

Needs Analysis for a Psychoeducational Guidance Module Based on Coping Strategies to Enhance the Resilience of Children in Orphanages

Rafli Ramadan^{1*}, Farida Aryani², Aswar³, Sinta Nurul Oktaviana Kasim⁴

^{1,2,3,4} Universitas Negeri Makassar, Makassar, Indonesia

¹raflybella81@gmail.com, ²farida.aryani@unm.ac.id, ³aswar.bk@unm.ac.id,

⁴sinta.kasim@unm.ac.id

*Correspondence

DOI: [10.38073/aijis.v3i2.4693](https://doi.org/10.38073/aijis.v3i2.4693)

Received: 14 March 2026

Revised: 27 April 2026

Accepted: 28 April 2026

Published: 29 April 2026

Abstract

Resilience is an essential ability that enables children to survive, adapt, and recover from life challenges. However, children living in orphanages often demonstrate low levels of resilience due to experiences of loss, limited emotional support, and the absence of structured psychological guidance. This study aimed to analyze the needs for developing a psychoeducational guidance module based on coping strategies to improve the resilience of orphanage children. The research employed a descriptive qualitative approach using a needs assessment design. The participants were caregivers of Mega Mulia Orphanage in Takalar Regency, selected purposively due to their direct involvement in child guidance. Data were collected through in-depth interviews, and analyzed using data reduction, data display, and conclusion drawing with triangulation techniques to ensure validity. The findings revealed that the main problems experienced by orphanage children included difficulties in emotional regulation, low self-confidence, and inadequate adaptive coping strategies. Existing guidance activities were conducted incidentally and lacked systematic guidelines. These results indicate an urgent need to develop a psychoeducational guidance module based on coping strategies as a structured, practical, and sustainable intervention to support the development of resilience among orphanage children.

Keywords: *Resilience, Orphanage Children, Coping Strategies, Psychoeducational Module, Needs Assessment.*

Abstrak

Resiliensi merupakan kemampuan penting yang membantu anak bertahan, beradaptasi, dan bangkit kembali ketika menghadapi tekanan hidup. Namun, anak yang tinggal di panti asuhan sering kali menunjukkan tingkat resiliensi yang rendah akibat pengalaman kehilangan, keterbatasan dukungan emosional, serta kurangnya pendampingan psikologis yang terstruktur. Penelitian ini bertujuan untuk menganalisis kebutuhan pengembangan modul bimbingan psikoedukatif berbasis strategi *coping* untuk meningkatkan resiliensi anak panti asuhan. Penelitian menggunakan pendekatan kualitatif deskriptif dengan jenis penelitian analisis kebutuhan (*needs assessment*). Subjek penelitian adalah pengurus Panti Asuhan Mega Mulia Kabupaten Takalar yang dipilih secara purposif. Data dikumpulkan melalui wawancara mendalam, kemudian dianalisis melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan dengan teknik triangulasi. Hasil penelitian menunjukkan bahwa permasalahan utama anak panti berkaitan dengan kesulitan mengelola emosi, rendahnya kepercayaan diri, serta kurangnya strategi *coping* adaptif. Upaya pembinaan yang dilakukan masih bersifat insidental dan belum didukung oleh panduan yang sistematis. Temuan ini menunjukkan

adanya kebutuhan mendesak terhadap pengembangan modul bimbingan psikoedukatif berbasis strategi *coping* sebagai media layanan yang terstruktur, praktis, dan berkelanjutan untuk mendukung peningkatan resiliensi anak panti asuhan.

Kata Kunci: *Resiliensi, Anak Panti Asuhan, Strategi Coping, Modul Psikoedukatif, Analisis Kebutuhan.*

INTRODUCTION

Resilience is the ability of individuals to endure, adapt, and recover when facing pressure, adversity, and challenging life experiences.¹ In the context of child development, resilience serves as a protective factor that enables children to regulate emotions, solve problems, and maintain hope amid unfavorable conditions.² Children with strong resilience tend to cope better with stress, are less likely to give up, and are more capable of adjusting to environmental changes and demands.³ Therefore, resilience is a crucial aspect in supporting healthy and adaptive psychological development in children.

