



The Relationship of Resilience with Psychological Well-Being in Adolescents with Single Parents

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Abstract

Psychological well-being and resilience are important for teenagers who have single parents. Both of these things have some of the same goals, where both have the aim of achieving the best condition for the individual. The aim of this research is to empirically test the relationship between resilience and psychological well-being in adolescents who have single parents. This research was conducted on 80 respondents with certain criteria, namely teenagers who had a single parent for at least ≥ 6 months and lived in Jabodetabek. Data collection was carried out by distributing questionnaires containing the respondent's identity and the research scale. The scale used is the psychological well-being and resilience scale. The sampling technique used in this research is non-probability sampling with purposive sampling technique. The data analysis technique used to test the hypothesis in this research is the Kolmogrov-Smirnov normality test. Based on data analysis, the F value was 403.660 and the significance value was 0.001 ($p < 0.05$). This shows that there is a very significant relationship between resilience and psychological well-being in teenagers who have single parents. The direction of the positive relationship shows that the higher the resilience, the higher the psychological well-being and vice versa, the lower the resilience, the lower the psychological well-being.

Keywords: : resilience, psychological well-being, teenagers, single parents

INTRODUCTION

The family is the smallest unit of society consisting of several individuals. The family is formed from the bonds of marriage and living together. There are several roles in a family, including the roles of being parents and children. Both parents and children each play an important role in a family. Becoming a parent (parenthood) is a natural period that will occur in a person's life and is universal (Thahir, 2018). Children also have a role as a member of the family with the task of learning and respecting their parents, and have the right to protection and education from both parents. The integrity of parents in a family is very important in helping children to develop themselves. Family can be the basis of a person's life, a source of care and affection, as well as the first educational garden that provides life values, both religious and social (Satriani, 2018).

According to Surya (2003), parenting in a family is ideally carried out by both parents, including father and mother. Father and mother work together to provide care, guidance and education to their children. However, in reality, this condition cannot always be maintained. Divorce or the death of one of the parents is the cause of the emergence of single parent families.

Child development, especially in terms of emotional maturity, can be influenced by the single parent phenomenon. Adolescence is the developmental period that is most vulnerable to being affected because it is a transition period from childhood to adulthood, which occurs at the age of 12-21 years. Adolescence is often called the phase of "searching for identity" (Dewi, 2012). During adolescence, the role and attention of both parents, both father and mother, is needed. Mothers play a maternal role in protecting their children, while fathers provide supervision, teach discipline, and become friends with their children. Girls will see fathers as male role models, while boys will learn how to behave and act as men from their fathers (Spock, 1998).

The problem that occurs in teenagers with single parents is that they feel disadvantaged because they have lost a parent figure. Children from single parent families are often less able to do things well than children from intact families (Taufik, 2014).

Adolescents who live with single parents face problems with adjustment, social adaptation, poor parenting patterns, achievement motivation, and the ability to overcome difficulties. They are also vulnerable to experiencing stress and anxiety disorders due to the loss of a parent's role (Zahroh, 2005).

The phenomenon of single parents is increasingly widespread in various countries, including Indonesia. Some of the contributing factors include pregnancy before marriage, death of husband or wife, separation, divorce, and adoption. Complete parents have advantages over single parents because they can share roles and provide harmonious conditions for children's development (Taufik, 2014). According to Wahidin (2021), based on a survey by the Central Statistics Agency in 2019, the number of single parents in Indonesia is 18.25% of the total population, with an increase of 0.1% every year. The number of single mothers is 14.84%, greater than single fathers which is only 4.05%. In 2020, around 11.44 million women were single parents, an increase of 30% compared to 2016.

Jayani (2021) states that women have a greater percentage of divorced and live divorced statuses than men. Divorced status among women is 10.25%, while for men it is only 2.66%. Divorce status for women is 25.8%, while for men it is 16.6%. Whether divorce or death, this condition has a significant impact on teenagers who have single parents. The increase in the number of live divorces and divorce shows an increase in the number of teenagers with single parents. Teenagers with single parents are vulnerable to anxiety and stress disorders. According to Kram & Neibuhr (2020), the stress experienced by teenagers with single parents has a significant impact on their psychological well-being. Ryff (1989) defines psychological well-being as a state where individuals are able to accept themselves, build warm relationships with other people, be independent from social pressure, control the external environment, have meaning in life, and realize themselves.

