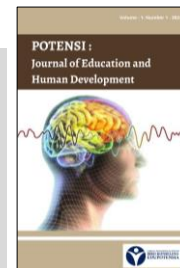


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## Analysis of Resilience Levels Among Adolescents Experiencing Symptoms of Childhood Inner Wounds

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### ABSTRACT

This study aims to describe the level of resilience in students experiencing inner child trauma at SMPN 2 Tasikmalaya. This study used a quantitative method with a descriptive design and involved 242 eighth-grade students as participants. Data were obtained through the distribution of resilience instruments and inner child wound identity, which were then analyzed using descriptive statistics. The results showed that the level of student resilience varied into three categories: high, medium, and low. The majority of students were in the medium resilience category with a percentage of 59.09%, while the high resilience category was 21.49% and the low category was 19.42%. Analysis based on dimensions showed that the personal and relational resilience dimensions were dominated by the medium category, indicating that students have fairly good adaptation abilities but still need to be strengthened. These findings illustrate that even though students have experienced inner child wounds, most children are able to maintain adequate psychological resilience. The results of this study are expected to be the basis for developing counseling intervention programs to optimally increase resilience in the school environment.



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### Introduction

The psychological development of children and adolescents is greatly influenced by the quality of early experiences obtained from the family environment, because these experiences shape patterns of social interaction, emotional regulation, and adaptive responses to life's pressures (Sandra et al. al., 2024). Optimally functioning families foster a sense of security, emotional stability, and healthy adaptation patterns (Santrock, 2018). Conversely, unfavorable family conditions, such as emotional neglect, violence, or unsupportive communication, can hinder a child's emotional and social development (Nuraeni & Santana, 2015). Family disharmony often results in psychological wounds that can persist into adolescence and adulthood (Felitti, 2018). One of the psychological impacts resulting from a negative childhood is the experience of childhood trauma, which is a condition in which an individual has unresolved emotional wounds (Loama & Suwarjo, 2025). Bradshaw (1990) explains that childhood trauma is formed from the experience of emotional rejection, indifference, excessive criticism, or violence. These emotional wounds affect how adolescents view themselves, assess interpersonal relationships, and respond to emotional stress (Young et al., 2003). Previous research has

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shown that childhood trauma is closely linked to low self-concept, difficulty adapting socially, and a tendency to experience emotional disorders (Habibi, 2018).

In adolescent development, the presence of these emotional wounds poses significant challenges because adolescence is a period of identity formation, increased independence, and maturation of emotional regulation. (Santrock, 2018). When adolescents carry unresolved emotional wounds into this developmental phase, they potentially face obstacles in developing self-confidence, building secure social relationships, and coping with the stresses of everyday life (Sawitri, 2016). Internalized negative emotional experiences from childhood tend to form maladaptive cognitive schemas that influence how adolescents assess themselves and their social environment (Young et al., 2018). As a result, adolescents with emotional wounds tend to exhibit emotional sensitivity, anxiety, social withdrawal, and difficulty managing interpersonal conflict (Herman, 2015). One psychological aspect directly impacted by emotional wounds in children is their ability to recover and adapt when faced with challenging or stressful situations (Ungar, 2011).

Childhood emotional wounds, or emotional wounds, are formed due to dysfunctional parenting experiences, emotional rejection, trauma, or the loss of a significant other (Bradshaw, 1996). This condition can lead to chronic fear, insecurity, an excessive need for recognition, and difficulty controlling emotions (Saputra & Hartati, 2021). Unresolved emotional wounds can develop into psychological developmental barriers that affect adaptive abilities, making it difficult for individuals to recover from the stress experienced (Gunawan, 2022). In adolescents, emotional wounds in childhood are often manifested through withdrawal, emotional dependence, decreased motivation to learn, and oversensitivity to criticism (Astuti & Wahyuni, 2023). Resilience is not only the ability to survive, but also reflects the capacity to respond flexibly to stress, maintain positive expectations, and utilize social support Lubis et al., (2024). However, various studies show that the experience of trauma and childhood wounds significantly affects the ability to survive, weakening adolescent resilience capacity (Masten, 2014). Emotional dysregulation, cognitive distortions, and experiences of unsafe relationships make adolescents with inner wounds even more difficult for children to build adaptive coping mechanisms (Putri et al., 2023).

