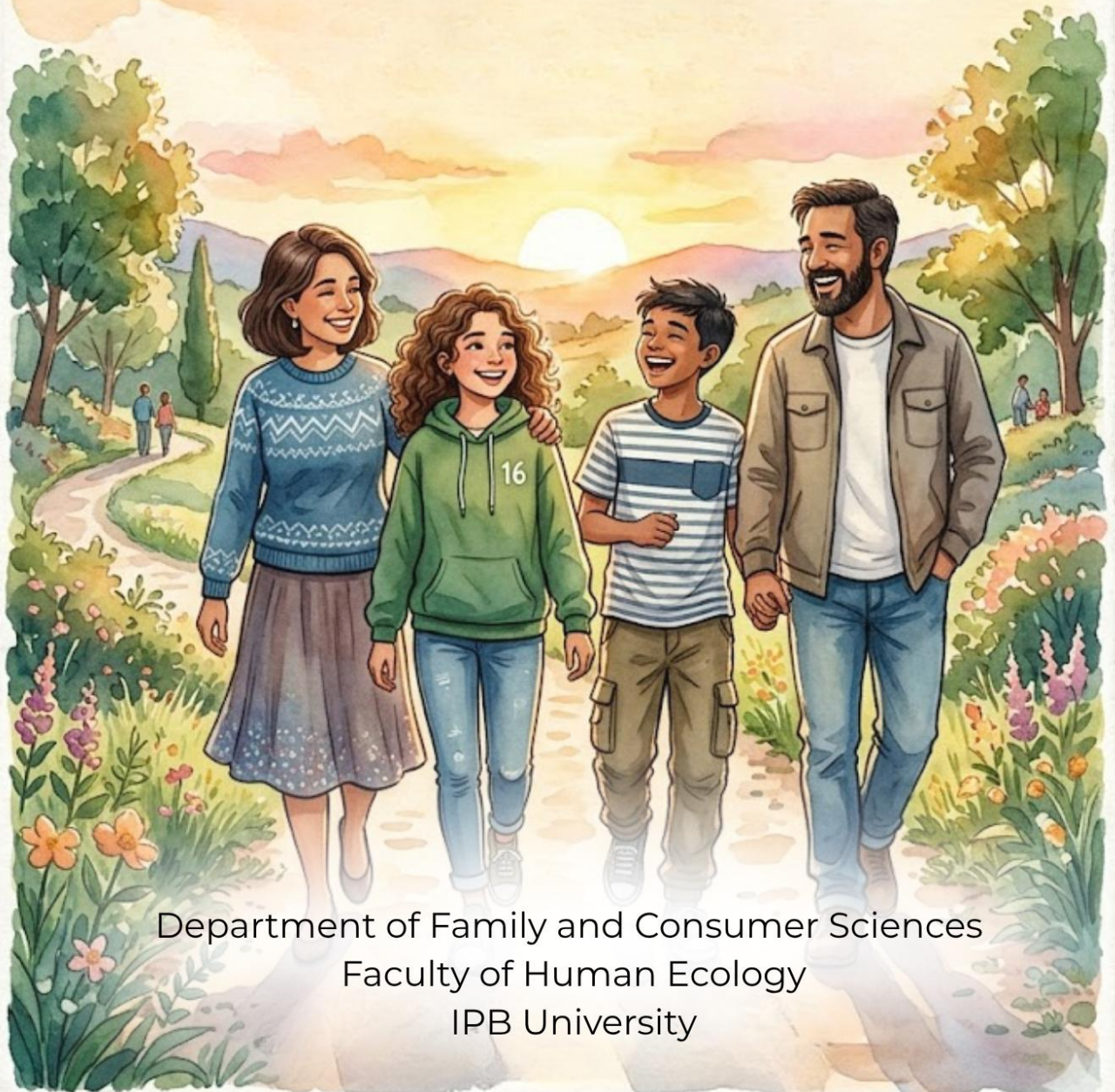


FAMILY RESILIENCE IN FAMILIES WITH ADOLESCENT CHILDREN

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This paper discusses several main topics related to family resilience in families with adolescent children in the Digital Era, which is expected to evolve toward the Society 5.0 Era. The topics include: family resilience in the digital era and Society 5.0, components of family resilience, and family resilience in fostering adolescent resilience. After reading this paper, readers are expected to understand the importance of family resilience in the digital era and Society 5.0, as well as how family resilience can simultaneously be used to build adolescent resilience.