Psychological well-being includes the dimensions of self-acceptance, autonomy, positive relations with others, environmental mastery, purpose in life, and personal growth. People with high psychological well-being feel satisfied with life and happy. They consistently realize their potential, build good relationships, are independent, accept themselves, have meaning in life, and manage the external environment (Papalia, 2007). Not all teenagers have good psychological well-being. When teenagers find out that they have a single parent due to divorce or death, their hopes turn into disappointment (Fitri & Inhasuti, 2019). Adolescents who face this problem are vulnerable to experiencing psychological stress, which is characterized by drastic emotional changes such as irritability, feeling depressed, closed off, cruel, annoying other people, worried, anxious, and losing shelter (Ramadhani & Krisnani, 2019).

The results of researchers' interviews with teenagers who have single parents show that they experience problems such as losing their parental role, lack of attention and affection, being the target of their parents' anger, and a strained relationship with their parents. This conflict affects the physical and psychological condition of teenagers, causing stress, anxiety, inferiority, and closing themselves off from the environment. This psychological problem can reduce the level of psychological well-being of teenagers. A person will achieve psychological well-being if they have a high level of life satisfaction and often experience positive emotions such as optimism, happiness, enthusiasm and pride. Resilience is needed to overcome difficult situations in order to have a positive self-evaluation and not experience a lot of negative emotions. Stressful experiences can increase resilience as a positive mental health outcome (Lina & Nuraeni, 2019).

Psychological well-being cannot be separated from self and situation management, as well as the ability to adapt and solve problems known as resilience. Resilience helps individuals overcome difficult conditions, using valuable experiences from the past to face future disasters (Satria & Sari, 2017). Resilience is the ability to survive in difficult situations, making individuals view problems unemotionally, express

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feelings, seek closeness with other people, and interact actively. This allows adolescents to survive stress (Karremans & Van Lange, 2003). Adolescents with good resilience are able to recover from life stressors and traumatic events, return to normal quickly, adapt, develop themselves, and develop positive emotions (Ruswahyuningsih & Afiatin, 2015).

Psychological well-being and resilience is important for teenagers with single parents. Both have the same targets, such as the psychological well-being dimension, namely personal growth and reaching out, which aims to increase positive aspects and see opportunities for a better life even in stressful conditions. Research by Idris Khairani and Shamsuddin (2019) shows a significant relationship between resilience and psychological well-being in Malaysian University students. The results show that increasing psychological well-being strengthens the ability to rise from difficulties. Research by Puspitasari, Maslihah, and Wulandari (2020) states that resilience supports attachment to parents and psychological well-being. Wijaya, Widyorini, and Primasturi's (2021) research on teenagers with divorced parents shows that resilience contributes directly to psychological well-being, helping individuals experience post-traumatic growth. Psychological well-being and resilience are important for teenagers with single parents, both of which have the aim of achieving the best individual condition. Resilience involves high self-control, good relationships with others, and a positive outlook on events.

RESEARCH METHODS

This research uses a quantitative approach to examine the relationship between resilience and psychological well-being in adolescents with single parents. This research involves two main variables, namely resilience as the independent variable and psychological well-being as the dependent variable. Resilience was measured using the resilience scale developed by Reivich & Shatte (2002), which includes aspects of emotional regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and achievement. Psychological well-being was measured using Ryff's Psychological Well-Being Scale (1989), which includes dimensions of self-acceptance, positive relationships with others, autonomy, environmental mastery, life goals, and personal growth.

The population of this study is teenagers with single parents who live in Jabodetabek. The research sample was taken using a purposive sampling technique, namely a sampling technique that is based on certain considerations. The sample criteria are teenagers aged 12-21 years who have a single parent. Data collection was carried out through questionnaires distributed to respondents. The questionnaire includes a resilience scale and psychological well-being scale, as well as subject demographic data such as name/initials, age, gender, education, reasons for having a single parent, length of time abandoned by one parent, and domicile.

Data analysis was carried out using Karl Pearson's product moment correlation technique with the help of Statistical Packages for Social Sciences (SPSS) software version 28.0 for Windows. Validity and reliability tests of the instruments were also carried out to ensure the accuracy and consistency of the measuring instruments. Content validity is used to assess the extent to which the instrument represents the topic under study, while reliability is measured using the Cronbach's Alpha technique, where the reliability coefficient is considered satisfactory if the alpha value is more than or equal to 0.7.

RESULTS AND DISCUSSION

Results

Based on the data analysis that has been carried out, the results of this research can

be explained as follows:

1. Validity test

The scale validity test in this study uses content validity which can be checked to see whether the content includes the conceptual understanding that is to be measured through the supervisor by checking each statement in the scale as well as a readability test which is also carried out by the supervisor by providing input or choosing the right words and sentences that correspond to dimensions or aspects. On the psychological well-being scale, there are changes in items number 4, 5, 8, and 12. Meanwhile, for the resilience scale, there are changes in numbers 5, 6, 7, and 8.

