

Parenting and Self Resilience in Dayak Youth Students

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Abstract

Resilience is a basic psychological need that is developed through parenting. Self-resilience is important for youth student to face challenges in education. In Dayak culture in Central Kalimantan, Indonesia, women usually carry the double role of being a housekeeper as well as breadwinner. Women in the family has a significant position in fulfilling the needs of parenting and education. The study aims to find the correlation of mother's parenting to Dayak youth students' resilience. This research was conducted on 350 Dayak youth students aged 15-24 years in Central Kalimantan. The measuring instruments are Parental Acceptance-Rejection Questionnaire (PARQ) and Brief Resilience Scale. The Linear Regression with stepwise method was applied to analyze the correlation of four domains of parenting which include warmth/acceptance, hostility/aggression, indifference/neglect, and undifferentiated rejection. The results showed that rejection and neglect in the parenting process had no correlation on the development of self-resilience of youth. Meanwhile, aggressiveness/hostility has negative correlation to self-resilience with a point of -0.301, meaning that the lower perception of hostile parenting, the higher self-resilience. In addition, the warmth or acceptance aspect shows a positive effect on resilience simultaneously with the hostility/aggressive parenting aspect, which are hostility/aggression values of -0.219 and warm/acceptance values of 0.158. However, mean of resilience score on Dayak youth students is just around 3.38, it means the self-resilience is average. The outcome of this study to promote the importance of collaboration between families and academics in increasing the resilience of Dayak students.

Keywords: Parenting, Self-Resilience, Dayak, Youth, Students

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Introduction

Youth is a term used to describe the population aged 15-24 years (WHO, 1981). At this time the individual goes through a transition from adolescence to early adulthood and begins to learn to take full responsibility for their self. Young people will face an important preparation period, in determining one's career and success to become an independent individual in adulthood. Many studies have shown that late adolescence to early adulthood has an important role in the stability of life in the future, such as the development of self-control in adolescence influences love and work outcomes in adulthood (Allemand, Job, & Mroczek, 2019). How adolescents assess the future also has a relationship with their behavior in the future (Finlay, 2015).

In fact, in youth individuals recognize various problems that need to be faced to lead to maturity. Where the vulnerability to the risk of mental health problems is increasing. The World Health Organization (WHO) explains that mental health conditions have contributed 16% of the burden of disease and injury in people aged 10-19 years globally (WHO, 2021). Mental health outcomes are determined by a variety of factors. Factors that contribute to stress in adolescence include parents' socioeconomic status, financial conditions, to academic life (Roy K., Kamath V.G., & Kamath A., 2015). In addition, living conditions surrounded by societal stigma, discrimination or exclusion, lack of access to quality support and services also affect adolescent mental health. Stress in adolescents can be experienced due to other problems such as stress in good relationships including romantic relationships, friendships or parent-child relationships). This makes the individual must have a personal mechanism as well as sufficient social support to help him deal with the stress.

In Indonesia, the age of youth is the age when someone is undergoing high school education and starting college. Considering that education is a person's path in work, of course there is high pressure in carrying out tasks both as students and students. A study shows that the academic field is a source of stress for youth students which can affect their mental health (Hosseinkhani et al, 2020). Academic stress is caused by various factors, such as personal inadequacy, fear of failure, interpersonal difficulties with teachers, teacher pupil relationships and inadequate study facilities were further analyzed and gender differences were also obtained (Reddy, Menon, & Thattil, 2018).

Apart from academic problems, there are other sources of stress that are often faced by students in educational institutions in Indonesia. Several problems often arise, from bullying, fights, to sexual violence that often occurs among youth students in school and campus environments, which can also be a cause of stress. The Indonesian Child Protection Commission (KPAI) released data that throughout 2022, there have been at least 226 cases of physical and psychological violence, including bullying, the number of which continues to increase to date (BBC News Indonesia, 22/07/2022). Apart from that, there are also interpersonal related problems, family related problems, school related problems, self related problems, economy related problems, nature and unpredictable related problems, media and technology related problems (Liem et al, 2015).

In facing the challenges of youth, skills are needed to be strong in dealing with various sources of stress, so that teenagers can continue their education smoothly. One important aspect of dealing with stress in individuals is resilience. Resilience is a basic psychological need and important for youth students to face challenges in education and tough life challenges/pressures from the environment. Resilience is the ability to adapt successfully

despite challenging or threatening situations (Wright & Masten, 2015). A process of adaptation resulting from difficult or challenging life experiences, mainly through mental, emotional and behavioral flexibility, both external and internal adjustment (APA Dictionary of Psychology, VandenBos, 2015).

One of the factors forming resilience is through parenting in the family. Parents who have authoritative care have a positive correlation with adolescent resilience (Khosla et al, 2021). In the youth age range, where a person is still in the process of adapting to changes in the meaning of parenting roles and encouragement to become autonomous. At this age a person is able to make decisions independently and be responsible for decisions. Even though in this phase a person places more emphasis on the attachment of friends, basically the long process of parenting they receive certainly influences how they respond to problems at a young age.

