

Father's Parenting Involvement and Adolescent Resilience in Families with Working Spouses in Depok City

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Abstract

Optimal parenting is an important key to building adolescent resilience. Societal culture tends to exclude fathers from parenting. At the same time, the father's involvement in parenting has a positive effect on adolescent development. This study aims to analyze the father's parenting involvement and adolescents' resilience in families where both husband and wife work. This study used a descriptive qualitative phenomenological method with a purposive sampling technique. There were 15 respondents in this study with the criteria of adolescent children with working fathers and mothers. This research was conducted in Depok City in June 2023. Data collection techniques using in-depth interviews with data analysis, reduction, presentation, and conclusion drawing. The results showed that adolescents whose fathers are directly involved in parenting, care, and pay attention to adolescents and do not conflict with adolescents tend to have high resilience, indicated by being adaptable, not easily angry, and having adequate social support from family, friends, and teachers at school. This study is expected to provide input for relevant institutions and agencies to start campaigning for the importance of fathers' involvement in parenting in order to increase adolescent resilience.

Keywords: adolescents, dual-earner, parenting, resilience

Abstrak

Pengasuhan yang optimal menjadi kunci penting bagi pembentukan resiliensi remaja. Budaya masyarakat cenderung tidak melibatkan ayah dalam pengasuhan anak. Padahal keterlibatan ayah dalam pengasuhan memiliki efek positif dalam perkembangan remaja. Penelitian ini bertujuan untuk menganalisis keterlibatan pengasuhan ayah dan resiliensi remaja pada keluarga dengan suami-istri bekerja. Penelitian ini menggunakan metode deskriptif kualitatif fenomenologis dengan teknik purposive sampling. responden dalam penelitian ini berjumlah 15 orang dengan kriteria anak remaja dengan ayah dan ibu bekerja. Penelitian ini dilakukan di Kota Depok pada bulan Juni 2023. Teknik pengumpulan data menggunakan wawancara mendalam dengan analisis data, reduksi, presentasi, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa remaja yang ayahnya terlibat langsung dalam pengasuhan, peduli dan perhatian pada remaja dan tidak berkonflik dengan remaja, maka remaja cenderung memiliki resiliensi yang tinggi ditunjukkan dengan mudah beradaptasi, tidak mudah menyerah, dan remaja memiliki dukungan sosial yang memadai dari keluarga, teman dan guru di sekolah. Penelitian ini diharapkan dapat memberikan masukan bagi lembaga dan instansi terkait untuk mulai mengkampanyekan pentingnya keterlibatan ayah dalam pengasuhan agar dapat meningkatkan resiliensi remaja.

Kata kunci: *dual earner*, resiliensi, remaja, pengasuhan

Introduction

Adolescence is an exciting time in the human life span (Steinberg, 2003). During adolescence, physical, behavioral, and attitudinal changes take place rapidly (Hurlock, 2002). The togetherness of adolescents and families is essential, especially in developing human resources (Sunarti, 2013). However, adolescents today are increasingly vulnerable in facing the dynamics of life due to socioeconomic changes, the development of information and technology, and globalization so adolescents are required to have resilience so as not to interfere with developmental tasks, quality of life, and their future (Sunarti et al., 2015).

The challenges and problems that disrupt the lives of adolescents today stem from juvenile delinquent behavior. Juvenile delinquency is the tendency of adolescents to commit acts that violate rules that can result in loss and damage to both themselves and others committed by adolescents (Muniriyanto & Suharnan, 2014). This behavior starts from mild negative behaviors such as breaking school rules, not attending school, skipping school, smoking, and damaging to severe negative behaviors such as stealing, robbing, abusing chemicals, raping, and owning weapons (Choon et al., 2013).

Data from the Indonesian Child Protection Commission (KPAI) shows that 2011-2020, there were 5,246 education-related cases. These cases include cases of brawls, bullying, and dropping out. In addition, children involved in pornography and cybercrime totaled 4,448 cases. The phenomenon of juvenile delinquency and various threats can interfere with adolescent development. One form of special protection for children that is important for all parties is building adolescent resilience (Sunarti et al., 2015). The results of research by Southwick et al. (2014) mentioned that the most effective way to improve children's resilience is to provide a safe, stable, and loving environment that allows children's natural protection systems to emerge and to encourage healthy brain cognitive, emotional, and physical development. Resilience, according to Zimmerman et al. (2013), is a strengths-based conceptual framework that focuses on how protective factors help adolescents reduce the risk and negative impact of adverse circumstances.

