



Student Resilience After Parental Death

Miftahul Ulva¹, Sri Putri Rahayu², Desmita³, Rafsel Tas'adi⁴

^{1,2,3,4}Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia

Corresponding Author: Miftahul Ulva, E-mail; miftahululva21@gmail.com

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ABSTRACT

Being a student will not be separated from the learning process and the necessity to complete existing assignments and learning demands. There are many factors that can affect the learning process, including the death of parents. For every child, the death of a parent is not a situation that can be taken for granted, the incident can have both psychological and non-psychological impacts on the child. Not infrequently children can blame themselves, stress to decrease children's learning achievement. This situation that makes children have to survive, is called resilience. Resilience is one of the abilities possessed by a person to survive in difficult situations or suppress. The method used in this study is Descriptive Qualitative. The research subjects in this study were three final-level Islamic Psychology students who experienced the death of one of their parents during college. From the discussion and the results of the researcher's interviews with the three informants, the researchers found that: (1) the ability of students to determine what they want, especially when they feel sad, is to flee to God by means of worship such as prayer, prayer, and prayer, believing in God's destiny, and seeking social support. (2) the student's ability to reveal the emotions of the three informants to allow themselves to cry to express their feelings of sadness, as well as to ask for motivation from the family and the environment. (3) the three informants in the study already had a good future orientation after the death of their parents. Based on the information provided by the three informants, the loss of parents had no effect on their education. Thus, all three informants already have the ability for resilience.

Keywords: Resilience, Student, Death of Parents

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INTRODUCTION

Mahasiswa will not be separated from learning activities and the necessity to do study tasks, both academic and non-academic, for example student organizations (Cénat, 2021; Devi, 2021; Lin, 2019). It's not just that being a student is required to think creatively and be more courageous in stating the facts and reality that exist in every thought with his academic assignments. The academic assignments referred to here are such as completing coursework, practicum reports and completing the final project or thesis.

The obligation to be able to complete the lecture is viewed positively for some students, but not a few are also seen as negative for some students. As stated by Umar (2015) there are several factors that affect learning achievement, namely internal factors and external factors. The internal factors include; physiological factors and psychological factors. Meanwhile, external factors that affect learning prestatation are; family or parents, school environment, and community environment (Isobe, 2018; Ko, 2019; Tafoya, 2019). Of all these external factors, it is the parents who play the most role in determining children's learning achievement. Parents are the first and foremost figures for children in their education, even though they have been entrusted to school but parents still have a role in children's learning achievements (Feltz-Cornelis, 2020).

Meeting death or death is an essential and universal phenomenon in the span of human life (J. Kim, 2019). Everyone will at some point experience without being able to delay or even negate it, for death is one of the promises that God has given to each of his people. As the word of God states that, every one of the souls will feel dead. And indeed, in the day of judgment alone, your reward will be perfected. Whoever is kept from hell and put into heaven, then indeed, he has been lucky. The life of that world is nothing but a beguiling pleasure (QS. ALI Imran, 185). It is further explained by God again that, wherever you are, death will get you, even though you are in a high and firm fortress. If they gain goodness, they say, "This is from the side of Allah," and if they are overwritten by some ugliness, they say, "This is from you (Muhammad)." Say, "Everything (comes) from God's side." So why do those people (hypocrites) barely understand the conversation (QS. An Nisa', 78).

Based on the verse above, Allah Almighty has affirmed that death is the destiny of all beings, humans or jinns, animals or other creatures, whether male or female, old or young, whether healthy or sick. Rich people or poor people, every human being has death and death is inevitable and undeniable. We cannot run away from it because that is God's promise that every one who is married will surely feel dead. According to the Islamic perspective, as explained by Miskahuddin (2019) die is the separation of the spirit from the body, while life is the meeting of the spirit with the body. Death is considered the transition of life, from the life of the world to life in another realm. Life and death are signs of the greatness of Allah Almighty.

Children who are faced with a difficult situation that they have to lose their parents or someone so close to them, so that the psychological needs of the child are not fully met, this makes the child feel helpless at the loss of parents to share stories or role

models in solving problems. Physical loss of the parental figure (death) is something of a stressful state that a child feels. When they lose their parents, they lose the closest person who gives affection and love. Not a few children become deprived of direction and purpose due to stressful situation (Chesak, 2019; T. Y. Kim, 2019; Kuperminc, 2020)

In research Nurhidayati & Chairani (2014) elaborates that the loss of a loved one is identified as a very profound loss. The sense of loss is individual, because each individual will not feel the same about loss. Some individuals will feel deprived of the usual thing in their lives and can accept it patiently. The individual who is incapable of accepting the loss of a loved one in his life will feel alone and be in a slump (Holdsworth, 2018; Merwe, 2020; J. Yu, 2020).

