

Climbing the Resilient Path: Stages of Resilience for Children in Conflict with the Law

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Abstract: To examine in depth how ABH navigate difficult situations during the legal process for their cases, the author conducted in-depth interviews with ABH in their respective locations to understand the stages of resilience and insecurity they experienced during the legal process. Four children under 18 years old were charged with theft and assault. The case was resolved using a restorative justice approach through police diversion. Verbal statements from the children were recorded and organized into themes, then categories were created to form the basis for developing a conceptual framework for the stages of resilience. Four stages were found in the development of ABH resilience: stress, deteriorating, adapting and recovering, and strengthening. The stress stage occurs during the process of being arrested for a crime. ABH at this stage feels very stressed because the legal impacts that occur are never previously thought of. The deteriorating stage is where ABH due to the stressful situation experiences a psychological decline, does not know what to do, and feels helpless. The adapting and recovering stage is the stage where ABH begins to develop adaptive behaviors to the existing situation and recover from the psychological conditions experienced previously. In the strengthening stage, ABH has begun to demonstrate success in adapting to the situation and developing positive behaviors. The success of this stage is influenced by the strength of protective factors during the legal process.

1 INTRODUCTION

The number of cases of children in conflict with the law in the last four years is quite worrying, as published by the KPAI (Indonesian Child Protection Commission) in 2015 cases of children in conflict with the law numbered 4,309 cases, in 2016 there were 4,622 cases, in 2017 there were 4,579 cases, and in 2018 it reached 4,885 cases. From the existing case data, the highest ranking is cases of children in conflict with the law (children as perpetrators). Referring to Article 1 of the Child Protection and Child Protection Law, the resolution of child cases in the juvenile criminal justice system must prioritize a restorative justice approach and a

diversion process. Diversion is the transfer of the resolution of child cases from the criminal justice process to a process outside the criminal justice system, while restorative justice is the resolution of criminal cases by involving the perpetrator, victim, the perpetrator/victim's family, and other related parties to jointly seek a just resolution that emphasizes restoration to the original state, rather than retaliation.

According to Law No. 23 of 2002 concerning child protection, a child is a person who is not yet 18 (eighteen) years old, including children who are still in the womb. Children who are in conflict with the law are children who are in conflict with the law,

children who are victims of criminal acts, and children who are witnesses to criminal acts. Children in conflict with the law, hereinafter referred to as children, are children who are 12 (twelve) years old, but not yet 18 (eighteen) years old who are suspected of committing a crime. Law No. 3 of 1997 refers to a delinquent child, meaning a child is a person involved in a case. A delinquent child has reached the age of 8 (eight) years but has not yet reached the age of 18 (eighteen) years and has never been married. There are several differences between the legal and psychological age limits for children. According to psychological studies, the age of 12 to 18 years is middle adolescence (Monks et al., 2009), no longer considered a child. The term "child" used in this study refers to the concept of a child from a legal perspective, namely the age of 12 to 18 years. Hereinafter referred to as children in conflict with the law or abbreviated as ABH.

Going through the legal process is not easy for ABH, considering his immaturity. The situations ABH faces during the legal process are difficult for children his age. The unpleasant experiences he experiences cause children to feel depressed and stressed. Stress is an individual's response to a situation or event that triggers stress (a stressor), which threatens and interferes with a person's ability to cope (Santrock, 2003).

In such situations, ABH is required to develop the ability to adapt and overcome existing difficult situations positively. Resilience refers to a pattern of positive adaptation in unpleasant or stressful situations (Masten, 2006). According to Luthar et al. (2000), resilience refers to a dynamic process that includes positive adaptation in the face of significant problems. In this definition, there are two critical

conditions in resilience: (1) openness to significant disturbances or serious problems; and (2) achieving positive adaptation despite facing obstacles during the developmental period.