Table 5. Validity Test Results of the Psychological Well-Being Scale

No	Previous Item	Item After
4	The demands of life make me bored and depressed	Demands life make I stressed
5	I enjoy private and shared chats with family and friends	I enjoy private chats with family and friends
8	I know that I can trust my friends and they know they can trust me	I care about my friends
12	I have good ability in managing several responsibilities in my daily life	I have good abilities in my daily life

Table 6. Resilience Scale Validity Test Results

No	Previous Item	Item After
5	I understand someone who overreacts to a problem	I'm sure I have a great future
6	I think that problems can be controlled, although sometimes it is difficult	My life now is better than in the past
7	I believe in my ability to face situations, therefore I am brave to face various challenges	I believe in my ability to deal with situations
8	If solution First Forsolving the problem doesn't work, then I will look for another appropriate solution	I can do many things well

2. Item Discrimination Power Test

The item discrimination power test uses the correlation coefficient assessment criteria, which is more than 0.300. According to Azwar (2016), all items that achieve a correlation coefficient of at least 0.300 are considered satisfactory, while items with a correlation coefficient of less than 0.300 can be interpreted as items that have low differential power.

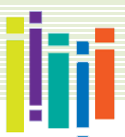
a. Psychological Well-Being Scale

Based on the different item discrimination tests that were carried out on the psychological well-being scale, the results obtained from the 30 items tested were 23 good items and 7 items that were dropped. The correlation coefficient for good items moves between 0.311 to 0.770. The distribution of psychological well-being items can

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be seen in the following table.

Table 7. Distribution of Psychological Well-Being Scale Items

No	Dimensions	Aitem			Amount Item Good
		<i>Favorite</i>	<i>Unfavorable</i>	Initial Item	
1	Accepting yourself Positive	9, 10, 19*, 20*	13 , 28	6	
2	Relationship With Others	3*, 5, 8*, 16*	24 , 27	6	
3	Autonomy	6, 7, 18	21 , 29	5	
4	Environment al Mastery	12, 14	4, 25	4	
5	Purpos e of life	11, 17*	22 , 26	4	
6	Personal Growth	1*, 2, 15	23 , 30	5	
Total		18	12 0	3	

Note: Items marked with (*) are items that have been disqualified.

b. Resilience Scale

Based on the item discrimination power test that was carried out on the resilience scale, the results obtained from the 32 items tested were 24 good items and 8 items that were failed. The correlation coefficient for good items moves between 0.320 to 0.791. The distribution of resilience items that are declared good can be seen in the following table:

Table 8. Distribution of Resilience Scale Items

	Dimensi ons	Aitem			Amount Item Good
		<i>Favorite</i>	<i>Unfavorable</i>	Initial Item	
1	<i>Emotion Regulation</i>	11, 12, 13*	19, 24	5	4
2	<i>Impulse Control</i>	10, 18*	26, 32	4	3
3	<i>Optimism</i>	5*, 6*, 17	28, 29	5	3
4	<i>Causal Analysis</i>	1*, 2	30, 31	4	3
5	<i>Empathy</i>	14*, 15, 16*	22, 23	5	3
6	<i>Self Efficacy</i>	8, 9	25, 27	4	4
7	<i>Reaching Out</i>	3, 4, 7*	20, 21	5	4
Total		18	14	32	2 4

Note: Items marked with (*) are items that have been disqualified.

3. Reliability Test

The reliability test in this study used Cronbach's Alpha with a correlation value of more than or equal to 0.7 (≥ 0.7) so it can be said to be reliable (Azwar, 2013). The results of the reliability test on this scale are:

a. Psychological Well-Being Scale

From the results of the reliability test carried out, the psychological well-being scale obtained a coefficient value for the psychological well-being scale of 0.906 and it can be said to have a good reliability value. The results of the psychological well-being scale reliability test can be seen in table 9.

Table 9. Reliability of the Psychological Well-Being Scale After Items Are Dropped

Number of Items	Cronbach's Alpha Coefficient	Information
23	0.906	Reliable

b. Resilience Scale

From the results of the reliability tests carried out, the resilience scale coefficient value was obtained at 0.916 and it can be said to have a good reliability value. The results of the resilience scale reliability test can be seen in table 10.

Table 10. Resilience Scale Reliability After Items Are Dropped

Number of Items	Cronbach's Alpha Coefficient	Information
24	0.916	Reliable

4. Test Assumptions

Assumption tests are carried out to determine whether or not normality and linearity of data distribution are met before carrying out hypothesis testing using correlation analysis.

a. Normality test

The normality test is carried out to find out whether the data is normally distributed or not. In this research, the normality test used the SPSS version 28 for Windows program with Kolmogrov-Smirnov test calculations. Based on the normality test on the psychological well-being variable, a significance result of 0.002 ($p \geq 0.05$) was obtained. This shows that the distribution of psychological well-being scale scores in this research sample is not normally distributed. Meanwhile, for normality testing on the resilience scale, a significance result of 0.004 ($p \geq 0.05$) was obtained. This shows that the distribution of resilience scale scores in this research sample is not normally distributed.