Resilience is an individual's ability to bounce back after facing painful emotional experiences, psychological stress, or traumatic events that impact mental well-being (Masten, 2021). During adolescence, resilience becomes particularly important because this period is characterized by dynamic emotional development and complex developmental tasks that demand psychosocial independence (Santrock, 2019). Adolescents who successfully develop resilience tend to have better emotional regulation skills, adaptive problem-solving skills, and a positive perspective in dealing with everyday life stressors (Hendriani, 2020). Conversely, failure to build resilience can lead to anxiety, depression, low self-esteem, and poor social relationship skills (Yuliani & Setiawan, 2022).

Previous research also shows that adolescents who experience negative childhood experiences have a higher risk of experiencing anxiety, depression, and decreased social functioning (Rahmawati & Supriyadi, 2019). Low resilience is evident through the inability to manage emotions, difficulty concentrating, and a lack of ability to cope with academic and social demands. relationships (Wardhani et al., 2017). In addition, positive interpersonal relationships, one of the pillars of resilience, are often disrupted because adolescents who have emotional wounds tend to have negative beliefs about others (Zhang et al., 2021). This condition is in line with research by Rahman et al., (2023), which found that the experience of emotional family trauma, such as parental divorce, significantly reduces resilience in adolescents, which requires structured psychological support. Furthermore, Sugara et al., (2024) emphasized that resilience can be developed through mental health training interventions, particularly through strategies to increase psychological flexibility and emotional awareness. Although numerous studies identify the impact of childhood trauma on psychological development, specific studies on the resilience of adolescents who have experienced emotional trauma, particularly in the context of junior high school students, are still limited. This research gap highlights the need for further studies to map the resilience of students with emotional wounds, especially considering that junior high school is a crucial phase in character formation and psychological well-being.

This study aims to describe the level of resilience in students who have experienced childhood trauma. Understanding this resilience profile is important as a basis for school counselors to design targeted psychological interventions, help students manage their emotional wounds, and strengthen their psychological resilience. This study is expected to contribute to the development of guidance and counseling services, while enriching scientific studies on the relationship between childhood wounds and adolescent resilience.

## Method

### Participant

This study used a quantitative approach focused on objectively measuring students' psychological conditions using standardized instruments. This approach was chosen because it allowed researchers to obtain

a systematic numerical picture of the resilience levels of students who experienced trauma. inner child, so that the data can be analyzed statistically to empirically describe the distribution patterns and characteristics of respondents. A quantitative approach is considered relevant for research purposes that focus on mapping the psychological conditions of students in the context of formal education, especially when the research is not intended to test the effectiveness of an intervention, but rather to understand the actual conditions that occur in the field. The design used was a quantitative descriptive design, which aims to describe the level of student resilience as it is without variable manipulation. This design allows researchers to comprehensively map variations in students' adaptive abilities, allowing the research results to represent the psychological condition of the population studied contextually. The use of a descriptive design aligns with the focus of the research study, namely psychological resilience in students who have experienced trauma. inner child, where resilience is understood as the individual's capacity to adapt emotionally and socially to stress rooted in the experience of childhood emotional trauma.

Participants in this study were eighth-grade students at SMPN 2 Tasikmalaya who were in early adolescence. This group was selected based on psychological development considerations, as early adolescence is a transitional phase characterized by increased emotional sensitivity, the search for self-identity, and vulnerability to the impact of childhood parenting experiences and emotional relationships. During this phase, the experience of Wounded Inner Child potentially reappear in the form of emotional regulation difficulties, unsafe interpersonal relationships, and decreased adaptive capacity, so this group is considered relevant to be studied in the context of resilience in the school environment. The study population consisted of 288 eighth-grade students. Based on the sample size calculation using the Slovin formula with a 5% error rate, the recommended minimum sample size is 167 students. However, this study involved 242 students as the actual sample. This number exceeds the minimum required limit, thus increasing the strength of data representation, minimizing the potential for sampling bias, and providing more stable parameter estimates. The involvement of a larger sample allows for a more comprehensive resilience mapping and increases the reliability of the results as a basis for decision-making in school guidance and counseling services.