1. FAMILY RESILIENCE IN THE DIGITAL ERA AND SOCIETY 5.0

1.1. Definition and History of Resilience Studies

This article on the definition and history of family resilience is taken from Sunarti (2007) who raises the issue of “Theoretical And Methodological Issues on Family Resilience in Disaster Condition”. This paper was presented at the Senior Official Forum within the framework of the East Asian Ministerial Forum on Families in Bali in September 2007. The concept of resilience developed within the study of individual or human development, particularly in relation to coping with crisis situations. The concept was later expanded into family resilience, describing the condition of the family as the smallest social unit or micro-system in which individuals exist.

Resilience is sometimes equated with hardiness or endurance, traditionally understood as a concept used to describe two characteristics: the robustness of a system (that is, its ability to continue functioning by resisting changes in conditions), and the adaptability of a system (that is, its ability to continue functioning by responding appropriately to changing conditions) (Suzuki, H., et al.,

2010, p. 98). Hardiness refers to the ability of individuals, families, communities, or societies to adapt when confronted with potential hazards. This may occur through resisting change or through making changes in order to achieve and maintain an acceptable level of functioning and structure. Individuals, families, or communities with resilience are able to withstand shocks and rebuild themselves when necessary. Resilience within social systems increases human capacity and ability to anticipate and plan for the future (Prasad et al., 2010, p. 38).

The concept of resilience is often used interchangeably with the concept of endurance or hardiness. Referring to and citing various sources (Girof, 2002; Folke et al., 2002), Prasad et al. (2010, p. 38) stated that there are three characteristics defining resilience within human ecological systems:

1. the amount of disturbance that individuals, families, or communities are able to withstand while still remaining capable of coping;
2. the degree to which humans (individuals, families, communities) are able to organize, manage, and adapt themselves; and
3. the degree to which humans (individuals, families, communities) are able to build and enhance their capacity to learn and adapt.

Family and community resilience can be strengthened through increasing knowledge about risks, as well as through the provision of tools and resources to face threats and create opportunities. Family and community resilience can also be enhanced through economic improvement. A similar concept to endurance or hardiness that is also often used interchangeably is resilience. Resilience may be understood as:

1. the capacity to absorb stressful or destructive forces through resistance or adaptation;
2. the capacity to manage or maintain basic functions and certain structures during disaster events; and
3. the capacity to recover or “bounce back” after an event (Twigg, 2007).

Essentially, natural systems and human systems inherently possess resilience characteristics. The key to resilience in socio-ecological systems is diversity. When the management of resources or facilities is shared among diverse stakeholder groups, decisions become better informed and there are more opportunities for policy experimentation. The resilience of individuals, families, and communities is specific to the risks they face; therefore, resilience measurement and enhancement efforts should take into account the specific risks faced by individuals, families, and communities.

The concept of family resilience was developed by Sunarti (2021) after more than a decade of conducting research and empowerment programs on family and adolescent resilience, particularly in disaster and crisis situations. The concepts and definitions developed include the following:

- Family resilience is a specific form of family endurance, particularly when families are experiencing crisis, disaster, or post-disaster conditions.
- Family resilience refers to the ability of families to recover from adversity and suffering caused by losses, damages, and hardships experienced by the family.
- In essence, families and individuals only truly recognize their resilience when facing or experiencing crises or disasters. Nevertheless, family resilience may be predicted through the core capacities required in confronting crises.
- Family resilience is not an ability acquired suddenly, but rather the result of long-term investment embedded in daily family life.
- From a systems perspective, resilience in life—namely the family's ability to recover from adversity—is the output of investment processes embedded within individual and family life, particularly as an outcome of family crisis tasks.
- Family crisis tasks are actions that families must undertake to prevent crises, beginning with recognizing vulnerabilities, developing capacities to manage those vulnerabilities, and preventing them from escalating into crises.

