



THE ROLE OF THE FAMILY PSYCHOLOGY COURSE IN FORMING PREVENTIVE AWARENESS OF DIVORCE AMONG ISLAMIC FAMILY LAW STUDENTS OF STDI IMAM SYAFI'I JEMBER (QUALITATIVE STUDY)

Ilham Fadhilah Putra¹, Misbahuzzulam²

^{1,2}Sekolah Tinggi Dirosat Islamiyah Imam Syafi'i Jember, Indonesia

*Corresponding Author: pilhamfadhilah@gmail.com

Article Info

Article history:

Received :

Revised :

Accepted :

Available online

<http://jurnal.uinsu.ac.id/index.php/analytica>

E-ISSN: 2541-5263

P-ISSN: 1411-4380



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

ABSTRACT

The increasing divorce rate in Indonesia indicates that family issues are not only related to legal aspects, but are also influenced by psychological factors, such as communication, emotional management, and conflict resolution skills. In this context, the Family Psychology course plays a role in developing preventive awareness of divorce, especially among Islamic Family Law students who will face various family issues in society. This study aims to analyze the role of the Family Psychology course in developing preventive awareness of divorce among students of the Islamic Family Law Study Program at STDI Imam Syafi'i Jember. This study uses a qualitative method with a case study approach. Data were obtained through in-depth interviews with six students who have or are currently taking the Family Psychology course, supported by documentation and previous research reviews. Data analysis was carried out through data reduction, data presentation, and drawing conclusions. The results of the study indicate that the Family Psychology course plays a role in developing students' understanding of family dynamics and the importance of communication, emotional regulation, conflict management, empathy, and understanding of roles within the family as an effort to maintain household harmony. Most informants experienced changes in understanding after attending the course, although the level of influence felt varied according to each individual's initial knowledge and learning experience. This study confirms that the integration of family psychology and Islamic family law perspectives can contribute to building preventive awareness of divorce and become the basis for developing more participatory and contextual learning in Islamic higher education environments.

Keywords: Family Psychology; Preventive Awareness; Divorce; Islamic Family Law.

1. INTRODUCTION

Marriage in Islamic family law is not merely understood as a legally valid relationship between a man and a woman, but also as a social institution aimed at establishing a harmonious, stable, and sustainable family (Siregar, 2024). Ideally, domestic life is built upon emotional readiness, healthy interpersonal communication, and the ability to maintain balanced family relationships (Yuhani'ah, 2025). However, modern family life faces various problems that are influenced not only by economic factors or differences in character, but also by weak communication, low emotional maturity, and a lack of readiness to deal with the dynamics of family relationships (Aryani & Hidayat, 2026). This condition indicates that family issues need to be understood not only through a legal approach, but also through psychological and social perspectives.

The phenomenon of divorce in Indonesia shows that domestic problems have become a serious social issue. Statistics Indonesia recorded an increase in divorce cases from 399,921 in 2024 to 438,168 in 2025, with continuous disputes and quarrels identified as the main cause (Statistics Indonesia, 2025). These data indicate that divorce is not only related to legal aspects, but also to couples' failure to build emotional relationships, interpersonal communication, and healthy conflict resolution.

In this context, family psychology becomes important because it explains behavioral dynamics, emotional conflicts, and patterns of relationships among family members. Studies on family psychology emphasize the importance of healthy communication, emotional control, conflict management, and mental readiness in building a harmonious family (Nuroniyah, 2023). Research shows that weak interpersonal communication and low emotional maturity can increase the potential for domestic conflict (Thorik et al., 2025). Therefore, family psychology functions not only as a means of understanding family conflict, but also as a preventive instrument for developing relational awareness, emotional readiness, and conflict management skills in order to minimize the potential for divorce. In this study, preventive awareness is understood as an individual's ability to understand potential domestic conflicts, build healthy interpersonal communication, and develop emotional readiness in maintaining family resilience.

In the practice of Islamic family law, psychological aspects play an important role. Islamic family law does not only regulate the legality of marriage and divorce, but also governs family relationships in social life. Thorik et al. (2025) explain that resolving family problems cannot be carried out solely through a legal approach, but also requires an understanding of the emotional and psychological conditions of the parties involved. This highlights the importance of education that integrates legal and psychological aspects in family life.

