

Sources of Resilience in Early Adolescent Survivors of the Lombok 2018 Earthquake: Qualitative Study in Dangi Village, North Lombok

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Abstract: This study aims to describe the sources of resilience possessed by early adolescent earthquake survivors in Dangi Village, North Lombok. This research used a qualitative approach with an in-depth interview method. Research respondents were early adolescents aged 12-15 years. Deep interviews were conducted for 3 participants, and validation interviews were conducted for six significant others. The results showed that every participant has three sources of resilience, which are "I have" (external support), "I am" (personal strength), and "I can" (social and interpersonal skill). Even though the three participants lived in the same village and felt the same earthquake, they had different results from the three aspects "I have", "I am", and "I can". This research found out that family interaction is an essential source of the participant's resilience. The findings also suggest that access to health facilities, education, security services, and religious activities in the village community helped strengthen the participants' resilience. Specifically, religious activities in the community contribute as a collective way of coping after the earthquake. Knowing the description of the sources of adolescent resilience is important because it helps to see the possibility of individual resilience in the future and to know what support young people need to become resilient.

1 INTRODUCTION

Indonesia is located at the confluence of three of the world's main plates, namely Eurasia, Indo-Australian, and the Pacific. As a result, Indonesia is at an earthquake-prone point (Suhanda, 2011). In July and August 2018, there were multiple powerful earthquakes in Lombok, West Nusa Tenggara. One of the villages that suffered the worst impact was Dangi Village in Kayangan District, North Lombok. Dangi Village consists of 10 hamlets with a total of 2,813 residents (Mardinata, 2018). Houses and public facilities such as schools and health centers in Dangi Village were destroyed by this earthquake. As a result, all residents of Dangi Village had to live in refugee camps, and daily activities in this village could not be carried out.

Rice (1999) states that uncontrollable and unpredictable events such as natural disasters are more likely to cause stress. Traumatic events such as disasters that occur in individuals can interfere with their defenses. Disrupted self-defense automatically

affects self-functions that can have an impact on various aspects of life (Freud in Kleber & Brom, 1997). However, a natural disaster affects not only individuals but also an entire community. The community consists of individuals in which when everyone feels the negative impact of an event, the community also becomes less optimistic (Zubenko & Capozzol, 2002).

Child Trauma Academy (2002) points out that someone who experienced a traumatic event as a child has a greater risk of experiencing problems such as impaired emotional, social, cognitive, and physiological functions in the future. Tackett (2005) says that children and adolescents feel a greater impact than adults when experiencing a traumatic event. Further, Tackett adds that adolescents may feel a greater impact when compared to children because they have begun to draw conclusions and understand the long-term impacts that may occur after a disaster. It makes adolescents have anxieties about their future after the disaster.

Erikson (in Santrock, 2005) says that adolescents are undergoing a stage of searching for self-identity, which includes searching for who they are, their uniqueness, purpose in life and their role in the environment. Adolescents need support from their families and a stable environment as a place for them to explore. However, in post-disaster conditions, sometimes adults misinterpret the adolescents' behavior. Hestyanti (2014) said that adults often think that when children and adolescents start playing and smiling, it means that they have not experienced trauma reactions. The condition of adolescents' trauma reactions is also often ignored because adults are busy rebuilding their life after a disaster. This circumstance can worsen the negative impact on adolescents.

In addition, the transition period from childhood to adulthood is also a challenge for adolescents in Dangieng Village. Some of the adolescents that the researchers met decided not to participate in psychosocial activities organized by the volunteers because they felt they were too 'big' or mature to participate in these activities, even though some of them claimed to be interested in the activities held. Consequently, they missed various activities, even though these activities positively impacted individuals after the disaster.

When changes occur so quickly with heavy pressure, a person needs to develop his abilities to get through the pressure. The ability or capacity of an individual to adapt to changes and pressures that occur is called resilience (Reivich & Shatte, 2003). Several factors affect a person's resilience. These factors include the relationship of mutual trust, emotional connection, self-esteem, and encouragement to be independent, and unconditional love (Grotberg, 1995). Those factors are classified into three sources of resilience, including the aspects of; I have, I am, and I can.

"I have" is a source of resilience that comes from the environment around the individual, such as family, neighborhood, or other environments. This source affects individuals in feeling that they have support from those around them. Before realizing who he is (I Am) and what he can do (I Can), he needs external support first. This external support serves to develop a sense of security which is the basis of the development of resilience. The individual needs to feel safe and secure before he can begin to know himself and his abilities.

The next aspect is "I am". This aspect focuses on the individual's abilities and strengths that include feelings, behaviors, and beliefs that a person has. How the individual sees himself is at the heart of this aspect.

"I can" is the third source of resilience. This aspect includes the social and interpersonal skills of the individual. This ability can be learned through interaction with other people and the teaching given to them.

Individuals need to have at least two of the three sources above to be resilient. The more factors from the source of resilience that are met, the likelihood of individuals becoming more resilient is also greater (Grotberg, 1995).

Based on the above explanations, the researcher conducted a study focused on describing the source of the resilience of adolescents who were victims of the earthquake in Dangieng Village, North Lombok. This study was conducted six months after the earthquake occurred in Lombok City. Recently, identifying the source of resilience is important because the researchers can see the possibility of individual resilience in the future. After the earthquake occurs, there may be a change in the source of resilience that has been possessed by adolescents. By knowing the sources of resilience adolescents possess at this time, parents, caregivers, schools, or other parties around adolescents can recognize what supports adolescents need to become resilient.