1.2. Definition and Main Characteristics of the Digital Era and Society 5.0

- The Digital Era refers to a period in which information technology and internet networks permeate nearly all aspects of family life, particularly communication and learning. Digital technology also significantly influences the formation of values, perceptions, and decision-making processes.
- The Digital Era is characterized by rapid developments in technologies such as the internet, smartphones, social media, and various other digital applications. This era has made smartphone use among adolescents increasingly unavoidable. While such technology may provide benefits, it may simultaneously pose risks to adolescent development.
- The concept of Society 5.0 is used to describe an ideal societal condition in which humans as social beings, and families as the smallest social units, are humanized. Society 5.0 is envisioned as a continuation, transformation, or transition from the Industrial Revolution 4.0, ensuring that technologies—including developments in data and information technologies such as Artificial Intelligence (AI), Big Data, and Cloud Computing—provide the greatest possible benefits for humanity as social beings. Society 5.0 aims for technological advancement to contribute to improving the quality of human life at the levels of individuals, families, and communities.

1.3. The Impact of the Digital Era on Families

- The Digital Era has the potential to produce both positive and negative impacts on families. The nature and magnitude of these impacts depend greatly on the family's ability to maximize positive outcomes while preventing negative consequences. In such conditions and situations, family resilience becomes the key factor.
- The Digital Era changes the ways families interact, communicate, seek information, and conduct daily life.
- The Digital Era causes family members to engage more frequently in communication through text messages or social media rather than direct face-to-face interaction.

- The Digital Era changes family relationship dynamics. Excessive or unwise use of digital devices (smartphones) may lead to social isolation within families, disrupt direct communication among family members, and increase exposure to harmful internet content that may affect adolescent life.
- The Digital Era may lead family members, especially children and adolescents, to develop dependency when smartphone use occurs without guidance and boundaries from the family.

1.4. Challenges and the Role of Families in the Digital Era and Society 5.0

The dynamics and various changes brought about by the Digital Era, along with aspirations toward Society 5.0, create several challenges for families, including the need to:

- Adapt and make necessary adjustments.
- Establish boundaries regarding acceptable or permissible changes.
- Strengthen and continuously educate family members through the internalization of family values that must be preserved.
- Based on these challenges, families have several important roles in the Digital Era in building Society 5.0, including:
- Understanding that the family is the key to the resilience of all its members in the digital era. Families are responsible for helping all members understand both the benefits and risks associated with digital technology.
- Understanding the various impacts of the digital era on family life and taking proactive steps to build resilience in support of Society 5.0.
- Educating all family members, especially children and adolescents, regarding the wise and safe use of technology, maintaining active and open communication, and developing healthy rules and boundaries concerning technology use.
- Guiding all family members, particularly adolescents, to develop authority and independence in decision-making related to digital technology while maintaining responsibility.

- Creating quality time for direct communication and interaction and participating in activities involving all family members, especially children and adolescents.
- Educating adolescents to use digital technology wisely in ways that strengthen family resilience and improve the quality of interactions among family members.

2. COMPONENTS OF FAMILY RESILIENCE

2.1. Key Concepts of Family Resilience

Referring to structural-functional theory, family systems theory, and the broader concept of family resilience, key concepts of family resilience were developed. Based on analyses of findings from various family resilience studies in Indonesia, particularly those related to family disaster crises, Sunarti (2008) developed the following key concepts of resilience:

1. Carrying out or fulfilling family functions and tasks, particularly family crisis tasks;
2. Understanding the development of resilience among individual family members;
3. Understanding family vulnerability, including its elements and causal factors, as well as recognizing the characteristics or indicators of vulnerabilities that may potentially develop into family crises;
4. Preventing the accumulation of problems, vulnerabilities, and risks that may evolve into crises too difficult for families to handle through ordinary mechanisms;
5. Investing in strong values and beliefs, good family capacities, and a conducive, harmonious, and stable family atmosphere;
6. Increasing and strengthening family assets derived both from within the family (whether owned directly or accessible to the family) and from outside the family system, which may serve as protective factors that safeguard families during crises;
7. Developing family protection mechanisms, both within the internal family environment and from external environments

such as communities, schools, peer groups, organizations, and others.

2.2. Key Processes or Investments in Family Resilience

Resilience is not acquired suddenly, but rather is the result of an accumulative process that is integrated and built into family activities at all times. This leads to the concept of resilience investment as a collection of key family resilience processes. The key processes of family resilience consist of belief and rule systems, organizational capacity, and family atmosphere (Sunarti, 2021).

2.2.1. Belief and Rule Systems

This component refers to the establishment of religious values, beliefs, and rules within the family, measured through:

1. adherence to religious values and teachings;
2. consistency in performing religious worship;
3. commitment to making religion the basis for decision-making;
4. calmness in facing adversity;
5. patience in dealing with unfavorable situations;
6. the ability to find positive aspects in an event;
7. acceptance of adversity as part of God's decree;
8. discipline in applying values and principles;
9. obedience to agreed-upon rules; and
10. firmness in enforcing sanctions when rules are violated.