The loss of parents due to death, according to researchers, is a life change that is depressing for children and requires them to be able to make adjustments. This is because parents are the first people who are able to provide for and meet the needs of children, in other words, parents are the children depending on their lives. When they lose their place of dependence, of course, it has the potential to cause obstacles or even chaos in the child's next life (Bottomley, 2018; Kelifa, 2020; Roulston, 2018).

The event of the death of the parents will cause a different reaction for each individual. According to Andriessen et al. (2018) the reactions that appear can be such as feelings of self-blame, anger, depression, suicide attempts until changes in relationships with the surrounding environment can also occur. The research of Tillquist et al. (2016) in (Vasty et al., 2021) explained that there are four categories, namely; sadness, fear, anger, and comfort, identified to describe the experiences of adolescents who lost their parents to cancer, indicating that young women need information and support through parental care at the end of their lives to be able to continue living after experiencing trauma.

Other impacts after parental death are also explained in research Nurhidayati & Chairani (2014) experienced by adolescents on the death of their father, namely the body becomes thin and has difficulty sleeping, experiences emotional and psychological effects, decreases school performance, and the social effects of closing and being closed to the environment. In general, the loss of parents can result in despair, feelings of sadness, risk of social disorders, stress, and even decreased learning achievement (Niswara & Pudjiastuti, 2018). The difficulty of coming to terms with circumstances will be an obstacle to solving the challenges they are facing, therefore students need something ability to survive and face them. The ability to rise from a slump or difficult time to continue life is called resilience.

Resilience, according to Richardson (2002) (Hendriani 2018), is a coping process against stressors, difficulties, changes, and challenges influenced by protective factors. Meanwhile, according to Niaz et al. 2006 (Ruswahyuningsih & Afiatin, 2015), resilience is the ability of a person to bounce back from the pressures of life, learn and look for positive elements of his environment to help the success of the process of adapting to all circumstances and developing all his abilities, even though he is in a

depressed living condition, either externally or internally. Therefore, it is necessary to build resilience in order to deal with stressful situations so that unpleasant impacts can be minimized to occur. This shows that resilience plays an important role in avoiding individuals from things that have the potential to manifest deterioration (deterioration, mental deterioration).

Thomsen (Mashudi, 2015) says that there is a seed of resilience in each individual. How humans respond to the difficult, develop factors of strength, have their own mechanisms in the brain. As neuroscience experts find that structures in the brain can basically change, it is called neuroplasticity. Throughout human life, the brain flexibly creates patterns in responding to events due to the nature of its neuroplasticity. The function of the adult brain is physically stable, but in terms of function, it is actually quite fluid. It can change, not permanent. The human brain can still grow new neural networks, connect those new networks in new circuits, embed new learnings in new networks of memory and behavior, and strengthen those networks when needed (Amir, 2021).

As explained by (Graham, 2018) experts look at the changes that occur in the brain part of the prefrontal cortex, the source of commands from the brain, and also in other areas of the brain. Neuroplasticity is central to all learning in every moment of the human life span. Neuroplasticity also means that all the resilience capacities needed can basically be studied, recoverable and developed. Based on this, it can be interpreted that someone who has resilience capacity in the present does not rule out the possibility of increasing it in the future. Because as previously explained, the human brain is functionally changeable and not permanent. For example let's say in the past a person did not have or found a role model in responding to situations, was less able to find solutions to overcome problems. The brain can always learn from the patterns it might see in the environment in overcoming problems so that humans can learn, change, and grow because their brains have these processes.

Furthermore how does this mechanism occur in the brain? According to (Amir, 2021) the first requires the involvement of the part of the prefrontal cortex, which serves as executive functioning, or that acts regulating in the brain. This prefrontal cortex serves to plan, make decisions, analyze, and give judgments. So, it can be said that, the prefrontal cortex also works a lot for resilience functions, ranging from regulating the functions of the body and nervous system, managing emotional variations, to suppressing fear responses from other parts of the brain, namely the amygdala. This section is also what allows a person to adjust, and feel his experience with others. For example to empathize with meaning, experience and become self-awareness over time. A kind of guide for a person to be flexible in responding to something (Amir, 2021). Thus, it can be concluded that the prefrontal cortex or also known as PFC has an important role in resilience. Because as explained earlier resilience is not something that is obtained and simply owned by individuals, but resilience is something that is learned and structured in the mechanisms of the human brain (Drew, 2019; Mai, 2021; Quintiliani, 2022).

