


Bouncing Back after Pandemic: Parental Role in Raising Resilient Children

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 <https://doi.org/10.31004/jerkin.v2i1.114>

ARTICLE INFO

Article history

Received:

Revised:

Accepted:

Kata Kunci: Ketahanan, Anak-anak, Orang Tua.

Keywords: *Resilience, Children, Parents.*



ABSTRACT

Setelah lebih dari dua tahun hidup dalam keadaan sulit, anak-anak berhasil bersekolah. Di era baru, mereka perlu beradaptasi dan mengatasi 'kerugian' yang mereka peroleh. Tinjauan literatur ini memberikan kondisi anak-anak selama wabah dan bagaimana peran orang tua memungkinkan anak-anak untuk bangkit kembali dari keterpurukan. Secara lebih spesifik, ulasan ini akan mengkaji faktor-faktor orang tua yang berkontribusi terhadap resiliensi pada anak-anaknya. Literatur juga telah mendokumentasikan penganiayaan anak selama perubahan sistem pembelajaran yang terjadi pada anak.

After more than two years of living in difficult circumstances, the children managed to go to school. In the new era, they need to adapt and overcome the 'losses' they gain. This review of literature provides children conditions during outbreaks and how parental roles enable children to bounce right back from adversity. More specifically, this review will examine parental factors that contribute to resilience in their children. The literature also has documented child maltreatment during changing in the learning system that happened to children.



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How to Cite: Riska Hasanah (2023). Bouncing Back after Pandemic: Parental Role in Raising Resilient Children, 2(1) 55-58. <https://doi.org/10.31004/jerkin.v2i1.114>

INTRODUCTION

On March 11, 2020, Dr. Tedros Adhanom Ghebreyesus as the Director General of the World Health Organization (WHO), officially reported the Corona virus (COVID-19) as a pandemic. The global spread of the coronavirus has deeply altered every aspect of life. Due to this crisis, Indonesia government issued a large-scale social restrictions policy. This policy directly affected social and economic aspect for all ages include children.

With the enactment of the social restriction policy, schools had to be temporarily closed and distance learning had to be implemented. According to the United Nations Educational, Scientific and Cultural Organization (2020), as many as 1,186,127,211 learners were affected across the globe, or about 67.7% of the total enrolled learners from 144 country-wide and nations had to change their learning systems due to COVID-19.

Changes in learning systems force schools to implement distance education or online learning, e-learning, distance education, correspondence education, external studies, flexible learning, and massive open online courses (MOOCs). Due to the lack of preparation, this situation greatly affected the condition of students and teachers. This situation is obviously one of the main stressor for children.

UNICEF states that children are not the face of this pandemic. But they risk being among its biggest victims, as children's lives are nonetheless being changed in profound ways. All children, of all ages, and in all countries, are being affected, in particular by the socio-economic impacts and, in some cases, by mitigation measures that may inadvertently do more harm than good (retrieved from <https://data.unicef.org/covid-19-and-children/>).

According to UNICEF (2022), 80 million children in indonesia face widespread impact from covid-19 pandemic. Unicef reported that pandemic is disrupting the education of millions of students,

limiting access to critical health, nutrition and protection services, and causing families to struggle to stay afloat financially.

In some families, COVID-19 outbreak is a catalyst for a considerable rise in child maltreatment. Child maltreatment is defined as child abuse (physical, sexual and emotional) and neglect, regardless if harm was intended. In Indonesia, child protection commission (KPAI) conducted survey to know the maltreatment that happened during COVID-19 outbreak. The result of the survey showed that during the pandemic, children experience physical violence from their families. The perpetrators of violence are mother, siblings, father and others. The form of violence is pinched 23%, hit 10%, and so on.

Not only physical violence, children also experience psychological violence while at home. The survey results provide an illustration that children experience mental health violence during the COVID-19 pandemic. Psychological violence experienced by children are being scolded 56%, being compared to other children 34%, being yelled at 23%, being glared at 13% and others. For more than two years, children have to face this sub-optimal situation.

After these severe and unprecedented shocks, in the mid of 2022 children started going back to school as the new academic year started. This marks a new era for children. To rise and rebuild children confidence so that they can easily adapt to new situation, then they need the ability for resilience. Resilience is a person's ability to be able to overcome the challenges of life while maintaining the wellbeing of the individual. Children can slowly build resilience with the help from their family.

METHOD

An Overview Of Resilience

Grotberg (1999) states that resilience is the ability to solve problems after experiencing difficulties, so that one is able face and overcome problems. According to him, resilience is the ability by which a person can face, overcome and learn difficulties they face, or even make the difficulty as a reinforcement. Resilience is also able to make a person, group, or community to avoid, minimize, and even counter the damaging effects of adversity. The better the resilience is in a person, the better a person will be in facing adversity.