Participant selection was conducted using a partial total sampling technique, involving all eighth-grade students who met the inclusion criteria and were present during data collection. This technique was chosen because the research objective was descriptive and oriented towards mapping the students' psychological conditions comprehensively. By involving a larger population, this study has stronger ecological validity, as the results obtained reflect the actual conditions of students in the school environment, not merely estimates from a limited sample. In addition to quantitative samples, this study also involved three students as intervention subjects selected using purposive sampling techniques. The selection of intervention subjects was based on specific criteria, namely students who showed a high level of Wounded Inner Child and resilience that require more intensive mentoring. The involvement of these subjects was not intended for statistical generalization, but rather to deepen understanding of individual psychological dynamics and provide interpretive context for the main quantitative findings. Thus, the combination of a large quantitative sample and purposively selected intervention subjects allows this study to produce a broad and in-depth picture of the resilience of students who have experienced trauma inner child.

## **Measure**

### **Child and Youth Resilience Measure – Revised (CYRM-R)**

Resilience measurement in this study uses Child and Youth Resilience Measure – Revised (CYRM-R) developed by Michael Ungar with the Resilience team Research Center (PRC), Dalhousie University. This instrument was developed based on the social-ecological resilience approach, which views resilience as the result of a dynamic interaction between an individual's capacity and the availability of resources in their social environment (Ungar & Liebenberg, 2011). Thus, resilience is not understood as a static personality trait, but rather as an adaptive process influenced by family, school, and community relationships. The theoretical foundation of the CYRM-R is based on Ungar's ecological resilience model, which emphasizes that the ability of children and adolescents to recover from psychological stress is largely determined by the extent to which they can access and utilize personal, relational, and structural resources in their environment (Ungar, 2011). This model is relevant in the context of school-aged adolescents because experiences of stress, trauma, or emotional wounds in childhood are often moderated by the quality of available social support, particularly from the family and school environment.

The CYRM-R instrument used in this study is an Indonesian adaptation developed by Ihsana Sabriani Borualogo in collaboration with Philip Jefferies. The adaptation process involved translation, cultural adjustment, and psychometric testing to align with the characteristics of Indonesian adolescents. This adapted version consists of 17 items representing two main dimensions: personal resilience and relational resilience. Resilience. The personal dimension of resilience includes aspects of emotional regulation, self-efficacy, and the ability to interpret life experiences positively, while the relational dimension resilience reflects the quality of support from family, peers, and the school environment. Each CYRM-R item is scored using a five-point Likert

scale, ranging from 1 (never) to 5 (very often), so that the total score reflects an individual's overall level of resilience. In this study, resilience scores were classified into three categories: low resilience (0–53), moderate resilience (54–71), and high resilience (72–85). This categorization was used to facilitate descriptive analysis and interpretation of the resilience profiles of students who experienced trauma. inner child. The results of the reliability test show that the Indonesian adaptation version of the CYRM-R instrument has high internal consistency, with a Cronbach's  $\alpha$  value of  $\text{Alpha} > 0.80$ , thus this instrument is considered reliable and suitable for measuring junior high school students' resilience in the context of this study. With a strong theoretical foundation and adequate psychometric characteristics, the CYRM-R provides a comprehensive picture of students' adaptive capacity in dealing with emotional stress.