According to Ruswayuningsih and Afiatin (2015), the importance of endurance and resilience for adolescents to be able to face challenges in their lives and avoid stress, depression, and negative behavior that is detrimental to themselves and their social environment. Sunarti et al. (2015) suggested that the role of family is very important in shaping adolescent resilience. Adolescents learn to be independent, have a firm stance, be able to make decisions and be persistent in facing obstacles. Low adolescent resilience is influenced by parental authoritarian, parenting style, low parent-child interaction (Zupancic & Kavic, 2005). This is in line with previous research by Luthar and Cicchetti (2000), and Ager et al. (2013) mentioned that parent-child interaction helps children have resilience in dealing with vulnerabilities that may occur, so the function and role of parents are very important in providing support, supervising, and communicating well with adolescents.

More resilient individuals perform more successfully and manifest higher self-esteem and better problem-solving strategies, exhibit fewer behavioral problems than their peers, and successfully avoid negative outcomes (Malmberg & Flouri, 2011). Parental involvement is a protective factor for children's development of resilience and contributes to the successful transition to adulthood (Quach et al., 2013). Fathers' involvement in parenting is one of the protective sources that shields children from

contextual risks such as educational failure and criminal or delinquent activities and benefits the development of children's resilience (Sarkadi et al., 2008). However, the current family challenge is the increase in families with working husbands and wives and low father involvement in parenting. Problems that arise when wives have multiple roles are lack of time with children, difficulty communicating with family, and difficulty dividing work among family members (Rizkillah et al., 2015). Furthermore, based on KPAI data in 2017, the involvement of fathers in the process of direct childcare is still low, namely 26.2 percent.

Positive father involvement, such as acceptance and emotional warmth, are significant predictors of children's capacity for empathy, social skills, better peer relationships, and behavioral and psychological adjustment (Adamson & Johnson, 2013). Fathers who are supportive during adolescence, and demonstrating emotional warmth, may reduce the risk of increased problems in later years (Gervan et al., 2012). Parental support has the positive effect of being a good support system to promote the development of adolescent resilience (Ozbay et al., 2008; Wu et al., 2012; Dawson & Pooley, 2013), whereas conflict in the family is a risk factor for resilience in children and adolescents (Zolkoski & Bullock, 2012). Results suggest that the relationship between parent-child relationships and adolescent resilience is mainly mediated by self-esteem and that parental support is more strongly associated with adolescent resilience than parent-adolescent conflict (Tian et al., 2018).

Based on previous research, it is known that resilience research has been conducted related to adolescent resilience based on regional differences (Sunarti et al., 2017), adolescent resilience based on sociodemographic typology (Wardhani et al., 2017), resilience in adolescents experiencing depressive symptoms (Mujahidah & Listiyandini, 2018), adolescent resilience based on differences in type and school status (Rachman et al., 2019), online adolescent resilience (Hasanah & Latifah, 2021). Previous research used a quantitative research approach with a cross-sectional study design. This study uses a qualitative research approach. Therefore, this study aims to analyze father's parenting involvement and adolescent resilience in husband-wife working families.

Methods

Participants

This study analyzes father's parenting involvement and adolescent resilience in husband-wife working families using a qualitative approach. According to Creswell's (2012) definition, qualitative research methods are used as an approach or search to explore and understand a phenomenon. This research uses a qualitative approach, namely research that produces descriptive data in the form of verbal descriptions obtained by asking respondents directly. The type of research used in this research is a case study. This case study research centers on one object intensively and studies it as a case. The population of this research is adolescents in Depok City. Depok City was chosen because it is a buffer for the capital city. The sample of this study was selected purposively. The criteria for respondents in the study were adolescents who resided in Depok City, were students, had intact families, and had working fathers and mothers. Data collection in the study took place from June to July 2023.

Measurement

Data collection techniques in this study used semi-structured interviews using an interview guide. The interview process began with a request for participants' informed consent to be involved in the research (informed consent). After obtaining the participant's consent, the interview process was carried out at a time that had been agreed upon with the respondent. The interview process was conducted online through the Zoom Meeting application. The fatherhood questionnaire interview guide refers to the fatherhood scale questionnaire (Dick, 2004), and the adolescent resilience questionnaire interview guide refers to the resilience questionnaire (Wagnild & Young, 1987). The questionnaire is a closed (quantitative) questionnaire that the researcher modified into open-ended questions to serve as an interview guide by considering important indicators that describe the father's parenting involvement and adolescent resilience.