One potential space for developing such awareness is higher education, particularly the Islamic Family Law Study Program. Students of Islamic Family Law are prepared not only to understand family law regulations, but also to become future family law practitioners, mediators of domestic conflict, and community facilitators. In this context, the Family Psychology course is important because it contains material on family relationships, interpersonal communication, conflict management, and the psychological dynamics of domestic life (Widodo & Ahsan, 2025). This course has the potential to shape students' perspectives on family conflict and divorce.

Sekolah Tinggi Dirasat Islamiyah (STDI) Imam Syafi'i is a private Islamic higher education institution located in Jember Regency, East Java, with one of its study programs being Islamic Family Law. The Islamic Family Law Study Program at STDI Imam Syafi'i offers Family Psychology as a compulsory course that discusses family relationships, communication in domestic life, conflict management, emotional readiness, and the dynamics of married life. The existence of this course is important because students of Islamic Family Law are prospective Islamic family law practitioners who will later deal directly with various issues of marriage, domestic conflict, and divorce in society. This condition indicates the importance of examining the role of the Family Psychology course in developing preventive awareness of divorce among students of the Islamic Family Law Study Program at STDI Imam Syafi'i.

Studies on family psychology in higher education have begun to develop. Widodo and Ahsan (2025) found that the Family Psychology course contributes to the formation of students' emotional and mental readiness, as well as their mindset in facing married life. Karimulloh et al. (2023) also explain that premarital education that integrates Islamic, psychological, and financial approaches can improve understanding of domestic responsibilities. However, these studies still focus on marital readiness and have not specifically examined the role of family psychology learning in developing preventive awareness of conflict and divorce.

Based on a review of previous studies, there remains an academic gap that has not been widely examined. Previous research tends to position family psychology as an instrument for developing marital readiness, but has not yet examined how family psychology learning functions as a preventive mechanism in shaping students' relational awareness and ability to anticipate domestic conflict. In addition, students of the Islamic Family Law Study Program have not often been positioned as strategic subjects in developing a culture of family resilience, even though they are prospective Islamic family law practitioners who will later deal directly with issues of conflict and divorce in society. Thus, there is an academic need to expand the study of Islamic family law through a preventive approach that integrates education, family psychology, and students' relational awareness.

Based on this background, this study aims to analyze the role of the Family Psychology course in developing preventive awareness of divorce among students of the Islamic Family Law Study Program at STDI Imam Syafi'i Jember. The novelty of this study lies in its effort to position the Family Psychology course not only as a means of developing marital readiness, but also as a medium for fostering preventive awareness of divorce through the strengthening of students' emotional readiness, conflict management, and relational awareness. Theoretically, this study is expected to broaden Islamic family law studies through the integration of family psychology and preventive education. Practically, this study is expected to contribute to the development of an Islamic Family Law curriculum that is more responsive to modern family issues, particularly in strengthening family resilience and preventing divorce.

2. RESEARCH METHOD

This study employed a qualitative method with a case study approach to gain an in-depth understanding of the process of developing preventive awareness of divorce

through the Family Psychology course among students of the Islamic Family Law Study Program at STDI Imam Syafi'i Jember. This approach focused on the experiences, perspectives, and meanings constructed by informants regarding family dynamics, domestic conflict, and divorce prevention.

Informants were selected using purposive sampling with specific criteria, namely: (1) active students of the Islamic Family Law Study Program at STDI Imam Syafi'i Jember, and (2) students who had taken or were currently taking the Family Psychology course. Based on these criteria, six informants were selected, consisting of students from the 4th, 6th, 8th, and 14th semesters, in order to capture variations in understanding and learning experiences across different curricula or lecturers. To protect privacy and comply with research ethics, the identities of the six informants were anonymized using the codes IN1 to IN6.

The primary data collection process was conducted through in-depth interviews in May 2026. The interview guide focused on informants' understanding of the objectives of the course, changes in their perspectives on divorce, their understanding of the causes of conflict, and the effectiveness of the lecturer's teaching methods. The interviews were audio-recorded and transcribed verbatim into textual form for analysis. In addition to interviews, supporting data were collected through documentation, including the Semester Learning Plan, teaching modules for the Family Psychology course, and a review of relevant previous studies.

