Description of Resilience in Students with Deceased Parents

Sesilia Pah[1], Marylin Susanti Junias[2], Marleny Purnamasari Panis[3],
[1,2,3]Psychology Department, University of Nusa Cendana
e-mail: *[1]sesiliapah80@gmail.com*[2]marylin.junias@staf.undana.ac.id
*[3]marleny.panis@staf.undana.ac.id

Abstract. Resilience refers to the adaptive response demonstrated by individuals in stressful situations. One factor that supports resilience is social support, particularly from both parents. However, for students who have lost one or both parents, such support becomes limited. This study aims to describe resilience in KIP-K recipient students at Nusa Cendana University who have experienced parental loss. A descriptive quantitative approach was employed with 269 participants. Resilience was measured using the CD-RISC 25 scale, adapted into Indonesian by Prawita et al., which demonstrated high content validity (Aiken's V $\geq$ 0.767) and good reliability (α = 0.887). The results showed that 74% of the students had a moderate level of resilience, with spiritual influence being the most dominant aspect (43%). These findings suggest that while students are capable of enduring emotional pressure, but they still require additional support to enhance their resilience.

Keywords: Resilience, College Students, parental death.

Abstrak. Resiliensi merupakan suatu respon yang ditunjukan oleh individu dalam situasi tertekan. Salah satu faktor yang dapat mendukung resiliensi adalah dukungan sosial dari keluarga khususnya kedua orang tua. Namun, bagi mahasiswa yang telah kehilangan orang tua, dukungan sosial dari keluarga menjadi terbatas. Penelitian ini bertujuan untuk menggambarkan resiliensi pada mahasiswa penerima KIP-K di Universitas Nusa Cendana yang telah kehilangan salah satu atau kedua orang tua. Pendekatan yang digunakan adalah kuantitatif deskriptif dengan 269 partisipan. Resiliensi diukur menggunakan skala CD-RISC 25 yang telah diadaptasi oleh Prawita dkk., ke dalam bahasa Indonesia dan menunjukkan validitas tinggi (Aiken's V $\geq$ 0,767) serta reliabilitas baik (α = 0,887). Hasil penelitian menunjukkan bahwa 74% mahasiswa berada pada kategori resiliensi sedang, dengan aspek pengaruh spiritual sebagai bentuk resiliensi yang paling menonjol (43%). Temuan ini mengindikasikan bahwa mahasiswa mampu bertahan terhadap tekanan yang dialami, namun masih membutuhkan dukungan untuk mengembangkan ketahanan diri secara optimal.

Kata kunci: Resiliensi, mahasiswa, orang tua meninggal.

Introduction

Being a university student is a transitional phase filled with challenges and stressors, especially during early adulthood, which spans from the age of 18 to the late twenties (Arini, 2021) At this stage, individuals are highly susceptible to experiencing a quarter-life crisis (Allison, 2010) The stressors encountered during this period can trigger emotional crises and lead to psychological problems (Nugsria et al., 2023) Accumulated stress among students may result in further emotional and behavioral issues, such as low psychological well-being, anxiety, aggression, violent behavior, trauma, and even depression (Habibie et al., 2019) The ability to endure such high-pressure environments is not merely a matter of luck; rather, it reflects a capacity within the individual known as resilience (Mashudi, 2016). Resilience comprises several key aspects, namely: (1) personal competence, (2) trust in one's instincts, (3) positive self-acceptance, (4) control, and (5) spiritual influence (Connor & Davidson, 2003).

In addition, (Grotberg, 1997) identified three foundational elements of resilience: *I Have* (external support such as from family and friends), *I Am* (a sense of confidence and a positive identity), and *I Can* (problem-solving and social interaction skills). According to (Connor & Davidson, 2003) resilience is a personal quality that enables individuals to thrive in the face of life's challenges. Every person is believed to be born with the seeds of resilience within themselves (Mashudi, 2016).

Among university students, resilience is understood as the capacity to recover and adapt positively when encountering academic, social, and emotional challenges (Hartley, 2011) The development of resilience is influenced not only by personal characteristics but also by the resources and environmental conditions surrounding the individual (Missasi & Izzati, 2019). One factor that significantly contributes to student resilience is the social support they receive (Narayanan & Onn, 2016). Social support also serves as a buffer against stress, reducing its

negative impact on psychological well-being (Ozbay et al., 2007) Individuals with a strong support network tend to feel loved, valued, and integrated into their social environment (Supriyati, 2023).