#### Wounded Inner Child Inventory (WICI)

Wounded Identification Inner Child in this study was conducted using Wounded Inner Child Inventory (WICI) was developed by Sugara (2025) as a psychological instrument to measure the level of emotional wounds stemming from parenting experiences and emotional relationships during childhood. This instrument was developed for the context of Indonesian adolescents, taking into account the characteristics of psychological development and family dynamics typical of collectivist cultures. Theoretically, the development of the WICI is based on the concept of inner Childhood trauma was introduced by Bradshaw, who viewed childhood emotional wounds as unresolved affective experiences that can persist into adolescence and adulthood, thus affecting an individual's emotional regulation, self-concept, and interpersonal relationship patterns (Bradshaw, 1990). This concept was later strengthened by the early maladaptive schema approach, which emphasized that insecure parenting experiences can shape persistent emotional and cognitive patterns (Young et al., 2003).

The WICI instrument consists of 30 statement items grouped into 10 dimensions of emotional wounds, which represent the main aspects of woundedness. inner Childhood experiences, such as emotional neglect, affective rejection, unmet affection needs, excessive control from caregivers, and their emotional impact on current psychological well-being. This multidimensional structure is designed to comprehensively capture the complexity of emotional wounds in adolescents. Each WICI item is rated using a four-point Likert scale: 4 (Strongly Appropriate), 3 (Appropriate), 2 (Not Appropriate), and 1 (Strongly Not Appropriate). The total score reflects the severity of emotional wounds, with higher scores indicating a higher level of Woundedness. Inner A stronger Child. The measurement results were then classified into low, medium, and high categories to facilitate data analysis and interpretation.

Psychometric testing of the WICI was conducted using the Rasch model, which allows for more accurate evaluation of item suitability and respondent response consistency. The analysis results showed that the WICI had a Person Reliability of 0.83 and an Item Reliability of 0.92, indicating excellent internal consistency. Most items fell within the ZSTD range of  $-2.0$  to  $+2.0$ , indicating item suitability with the measurement model. With these characteristics, the WICI is considered appropriate and reliable for use in identifying Wounded Inner Child in junior high school students and supports the analysis of the relationship between emotional wounds and resilience in this study.

#### Procedure

This research was conducted through systematic and structured procedural stages to ensure the validity of the data collection process and the consistency of research implementation in the field. The research procedure began with the preparation stage, which included obtaining research permits from the school and coordinating with the Guidance and Counseling teacher to determine the data collection schedule. At this stage, the researcher also finalized the research instrument, namely the Child and Youth Resilience Measure – Revised (CYRM-R) Indonesian adaptation version and Wounded Inner Child Inventory (WICI), and prepared written guidelines for completing the instrument so that procedures could be carried out uniformly. The next stage was the socialization of the research to participants. Before data collection, the researcher provided students with a direct explanation of the research objectives, the types of instruments to be completed, the estimated time for completion, and affirmed that participation was voluntary and that answers were guaranteed confidentiality. This explanation was provided to comply with ethical principles. research and ensure participants understand the research context before participating (Creswell, 2018). Students who are willing to participate are then asked to provide informed consent to participate (informed consent).

The primary data collection phase was conducted in a classroom setting in the informatics lab according to a schedule agreed upon with the school. The CYRM-R and WICI instruments were distributed to all eighth-grade students who met the inclusion criteria. The questionnaires were completed independently by the students, lasting approximately 30–40 minutes. During the questionnaire completion process, the researcher provided limited assistance to provide technical explanations for any items that were unclear, without directing or influencing respondents' answers. This approach was taken to maintain the objectivity of the responses while minimizing respondents' misinterpretation of the items (Field, 2018). After all questionnaires were collected, the researcher conducted an initial data check, which included checking the completeness of the responses,

consistency of the responses, and identifying incomplete or unsuitable data for analysis. Questionnaires that were incompletely completed or showed unusual response patterns were eliminated from further analysis. Data that had been declared valid were then coded and entered into statistical software for initial data processing.

The data analysis stage in this study focused on descriptive statistical analysis to describe the resilience and wounding profiles. Inner Child students. The analysis includes calculating the total score, mean value, standard deviation, and the distribution of low, medium, and high categories for each variable. Descriptive analysis was used because the aim of the study was to map the actual resilience conditions of students who experienced Wounded Inner Child without performing variable manipulation (Kim et al., 2017). All stages of the procedure were carried out sequentially and well documented to ensure the traceability of the research process and support the credibility of the results obtained. With systematic and operational procedures, this study is expected to be able to provide an accurate empirical picture of the resilience of junior high school students in the context of the experience of emotional inner wounds.

