

ADOLESCENT'S RESILIENCE IN INDONESIA: WHAT CAN WE LEARN FROM PANDEMIC OF COVID-19?

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Abstract

Resilience plays a crucial role in adolescent development, particularly during crises such as the Covid-19 pandemic, which disrupted education, family dynamics, and social interactions. This study aimed to investigate the impact of social support from friends and teachers, as well as mother-child communication, on adolescent resilience during the pandemic. An explanatory design with a quantitative approach was employed, with data collected online from 202 adolescents across Java Island through questionnaires distributed via social media platforms. The study sample consisted of junior and senior high school students participating in distance learning during the pandemic. The findings indicated that 67.3% of adolescents showed moderate resilience, while 6.9% displayed high resilience. Correlation analysis revealed significant relationships between social support from friends ($r = 0.146$), social support from teachers ($r = 0.270$), and mother-child communication ($r = 0.206$) with adolescent resilience. Regression analysis showed that social support from teachers had the most significant positive effect on resilience, explaining 8% of the variance in adolescent resilience. These findings suggest that enhancing teacher support and improving family communication are key strategies to foster adolescent resilience during crises such as the Covid-19 pandemic.

Keywords: adolescents, covid-19 pandemic, mother-child communication, social support, resilience

Resiliensi Remaja di Indonesia: Apa yang Dapat Kita Pelajari dari Pandemi Covid-19?

Abstrak

Resiliensi memainkan peran penting dalam perkembangan remaja, terutama selama krisis seperti pandemi Covid-19 yang mengganggu pendidikan, dinamika keluarga, dan interaksi sosial. Penelitian ini bertujuan untuk menginvestigasi dampak dukungan sosial dari teman dan guru, serta komunikasi ibu-anak terhadap resiliensi remaja selama pandemi. Desain penelitian eksplanatori dengan pendekatan kuantitatif digunakan, dengan pengumpulan data secara daring dari 202 remaja di Pulau Jawa melalui kuesioner yang disebarluaskan melalui platform media sosial. Sampel penelitian terdiri dari siswa SMP dan SMA yang mengikuti pembelajaran jarak jauh selama pandemi. Hasil penelitian menunjukkan bahwa 67,3% remaja menunjukkan resiliensi moderat, sementara 6,9% menunjukkan resiliensi tinggi. Analisis korelasi menemukan hubungan signifikan antara dukungan sosial dari teman ($r = 0.146$), dukungan sosial dari guru ($r = 0.270$), dan komunikasi ibu-anak ($r = 0.206$) dengan resiliensi remaja. Analisis regresi mengungkapkan bahwa dukungan sosial dari guru memiliki pengaruh positif paling signifikan terhadap resiliensi, menjelaskan 8% variasi dalam resiliensi remaja. Temuan ini menunjukkan bahwa meningkatkan dukungan dari guru dan memperbaiki komunikasi dalam keluarga adalah strategi kunci dalam membangun resiliensi remaja selama krisis seperti pandemi Covid-19.

Kata kunci: dukungan sosial, komunikasi ibu-anak, pandemi covid-19, remaja, resiliensi

INTRODUCTION

The Covid-19 pandemic has had a profound impact on the global socio-economic landscape, and Indonesia is no exception. In response to the pandemic, the Indonesian government implemented stringent measures, including lockdowns and the closure of educational institutions, which led to the shift from face-to-face learning to remote learning. This transition was not without its challenges, particularly for adolescents who faced disruptions to their daily routines, educational activities, and social interactions. According to the Indonesian Child Protection Commission (KPAI) in 2021, approximately 77.8% of students reported difficulties with remote learning, citing overwhelming assignments, limited time for completion, and unequal access to online learning resources. Additionally, 42.2% of students lacked reliable internet access, while 15.6% did not have devices suitable for online learning. While these challenges highlight the impact of the pandemic on students' academic life, they also point to a broader issue: the mental health crisis triggered by the pandemic, which has disproportionately affected adolescents. Studies such as those by Liang et al. (2020) and Polizzi et al. (2020) have shown that the pandemic has led to an increase in mental health issues globally, including depression, anxiety, and stress. In Indonesia, the disruptions caused by remote learning and social isolation have had negative consequences on adolescents' mental well-being, exacerbating existing vulnerabilities.