However, students who have lost one or both parents face limited or even nonexistent family support, thereby confronting a different set of stressors. The loss of a parent during childhood or adolescence can have profound emotional, psychological, and financial consequences (Sandler et al., 2003) Financially, Nusa Cendana University is a public university whose students generally come from lower-middle-income backgrounds and are recipients of the KIP-K educational aid.

According to 2024 data from the university's Academic and Student Affairs Bureau, 7,145 students receive KIP-K assistance, of which 921 students have lost one or both parents. This group was selected as the research sample due to their significant emotional and financial challenges, which may impact their ability to build resilience. The resilience of students with deceased parents may be shaped differently due to the absence of parental support (Geovanni, 2020). These students are likely to face greater difficulty in developing resilience because they no longer receive emotional, moral, or practical support from their parents.

Moreover, being KIP-K recipients from economically disadvantaged backgrounds adds to the burden they must bear. While previous studies have largely focused on orphans in foster care or adolescents in general (Dewi & Cahyani, 2015) research specifically addressing the resilience of university students who have lost their parents particularly within state universities remains limited. This gap highlights the need for further research. Preliminary interviews conducted with three students who had lost a parent revealed that they experienced significant emotional and psychological challenges following the loss. These findings were supported by resilience assessments using the CD-RISC scale on five respondents, which indicated a tendency toward moderate to low resilience levels.

Based on these initial findings, further research with a larger sample is warranted to obtain a more comprehensive understanding of the resilience of students with deceased parents at Nusa Cendana University and the factors that support it. This study aims to describe the level of resilience in students who have lost one or both parents and to identify the forms of resilience that emerge in response to the academic and non-academic challenges they face without direct parental presence and support.

Methods

This research uses a descriptive method. This method aims to get a more in-depth picture of the variables by observing certain specific aspects and collecting data relevant to the research problems and objectives (Sugiyono, 2017). Descriptive statistics in this study include mean, median, mode, standard deviation, maximum, and minimum values, which were analyzed with the help of JASP 0.18.1.0 software. According to Answar (2012) categorization is the placement of individuals based on separate groups in stages according to a measured attribute. The categorization of resilience scores is determined based on the category formula, as follows:

Table 1. Formulation of categorization

No.	Formulation	Category
1.	$X > mean + 1\,SD$	High
2.	$Mean - 1\,SD < X < mean + 1\,SD$	Medium
3.	$X < Mean - 1\,SD$	Low

The data that has been obtained is then processed, analyzed and processed based on the theory that has been studied so that the data can be drawn conclusions.

Results

The active students of Nusa Cendana University are 33,689 students in 2024. The number of KIP-K recipient students at Nusa Cendana University is 7,145 people spread across 9 faculties. The participants in this study were students with deceased

parents who received KIP-K. Based on the sample calculation, the participants taken in this study were 269 people. Participants were then given a questionnaire containing participant identity and resilience scale. Participant identity includes name, age, faculty origin, time span of loss and involvement in organizations.

1. Age

Table 2. Description of participant's age

Age	Frequency	Percentage
18-20 Year	135	50%
21-23 Year	134	50%
Total	**90**	**100%**

2. Gender

Table 3. Description of Participant's Gender

Gender	Frequency	Percentage
Male	129	48%
Female	140	52%
Total	**269**	**100%**

3. Faculty of Origin

Table 4. Description of participant's faculty origin

Faculty	Frequency		Percentage
	Male	Female	
FAPERTA	9	19	10%
FKIP	31	43	28%
FISIP	17	15	12%
FKKH	7	3	4%
FPKP	13	6	7%
FKM	9	16	9%
FEB	15	15	11%
FST	9	15	9%
FH	19	8	10%
Total	**269**		**100%**

4. Time span of loss

Table 5. Description of the time span of parental loss

Time span of loss	Frequency	Percentage
< 5 Year	89	33%

5-10 Year	87	32%
> 10 Year	93	35%
Total	**269**	**100%**

5. Involvement in the organization

Table 6. Description of participant's involvement in the organization

involvement in the organization	**Frequency**	**Percentage**
Yes	112	32%
No	157	68%
Total	**269**	**100%**

This study used the CD-RISC scale to collect data related to participants' resilience. After the participants' resilience data was collected, the next step was to analyze the data using application assistance. The following are the results of the resilience data analysis that has been collected.

Table 7. Statistical description of participant's resilience

Variables	Hypothetical					Empirical				
	Min	Max	Range	*Mean*	SD	Min	Max	Range	*Mean*	SD
Resilience	25	100	75	62,5	18,75	39	97	58	75,264	6.376

The table of calculation results above is used to determine the interval category of resilience of students with deceased parents at Nusa Cendana University. The following are the results of the calculation of the resilience categorization formula.