A number of studies indicate that not all children are able to develop resilience optimally, particularly those living in orphanages. Research by Kristianti and Kristinawati (2024)⁴ reveals that institutionalized children are more vulnerable to depression, hopelessness, and psychological trauma, which hinder the development of resilience. This vulnerability is closely related to the children's life backgrounds, which are often characterized by various risk factors such as parental loss, family separation, neglect, poverty, and other traumatic experiences.⁵ Limited emotional support from the nuclear family, along with the dynamics of institutional care, also contributes to the psychological pressures experienced by orphaned children.⁶ Without adequate psychosocial support, these conditions may impede the optimal development of resilience among children in orphanages.

The phenomenon of low resilience among children in orphanages can be observed in various aspects of their daily lives. These children often experience difficulties in emotional regulation, have low self-confidence, struggle with decision-making, and show limited endurance in dealing with life pressures.⁷ In difficult situations, they tend to feel

¹ Yenti Arsini et al., "Profil Resiliensi Remaja Putri Di Panti Asuhan Dilihat Pada Aspek Empathy, Emotion Regulation Dan Self-Efficacy," *Bulletin of Counseling and Psychotherapy* 4, no. 1 (2022): 76–83, <https://doi.org/10.51214/bocp.v4i1.151>.

² Andi Esti Emalia Astuti and Haerani Nur, "Resiliensi Sebagai Mekanisme Bertahan Anak Dalam Dinamika Keluarga Yang Tidak Harmonis: Kajian Literatur," *Jurnal Pendidikan Dan Kebudayaan* 02, no. 02 (2025): 33–42, <https://doi.org/10.56842/jpk.v2i02.488>.

³ Meliani Aprianti et al., "Resiliensi Pada Siswa-Siswi Pra-Remaja," *Jurnal Pendidikan Sekolah Dasar* 1, no. 2 (2023): 30–39, <https://doi.org/10.33830/penaanda.v1i2.6377>.

⁴ Ananda Prima Kristianti and Wahyuni Kristinawati, "Hubungan Antara Penerimaan Diri Dengan Resiliensi Pada Remaja Di Panti Asuhan," *Wacana Psikokultural: Jurnal Ilmiah Psikologi* 2, no. 1 (2024): 40–48, <https://doi.org/10.24246/jwp.v2i1.9987>.

⁵ Zahra Mufatihah et al., "Gambaran Resiliensi Anak Panti Asuhan Ditinjau Dari Perbedaan Latar Belakang Keluarga," *Jurnal Bimbingan Konseling Flobamora* 3, no. 3 (2025): 147–60, <https://doi.org/10.35508/jbkf.v3i3.25774>.

⁶ Sonlimar Mangunsong et al., "Edukasi Kesehatan Fisik Dan Mental Tentang Manfaat Vitamin Dari Buah Dan Sayuran Terhadap Tubuh Di Panti Asuhan Kota Palembang," *Jurnal Abdikemas* 7, no. 1 (2025): 64–77, <https://doi.org/10.36086/j.abdikemas.v7i1.2823>.

⁷ Rosi Izzatul Ilmi Hamdiyah and Diana Rahmasari, "Profil Resiliensi Remaja Piatu Di Panti Asuhan Mojokerto," *Character: Jurnal Penelitian Psikologi* 10, no. 02 (2023): 375–89, <https://doi.org/10.26740/cjpp.v10i2.53827>; Farida Aryani et al., "An Analysis of Students' Problems

easily overwhelmed, empty, and sad, and may display impulsive behaviors such as anger or social withdrawal.⁸ This condition indicates that difficult life experiences do not always foster toughness; instead, they can increase psychological vulnerability if not accompanied by appropriate guidance and support.