Goldstein et al.'s (2013) research on resilience in adolescents who gamble indicates that several risk factors can reduce the likelihood of engaging in high-consequence gambling. For example, parental monitoring was significantly higher in the low-consequence gambling group. This aligns with the literature on gambling behavior, which shows that parents play a crucial role in reducing adolescent involvement in problem gambling (Lussier et al. 2007), as well as various other risky behaviors, including drug use, violence, and sexual risk (Reboussin et al. 2006). Sholichatin's (2012) research on emotional regulation and social support as moderators of the relationship between stress and resilience in juvenile correctional students. The results of the analysis of differences in resilience scores based on case type, age of entry, length of training, and stage of training showed no differences in resilience scores for each subject in terms of case type, age of entry, length of training, and stage of training. The results of the analysis of differences in stress scores based on case type, age of entry, length of training, and stage of training showed that subjects aged 14-18 years had the highest levels of stress in the behavioral aspect. The tendency for children in this age range to be more stressed than in other age ranges may occur due to the influence of the development they go through.

This study examines in more detail the resilience phases of ABH whose cases are resolved through the diversion process. Many researchers in Indonesia have begun to be interested in studying

resilience, but no research has examined the resilience stages of ABH with the diversion legal process. The results of this study are expected to contribute to the development of resilience theory and, in an applicable manner, find a formulation of ABH resilience stages that can be used as a reference in empowering children in conflict with the law, as well as becoming a basis for reflection on the implementation of Law No. 11 of 2012 concerning the Juvenile Criminal Justice System.

2 METHOD

Participants

This study involved four ABH participants aged 14-17 years. Three participants were involved in theft cases and one participant was involved in assault cases. All four participants resolved their cases through a diversion process during the investigation stage at the police station. Geographically, the four participants lived in different locations: two participants lived in Bondowoso and two participants lived in Jombang. After going through the legal process, the four participants lived in different places: in an Islamic boarding school, living with family (relatives), living in an orphanage, and one living in a social rehabilitation center.

Materials and Procedures

Preparing participants. The initial step taken by the author was to re-communicate with the parties, namely the family, social services, police, and social institutions. Coordination was then made regarding the appropriate time for the author to meet the participants and collect data according to the focus and objectives of the research. The author also

reconfirmed necessary administrative requirements, such as a research permit. Some institutions require such a letter, while others do not. Before meeting the participants, the researcher ensured that there was a contact person or someone trusted by the participants who would act as an introduction before the author met with the participants. This was a consideration for the researcher because of the importance of contact in accelerating the development of rapport.

The participant search process was quite dynamic. Several networks, initially happy to assist the author in finding participants who met the research criteria, suddenly became unavailable for various reasons, such as participants no longer living in the area, participants or their families being unwilling because they considered the issue embarrassing, and time and busy schedules of participants and their networks. After participants expressed their willingness, the author conducted intensive interviews at an agreed-upon location. Intensive interviews were the data collection technique of choice for this study because they allow for in-depth exploration of a specific topic or participant's experiences (Charmaz, 2006).

Data analysis

The data analysis technique used in this study refers to Grounded Theory Coding by Charmaz (2006). Grounded theory coding produces an analytical framework. Coding in qualitative research can be classified based on its stages and based on the data segments being coded. Based on the stages, Charmaz (2006) proposed three types of coding: initial coding, focused coding, axial coding, and selective coding. Based on the data segments being coded, Charmaz proposed three types of coding:

word-by-word coding, line-by-line coding, and incident-by-incident coding.

3 RESULT

The results of this study have identified that of the four research subjects, two subjects demonstrated positive adaptation to stressful situations (resilience), and two subjects demonstrated vulnerability. There are four phases that ABH go through to successfully adapt positively to these difficult situations, and there are differences in patterns between resilient and non-resilient ABH. These four phases include the stress phase, the deteriorating phase, the adapting and recovering phase, and the strengthening phase.

Stress Phase

This is a phase where children find themselves in stressful or difficult situations. During the legal process, children with disabilities face difficult and stressful situations when they are arrested and/or handed over to the authorities. The subjects of this study tended not to consider beforehand how their behavior would impact the legal process, resulting in children experiencing pressure and stress when they first encounter the law.

When caught or faced with the law, the thing children fear most is going to jail. This is because children perceive prison as a place that will restrict their freedom of movement and play. They feel anxious and confused about what will happen to them. They don't have a clear picture of the legal process they will undergo. Feelings of regret arise because they realize that what they did had negative consequences for themselves and others (for example, regretting embarrassing their parents or family).

Yaaa... gimana buk, gak kepikir untuk ketangkap (P1.79); Pas ketangkap kepingine kabur lah buk; takut dipenjara buk...hehehe (P1. 101-103).