Specifically, resilience can be built through parenting which includes Caring relationships, High expectation messages, Opportunities for participation and contribution (Bernard, 2004). Locke developed the theory "Tabula Rasa", also known as "Blank Slate" where he emphasized that respectful, loving parenting was the leading factor in inspiring offspring to replicate good behavior (1689) insistence that children should be provided with the best setting to allow them to explore their world freely and to establish mental processing was central to the increase in cultural attention to child development. All the leading factors can only be obtained through parenting.

Developing one's resilience in parenting is needed by someone throughout their lifetime. In Indonesia, a person tends to be considered an adult when he has his own income, and when he is married. In this case, it means that even though someone has passed the age of 17, they are still continuing their education and are paid for by their parents, so the parenting role is still important for them. On the other hand, parenting is an early milestone in individual stimulation. This means that the pattern of parenting that was instilled years before will affect how a person's attitude in dealing with problems in the present. Several studies have stated that there is an influence between upbringing and mental problems faced by adolescents. Parenting affects the self-esteem of adolescents with psychological inflexibility and both of these ultimately affect adolescent mental health (Peng et al, 2021).

Even though someone is already in the phase towards adulthood, it is still important to know how the portion of parenting involvement by parents is currently perceived. In the parenting process, there are four types of parenting, namely permissive, authoritarian, authoritative, and ignoring. There are important elements in the parenting process, such as acceptance and rejection. In acceptance, the behavior shown is related to the warmth, affection, care, nurturance, support, or simply love (i.e., parental acceptance). Meanwhile, parental rejection may be expressed in any combination of four ways, namely in the form of coldness/lack of affection (the opposite of warmth and affection), hostility/aggression, indifference/neglect, and in "undifferentiated rejection." (Rohner, 2016).

Between the roles of the two parents, in Central Kalimantan, the parenting role is mostly borne by the mother (Elbaar, 2019J). In Dayak¹ culture in Central Kalimantan, each individual in the family, both husband and wife, has their own authority in accordance with the social institutions that exist and apply in society. Gender equality has been owned by the Dayak tribe from the start. In history, Dayak women can engage in war even though they

¹ Dayak is a tribe who live in Kalimantan

have tenderness. Both Dayak men and women have a brave and unyielding warrior spirit, this is expressed in their life motto *Isen Mulang*². The *Isen Mulang* philosophy is taught to children through parenting from generation to generation where the meaning is Never give up which includes optimism, belief, and persistence. Even though a woman has access to actualization in the social sphere, more parenting responsibilities are borne by the mother.

Based on this, one's perception of maternal care in Dayak youth is important because of its more dominant role. The hypothesis in this study is that there is an influence of parental (mother) parenting roles, related to the development of youth resilience in dealing with the stress they face in undergoing education. The implication of this finding is to encourage the nurturing element which is important in developing resilience in youth students.

Method and Instrument

This study is a quantitative study with data collection through a scale. The scale used to measure maternal care is the Parental Acceptance-Rejection Questionnaire (PARQ) from Rohner. This measuring instrument consists of 24 statements that describe four aspects of parenting, namely Warm/Affection, Hostility/Aggression, Indifference/Neglect, and Undifferentiated Rejection. This scale is a Likert scale which consists of 4 answer choices namely "always", "often", "rarely", and "never". Meanwhile to measure resilience using the Brief Resilience Scale (Smith et al, 2008) which consists of 5 item statement that describes a person's resilience. This scale is also a Likert Scale which consists of five answer choices, namely "strongly disagree", "disagree", "neutral", "agree", and "strongly agree".

The scale is distributed online to Dayak youth who are currently studying at high school or university in the age range of 15-24 years in Central Kalimantan. The number of samples used in this study were 350 people, consisting of 77 men and 237 women. The results of data collection were analyzed using stepwise regression by looking for the relationship between parenting aspects and resilience. This is to see the important elements in parenting in increasing the resilience of adolescents. This research is expected to provide information to parents and professionals to encourage resilience in young people.

Results and Discussion

Tabel 1. Average Parenting and Self-Resilience Score

Scale	Average score	Category
Parenting		
Warm/Affection	2.98	High
Hostility/Aggression	1.39	Low
Indifference/Neglect	1.78	Average
Undifferentiated Rejection	0.80	Low
Self Resilience	3.14	Average

From the data collection, it was found that the parenting style (mother) of Dayak students showed high warmth/affection. Mother is perceived as someone who gives unconditional love. On the other hand, mothers are not perceived as parents who do not love them, this is shown by the undifferentiated rejection score which shows a low score. Mothers are also not perceived as angry or hostile because the average score of hostility/aggression on parenting is

² *Isen Mulang* is a Dayak's Philosophy means never give up

low. Meanwhile, parents (mothers) showed disinterested or inattentive behavior towards them with an average score.