Low resilience among children in orphanages is influenced by various interrelated internal and external factors. Experiences of loss and unresolved trauma are among the main factors affecting emotional development and children's perceptions of themselves and their future.⁹ In addition, the collective caregiving system in orphanages has important implications for the development of resilience.¹⁰ The limited number of caregivers and the lack of individual attention often result in unmet psychological needs.¹¹ This situation restricts children's opportunities to express emotions, manage feelings, and build adequate social support, thereby hindering the development of key aspects of resilience such as emotional regulation, impulse control, self-efficacy, and reaching out.¹²

Resilience essentially emerges as individuals face various life challenges that demand the ability to survive and recover, such as family pressures, environmental changes, and unstable economic conditions.¹³ Resilience is not a fixed innate trait, but rather a psychological capacity that can be learned and developed through experience, learning processes, and adequate environmental support.¹⁴ In contemporary psychological studies, resilience is increasingly associated with the concept of growth mindset, which refers to the belief that abilities, intelligence, and personal potential can develop through effort, practice, and continuous learning.¹⁵ This growth mindset enables individuals to perceive difficulties as part of the learning process, thereby forming a cognitive foundation that supports the development of resilience.¹⁶

According to Mrs. Asiah, a caregiver at the orphanage, based on an interview conducted on August 30, 2025, several psychosocial issues are experienced by the children. She explained that some children frequently experience anxiety due to past

Based on the Assessment Problem Box in Makassar," *International Conference on Educational Science and Teacher Education*, 2025, <https://doi.org/10.2991/978-2-38476-489-1>.

⁸ Usman Jeffer et al., "Examining Psychological Distress In Orphan Children," *International Journal Of Education, Psychology And Counselling* 8, no. 52 (2023): 759–72, <https://doi.org/10.35631/IJEP.852057>.

⁹ Wayan Indra Praekanata et al., "Kajian Kesehatan Mental Pada Anak-Anak Yatim Piatu," *Jurnal Pelita PAUD* 8, no. 1 (2023): 257–63, <https://doi.org/10.33222/pelitapaud.v8i1.3646>.

¹⁰ Ni Komang Krisnawati Mangna and Tience Debora Valentia, "Adolescent Resilience in Orphanages," *Jurnal Humanitas* 8, no. 1 (2024): 78–92, <https://doi.org/10.28932/humanitas.v8i1.8091>.

¹¹ Dinda Puspita Angraini et al., "Gambaran Kesejahteraan Psikologis Anak-Anak Panti Asuhan X," *Jurnal Serina Sosial Humaniora* 1, no. 2 (2023): 199–207, <https://doi.org/10.24912/jssh.v1i2.27827>.

¹² Neysa Aulia Putri and Mia Aulia Lubis, "Perjalanan Emosional Remaja Di Salah Satu Panti Asuhan Medan," *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial* 02, no. 11 (2025): 248–51, <https://doi.org/10.5281/zenodo.15560970>.

¹³ Faridah Faridah et al., "Resiliensi: Menjaga Ketahanan Mental Dalam Menghadapi Tantangan Hidup," *Jurnal Media Intelektual Muslim Dan Bimbingan Rohani* 11, no. 1 (2025): 13–33, <https://doi.org/10.47435/mimbar.v11i01.3636>.

¹⁴ Ayu Hayati Lubis et al., "Resiliensi: Kemampuan Beradaptasi Dan Bertahan Dalam Menghadapi Tantangan Hidup Yang Sulit," *Jurnal Pendidikan Sosial Dan Konseling* 2, no. 3 (2024): 1203–8, <https://doi.org/10.47233/jpdsk.v2i3>.

¹⁵ Patricia Aurellia et al., "Pengaruh Growth Mindset Terhadap Employee Resilience Di Unit Foods PT X," *Jurnal Psikologi Psirima* 7, no. 1 (2024): 41–49, <https://doi.org/10.34012/psychoprime.v7i1.5097>.