Table 11. Normality Test Results

Variable	Sig	P	Information
<i>Psychological Well-Being</i>	0.002	≥ 0.05	Abnormally Distributed
Resilience	0.004	≥ 0.05	Abnormally Distributed

b. Linearity Test

The linearity test is carried out to find out whether the data is linear. The linearity test in this research was carried out with the help of SPSS version 28 for Windows. Based on the results of the linearity test, it is known that the psychological well-being variable and the resilience variable obtained a significance of 0.001. Thus, it can be concluded that there is a very significant linear relationship between the variables psychological well-being and resilience. Details of the linearity test measurement

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results can be seen in table 12.

Table 12 Linearity Test Results

Variable	F	Sig	P	Information
<i>Psychological Well-Being</i> Resilience	403,660	0.001	<0.05	Linear

5. Hypothesis testing

To test the relationship between resilience and psychological well-being, it was carried out using a bivariate correlation technique and tested the relationship with the Pearson product moment, obtaining positive results with a correlation coefficient of 0.001 with the help of the SPSS program.

Thus, it can be said that there is a very significant relationship with a significance value of 0.001 ($p < 0.05$) between resilience and psychological well-being. The direction of the relationship is positive with a correlation result of 0.889. This result means that the higher the resilience, the higher the psychological well-being and vice versa, the lower the resilience, the lower the psychological well-being. Thus the hypothesis in this research. The results of hypothesis testing can be seen in table 13 below:

Table 13. Hypothesis Test Results

		<i>Psychological Well-Being</i>	Resilience
<i>Psychological Well-Being</i>	Pearson Correlation	1	,889**
	Sig. (1-tailed)		,001
	N	80	80
Resilience	Pearson Correlation	,889**	
	Sig. (1-tailed)	,001	
	N	80	80

** . Correlation is significant at the 0.01 level (1-tailed).

6. Respondent Category

To categorize research respondents, researchers looked at the comparison between the empirical mean (ME) and mortgage mean (MH) scores, as well as the hypothetical standard deviation (SD). For this reason, it is necessary to calculate a lower and final interval of scores that differ significantly from the mean mortgage price, according to the desired level of confidence. To determine the category of low, medium or high respondents, see the attachment.

a. Psychological Well-Being Scale

The results of calculating the Empirical Mean (ME) for the psychological well-being scale are 85.31 with valid items of 23. The Hypothetical Mean (MH) and standard deviation can be obtained by calculating as follows:

The number of valid items is 23 items using assessment criteria from 1 to 5. This means the smallest value is 1 and the largest value is 5. Calculation of the Hypothetical Mean is obtained by means of the middle value of the scale, namely 3, obtained from the value criteria used between 1 to 5, which is then multiplied with the number of valid items ($3 \times 23 = 69$). Standard deviation is obtained by multiplying the minimum range

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by the valid item ($1 \times 23 = 23$), then the largest value is also multiplied by the valid item ($5 \times 23 = 115$). Next, it can be seen that the range is between 23 to 115, with a distribution distance of ($115 - 23 = 92$). Spread distance is then divided by 6 ($92 : 6 = 15.3$). The value 6 is obtained from the normal distribution curve which is divided into 6 regions, namely 3 positive regions and 3 negative regions, so a standard deviation of 15.3 is obtained.

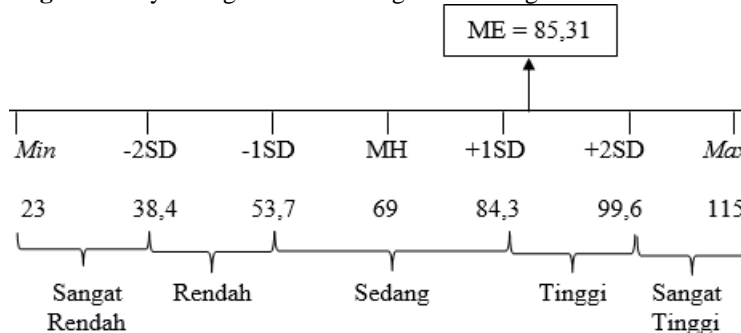
The classification of the psychological well-being scale:

$$\begin{aligned}
 ME < MH - 2SD &= X < 38.4 \text{ (Very Low)} \\
 MH - 2SD < ME < MH - 1SD &= 38.4 < X < 53.7 \text{ (Low)} \\
 MH - 1SD < ME < MH + 1SD &= 53.7 < X < 84.3 \text{ (Medium)} \\
 MH + 1SD < ME < MH + 2SD &= 84.3 < X < 99.6 \text{ (High)} \\
 ME > MH + 2SD &= X > 99.6 \text{ (Very High)}
 \end{aligned}$$