2 METHODS

This study was non-experimental research with a qualitative approach. The population of this study were adolescents in Dangieng Village, North Lombok, who were victims of the multiple earthquakes that happened in July and August 2018. The sampling procedure of this study used a purposive sampling technique with a homogeneous sampling type, meaning that the researcher is looking for a group of individuals with the same characteristics and is in line with the research conducted. The characteristics of the participants in this study were early adolescents aged 12-15 years, living, and doing activities and being in the village of Dangieng when the earthquake occurred on August 5, 2018, who lost their house due to the earthquake that occurred, and who had no family or relatives who died because of the earthquake.

In this study, the researchers used a semi-structured interview and developed the interview guidelines instrument from Grotberg's (1995) resilience source theory. Interviews were conducted in-depth (in-depth interviews) for each research participant. The data analysis method in this study used content analysis techniques, started with

developing coding for data findings, building data descriptions & themes, representing and reporting qualitative findings, interpreting findings. In order to ensure credibility, the researchers used triangulation techniques through interviews with the significant others of the participants.

3 RESULTS

The three participants had different descriptions of the 'I have' factor, especially the trusting relationship factor. Although there are similarities in terms of family structure, the dynamics created in it are different. For example, participants with intact families do not necessarily have better dynamics than participants with incomplete families due to divorce. Families in the same house also do not necessarily have better dynamics than families in different places. How the family communicates and supports the participants is the key to forming family dynamics that affect this trusting relationship factor.

The rules at home and support for being independent in the three participants also differed in their respective home conditions. The absence of clear rules made participants feel confused about what their parents expected. It can then turn into negative feelings because they are constantly reprimanded by their families, even though adolescents are not equipped with clear rules from the beginning. The participants seemed to have to feel the consequences without knowing the apparent causes. Having clear rules at home helps the participants to understand their roles and responsibilities. It also relates to support for self-reliance. The support for being independent can be felt by the participants when parents trust the participants to do things on their own. This trust also builds participants' self-confidence which will affect the participants' resilience.

The 'role model' factor was also different for each participant. Only one participant answered confidently when the researchers asked about the role model. The other two participants indirectly also had role models who became examples for them even though the answers given were not as convincing as the first participant. Some participants just found a role model after the earthquake occurred. This is also related to the religious factors, which would be discussed further on the source of resilience 'I am'. The three participants' access to education, security, and health services were different even though they live in the same village. This difference is also influenced by the position or status of the family in the village.

Families with a higher status/caste feel they have better access to health and safety facilities because they have reliable connections outside of Dangieng Village. The three families agreed that health and education services in Dangieng Village, where they lived, should have been better. However, each family had its way of meeting their children's health, education, and safety needs, so they did not have to depend entirely on the services provided by Dangieng Village. One participant also mentioned that the help they received after the earthquake helped them feel safe. Even when their village authority cannot help, other parties will help them get the facilities they need.

The source of resilience, 'I am' in each adolescent, was different. The three participants had love, empathy, and altruistic traits that were shown in different ways. The three participants had their respective achievements. Some of these achievements were only obtained after the earthquake, and some were already achieved before the earthquake occurred. Two participants received a higher class ranking after the earthquake occurred, while the other participant experienced a decrease in rank after the earthquake. However, these three participants still felt that their rank in the class was an achievement they could be proud of. The three participants were also provided with duties and responsibilities by those around them, both at school and home. This makes them feel proud of themselves because they can independently carry out the tasks and responsibilities entrusted to them.

Each of the participants upheld religious values and was involved in religious activities. Lombok Island is known as the island of 1000 mosques. Dangieng village, part of Lombok Island, also has many mosques or prayer rooms for worship. Every day there is a recitation class for each child. The three participants have been participating in religious activities for a long time. However, after the earthquake, people around the participants noticed a change in the three participants. The three of them were seen to be more diligent in carrying out religious activities after the earthquake occurred. Two of them experienced a significant increase in reciting religious surah or singing religious songs. The last source of resilience is 'I can'. Regarding the communication factor, the three participants were able to express their opinions clearly. Although one of the participants cannot really express it to her parents, she is able to speak her mind in school. She did not express it to her parents not because she could not but because they were too busy with work and rarely talked to each other. The three participants can control the feelings and impulses they feel. All three were also able to

process their respective feelings to have no negative impact on themselves and others. All three participants also could solve problems on their own or with the help of others. They knew when they had to ask others for help when they were no longer able to solve their problems.

The factors possessed by the three participants regarding the source of resilience 'I can' are almost the same, except in the way the participants search for a reliable relationship. One of the participants tried to get closer to the Dangi Village volunteers by participating in all mentoring activities or simply inviting volunteers to play together. The second participant was closer to their school teachers so that they were also known as active children in school. Finally, the third participant sought a trusted relationship by getting closer to the researchers.

4 CONCLUSIONS

The three participants had different sources of resilience. Even when the participants shared the same source, the factors could vary. This study also showed that each source, 'I have', 'I am', and 'I can' could not stand alone. Each of the factors in it was related to each other. This could be seen, for example, from several factors in 'I have' that affected the 'I am' and 'I can' conditions of adolescents.

In the aspect of 'I have', the three participants established trustworthy relationships with different parties. The role models of the participants were found before or after the earthquake. Even though they lived in the same village, participants had different access to health, education, and security services.

In the 'I am' aspect, the three participants were dominant in the aspect of having hope, faith, and trust. The three participants experienced an increase in terms of religious activities after the earthquake. All three also experienced changes in achievement at school, although one of them experienced a decline in achievement. This achievement could also be one of the achievements that made the participants proud of themselves.

RECOMMENDATIONS

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The three participants had almost the exact description of the 'I can' factor. However, it could be seen that each participant had a different way of looking for a trustworthy relationship. Thus, from the three participants, it could be concluded that each adolescent had more than one source of resilience with many factors in it.

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