



STUDY OF RESILIENCE IN ADOLESCENTS IN SEVERAL COUNTRIES IN THE WORLD

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Abstract: This article will provide an overview of adolescent resilience in several countries in the world. This research uses a qualitative approach with data collection techniques, namely literature study with the results of previous research. The location settings for these studies are 3 (three) countries in the world, namely Zambia, Canada and Iran. Specifically for Canada, the teenagers studied were teenagers from military family backgrounds. The research results show two factors that can increase adolescent resilience, namely, internal factors and external factors. The internal factor is the self-confidence of each teenager who has awareness after facing problems and adapting positive values within themselves, as well as strengthening the spiritual side related to their relationship with God. Meanwhile, external factors include social support from the community, government program intervention, and friends who are in the same boat as them.

Keywords: Resilience, Youth, Self-Confidence, Social Support, Spirituality

Abstrak: Artikel ini akan memberikan gambaran mengenai resiliensi remaja pada beberapa negara di dunia. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data yaitu studi pustaka dengan hasil penelitian-penelitian sebelumnya. Setting lokasi dari penelitian-penelitian tersebut adalah 3 (tiga) negara di dunia yaitu Zambia, Kanada, dan Iran. Khusus Kanada, remaja yang diteliti adalah remaja yang berlatar belakang keluarga militer. Hasil penelitian terdapat dua faktor yang dapat meningkatkan resiliensi remaja yaitu, faktor internal dan faktor eksternal. Faktor internal adanya kepercayaan diri dari setiap remaja yang memiliki kesadaran setelah menghadapi masalah dan adaptasi nilai-nilai positif dalam diri mereka, serta penguatan sisi spiritual yang berkaitan dengan hubungan mereka dengan Tuhan. Sedangkan faktor eksternal adanya dukungan sosial dari masyarakat, intervensi program pemerintah, dan teman-teman yang senasib dengan mereka.

Kata Kunci Resiliensi, Remaja, Kepercayaan Diri, Dukungan Sosial, Spiritualitas

A. Introduction

In living life, humans will definitely face undesirable circumstances, one of which is life challenges that are getting bigger and bigger. Every situation that is disappointing and not in accordance with desires can cause anxiety and tension for humans. Every individual must have resilience in order to be able to face difficult events or events. It is often observed that there are still many individuals who are mentally and emotionally unprepared to overcome adversity. In conditions that are not appropriate to the circumstances, individuals cannot adapt. In general, they will give up, feel inadequate and experience problems both physically, intellectually and socially. Situations that are unpleasant and do not match what is expected can cause tension or pressure for the individual. When a difficult situation comes to someone, it cannot be denied that this cannot be avoided, especially for teenagers.¹

Adolescents are individuals who are experiencing puberty where physical and mental development grows rapidly. Adolescence is the beginning of the process towards adulthood. During this period, individuals often experience turmoil within themselves. Feelings of uncontrollability are characteristic of the developmental cycle of adolescence. Parents, environment and education are factors that influence the psychological development of teenagers. Not all individuals can go through adolescence positively and become developed, broad-minded and fundamental adults. Some teenagers are trapped in negative things such as promiscuity, drugs, violence and others.

In line with the changes that occur within teenagers, they are also faced with tasks that are different from those of childhood. In every period of development, including adolescence. Individuals have developmental tasks that must be fulfilled. If these tasks can be completed well, then satisfaction, happiness and recognition from the environment will be achieved. Individuals who can complete these tasks will also determine their success in the next phase. Not all teenagers can fulfill this task well. There are several problems experienced by teenagers in fulfilling these tasks, including; Personal problems are problems related to situations and conditions at home, school, personal condition, appearance, feelings, social changes, obligations and values. Typical problems in teenagers are problems that arise because the status of teenagers is unclear. Such as, problems of achievement, freedom, misunderstanding or wrong judgment.

Adolescence ranges between the ages of 13-20 years where teenagers need care, support, affection and relationships with their parents.² Adolescence is a period of development that can be directed towards becoming a healthy adult, one of which is choosing and planning goals and hopes for the future. Every teenager within them must have dreams about what and how they dream, ranging from the most complicated to the simplest. The lack of self-confidence possessed by adolescents causes obstacles in their

¹ Terry, A. A. (2020). Penerapan Sinema Edukasi untuk Meningkatkan Resiliensi Siswa Kelas VIII di SMP Negeri 1 Buduran Sidoarjo. *Jurnal BK UNESA*, 11(1), 76.