Ndak kebayang (efeknya akan berhubungan dengan proses hukum); Cuma saat itu butuh..untuk benerin HP; (P3.7-9); Nginjanya (di kantor polisi) tuh nggak enak; sehari kayak seminggu; polisinya keras, jam 2 dibangunin, suruh mijitin (P3. 454-459). Waktu melakukan nggak....nggak kepikir sampai sebegitu masalahnya; Saya kira cuma cedera biasa, bisa sembuh; (P4.110-116). Pada waktu proses hukum, pikiran saya itu.... Hehehe penjara.(P4.130). Yang membuat saya tertekan, saya belum pernah menghadapi peristiwa sebesar ini.... Berat, permasalahan dengan polisi; Apalagi saya kan masih labil pemikirannya waktu itu; Masih belum terlalu bagaimana ya; takut kalau dipenjara; nggak bisa kemana-mana; Jenuh; (P4.151-158).

Yeah... how come ma'am, I didn't think about getting caught (P1.79); When I got caught I wanted to run away ma'am; I was afraid of going to jail ma'am...hehehe (P1. 101-103). I couldn't imagine (the effect that would be related to the legal process); But at that time I needed it..to fix my cellphone; (P3.7-9); Staying (at the police station) was not pleasant; a day felt like a week; the police were harsh, woke me up at 2 am, told me to massage them (P3. 454-459). When I did it I didn't....I didn't think about it to that extent; I thought it was just a normal injury, it could heal; (P4.110-116). During the legal process, my thoughts were.... Hehehe jail. (P4.130). What made me depressed, I had never faced an event this big.... It was hard, the problem with the police; Moreover, my thinking was still unstable at that time; I still didn't know what to do; I was afraid of going to jail; I couldn't go anywhere; Saturated; (P4.151-158).

When arrested and/or confronted by law enforcement, these research subjects experienced an unpleasant and stressful situation, one in which they felt shocked by the reality of their situation.

Deteriorating Phase

In a state of fear, confusion, and anxiety, children in conflict with the law tend to feel helpless and unsure of what to do. They have no idea what to do in the legal process. They can only surrender, submitting to the wishes of the adults around them.

Bingung...hehehe; Perasaane nyesel lah bu; takut dipenjara buuk; (P1.81/83/103); Nggih wedi, pasrah mawon; kulo pas niku bingung; nggih bingung; (P2. 160/208/305);Gupuh, takut mbak; Malu pada teman-teman; Sama takut; takut dijauhi; Agak-agak malu pas di Tanya-tanyain; kalau belum seleai, kaya apa ya...ndredek mbak, kayak gugup gitu; (P3.38/52/54/60/68/364). Kalau saya waktu itu menyesal; ya menyesal... tegang; (P4. 108/126).

Confused...hehehe; I feel sorry ma'am; afraid of going to prison; (P1.81/83/103); Nggih wedi, surrender mawon; kulo pas niku confused; highly confused; (P2. 160/208/305); Nervous, afraid, sis; Shame on friends; Equally afraid; fear of being shunned; A bit embarrassed when asked questions; If it's not finished, what's it like... I'm sorry sis, I'm so nervous; (P3.38/52/54/60/68/364). At that time I regretted it; yeah sorry... tense; (P4. 108/126).

In this phase, all subjects feel depressed and helpless in their current situation. Various emotions swirl within them. It's during this phase that protective factors play a crucial role, given their age, where children need support from those around them during their growth and development, especially during difficult and stressful situations.

Adapting and Recovering Phase

In this phase, ABH begins to develop positive adaptive behaviors in existing situations and gradually recovers psychologically from the traumatic conditions they have experienced. When ABH experiences a decline phase, ABH who have better internal protective factors, more external

protective factors, and experience fewer risk factors tend to be resilient than those who do not. These protective factors help ABH in developing self-confidence and self-efficacy to adapt positively to difficult and stressful situations they face, and recover from the traumatic conditions they have experienced. For example, slowly starting to develop self-confidence to return to school and mingle with peers.

