



Resilience of Vocational High School Students from Divorced Families: Facing Challenges and Navigating Career Choices

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Abstract: This study aims to investigate the resilience of vocational high school students from divorced families as they encounter life challenges and make career decisions. Employing a qualitative intrinsic case study approach, the research involved students from divorced families as the main participants. Data were collected through in-depth interviews with participants and their significant others, supported by document analysis, and analyzed using a thematic analysis approach. The results reveal five key themes: parental divorce, coping dynamics, sources of resilience, career choices, and factors influencing career decisions. The findings indicate that resilience is influenced by emotional regulation, stress-coping strategies, attachment figures, self-control, gratitude, and optimism dimensions that correspond to the concepts of "I am," "I have," and "I can." Career choices, meanwhile, are influenced by family heritage, childhood experiences, parenting patterns, and personal needs. This study provides a novel contribution by integrating resilience theory with career development perspectives in vocational education contexts, particularly among students affected by parental divorce. The results highlight the importance of resilience as a predictor of adaptive capacity in career decision-making. The implications suggest that educators, counselors, and schools should design targeted intervention programs to strengthen resilience and facilitate career readiness among students from divorced families.

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Abstrak: Penelitian ini bertujuan mengeksplorasi resiliensi siswa Sekolah Menengah Kejuruan (SMK) yang berasal dari keluarga dengan orang tua bercerai dalam menghadapi berbagai tantangan hidup dan proses pengambilan keputusan karier. Menggunakan pendekatan kualitatif dengan desain studi kasus intrinsik, penelitian ini melibatkan siswa SMK sebagai partisipan utama, didukung oleh significant others. Data dikumpulkan melalui wawancara mendalam dan analisis dokumen, kemudian dianalisis menggunakan teknik analisis tematik. Hasil penelitian mengungkap lima tema inti, yaitu peristiwa perceraian orang tua, dinamika koping terhadap tantangan, sumber resiliensi, pilihan karier, serta faktor-faktor yang memengaruhi keputusan karier. Resiliensi siswa terbangun melalui regulasi emosi, strategi koping stres, dukungan figur lekat, kontrol diri, rasa syukur, dan optimisme yang mencerminkan dimensi "I am," "I have," dan "I can." Keputusan karier dipengaruhi oleh warisan keluarga, pengalaman masa kecil, pola asuh, serta kebutuhan individu. Kebaruan penelitian ini terletak pada integrasi teori resiliensi dan perspektif pengembangan karier dalam konteks vokasional, khususnya pada siswa yang mengalami perceraian orang tua. Temuan ini menegaskan pentingnya resiliensi sebagai prediktor kemampuan adaptif dalam memilih karier, serta perlunya intervensi sekolah dan konselor untuk memperkuat resiliensi dan kesiapan karier siswa.

A. Introduction

Psychological resilience is recognized as a fundamental construct that enables individuals to adapt, recover, and thrive in the face of adversity (Masten, 2021; Hasanah, 2023). It represents not merely the absence of vulnerability, but an active process of positive adaptation within the context of significant challenges (Fullerton et al., 2021). In today's complex and uncertain social environment, adolescents face increasing psychological stressors that threaten their emotional well-being, educational persistence, and social withdrawal (Selvanathan et al., 2023; Szuhany et al., 2023). These stressors often arise from rapid technological change, peer pressure, family instability, and economic hardship, all of which can disrupt a young person's sense of security and self-efficacy. Within the school context, these stressors manifest as pressure to achieve, family instability, and uncertainty in career decision-making (Ewing & Hamza, 2023).

Resilience, therefore, becomes a critical capacity for students to regulate emotions, maintain motivation, and pursue future goals despite personal or social challenges (Ross et al., 2023; Bonanno et al., 2023). It functions as a dynamic process shaped by both internal factors, such as optimism, self-efficacy, and coping strategies, and external protective factors, including family support, peer connectedness, and a positive school climate (Versteeg & Kappe, 2021). The interaction between these factors determines whether students can transform adversity into opportunities for personal growth and psychological strength (Yang & Wang, 2022). In educational settings, resilient students are more likely to engage in adaptive learning behaviors, demonstrate perseverance in achieving long-term goals, and display greater emotional regulation when faced with academic or personal setbacks (Ataii et al., 2021).