² Budiarto, D. A., & Setiowati, E. A. (2021). Motivasi Berprestasi Ditinjau dari Dukungan Sosial dan Resiliensi pada Remaja dengan Orang Tua Tunggal. *Jurnal Psikologi Terapan (JPT)*, 4(2), 83.

development, in socializing, in developing their potential and knowing themselves as well as other developmental tasks.³

In psychology, an individual who faces life's stresses and adversities and can face them with a strong mentality is called resilience. Resilience is defined as a hidden ability that emerges in a teenager when facing pressure that can threaten his mental balance and happiness. Happiness as the goal of life in the current situation is the desire for success, creating a happy family physically and mentally, having a better-quality life, having an enthusiastic character and planning a better future.

Resilience can be defined as the ability, capacity or limits, process and results of a person's adaptation to change, dissatisfaction and pressure experienced in a more positive way. Resilience can also be interpreted as a person's ability to come back after facing bad circumstances.⁴ Resilience generally refers to a pattern of positive adaptation during or after facing adversity or difficulty. Resilience is an idea that refers to the capacity of a dynamic system to withstand or recover from disturbances. Likewise, Grotberg's opinion as quoted by Tanti Utami stated that resilience is a broad boundary that allows a person, group or community to prevent, limit or overcome the damaging effects of adversity. Resilience is the human ability to face and overcome adversity or difficulties and is strengthened by challenges in everyday life.⁵

The previous background made the author write this article with the title "Study of Resilience in Adolescents in Several Countries in the World". This article will take examples of several previous studies conducted in several countries, namely Zambia, Canada and Iran. Each country has a different story of youth resilience, ranging from government intervention to teenagers who succeed independently in carrying out resilience.

B. Method

This research uses a qualitative method approach, the data collection technique used in this research is literature study. Researchers used several previous studies and analyzed the parts that showed resilience efforts from the results of each study. The researcher chose more than one study to show alternative examples of resilience carried out by teenagers throughout the world. The researcher used books, articles, the internet and non-human data as support for this research and as a source of theory that can be used to view cases of resilience throughout the world. . And finally, the researcher uses a documentation method, namely by using graphs or tables about the resilience rates of teenagers in the world over a certain period of time.

³ Riyanti, C., & Darwis, R. S. (2020). Meningkatkan Kepercayaan Diri pada Remaja dengan Metode Cognitive Restructuring. *Jurnal Pengabdian Dan Penelitian Kepada Masyarakat*

⁴ Hadianti, S. W., Nurwati, R. N., & Darwis, R. S. (2017). Resiliensi Remaja Berprestasi dengan Latar Belakang Orang Tua Bercerai. *Prosiding Penelitian & Pengabdian Kepada Masyarakat*, 4(2), 226.

⁵ Utami, C. T., & Helmi, A. F. (2017). Self-Efficacy dan Resiliensi: Sebuah Tinjauan Meta-Analisis. *Buletin Psikologi*, 25(1), 54.

C. Results and Discussion

Results

1. Character Strengthening Curriculum for Young Zambians

The first research came from Seale et al (2021: 12), who examined how the government creates a curriculum to make teenagers resilient to the conditions of their adolescence. The Zambian government named this program Global Resilience Oral Workshops (GROW). This program is to strengthen the spiritual character of teenagers using storytelling. GROW itself was formed based on a proposal from Expanded Church Response (ECR), a non-profit organization that asked the government to provide resilience training for teenagers. They also provided assistance in the form of GROW evaluations for low middle income countries (LMIC). School administration staff and representatives from each school that fits the ECR framework are invited to gain knowledge about the concept of resilience, the value of character education, and how to implement the curriculum for spiritual training in schools. A school can be selected if it has at least 25 children aged 11-12 in grades 5-6 who can read and write English. Outreach was also carried out to parents of students who were invited to each school. GROW is implemented using several stages, namely enrollment, allocation, implementation, assessment, second implementation, second assessment, and finally analysis. The GROW curriculum itself lasts for 24 weeks and is rooted in positive psychology. The points taught are 24 character strengthening, for example the study of world culture and religious traditions, then their relevance to modern life. Each teacher and student reads a story from the Bible, which focuses on the value of character formation, and conveys it back in the form of content in the form of local music, local dance, and other cultural arts.