(apa yang membuat debi yaqin bisa menghadapi semua ini)... Ibu; semangat terus; jangan malu (P3.70-74); ibu selalu nyemangatin; iya, seminggu setengah apa dua minggu gitu (P3.394); diselesain di kantor (polisi), ini keluarga sini (paman) terus yang bersangkutan (P3.345-347); ibu ndak marah; nyemangatin; kalau kayak gini jangan putus sekolah, terus semangat (P3.406-407).

(what makes Debi sure that she can face all this)... Mother; keep up the spirit; don't be shy (P3.70-74); mother always encourages; yes, a week and a half or two weeks or so (P3.394); it will be resolved at the office (police), this family here (uncle) and the person concerned (P3.345-347); mother is not angry; encourages; if it's like this, don't drop out of school, keep up the spirit (P3.406-407).

(Apa yang membuat Fano yaqin bisa melewati situasi ini) Teman-teman saya (dipondok); ya teman-teman seangkatan; rekan dulu saya ada yang membantu saya juga; kasih motivasi; ya... yang sabar ya Fan, masalah itu sudah ada yang ngatur. Ya simpati.... ada simpatilah sama saya; orang tua pastinya; ayah; ayah kesini, ibuk ndak; ustadz (pesantren) (P4.113-131). Teman-teman, ya itu simpatinya yang muncul; nggak (mengejek), soalnya mereka paham juga (P4.149-153).waktu itu saya pulang; (ibu) menasehati saya... ibu saya nangis menasehati saya: ibu saya menyesal karena sudah kecewakan, kok sampai ada masalah seperti ini; kalau ayah itu pernah menasehati, sering menasehati juga sih tapi jarang berinteraksi dengan saya soalnya sibuk (P4.311-315).

(What made Fano confident that he could get through this situation) My friends (at the boarding school); yes, my classmates; some of my former colleagues helped me too; gave me

motivation; yes... be patient, Fan, the problem has been taken care of. Yes, sympathy.... there is sympathy for me; parents of course; father; is father here, mother not; ustadz (Islamic boarding school) (P4.113-131). Friends, yes, that's the sympathy that emerged; not (mocking), because they understand too (P4.149-153). At that time I came home; (mother) advised me... my mother cried advising me: my mother regretted disappointing me, how come there was a problem like this; if my father had advised me, he often advised me too but rarely interacted with me because he was busy (P4.311-315).

This condition occurred in resilient subjects, namely Debi and Fano. In the other two subjects (Ayik and Rio), the opposite condition emerged, namely a prolonged state of decline. This was influenced by the lack of protective factors and the high risk factors experienced by both.

Strengthening Phase

At this stage, children in conflict with the law have the strength to face difficult situations. They begin to develop positive adaptations to difficult situations. For example, they are more mentally prepared to undergo the legal process they will undergo, return to school, and reintegrate with their peers. Children in conflict with the law are also able to make new plans for their future and make behavioral changes for the better.

Berusaha tidak mbolos lagi; sudah sering ndak keluaran malem lagi; Ya intinya itu lebih baik dari pada kemarin-kemarin; (P3. 134-137); Sekarang tidak main sampai pagi lagi, bahkan ndak main (dengan teman-teman anak jalanan) (P3. 171). (Rencana ke depan) Ya belajar.. kayak.. ngrangkai mesin (P3. 247); lanjut sekolah di TKR atau SMK (P3. 249); (Pelajaran yang bisa diambil) Dijadikan pengalaman; sebelum melakukan suatu hal itu dipikir seribu kali dulu (P3.611-613).(Pembelajaran) bisa menjadikan kita semakin kuat; iya semakin kuat menghadapi masalah; (P4. 231). (Perubahannya) menjadi

pribadi yang kuat lah; ya saya semakin kuat menghadapi masalah. masalah-masalah kecil sudah terbiasa menghadapinya; sudah nggak pernah mukul lagi; trauma, karena dampaknya seperti ini (P4. 325-327);

Trying not to skip school anymore; I haven't been going out late at night anymore; Yes, the point is it's better than before; (P3. 134-137); Now I don't play until morning anymore, I don't even play (with street children) (P3. 171). (Future plans) Yes, studying... like... assembling machines (P3. 247); continuing my studies at TKR or SMK (P3. 249); (Lessons to be learned) Make it an experience; before doing something, think a thousand times first (P3. 611-613). (Learning) can make us stronger; yes, I'm stronger in facing problems; (P4. 231). (The change) is becoming a strong person; yes, I'm stronger in facing problems. I'm used to facing small problems; I never hit anymore; trauma, because the impact is like this (P4. 325-327);

(Rencana) bahasa arab ataupun bahasa inggris. ya ingin membuat sebuah tempat les gitu; bahasa inggris dan bahasa arab; kalau bisa ya kayak di kampung Inggris itu; ya saya nyari pengalaman belajar dulu di Pare; nah habis itu mau kuliah lah.. unmu malang (P4. 207-220).