One major stressor affecting adolescents' psychological stability is parental divorce. The separation of parents often represents a significant turning point in a young person's life, disrupting their sense of emotional security, attachment, and sense of belonging. When one or both parents are absent, adolescents may struggle to find consistent emotional support and guidance during critical developmental stages, which can contribute to feelings of loneliness, confusion, and instability (Domingo et al., 2024). Such disruptions are not only emotional but may also manifest behaviorally, leading to increased aggression, withdrawal, or academic disengagement that can persist into adulthood (Armand & Mbella, 2024).

Previous research in Indonesia found that children from divorced families experience higher levels of anxiety, social withdrawal, and reduced academic engagement compared to their peers from intact families, indicating that the psychological impact of divorce extends beyond the home and into the school environment (Putri & Khoirunnisa, 2022). In vocational education settings, where students are expected to balance technical skill acquisition with professional identity development, such emotional and psychological difficulties may interfere with their ability to focus, collaborate effectively, and build confidence in pursuing their future careers. These challenges can ultimately hinder students' readiness to engage in hands-on learning and affect their sense of competence and motivation when making career-related decisions (Pangayom et al., 2024).

Building on [Grotberg](#) (2001) three-dimensional model – I am, I have, and I can – and [Masten](#) (2021) “ordinary magic” perspective, adolescent resilience can be seen as a dynamic process shaped by personal strengths, social support, and adaptive strategies. This perspective emphasizes that resilience is not an extraordinary trait possessed by only a few individuals but rather a set of ordinary processes that can be nurtured through supportive relationships and positive experiences. Studies have demonstrated that emotional regulation, social attachment, and optimism are key components of resilience that promote students’ adaptability ([Zhao et al., 2024](#); [Nolan-Cody & Scharp, 2024](#)). Moreover, resilience has been positively correlated with career adaptability, motivation, and decision-making confidence ([Wang & Chiu, 2024](#); [Adiyanto & Nusantoro, 2021](#)). However, most existing studies on resilience focus on general education students or use quantitative scales, leaving a gap in qualitative understanding of how resilience is developed and expressed by vocational students from divorced families in Indonesia.

This gap is particularly critical in the context of vocational high schools, where students are expected to make career choices that align with their competencies and the demands of Industry 4.0. However, data from the Guidance and Counseling Unit at one of the Vocational High Schools in Tulungagung (2024) revealed that 71% of Grade XI students experienced career indecision, with a significant proportion (33%) coming from families that had been divorced. Despite the clear link between family background and career uncertainty, few studies have explored how the process of resilience enables these students to navigate personal and professional challenges within the vocational learning environment.

Therefore, this study aims to explore how resilience develops among vocational high school students from divorced families as they face challenges and make career decisions. The novelty of this research lies in integrating resilience theory with the framework of vocational career development, providing a nuanced understanding of how emotional, familial, and contextual factors interact to influence students' adaptive capacities. The findings are expected to contribute theoretically to the development of resilience-based career counseling models in vocational education and practically to the design of school-based interventions that support students from divorced families in making informed career choices.

B. Method

The type of research used was an intrinsic case study with a qualitative approach. This study applied an intrinsic case study to gain an in-depth understanding of resilience among vocational high school students who experienced parental divorce, particularly in managing challenges and making career choices. The research was conducted over a four-month period, from September to December 2024. Data collection was conducted through in-depth interviews using general guidelines or semi-structured interviews with participants and significant others. The interview guidelines were designed to explore students' resilience following parental divorce and their career decision-making processes.

For example, questions on resilience included: "How do you cope with the changes after your parents' divorce?" and "What kind of social support or support from those around you helps you face your parents' divorce?" Questions on career decision-making included: "Tell me about your career journey before and after your parents' divorce," and "What are your plans after graduating from this vocational school?"

The validity and reliability of the interview instrument were ensured through expert judgment and peer review by two counseling researchers, who verified that the questions were clear, relevant, and aligned with the research objectives. A pilot interview was conducted with one non-participant student to refine the wording and sequence of questions. The instrument's credibility was supported by the use of open-ended questions, allowing participants to provide rich, authentic narratives that reflected their lived experiences.