Despite the growing body of research on the mental health impacts of the pandemic, there remains a significant gap in understanding how specific factors, such as social support and communication within the family, contribute to adolescent resilience during times of crisis. Previous studies (e.g., Liu & Wang, 2021) have explored the broader relationship between stress and depression in adolescents, yet few studies have focused on the role of social support, particularly from peers, teachers, and family, in fostering resilience during the pandemic. This gap is particularly evident in the context of Indonesia, where cultural and socio-economic factors may influence the way adolescents cope with adversity. Adolescents are often faced with the dual challenge of adapting to changes in their learning environments and dealing with the emotional toll of the pandemic. Therefore, understanding how peer support, teacher support, and mother-child communication impact resilience is crucial for informing strategies to support adolescents in Indonesia during the pandemic and in future crises.

Resilience is defined as an individual's ability to adapt positively in the face of adversity. In the context of the Covid-19 pandemic, resilience has emerged as a key factor in mitigating the negative mental health effects of the crisis. Studies by Havnen et al. (2020) and Kuhlman et al. (2021) have shown that adolescents with higher levels of resilience are better able to cope with stress and anxiety associated with the pandemic. However, while resilience is an essential protective factor, it is not solely an individual trait; it is shaped by external influences such as social support. Previous research has demonstrated that strong social support networks are associated with better mental health outcomes, particularly in times of crisis (Jang, 2012). The role of family communication in fostering resilience, however, remains underexplored, especially in the Indonesian context, where family dynamics play a central role in adolescents' emotional and psychological development. Effective communication within the family can provide the emotional support and coping mechanisms needed to navigate stressful situations, such as those presented by the pandemic. Studies by Muladsih et al. (2011) and Astarini et al. (2016) have shown that positive family communication patterns significantly contribute to adolescents' resilience. Moreover, research by Armstrong et al. (2005) highlights the protective role of parental support in enhancing emotional regulation and reducing impulsive behaviors, which are crucial for adolescents' ability to adapt to adversity.

The importance of social support in building resilience is further emphasized by studies that examine the interplay between peer support, teacher support, and family communication. In particular, research by Langford et al. (1997) and Kort-Butler (2017) has shown that social support can reduce mental health problems, improve self-control, and enhance prosocial behavior. During the pandemic, many adolescents faced the challenge of social isolation, making peer support and teacher support essential factors in fostering resilience. Teacher support, in particular, has been found to mitigate academic stress and enhance students' emotional well-being, especially in online learning environments (Özmete & Pak, 2020). Similarly, research by Theiss (2018) underscores the importance of communication in building resilience, suggesting that open and supportive communication within families and between teachers and students plays a critical role in buffering the negative effects of stress.

This research aims to fill the gap by examining how peer support, teacher support, and mother-adolescent communication influence adolescent resilience during the Covid-19 pandemic in Indonesia. Specifically, the study seeks to explore how these forms of social support contribute to adolescents' ability to cope with the challenges posed by remote learning and social isolation. The research questions driving this study are: How does peer support affect adolescent resilience during the Covid-19 pandemic in Indonesia? What role does

teacher support play in fostering resilience among adolescents in a remote learning context? And how does mother-adolescent communication influence resilience during times of crisis? By addressing these questions, the study aims to contribute to the understanding of the factors that support adolescent resilience in Indonesia, a country with unique socio-cultural dynamics that may affect how adolescents cope with crises.

The findings of this research are expected to have significant implications for policymakers, educators, and mental health professionals in Indonesia. By identifying the key factors that enhance resilience, the study can inform the development of interventions and strategies to support adolescents in future crises. Moreover, the research can provide valuable insights into how social support and effective communication can be harnessed to strengthen adolescent resilience, ensuring that young people are better equipped to cope with challenges, both during the pandemic and beyond. Ultimately, this study aims to provide actionable recommendations that can help build a more resilient generation of adolescents in Indonesia, prepared to face the uncertainties of the future.