To ensure data validity, source triangulation and technique triangulation were employed. Source triangulation was carried out by comparing the responses and interpretations across the six informants, who came from different semester levels. Meanwhile, technique triangulation was conducted by cross-checking the interview findings with data from the Semester Learning Plan documents and confirming them with findings from relevant previous studies. The comparison with previous studies served to ensure that the field findings had a strong theoretical foundation and could be scientifically justified.

Data analysis used the interactive model of Miles, Huberman, and Saldaña (2014), which was conducted through systematic stages. First, data reduction was carried out by selecting, simplifying, and eliminating parts of the interview transcripts that were not relevant to the research focus. Second, data display was conducted. The reduced data were then coded and categorized into the main psychological themes identified in the field, namely family communication, emotion regulation, conflict management, empathy, and understanding of roles within the family. These themes included general patterns repeatedly expressed by most informants, as well as specific findings that enriched the depth of analysis, even when mentioned by only one informant. Third, conclusions were drawn based on the analysis of these categories, which were then presented descriptively to answer the research questions.

3. RESULT AND ANALYSIS

The Development of Preventive Awareness of Divorce Through the Family Psychology Course

The research findings indicate that the Family Psychology course plays a role in developing preventive awareness of divorce among students of the Islamic Family Law

Study Program at STDI Imam Syafi'i Jember. The preventive awareness referred to in this study includes the development of students' understanding of the importance of maintaining family harmony through communication, emotional regulation, and constructive conflict resolution.

Based on the interview results, five out of six informants admitted that they experienced changes in their understanding of divorce after taking the course. They came to understand that divorce is not only related to legal aspects, but also has psychological and social impacts on both spouses and children. IN1 stated, "I no longer think about getting divorced over every small issue, but instead focus more on improving the things that can still be improved so that the household remains strong when facing challenges." This statement shows that the learning process not only increased students' knowledge, but also influenced the way they viewed conflict in family life.

Pedagogically, this awareness was developed through course materials that discussed family communication, emotional regulation, conflict management, husband-wife relationships, and family dynamics. These materials helped students understand that conflict is part of domestic life and can be managed constructively. This process was strengthened through learning methods involving discussions, presentations, and case analysis. IN3 explained, "The method is effective because it uses real case examples, discussions, and presentations. Students are asked to analyze the causes of conflict and find solutions, making it easier for us to understand how to prevent the escalation of domestic conflict." Through this process, students did not merely understand theories, but were also able to relate them to the realities of family life.

This finding indicates that the Family Psychology course helps students understand divorce as a complex biopsychosocial phenomenon. Pratama (2025) explains that divorce does not only change the legal status of spouses, but also affects family structures, social relationships, and the psychological condition of family members. This understanding is in line with Islamic teachings that encourage conflict resolution through dialogue, mediation, and efforts to restore relationships, as explained in QS. An-Nisa' [4]: 35.

The findings of this study are also consistent with the Semester Learning Plan prepared by one of the lecturers teaching the Family Psychology course in the Islamic Family Law Study Program at STDI Imam Syafi'i Jember. In the Semester Learning Plan, learning is directed toward understanding the psychological dynamics of the family, family communication, conflict and its resolution, and the ability to analyze cases based on psychological approaches and Islamic values. The alignment between the learning materials and the interview findings indicates that preventive awareness of divorce develops through a learning process that encourages a deeper understanding of various family issues.

This finding is related to the study by Widodo and Ahsan (2025), which shows that the Family Psychology course plays a role in building students' emotional readiness and mindset in facing married life. However, this study reveals a more specific dimension, namely the development of preventive awareness of divorce through an understanding of the causes of conflict, the impacts of divorce, and the importance of communication and conflict resolution within the family.

Nevertheless, this study also found a different view from IN6. According to this informant, the Family Psychology course did not bring about significant change because

most of the material had already been known beforehand. As stated, "There was no change; the information I gained from this course was not as much as I expected because many things were already familiar to me." This finding indicates that the influence of learning may differ from one individual to another, depending on prior knowledge, experience, and the learning process received. This is in line with the constructivist view, which states that learning is a process of constructing understanding based on the knowledge already possessed by learners (Angglepi et al., 2025).