The result is that the GROW curriculum impacts everyone who participates. The first good impact is for the students themselves as seen from other people. Since following the GROW curriculum, students can become more confident and resilient, able to take initiative, dare to speak in front of the class, and lead others. Teachers also report that their students show progress for the better and always show respect for older people. Positive changes were also noted by the students themselves, where they said that "GROW changed my life!". Students always practice what is taught at school according to their aspirations, for example doctors, lawyers, soldiers, as well as their short-term goals, for example refusing to use cigarettes and alcohol and achieving school graduation. Of the 24 characters taught, they most often mentioned their favorite character, namely leadership. This curriculum also has a good impact on improving the spiritual side, which is shown by the increase in the number of students visiting church. They learn about love and peace, and always pray to strengthen their relationship with God. Not only for students, the positive impact is also felt by GROW leaders, because they also practice the values taught. They feel positive feelings when they get positive feedback from their parents. Some of them even have good relationships with students.

2. Resilience and Risk in Adolescents from Military Families

Research by Bullock et al shows the impact of being a member of a military family in the North American country of Canada, which influences whether teenagers will experience the risk of stress or even resilience because of their status and the conditions of their family.⁶ The research used a qualitative approach by taking a sample of 178 teenagers aged 14-19 years who came from military families. This research also requested permission from the Director General of Military Personal Research and Analysis. Research invitations were sent via email to 3000 teenagers with military family backgrounds. The results of the research were divided into what are the sources of risk and what are the sources of resilience in adolescents

The source of the risk of stress in teenagers can be caused by various things, one of which is relocation of residence which causes the loss of friends more quickly, lack of sense of belonging, and feelings of stress. Relocation of residence is usually caused by a change in location of duty for the father who works in the military. This transfer can occur every 2 years depending on the work location. The change of residence was also followed by the change of school by their children. Every child who changes schools certainly experiences separation from their friends at the old school, and has to get reacquainted with friends at the new school. This process is certainly tiring for children because it is done continuously. They don't have close friends who last from start to graduation. They separated from many friends from non-military families, because non-military families do not change their location of residence. Another cause is the availability of parents in their home. Military families certainly allow parents to serve out of town and leave their children behind. This causes children to feel a lack of parental love because parents are not at home when the children need them. This condition is also exacerbated by children's concerns about the safety of their parents on the battlefield.

Apart from being a source of stress risk, a military family background can also be a source of resilience for teenagers themselves. One reason is that military agencies strongly support programs for young people. Military agencies have special programs for young people, one of which is a community program for teenagers in the form of a support group. Their program takes the mental health of teens very seriously by providing counseling available to teens from military families. They call it a “military mental health program”. Activities not only take the form of counseling about mental health, but also extracurricular activities that accommodate the hobbies of each teenager. This program tries to strengthen group solidarity between teenagers from military family backgrounds. Extracurricular activities take the form of sports and other hobby activities. In fact, some teenagers have access to activities such as self-defense which are provided by military agencies. Apart from that, teenagers also get financial assistance by getting money that is paid periodically.

⁶ Bullock, A., Williams, L., & Goubanova, E. (2022). Sources of risk and resilience among adolescents from military families. *Military Behavioral Health*, 10(2), 124-133

3. Experiences of Resilience among Iranian Adolescents

Nourian et al's research tells about the experiences of teenagers in Iran in facing times of anxiety taken in 2014-2015.⁷ The research uses a qualitative approach and uses data collection techniques, namely semi-structured interviews. The samples taken were teenagers aged 13-17 years using a purposive sampling technique. Participants were also teenagers living in health facilities, namely government dormitories supervised by the Social Welfare Organization of Tehran province. The respondent was someone who had experienced mental health problems, and had even experienced motor and physical disabilities.