¹⁶ Nabella Andryani Putri et al., "Perbandingan Antara Growth Mindset Dan Fixed Dampaknya Pada Prestasi Akademik Mindset," *Muntazam* 04, no. 01 (2023): 51–58, <https://doi.org/10.1212/muntazam.v4i01.9497>.

experiences, sadness from living apart from their parents, and difficulties in establishing social relationships due to negative stigma from the surrounding community. The children also often struggle to deal with conflict, as they tend to become easily angry or choose to remain silent or give up when facing problems. In addition, some children feel pessimistic about their future, which affects their self-confidence and motivation to strive. These findings indicate psychological vulnerability associated with a low ability to cope with difficulties. This condition is consistent with the study by Laraswati et al. (2023),¹⁷ which states that individuals with low resilience tend to give up easily, avoid challenges, and lack optimism in facing adversity.

Based on a follow-up study conducted on September 6, 2025, interviews with one of the orphanage administrators revealed that several developmental efforts had been implemented, such as narrative counseling and mental strengthening activities. However, these activities were considered to have not yet produced significant impacts in enhancing children's resilience. The guidelines used in these programs were not specifically focused on resilience and had not undergone expert validation, making them less reliable, systematic, and evidence-based. This condition indicates that children in orphanages require not only incidental assistance but also a systematic, structured, and sustainable intervention medium that can be easily applied within the institutional context.

Based on this urgency, it is necessary to design a developmental method in the form of a module as an effort to enhance resilience among children in orphanages. Modules are chosen because they are systematic, flexible, and easy to implement in settings with limited professional staff and time for assistance. Moreover, modules allow children to learn through direct experience and receive consistent support, enabling the process of resilience development to occur optimally and sustainably. This is in line with findings suggesting that module-based interventions are effective in improving resilience.¹⁸

The selection of module development in this study is based on the consideration that modules are systematic and structured learning media that can be used repeatedly to help participants understand materials and gradually develop skills. Modules also enable the presentation of contextual activities tailored to participants' needs, facilitating the internalization of coping strategies and resilience development. Furthermore, modules are considered effective in supporting guidance services as they provide clear and consistent guidelines for both facilitators and participants. This is consistent with studies indicating that systematically designed intervention modules can enhance individuals' abilities to manage problems and cope with stress more adaptively.¹⁹ Other research also shows that psychoeducational services packaged in module form can improve emotional

¹⁷ Reki Laraswati et al., "Profil Resiliensi Akademik Siswa Smp Pasca Pandemi Covid-19," *Pedagogika: Jurnal Pedagogik Dan Dinamika Pendidikan* 11, no. 1 (2023): 120–25, <https://doi.org/10.30598/pedagogikavol11issue1page120-125>.

¹⁸ Nurul Nadia Abd Khani and Mohammad Aziz Shah Mohamed Arip, "Keberkesanan Intervensi Modul Terapi Diri Berdasarkan CBT-H Terhadap Resilien Dalam Kalangan Murid Sekolah Menengah," *International Journal Of Education, Psychology And Counselling* 9, no. 56 (2024): 579–97, <https://doi.org/10.35631/IJEPC.956036>.

¹⁹ Fransisca Iriani R. Dewi et al., "Pengembangan Modul Pelatihan Untuk Meningkatkan Resiliensi Remaja," *Jurnal Muara Ilmu Sosial, Humaniora, Dan Seni* 6, no. 1 (2022): 99–106, <https://doi.org/10.24912/jmishumsen.v6i1.13478.2022>.

understanding, coping skills, and psychological resilience in dealing with difficult situations.²⁰

Previous studies on module development to enhance resilience, such as those conducted by Dewi et al. (2022)²¹ and Rahmadhanty et al. (2024),²² have generally focused on guidance and counseling approaches and targeted adolescents or students. From these studies, it can be concluded that research on resilience module development is still predominantly centered on general counseling approaches and adolescent populations. However, there is still limited research that specifically develops psychoeducational guidance modules aimed at enhancing resilience among children in orphanages.

Based on these findings and theoretical considerations, it can be concluded that guidance modules can serve as an effective service medium to enhance resilience among children in orphanages. Prior to developing the module, a needs assessment is essential to ensure that the content, materials, and activities align with the characteristics of children in orphanage settings. The novelty of this study lies in its focus on developing a psychoeducational guidance module based on coping strategies specifically designed for orphaned children, a context that has not been widely explored. Additionally, this study emphasizes the needs assessment stage as the foundation for module development, ensuring that it is grounded in real field conditions rather than purely theoretical approaches.