Meanwhile, Connor and Davidson (2003) argue that resilience can be means a personal quality that allows a person to develop in face difficulties. Not much different from the definition proposed by Grotberg, both of which emphasize the ability to deal with difficulty. In line with the two experts, Greene, Galambos, and Lee (in Hendriani, 2018) says that resilience is the ability to overcome pain and self-transformation, or the capacity to maintain continue to function competently in the face of various stressors in life. Core from their opinion is how one is able to change the difficulties that they face becomes a reinforcement or strength in order to get through these problems so that they can function normally.

RESULT AND DISCUSSION

Resiliency In Children

In facing difficult times, children need ability to solve problems after experiencing difficulties, so that they are able to face and overcome these problems or known as resilience. Children who have resilience will be easier to get through stress due to the problems they are experiencing. Therefore, resilience is a need in their development and can keep them from harmful things.

Resilience itself does not come suddenly or is obtained by someone suddenly direct. Resilience can be formed because of the results of individual interactions with people around him, one of them is parents. Interactions made by parents and their children can affect the characteristics possessed by a child, and is part of the parenting style.

The type of parenting applied by parents to their children can certainly affect a child's personality. Parenting style that is able to provide support and guidance on good things will also have a good impact in a child. If the parenting style that applied is not able to provide support and guidance, then the impact will be less good on the development of a child.

So in this case, parenting style does have a relationship in developing resilience in children. The demands and responses of each style parenting provided by parents of course will affect the resilience owned by a child.

Children who are resilient have the following beliefs:

-they think that they have control over themselves and their life; they believe that they can influence what happens to them; and they believe that they can address the difficulties that they face.

William, who is nine years old, is under the impression that he may improve his grades if he studies more diligently in the days leading up to the subsequent spelling exam.

-they have a positive outlook on life, consider change to be an opportunity, and see life as a challenge.

John, who is twelve years old at the time, takes it in stride when he learns that his family will be relocating to a different location since he is certain that he will love his new surroundings and meet new friends there.

-they are skilled in social interaction; when they have a problem, they seek assistance from adults and other children; and

-they develop strong relationships with their primary caregivers and other people.

Zachary, age six, whose parents are going through a divorce finds solace in the supportive bonds he has with his aunt and his elementary school teacher.

Parental Role In Raising Resilient Children

According to the findings of study carried out by Mutmainah (2020), Baumrind's (1991) authoritative parenting style is the sort of parenting that best suits the component of resilience outlined by Grotberg (2003). Simply because authoritative parenting satisfies the requirements established by the Grotberg resilience component does not imply that other styles of parenting have a negative effect on the resilience of their offspring. When someone has the support of a good environment, a good inner strength, the capacity to overcome difficulties, and the ability to communicate to others, that person has the potential to have strong resilience.

In the parenting style known as authoritative, parents encourage their children to develop greater levels of independence by providing them with support while yet maintaining behavioral boundaries. The power that comes from inside, one of which is to have confidence and assurance that things will work out fine. This may be demonstrated by looking at one of the outcomes of support and expectations that are balanced, which is that a child is able to feel confidence in his talents without despising what he has. In addition, a child might have faith that he will successfully overcome any challenges that he encounters in life. Last but not least, resilience that is built will also affect the capacity to communicate to other people and solve difficulties.

The role of parents in providing demands and support can indeed affect the formation of a child's personality, especially the formation of resilience. In general, the support provided by parents is able to predict social competence and psychosocial abilities, while demands from parents associated with behavioral control and instrumental abilities such as academic ability. Parents who are able to provide support and demands properly will support the development of resilience in children moreover they are able to create high resilience in a children in life undergo their physiological development.

As stated by Meichenbaum (2008), resilience is present because of an interactive process involving various characteristics from individuals, families, and the wider community. This is in line with the research conducted by Permata and Listiandini (2015) on "The Role of Parenting Parenting in Predicting the Resilience of Students in the First Year migration to Jakarta" which states that parenting could indeed affect resilience in the first year of undergraduate students.

CONCLUSION

According to Audrey Krisbergh, a certified parenting educator, how parents could help children to promote resiliency known as Four C's of Resiliency include: Connection, Competency, Control, and Commitment. Connection could be build by Listening to children so they know that their parents understand their feelings and perspectives. Competency could be promoted by parents' ability to identify and reinforce children strength. Control is by developing discipline in ways that create a safe and secure environment and strengthen self-esteem and self-control for children. Commitment could be done by helping children to set and stick with goals. Through parents-children connection,

competency, opportunities for self-control, and continued commitment, parents are able to raise children who are successful personally, socially, behaviorally, and academically or known as resilient. (retrieved from <https://centerforparentingeducation.org/library-of-articles/self-esteem/raising-resilient-children/>) Lastly, in order to build resilient children, what matter the most for children is having their parents as a role model.

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