Analysis

The data analysis technique to get the final results of the data collected in this study is descriptive analysis. Descriptive analysis is an analysis used in order to analyze data by describing data or describing data that has been collected as it is without making conclusions that apply to the public or generalizations.

Findings

Father's Parenting Involvement

Father's parenting involvement is seen from the following aspects: father's parenting involvement at home, the closeness between father and adolescent, adolescent and father's conflict, the father's pride in the adolescent's achievement, values taught by the father, the father's trust in adolescent and father's involvement in domestic activities.

Father's parenting involvement at home

The results showed that most respondents mentioned that fathers are actively involved in childcare at home. The things that fathers often do are attending school meetings, being a good listener for children, playing with children, asking about children's activities, taking them to school, and helping with schoolwork.

"Father is quite actively involved in parenting at home: helping with assignments, asking about school activities, often taking me to school" (NF 14 yo).

On the other hand, two others said their fathers were more involved in parenting than their mothers. Furthermore, there was one adolescent who said the father was less involved in parenting.

"At the moment, it's not enough. Dad is very busy, so there is very little time for family." (NM 14 yo).

Table 1. Answers to father's parenting involvement at home

No	Father's parenting involvement at home
1	"Yes, actively involved. My father often participates in meetings at school, and he is often the one to talk to" (AM 15 yo).
2	"Father is quite active in parenting at home, such as coming to school meetings or sharing stories several times" (KR 15 yo).
3	"Father is quite active in parenting at home. He came to school meetings several times, invited me to play" (DN 14 yo).
4	"Yes. My father often helps me with my assignments; he also often comes to school meetings" (MR 15 yo).
5	"Father is quite active in parenting. He often asks about the child's activities" (MM 15 yo).
6	"Father is active in parenting. He likes to tell me stories and often attends meetings at school" (HN 15 yo).
7	"Father is quite actively involved in parenting at home: helping with assignments, asking about school activities, often taking me to school" (NF 14 yo).
8	"Father is active in parenting at home because father is more often at home than mother" (AN 15 yo).
9	"My father often helps me with my assignments, he also often helps me reteach the material at school in a way that is easier to understand" (CU 14 yo).
10	"Father is quite active in parenting. He often helps with assignments and more often he comes to school meetings" (NH 13 yo).
11	"Father is actively involved in parenting at home. He is also always active with Inez's education and is fun to talk to and discuss with" (IS 14 yo).
12	"Father is very involved in parenting at home. He is very attentive, even when it comes to children's education, he is more active than mom" (HP 14yo).
13	"At the moment, it's not enough. Father is very busy, so there is very little time for family" (NM 14 yo).
14	"Father is quite active with parenting at home, especially in supervising their children" (KA 14 yo).
15	"Father is quite involved in parenting such as controlling teenagers' activities" (BR 13 th).

The Closeness of Fathers and Adolescents

In this study, most adolescents felt close and loved by their fathers. According to adolescents, memorable things when with their fathers are making videos together, understanding adolescent behavior, playing chess, joking, taking adolescents to school or places they want to visit, and holidays together.

"Feeling close and loved by my father. The most memorable thing is that Dad wants to be invited to make videos, following the current trend" (AM 15 yo).

However, two adolescents said they had no memorable moments with their fathers.

"Not close to my father and feel loved by my father. There are no memorable things with my father" (BR 13 yo).

