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ADOLESCENT RESILIENCE IN RESPONSE TO THE COVID-19 PANDEMIC

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ABSTRACT

During the pandemic, adolescents are labeled as a community with a low percentage of deaths because adolescents can still tolerate coronavirus attacks. However, if not applied, social distancing the teenagers can become the spreader of the dangerous Covid-19. This study examines the impact of Covid-19 on adolescents to be resilient with the changes and behaviors are shown by adolescents in responding to pandemics. The research was conducted using a combined method of convergent parallel. Subjects were 100 adolescents aged 15-18 using snowball techniques. Data collection instruments using scale and interviews. Quantitative research results showed that adolescents with high resilience scores were able to adjust to pandemic conditions. Qualitative research results showed that subjects with high resilience values showed a positive response to pandemic conditions. It concluded that resilient teenagers could adapt to the pandemic state and rise from the downturn better than un-resilient adolescents.

KEYWORDS

Adolescence, Resilience, Social Activities.

1. INTRODUCTION

The pandemic event forced teenagers to respond to the Covid-19 outbreak; psychologically, teenagers have imperfect emotional control and inadequate cognitive abilities. Teenagers in this condition need parental guidance to make decisions. On the other hand, parents in this crisis condition also experience a lot of pressure. Their teenage children experience a lot of behavior changes because some of their teenagers feel constrained at home (Li et al., 2021). In PSBB (Large-Scale Social Restrictions), teenagers are also equipped with smartphones or laptops to carry out educational activities, even though this can trigger addictive behavior (Li et al., 2021). Various psychological impacts of the PSBB policy can be a problem for teenagers. Each individual has a problem that can be solved individually or a problem that can be solved together.

In dealing with issues that arise in everyday life, each individual needs resilience to survive in the face of the problems in life. Resilience is a person's capacity to respond healthily and productively when faced with adversity or trauma needed to manage the stresses of everyday life or the ability to adapt and remain steadfast in difficult situations (Reivich and Shatté, 2002). Resilient natural disaster survivors can survive to adapt to new conditions, namely conditions of complete deprivation due to the impact of natural disasters. The role of psychologists, in this case, is to help reduce the mental burden for survivors after the disaster (Fara, 2012). Individuals who are resilient in this case can adjust to the cognitive burden borne compared to individuals who are not resilient, in several studies showing survivors with high resilience offer a lower mental commitment than survivors with low resilience scores (Fara, 2012; Habibah et al., 2018; Sari et al., 2020; Satria and Sari, 2017).

In addition to the case of natural disasters, within each educational institution or field of work, resilient individuals can achieve targets more optimally than individuals who are not resilient (Septiani and Fitriani,

2016). In any cases that can cause stress, resilient individuals can survive and resolve the pressure better than un-resilient individuals in this case such as Bidik Misi targets, special schools, and social programs such as orphanages (Mufidah, 2017; Rachmawati et al., 2019; Septiani and Fitriani, 2016). Furthermore, resilience can also help pressure individuals who have problems with their families. Strength itself serves to reduce mental pressure within individuals with issues in their families to think of ways to solve these problems or at least step up to find solutions to the issues that arise from the family.

It also applies to violence in the family of individuals with resilience that does not significantly impact their mental. (Ambarwati and Pihasnawati, 2017; Detta and Abdullah, 2017; Dewanti and Suprapti, 2014; Hadiani et al., 2017; Khotimah, 2018; Mawarpury and Mirza, 2017). The great function of this resilience in everyday life is generally not free from problems that cause a lot of pressure on individuals. Resilience, as described previously, can help resilient individuals survive under the pressure of the issues and try to find problems with their heads. Quiet. Individuals who are not resilient carry a heavier mental burden than individuals with resilience. The problems that burden individuals who are not resilient can threaten the individual's mental health and can even impact depression (Nasution, 2011). Therefore, the purpose of this study is to examine the impact of COVID-19 on adolescents.