(Plan) Arabic or English. I want to create a tutoring center; English and Arabic; if possible, like in the English village; I'm looking for learning experience first in Pare; then after that I want to go to college... Unmu Malang (P4. 207-220).

From the explanation above, this study found that to achieve positive adaptation outcomes, ABH must go through the following phases: stress, deterioration, adapting and recovering, and strengthening. Meanwhile, ABH who are not resilient face obstacles in reaching the adapting and recovering phases.

These phases of resilience represent the processes that ABH go through when facing difficult or stressful situations during legal proceedings, whether through diversion or juvenile justice. Subjects who demonstrate resilience have a more

dominant positive character baseline than those who are not resilient. Therefore, when facing stressful situations and then experiencing adversity, the level of adversity differs between resilient and non-resilient subjects. Resilient subjects do experience adversity due to what they experience, but in non-resilient subjects, the condition is more severe. During the deteriorating phase, resilient subjects experience more protective factors and fewer risk factors than non-resilient subjects. This influences the subject's psychological state in developing adaptive behaviors to the difficult situations they face. Subjects with more protective factors and fewer risk factors tend to continue the process of entering the adapting and recovering phases, as well as the strengthening phase. Subjects with fewer protective factors and more risk factors tend to experience difficulties in moving forward to the adapting and recovering phases. The overview of the ABH resilience phase is shown in Figure 1.

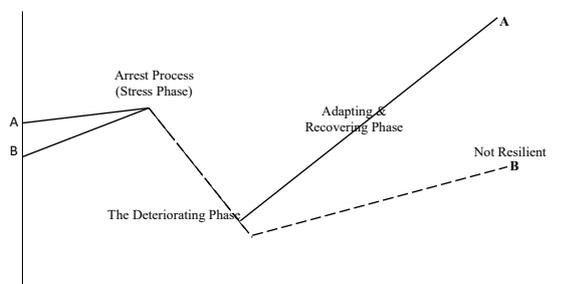


Figure 1. Phases of ABH Resilience

In these phases, the most crucial is the stress and deterioration phase. Children in conflict with the law face difficult and stressful situations. To reach the adaptation and recovery phases, they require reinforcement from both internal and external factors. This is the ideal time to provide support and empowerment to children in conflict with the law.

4 DISCUSSION

Coulson (2006) proposed four processes that can occur when someone experiences a significant adversity: (a) succumbing, a downward spiral where an individual gives in or surrenders after facing a threat or stressful situation. This occurs when an individual experiences adversity that is too great for them; (b) survival, where an individual is unable to achieve or restore positive psychological and emotional functioning after facing adversity. The effects of stressful experiences prevent the individual from returning to normal functioning (recovery) and diminish in some respects. Individuals in this condition can experience prolonged negative feelings, behaviors, and cognitions such as withdrawal, reduced job satisfaction, and depression; (c) recovery is a condition when individuals are able to bounce back in psychological and emotional functioning normally, and can adapt to stressful conditions, even though the effects of negative feelings still remain. Individuals can return to their daily activities, showing themselves as resilient individuals; and (d) thriving, a condition where individuals are not only able to return to their previous level of functioning after experiencing stressful conditions, but they are able to at least surpass this level in some respects. The process of experiencing and overcoming stressful and challenging life situations creates new abilities that enhance an individual's well-being. This is manifested in behavioral, emotional, and cognitive changes, such as a sense of purpose in life, clarity of vision, a greater appreciation for life, and a desire for positive social interactions and relationships.