IN6 also expected the learning process to include more real cases and practical discussions. The informant suggested that "lecturers should not only focus on PowerPoint points that tend to be memorization-based, but should present more real cases to be debated among students so that we can understand how to solve problems practically." This perception can be understood because, when the informant took the course, the learning process still focused on the lecturer's delivery of material, so there were no student presentations, case analyses, or classroom discussions as currently implemented. This condition indicates that participatory and case-based learning has the potential to help students understand family dynamics more contextually (Saragih, 2025).

Overall, the Family Psychology course functions not only as a medium for knowledge transfer, but also as a learning process that shapes students' perspectives on family life. Through relevant materials and learning activities, students gain a deeper understanding of the importance of communication, emotional regulation, and conflict resolution in maintaining family harmony, which in turn develops preventive awareness of divorce.

Psychological Aspects in the Family Psychology Course That Contribute to the Development of Preventive Awareness of Divorce

The research findings indicate that family communication, emotional regulation, conflict management, empathy, and an understanding of roles within the family are psychological aspects considered important by the informants in maintaining household harmony and preventing divorce. Through an understanding of these aspects, the informants demonstrated awareness that various family problems need to be managed appropriately so that they do not develop into conflicts that lead to divorce. These aspects were identified from the overall interview results and constitute part of the material studied in the Family Psychology course.

The first and most dominant aspect is family communication. Based on the interview results, communication was the aspect most frequently mentioned as an important factor in maintaining household harmony and preventing divorce. IN3 explained that "poor communication, such as a lack of openness or expressing opinions emotionally, is the root of problems that create misunderstandings," so healthy communication needs to be based on mutual respect and the ability to listen. This understanding shows that communication is viewed not only as a means of conveying information, but also as an instrument for building mutual understanding and maintaining the quality of family relationships. This view is in line with the study by Yulianti and Astuti (2023), which explains that communication plays an important role in building understanding between spouses because, through communication, individuals are able to express their views, needs, and beliefs, thereby creating mutual understanding within family relationships.

The importance of communication in maintaining family unity is also evident in IN4's view, which suggests that limited economic conditions do not always lead to divorce if couples are able to build good communication. According to the informant, "many couples with limited economic conditions are still able to remain together until old age because they have good communication. Good communication enables a person to provide reassurance, explanation, and confidence to their partner." This statement shows that communication is understood as a factor that helps couples face various pressures in domestic life, including economic problems. This view is consistent with the study by Putri et al. (2025), which states that couples with good communication quality tend to be better able to cope with economic pressures and maintain household stability. This finding is also supported by Oktavia et al. (2025), who show that communication is an important element in building family harmony because it enables openness, mutual understanding, and respect among family members.

In addition to communication, emotional regulation is also considered important in maintaining household harmony. IN2 associated divorce with the inability to control emotions and explained that "I am able to control myself better because I realize that uncontrolled emotional outbursts can have psychological effects that damage the mental well-being of family members." This understanding shows that emotional regulation helps individuals respond to conflict more rationally and avoid making hasty decisions when facing family problems. This finding is in line with Fauzia et al. (2023), who show that low emotional regulation can increase the risk of conflict and divorce, and is supported by Ningsih et al. (2025), who found a relationship between low emotional regulation and verbal aggression in marital relationships. Thus, an understanding of the importance of emotional regulation encourages awareness that various household problems need to be addressed calmly and wisely so that they do not develop into conflicts that disrupt family harmony.

Another psychological aspect that emerged from the interview results is conflict management. The ability to manage conflict is considered important in maintaining the continuity of family relationships because it helps couples resolve problems constructively (Septiani & Achdiani, 2026). IN3 explained that conflict is a natural part of domestic life, but it needs to be addressed appropriately. According to the informant, "I feel calmer when facing conflict and realize that conflict is normal, but what matters is how we respond to it." This understanding shows that conflict is not viewed as a threat to family unity, but rather as part of household dynamics that can be managed through communication and the search for shared solutions. This view is in line with the study by Febryanti et al. (2025), which emphasizes the importance of constructive conflict-resolution strategies. Through such strategies, couples are encouraged to prioritize mutual listening and avoid reactive decision-making when under emotional pressure.