Table 14. Categorization of Psychological Well-Being in Research Respondents

Scale	Empirical Mean (ME)	Hypothetical Mean (MH)	Standard Deviation	Category
Psychological Well-Being	85.31	69	15.3	Tall

Figure 1. Psychological Well-Being Scale Categories



Mean Empirical (ME) psychological well-being hasscore of 85.31. On a normal curve, the Mean Empirical (ME) psychological well-being is in the range $MH + 1SD < ME < MH + 2SD$. This shows that the research subjects have relatively high psychological well-being.

b. Resilience Scale

The results of calculating the Empirical Mean (ME) for the resilience scale are 92.05 with valid items of 24. The Hypothetical Mean (MH) and standard deviation can be obtained using the following calculation method:

The number of valid items is 24 items using assessment criteria from 1 to 5. This means the smallest value is 1 and the largest value is 5. Calculation of the Hypothetical Mean is obtained by means of the middle value of the scale, namely 3, obtained from the value criteria used between 1 to 5, which is then multiplied with the number of valid items ($3 \times 24 = 72$). Standard deviation is obtained by multiplying the minimum range by the valid item ($1 \times 24 = 24$), then the largest value is also multiplied by the valid item ($5 \times 24 = 120$). Next, it can be seen that the range is between 24 to 120, with a distribution distance of ($120 - 24 = 96$). The distribution distance is then divided by 6 ($96 : 6 = 16$). The value 6 is obtained from the normal distribution curve which is divided into 6 regions, namely 3 positive regions and 3 negative regions, so a standard

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deviation of 16 is obtained.

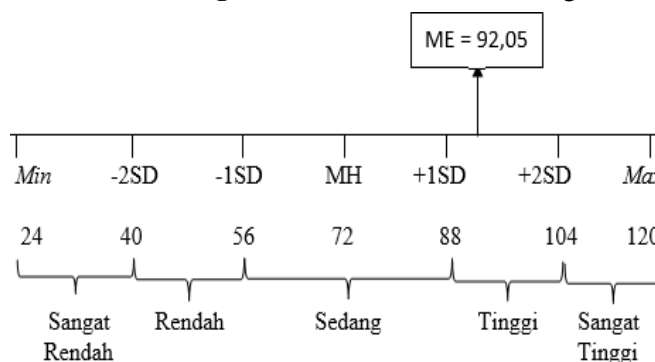
The resilience scale classification:

$ME < MH - 2SD$	=	$X < 40$ (Very Low)
$MH - 2SD < ME < MH - 1SD$	=	$40 < X < 56$ (Low)
$MH - 1SD < ME < MH + 1SD$	=	$56 < X < 88$ (Medium)
$MH + 1SD < ME < MH + 2SD$	=	$88 < X < 104$ (High)
$ME > MH + 2SD$	=	$X > 104$ (Very High)

Table 15. Categorization of Resilience in Research Respondents

Scale	Empirical Mean (ME)	Hypothetical Mean (MH)	Standard Deviation	Category
Resilience	92.05	72	16	Tall

Figure 2. Resilience Scale Categories



Mean Empirical (ME) psychological well-being hascore of 85.31. On a normal curve, the Mean Empirical (ME) psychological well-being is in the range $MH + 1SD < ME < MH + 2SD$. This shows that the research subjects have relatively high psychological well-being.

7. Description of Respondent Demographic Data

The subjects in this study consisted of 80 teenagers who had single parents as respondents. The characteristics covered in this study include gender, age, education, length of time having a single parent, reasons for having a single parent, currently living together, and domicile of residence.

a. Gender

The subjects in this study were 80 people divided into two genders, namely men and women. The men's category consists of 30 people, and the women's category consists of 50 people. Description can be seen in table 16.

Table 16. Description of Respondents Based on Gender

Gender	Psychological Well-Being Resilience			
	Empirical Mean	Category	Empirical Mean	Category
Man	87.50	Tall	93.73	Tall
Woman	84.00	Currently	91.04	Tall

From the table above, it is known that men have an average psychological well-being in the high category and women have an average psychological well-being in the medium category. The average resilience for men and women is in the high category.

b. Age

By categoryage, divided into 13-15 years, 16-18 years, and 19-21 years. There were 8 respondents aged 13-15 years, 28 respondents aged 16-18 years, and 44 respondents aged 19-21 years. Description can be seen in table 17.