RESEARCH METHOD

This study employed a descriptive qualitative approach with a needs assessment research design. This approach was chosen because it is appropriate for exploring in-depth information regarding the need for a psychoeducational guidance module based on coping strategies to enhance the resilience of children in orphanages. The subjects of this study were two administrators of the Mega Mulia Orphanage in Takalar Regency. The subjects were selected purposively based on the consideration that orphanage administrators or managers possess a comprehensive understanding of the psychological issues related to children's resilience, as well as direct experience in providing guidance and care within the institution. In addition, the administrators are the primary users of the module to be developed; therefore, their perspectives are crucial to ensure that the module aligns with actual field needs. Data were collected through in-depth interviews using a semi-structured interview guide. This technique allows researchers to obtain detailed information while maintaining flexibility in the direction of the conversation.²³ The interview questions covered: (1) the general description of resilience-related problems among orphanage children, (2) efforts made by administrators in addressing these issues,

²⁰ Kiki Rizki Aulia, "Pelatihan Psikoedukasi Regulasi Emosi Untuk Meningkatkan Resiliensi Siswa Sekolah Dasar," *Jurnal Abdi Masyarakat Sehat* 02, no. 01 (2025): 24–28.

²¹ Dewi et al., "Pengembangan Modul Pelatihan Untuk Meningkatkan Resiliensi Remaja."

²² Dea Zaldsabillah Rahmadhanty et al., "Pengembangan Modul Bimbingan Dn Konseling Untuk Mengembangkan Resiliensi Akademik Siswa Madrasah Tsanawiyah," *Ijosc: Indonesian Journal of School Counseling: Theory, Application and Development* IV, no. II (2024): 91–102, <https://doi.org/10.26858/ijosc.v4i2.62305>.

²³ Sugiyono Sugiyono, *Metode Penelitian & Pengembangan (Research and Development/R&D)*, Ke-5 (Alfabeta, 2022).

(3) challenges in providing psychological guidance, and (4) the need for a guidance module relevant to the children's conditions. In addition to interviews, the researcher also conducted observations of the orphanage environment to better understand the context of the guidance process. Data analysis was carried out in three stages: (1) data reduction, (2) data display, and (3) conclusion drawing.

RESULTS AND DISCUSSION

General Overview of Resilience Issues Among Orphanage Children

According to Mrs. Asiah, the head of the orphanage, during an interview on August 30, 2025, information was obtained indicating that the children still face difficulties in managing their emotions when encountering problems. These difficulties are manifested through feelings of anxiety, sadness, irritability, and a tendency to avoid problems without attempting to find appropriate solutions. Additionally, some children exhibit a pessimistic attitude toward the future, which impacts their low self-confidence and motivation to strive. This is further supported by a statement from Goestina, one of the orphanage staff, who revealed that "the children here still often appear nervous when spoken to and seem worried..." (GS, 2025). This condition indicates that the coping strategy skills possessed by the orphanage children have not yet developed optimally, and their level of resilience needs to be strengthened through the provision of directed, systematic, and continuous guidance services.

The phenomenon occurring in the orphanage aligns with the findings of several studies stating that resilience is an individual's ability to endure, adapt, and bounce back when facing pressure or life difficulties.²⁴ Individuals with low levels of resilience tend to have difficulty managing emotions, show a pessimistic attitude, and possess low self-belief when facing challenges.²⁵ Therefore, strengthening emotional regulation skills and adaptive coping strategies becomes a vital component in increasing children's resilience, especially in vulnerable groups such as children living in orphanages.