Table 2. Answers to father and adolescent closeness

No	Father and adolescent closeness
1	"Feeling close and loved by my father. The most memorable thing is that Dad wants to be invited to make videos, following the current trend" (AM 15 yo).
2	"Yes, I feel close and loved by my father. The most memorable thing is that Dad can understand Raina as a young person" (KR 15 yo).
3	"Yes, I feel close and loved by my father. The most memorable thing was playing chess with my father" (DN 14 yo).
4	"Yes, I feel close and loved by my father. The most memorable thing is that my father likes to joke" (MR 15 yo).
5	"Rafid feels quite close (score 7.5/10) and feels loved by his father. The memorable thing about being with his father is that he likes to break the ice" (MM 15 yo).
6	"Feeling close and loved by my father. The memorable thing about being with him is that he likes to joke around" (HN 15 yo).
7	"I am quite close to my father and feel loved. The memorable thing is when my father takes me to school or somewhere because my father is willing to sacrifice his time for that" (NF 14 yo).
8	"Anet is quite close to her father and feels loved. The memorable thing about being with my father is when he makes jokes" (AN 15 yo). "I am quite close and loved by my father. There is no memorable thing with my father" (CU 14 yo). "Not close enough to my father and enough to feel loved by my father because sometimes what Nabila wants is not immediately fulfilled. The memorable thing about being with my father is when he takes me to school because my father rarely takes me" (NH 13 yo).
9	"Yes, being close to my father and feeling loved. The most memorable thing is when my father takes me to museums or historical places, and he can explain in detail" (IS 14 yo).
10	"I am close to my father and feel loved by him. The memorable thing about being with my father is that he is easy to talk to and tell stories to" (HP 14 yo).
11	"Since my sister was born, I am less close, but I still feel loved by my father. The memorable thing about being with my father is when I joke with him" (NM 14 yo).
12	"I'm not as close to my father; I don't interact as much with my mother. But I still feel loved by my father. The most memorable thing was when my father took me on a vacation to Malang" (KA 14 yo).
13	"Not close to my father and feel loved by my father. There are no memorable things with my father" (BR 13 yo).

Teen and Father Quarrel

The results showed that 6 out of 15 respondents had quarreled with their father, the causes of the quarrel included their father not keeping promises, giving many restrictions, playing games, not listening to what their father said and not doing their assignments. Despite arguing with their father, respondents said their father never hit them.

"I had a fight, the reason was because my father did not keep his promises and my father forbade many things during the pandemic. Father never hit" (KR 15 yo).

Table 3. Answers to adolescent and father quarrels

No	Adolescent and father quarrel
1	"Never had a big fight or been hit" (AM 15 yo).
2	"I had a fight, the reason was because my father did not keep his promises and my father forbade many things during the pandemic. Father never hit" (KR 15 yo).
3	"I once argued with my father but it didn't lead to a fight. The reason was because I did not obey" (DN 14 yo).
4	"Never quarreled" (MR 15 yo).
5	"We had a fight because Rafid played too many games. Dad never hit him but he did flick him" (MM 15 yo).
6	"Never quarreled with father" (HN 15 yo).

Table 3. Answers to adolescent and father quarrels (continue)

No	Adolescent and father quarrel
7	"Never quarrel and hit" (NF 14 yo).
8	"I once had a fight with my father because Anet was difficult to tell. Father never hit" (AN 15 yo).
9	"Had a fight with my father because Calista was difficult to tell. Never hit" (CU 14 yo).
10	"I had a fight with my father because Nabila didn't do her assignments. Father never hit or physically hurt but once threw an item (book)" (NH 13 yo).
11	"I never fought with my father. And he never hit me" (IS 14 yo).
12	"I never fought with my father. He never hit me" (HP 14 yo).
13	"Never quarreled, father never hit" (NM 14 yo).
14	"I once had a fight with my father because Zahra made a mistake and was difficult to tell. Dad never hit her" (KA 14 yo).
15	"Never quarreled and never hit" (BR 13 yo).

Father's Pride in Adolescent Achievement

In this study, adolescents said that fathers were proud of the positive things that adolescents did; the pride was shown by giving praise to adolescents. Things that make fathers proud include teenagers' achievements in the academic field.

"My father feels proud and once said it directly when I got a high score" (AM 15 yo).

Table 4. Answers to father's pride in adolescent achievement

No	Father's pride in adolescent achievement
1.	"My father feels proud and once said it directly when I got a high score" (AM 15 yo).
2.	"My father is proud of my achievements and has told me directly" (KR 15 yo).
3.	"Father has not shown a sense of pride because Daffa feels that he has not yet had a proud achievement" (DN 14 yo).
4.	"Yes, and expressed pride by praising" (MR 15 yo).
5.	"Yes, dad is proud and has expressed his pride" (MM 15 yo).
6.	"My father is proud of my achievements and has expressed his pride by praising me" (HN 15 yo).
7.	"Yes, he is proud of Ami's achievements and has expressed his pride" (NF 14 yo).
8.	"Yes and dad has expressed his pride" (AN 15 yo).
9.	"Yes, he expressed his pride by praising me" (CU 14 yo).
10.	"Dad was proud of Nabila's achievements and said so directly" (NH 13 yo).
11.	"Yes, dad is proud of Inez's achievements and has said so" (IS 14 yo).
12.	"Yes, Dad was proud of Humaira's achievement and expressed his pride" (HP 14 yo). "Father is proud of the child's achievement and says it directly" (NM 14 yo).
13.	"Dad is proud of Zahra's achievements and says so with praise" (KA 14 yo).
14.	"Yes, father expressed his pride by praising" (BR 13 yo).