Table 17. Description of Respondents Based on Age

Age	N	<i>Psychological Well-Being Resilience</i>			
		Empirical Mean	Category	Empirical Mean	Category
13-15 Years	8	82.25	Currently	86.00	Currently
16-18 Years	28	89.07	Tall	96.29	Tall
19-21 Years	44	83.48	Currently	90.45	Tall

Based on the table above, it is known that the average psychological well-being of research respondents aged 13-15 years and 19-21 years is in the medium category, while those aged 16-18 years are in the high category. The average resilience of respondents aged 13-15 years is in the medium category. Meanwhile, ages 16-18 years and ages 19-21 years are in the high category.

c. Education

Based on education category, it is divided into middle school, high school, vocational school and college. There were 7 respondents with junior high school education, 15 respondents with high school education, 9 respondents with vocational school education, and 49 respondents with college education.

Table 18. Description of Respondents Based on Education

Education	N	<i>Psychological Well-Being Resilience</i>			
		Empirical Mean	Category	Empirical Mean	Category
JUNIOR HIGH SCHOOL	7	81.43	Currently	84.86	Currently
SENIOR HIGH SCHOOL	15	89.47	Tall	96.00	Tall
vocational school	9	93.67	Tall	100.89	Tall
Studying	49	83.06	Currently	90.24	Tall

Based on the table above, it is known that the average psychological well-being of research respondents with junior high school and college education is in the medium category. Meanwhile, the average psychological well-being of research respondents with high school and vocational school education is in the high category. The average resilience of research respondents with junior high school education is in the medium

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category and the average resilience of research respondents with high school, vocational and college education is in the high category.

d. Having a single parent for a long time

Based on the category of length of time of having a single parent, it is divided into > 6 months, > 1 year, and > 2 years. There were 22 respondents with a duration of > 6 months, 17 people with a duration of > 1 year, and a duration of > 2 years with a total of 41 people. Description can be seen in table 19.

Table 19. Description of Respondents Based on Length of Time Having a Single Parent

Having a single parent for a long time	N	Psychological Well-Being		Resilience	
		Empirical Mean	Category	Empirical Mean	Category
≥ 6 Months	22	80.59	Currently	87.86	Currently
≥ 1 Year	17	84.06	Tall	91.94	Tall
≥ 2 Years	41	88.37	Tall	94.34	Tall

Based on the data from the table above, it is known that the average psychological well-being of research respondents who have had a single parent for ≥ 6 months is in the medium category, while research respondents who have had a single parent for ≥ 1 year and ≥ 2 years is in the high category. The average resilience of research respondents who have had a single parent for ≥ 6 months is in the medium category. Meanwhile, research respondents who have had a single parent for ≥ 1 year and ≥ 2 years are in the high category.

e. Causes of Having a Single Parent

Based on the category of causes of having a single parent, it is divided into divorce and death. There were 43 research respondents who had single parents due to divorce, and 37 research respondents who had single parents due to death. The description can be seen in table 20.

Table 20. Description of the causes of having a single parent

Causes of Having a Single Parent	N	Psychological Well-Being Resilience			
		Empirical Mean	Category	Empirical Mean	Category
Divorce	43	83.74	Currently	90.49	Tall
Die	37	87.14	Tall	93.86	Tall

Based on the data from the table above, it is known that the average psychological well-being of research respondents who have single parents due to divorce is in the medium category. Meanwhile, research respondents who had a single parent who died were in the high category. The average resilience of respondents who have a single parent due to divorce and research respondents who have a single parent due to death is in the high category.

f. Currently Living Together

Based on the category currently living together, it is divided into father and mother. There were 21 respondents who currently live with their fathers and 59 research respondents who currently live with their mothers. The description can be seen in table 21. 127 | Visit our Open Journal System at <http://journal.neolectura.com/index.php/Literatus>

respondents who currently live with their mothers. Description can be seen in table 21.

Table 21. Description of Currently Living Together

Currently Living Together	N	Psychological Well-Being		Resilience	
		Empirical Mean	Category	Empirical Mean	Category
Father	21	91.67	Tall	96.24	Tall
Mother	59	83.05	Currently	90.56	Tall

Based on the data from the table above, it is known that the average psychological well-being of research respondents who currently live with their mothers is in the medium category. Meanwhile, the psychological well-being of respondents who currently live with their father is in the high category. The average resilience of research respondents who currently live with their father and mother is in the high category.

g. Domicile

Based on domicile category, it is divided into Jakarta, Bogor, Depok, Tangerang and Bekasi. There were 26 respondents domiciled in Jakarta, 9 people in Bogor, 7 people in Depok, 28 people in Tangerang, and 10 people in Bekasi. The description can be seen in table 22.