In addition to interviews, data collection also utilized documentation from the non-test AKPD (Student Needs Assessment Questionnaire). AKPD is a non-test instrument in Guidance and Counseling used to identify students' problems. It consists of 50 items covering personal, social, academic, and career domains and was analyzed using the AKPD application developed by Andori in 2008 (Mahaly, 2021; Ilmi et al., 2024).

Thematic analysis was employed for data analysis, which involved familiarizing the data through thorough reading, coding relevant segments, grouping codes into themes, reviewing the themes, defining and naming them, and producing the report according to Braun and Clarke's model. The coding process was conducted manually by identifying meaningful statements and assigning them initial codes that captured their essence. Codes were then refined and grouped into subthemes and overarching themes to ensure conceptual clarity. To validate the themes, the researcher conducted peer debriefing with fellow researchers and member checking with participants, ensuring that the themes accurately reflected their lived experiences. Sensitivity to diversity, minimizing bias in theme interpretation, and applying critical reflection were emphasized to maintain the validity of the analysis.

Participants were selected using purposive sampling, namely, vocational students who had experienced parental divorce. This ensured that the collected data represented the specific context and deepened the understanding of the studied phenomenon. Research credibility was strengthened through technical triangulation (interviews and documentation), source triangulation (students and significant others), and member checking, which involved presenting the researcher's analysis report to participants to verify its accuracy. A total of four participants met the criteria, summarized in the demographic table below.

Table 1. Research Participant Demographics

Participants	Name/Initial	Grade	Gender	Age	Significant Others
Participants 1	AH	XI	Male	17	Biological Mother
Participants 2	RAS	XI	Male	16	Biological Mother

Participants	Name/Initial	Grade	Gender	Age	Significant Others
Participants 3	NHA	XI	Male	17	Stepmother
Participants 4	RHA	XI	Male	17	Biological Grandmother

Ethical considerations were prioritized throughout the study. Participants were informed of the research objectives, the voluntary nature of their participation, and the confidentiality of their responses. Written consent was obtained from both students and their significant others. Pseudonyms and coding (e.g., AH241021) were used to protect participant identities, and data were securely stored to prevent unauthorized access, in accordance with research ethics standards in qualitative inquiry. The research flow is illustrated in Figure 1 below.

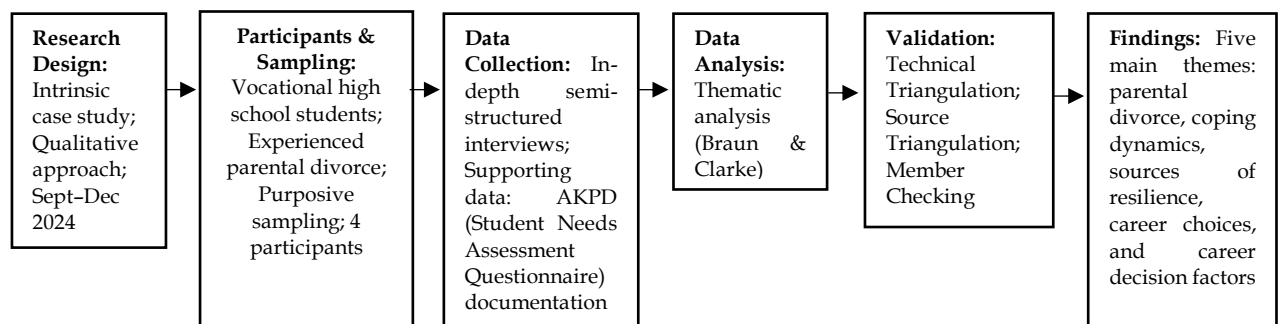


Figure 1. Research Flow

C. Result

This section presents a thematic summary based on the experiences of four vocational school students who have experienced parental divorce. The data analysis produced five main themes: parental divorce events, coping dynamics, sources of resilience, career choices, and factors influencing career decisions. The table provides a structured overview, linking each theme to its subthemes, representative evidence, and interpretive meaning. This thematic presentation helps readers grasp both cross-case patterns and individual variations crucial to understanding vocational students' psychological adaptation. The following narrative elaborates on each thematic cluster, connecting the findings to Grotberg's resilience model (*I am, I have, I can*) and to theories of vocational career development. Hence, the results remain concise yet evidence-based and relevant to guidance and counseling practices in vocational education settings.