Table 8. Participants' resilience categories

Category	Interval	Frequency	Percentage
High	82-100	32	12%
Medium	70-81	198	74%
Low	0-69	39	14%
Total		**269**	**100%**

Based on the category table above, it can be seen that most participants in this study have a level of resilience in the moderate category with a frequency value of 198 (74%). Furthermore, the researcher categorized the participants' resilience level based on certain characteristics.

1. Categorization by age

Table 9. Resilience categories by age

Age	Resilience Category					
	High		Medium		Low	
18-20	20	15%	95	70%	20	15%
21-23	12	9%	103	77%	19	14%
Total	**32**	**12%**	**198**	**74%**	**39**	**14%**

Based on the table above, it can be seen that participants in the age range of 18-20 years and 21-23 years have an average resilience in the moderate category as many as 95 people (70%) and 103 people (77%).

2. Categorization by gender

Table 10. Resilience categories based on gender

Gender	Resilience Category					
	High		Medium		Low	
Male	9	7%	101	78%	19	15%
Female	23	17%	97	69%	20	14%
Total	**32**	**12%**	**198**	**74%**	**39**	**14%**

Based on the table above, it can be seen that participants with male and female gender on average have resilience in the moderate category as many as 101 people (78%) and 97 people (69%).

3. Resilience categories based on achievement

The category of resilience based on achievement is divided into two parts, namely students who excel and students who underachieve. Students who excel are students who have a GPA range of 3.50-4.00. Meanwhile, underachieving students are students who have a GPA range of 0.00-3.49. The following is a categorization based on achievement.

Table 11. Resilience categories of students who excel

Category	Interval	Frequency	Percentage
High	82 -100	21	17%
Medium	70-81	88	72%
Low	0-69	13	11%
Total		**122**	**100%**

Table 12. Categories of underachieving students' resiliency

Category	Interval	Frequency	Percentage
High	82-100	11	7%
Medium	70-81	110	75%
Low	0-69	26	18%
Total		**147**	**100%**

The table above shows that students who excel and underachieve on average have a level of resilience in the moderate category as many as 88 people (72%) and 110 people (75%).

4. Participant categories by faculty

Table 13. Resilience category based on faculty

Faculty	Resilience category					
	High		Medium		Low	
FAPERTA	0	0%	25	89%	3	11%
FKIP	12	16%	50	68%	12	16%
FISIP	4	13%	22	69%	6	19%
FKKH	0	0%	7	70%	3	30%
FPKP	2	11%	17	89%	0	0%
FKM	5	20%	17	68%	3	12%
FEB	4	13%	22	73%	4	13%
FST	3	13%	17	70%	4	17%
FH	2	7%	21	78%	4	15%
Total	**32**	**12%**	**198**	**74%**	**39**	**14%**

Referring to the table above, it can be seen that the average resilience in students when categorized by faculty is in the moderate category.

5. Resilience categories based on time span of loss

Table 14. Resilience categories based on time span of loss

Time span of Loss	Resilience category

	High		Medium		Low	
< 5 Year	9	10%	64	72%	16	18%
5 – 10 Year	8	9%	67	77%	12	14%
> 10 Year	15	16%	67	72%	11	12%
Total	**32**	**12%**	**198**	**74%**	**39**	**14%**

Based on the table above, it can be seen that students who lost their parents for less than 5 years, 5 - 10 years, and more than 10 years had a level of resilience in the moderate category as many as 64 people (72%), 67 people (77%), and 67 people (72%).

Furthermore, researchers analyzed the data based on the aspects of resilience integrated in the CD-RISC scale. There are 5 aspects analyzed, including: personal competence, trust in instincts, positive self-acceptance, self-control, and spiritual influence. The following is a categorization based on aspects of resilience.

Table 15. Categories based on aspects of resilience

Aspects	resilince category						Total
	High		**Medium**		**Low**		
Personal competence	48	18%	170	63%	51	19%	269
Trust in instinct	72	27%	154	57%	43	16%	269
Positive self acceptance	63	23%	149	55%	57	21%	269
Self control	56	21%	170	63%	43	16%	269
Spiritual influence	115	43%	119	44%	35	13%	269

Discussion

This study aims to determine the description of resilience in Nusa Cendana University students who have lost one or both parents. The research data were analyzed using descriptive statistical tests. Based on the results of statistical tests, it shows that the level of resilience of students at Nusa Cendana University with dead parents is in the medium category as much as 70%, high category as much as 18%, and low category as much as 12%. The results of this study confirm that the average category of resilience in students of Nusa Cendana University with deceased parents is in the moderate category. Connor & Davidson (2003) theory explains that

resilience involves a dynamic process in which individuals show positive adaptation despite being in stressful situations. It is characterized by an individual's ability to stay afloat and find effective ways to overcome adversity, or significant life challenges.