Another study that examines the phases of resilience is the research by O'leary and Ickovics (in Carver, 1998) which mentions four stages that occur when someone experiences a situation of significant adversity, including: (1) Giving up (succumbing), a declining condition where the individual gives in or surrenders after facing a pressing threat. (2) Survival, at this stage the individual is unable to achieve or restore positive psychological and emotional functions after experiencing stressful conditions. (3) Recovery, which is a condition where the individual is able to recover their psychological and emotional functions normally and is able to adapt to stressful conditions, although they still have to put aside the effects of the negative feelings they experienced. (4) Thriving, at this stage the individual is able to return to their previous level of functioning, but they are able to surpass this level in several aspects.

In the research of Patterson & Kelleher (2015) also formulated the phases of resilience called The Resilience Cycle. These phases include: the deteriorating phase, where after getting hit by adversity, almost everyone faces the first stage in the resilience cycle, namely worsening conditions, increasingly worsening setbacks; the adapting phase, where after experiencing a downward sloping decline phase, most school leaders bounce back to reverse the upward trajectory to the adaptation phase, when they take personal action to turn things around; the recovering phase, continuing the upward trajectory, the adaptation phase gives way to the recovery phase and goes back to the maintenance level called the status quo. For some school leaders, the ultimate goal is to return to a maintenance level called the status quo; and the Growing phase, where learning from one's difficulties can make the transition from the

recovery phase to the growth phase and on to a sustainable level of resilience.

The resilience phases of these three studies are essentially similar, with difficult or stressful situations occurring, followed by a positive adaptation process that yields positive results. However, the dynamics vary from one researcher to another. This may be due to the different research subjects used in these three studies, leading to different dynamics. O'leary and Ickovics' (Carver, 1998) study examined women's health resilience, while Patterson & Kelleher's (2015) study examined the resilience of school principals, while this study examined the resilience of children in conflict with the law.

In addition to the resilience phases, the results of this study indicate that the development of resilience in ABH is influenced by the strength of external protective factors received at each phase. These external protective factors include social support in the form of emotional support, informational support, instrumental support, and friendship support. ABH receive this support from family, peers, teachers, and schoolmates, and are obtained at each phase. The following descriptions are as conveyed by each subject.

Sing ndampingi kakek; kakek di telpon (kepolisian) terus kakek datang (P1.122-124); kakek datang sama kakak; kakak sepupu (P1.131). Ya jangan diulangi gitu aja (P1.150)

Di sini (Rumah Hati) banyak teman (P1.431); bikin kerajinan tangan; sama bisa sholat, ngaji gitu buk (P1.619-622); kalo minum disini pernah, dulu pengen minum, gimana nggak ada uang (P1.629); yaa nyamar, nyamar cek gak kepingin ya, bubuk aja buk, ditinggal tidur biar nggak kepikiran (P1.635); biasane kalau nggak tidur ya bikin kerajinan, biar nggak kepikiran kesitu (P1.637).

Mas; mas, adik'e ayah (P2.192); mboten wonten, nggih ayah telpon tok; nggih ditakoni tok (P2.198):

Accompany grandfather; grandfather on the phone (police) then grandfather came (P1.122-124); grandfather came with brother; older cousin (P1,131). Yes, don't just repeat it like that (P1,150)

Here (House of Hearts) many friends (P1,431); make handicrafts; can also pray and recite the Koran like that (P1,619-622); If you've ever had a drink here, you've wanted to drink, but you don't have any money (P1,629); yeah, disguise it, check it if you don't want it, just powder it, leave it to sleep so you don't think about it (P1,635); Usually, when I don't sleep, I do crafts, so I don't think about it (P1,637).

Sir; bro, dad's little brother (P2,192); mboten wonten, nggih dad called tok; nggih ditakoni tok (P2,198):

Ibu; semangat terus; jangan malu (P3.70-74); ibu selalu nyemangatin; iya, seminggu setengah apa dua minggu gitu (P3.394); diselesain di kantor (polisi), ini keluarga sini (paman) terus yang bersangkutan (P3.345-347); ibu ndak marah; nyemangatin; kalau kayak gini jangan putus sekolah, terus semangat (P3.406-407). Kalau teman-teman kebanyakan diem (P3.85); Ada (guru), ya cuma nanya-nanya (P3.90); teman-teman sekolah, ya biasa aja mbak (P3.102); Ada yang menjauh mbak, sekarang ya udah kayak dulu lagi (P3.118-120);