Table 2. Summary of Thematic Findings

Theme	Subtheme	Representative Evidence	Interpretation
Parental Divorce Event	Timeline of Parental Divorce	AH (JHS Grade 1): "Probably grade one." RAS (3 y/o): "Still three years old." NHA (Grade 1 ES): "First grade of elementary school." RH (1	The onset of parental divorce ranged from early childhood to early adolescence, shaping emotional and

Theme	Subtheme	Representative Evidence	Interpretation
		y/o): "Separation happened in 2008."	developmental experiences differently.
	Relationship with Parents Before Divorce	AH: "My father called me stupid." RAS: "I do not even know what my father's face looks like." NHA: "When my father divorced, I still talked normally with my mother." RH: "I have been with my grandmother ever since the separation."	Pre-divorce relationships varied from close maternal attachment to paternal absence and neglect, forming early emotional schemas.
	Relationship with Parents After Divorce	AH: "Mocked by my father's relatives." RAS: "My stepfather is patient and gives advice." NHA: "I am treated as her own child." RH: "Until now, my relationship with my mother has continued, but not that close."	Post-divorce dynamics showed mixed adaptation—some gained emotional support from step-parents, while others faced rejection or continued instability.
	Impact of Divorce	AH: "When I was in third grade, I just blanked out. I failed that year." RAS: "I was shy and afraid of crowds." NHA: "Jealous of those with complete families." RH: "Felt disappointed seeing complete families."	Divorce led to academic and emotional distress, social withdrawal, and feelings of inferiority, yet participants gradually developed coping mechanisms.
Dynamics of Coping with Challenges	Emotional Regulation	AH: "My thoughts became messy." RAS: "I actually understood that my mother was probably half exhausted and had a lot on her mind." NHA: "The past events have been forgotten." RH: "I do not dwell on the past; I would become fragile."	There are varying levels of emotional regulation, ranging from initial confusion and empathy toward parental struggles to acceptance and deliberate emotional control by letting go of the past to maintain resilience.
	Stress Coping	AH: "I do not know." RAS: "By the second year, I started to understand a little bit. I began to adapt; I just wanted to obey my parents." NHA: "I did not listen to what people said." RH: "Building my CB motorbike, joining events, going on healing trips."	Diverse stress coping strategies, ranging from confusion and passive acceptance to active adaptation, self-reliance, and engagement in positive activities as emotional outlets.
	Presence of Attachment Figures	AH: "The one who really pays attention is my mother." RAS: "My stepfather gives advice." NHA: "I got a new mother. I got attention." RH: "I live with my grandmother."	Attachment figures (mother, stepfather, stepmother, and grandmother) functioned as emotional anchors in building resilience.
	Self-Control	AH: "I stayed quiet." RAS: "I want to obey my parents." NHA: "I got	Internal locus of control was evident through self-reliance

Theme	Subtheme	Representative Evidence	Interpretation
		up on my own." RH: "Just let it be; I am not a complicated person."	and selective emotional detachment.
	Gratitude	AH: "Alhamdulillah, my mom and I live together." RAS: "Now, alhamdulillah." NHA: "Every day I am happy." RH: "Alhamdulillah, I can earn money for school and fuel."	Gratitude strengthened psychological stability and acceptance of life circumstances.
	Optimism	RAS: "What matters is just having the intention." NHA: "To make both of my parents happy." RH: "My spirit to succeed, that is it."	Optimism fostered future orientation and motivation toward vocational success.
Sources of Resilience (Grotberg's Model)	I Am	AH: "I will try that, work first, gain experience." RAS: "I can fight my shyness." RH: "Confident and determined to work first."	Personal strengths, such as confidence, patience, and goal orientation, emerged as the core of resilience.
	I Have	AH: "My mother told me to be patient." RAS: "My stepfather, he is the one who gives support besides my mother." NHA: "Every day, the support comes from my stepmother." RH: "My life is only with Grandma and Father; With motorcycles, and sometimes fishing."	Supportive relationships with mothers, step-parents, extended family, and communities reinforced coping capacity.
	I Can	AH: "The point is to be patient." RAS: "I adapted to the automotive department." NHA: "I get along easily with friends." RH: "I am sure I should work first, be confident."	Adaptive competence and problem-solving ability represented active resilience strategies.
Career Choice	Confidence in Career Choice	RAS: "Once I graduate, I can go straight to work." NHA: "I will follow my uncle." RH: "I started my barbershop in MTs."	Confidence grew through early exposure and parental encouragement in the formation of vocational identity.
	Career Orientation	NHA: "I will continue my uncle's auto repair shop." RH: "This barber service, I will grow it once I graduate."	The continuity of family occupation or practical considerations often shaped career direction.
Factors Influencing Career Choice	Family Influence	RAS: "My mother actually wants me to go straight to work, because continuing school would mean even more expenses." NHA: "My uncle also said to me, 'Someday, continue my workshop.'" RH: "My father gave me capital for barber training."	Family directives and modeling played major roles in career decisions.