METHODS

This study employed an explanatory design with a quantitative approach and was conducted during the Covid-19 pandemic, which required data collection to be conducted online. The research was carried out across Java Island and beyond, utilizing research questionnaires distributed via social media platforms such as WhatsApp, Instagram, Twitter, and LINE. The study sample consisted of adolescents from junior and senior high schools who were participating in online distance learning and living with their mothers during the remote learning period. Non-probability convenience sampling was applied in this study, yielding a total of 202 adolescent participants. This sampling technique was chosen due to the limitations in access to a broader population, as well as logistical constraints imposed by the pandemic. Despite being a non-random sampling method, this approach was deemed suitable for the exploratory nature of this study and its focus on specific adolescents facing similar challenges during the pandemic.

Primary data was collected through a self-administered online questionnaire, which assessed a range of variables related to adolescent characteristics (such as age, gender, number of siblings, school, and place of residence), family characteristics (including parents' age, education, occupation, income, and family size), social support from friends and teachers, mother-child communication, and adolescent resilience.

Social support was assessed through three dimensions, identifying the sources from which adolescents might receive support: family, friends, and teachers. Family resources refer to parental support, while peer support refers to the assistance from friends, and teacher support represents the help provided by educators (Gordon-Hollingsworth et al., 2016). Social support was measured using a modified version of the Social Support Questionnaire for Children (SSQC) originally developed by Gordon-Hollingsworth et al. (2016), but adapted by Indrawati and Alfiasari (2016) for use in this study. The original SSQC contains 108 items, which assess support from parents, relatives, adults, peers, and siblings. However, the adapted version used in this study focused on three aspects: parental support, peer support, and teacher support, with a total of 27 items. Specifically, this study utilized 17 items from the peer and teacher support subscales. The items related to parental support were excluded to avoid potential bias in the assessment of mother-child communication. To ensure relevance to the Covid-19 pandemic context, the wording of several items was modified; for instance, "My teacher cares about me" was changed to "During this Covid-19 pandemic, my teacher cares about me." The instrument used a Likert scale (1-4), where 1 = never, 2 = sometimes, 3 = often, and 4 = always. The Cronbach's alpha for this instrument was 0.918, indicating high reliability. The subscales for teacher support and peer support had Cronbach's alpha values of 0.730 and 0.825, respectively.

Mother-child communication was measured using the Parent-Adolescent Communication Scale (PACS) developed by Barnes and Olson (1985), which includes two key indicators: the openness of communication within the family and the presence of communication problems. The higher the degree of communication openness, the more qualitative the interaction between mothers and adolescents. Conversely, greater communication problems correlate with lower communication quality. To ensure contextual relevance during the pandemic, the wording of the original scale was adapted. For example, the statement "I can discuss everything with my mother without feeling constrained or embarrassed" was modified to "During this Covid-19 pandemic, I can discuss everything with my mother without feeling constrained or embarrassed." The Likert scale used in the modified version was also adjusted to a 1-4 scale, where 1 = almost never, 2 = sometimes, 3 = often, and 4 = always. This instrument demonstrated a Cronbach's alpha of 0.705, indicating adequate reliability.

Resilience, defined as the ability to adapt to changes and overcome challenges in adverse conditions (Wagnild & Young, 1993), was measured using the Resilience Scale (RS), which identifies the level of individual resilience based on personal competencies and self-acceptance. The RS scale includes 25 statements, of which 17 assess personal competence and 8 assess self-acceptance and life. The wording of the original scale was modified to better reflect the context of the Covid-19 pandemic. For example, "I am confident in my ability to overcome challenges" was reworded as "During this Covid-19 pandemic, I am confident in my ability to overcome challenges." The RS scale also utilized a 1-4 Likert scale, with 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree. The reliability of the instrument was high, with a Cronbach's alpha of 0.815.

The collected data were processed through a series of steps including editing, coding, scoring, entering, cleaning, and analysis. The scores for mother-child communication, social support, and resilience were converted into indices ranging from 0 to 100. Data processing and analysis were conducted using the Statistical Package for Social Science (SPSS) and Partial Least Squares (PLS) software. The transformed scores were categorized into three groups: (1) low ($0 \leq 59.9$), (2) moderate (60 - 79.9), and (3) high (80 - 100), following the classification schemes used in previous studies (Pasaribu et al., 2013; Rahmaita et al., 2016).