Efforts of Orphanage Staff in Addressing Children's Problems

The orphanage staff has made several efforts to address the problems experienced by the children. Based on interviews with the staff, it was found that the guidance services provided thus far have been carried out incidentally and have not been systematically programmed. Guidance activities are more often conducted in the form of daily advice, brief discussions, or direct instructions from the management according to the situations faced by the children. This is reinforced by a statement from one of the staff members who revealed that "guidance activities are usually only carried out if there is a problem, and there is no specific schedule yet..." (GS, 2025). Although various forms of services have been implemented, the results have not shown a significant impact on improving the

²⁴ Siska Oktaverina and Wahyuni Kritisawati, "Perbedaan Resiliensi Individu Dengan Status Sosial Ekonomi Rendah Ditinjau Dari Jenis Kelamin," *Jurnal Ilmiah Bimbingan Konseling Undiksha* 12, no. 2 (2021): 280–86, <https://doi.org/10.23887/jibk.v12i2.34210>; Andi As'ad Fathan et al., "Pappaseng Tellu Riala Sappo: Resiliensi Remaja Penyintas Bunuh Diri Di Kota Daeng Dalam Perspektif Teori Grobberg," *Jurnal Konseling Andi Matappa* 8, no. 2 (2024): 108–14, <http://dx.doi.org/10.31100/jurkam.v8i2.3670>.

²⁵ Anindiva Yuniar Auralita et al., "Resiliensi Sebagai Mediator Pengaruh Efikasi Diri Terhadap Kualitas Hidup Perawat Pasien Beresiko Tinggi," *Jurnal Psikologi Kreatif Inovatif* 3, no. 2 (2023): 53–62, <https://doi.org/10.37817/psikologikreatifinovatif.v3i2.2162>.

resilience of the orphanage children. Consequently, there is a need for guidance services that are better planned, sustainable, and based on the children's psychological needs.

These findings emphasize that the guidance services conducted incidentally and without a program are the cause of the suboptimal results achieved, as effective guidance should be designed systematically, structurally, and sustainably to significantly enhance children's resilience.²⁶ Guidance programs implemented sporadically or without planning tend to be less effective in helping individuals develop necessary psychological skills, including resilience.²⁷ Therefore, there is a need for programmed, sustainable guidance services based on the participants' needs so that the development process can be more directed and produce more significant results.

Obstacles in Psychological Development of Orphanage Children

The implementation of psychology-based development in the orphanage has not yet run optimally. This is consistent with interview results with the staff, who revealed that psychological development still faces several obstacles in its execution. The limited number of mentors who understand child psychology causes development activities to focus more on fulfilling physical needs rather than emotional and psychological needs. Furthermore, the unavailability of structured and expert-validated guidelines or modules also causes mentoring activities to take place without a clear direction and makes it difficult to evaluate the level of success. This was reinforced by a statement from one of the staff members who mentioned that "so far we have focused more on taking care of the children's daily needs, while their psychological needs have not been handled optimally..." (AH, 2025). This condition demonstrates the importance of systematic and easy-to-apply guidelines, allowing caregivers to provide psychosocial support more directly, consistently, and sustainably in helping the emotional development of orphanage children.

Theoretically, the existence of structured guidelines or modules is crucial in supporting the effectiveness of guidance services, as modules can serve as a guide for service providers in delivering material systematically, directly, and in accordance with the intended goals.²⁸ Modules also help ensure that the development process takes place consistently and facilitates the evaluation of the results of the activities carried out.²⁹ Thus, the use of a psychoeducational module based on coping strategies containing activities that can help improve the resilience of orphanage children is a solution that can be implemented in the orphanage. This aligns with the orphanage's need for systematic and easy-to-apply guidelines so that the guidance process can proceed effectively.

The Need for Psychoeducational Guidance Modules (Theory of Reivich and Shatte)

The need for developing service media that matches the characteristics of orphanage children is also an important concern in the development process, as indicated

²⁶ Berlima Pasaribu and Uman Suherman, "Fungsi Perencanaan Dalam Manajemen Terhadap Optimalisasi Layanan Bimbingan Dan Konseling," *Ideguru: Jurnal Karya Ilmiah Guru* 9, no. 3 (2024): 1433–39.

²⁷ Tila Rohimah et al., "Optimizing Counseling Programs in Higher Education and Their Future Implications," *Journal of Education, Arabic and Islamic Studies* 3, no. 1 (2025): 84–91.

