

RESILIENCE IN ORPHANED ADOLESCENTS: A CASE STUDY ON RESILIENCE IN ORPHANED ADOLESCENTS AT THE FACULTY OF PSYCHOLOGY, UNIVERSITAS 17 AGUSTUS 1945 SAMARINDA

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Abstract. Parental support is vital during adolescence to help teenagers handle challenges. Losing parents or becoming orphaned in adolescence poses significant challenges, often obstructing the development of resilience, the ability to recover from adversity and adapt. This study uses a descriptive qualitative approach, focusing on two orphaned female university students from Universitas 17 Agustus 1945 Samarinda. Data were gathered through interviews, observations, and documentation. Findings reveal distinct resilience traits in the subjects. Subject R shows proactive emotional regulation and a solution-focused approach, frequently seeking support from friends, indicating a strong ability to adapt through structured self-regulation techniques and high optimism. Conversely, Subject S exhibits a passive, introspective approach, effectively managing impulsive behavior and preferring personal reflection, such as listening to music or walking, before seeking solutions and support from friends. Both subjects display adaptive resilience but through different methods, highlighting the variability in individual coping strategies shaped by their experiences and personal characteristics. This research underscores the diversity in resilience development among orphaned adolescents, reflecting the influence of unique adaptive mechanisms on their ability to navigate life challenges

Keywords: Resilience, orphaned, adolescents.

INTRODUCTION

Every individual inevitably faces problems, but their attitudes towards these problems differ. Some individuals manage to overcome their challenges successfully, using them as opportunities to enhance their capacities and abilities. However, at times, problems can lead to individuals feeling overwhelmed and ineffective in their lives.

During adolescence, parental guidance is crucial in helping teenagers navigate their problems. Individuals need psychological resilience to withstand difficulties and recover, enabling them to live effectively. Losing parents or becoming an orphan during adolescence poses significant challenges. Napitupulu (2009) argues that orphans face increased pressures due to the absence of parental love, protection, and support. The lack of parents creates a highly

complex situation for teenagers. Suseno (2013) states that being orphaned can hinder personal development, leading to withdrawn behavior, aggression, or uncertainty and indecisiveness.

Amelia, Asni, and Chairilsyah (2014) highlight that individuals respond to problems differently. Sometimes, individuals feel enthusiastic, while at other times, they feel inferior. As a child, the potential to grow into a positive and high-achieving teenager exists. However, the pressures of life and problems faced away from family often lead these teenagers to struggle to maintain resilience, resulting in a lack of dedication to becoming accomplished and beneficial to others.

This resilience, or the strength to recover from adversity, is crucial. According to Firanti Handayani (2010), resilience is an individual's ability to face and overcome life's difficulties adaptively, learn from these experiences, and adjust to challenging conditions. Van Breda (cited in Anita Novianty, 2011) defines resilience as the ability to recover from stressful situations, trauma, or shocking events by utilizing available resources to achieve positive development and growth. Therefore, resilience can be summarized as an individual's ability to bounce back from stressful conditions, overcome difficulties positively, and adapt to challenging circumstances. Based on this phenomenon, the author formulates the problem regarding the resilience of orphaned children, aiming to understand their resilience.

METHODS

This study uses a qualitative case study approach to explore the life of an orphaned adolescent in-depth. The qualitative case study method was chosen because it provides flexibility to examine phenomena in real-life contexts and allows for a deep understanding of the complex aspects affecting the subject. Data collection was conducted through in-depth interviews in a Focus Group Discussion (FGD) format at the Faculty of Psychology, Universitas 17 Agustus 1945 (UNTAG) Samarinda. The interviews were recorded and then transcribed by replaying the recordings, listening carefully, and accurately writing down the words heard.

The data analysis stage began with the transcription of the interview results, followed by data reduction through abstraction to note important information relevant to the research context while disregarding irrelevant data. The data were then analyzed thematically to identify key patterns in the subject's experiences. Data validity was maintained through triangulation techniques, which compare information from various sources and perspectives to ensure the consistency and validity of the findings. This method allows for a deep understanding of the subject's emotional and psychological dynamics and provides a comprehensive picture of the challenges faced by an orphaned adolescent.

Data analysis in this research uses a descriptive-analytic method, which describes data from field notes, interviews, and documents with words and images instead of numbers. This process is ongoing and includes data reduction, which abstracts, organizes, and summarizes the data to highlight key elements, as well as data presentation, which displays organized information in a narrative form to facilitate understanding and action. Conclusions are drawn and verified through continuous comparison and validation to ensure they are supported by credible evidence, as described by Miles and Huberman (1992) and Sugiyono (2008).