Descriptive analysis was performed to examine the characteristics of the adolescents, family background, social support, mother-child communication, and resilience, using frequencies, means, standard deviations, and minimum and maximum scores. Inferential statistics were used to test the relationships between variables, employing Pearson's correlation to assess the relationships between social support from friends and teachers, mother-child communication, and adolescent resilience. Additionally, multiple linear regression analysis was applied to investigate the influence of social support and mother-child communication on adolescent resilience during the Covid-19 pandemic. These statistical methods were chosen due to their ability to handle the complexities of the data and the study's research questions.

Ethical approval for the study was obtained from the relevant institutional review board, and all participants provided informed consent. Given that the study was conducted online, consent was obtained through an electronic consent form, ensuring that participants understood the nature of the study and voluntarily agreed to participate. All data were anonymized, and participant confidentiality was strictly maintained throughout the research process.

RESULTS

Characteristics of Adolescents and Families

The adolescents in this study ranged in age from 12 to 19 years, with a mean age of 16.17 years, which corresponds to the typical age for high school students. The sample was predominantly female (88.1%), with a smaller proportion of males (11.9%). Regarding parental characteristics, fathers' ages ranged from 30 to 69 years, with a mean of 48.99 years, and the majority were in middle adulthood (86.6%). The mothers' ages ranged from 35 to 66 years, with a mean of 45.8 years, and most mothers (80.2%) were also categorized as middle-aged.

The educational background of both parents was relatively high, with 83.7% of fathers and 82.7% of mothers having completed at least high school or college. Regarding employment, most fathers (93.4%) were employed, whereas only 40.1% of mothers were in the workforce. Concerning income, 31.7% of fathers earned between Rp 3,000,000 and Rp 6,000,000, while 54.5% of mothers earned less than Rp 1,000,000. Regarding family size, half of the families (50%) were classified as small (1-4 people), and 41.6% were considered medium-sized families (5-7 people).

Social Support from Friends and Teachers during the COVID-19 Pandemic

Table 1 presents the distribution of social support perceived by adolescents during the COVID-19 pandemic. Two-thirds of adolescents (66.3%) reported low levels of social support, with a mean index of 47.67. Specifically, emotional support (74.8%), instrumental support (80.7%), and informational support (48.5%) from friends were predominantly categorized as low. This indicates that adolescents perceived their friends as offering insufficient support during the pandemic. A substantial proportion of adolescents reported that, during the pandemic, their friends did not provide emotional comfort when they were sad (26.7%), did not entertain them when angry (31.7%), did not offer assistance when help was needed (32.2%), and did not lend money when requested (50.0%).

Similarly, social support from teachers was perceived as low for most adolescents, with 71.8% of respondents categorizing it as such, and an average index of 44.67. Emotional support (48.5%), instrumental support

(70.3%), and informational support (50.5%) from teachers were all primarily in the low category. Adolescents reported that teachers did not provide emotional comfort (31.2%) or show concern for their feelings (31.7%). This lack of support could be attributed to the challenges of distance learning and limited social interaction due to the pandemic. These findings suggest that the shift to online education, coupled with the restrictions on in-person interactions, negatively impacted the perceived support adolescents received from both friends and teachers.

Table 1 Distribution of categories, average values and standard deviation of social support

Social Support	Categorize (%)			Average \pm Std. Deviation
	Low (0 \leq 59.9)	Moderate (60 - 79.9)	High (80 - 100)	
Friends				
Emotional Support	74.8	15.8	9.4	42.49 \pm 25.89
Instrumental Support	80.7	15.3	4.0	43.39 \pm 22.18
Informational Support	48.5	34.7	16.8	58.85 \pm 25.25
Social support from friends	66.3	26,7	6.9	47.67 \pm 20.28
Teachers				
Emotional Support	48.5	26.2	25.2	39.93 \pm 27.29
Instrumental Support	70.3	18.8	10.9	41.08 \pm 26.71
Informational Support	50.5	25.2	24.3	55.36 \pm 28.5
Social support from teachers	71.8	17.3	10.9	44.67 \pm 24.95