Values Taught by Father

In this study, adolescents felt that their fathers taught them many things about life, both social, religious and cultural. The values taught by fathers and always remembered by adolescents are accepting everything that happens happily, diligently worshiping, protecting themselves from bad associations, studying diligently, not returning bad actions committed by others.

"Yes, my father taught me to find good friends, always invite me to the mosque and recite the Qur'an. The thing he taught and always remembered was to focus on his goals" (MR15 yo).

However, three adolescents answered that their fathers did not give enough life advice, and they felt that their mothers taught them more about life values.

"Fathers rarely teach things to teenagers, and nothing is remembered" (BR 13 yo).

Table 5. Answers to values taught by father

No	Values taught by father
1	"My father likes to slip advice into our daily conversations. The thing that my father taught me and always remembers is that there is no need to force things, so enjoy your life" (AM 15 yo).
2	"Yes. My father taught me how to socialize with others. The things he taught and always remembered were not to be shy and always remember that there are those who are better than us. Also, my father always reminds us that no matter how smart we are, it means nothing if we don't worship" (KR 15 yo).
3	"Yes, my father taught me to be confident. Things that are taught and remembered are to keep praying and reciting the Quran" (DN 14 yo).
4	"Yes, my father taught me to find good friends, always invite me to the mosque and recite the Qur'an. The thing that he taught and always remembered was to focus on his goals" (MR 15 yo).
5	"Yes, my father often teaches me things about life. The things that he taught me and always remembered were to keep myself from socializing, keep my consumption, and focus more on studying" (MM 15 yo).
6	"Rarely. The one who most often teaches about life is mom" (HN 15 yo).
7	"Father has taught me about life, especially in the fields of religion and education" (NF 14 yo).
8	"My father taught me about things to do and about religion. Things that are taught and always remembered are maintaining relationships, how to wash dishes" (AN 15 yo).
9	"Yes. The thing I was taught and remember the most is not to be afraid to try and focus on what you are doing" (CU 14 yo).
10	"Yes, my father teaches things that are realistic and connected to the current situation and my father also always reminds me to keep praying wherever and whenever" (NH 13 yo).
11	"Yes, my father always teaches me to focus on my abilities, actively seek knowledge, and not be influenced by other people's comments" (IS 14 yo).
12	"Yes, my father taught me to take care of myself and find a good partner" (HP 14 yo).
13	"My father taught me about life. The thing he taught and remembered was not to retaliate against people who do bad things, let God retaliate" (NM 14 yo).
14	"Father rarely teaches things about life, more often mother" (KA 14 yo).
15	"Dad rarely teaches things to Bilqis. And nothing is remembered" (BR 13 yo).

Father's Trust in Teenagers

The results showed that adolescents have a sense of trust in their fathers and believe that their fathers can be relied upon when adolescents experience difficulties. However, there was one teenager who said he rarely involved his father in problems.

"Yes, dad is trustworthy and reliable when facing problems" (IS 14 yo).

"It is rare to involve my father when there is a problem" (NM 14 yo).

Table 6. Fathers' trust in adolescents

No	Fathers' trust in adolescents
1	"Yes, dad is trustworthy and can be relied upon when experiencing problems" (AM 15 yo).
2	"Yes, my father can be trusted and relied upon when experiencing problems" (KR 15 yo).
3	"Yes, dad is reliable and trustworthy" (DN 14 yo).
4	"Yes, dad is trustworthy and reliable" (MR 15 yo).
5	"Dad is trustworthy and reliable" (MM 15 yo).
6	"Father is trustworthy and reliable" (HN 15 yo).
7	"Dad can be trusted and relied upon when Ami faces problems" (NF 14 yo).
8	"Father can be relied upon and trusted when there is a problem" (AN 15 yo).
9	"Yes, Dad can be trusted" (CU 14 yo).
10	"Dad is reliable and trusted when there is a problem" (NH 13 yo).
11	"Yes, dad is trustworthy and reliable when facing problems" (IS 14 yo).
12	"Father is trustworthy and reliable when facing problems" (HP 14 yo).
13	"It is rare to involve my father when there is a problem" (NM 14 yo).
14	"Yes, my father is trustworthy and reliable when facing problems" (KA 14 yo).
15	"Dad is reliable" (BR 13 yo).