According to Putriana (2021) resilient students have the right coping stress strategy, are flexible, and can control themselves and are able to accept changes in conditions. Rosalina & Sinduningrum (2019) found that resilience is one of the factors that can reduce acute stress in college students. Along with this according to X. Yu & Zhang (2007) individuals who have resilience abilities are: this is capable of determining what is desired and not dragged down in an environment of helplessness. Furthermore, the individual is able to rectify various feelings, especially negative ones, that arise as a result of traumatic experiences. With this ability, individuals will not be easily confined to the downturn of the risky events that are being faced. In addition, the option to focus on solutions and avoid negative impacts will be easier to pursue. Individuals have a better view or ability to see the future. That is, the pressing or risky event that is being faced can be viewed as a surely passable event. Optimism will be built on the individual, and the hope of having a better life will be easy to realize (Bunce, 2019; Calo, 2019; Chow, 2019).

Then based on the consensus, several researchers and practical development of resilience formulated the characteristics of the resilience of a person who is resilient that was put forward by Grotberg in namely: I Have (I have), I Am (myself), and I Can (I am capable) (Hendriani, 2018). The three interact with each other and determine how the resilience of the individual is then. The purpose of this study related to I Have (I have) is to find out how students' abilities are in determining what they want, to find out how students' ability to roll over emotions and to find out how students' abilities are in having a future orientation.

RESEARCH METHODOLOGY

This research was conducted with a qualitative approach with a descriptive type of research. The subjects used in this study were final-year Islamic Psychology students who experienced parental deaths while studying at the Psychology department of Mahmud Yunus Batusangkar University, as many as three people. The instrument in this study is the researcher himself and uses several supporting tools, namely interview guidelines and a list of questions. The data collection technique that researchers use is semi-structured interviews. In this study, researchers used descriptive qualitative data analysis. A descriptive data analysis model was applied in this study. Descriptive techniques can be interpreted as problem-solving procedures that are explained by developing the current state of the subject/object of study by utilizing emerging facts (Sidiq et al., 2019).

Qualitative data analysis is carried out indefinitely until the discovery of things that make the data become saturated. Activities in data analysis, namely: Data reduction (data reduction), that is, specifically summarizing, deciding the basics, focusing on important things and looking for themes and patterns. In this study, data reduction was carried out when researchers obtained rough data obtained from Islamic psychology students who experienced parental death. The report obtained in the field will be stated in the form of a complete and detailed description. Data displayed (data presentation)

can be done in the form of brief descriptions, charts, relationships between categories, and the like. This makes it easier to understand what is happening, and plan the next work based on what is understood. In presenting the data in this study, researchers described data on the impact of parental death on students so that the impact of parental death on students is easier to understand. The presentation of data is carried out by describing the results of interviews which are stated in the form of descriptions with narrative text, and are supported by documents, as well as photographs and similar images for the holding of a conclusion. Conclusion Drawing/Verification, i.e. drawing conclusions and and verification. Drawing conclusions is to verify continuously throughout the research process, namely during the data collection process. Test the validity of the data through data triangulation.

RESULT AND DISCUSSION

There are several things that deepen data related to student resilience, including related to the ability of students to determine what they want and not be dragged in an environment of helplessness. The results of the interview found that the three informants had been able to determine what to do when they felt sad or could be said to be able to recognize their emotions. Informant A expressed feelings by crying and surrendering to God. When feeling sad and after crying A chose to perform sunnah worship and confessed that after doing this A Again gained strength and tranquility of heart. In the post-loss of parents A spent 1 year and 7 months.

Unlike the AAB informant, when feeling sad, AAB chose to calm down and did nothing to comfort himself because, based on AAB's confession that the feelings of sadness he experienced flowed and slowly disappeared. Because according to the AAB, death is a destiny that must be accepted. The AAB informant recovered from a 1-year slump.

Furthermore, informant Y, lived the days after the death of one of the parents by believing in God's destiny and the way God taught Y to live independently. When feeling sad Y will seek support and encouragement by remembering the message of his deceased parents. Y recovered from his slump six months after the death of his father.