A broader understanding was expressed by IN5, who viewed conflict as an opportunity for growth and for strengthening relationships. According to the informant, "conflict management teaches us to see conflict as a means of learning and evaluation. If both partners see conflict as an opportunity to grow rather than as a curse, the household will become stronger." This statement indicates that conflict is not always seen as a threat to household unity, but can also serve as a means of evaluating and improving relationships when managed openly and maturely. This view is consistent with Shaw (2022), who states

that proper conflict management can strengthen relationships and enhance emotional maturity. Therefore, conflict can become an opportunity to build better relationships through dialogue, compromise, and the pursuit of shared solutions.

Empathy was also identified as an aspect in the interview results. Empathy refers to an individual's ability to understand and feel what others feel (Barotuttaqiyah & Muniroh, 2024). IN3 explained that the causes of divorce are not always related to major factors such as economic problems or infidelity, but can also be triggered by a lack of ability to understand one's partner. According to the informant, "I came to understand that the causes are not only economic issues or infidelity, but also small things such as poor communication, lack of empathy, lack of openness, and emotional immaturity." This finding is in line with Tendean et al. (2023), who explain that understanding the needs and interests of family members helps identify sources of conflict and encourages more just and sustainable resolution. Thus, an understanding of the importance of empathy fosters awareness that the ability to understand a partner's feelings, needs, and perspectives is an important factor in maintaining family harmony and preventing the development of prolonged conflict.

An understanding of roles within the family was also identified in the interview results. IN1 explained:

"This course aims to enable students to study the dynamics of household life... and to understand the structure and roles of each family member, such as the roles of child, mother, wife, husband, and father. The goal is for us to be able to maximize ourselves in fulfilling family rights so that conflict can be avoided."

This statement shows that the Family Psychology course helps students understand the roles and responsibilities of family members as an effort to create harmonious relationships and minimize conflict. This finding is in line with Faiz (2026), who explains that understanding family roles can prevent conflict caused by unrealistic expectations or imbalanced responsibilities. This finding is also supported by Panggayuh et al. (2026), who state that understanding the roles of each family member contributes to maintaining household harmony. Thus, an understanding of family roles encourages awareness that household harmony requires cooperation and shared responsibility.

Based on the discussion above, family communication, emotional regulation, conflict management, empathy, and an understanding of roles within the family are psychological aspects considered important by the informants in maintaining household harmony. The interview results show that most informants gained a more comprehensive understanding of various factors that can influence the continuity of household life after taking the Family Psychology course. The findings also indicate that strengthening communication, controlling emotions, managing conflict, developing empathy, and understanding roles and responsibilities within the family are efforts that can be made to minimize the risk of divorce. This understanding is in line with Islamic principles that place tranquility, love, and compassion as the foundation of family life (QS. Ar-Rūm [30]: 21). Therefore, the psychological aspects studied in the Family Psychology course are not only relevant from a psychological perspective, but also aligned with Islamic values in maintaining household harmony and unity.

4. CONCLUSION

This study demonstrates that the Family Psychology course plays a role in developing preventive awareness of divorce among students of the Islamic Family Law Study Program at STDI Imam Syafi'i Jember. This role is reflected in the development of most informants' understanding of family dynamics, as well as the importance of communication, emotional regulation, and conflict resolution in maintaining household harmony. Nevertheless, one informant did not experience a significant change in understanding, which was influenced by prior knowledge, experience, and the learning process received.

This study also found that family communication, emotional regulation, conflict management, empathy, and understanding of roles within the family are psychological aspects considered important in developing preventive awareness of divorce. These five aspects help build an understanding of the importance of maintaining the quality of family relationships through effective communication, emotional management, constructive conflict resolution, and the balanced implementation of family roles and responsibilities.

Based on the research findings, the Family Psychology course needs to be continuously developed through more participatory and case-based learning methods so that the course material can be more easily connected to the realities of family life. However, this study has several limitations that need to be considered. These limitations include the relatively small number of informants, the scope of the study being limited to one study program, and the absence of course lecturers as comparative informants to validate the alignment between instructional objectives and the understanding received by students. Therefore, future research is recommended to involve more diverse participants, including educators or lecturers, and to examine the effectiveness of specific learning methods in order to obtain a broader and more comprehensive understanding of the contribution of Family Psychology learning to the development of preventive awareness of divorce.