### **Data analysis**

Data analysis in this study was conducted using a quantitative approach with the aim of empirically describing the resilience profile of students who experienced Wounded Inner Child based on the measurement results of two psychological instruments, namely Child and Youth Resilience Measure – Revised (CYRM-R) and Wounded Inner Child Inventory (WICI). CYRM-R was developed by Ungar and the Resilience team. The Research Centre is based on the theory of social-ecological resilience which views resilience as the result of the interaction between individual capacity and access to environmental support, while WICI was developed by Sugara based on the theory of inner resilience. child, which emphasizes the impact of childhood emotional experiences on adolescent psychological functioning. Data analysis focused on processing the instrument scores to obtain an objective picture of students' psychological condition. The initial stage of analysis began with processing the raw data obtained from the questionnaire. All student responses were first coded according to the scoring guidelines for each instrument.

On the CYRM-R scale, scores were obtained from the sum of item responses using a five-point Likert scale, while on the WICI, scores were obtained from responses on a four-point Likert scale. Incomplete data or data showing inconsistent response patterns were eliminated before further analysis to maintain data quality (Field, 2018). The next stage was psychometric analysis using the Rasch Model with the help of Winsteps software. Rasch analysis was used to evaluate the appropriateness of the items and the consistency of respondents' responses on both instruments. Through this analysis, information was obtained regarding item fit, person fit, item difficulty level, and instrument reliability as indicated by person reliability and item reliability values. The use of the Rasch Model allows the transformation of ordinal data into an interval scale, thus providing a more accurate and objective measurement estimate of the psychological construct being measured (Bond & Fox, 2015). This stage is important to ensure that resilience and Wounded Resilience scores are consistent. Inner The child analyzed truly reflects the psychological condition of the respondent.

After the feasibility of the instrument and data was confirmed through Rasch analysis, the next stage was descriptive statistical analysis using SPSS software version 26. This analysis included the calculation of total scores, mean values, standard deviations, and distribution of resilience and wounding level categories. Inner Child (low, medium, and high). Descriptive statistics were used to describe general trends and variations in student resilience levels in the context of childhood emotional trauma experiences. This approach is in accordance with the descriptive purpose of the study, namely mapping the actual conditions of students without manipulating variables (Kim et al. al., 2017). In addition, a descriptive comparative analysis was conducted to see the differences in resilience profiles in groups of students with a Wounded level. Inner Different children. This analysis is not intended to test causal relationships, but rather to provide an empirical overview of variations in students' psychological adaptability based on the level of emotional trauma they experience. The results of the analysis are presented in tables and graphs to facilitate interpretation and understanding of the data distribution.

Overall, this series of data analyses is arranged systematically and based on valid psychological measurement procedures, so that it is able to provide a comprehensive picture of the resilience of students who have experienced trauma. inner This structured data analysis provides a strong empirical basis for understanding students' psychosocial conditions and supports the discussion of the research results in the following section.

### **Results**

This study involved 242 eighth grade students of SMPN 2 Tasikmalaya with the aim of describing the level of resilience in students who experienced wounds. Inner Child (Santrock, 2018). The involvement of the entire class population allows the research results to comprehensively represent the psychological conditions of students in the context of junior high school. The dominance of female respondents indicates the importance of considering gender aspects in resilience studies, considering that female adolescents tend to have higher emotional sensitivity to negative relational experiences (Zahn-Waxler et al., 2008). Most respondents were in

the early adolescent age range, namely 13–14 years, which is a developmental phase with increased emotional vulnerability and the search for self-identity (Santrock, 2018). In this phase, unresolved emotional experiences in childhood are more likely to resurface and affect adolescents' emotional regulation (Siegel, 2020). Therefore, the presence of Wounded Inner Child At this stage of development, it has the potential to hinder students' adaptive abilities in facing academic and social demands.