2. THEORETICAL FRAMEWORK

Individuals with high resilience can be characterized by good problem-solving skills, development of self-esteem, self-concept, and self-confidence optimally. As for individuals who are not resilient, they will quickly fall and despair when problems are overwritten. Likewise, if the individual is not intelligent in controlling his emotions, negative traits will emerge (Uyun, 2012). It can be said that people who are not resilient will hinder building a meaningful life towards better quality. In addition to

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developing self-concept, resilient individuals' self-esteem and self-confidence can also rise faster from adversity due to stress than individuals who are not resilient (Malkoc and Yalcin, 2015; Souri and Hasanirad, 2011). The downturn due to a disaster or severe problem does not have a significant impact on resilient individuals. Even mothers who have children diagnosed with autism in several studies can adjust well to develop their children's potential (Muniroh, 2010; Purwanti and Kustanti, 2018; Valentia et al., 2020). Resilience in its application can also help resilient individuals to be able to adapt more quickly than individuals who are not resilient. The adaptation process in strength is supported by several psychological factors: positive personality, self-confidence, motivation, focus, and social support (Pahlevi and Salve, 2018).

3. RESEARCH METHODOLOGY

This study uses a sequential exploratory mixed research method entitled Adolescent Resilience In Response to the Covid-19 Pandemic. Sequential exploratory mixed research is a research activity that adapts quantitative and qualitative research. In this approach, researchers collect qualitative and quantitative data, analyze qualitative data first, then analyze quantitative data separately and then compare the results to see whether the findings confirm each other or not. Operationally resilience is the ability of individuals to survive under pressure and rise and improve other psychological aspects. The sample in this study was 100 teenagers in Surabaya aged 15-18 years taken randomly using the snowball sampling technique. We are collecting data using a scaling instrument with Likert scale guidelines and non-participant interviews using online media. Quantitative data analysis uses comparative techniques and qualitative data analysis by reducing data and drawing conclusions.

4. RESULTS

In some studies, scientists try to classify the subject's age under investigation, such as researching resilience from a family perspective. A family is a group that has a significant influence on human life. Teenagers often struggle with family problems (Mawarpury and Mirza, 2017). Still In

family problems, research related to resilience in adolescents with divorced parents backgrounds, parental divorce which is also a consequence for adolescents, teenagers already have a capable cognitive understanding but are not emotionally mature. Therefore resilience is an essential point for teenagers in addressing issues, including pandemic situation as it is today (Dewanti & Suprpti, 2014). Research on resilience in adolescents is also associated with cultural aspects such as Javanese and Madurese cultures (Rahmasari et al., 2014; Ruswahyuningsih and Afiani, 2015).

The study found that adolescents with cultural backgrounds affect the ability of resilience in adolescents. Some studies also examine the character or type of resilience in late adolescents / early adults at universities who must adjust to college conditions after completing their education in high school. Resilience in adolescents is an exciting thing to study because the emotional aspects of adolescents are still immature based on the lack of experience and activities that are loved by teenagers, so that resilience in adolescents can be of more value (Pidgeon et al., 2014). The results of concluding qualitative data on Surabaya teenagers grouped 100 teenagers into two groups, namely teenagers who could adapt to changes during the Covid-19 pandemic and teenagers who could not adapt to changes during the Covid-19 pandemic.

Based on the analysis of qualitative data, 52 out of 100 teenagers can accept the changes that occur during the pandemic, and 48 out of 100 teenagers cannot accept the changes that occur during the pandemic. The response grouping of 100 subjects was carried out based on the responses of each topic through online interviews. Adolescent response scores in responding to changes during the pandemic are close to the median value, except for the indicator of ability to control desires. The positive value reached 63% and is the indicator of the ability to read signs of emotional conditions. Others achieved a score of 49%. Based on table 1.1, it can be understood that from 100 adolescent subjects, many were able to accept changes during the Covid-19 pandemic. After concluding, it was found that 52 out of 100 teenagers could receive or respond well to changes during the pandemic.

Table 1: Overall Qualitative Data

No	Indicator	Positive Response(%)	Negative Response (%)
1	Confidence to be able to solve problems	53	47
2	Has the ability to reduce negative emotions	51	49
3	Can calm down after feeling excessive emotions.	48	52
4	Ability to control every impulse	56	44
5	The ability to control every desire	63	37
6	Believe in solving problems and believe in having a bright future	57	43
7	Ability to read signs of emotional state in others	49	51
8	the ability to accurately identify the causes of the problems encountered.	55	45
9	the ability to interpret the issues faced as strengths in the future.	54	46

Table 2: Conclusion of Qualitative Data

Explanation	Amount	Percentile
Remaja dengan respons positif	52	52%
Remaja dengan respons negatif	48	48%
Total	100	100%

Quantitative research was conducted after grouping the subjects. Quantitative analysis was performed by comparing the resilience values between the two groups to analyze whether adolescents who received changes during the pandemic had higher resilience scores than adolescents who did not accept changes during the pandemic or vice versa. Adolescents with high resilience can adapt well to pandemic conditions. This study is in line with the results of resilience studies related to outbreaks and disasters in society, which prove that people with resilience can adapt to disaster conditions and slumped conditions (Fara, 2012; Habibah et al., 2018; Sari et al., 2020; Satria and Sari, 2017). Adolescents with high resilience can develop other psychological aspects that are positive and support strength in adolescents. After conducting the analysis, it was found that there were differences in the value of resilience between adolescents who accepted changes during the pandemic and adolescents who did not make changes during the Covid-19 pandemic.