References

- Angglepi, M. S., Sakilah, Azzahra, A., & Suwandi, R. (2025). Teori Belajar Konstruktivisme. *Pendidikan Sosial Dan Humaniora*, 4(4).
<https://publisherqu.com/index.php/pediaqu/article/download/3140/2783>
- Aryani, S., & Hidayat, T. (2026). Psychological Negotiation Of Husband And Wife In The Distribution Of Household Roles: Psychological Analysis Of Islamic Law. *International Journal of Multidisciplinary Reseach*, 2(1).
<https://ojssulthan.com/ijmr/article/download/735/441>
- Badan Pusat Statistik. (2025). Jumlah Perceraian Menurut Provinsi dan Faktor Penyebab Perceraian (perkara), 2025 - Tabel Statistik - Badan Pusat Statistik Indonesia. <https://www.bps.go.id/id/statistics-table/3/YVdoU1IwVmlTM2h4YzFoV1psWkViRXhqTlZwRFVUMDkjMw==/jumlah-perceraian-menurut-provinsi-dan-faktor-penyebab-perceraian--perkara---2024.html?year=2025>
- Barotuttaqiyah, & Muniroh, S. M. (2024). Pengembangan Karakter Empati Siswa Madrasah Ibtidaiyah Melalui (Strategi Pembelajaran). *Al-Tarbiyah : Jurnal Ilmu*

- Pendidikan Islam, 3(1), 334–342. <https://doi.org/10.59059/al-tarbiyah.v3i1.1985>
- Faiz, M. J. (2026). Model Resolusi Konflik Pengasuhan Anak Dalam Keluarga Muslim Pekerja Ganda: Perspektif Psikologi Hukum Keluarga Islam Berbahasis Maqashid Al-syari'ah. *AT-TAKLIM: Jurnal Pendidikan Multidisiplin*, 3(1), 60–75. <https://journal.hasbaedukasi.co.id/index.php/at-taklim/article/download/1508/1367>
- Fauzia, N., Septiani, N. A., & Addzakiroh, N. D. (2023). Efektivitas Pelatihan Regulasi Emosi Terhadap Kepuasan Pernikahan Dewasa: Literature Review. *Psycho Aksara: Jurnal Psikologi*, 1(2), 113–121. <https://doi.org/10.28926/pyschoaksara.v1i2.876>
- Febryanti, Y. A., Syauqila, G., Adenika, R., Aulia, S. Z. N., Alfiya, F., Haryandinny, S. I. R., & Kristiana, I. F. (2025). Tinjauan Komprehensif Terhadap Gaya Penyelesaian Konflik Dalam Keluarga: Identifikasi Strategi Yang Adaptif. *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan)*, 12(2), 160–173. <https://doi.org/10.21009/JKKP.122.04>
- Karimulloh, K., Kusristanti, C., & Trimana, A. (2023). Persiapan Pernikahan dalam Pendekatan Islam, Psikologi, dan Finansial. *E-Dimas: Jurnal Pengabdian Kepada Masyarakat*, 14(2), 201–206. <https://doi.org/10.26877/e-dimas.v14i2.11100>
- Ningsih, Kerah, M. K. P. A., & Benu, J. M. Y. (2025). Hubungan Regulasi Emosi Dengan Perilaku Agresi Verbal Pada Pasangan Suami Istri Di Kota Kupang. *Medika Alkhairaat: Jurnal Penelitian Kedokteran Dan Kesehatan*, 7(03), 1233–1239. <https://www.jurnal.fkunisa.ac.id/index.php/MA/article/download/346/279>
- Nuronyah, W. (2023). Psikologi keluarga. In Cirebon: Zenius Publisher. Zenius Publisher. https://perpustakaan.iaiskjmalang.ac.id/wp-content/uploads/2024/01/25.-BUKU-PSIKOLOGI-KELUARGA_-wardah-nuronyah.pdf
- Oktavia, C. B., Izzah, I. A., Wulandari, S. S., & Firmansyah, F. (2025). Peran Komunikasi Dalam Membangun Keharmonisan Keluarga. *Jurnal Sarjana Ilmu Pendidikan*, 3(2), 73–79. <https://doi.org/10.26877/jsip.v3i2.21520>
- Panggayuh, B. P., Salsabiella, N. P., Mailansyah, A. S., Bashira, J. N., & Ali, A. H. (2026). Ajaran Islam Dalam Pembinaan Keluarga Muslim. *Al-Ilmiya: Jurnal Pendidikan Islam*, 1(4), 1063–1066. <https://journal.al-afif.org/index.php/al-ilmia/article/download/708/614>
- Pratama, M. W. (2025). Penyesuaian Psikologis Anak dalam Keluarga Pasca Perceraian: Tinjauan Psikologi Keluarga. *Journal of Health, Medical, and Psychological Studies*, 1(2), 18–26. <https://doi.org/10.65310/pbyw0v42>
- Putri, T., Rahman, N., & Qusnul Khotimah, W. (2025). Interpersonal Communication Between Young Couples In North Jakarta In Dealing With Financial Problems. *International Journal of Science and Environment (IJSE)*, 5(4), 124–131. <https://doi.org/10.51601/ijse.v5i3.172>
- Saragih, A. (2025). Pendidikan Pra Nikah Sebagai Instrumen Mengurangi Angka Perceraian. *Jurnal Penelitian Pendidikan Sosial Humaniora*, 10(2). <https://jurnal-lp2m.umnaw.ac.id/index.php/JP2SH/article/download/6163/2447>
- Septiani, A. L., & Achdiani, Y. (2026). Manajemen Konflik dalam Keluarga Sebagai Upaya Mewujudkan Keharmonisan Rumah Tangga. *Jurnal Ilmu Manajemen Dan*