From this description it is known that parents are perceived as someone who is full of affection and accepts their children, but on the other hand parents also show a lack of attention to their children. This shows that parents are perceived as someone who is full of acceptance, but the lack of attention can be caused by the dual role that the mother has. However, this lack of attention has no correlation with self-resilience in general. The young Dayak students, on average, have moderate resilience and in fact this has a significant negative correlation with aggressiveness/hostility with a value of -0.301. Meanwhile self resilience is also significantly related to aspects of Warm/Affection when analyzed simultaneously with aggressiveness/hostility with a value of -0.219 for Aggression/hostility and 0.158 for warmth/affection.

Tabel 2. Correlation between parenting and self-resilience

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	3.594	.132		27.145	.000
	AggressionHostility	-.301	.090	-.176	-3.343	.001
2	(Constant)	3.010	.306		9.828	.000
	AggressionHostility	-.219	.098	-.128	-2.240	.026
	Warmth	.158	.075	.121	2.111	.035

a. Dependent Variable: Self Resilience

Based on existing research, it also shows an authoritative parenting style and shows acceptance of children related to child resilience (Mohammadi et al, 2018). Authoritative parenting itself is a parenting style that shows high control and high responsiveness (Baumrind, 1991). In this case, warmth/affection is a form of responsiveness from parents. Meanwhile, the control that should be applied is one that is not hostile/aggressive in nature. If control is given in this way, it will actually give a negative correlation to the self-reliance of Dayak youth students. On the other hand, neglect and rejection from parents have no correlation with the development of resilience in Dayak youth students. This is because in their teens, peer social acceptance is far more important for them. At this age self resilience is also influenced by the social support of peers (Al Qu'ana & Hanurawan, 2022). Considering that these Dayak youth students are at the age towards independence, so even though their parents (mothers) show enough neglect, this actually provides space for the process of developing their independence so that it does not have an effect on self-resilience in general.

Conclusions

In general, Dayak youth students are raised by their parents with high acceptance of them. On the other hand, their self resilience develops at an average level. Based on the results of this research, it is known that acceptance is an important aspect in encouraging the resilience of young Dayak students. Meanwhile, aggressiveness/hostility parenting has a negative relationship with the self-reliance of Dayak youth student. To increase self-resilience, a low level of aggressiveness/hostility is needed in the parenting process. The other two aspects of

parenting, namely Indifference/Neglect and Undifferentiated Rejection, do not show a correlation with the self-resilience of Dayak student youth.

The Implications

This research shows that it is important to have collaboration between families and academics in increasing the resilience of Dayak students. In addition to caring relationships, there are two other aspects to optimize resilience, namely Caring relationships, High expectation messages and Opportunities for participation and contribution (Bernard, 2004). Therefore this needs to be a concern in increasing resilience. In Indonesia, collaborative engagement between parents and education is still lacking. Therefore, we need a program in schools that involves parenting roles.

This research also shows the urgency of further research to find out the causes of resilience in Dayak adolescents who are average (neither high nor low). The results of this study illustrate that children's perceptions of good parenting of Dayak mothers include giving warm affection, no violence, seeing harmonious relationships, no fights, but their resilience is only average.

Further questions that are important for discussion include whether perceptions of high-acceptance parenting show only average resilience. Referring to the opinion of Benard (2004), there are three things that can be provided by the environment to increase one's resilience. First, Caring relationship which is well perceived by young students in this study. While other aspects which include High expectation messages which are clear, positive, and centered expectations for someone who gives a challenge to make someone what they want, need to be studied or investigated further. In addition, Opportunities for participation and contribution which include providing opportunities to practice problem solving and decision making skills in children are also aspects that are not examined.

The implications of this research are at the same time a challenge for parents and educators to increase resilience in adolescent students. On the other hand, it is also necessary to consider what kind of parenting style needs to be promoted to parents to be applied to youth in order to encourage better resilience. One form of parenting that is not only positive but also challenging. By training and familiarizing children with these life skills, children's resilience to deal with problems and pressures effectively and appropriately will be trained.

Limitations

In this study, only maternal perceptions of parenting were studied, while father involvement was not examined. In addition, in Indonesia, the role of parenting sometimes involves other people, such as grandmothers, grandfathers, aunts, and caregivers, so that in fact, the main caregiver is not the mother. Therefore, in future research it is important to find out in advance the dominant caregiver for a person.

In addition, the average resilience factor is unknown cause so that in future research it is necessary to look at the factors causing the resilience level which is only in the average category of Dayak youth students. In addition, considering that parenting usually changes over time, the parenting assessment given to parents in this study is global, and not specific to a certain age range. This is of course a limitation to find out whether parenting patterns at what age are more important for youth to encourage their resilience.

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Resources

- “Adolescent Mental Health” by World Health Organization (WHO): <https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health>
- “Conceptual frameworks and research models on resilience in leadership” by Ledesma: <https://doi.org/10.1177/2158244014545464>
- “Tren Pengasuhan Masa Kini” by Parenting Indonesia: <https://www.parenting.co.id/usia-sekolah/tren-pengasuhan-masa-kini>

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