2.2.2. Organizational Capacity

This component refers to family resilience as the smallest social organization or system in terms of:

1. ease of adapting to change;
2. managing and reducing tension;
3. persistence in seeking solutions;
4. reliability in carrying out work;
5. creativity in transforming assets into protective factors;
6. careful management of resources;

7. accuracy in decision-making;
8. perseverance in striving to achieve desired goals;
9. readiness to face uncertainty and instability; and
10. preparedness for adverse conditions.

2.2.3. Family Atmosphere

This component refers to the environment, bonds, and atmosphere of family life as outcomes of communication and interaction patterns within the family. This component is measured through:

1. clarity in communication;
2. the ability to analyze information;
3. acceptance of diverse family member characteristics;
4. openness among family members;
5. emotional closeness among family members;
6. calmness in facing differences of opinion;
7. generosity in sharing and caring;
8. ease in experiencing joy together;
9. cheerfulness in creating humor; and
10. willingness to sacrifice in helping the family.

2.3. Resilience Outcomes

Family resilience, as the family's ability to recover from adversity and suffering, is fundamentally demonstrated through actions taken when families face crises or emergency situations. Therefore, the outcomes of family resilience are measured by the level of speed and ease in adaptation, acceptance, recovery, and restoration from crisis situations. Family resilience outcomes are also measured by the amount of time required for families to restore their conditions, the ease of the recovery process, and the empowerment gained by families from the hardships or crises they experience (Sunarti, 2021).

3. BUILDING ADOLESCENT RESILIENCE

3.1. Family Resilience Model for Building Adolescent Resilience

Today's adolescents face life changes resulting from socio-economic dynamics as well as developments in information and technology. The Digital Era and Society 5.0 not only provide opportunities for growth and advancement, but may also become sources of problems for families, particularly those with adolescent children.

Adolescents today are increasingly required to possess resilience in order to avoid conditions that may disrupt their developmental tasks (Wardhani et al., 2017). Families require key processes that enable them to survive and regain empowerment (Safitri & Sunarti, 2022). Based on several studies and empowerment pilot programs, Sunarti et al., (2018) developed a model of adolescent resilience with the following main concepts:

- Family resilience, as a specific form of family endurance, serves as a prerequisite for building adolescent resilience in the digital era toward the Society 5.0 era.
- Families with strong endurance and resilience function as protective factors for adolescent resilience. This is reflected in family activities aimed at guiding, supervising, and ensuring the achievement of adolescent developmental accomplishments, leadership, and managerial skills.
- Adolescent developmental achievements, particularly those indicated by leadership and managerial skills, constitute internal protective factors for adolescent resilience.
- Adolescent resilience is highly important to prevent disruptions in future developmental tasks, to support a high quality of life, and to prevent and anticipate difficulties faced by adolescents.