Father's Involvement in Domestic Activities

The results of this study show that fathers help with household chores, although only sometimes because fathers help more with household matters on holidays, such as helping with cooking, washing clothes, and washing dishes.

"Dad likes to help with work at home; dad and Mom have a division of labor" (KA 14th).

Table 7. Father's involvement in domestic activities

No	Father's involvement in domestic activities
1	"Yes, dad likes to help with the housework" (AM 15 yo)
2	"Father does not help with the housework because there is already a household assistant" (KR 15 yo).
3	"Yes, sometimes father helps look after my sister or go shopping" (DN 14 yo).
4	"Yes, dad often helps with homework" (MR 15 yo).
5	"Yes, dad helps" (MM 15 yo).
6	"Dad likes to help with the housework" (HN 15 yo).
7	"Father often helps with household chores" (NF 14 yo).
8	"Father often does household chores" (AN 15 yo).
9	"During the holidays, my father likes to help with the work at home" (CU 14 yo).
10	"Father rarely helps with homework, only when asked" (NH 13 yo).
11	"My father often helps with housework (cooking, washing clothes, washing dishes)" (IS 14 yo).
12	"Father often helps with homework" (HP 14 yo).
13	"If my father is off, he helps with homework" (NM 14 yo).
14	"Dad likes to help with work at home, dad and mom have a division of labor" (KA 14 yo).
15	"If father has a day off, he helps my mother at home" (BR 13 yo).

Adolescent Resilience

Adolescent resilience is seen from the following aspects: difficulties that have been experienced, adolescents' ability to experience difficulties, adolescents' ability to adapt, hopes and adolescents' future, relationships with parents, relationships with peers, and relationships with teachers.

Difficulties that have been Experienced

In this study, most adolescents felt that they had experienced difficulties. The difficulties experienced by adolescents are mostly related to school activities such as deciding which school to choose, establishing closeness with new friends at school, getting good grades, and memorizing the Quran. In addition, adolescents also find it difficult with the changes in mood they feel.

"When pursuing grades, thinking about further education, and confused about making decisions" (NF 14 yo).

"During puberty, Anet has difficulty validating her own feelings, is often insecure and underestimates herself" (AN 15 yo).

Table 8. Answers to difficulties experienced

No	Difficulties that have been experienced
1.	"When choosing a school for high school, I wanted to homeschool but I also wanted to participate in a student exchange and enter a public university" (AM 15 yo).
2.	"When puberty coincided with the pandemic, I was confused with myself and worried about many things" (KR 15 yo).
3.	"So I am more afraid of many things, and my confidence has decreased" (DN 14 yo).
4.	"When there are many exams, and I have to keep memorizing the Qur'an" (MR 14 yo).
5.	"It is difficult to find suitable friends" (MM 15 yo).
6.	"While memorizing at boarding school" (HN 15 yo).

Table 8. Answers to difficulties experienced (continue)

No	Difficulties that have been experienced
7.	"When pursuing grades, thinking about further education, and confused about making decisions" (NF 14 yo).
8.	"During puberty, Anet has difficulty validating her own feelings, is often insecure and underestimates herself" (AN 15 yo).
9.	"When going to ANBK, I felt that I could not understand the subject matter" (CU 14 yo).
10.	"Moods change quickly and managing them is difficult" (NH 13 yo).
11.	"When people put Inez down for being a nature school kid or put down what she is doing" (IS 14 yo).
12.	"When I had to fundraise for the Java Island expedition. I was confused about what to sell so that I could get a lot of results" (HP 14 yo).
13.	"When faced with an unpleasant school environment" (NM 14 yo).
14.	"When facing a friendship environment that is not as fun and comfortable as friends in elementary school" (KA 14 yo).