Table 3: Different Test Table (I)

Group Statistics					
	Resiliensi / Non Resiliensi	N	Mean	Std. Deviation	Std. Error Mean
Total nilai responden	Resiliensi Non Resiliensi	52 48	115,84 109,56	10,441 23,017	1,175 3,132

Table 4: Different Test Table (II)

Explanation	df	Sig (2 tailed)	Result
Equal Variance assumed	131	0,00	Significant
Equal Variance not assumed	68,043	0,00	Significant

The difference in resilience values between the two groups can be seen from: (a) There is a difference in the average value between adolescents who accept changes during the pandemic (mean = 115.84) and adolescents who do not make changes during the Covid-19 pandemic (mean = 109.56). This means that adolescents who accept changes during the Covid-19 pandemic have a higher average value of resilience than

adolescents who do not make changes during the Covid-19 pandemic; (b) There is a difference in strength between adolescents who can accept change and adolescents who do not take risks during the pandemic (significance value $0.000 p < 0.05$).

This research follows opinion that resilience is an individual's ability to deal with intrinsic or extrinsic stress actively (Reivich and Shatté's 2002). Adolescents who have resilience can overcome various causes of tension during the Covid-19 pandemic. Internal problems include: traveling or having fun outside the home, tired or bored following health protocols and while external issues include news and information related to the increasing number of positive cases of Covid-19, not being able to gather with peers and family outside the home. Resilience in adolescents makes adolescents able to positively interpret many events in life so that adolescents do not dissolve in misery.

Adolescents who can accept all changes that occur as changes that must be taken make these changes a learning process in life (Ruswahyuningsih and Afiatin, 2015). Resilience systematically increases positive psychological aspects such as problem-solving ability and rise from adversity due to a disaster. Some of the factors that cause adolescents to fail to do problem-solving optimally are adolescents cannot be resilient, which causes adolescents to find it challenging to determine the correct problem-solving in every problem in their development process (Dumont and Provost, 1999). It can be understood that resilience is a person's ability or skill in addressing the issues being faced. This resilience ability then produces problem-solving solutions to balance the individual's psychological condition with the current problem conditions and actively develop other positive aspects.

5. CONCLUSION

Resilience is a person's ability to face or overcome pressures that cause stress on him, and the individual can eliminate or reduce that stress. Resilience also helps individuals seek and find positive perspectives in each problem to become a stepping stone to achieving hope and happiness. Resilience in adolescents is a crucial thing related to the physical development of adolescents and the rapid hormonal changes that cause teenagers to encounter many problems in their daily lives. The Covid-19 pandemic is terrible news for every community, especially teenagers who must be ready to accept changes during a pandemic. The pandemic is getting worse for teenagers who are going through puberty because they have to adjust to the conditions in today's world.

Adolescents with resilience can take positive values from every misfortune that befalls them. Parents are one source of resilience in adolescents, related to the Covid-19 pandemic, the understanding given by parents regarding current conditions can help adolescents to be able to determine the appropriate response. will be taken as a good society and help prevent the transmission of Covid-19 in Indonesia. Furthermore, resilience in adolescents can be strengthened by the existence of social support from the surrounding environment, for example, the presence of positive information from the media, adolescent relationships with peers and family. The attitude of adolescents in adapting to this pandemic shows the value of resilience in themselves.

These internal and external pressures cause individuals to solve problems to survive with the stress or get out of this pressure; therefore, the problem-solving method used by adolescents in adjusting is a form of adolescent resilience. Because teenagers are an essential asset, parents or the person concerned must pay more attention to the psychological aspects of teenagers during this pandemic. The limited access of teenagers during this pandemic can be a severe problem for teenagers. Strong resilience abilities can help teenagers solve their problems independently. The aspects related to resilience are emotion regulation (emotional control), impulse control (drive and desire), optimism, empathy, and problem analysis skill.

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