The subjects in this study consist of two individuals, both of them are females. The identities of the subjects in this study are as follows:

TABLE 1. Subject Identities

Characteristic	Subject 1	Subject 2
Initials	R	S
Gender	Female	Female
Age	20	21
Last Education	High School	High School
Marital Status	Single	Single
Occupation	Student	Student

RESULTS

TABLE 2. Overview of Resilience Subjects R & S

Subject	Dimensions	Interpretation
		Overview of Resilience
R	<i>Emotion Regulation</i>	R demonstrates strong proactive and introspective abilities. R has structured and careful impulse control abilities. R refrains from rushing to complete tasks, opts to sleep instead of eating when hungry late at night, and restrains anger. When feeling panicked, R avoids eye contact with the audience to reduce anxiety. R also prefers to collaborate with friends to complete tasks by using breathing techniques and thoughtful consideration before taking action.
	<i>Impulse Control</i>	R has structured and careful impulse control abilities. R refrains from rushing to complete tasks, opts to sleep instead of eating when hungry late at night, and restrains anger. When feeling panicked, R avoids eye contact with the audience to reduce anxiety. R also prefers to collaborate with friends to complete tasks.
	Optimisme	R demonstrates high confidence in solving problems and overcoming failures by seeking solutions. Moreover, R is capable of learning from their mistakes.
	<i>Causal Analysis</i>	R is capable of identifying problems, determining their root causes, and seeking solutions and advice before making decisions. Despite often overthinking and experiencing doubt, R manages this by seeking solutions with their relatives.
	Empati	R has strong interpersonal skills, demonstrated by their ability to listen attentively to friends who confide in them. R shows empathy and understanding by actively asking questions, providing supportive responses, and avoiding judgment. R is also capable of accepting differing opinions during discussions.
	<i>Self-Efficacy</i>	R demonstrates independence in completing college assignments and has confidence in handling tasks. She has clear life goals and has started engaging in activities that support her ambitions. R is also capable of self-motivation and resolving various issues she encounters, both personal and external.
	<i>Reaching Out</i>	R tends to seek support from friends when dealing with emotions and feels comfortable finding solutions together with them. Support from family is usually sought after the problem is resolved. R easily asks friends for help, while more complex and personal issues are typically discussed with family.
S	<i>Emotion Regulation</i>	S tends to be passive and introspective, preferring to be alone when sad or angry. S shows empathy by listening to and accompanying sad friends without actively comforting them. When facing strong emotions or bad news, S calms down by listening to music or taking a walk before seeking a solution.
	<i>Impulse Control</i>	S has strong abilities with a passive and calming approach. When angry, S chooses to remain silent and calm down before reacting. S also opts to sleep when hungry late at night and avoids eye contact during presentations to reduce nervousness. When receiving bad news, S calms down by listening to music or taking a walk before seeking a solution, demonstrating the ability to manage impulsive urges in a calm and introspective manner.
	Optimisme	S has high confidence in solving problems and a low sense of pessimism. S deals with stress and change by finding ways to feel better and seeing the positive side of a change or problem. S also recognizes that sadness is part of the adaptation process and helps others adapt.
	<i>Causal Analysis</i>	S is able to identify a problem they are experiencing. When faced with an issue, S seeks a solution before making a decision, carefully considering the long-term impact, accompanied by some overthinking and doubt. S copes with failure by turning it into a learning experience.
	Empati	S shows deep empathy by listening without judgment and respecting the privacy of friends. S is sensitive to others' feelings and can provide help objectively without becoming too emotionally involved. Additionally, S has an open attitude towards various perspectives, preferring to understand the reasons behind friends' views before expressing their own opinions.
	<i>Self-Efficacy</i>	S is able to complete college assignments independently and self-motivates, but lacks confidence in task execution and is uncertain about life goals and future activities. Nonetheless, S is still capable of handling both personal and surrounding issues.
	<i>Reaching Out</i>	S prefers to seek support from friends when dealing with emotions, feeling comfortable sharing stories and finding solutions with them. S tends to be more open with friends than

		with family and views friends as a reliable source of support.
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DISCUSSION

R is an individual with proactive and introspective emotional regulation abilities. R tends to cry and withdraw when facing emotions like anger or sadness, yet adapts well to others' emotions, particularly by sensitively comforting her friends. On the other hand, R also demonstrates structured and careful impulse control abilities, such as refraining from rushing through assignments or avoiding yelling when angry. R's self-regulation strategies, like avoiding direct eye contact when nervous during presentations, also indicate her adaptability in stressful situations. Overall, this article illustrates R as effective in managing emotions and controlling impulses, with adaptive strategies across various aspects of daily life.

R tends to deeply consider decisions before making important choices. Although prone to overthinking after decisions, R exhibits high confidence in problem-solving by seeking information and validation from others when uncertain. Emotionally, R struggles with making future decisions and often feels pessimistic about her abilities, yet copes with failures by trying again and self-improving. R displays altruistic behavior by helping others without expecting rewards, coupled with high empathy. Overall, R demonstrates optimism in facing challenges, seeking solutions, and adapting to life changes.

R actively engages in listening to friends who confide in her. She demonstrates high empathy by sensing and understanding her friends' feelings. Besides actively listening, R also provides supportive responses, such as inviting friends out or offering encouragement after a conversation. R refrains from judging her friends and is capable of accepting differing opinions in discussions, indicating emotional maturity and the ability to build strong relationships. R handles campus tasks independently with high confidence. R has clear life goals and has begun taking steps towards achieving them. R also motivates herself and addresses various personal and environmental challenges, showcasing independence, focus, and the ability to grow both personally and academically.