Table 22. Description of Respondents Based on Domicile

Domicile	N	Psychological Well-Being		Resilience	
		Empirical Mean	Category	Empirical Mean	Category
Jakarta	26	85.92	Tall	91.00	Tall
Bogor	9	91.22	Tall	100.11	Tall
Depok	7	86.57	Tall	92.29	Tall
Tangerang	28	82.46	Currently	89.43	Tall
Bekasi	10	85.50	Tall	94.70	Tall

Based on the data from the table above shows that the average psychological well-being of research respondents who live in Jakarta, Bogor, Depok and Bekasi is in the high category. Meanwhile, research respondents who live in Tangerang are in the medium category. The average resilience of research respondents who live in Jakarta, Bogor, Depok, Tangerang and Bekasi is in the high category.

Discussion

Based on the results of the calculations carried out, it is known that there is a very significant positive relationship between psychological well-being and resilience. This can be seen from the correlation coefficient (r) of the two variables of 0.889 with a significance level of 0.001 ($p < 0.05$). This means that if resilience is high, the higher the psychological well-being, and vice versa, the lower the resilience, the lower the psychological well-being. This is in line with the opinion expressed by Purwanti and Kustanti (2018), namely that the higher resilience, the higher psychological well-being. conversely, the lower the resilience, the lower the level of psychological well-being. Resilience is a key factor in adolescents' ability to adapt to situations. Adolescents who have single parents can

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successfully adapt to the existing situation, this is because there is a balance between risk factors and protective factors. In line with the opinion of Steinberg (2002) who states that resilient adolescents not only have certain characteristics within themselves, but also have environmental protective factors that help adolescents survive natural pressures.

According to Smith and Carlson (1997), the more adolescents have a high level of resilience, the more they feel able to overcome novelty in various areas of human functioning, and especially in scholastic contexts, and reduce the risk of maladaptive outcomes. In line with the opinion of Ryff and Singer (2003) who stated that resilient individuals are generally able to maintain their physical and psychological health and have the ability to recover more quickly from stressful events.

Then the respondents in this study showed that teenagers who have single parents have high psychological well-being with an empirical mean of 85.31. Ryff (1989) stated his opinion that psychological well-being is a condition of a person who is not only free from pressure or mental problems, but more than that, namely the condition of a person who has the ability to accept himself and his past life, personal development or growth, belief that one's life is meaningful and has purpose, having positive quality relationships with others, the capacity to manage one's life and one's environment effectively and the ability to determine one's own actions. Psychological well-being cannot be separated from self-management and acceptance situations that satisfy one's abilities. (Satria & Sari, 2007).

Next, the resilience variableThe empirical mean obtained was 85.31. This shows that the respondents in this study have high resilience. According to Nisa and Muis (2016), stated that resilience at a high level means that the resilience possessed by the subject is classified as very good, namely the subject has an attitude of not giving up and tries to face it, has an open nature, is confident, enthusiastic and has the belief of being a successful individual. . In line with the opinion of Chung (2012), which states that individuals who have high resilience will tend to be easygoing, easy to socialize, have good thinking skills including social skills and the ability to judge things, have people around who support them, have one or more talents, are confident in yourself and believe in your ability to make decisions and have spirituality and religiosity.

Based on the results of descriptive calculations of demographic data on the psychological well-being scale based on gender, it is known that for men the result was 87.50 and for women the result was 84.00. This is in accordance with the statement by Gomez-Baya (2018) which shows that there are significant differences in psychological well-being based on gender, where women have lower psychological well-being compared to men. On the resilience scale, male respondents have an empirical mean of 93.73, while female respondents have an empirical mean of 91.04. In categories based on gender, male respondents are in the high category, while women are in the medium category. The data states that male respondents have higher psychological well-being compared to women, where men have the ability to develop themselves well and are able to act independently or autonomously. This is in line with the opinion of Rinaldi (2010) who explains that men have a higher level of resilience compared to women, this is because men tend to gain more benefits from mastering the environment, thus having an impact on the level of resistance or resilience that Good.

Then, from the results of descriptive calculations of demographic data based on age, the psychological well-being of research respondents aged 13-15 years and 19-21 years was in the medium category, while those aged 15-18 years were in the high category. Where for each the empirical means were 82.25 (13-15 years), 89.07 (16-18 years), and 83.48 (19-21 years). According to Ryff (1989) found that there are differences in the level of psychological well-being with increasing age. As a person gets older, knowledge about the best conditions for the individual will also increase. In addition, on the resilience scale at the age of 13-15 years, the empirical mean value is 86.00 and is in the medium category. And at the ages of 16-18 years and 19-21 years they are in the high category. Where each

of them obtained an empirical mean value of 96.29 at the age of 16-18 years, and had an empirical mean value of 90.45 at the age of 19-21 years. This is in line with Sewasew, Lewensohn and Kassa (2017) who stated that the level of resilience of older children is higher than that of younger children.