Mother-Child Communication during the COVID-19 Pandemic

This study found that 67.3% of adolescents perceived their mother-child communication as being of low quality, with a mean index of 52.07. Furthermore, only 5% of adolescents reported high-quality communication with their mothers. These findings suggest that, during the COVID-19 pandemic, communication between mothers and adolescents was limited and characterized by a lack of openness. Adolescents often felt that their mothers were unable to fully understand their emotional states (49.0%), and there were instances where adolescents did not openly express affection to their mothers (40.1%). However, positive communication was observed in some instances: 31.2% of adolescents reported that they were careful when talking to their mothers, 28.2% stated that they received honest answers from their mothers when they sought information, and 59.4% indicated that their mothers refrained from insulting them when they were upset.

Adolescent's Resilience during the COVID-19 Pandemic

As shown in Table 2, two-thirds of adolescents (67.3%) were categorized as having moderate resilience, with an average index of 66.06. This indicates that most adolescents demonstrated some capacity to adapt to the challenges posed by the COVID-19 pandemic, though not at a high level. The self-competence dimension of resilience was particularly prominent, with 62.9% of adolescents falling into the moderate category, while 11.4% exhibited high self-competence. In contrast, the self-acceptance and life dimension was lower, with a higher proportion of adolescents categorizing themselves as low in this aspect. These results suggest that during the pandemic, self-acceptance and life satisfaction were more challenging for adolescents than their perceived competence, which may have contributed to the overall moderate levels of resilience.

Table 2 Distribution of categories, average values index and standard deviation of adolescent's resilience

Adolescent's resilience	Categorize (%)			Average \pm Std. Deviation
	Low (0 \leq 59.9)	Moderate (60 - 79.9)	High (80 -100)	
Self-competence	25.7	62.9	11.4	66.88 \pm 10.23
Self-acceptance and life	34.2	58.4	7.4	64.31 \pm 12.48
Adolescent's resilience	28.7	66.3	5.0	66.06 \pm 9.67

Correlation between Social Support from Friends and Teachers, Mother-Child Communication, and Adolescent's Resilience during the COVID-19 Pandemic

The correlation analysis (Table 3) revealed significant relationships between the study variables. Social support from friends was positively correlated with social support from teachers ($r = 0.303$, $p < 0.01$),

indicating that adolescents who perceived greater support from friends also tended to report higher support from teachers. Additionally, both social support from friends ($r = 0.363$, $p < 0.01$) and from teachers ($r = 0.371$, $p < 0.01$) were positively correlated with mother-child communication, suggesting that increased support from friends and teachers contributed to better communication between adolescents and their mothers during the pandemic. Furthermore, all three variables—social support from friends ($r = 0.146$, $p < 0.05$), social support from teachers ($r = 0.270$, $p < 0.01$), and mother-child communication ($r = 0.206$, $p < 0.01$)—were significantly positively correlated with adolescent resilience, indicating that greater perceived social support and improved communication were associated with higher levels of resilience.

Table 3 Relationship between social support from friends and teachers, mother-child communication, and adolescent's resilience

Variable	Social support from teachers	Mother-child communication	Adolescent's resilience
Social support from friends	.303**	.363**	.146*
Social support from teachers	1	.371**	.270**
Mother-child communication		1	.206**

Note: * $p > .05$; ** $p > .01$

The Influence of Social Support from Friends and Teachers, and Mother-Child Communication on Adolescent Resilience

The regression analysis, shown in Table 4, further demonstrates the influence of social support and mother-child communication on adolescent resilience during the COVID-19 pandemic. The model explains that 8.0% of the variance in adolescent resilience is accounted for by the independent variables included in the model, while 92% of the variance is influenced by factors outside the model.

Among the variables in the regression model, social support from teachers was found to have the most significant and positive impact on adolescent resilience ($B = 0.072$, $p < 0.01$), suggesting that each increase of one unit in perceived teacher support results in a 0.072-point increase in adolescent resilience. This finding underscores the importance of teacher support, especially during the COVID-19 pandemic, when distance learning became the dominant mode of education. The impact of teacher support was more pronounced compared to peer support and mother-child communication, although these two factors also exhibited significant correlations with resilience.