R shows a tendency to seek support from friends when dealing with emotions like sadness or anger. R feels comfortable expressing feelings and seeking solutions together with friends. On the other hand, R's relationship with family focuses more on sharing stories after problems have been resolved or dealt with. R also easily asks friends for help, especially in finding solutions to encountered problems. R's choice of seeking support from family or friends depends on the complexity and nature of the issue. When problems are personal or require deeper solutions, R tends to prefer discussing with family. R's seeking support highlights the importance of interpersonal relationships in managing emotions and problem-solving.

S shows a passive and introspective approach in managing emotions and responding to challenges. S does not express emotions directly, preferring to listen and accompany others in difficulty without actively trying to console them. When faced with strong emotions or bad news, S tends to calm herself by listening to music or taking walks before seeking solutions. S also shows good ability in controlling impulsive urges, waiting for emotions to subside before reacting to anger-inducing situations. S's approach to stress, such as avoiding direct eye contact during presentations, indicates a thoughtful strategy in reducing anxiety. S prefers a calm, introspective approach that effectively maintains emotional stability and finds solutions in challenging situations.

S tends to use a passive and introspective approach in dealing with emotions like anger or sadness. Unlike R, who is more active in expressing emotions, S prefers solitude and listening to and accompanying friends who are sad, without actively trying to console them. When confronted with strong emotions or bad news, S self-regulates by listening to music or taking walks, giving herself time to stabilize emotions before seeking solutions. This approach shows that S tends to manage emotions in a calmer and introspective manner, both for themselves and in interaction with others.

In terms of optimism, S also demonstrates good ability in controlling impulsive urges. S chooses to wait until emotions subside before reacting to anger-inducing situations, and even makes decisions like sleeping when feeling hungry late at night to avoid unwanted impulsive responses. S also uses strategies to avoid direct eye contact during presentations to reduce anxiety, showing self-awareness in facing social situations. S in emotional regulation prefers a passive yet effective approach in maintaining self-composure and finding appropriate solutions in challenging situations. The discussion about S's characteristics reveals her proactive attitude in making decisions and handling problems with high confidence. S tends to seek solutions before making important decisions and considers the long-term impact of their actions. When facing failure or stress, S uses introspective strategies such as finding solutions, learning from mistakes, and self-care through sleep or listening to music to feel better.

In terms of adapting to change, S shows a accepting and yielding attitude towards time, understanding that sadness is a natural part of the adaptation process. They are also actively helping others to adapt to change, showing

a high level of empathy by sharing experiences and seeking social support from their friends. Overall, S demonstrates optimism in facing life challenges by utilizing introspection and social support to solve problems and support the community around them.

S demonstrates good empathy abilities in her social interactions. She often becomes a place to confide in for her friends and has good listening skills, giving full attention without judgment and respecting their privacy. In terms of sensitivity to others' feelings, S can understand and respond to their friends' needs by maintaining emotional distance to remain objective, thereby providing necessary assistance without becoming too emotionally involved. Additionally, S shows openness in accepting different perspectives. She tends to listen and understand the reasons behind her friends' opinions before stating her own views, and avoids debates unless with close friends where she feels more comfortable to discuss. Overall, S shows empathy through good listening skills, moderate understanding of others' feelings, and an open attitude towards various perspectives.

S demonstrates a proactive approach in decision-making and stress management. They tend to seek various solutions before making important decisions, showing readiness in planning for long-term impacts. When facing failure or stress, S uses an introspective approach by seeking solutions, learning from mistakes, and self-caring through sleep or listening to music to feel better. They are also adaptive in facing changes, accepting sadness as part of the adaptation process, and actively helping others with a high level of empathy. S prefers to seek support from friends when dealing with emotions like sadness or anger. They feel comfortable sharing stories and seeking understanding and emotional support from friends. S tends to pour out feelings and stories to friends rather than family, feeling more open and unfiltered when talking to friends. In interactions with friends, S is comfortable sharing personal matters and seeking solutions to the problems they face. They tend to often ask for help or solutions from friends, whether for internal or external problems. Friends are seen as a reliable source of support in handling problems.

CONCLUSIONS

Based on the research referring to aspects according to Reivich and Shatte (2002), namely emotion regulation, impulse control, optimism, empathy, self-efficacy, and reaching out, both subjects in this study show that the resilience of two orphaned female adolescents, R and S, manifests uniquely in their emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and support-seeking patterns. R demonstrates proactive emotion regulation, high optimism, structured self-regulation techniques, and prefers seeking support from friends, emphasizing the importance of interpersonal relationships. Conversely, S adopts a more passive and introspective approach, calming herself before seeking solutions, showing good impulse control, and preferring to seek support from friends while maintaining respect for privacy. These differing strategies highlight individual variations in developing resilience, shaped by their experiences and personal characteristics, showcasing the diversity in how orphaned adolescents face and overcome life's challenges.

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