Research results show that the majority of students live with their parents and come from intact families, but stable family structures do not always guarantee that children's emotional needs are met (Bradshaw, 1996). Family relationships that are less than warm or that lack emotional validation can still be a source of emotional wounds that have long-term impacts on adolescent psychological development (Schore, 2015). These findings confirm that Wounded Inner Child not only appears in the context of structurally dysfunctional families, but also in families that appear socially intact. The role of mothers as primary caregivers for most respondents indicates the importance of attachment quality in developing adolescent resilience (Bowlby, 1988). Secure attachment supports the development of emotional regulation and self-confidence, while inconsistent attachment can reinforce childhood emotional wounds (Mikulincer & Shaver, 2016). In this context, Wounded Inner Child can influence how students interpret interpersonal relationships and respond to emotional stress in the school environment.

Most respondents identified family as their primary source of support, indicating that family continues to play a crucial protective role in building resilience (Ungar, 2011). Stable emotional support helps adolescents develop adaptive coping strategies for dealing with stress. However, when this support is ambiguous or inconsistent, it can exacerbate internal emotional conflicts rooted in childhood wounds (Young et al. al., 2003). The finding that most students have never participated in counseling services indicates a gap between the psychological needs of adolescents and the use of support services at school (Windarwati et al., 2020). Adolescents with Wounded Inner Child tend to have difficulty expressing their emotional needs openly, so psychological problems often go undetected (Van der Kolk, 2014). This condition can explain why students' resilience levels tend to be in the moderate category, that is, they are able to survive but have not yet developed optimally.

Overall, the characteristics of respondents in this study indicate that Wounded Inner Child plays a role as an internal factor that influences student resilience, even when the external environment appears relatively stable (Masten, 2014). This finding confirms that strengthening adolescent resilience needs to be directed not only at environmental aspects, but also at healing emotional wounds formed since childhood.

**Table 1.** Student Demographic Data

Aspect	N	%
<b>Gender</b>		
Man	103	42.56
Woman	139	57.44
<b>Age</b>		
12 years old	5	2.07
13 years old	154	63.64
14 years	80	33.06
15 years	3	1.24
<b>Residential Status</b>		
Whole Family	209	86.36
Single parent	32	13.22
Guardian	1	0.41
<b>Primary Caregiver</b>		
Father	24	9.92
Mother	209	86.36
Guardian	9	3.72
<b>Main source of support</b>		
Family	219	90.50

Friend	17	7.02
Teacher	1	0.41
Online/social media	5	2.07
<b>Have you ever had counseling</b>		
Yes	95	39.26
No	147	60.74

The resilience measurement results showed a minimum value of 38 and a maximum of 80, with a mean value of 63.34, indicating a moderate level of resilience. The median value of 64 and mode of 65 indicated that most respondents had above-average resilience, with a fairly wide data distribution as indicated by a standard deviation of 9.12.

**Table 2.** Descriptive Statistics of Resilience

Information	Score
Minimum Score	38
Maximum Score	80
Means	63.34
Median	64
Mode	65
Standard Deviation	9.12

The resilience category showed that the majority of respondents fell into the medium (59.09%) category, followed by high (21.49%) and low (19.42%). These findings suggest that most students have a relatively good ability to bounce back from adversity, but there are still groups who need support and intervention to improve their adaptability.

**Table 3.** Overview of Resilience Levels

Aspect	Category	Frequency	%
72-80	Tall	52	21.49
54-71	At the moment	143	59.09
0-53	Low	47	19.42
<b>Total</b>		242	100

The study findings indicate that student resilience is moderate, and most have strong family support. This finding is in line with the theory that family support is a key source of resilience during adolescence. The existence of an intact family and the involvement of mothers as primary caregivers contribute significantly to the development of emotional stability and adaptive skills. Furthermore, high levels of relational support also reflect healthy social functioning and the ability to establish positive interpersonal relationships. However, 19.42% of students still have low resilience, which can be caused by various psychological conditions, painful childhood experiences, or lack of emotion management skills. This category is vulnerable to adjustment difficulties and has a higher risk of psychosocial problems. In the school context, this indicates the importance of counseling services in providing appropriate interventions, especially considering that the majority of respondents have never attended counseling sessions.