Table 4 Regression model of independent variables in research that influences adolescent resilience during the Covid-19 pandemic

Independent variables	Adolescent resilience		
	B	β	Sig.
Constants	56.807		.000
Adolescent's age (years old)	-.113	-.015	.826
Adolescent's sex (0=boys; 1=girls)	-2.593	-.087	.214
Mother's age (years old)	.036	.021	.762
Family size (people)	.809	.119	.088
Social support from friends	.030	.062	.414
Social support from teachers	.072	.186	.016*
Mother-child communication	.062	.046	.181
Adjusted R ²		.080	
R-Square		.112	
F		3.480	
Sig		.002**	

Note: *: $p > .05$; **: $p > .01$

The regression analysis reveals that teacher social support has the strongest effect on adolescent resilience, highlighting its critical role in fostering resilience during the pandemic. This aligns with the findings of previous research, which emphasize the significance of adult guidance and encouragement during times of crisis (Haggerty et al., 1996; Masten, 2001). Despite the challenges imposed by distance learning, teachers' emotional and academic support were essential in buffering the negative impacts of the pandemic on

adolescents' well-being. While support from peers and mother-child communication also contributed to adolescent resilience, teacher support was the most influential in this model.

DISCUSSION

Adolescence is a critical developmental period marked by profound physical, emotional, and social changes. During this time, the role of supportive relationships with family, peers, and teachers becomes essential for adolescents to navigate challenges and develop resilience. Meng Qi et al. (2020) note that adolescence is a transition period characterized by brain and body maturation, increased socialization, and an evolving sense of independence. However, the findings of this study suggest that, during the COVID-19 pandemic, adolescents experienced a notable lack of social support, particularly from friends and teachers, which may have compromised their ability to cope with the stressors brought on by the crisis. This underlines the notion that social support is integral to adolescent development, especially in maintaining mental health during periods of uncertainty (Özmete & Pak, 2020; El-Zoghby, Soltan, & Salama, 2020).

The COVID-19 pandemic drastically altered daily routines, bringing about significant disruptions in education and social life. The closure of schools and the transition to remote learning created barriers to the direct, face-to-face interactions that adolescents typically rely on to receive emotional and social support. Adolescents reported that social support from friends and teachers was insufficient, reflecting a deeper sense of isolation. As Özmete and Pak (2020) pointed out, the pandemic led to a widespread reduction in social interactions, which severely limited the emotional support adolescents could access. This lack of support was particularly evident in the context of distance learning, where the absence of in-person contact with teachers and classmates left adolescents feeling unsupported in both academic and emotional matters.

In addition to the challenges in peer and teacher relationships, the study also revealed that communication between adolescents and their mothers was largely inadequate during the pandemic. Open communication, which is a cornerstone of healthy family dynamics, was limited, with adolescents not feeling comfortable expressing their emotions and concerns. This finding resonates with the work of Zahro and Alfiasari (2018), who identified that poor communication between parents and adolescents—especially in terms of trust and emotional expression—could exacerbate emotional challenges and increase the likelihood of conflicts. However, research has shown that positive parent-child communication can mitigate such challenges and foster resilience. As Firdanianty et al. (2016) have emphasized, adolescents with strong, supportive relationships with their parents are more likely to communicate openly, which contributes to their emotional well-being and reduces the risk of maladaptive behaviors.

The transition to distance learning also posed significant challenges. While distance learning offered some flexibility, it also limited opportunities for adolescents to engage in meaningful interactions with teachers. As Putro (2020) noted, distance learning at home enabled mothers to more closely monitor their children's academic progress, but it also restricted the social interactions that are essential for emotional growth and resilience. Adolescents reported that they struggled to engage with their teachers and peers in a way that would foster emotional and academic support. This lack of social interaction is consistent with research by Wang et al. (2021), who found that adolescents with strained relationships with their parents faced greater challenges during distance learning. Moreover, Thorell et al. (2022) found that the lack of school support and the overwhelming nature of online learning were contributing factors to the emotional strain experienced by both students and their families.