²⁸ Syawaluudin Nasution and Dika Saputra, "Modul Bimbingan Konseling Dalam Meningkatkan Kemampuan Merespon Pembelajaran Mahasiswa," *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme* 4, no. 3 (2022): 891–99.

²⁹ Disky Ristayani et al., "Pengembangan Modul Ajar Kurikulum Merdeka Berbasis Etnomatematika Kain Ulos Sumatera Utara," *Jurnal Penelitian Pembelajaran Matematika Sekolah* 8, no. 3 (2024): 410–19.

by interview results with the staff. It was found that children are more enthusiastic and easily understand the material when accompanied by concrete examples and direct activities. "If only given advice, they get bored quickly..." (GS, 2025). This indicates that development methods that are interactive, visual, and contextual are more effective than purely verbal approaches. The choice to develop a module as a service medium is based on the consideration that modules have the advantage of presenting material systematically, can be used repeatedly, and facilitate the active involvement of participants through various structured activities tailored to the needs and characteristics of orphanage children. Therefore, a psychoeducational module is needed as a service medium capable of combining visual, reflective, and participatory elements to help children learn to recognize, understand, and manage their emotions positively.

The development of this module refers to the theory of Reivich and Shatte (2002)³⁰ and is based on the need for guidance service media that are structured, easy to understand, and suitable for the developmental characteristics of orphanage children. A psychoeducational guidance module is a service medium that can include planned materials, activities, and exercises, thereby helping individuals understand the problems they face, develop coping skills, and increase resilience. This is in line with the opinion of Rafiq and Surawan (2025),³¹ who state that a psychoeducational approach is effective in equipping individuals with skills to manage psychological pressures, such as stress and emotional problems, so that individuals can act more adaptively in facing various life challenges. Additionally, Ferdiansyah and Yulia (2025)³² explain that psychoeducational services are not only oriented toward delivering information but also emphasize the development of psychological skills through structured, participatory activities that encourage self-reflection. Therefore, the development of an attractive and participatory psychoeducational module is a strategic step in supporting the improvement of resilience in orphanage children.

CONCLUSION

Based on the results of the needs analysis research conducted at the Mega Mulia Orphanage in Takalar Regency, it can be concluded that the primary issue faced by the children relates to low resilience. This is characterized by difficulties in managing emotions, low self-confidence, a pessimistic attitude toward the future, and a tendency to avoid problems without seeking solutions. These conditions indicate that the children still require directed psychosocial support to help them develop emotional regulation skills, problem-solving abilities, and the capacity to adapt to life's pressures.

Furthermore, the research results also show that the developmental efforts carried out by the orphanage staff thus far have been incidental and not yet systematically programmed. The limited number of mentors with an understanding of child psychology,

³⁰ Karen Reivich and Andrew Shatte, *The Resilience Factor 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles* (Three Rivers Press, 2002).

³¹ Muhammad Ainur Rafiq and Surawan Surawan, "Pendidikan Agama Islam Sebagai Pendekatan Psikoedukatif Dalam Menangani Isu Kesehatan Mental Remaja Di SMA," *Tsaqofah: Jurnal Penelitian Guru Indonesia* 5, no. 4 (2025): 3058–68, <https://doi.org/10.58578/tsaqofah.v5i4.6085>.

³² Ferdiansyah Ferdiansyah and Isrida Yulia, "Efektivitas Psikoedukasi Manajemen Waktu Terhadap Peningkatan Keterampilan Pengelolaan Waktu Siswa Sekolah Menengah Kejuruan," *Jurnal Psikologi* 3, no. 1 (2025): 1–10, <https://doi.org/10.47134/pjp.v3i1.5089>.

coupled with the unavailability of structured and validated guidance modules, remains an obstacle in implementing psychological development at the orphanage. On the other hand, the children expressed a need for development methods that are more interactive, engaging, and based on direct activities. Therefore, the development of a psychoeducational guidance module based on coping strategies is considered a relevant alternative solution to help enhance the children's resilience in a directed, systematic, and sustainable manner.

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