Adolescents' Ability to Deal with Adversity

Adolescents who experience difficulties try to overcome them in various ways. In this study, the things that adolescents do to overcome their problems are seeking school information, consulting with parents and teachers, worshipping, and trying to find friends to discuss.

"Yes, I can. I look for a lot of information about the opportunities for homeschooling children to have the same opportunities as formal school children. Consultation with parents and teachers" (AM 15 yo).

"Yes, it's still a process. How to deal with prayer and dhikr to become calmer" (DN 14 yo).

Table 9. Adolescents' ability to deal with difficulties

No	Adolescents' ability to deal with adversity
1.	"Yes, I can. I look for a lot of information about the opportunities for homeschooling children to have the same opportunities as formal school children. Consultation with parents and teachers" (AM 15 yo).
2.	"At first I couldn't cope and felt scared alone, then I asked my parents for consultation" (KR 15 yo).
3.	"Yes, it's still a process. How to deal with prayer and dhikr to become calmer" (DN 14 yo).
4.	"Yes, capable. What I did was to look for friends in arms" (MR 15 yo).
5.	"Still trying. What I do is pray and keep looking for suitable friends" (MM 15 yo).
6.	"I can overcome it by managing my free time" (HN 15 yo).
7.	"I can overcome it by studying and asking a lot of questions" (NF 14 yo).
8.	"It depends if you can motivate yourself, sometimes you can overcome the difficulties" (AN 15 yo).
9.	"I can, with my father's help" (CU 14 yo).
10.	"It's still a process in dealing with difficulties but I'm getting better at it. What I do is usually play games" (NH 13 yo).
11.	"Alhamdulillah, I can do it. Usually Inez explains to the person who belittles her or if she is very upset, she just keeps quiet" (IS 14 yo).
12.	"Alhamdulillah, I can do it, what I do is motivate myself, especially when there are friends who can get higher than Humaira and ask my father to help sell goods to the community" (HP 14 yo).
13.	"Still looking for a solution and maybe in the end we will just have to live with it because there is only 1 year left" (NM 14 yo).
14.	"Insyaa Allah, I am able to face these difficulties, what I do is play with anyone but still choose close friends" (KA 14 yo).
15.	"(no answer because I have not experienced difficult times)" (BR 13 yo).

Adolescents' Ability to Adapt

Adolescents' ability to adapt in this study mostly said they were at the stage of learning to adapt to existing circumstances, adolescents often involved the role of adults to help. Adolescents try to understand themselves because they often feel mood swings.

"Still in the process of adapting to the changes of adolescence. The thing to do to get to adulthood is to make a life plan for the future" (KA 14 yo).

"Slowly being able to adapt to changes. The thing to do to adapt to adulthood is to join a positive community in the neighborhood near home" (NM 1 yo).

Table 10. Adolescents' ability to adapt

No	Adolescents' ability to adapt
1.	"Yes, I am capable. Still in process. The adaptations made towards adulthood are a lot of consultation with adults around, reading self-improvement books" (AM 15 yo).
2.	"At first, I could not adapt to the changes, but as time went on, I realized that I had to face them. The adaptation to adulthood is by listening to stories of adulthood through podcasts and reading books" (KR 15 yo).
3.	"Quite capable of adapting to life changes. Adapting to adulthood is learning a lot about life" (DN 14 yo).
4.	"Still in the process of adapting to change. Adapting to adulthood by being more open, seeking more insight, and preparing mentally" (MR 15 yo).
5.	"Still trying. What I do is pray and keep looking for suitable friends" (MM 15 yo).
6.	"Can deal with life changes. Adaptation is done by talking a lot and telling stories with parents" (HN 15 yo).
7.	"It is still a process of adapting to changes, what is done to adapt to adulthood is to learn and find out a lot" (NF 14 yo).
8.	"Can adapt to change. Nothing has been done yet to adapt to adulthood. It's more about living in the present" (AN 15 yo).
9.	"It's still an adaptation process. The thing to do to adapt to adulthood is to prepare mentally, and accept what God gives" (CU 14 yo).
10.	"Still adapting to change. The thing to do to adapt to adulthood is to live what is currently there" (NH 13 yo).
11.	"Can adapt to life changes during adolescence. The thing to do to adapt to adulthood is to control yourself not to be sensitive easily" (IS 14 yo).
12.	"It is still a process of adapting to the changes that occur. The thing to do to adapt to adulthood is to just live the existing first" (HP 14 yo).
13.	"Slowly being able to adapt to changes. The thing to do to adapt to adulthood is to join a positive community in the neighborhood near home" (NM 14 yo).
14.	"Still in the process of adapting to the changes of adolescence. The thing to do to get to adulthood is to make a life plan for the future" (KA 14 yo).
15.	"It is still a process of adapting to changes because it becomes more sensitive. Nothing has been prepared for adaptation to adulthood" (BR 13 yo).