Mother; keep up the spirit; don't be shy (P3.70-74); mother always encourages; yes, a week and a half or two weeks or so (P3.394); resolved at the office (police), this family here (uncle) then the person concerned (P3.345-347); mother is not angry; encourage; if it's like this, don't drop out of school, keep up the spirit (P3.406-407). If friends are mostly quiet (P3.85); There are (teachers), yes they just ask questions (P3.90); school friends, yes it's normal, sis (P3.102); Some are distant, sis, now it's like before (P3.118-120);

Teman-teman saya (dipondok); ya teman-teman seangkatan; rekan dulu saya ada yang membantu saya juga; kasih motivasi; ya... yang sabar ya Fan, masalah itu sudah ada yang ngatur. Ya simpati... ada simpatiliah

sama saya; orang tua pastinya; ayah; ayah kesini, ibuk ndak; ustadz (pesantren) (P4.113-131). Teman-teman, ya itu simpatinya yang muncul; nggak (mengejek), soalnya mereka paham juga (P4.149-153).waktu itu saya pulang; (ibu) menasehati saya... ibu saya nangis menasehati saya: ibu saya menyesal karena sudah kecewakan, kok sampai ada masalah seperti ini; kalau ayah itu pernah menasehati, sering menasehati juga sih tapi jarang berinteraksi dengan saya soalnya sibuk (P.311-315).

My friends (at the boarding school); yes, my classmates; my former colleagues also helped me; gave me motivation; yes... be patient, Fan, the problem has been taken care of. Yes, sympathy.... there is sympathy for me; parents of course; father; father is here, mother is not; ustadz (Islamic boarding school) (P4.113-131). Friends, yes, that's the sympathy that emerged; not (mocking), because they understand too (P4.149-153). At that time I came home; (mother) advised me... my mother cried advising me: my mother regretted disappointing me, how come there was a problem like this; if my father had advised me, he often advised me too but rarely interacted with me because he was busy (P.311-315).

From the explanation above, it appears that ABH who receive stronger protective factors in each phase tend to be more resilient. Protective factors are factors that strengthen individuals to be able to overcome difficult situations they face. External protective factors can be in the form of support from those around the individual. According to Sarafino & Smith (2010) there are four types of social support, namely (1) Emotional or esteem support (Emotional Or Esteem Support) conveys empathy, concern, attention, positive appreciation, and encouragement towards the person. It provides comfort and reassurance with a sense of belonging and being loved in times of stress. (2) Tangible or instrumental support involves direct assistance, such as when people give or lend the person money or help with tasks in times of stress. (3) Informational support

includes providing advice, direction, suggestions, or feedback on how the person is doing. (4) Companionship support refers to the availability of others to spend time with the person, thus providing a feeling of membership in a group of people who share interests and social activities.

In resilience studies, resilience factors are often referred to as protective factors and risk factors. McCubbin (2001) explains that protective factors can be divided into two categories: internal protective factors such as self-esteem or self-efficacy and external protective factors such as community support or family involvement. This example is a systemic category in the asset development framework developed by the Search Institute (Scales & Leffert, in McCubbin, 2001). External assets in this framework are further classified into the following subcategories: support, empowerment, boundaries and expectations, and using time constructively. Internal assets are divided into four subcategories: commitment to learning, positive values, and social competence. Examples of external protective factors or assets may include family support and communication, environmental stewardship, and school role models.

External protective factors are protective factors that originate from outside the individual, such as family and environmental support (McCubbin, 2001). Meanwhile, several researchers have revealed three variables that act as protective factors that may prevent or stop the influence of bad experiences. Schoon & Bynner (2003) show these factors: (1) Individual attributes: Children who have resilience perform better in their school tests, show fewer persistent behavioral problems, and have many hobbies and more social contact than the group of

sensitive children. Children who are resilient enjoy school, demonstrate a strong belief in their own abilities, and have high aspirations. (2) Family characteristics: a stable and supportive family environment, parents who show concern for their children's education, are factors that strengthen children's positive adaptation. (3) Aspects of the broader social context: including teachers, mentors, or companions. Risk factors and protective factors are interconnected and influence each other interactively. Protective factors are especially important when individuals face risk factors (Robets, 2007).

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