ABSTRAK

Jani, Nurati. 2026. *Resiliensi Mental Siswa Broken Home Melalui Pendekatan Spiritual Guru Akidah Akhlak di MTs Nurul Iman Jombang*. Skripsi, Pendidikan Agama Islam, Institut Agama Islam Al-Urwatul Wutsqo (IAI UW) Jombang. Noor Fatikah, S.Pd.I., M.Pd.

Kata Kunci: Resiliensi Mental, *Broken Home*, Pendekatan Spiritual, Guru Akidah Akhlak.

Resiliensi mental merupakan kemampuan individu untuk bangkit, beradaptasi, dan tetap berkembang secara positif dalam menghadapi berbagai tekanan hidup. Siswa yang berasal dari keluarga *broken home* cenderung menghadapi berbagai permasalahan psikologis, seperti ketidakstabilan emosi, rendahnya kepercayaan diri, menarik diri dari lingkungan sosial, serta menurunnya motivasi belajar. Kondisi tersebut, guru Akidah Akhlak memiliki peran penting dalam memberikan pendekatan spiritual sebagai upaya membangun resiliensi mental siswa. Penelitian bertujuan untuk mendeskripsikan: 1) Kondisi resiliensi mental siswa *broken home* sebelum dan selama bimbingan. 2) Bentuk pendekatan spiritual yang diterapkan guru akidah akhlak dalam meningkatkan resiliensi mental siswa *broken home* di MTs Nurul Iman Jombang. 3) Dampak penerapan pendekatan spiritual terhadap perubahan perilaku dan ketahanan mental. Penelitian ini menggunakan metode penelitian kualitatif dengan jenis penelitian deskriptif. Teknik pengumpulan data: wawancara, observasi, dan dokumentasi. Teknik analisis data: kondensasi, penyajian, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: 1. Kondisi resiliensi mental: a. Sebelum Bimbingan: 1) Ketidakstabilan emosi. 2) Penurunan minat dan motivasi. 3) Ketidakfokusan. 4) Kesulitan mengambil keputusan. 5) Emosional masih taraf fluktuatif. b. Selama bimbingan: 1) Pembiasaan keagamaan. Kondisi: sabar, tenang, dan meningkatkan efikasi diri. 2) Pemberian motivasi. Kondisi: Mudah berkomunikasi, dan mengendalikan emosi. 3) Pendampingan personal. Kondisi: Lebih terbuka, serta percaya diri. 4) Pemberian nasehat. Kondisi: Aktif mengikuti pembelajaran. 2. Bentuk pendekatan spiritual: Pemberian nasihat keagamaan, pembiasaan ibadah, keteladanan, pendekatan personal, dan penguatan mental Islami. 3. Dampak pendekatan spiritual terhadap: a. Perubahan perilaku: Meningkatkan pengendalian emosi, optimisme, dan pemaknaan pengalaman hidup; terbentuknya perilaku positif; serta memperkuat resiliensi mental siswa. b. Resiliensi mental: *Self-Efficacy,* dan *Spiritual well-being*.

ABSTRACT

Jani, Nurati. 2026. *The Mental Resilience of Students from Broken Home Families through the Spiritual Approach of Akidah Akhlak Teachers at MTs Nurul Iman Jombang*. Undergraduate Thesis, Islamic Religious Education Study Program, Al-Urwatul Wutsqo Islamic Institute (IAI UW) Jombang. Supervisor: Noor Fatikah, S.Pd.I., M.Pd.

Keywords: Mental Resilience, *Broken Home*, Spiritual Approach, Akidah Akhlak Teacher.

Mental resilience is the ability of an individual to rise, adapt, and continue to develop positively in the face of various life pressures. Students from broken home families tend to face various psychological problems, such as emotional instability, low self-esteem, withdrawal from social environments, and decreased motivation to learn. In this context, the Akidah Akhlak teacher plays an important role in providing a spiritual approach as an effort to build the mental resilience of students. The research aims to describe: 1) The condition of the mental resilience of broken home students before and during guidance. 2) The forms of spiritual approaches applied by the Akidah Akhlak teacher in enhancing the mental resilience of broken home students at MTs Nurul Iman Jombang. 3) The impact of applying a spiritual approach on behavioral changes and mental resilience. This research uses qualitative research methods with a descriptive research type. Data collection techniques: interviews, observations, and documentation. Data analysis techniques: condensation, presentation, and conclusion drawing. The research results show that: 1. Mental resilience conditions: a. Before Guidance: 1) Emotional instability. 2) Decreased interest and motivation. 3) Lack of focus. 4) Difficulty making decisions. 5) Emotions are still fluctuating. b. During the guidance: 1) Religious habituation. Condition: patient, calm, and increased self-efficacy. 2) Providing motivation. Condition: easy to communicate, and control emotions. 3) Personal mentoring. Condition: more open, and confident. 4) Giving advice. Condition: actively participating in learning. 2. Forms of spiritual approach: Providing religious advice, habituation of worship, setting an example, personal approach, and strengthening Islamic mental resilience. 3. The impact of the spiritual approach on: a. Behavioral changes: Improving emotional control, optimism, and the meaning of life experiences; the formation of positive behaviors; and strengthening students' mental resilience. b. Mental resilience: Self-Efficacy, and Spiritual well-being.