It is related to the student's performance in overthrowing feelings due to traumatic experiences. Based on the results of the interview, it was found that informant A never felt pressured by what he faced, informant A always remembered the goal of achieving his goals. However, from the confession A used to think about running away from all these circumstances due to various situations and problems such as family problems because A was never as minded as his father must always be opposite. This is what made A think about wanting to disappear from the world. However, according to A, the departure of parents does not have much effect on their education. The anxiety felt by A after his mother's death is like anxiety about the economy and life afterwards because, in A's family it is his mother who is the backbone of the family.

It's different from AAB in that AAB doesn't agree with his mother. After his father's death, AAB chose to remain silent in the event of a debate within his family, but

the AAB chose to survive because of ambition. Based on AAB's confession, if he feels he has no motivation or is lazy and bored, AAB will seek entertainment such as going to a friend's place or watching.

Informant Y lived the days after his father's death with the help and social support he got from his family and friends. According to Y, the departure of one of his parents had a negative and positive impact on his education. The negative impact of Y who used to go to campus with his father who now Y has to go alone makes Y feel sad and initially lazy to go to campus. Behind that, Y also felt that there was a positive impact because it made Y fight laziness and be more active in achieving his goals as the message left by Almh. Father Y.

Meanwhile, it is related to the performance of students in having a better view of the future. Based on the interviews the three informants stated that the loss of a parent was one of the toughest incidents they had ever gone through. According to informant A lost mother was one of the heaviest but the times when A took care of his mother were heavier A felt. The loss of a parent according to A can be passed by everyone as long as they have faith and believe in God's destiny. A has hopes in the future of becoming a successful person and wants to make the family happy and try to go in a better direction definitely with effort.

According to AAB, informants lost one of the parents, an incident that was the heaviest he ever passed. According to the AAB, every child will definitely feel differently when they lose their parents. During the process AAB recovered in a downturn AAB admitted that he never thought about denying his life because based on the information given that AAB was afraid of death. AAB has hopes that in the future, AAB wants to process such as trying new things that he has never tried, for example, daring to face new people, wanting to continue his education and making parents happy.

Unlike the informant Y who admitted that the departure of his parents was the toughest incident he had ever gone through and had thought about ending his life. This was thought of by Y when he was exposed to Covid-19. Y didn't want to heal, but thanks to the support given by family and friends, Y's spirit grew again and hoped to make her mother happy by being able to graduate soon. Y admitted that she kept trying to get up and do positive things such as daily activities that kept her busy, Y also often helped her to the rice fields, and that according to Y helped her not to linger in grief.

From the presentation of the data above, it can be concluded that the process that each informant goes through is different in the healing period from the slump after the death of one of their parents. Starting from the time they need to the way they roll over the feelings that arise after the death of parents. All three informants have a great outlook or future orientation. The three informants have one common reason, which is to want to succeed in making the family happy, even though they have other goals and desires that are also different for each informant.

Resilience is considered important because resilience is an ability that is needed in life because the life we go through is always colored by a variety of conditions that cannot be rejected, be it pleasant conditions or vice versa. Difficult conditions

experienced by individuals can be a challenge for individuals to be able to overcome them, to learn from them and even to change the conditions of previous lives (Sari et al., 2019).

Thus the author concludes that this resilience is not possessed by the individual casually, it is necessary to have a motivating factor for this resilience to grow, it can be influenced from within the individual such as positive thinking and from outside the individual self such as stressful circumstances. So that from this situation grows feelings and desires to survive. One of the ways that this resilience can be possessed by individuals in psychological studies is by the existence of resilience training. Resilience training is chosen as an intervention to be able to manage and reduce the problems that are being experienced by individuals.

The above refers to research conducted by about resilience training which obtained the result that (Pristiarawati, Prameswari, & Hartanti, 2021)resilience training is effectively given to reduce the stress experienced by individuals. Resilience abilities such as personal competence, trust and tolerance, positive acceptance of changes, self-control, and spiritual influences that exist within individuals are very useful to be able to manage psychological aspects in themselves, especially when individuals experience stress in their lives. By having good resilience skills, individuals can manage and reduce the stress they experience. In addition to these five aspects of resilience, communication is also an important thing for individuals to be able to manage the stress they experience.

CONCLUSION

Based on the presentation of the results of the study above, this study can be concluded that: (1) the ability of students to determine what they want, especially when they feel sad, is to flee to God by means of worship such as praying, praying and praying, believing in God's destiny, and seeking social support. (2) the student's ability to reveal the emotions of the three informants to allow themselves to cry to express their feelings of sadness, as well as to ask for motivation from the family and the environment. (3) the three informants in the study already had a good future orientation after the death of their parents. Overall, it can be interpreted that the loss of parents has no effect on education and they already have enough resilience and some are even high.

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