- Pendidikan| E-ISSN: 3062-7788, 2(4), 1314–1317.
<http://jurnal.koposindo.com/index.php/jimp/article/view/1644>
- Shaw, M. (2022). Imagining communicative success: How Imagined interactions affect conflict management in romantic relationships. University of Arkansas. <https://scholarworks.uark.edu/cgi/viewcontent.cgi?article=5997&context=etd>
- Siregar, T. S. (2024). Aspek-Aspek Psikologi Dalam Praktek Hukum Keluarga Islam. *Jurnal Syaikh Mudo Madlawan: Kajian Ilmu-Ilmu Keislaman*, 1(2), 78–85. <https://journal.iai-daraswaja-rohil.ac.id/index.php/jsmm/article/download/47/12>
- Tendean, J. J., Sinaga, J., Nainggolan, S., & Sinambela, J. L. (2023). Strategi Adaptif Dalam Meredakan Konflik Keluarga. *Mutiara : Jurnal Ilmiah Multidisiplin Indonesia*, 1(2), 31–45. <https://doi.org/10.61404/jimi.v1i2.33>
- Thorik, A., Sayehu, Sugandi, M. I., & Prasetya, F. (2025). Dinamika Perceraian di Kalangan Keluarga Muslim Indonesia Dalam Perspektif Sosiologi Hukum Islam. *Millatuna: Jurnal Studi Islam*, 2(04), 93–108. <https://doi.org/10.33752/mjsi.v2i04.11154>
- Widodo, A., & Ahsan, K. (2025). Peran Mata Kuliah Psikologi Keluarga Dalam Membangun Kesiapan Menikah Mahasiswa Stdiis Jember. *USRAH: Jurnal Hukum Keluarga Islam*, 6(3), 15–29. <https://jurnal.staim-probolinggo.ac.id/index.php/USRAH/article/download/1897/1338>
- Yuhani'ah, R. (2025). Harmonisasi Keluarga Islam Berbasis Ekologi: Analisis Psikologi Pernikahan dan Dinamika Konflik. *Jurnal Heksa (Hukum, Ekonomi Dan Studi Agama)*, 1(2), 131–144. <https://ejournal.tarqi.or.id/index.php/heksa/article/download/27/32>
- Yulianti, Y., & Astuti, M. T. (2023). Komunikasi keluarga sebagai sarana keharmonisan keluarga. *Innovative: Journal Of Social Science Research*, 3(2), 4609–4617. <https://j-innovative.org/index.php/Innovative/article/download/860/674>