The resilience dimensions also showed significant variations: the personal resilience dimension was in the moderate category (52.48%), while the relational resilience dimension was also dominant in the moderate category (58.68%). This indicates that students' internal abilities and social relationship skills can still be improved through coping skills training, strengthening social support, and school-based interventions such as individual and group counseling, and psychoeducation. The social environmental context was noted as the highest supporting factor in the development of student resilience, emphasizing the importance of a healthy

school climate, positive communication between teachers and students, and the role of school organizations in creating a safe space for adolescents to develop.

**Table 4.** Descriptive Statistics of Resilience Based on Resilience

Size	Criteria	N	%
<b>Personal Resilience</b>	Low	76	31.40
	At the moment	127	52.48
	Tall	39	16.12
<b>Relational Resilience</b>	Low	58	23.97
	At the moment	142	58.68
	Tall	42	17.36

Overall, this study shows that the resilience of students at SMPN 2 Tasikmalaya is in the moderate category with significant variations between individuals, which indicates that there is a need for resilience strengthening strategies through a comprehensive approach based on family, school, and counseling services.

### Discussion

This study specifically aims to describe the level of resilience in junior high school students who experience wounds. Inner Child in the context of a formal school environment, so that the findings obtained are not only descriptive, but also provide a contextual understanding of the adaptive capacity of early adolescents (Ungar, 2011). The dominance of the moderate resilience category indicates that most students have sufficient resilience, but are still vulnerable when faced with emotional triggers related to painful childhood experiences (Windarwati et al., 2020). These findings indicate that Wounded Inner Child does not completely paralyze the adaptive functions of adolescents, but limits the optimization of resilience that should develop at this phase. Critically, the high proportion of moderate resilience can be understood as the result of the interaction between childhood emotional wounds and the existence of partial support systems, especially from family and school (Mayangsari & Widyastuti, 2021). Adolescents who have Wounded Inner Child tend to develop survival coping strategies, not recovery coping strategies, so that they are able to function socially and academically but have not fully recovered emotionally (Hartono et al., 2022). This condition explains why resilience does not fall predominantly into the low category, but also does not develop optimally in the majority of students.

The existence of groups of students with low resilience indicates an accumulation of risk factors that have not been systematically addressed within the school environment (Yuliani & Permatasari, 2022). In the context of wounded inner children, low resilience reflects an individual's inability to integrate past emotional experiences into an adaptive sense of self (Lestari & Kurniawan, 2021). This finding has important implications for school guidance and counseling services, as this group is at risk of further emotional distress if they do not receive appropriate and sustained psychological intervention. On the other hand, the existence of students with high resilience shows that Wounded Inner Child is not a deterministic condition that always leads to psychological vulnerability (Nurjanah, 2023). High resilience in some students can be understood as a result of the presence of strong protective factors, such as emotional family support, safe peer relationships, and school experiences that provide a sense of acceptance (Anita & Pramudita, 2024). These findings confirm that schools have the potential to be corrective spaces capable of mitigating the impact of childhood emotional wounds if the psychosocial climate is supportive. Resilience dimensions dominated by the moderate category, especially in the personal and relational aspects, indicates that emotional regulation and the quality of interpersonal relationships are still vulnerable areas for students with Wounded Inner Child (Wulandari & Fitriyani, 2023). Childhood emotional wounds tend to form insecure attachment patterns that affect how adolescents build trust and seek help (Kusuma & Irwanto, 2023). In this context, guidance and counseling services in schools play a strategic role as a secure alternative base that helps students develop safe relationships and more adaptive emotional reflection skills.

