaches, the positive effects may diminish over time. Furthermore, the absence of a control group limits the inferential strength of this study. Therefore, the intervention should be regarded as an initial step toward developing more sustainable programs for character building and psychological resilience.

4. CONCLUSION

The psychoeducational training conducted at Sekolah Janji Baik successfully engaged students from non-formal education programs (Paket A, B, and C) in building their resilience. Through a combination of interactive lectures, discussions, and reflective activities, participants were able to understand and identify personal strengths that support their ability to face adversity. The students' active participation, combined with positive feedback from facilitators and organizers, suggests that this community service program had a meaningful impact in promoting psychological resilience among marginalized youth.

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