The result is that the teenager uses several methods to carry out resilience. First, they can become stronger amidst these difficulties. Participants have experienced painful past experiences, but they believe that the past can make them learn. Another lesson is that they feel that problems will always come so they have to be strong to face every problem that comes. Second, they can actually manage their own difficulties. When they are faced with a problem, they will look for various ways to solve the problem. Therefore, they are used to organizing things to solve their problems.

The next section is about the high aspirations of each teenager. Each participant always cultivates their optimistic nature by always thinking positively, with further explanation being to focus on the positive things from every problem that comes. They try to tolerate problems and consider it normal. Apart from that, they try to make sense of life by thinking again about achieving goals. They see that whatever effort is made to achieve a goal will produce results, even if the initial goal is not achieved.

They can also strengthen themselves from a problem. They try not to get too caught up in the problems that befall them. They don't let problems control them, so they try to always keep their distance from problems. They run away from problems only when the problem is too burdensome for them or if the problem is no longer under their control. Since childhood, they have had strategies when dealing with problems and they always repeat them in adulthood.

The last part which is no less important is strengthening their social relationships either with humans or with God. They improve relationships with their friends and get a support system. The presence of friends can provide medicine for those who are facing personal problems. The participants also believed that God always tests His servants with problems and always provides ways to solve these problems.

⁷ Nourian, M., Mohammadi Shahbolaghi, F., Nourozi Tabrizi, K., Rassouli, M., & Biglarrian, A. (2016). The lived experiences of resilience in Iranian adolescents living in residential care facilities: A hermeneutic phenomenological study. *International Journal of Qualitative Studies on Health and Well-Being*, 11(1), 30485.

D. Discussion

Some of the examples above show that teenagers in several parts of the world experience resilience to face their lives. Those who have experienced a decline in their quality of life can slowly recover by doing several activities. Others who care about them can help them get through difficult times in their teenage lives

There are factors that increase the resilience of teenagers in the countries mentioned so that they can be enthusiastic again;

1. *Self-efficacy*(Self confidence)

Self-efficacy is a person's belief that he is able to solve or handle all problems and is able to achieve success.⁸ Bandura as referred to by Maharani defines self-efficacy as an individual's belief in his or her ability to exercise some form of control over the individual's own functioning and events in the environment. A person's beliefs about their capacity or abilities influence what types of activities they will undertake, how much effort they put into these actions, how long they will persist in the face of obstacles and disappointments and their resilience after setbacks.⁹

According to Reivich and Shatte as quoted by Vallahatullah Missasi, self-confidence is one of the factors that influences a person's ability or capacity for resilience. As referred to by Vallahatullah Missasi, Cassidy conducted research on 435 students in building resilience with the role of academic self-efficacy. Self-efficacy is related to a person's perception of the abilities they have. Self-efficacy causes a person's level of resilience to vary. Subsequent research was conducted by Marti and Ruch as quoted by Vallahatullah Missasi with 363 adults who said that self-confidence (self-efficacy) influences resilience. From the results of this research, it can be seen that self-efficacy influences resilience.¹⁰

Teenagers in Zambia develop self-confidence after receiving the GROW curriculum. This self-confidence is also followed by other positive values, for example self-confidence, leadership, religiosity, and daring to dream. This self-confidence is formed from their experiences in classes that use the GROW curriculum. Teenagers in Zambia recorded their personal changes and shared them with researchers, and these notes helped them reflect on their life journey. They improved their spiritual relationship with God by starting to attend church regularly.

In contrast to Zambian teenagers, Canadian teenagers with military family backgrounds in Canada form their self-confidence by joining hobby communities

⁸ Afifah, N., Purna, R. S., & Sari, L. (2022). Peran Self-Efficacy Akademik terhadap Resiliensi Akademik pada Mahasiswa Tahun Pertama. *Jurnal Consulenzu: Jurnal Bimbingan Konseling Dan Psikologi*, 5(2), 217–225.

⁹ Maharani, P. C. D., & Hartati, M. T. S. (2021). Hubungan antara Self Efficacy dan Dukungan Sosial dengan Resiliensi Siswa SMK Negeri 1 Wonosegoro Kabupaten Boyolali Tahun Pelajaran 2020/2021. *Empati: Jurnal Bimbingan Dan Konseling*, 8(1), 85–95.