In terms of resilience, this study found that while adolescents showed moderate levels of resilience, there is room for improvement. The resilience levels observed in this study suggest that adolescents were able to adapt to some of the challenges posed by the pandemic, but their capacity to cope with adversity could be further strengthened. Dvorsky et al. (2021) argue that resilience is not an innate trait but a dynamic process that develops through supportive relationships with family, peers, and schools. The findings of this study align with this view, highlighting the importance of external support systems in building resilience. Although adolescents demonstrated some ability to cope with challenges, efforts to enhance resilience in areas such as self-acceptance and life competence are needed.

Additionally, the role of both internal and external protective factors in resilience is crucial. Sunarti et al. (2017) and Maesaroh et al. (2019) highlighted that internal factors such as self-awareness, empathy, and goal-setting, alongside external factors like family support, peer relationships, and school environments, play a significant role in fostering resilience. This study further supports the idea that social support from both peers and teachers is indispensable for adolescents to develop resilience. However, it also underscores the importance of a multi-faceted support system that includes parents, peers, and educational institutions. Research from Rosenfeld et al. (2000) and Demaray and Malecki (2002) suggests that teacher support alone

is insufficient; it must be complemented by family and peer support for optimal development.

The study also demonstrated a positive relationship between social support and mother-adolescent communication. Adolescents who received more support from teachers and peers tended to have better communication with their mothers. This relationship is in line with findings by Muladsih et al. (2011), which indicated that higher levels of social support are associated with more frequent and effective communication. Furthermore, the study revealed a positive relationship between social support from friends and teachers and adolescent resilience. Adolescents who received adequate social support were better able to cope with challenges and find solutions to problems, indicating the importance of strong support systems in promoting resilience. This aligns with Wang et al. (2014), who found that relationships with family, peers, and teachers significantly contribute to adolescent resilience.

Lastly, the study focused primarily on the impact of social support from teachers, peers, and mothers on adolescent resilience. While these factors are undoubtedly important, there are other variables, such as individual personality traits, coping strategies, and external community resources, that could influence resilience but were not explored in this study. Future research should consider incorporating these additional variables to gain a more holistic understanding of the factors that contribute to adolescent resilience during crises.

CONCLUSIONS AND SUGGESTIONS

The COVID-19 pandemic has posed significant challenges for adolescents, particularly regarding the shift in learning methods, changes in family dynamics, and disruptions in social relationships. This study highlights that adolescents experienced a lack of adequate social support, particularly from peers, teachers, and mothers, which affected their ability to adapt and cope with the stressors brought on by the pandemic. Adolescents reported that the social support they received from friends and teachers was insufficient, which, in turn, affected their resilience. While adolescents displayed a moderate level of resilience, the study indicates that many were still vulnerable to difficulties arising from low-quality social interactions and limited communication with family members. These challenges underscore the need for stronger systems of support to help adolescents navigate these unprecedented times.

The findings suggest that the most significant factor influencing adolescent resilience during the pandemic was the support from teachers. With the shift to distance learning, the usual supportive role of teachers was diminished, limiting adolescents' ability to build resilience through interactions with their educators. This highlights the importance of maintaining teacher-student connections, even in virtual learning environments. Teachers should be encouraged to adopt strategies that ensure active engagement with students, even remotely, to provide emotional support, academic guidance, and a sense of security.

In addition, mother-adolescent communication was found to be low, indicating a breakdown in the typical support system that adolescents rely on at home. It is crucial that parents, particularly mothers, create more opportunities for open, empathetic communication to ensure that adolescents feel heard and supported. Improved communication between parents and adolescents can help prevent potential conflicts and foster a nurturing environment conducive to adolescent growth.

Based on the findings of this study, it is recommended that educational institutions and families work collaboratively to develop programs aimed at enhancing teacher capacity to support students remotely. These programs should focus on not only academic support but also emotional well-being, ensuring that teachers are equipped with the tools to engage and support students effectively. Furthermore, families should be encouraged to strengthen communication with their adolescents, particularly during times of crisis, to help them navigate challenges more effectively.

Future research could explore the long-term impacts of remote learning on adolescent mental health and resilience. Investigating how to better integrate peer, teacher, and family support into virtual learning models will be essential in ensuring that adolescents remain resilient and engaged during future crises or prolonged periods of social isolation.

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