Overall, the findings of this study strengthen the understanding that resilience in adolescents with Wounded Inner Child is dynamic and contextual, not just a static individual character (Masten, 2014). The main contribution of this research lies in the affirmation that schools, through guidance and counseling services, have a strategic position in intervening in latent emotional wounds that are not always clinically apparent but have a real impact on students' psychological well-being.

### **Implications**

The findings of this study strengthen the conceptual framework that views Wounded Inner Child as a psychological development factor that significantly influences adolescent resilience capacity. The results of the study indicate that childhood emotional wounds do not always eliminate resilience completely, but tend to limit resilience development to a moderate level. This finding complements the developmental resilience theory proposed by Ungar (2011) and Masten (2014), by emphasizing that resilience is dynamic and strongly influenced by unresolved early relational experiences. Thus, this study positions Wounded Inner Child as an important psychological construct that needs to be explicitly integrated into studies of adolescent resilience, particularly in the educational context. In addition, this study has important implications for guidance and counseling services in schools, particularly in designing interventions that focus on strengthening the resilience of students who have experienced trauma. inner child. The dominance of the moderate resilience category indicates that students have initial adaptive capacity, but are still vulnerable to decreased resilience if they do not receive ongoing psychological support (Windarwati et al., 2020). Therefore, guidance and counseling services need to develop intervention programs that are not only problem- focused but also trauma- informed and oriented towards healing emotional wounds. School counselors are advised to integrate interventions based on emotion regulation, self-compassion enhancement, and adaptive coping strategies as part of individual and group counseling services (Sari & Rahmawati, 2024). The results of this study provide an empirical basis for schools to develop preventive and curative mental health service policies. Schools are advised to conduct regular psychological screenings to detect the risk of wounding. inner child, and conducting training for teachers and homeroom teachers on emotional sensitivity and responding to students with a history of emotional trauma (Nurjanah, 2023). Family involvement also needs to be strengthened through parent-school collaboration programs, given the crucial role of family support in the healing process of emotional trauma and strengthening adolescent resilience (Putri & Hasanah, 2023).

Further research is recommended to explore the role of mediator and moderator variables, such as self-compassion, emotion regulation, social support, and parent-child relationship quality, in the relationship between Wounded Inner Child and resilience. This approach will help develop more specific, contextual, and effective intervention models tailored to the psychological needs of adolescents (Rahman et al., 2023).

### **Conclusion**

This study aims to describe the level of resilience in junior high school students who experience Wounded Inner Child due to negative emotional experiences in the family, using a descriptive quantitative approach. The results showed that the majority of students were in the moderate resilience category, which indicates that students have the basic capacity to adapt to emotional stress, but have not yet optimally developed strong psychological recovery mechanisms. This finding confirms that the experience of emotional wounds in childhood does not automatically negate resilience, but tends to limit the development of resilience at a moderate level if not accompanied by adequate psychological support. This study contributes by strengthening empirical evidence that Wounded Inner Child plays a role as a risk factor influencing the quality of adolescent resilience in the formal school context, particularly at the junior high school level, which is still relatively rarely studied in previous research. Unlike previous studies that generally position resilience as an intervention outcome variable, this study positions resilience as a reflection of the actual psychological condition of students living with unresolved emotional wounds. These findings enrich the literature by providing an initial mapping of student resilience conditions as a basis for designing more contextual and preventive interventions.

Study has several limitations it was conducted in a specific school context with a descriptive design, so the results cannot be broadly generalized to a more diverse adolescent population. Furthermore, the measurement of Wounded Inner Child and resilience relies entirely on self-report instruments, which may allow for subjective perception bias in respondents. This limitation needs to be considered in interpreting the findings and should be taken into consideration for future research. Based on the research findings, it is recommended that guidance and counseling services in schools develop intervention programs that specifically focus on healing emotional wounds and strengthening resilience, such as acceptance-based counseling, developing emotional regulation, and increasing secure relational support. It is recommended that future research use experimental designs to test the effectiveness of specific counseling interventions in increasing the resilience of students who have experienced trauma. inner child, and involves a more diverse school context and participant characteristics.

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