Theme	Subtheme	Representative Evidence	Interpretation
	Childhood Experiences	RAS: "Followed friends into automotive major." SONHA: "We transferred NHA to an elementary school closer to my house. That was in first grade; I sent him to a boarding school; I had him leave the boarding school and continue at MTs." RH: "I just followed my father's suggestion and took the barber course."	Peer influence, school transitions, and parents' advice affected vocational trajectories.
	Individual Needs	RAS: "I want to obey my parents." NHA: "Working. Giving my parents money." RH: "I earn for school and cigarettes."	Economic independence and self-sufficiency became intrinsic motivators for pursuing a career.

The participants experienced parental divorce at different developmental stages, ranging from early childhood to adolescence. These varied timelines significantly affected their emotional needs and adaptation processes. Before divorce, their parental relationships ranged from emotional closeness with mothers to the absence of a father figure, shaping early attachment patterns. Post-divorce, relationships diversified, some gained emotional security from step-parents, while others faced rejection and ridicule from extended families. The psychosocial consequences included anxiety, low self-esteem, and social withdrawal, yet the intensity and type of impact differed depending on the level of family support and the child's coping capacity.

Emotional regulation emerged as a central mechanism in managing stress, with students striving not to dwell on past trauma that could hinder their daily functioning. Their coping strategies combined both problem-focused and emotion-focused approaches, such as persistence in learning, habituation to vocational demands, and engagement in leisure activities, including motorcycle communities and fishing. The presence of attachment figures, such as mothers, stepfathers, grandmothers, or uncles, provided emotional validation and practical advice, stabilizing their responses to adversity. Self-control manifested through ignoring ridicule, complying with positive parental guidance, and maintaining school routines. Gratitude and optimism further reinforced acceptance and a future-oriented mindset, transforming passive endurance into active adaptation.

The '*I am*' dimension reflected confidence, perseverance, and a future-oriented identity, as evident in students' willingness to gain work experience before pursuing more ambitious goals. *I have* a dimension that emerged through consistent emotional and practical support from caregivers, who provided safety, advice, and opportunities for skill development. Meanwhile, the *I can* dimension was evident in adaptive competencies – adjusting to less-preferred majors, forming new friendships after school transfers, and completing skill courses. These dimensions interacted dynamically: relational support (*I have*) strengthened personal identity (*I am*), which enabled proactive adaptation (*I can*).

Overall, resilience functioned as a dynamic process rather than a fixed trait, built through reciprocal interactions between personality, relationships, and learning contexts.

Career confidence evolved through exposure to experiences and the quality of social support. Some students displayed strong career clarity, such as continuing family businesses (e.g., auto repair shops) or managing barber services they initiated during junior high school. Others remained uncertain or dissatisfied with their major but managed to adjust through determination and the formation of habits. This suggests that career efficacy in vocational contexts is not solely determined by initial interest but also by accumulated mastery experiences gained through learning, internships, and part-time jobs. Therefore, creating meaningful experiential learning opportunities in vocational schools is crucial for strengthening students' self-efficacy and career direction.

The interplay of family influence, childhood experiences, and personal needs shaped career decisions. Parental or relative guidance often served as a shortcut to employment opportunities, but it could also lead to mismatches between students' interests and chosen career paths. Early life experiences, including school transitions and varied parenting styles, affected their tolerance for change and their ability to make independent decisions. Personal needs, particularly financial independence, became a powerful motivator for immediate employment after graduation. Consequently, in vocational contexts, practical and economic considerations often outweigh purely interest-based choices, highlighting the importance of career counseling interventions that balance both aspects.