In the education category on the psychological well-being scale, the teenagers who had the most single education in this study were 49 teenagers with an empirical mean value of 83.06, then there were 15 teenagers in high school with an empirical mean value of 89.47, followed by There were 9 teenagers in vocational school with an empirical mean score of 93.67, and in junior high school there were 7 teenagers with an empirical mean score of 81.43. The average psychological well-being with junior high school and college education is in the medium category and with high school and vocational school education it is in the high category.

Additionally, in categories education on the resilience scale, it was found that the average resilience of research respondents who were in junior high school was in the medium category with an empirical mean value of 84.86. Meanwhile, research respondents who are currently studying high school, vocational school and college are in the high category. where teenagers with a high school education got an empirical mean of 96.00, teenagers with a vocational school education got an empirical mean of 100.89, and those with college education got an empirical mean of 90.24. According to Perdana, Ichsan, and Rosyidah (2013) stated that the level of education is the most important thing in facing problems, the higher a person's education, the more life experience they have had, so they will be better prepared to face problems that will occur.

For categories based on the length of time they have had a single parent, the average psychological well-being is medium and high. Where respondents who fall into the medium category are respondents who have had a single parent for ≥ 6 months. Meanwhile, respondents who fall into the high category are respondents who have had a single parent for ≥ 1 year, and respondents who have had a single parent for ≥ 2 years. Meanwhile, on the resilience scale based on the length of time you have had a single parent, it falls into the medium and high categories. Where respondents who fall into the medium category are teenagers who have a single parent for ≥ 6 months, respondents who fall into the high category are teenagers who have a single parent for ≥ 1 year and respondents who have a single parent for ≥ 2 years. According to Lynskey (1996), teenagers who are often exposed to difficulties that occur in the family will make teenagers have good adjustments and will influence the level of resilience.

In the category of causes of having a single parent, on the psychological well-being scale there are two categories, namely medium and high. Where respondents who fall into the medium category are respondents who have a single parent because they are divorced, and respondents who fall into the high category are respondents who have a single parent because they died. Meanwhile, on the resilience scale, respondents who have a single parent due to divorce and research respondents who have a single parent due to death are in the high category. According to Katyal (2015), there is a significant difference in the resilience of children who have a single parent due to death and children who have a single parent due to divorce, where children who have a single parent due to death have higher resilience compared to children who have single parent due to divorce. This is because children who have a single parent due to death are more able to act independently and have a sense of inner optimism compared to children who have a single parent due to divorce.

Furthermore, in this study the description of respondents based on currently living together, it was found that the average psychological well-being of research respondents who currently lived with their father was in the high category and who currently lived with their mother was in the medium category. The average resilience of research respondents

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who currently live with their father and mother is in the high category. According to Masso (2018), he explains his opinion that there is an influence between father's involvement in parenting on the psychological well-being of teenagers, because the father's role in parenting shapes children to be more independent, self-confident and have good social skills. This is in line with the opinion of Sahu (2016), who states that positive parenting styles from parents, especially fathers, can make teenagers have a strong feeling of acceptance.

Meanwhile, in this study, the description of respondents based on domicile showed that the average psychological well-being of research respondents who lived in Jakarta, Bogor, Depok and Bekasi was in the high category. Where domiciles in Jakarta get an empirical mean of 85.92, Depok gets an empirical mean of 91.22, Depok gets an empirical mean of 86.57, and Bekasi gets an empirical mean of 85.50. while research respondents who live in Tangerang are in the medium category by obtaining an empirical mean of 82.46. Then, on the average resilience of research respondents based on domicile, the results showed that research respondents who lived in Jakarta, Bogor, Depok, Tangerang and Bekasi were in the high category. Where domicile Jakarta gets an empirical mean of 91.00, Bogor gets an empirical mean of 100.11, Depok gets an empirical mean of 92.29, Tangerang gets an empirical mean of 89.43, and domicile Bekasi gets an empirical mean of 94.70.

CONCLUSIONS

Based on the analysis results Research data can be concluded that there is a very significant positive relationship between resilience and psychological well-being in teenagers with single parents. The direction of the positive relationship shows that the higher the resilience, the higher the psychological well-being and vice versa, the lower the resilience, the lower the psychological well-being.

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