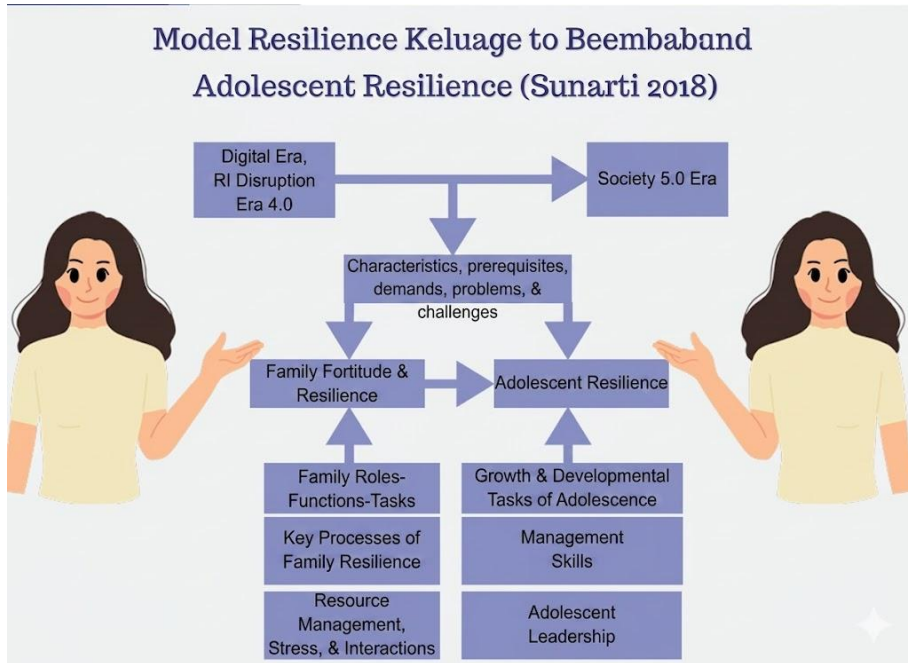


Figure 1.. Model for Developing Adolescent Resilience in the Digital Era and Society 5.0

Based on the family resilience model for building adolescent resilience presented in the previous figure, the following explanations can be provided:

1. The framework for developing the adolescent resilience enhancement model in the Digital Era and Society 5.0 is an effort to transform conditions from an initial state toward a better final condition through training and empowerment.
2. The primary consideration in selecting and determining materials for adolescent resilience development is that adolescents are the next generation who will continue life by carrying out responsibilities in building families, developing high-quality human resources, and fostering a civil society (Sunarti et al., 2018).
3. Enhancing adolescent resilience is expected to enable adolescents to develop social awareness, care for others, and contribute to building family-friendly communities.

4. Families and stakeholders involved in adolescent resilience development need to provide guidance for adolescents regarding the challenges of the digital era and the opportunities of Society 5.0, adolescent developmental tasks, leadership, and adolescent management skills.

3.2. Contents of Adolescent Resilience Development

The minimum content required for adolescent resilience development in the Digital Era, the Disruption Era, and toward Society 5.0 includes:

- 1) characteristics, challenges, and competencies required by adolescents, including both core and derivative competencies;
- 2) understanding adolescent developmental tasks;
- 3) aspects of adolescent leadership;
- 4) aspects of adolescent management skills; and especially
- 5) understanding risks and resilience itself.

1. Adolescents' Understanding of Their Developmental Tasks. This includes:

1. developing mature social relationships;
2. carrying out social roles according to gender;
3. accepting physical conditions and using them effectively;
4. achieving emotional maturity;
5. attaining readiness for independence;
6. choosing and preparing for occupations or careers;
7. preparing for marriage and family life; and
8. developing intellectual skills and concepts necessary for social living.

2. Leadership. This aspect explores seven core leadership competencies and their implementation among adolescents:

1. self-awareness;
2. communication;

3. getting along well with others;
4. learning to learn;
5. management;
6. decision-making; and
7. teamwork.

3. Adolescent Management Skills

These include general management skills, time resource management, stress and risk management, and self-management.

4. Risk and Resilience

This includes understanding the concepts, scope, and components of risk, hazards, vulnerability, exposure, and efforts to build resilience.

Families play an important role in identifying and developing assets that support adolescent resilience development. Families are also responsible for optimizing and synergizing with various stakeholders to maximize both internal and external assets for adolescent resilience development.

The Search Institute in Minneapolis has identified 40 developmental assets associated with positive adolescent development, which they define as adolescents who are healthy, competent, and caring. These assets are aligned with adolescent resilience development. The internal and external assets for adolescent resilience development include:

- External assets, consisting of support, empowerment, boundaries and expectations, and constructive use of time.
- Internal assets, consisting of commitment to learning, positive values, social competencies, and positive self-identity.

1. External Assets: Support

1. Family support: Family life provides high levels of love and support.

2. Positive family communication: Adolescents and parents communicate positively. Adolescents are willing to seek advice and guidance from their parents.
3. Relationships with adults: Adolescents receive support from three or more adults other than their parents.
4. Caring for the surrounding environment: Adolescents demonstrate concern for their environment and engage socially with neighbors.
5. Parental involvement in school: Parents are actively involved in helping and supporting adolescents to succeed in school.

2. External Assets: Empowerment

1. Community relationships with adolescents: Adolescents feel that adults in the community appreciate and are willing to interact with them.
2. Adolescents as resources: Adolescents are given meaningful roles within the community.
3. Service to others: Adolescents participate in community activities for one hour or more per week.
4. Safety: Adolescents feel safe at home, at school, and in their surrounding environment.