The findings illustrate a resilience trajectory that progresses from meaning-making after loss toward the consolidation of a vocational identity. The "*I am-I have-I can*" framework operates as an interdependent system: relational support strengthens an empowered identity, which in turn enables adaptive functioning in learning and work settings. Once this trajectory stabilizes, students are better equipped to filter out external stigma and focus their energy on realistic career goals. For vocational school counselors, these findings suggest designing interventions that integrate emotional regulation training, school-family attachment reinforcement, and authentic workplace exposure. Such approaches are expected to enhance resilience and reduce career indecision among students from divorced families.

D. Discussion

Resilience, as conceptualized by the American Psychological Association (APA), refers to one's capacity to adapt and recover from adversity (Grygorenko & Naydonova, 2023). This study's findings reaffirm that adolescents from divorced families can exhibit diverse adaptive capacities depending on their emotional regulation, coping style, and social support system. The differences observed among participants—ranging from emotional withdrawal to proactive coping, illustrate that resilience is not a fixed trait but a dynamic developmental process (Ulfayasha et al., 2025). This aligns with the perspective of Bonanno et al (2023), who emphasize that post-adversity adaptation is context-dependent, shaped by situational factors and personal meaning-making. In the Indonesian cultural

context, where collectivist values and family interdependence remain strong, the role of extended family members (grandparents, uncles, and step-parents) becomes a significant external resource that sustains resilience among adolescents facing parental separation.

The emergence of adaptive emotional regulation among the participants reflects an important protective factor in adolescent mental health. This supports the findings of [Mouatsou & Koutra \(2023\)](#), who argue that adolescents with better emotional regulation are more capable of maintaining psychological stability following parental conflict. However, the emotional regulation patterns in this study – particularly “patience” and “acceptance” demonstrate the influence of cultural norms emphasizing *nrimo* (acceptance) and *sabar* (patience), values deeply rooted in Javanese society. Unlike findings from Western studies, where emotional expression is viewed as therapeutic ([Zhao et al., 2024](#)), Indonesian adolescents tend to cope through restraint and spiritual acceptance, highlighting a culturally nuanced form of resilience. Thus, emotional regulation among Indonesian youth operates not merely as a psychological process but also as a moral and cultural act shaped by communal expectations.

Coping mechanisms such as engaging in productive activities (e.g., motorcycle clubs, vocational practice, or part-time work) resonate with the concept of behavioral resilience proposed by [Barton et al \(2024\)](#), which emphasizes adaptability through purposeful action. These findings also extend the work of [Szuhany et al \(2023\)](#), who found that active coping behaviors, rather than avoidance, predict long-term psychological recovery. The participants' ability to divert attention toward meaningful pursuits suggests a transition from emotion-focused coping to problem-focused coping, demonstrating maturation in self-management. Moreover, in the vocational school context, such engagement may serve as both an emotional outlet and a means of identity formation, reinforcing the link between resilience and employability ([Wang & Chiu, 2024](#)).

Attachment figures emerged as a central pillar of resilience in this study. Consistent with [Zhang et al \(2023\)](#) and [Bouret et al \(2023\)](#), adolescents who maintain at least one secure attachment relationship – whether with a biological parent, step-parent, or grandparent – demonstrate higher emotional stability and self-efficacy. The Indonesian extended family system (*keluarga besar*) often functions as a compensatory mechanism for the loss of a nuclear family unit. In line with [Godor et al \(2024\)](#), the availability of caregiving substitutes ensures emotional continuity and a sense of belonging. This phenomenon is particularly salient in collectivist societies, where kinship support mitigates the adverse impact of divorce. Consequently, Indonesian adolescents may show resilience not because parental conflict is absent, but because kin-based attachment networks substitute emotional gaps within fragmented households.