The results of the analysis of the level of resilience based on the participants' achievements as measured by the Grade Point Average (GPA) are then divided into 2 parts, including participants who excel have a GPA range of 3.50 - 4.00 and participants who underachieve have a GPA range of 0.00 - 3.49. There were 31% of participants who were high achievers, with an average score of 81.286. Participants who were less accomplished were 69% with an average score of 74.645. When viewed from the category, participants who excel and underachieve have a level of resilience in the moderate category. However, when viewed from the average value, there is a significant difference between participants who excel and underachieve where the average value of resilience in participants who excel is higher when compared to participants who underachieve.

The results of the analysis of participant characteristics in terms of the time span of losing parents. Participants who lost one or both parents 10 years as many as 38% with the average value of participants in the loss time range> 10 years is at 78.588. The level of resilience of participants when viewed from the time span of losing one or both parents is in the moderate category. When viewed from the average value, participants who have lost their parents> 10 years have a higher level of resilience. This is followed by participants who lost their parents in the span of participants in the organization in question is whether the participants are involved or belong to the organization or not.

Based on the data that has been summarized by the researcher, 32% of participants are members of the organization with an average resilience value of 79.483. Furthermore, participants who were not involved in the organization were 68% with an average resilience value of 75.393. Based on the results of the analysis, participants who are involved in organizations and those who are not involved in

organizations have a level of resilience in the moderate category. However, when referring to the average value, participants who belong to the organization have a higher resilience value than participants who are not included in the organization. This is in line with research conducted by Narayanan & Onn (2016) which states that students with strong social support networks such as campus communities have higher resilience. In addition, this study is also in line with the results of research conducted by Khadavi & Kelly (2011) which states that there are differences in the level of resilience between individuals who are active in organizations and individuals who are not active in organizations, where individuals who are active in organizations have a higher level of resilience compared to individuals who are not active in organizations.

The average level of resilience in participants who lost one or both parents when viewed from various characteristics is in the moderate category. This proves and confirms the results of descriptive statistical data analysis in the previous subchapter which shows that the average level of resilience in Nusa Cendana University students who have lost one or both parents is in the moderate category or it can be said that the saturation of research data showing resilience in Nusa Cendana University students when viewed from various characteristics is in the moderate category. This is in line with and supports the descriptive statistical analysis that has been carried out previously which shows the category of resilience levels of Nusa Cendana University students in the moderate category.

Furthermore, the researcher analyzed the participants' answers based on the aspects mentioned earlier where there are 5 aspects or sub-scales. Based on the results of the analysis on the aspects contained in the scale distributed, in aspect 1 there are 20% of participants who are in the high category, in aspect 2 there are 19% of participants in the high category, in aspect 3 there are 22% of participants who are in the high category, in aspect 4 there are 34% of participants in the high category, and in aspect 5 there are 50% of participants who are in the high category. This explains that the fifth aspect is the main aspect in developing resilience in Nusa

Cendana University students with deceased parents. This is evidenced by the highest percentage of high categories in the fifth aspect and the fifth aspect is an aspect of spiritual influence.

Conclusion

The results showed that the resilience level of students with deceased parents at Nusa Cendana University was in the moderate category (74%). This finding indicates that although students are able to maintain a fairly good level of resilience, they still experience emotional distress due to the loss of their parents. The fact that most respondents fell into the moderate category suggests that there is potential that has not been fully developed. Factors such as social support, the drive to achieve, and spiritual influence were found to play an important role in shaping students' resilience. The spiritual aspect emerged as the most dominant form of resilience, indicating that religious values serve as a primary source of strength in coping with the stress of parental loss. Therefore, although not categorized as high, this result remains significant as it highlights the need for more structured and targeted support to help students strengthen their resilience.

Suggestion

Students who have lost one or both parents are encouraged to be more proactive in seeking and utilizing social support, such as participating in organizations or communities that can help strengthen their resilience. Educational institutions are expected to provide mentoring programs or spiritual-based activities, such as group reflection sessions, spiritual motivation seminars, prayer or meditation circles, and collaboration with campus religious organizations to create safe spaces for emotional and spiritual expression. Future researchers are advised to further explore the influence of specific factors, such as family and environmental support, using more diverse approaches to gain a more comprehensive understanding.

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