3. External Assets: Boundaries and Expectations

1. Family boundaries: Families have clear rules and consequences and monitor adolescents' whereabouts.
2. School boundaries: Schools provide clear rules and consequences.
3. Neighborhood boundaries: Neighbors share responsibility for monitoring adolescent behavior.
4. Adults as role models: Parents and other adults model positive and responsible behavior.
5. Positive peer influence: Adolescents have friends who model responsible behavior.
6. High expectations: Parents and teachers encourage adolescents to do their best.

4. External Assets: Constructive Use of Time

1. Creative activities: Adolescents spend three hours or more per week participating in music lessons, theater, or other arts activities.
2. Religious community: Adolescents spend one hour or more per week participating in activities at religious institutions.
3. Youth programs: Adolescents spend three hours or more per week in sports, clubs, or organizations at school and/or in the community.
4. Time at home: Adolescents spend two nights or fewer per week hanging out with friends “without specific activities” while still maintaining family time at home.

5. Internal Assets: Commitment to Learning

1. Achievement motivation: Adolescents are motivated to achieve success in school.
2. Homework: Adolescents spend at least one hour doing school assignments at home.
3. School engagement: Adolescents are actively involved in learning activities.
4. Bonding with school: Adolescents care about the condition of their school environment.
5. Reading for pleasure: Adolescents read books or other materials for enjoyment for at least three hours per week.

6. Internal Assets: Positive Values

1. Caring: Adolescents place a high value on helping others.
2. Equality and social justice: Adolescents highly value promoting equality and reducing hunger and poverty.
3. Integrity: Adolescents act according to their beliefs and stand up for them.
4. Honesty: Adolescents tell the truth even when it is difficult.
5. Responsibility: Adolescents accept and take personal responsibility.
6. Self-control: Adolescents believe it is important to refrain from sexual activity and from using alcohol or other drugs.

7. Internal Assets: Social Competencies

1. Planning and decision-making: Adolescents know how to plan for the future and make choices.
2. Interpersonal competence: Adolescents possess empathy, sensitivity, and friendship skills.
3. Cultural competence: Adolescents have knowledge and comfort in interacting with people from different cultural, racial, or ethnic backgrounds.
4. Resistance skills: Adolescents are able to resist negative peer pressure and dangerous situations.
5. Peaceful conflict resolution: Adolescents attempt to resolve conflicts without violence.

8. Internal Assets: Positive Identity

1. Personal power: Adolescents feel that they have control over “what happens to me.”
2. Self-esteem: Adolescents need to possess high self-esteem.
3. Sense of purpose: Adolescents need to feel that “my life has purpose.”
4. Positive view of the future: Adolescents feel optimistic about their future.

Building family resilience in families with adolescent children is a unique challenge, especially in the Digital Era and Society 5.0. Adolescents are a young generation with a strategic role in national development and civilization. The following are several approaches to building adolescent resilience. One form of special protection for adolescents that families—and all stakeholders working together—must undertake is prevention through resilience building, so that adolescents possess the ability to prevent, anticipate, adapt to, and cope with the problems they face (Sunarti et al., 2017).

Families, schools, communities, and governments should work collaboratively and synergistically in implementing various adolescent protection efforts with adequate intensity and continuity, prioritizing preventive measures, because the best protection for

adolescents is prevention (Sunarti et al., 2017). Families should strengthen their resilience and preparedness toward risk factors threatening children and improve collaboration with various stakeholders (schools and communities) to create protective and safe environments for children (Sunarti et al., 2018).

Building family resilience in families with adolescent children is a unique challenge, especially in the Digital Era and Society 5.0. Adolescents represent a young generation with a strategic role in national development and civilization. Families should provide democratic parenting for adolescents through high levels of warmth and firmness while applying diverse methods of socializing values and norms to adolescent children. Families must be able to become active listeners, show empathy, provide trust to adolescents, and consistently support positive activities carried out by adolescents.

Findings from several adolescent resilience development and empowerment programs revealed two major messages:

1. Ultimately, the overall message emerging from efforts to formulate models for enhancing adolescent resilience is that expensive efforts and resources are not necessary to improve adolescent quality. Enhancing adolescent quality is an affordable endeavor that can be carried out by anyone or any institution with passion for the cause.
2. In reality, adolescents only need a little attention from us; they only need to be noticed a little, stimulated a little, and embraced emotionally a little. Unfortunately, adults often find it difficult to fulfill even these simple and minimal needs. Adults struggle to provide these small yet meaningful necessities (Sunarti, 2018).

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