¹⁰ Missasi, V., & Izzati, I. D. . (2019). Faktor-faktor yang mempengaruhi resiliensi. *Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan*, 434.

provided by military agencies. These hobby communities can be sports communities and arts communities. In fact, they can also take part in a self-defense program that can strengthen them physically and at the same time strengthen them mentally. This community can help them to explore their talents and demonstrate their existence as outstanding teenagers. The community also helps in bringing them together with friends who have the same fate.

Teenagers in Iran form self-confidence precisely because they have faced problems in the past. They consider problems to be something that can actually strengthen them. The habit of facing problems allows them to use certain patterns to face the next problem.

2. *Social Support*(Social Support)

Sarafino, as quoted by Akbar Zarina, defines social support as feelings of comfort, appreciation, attention or assistance that a person receives from other people or from their group.¹¹ As quoted by Jannah, Kuncoro provides the understanding that social support is verbal and non-verbal information, sincere, real forms of assistance and behavior provided by the closest people who are known in their social environment or as presence and things that can provide support. emotional benefits and has an influence on the behavior of the individual who receives it. In this case, individuals who feel they receive social support sincerely or emotionally will feel better because they feel cared for, receive direction, suggestions and advice as well as a better impression for them.

Social support is needed by individuals in order to become strong individuals and be able to overcome every life problem so that individuals can reduce negative risks that can be detrimental and have an impact on their life activities. Individuals who receive social support from family, friends and the environment will be better prepared to face difficulties compared to individuals who do not receive this support. The support received can make individuals feel that they are appreciated, create a condition of comfort and calm that makes individuals feel ready to live life so that individuals can try to face the problems they experience creatively.¹²

Social support for adolescents in Zambia is a well-implemented government program. The GROW curriculum was designed to solve the problem of teenage anxiety in Zambia. The GROW curriculum contains positive values that teenagers must embrace. The result of implementing this program is that teenagers experience changes in character for the better. Testimonials came from teachers and their parents who felt the good impact of the program. They provide social support to each other because the GROW curriculum also teaches values to provide support to each other. Other social support comes from their leader who always teaches positive values in class every week.

¹¹ Akbar, Z., & Tahoma, O. (2018). Dukungan Sosial dan Resiliensi Diri pada Guru Sekolah Dasar. *Jurnal Penelitian Dan Pengukuran Psikologi*, 7(1), 53–59.

¹² Jannah, S. N., & Rohmatun. (2018). Hubungan antara Dukungan Sosial dengan Resiliensi pada Penyintas Banjir Rob Tambak Lorok. *Jurnal Psikologi Proyeksi*, 13(1), 1–12.

Social support for teenagers in Canada who come from military families comes from the government and friends. Military agencies provide counseling programs for teenagers free of charge. Apart from that, military agencies also provide cash assistance to them. Furthermore, military agencies also provide platforms in the form of sports communities and arts communities that suit their hobbies. They also get moral support from friends in their community, because of course they both come from military families.

There is not much social support given to teenagers in Iran who experience anxiety disorders, because they form their own protection and resilience.

E. Conclusion

Based on the results of analysis on teenagers in Zambia, Canada and Iran, regarding the process of resilience in achieving dreams. So the author concludes that the results of this research show how every society in every country has various ways of strengthening the resilience of teenagers. Resilience can be formed from oneself, through experiences of experiencing difficult problems in the past. Resilience can also be formed from strengthening their spiritual relationship with God, because with this they believe that they are not alone in their lives, and that God always helps them in facing problems. Resilience is also created from activities that bring them together with people who experience the same conditions. Schools can take part in strengthening resilience by providing teaching aimed at instilling the values of self-confidence in their students who are entering adolescence. The government also has a role in developing a curriculum that contains positive values in facing teenage life and regulating the implementation of activities to instill these values. These three cases show that there are two factors that make teenagers experience resilience. First, factors that come from oneself are internal factors. Adaptation and finding new ways to overcome problems because of a painful past can form resilience. Strengthening one's spirituality by frequently communicating with God is another way. External factors are through social support from people around. Social support and motivation from friends are really needed to strengthen oneself, especially when facing problems. Support from teachers at school and family at home is also needed because they are one of the closest people to them. Apart from that, there is an indirect role for the government through the formulation of policies aimed at curing teenage anxiety. The government also provides support in the form of counseling services, cash and other programs.

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