The participants' self-control, gratitude, and optimism further reveal how internal strengths interact with external support systems. [Chen et al \(2024\)](#) observed that adolescents with higher impulse control and gratitude reported lower levels of depression and higher persistence in goal pursuit. Similar patterns emerge in this study, where gratitude – often expressed through the phrase "*alhamdulillah*" – is intertwined with religious and cultural

narratives of endurance. This strengthens the notion that spirituality functions as a key moderator of resilience in non-Western settings (Raghavan & Sandanapitchai, 2024). Furthermore, optimism derived from family encouragement and future aspirations mirrors Rezaei et al (2024), who found that optimism predicts life satisfaction and academic motivation among adolescents. Thus, in Indonesian vocational settings, the development of resilience cannot be detached from the integration of emotional, moral, and religious dimensions that jointly sustain psychological well-being.

The findings also contribute to a broader understanding of the relationship between resilience and career development. In line with Adiyanto & Nusantoro (2021) and Sharma & Yukhymenko-Lescroart (2024), this study indicates that resilient students demonstrate higher career maturity, adaptability, and goal orientation. The participants' varied career paths, ranging from uncertainty to well-defined entrepreneurial plans, illustrate differing stages of career identity formation. Anne Roe's Career Choice Theory provides a relevant framework, emphasizing that career preferences are shaped by childhood experiences and psychological needs (Nuha et al., 2024). The results reinforce those of Bryce et al (2023), who argue that career choice is not purely rational but is emotionally grounded in early family experiences. For Indonesian students, economic necessity and filial piety (*bakti kepada orang tua*) often drive career decisions, reflecting the intersection of psychological resilience and socio-cultural obligation.

In conclusion, this study enriches the contemporary discourse on resilience by situating it within the socio-cultural context of Indonesian vocational education. It supports previous global findings that resilience is multifactorial and adaptive, while also revealing localized pathways shaped by cultural values of patience, gratitude, and familial interdependence. The interplay between *I am, I have, and I can* (Grotberg, 2001) operates within a collective framework that emphasizes moral responsibility and community ties. Future research should further explore how cultural scripts of endurance influence both the manifestation and sustainability of resilience in adolescents navigating parental divorce, particularly within the evolving landscape of vocational identity formation.

E. Implication

The findings of this study provide several important implications for theory, practice, and social development. Theoretically, this study strengthens the resilience frameworks proposed by Grotberg by demonstrating how emotional regulation, gratitude, and optimism manifest within the Indonesian cultural context. It also extends Anne Roe's Career Choice Theory by showing how family dynamics, parenting style, and early life experiences influence adolescents' vocational orientations, particularly among students from divorced families. Practically, the study contributes to the development of guidance and counseling programs that emphasize resilience-building. School counselors can integrate modules focused on emotional regulation, self-control, and adaptive coping into their career guidance services. Collaboration between schools, teachers, and parents should also be enhanced to create an environment that supports students' psychological well-being

and career exploration. Socially, the study underscores the role of the extended family (*keluarga besar*), community, and religious values in maintaining emotional stability among adolescents from divorced families. Strengthening family-school partnerships can thus become a strategic effort to prevent maladaptive behaviors and promote positive adjustment among vocational students.

F. Limitation and Suggestion for Further Research

This study has several limitations. The most significant limitation lies in the small number of participants (four students) and the focus on a single school context, which restricts the generalizability of the findings. The study's cross-sectional qualitative design also prevents examination of long-term changes in resilience and career trajectories. In addition, the data relied on self-reported narratives, which may be influenced by selective memory or social desirability bias. Future research should employ mixed-method or longitudinal approaches to explore the dynamic development of resilience over time. Expanding the sample across multiple schools, regions, and cultural settings would enable a more comprehensive understanding of how contextual and demographic variables – such as gender, socioeconomic background, and family structure affect resilience and career decision-making among adolescents from divorced families.

G. Conclusion

This study explored how vocational high school students from divorced families develop resilience in facing life challenges and making career decisions. The results revealed that emotional regulation, stress coping strategies, attachment figures, self-control, gratitude, and optimism are key components that shape resilience. These factors interact within Grotberg's dimensions of I am, I have, and I can, allowing students to adapt to adversity and pursue meaningful career paths. The study also found that resilient students demonstrate higher levels of adaptability and maturity in making career decisions, aligning with Anne Roe's view that childhood experiences and family dynamics influence vocational development. The findings confirm that resilience functions as a psychological and social bridge connecting personal growth with career readiness in vocational education contexts. Therefore, schools and counselors should design structured interventions that foster resilience and emotional intelligence to strengthen students' ability to make confident, well-informed career decisions despite family adversity.

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