Future Expectations and Plans

Adolescents have hopes, plans for the future and goals to be realized.

"I want to study in a Middle Eastern country after graduating from high school, study with a sheikh and take a sanad. Then return to Indonesia to teach or help my parents' business" (MR 15 yo).

"What I want to achieve is to be able to help many people and be able to join a student exchange" (AMF 15 yo).

"I want to excel, be more active in education, and want to study abroad" (KA 14 yo).

Table 11. Future hopes and plans

No	Future expectations and plans
1.	"Yes, I have. I want to join a student exchange, enter a public university" (AM 15 yo).
2.	"I want to be diligent and active during high school. I want to join a student exchange" (KR 15 yo).
3.	"Yes, I want to focus more on studying" (DN 14 yo).
4.	"I want to study in a Middle Eastern country after graduating from high school, study with a sheikh and take a sanad. Then return to Indonesia to teach or help my parents' business" (MR 15 yo).
5.	"Yes, I want to become an IT expert" (MM 15 yo).
6.	"Yes, I want to hone my talent in sewing because I want to have my own boutique" (HN 15 yo).
7.	"I want to go to a public high school and major in psychology" (NF 14 yo).
8.	"The thing I want to achieve is to be able to help many people and be able to join a student exchange" (AN 15 yo).
9.	"I want to study in South Korea or Switzerland" (CU 14 yo).
10.	"Yes, I want to travel abroad" (NH 13 yo).
11.	"Yes, I want to go to a public high school and then enter Indonesian Literature of University of Indonesia so I can become a writer/journalist" (IS 14 yo).
12.	"Yes, I want to go to graduate school in South Korea" (HP 14 yo).
13.	"I want to go to university, have a career and live abroad" (NM 14 yo).
14.	"I want to excel, be more active in education, and want to study abroad" (KA 14 yo).
15.	"I want to be a flight attendant" (BR 13 yo).

Relationship with Parents

The results showed that adolescents' relationships with parents were good, because adolescents felt that parents were good listeners and places to share their stories.

"Yes, I have a good relationship because I often share stories with my parents" (AM 15 yo).

"Yes, I have a good relationship with my parents because I like to share and tell stories"(IS 14 yo).

Although most adolescents had a good relationship with their parents, there were two adolescents who felt that their relationship with their mother and father was normal.

"The relationship with parents can be said to be quite good, it is normal because sometimes I still like miscommunication with them" (AMF 15 yo).

Table 12. Relationship with parents

No	Relationship with parents
1.	"Yes, I have a good relationship because I often share stories with my parents" (AM 15 yo).
2.	"Yes, I have a good relationship because I often tell my parents" (KR 15 yo).
3.	"Yes, the relationship is good and we still often share stories" (DN 14 yo).
4.	"Yes, the relationship with my parents is fine. We still hang out and talk" (MR 15 yo).
5.	"The relationship with parents is fine, not in conflict" (MM 15 yo).
6.	"The relationship is fine" (HN 15 yo).
7.	"Yes, we have a good relationship" (NF 14 yo).
8.	"The relationship with parents can be said to be quite good, it's normal because sometimes I still like miscommunication with them" (AN 15 yo).
9.	"Yes, the relationship with parents is good" (CU 14 yo).
10.	"The relationship with parents is quite good. Because sometimes it's fine but sometimes I feel sad, especially after a fight" (NH 13 yo).
11.	"Yes, I have a good relationship with my parents because I like to share and tell stories" (IS 14 yo).
12.	"Yes, having a good relationship with my parents. We often talk and share" (HP 14 yo).
13.	"Yes, I have a good relationship with my parents. I often talk to them" (NM 14 yo).
14.	"Yes, good relationship with parents (like share stories)" (KA 14 yo).
15.	"Relationship with parents is normal" (BR 13 yo).

Relationship with Peers

The results showed that adolescents' friendship environment is quite diverse, some friends are positive or vice versa. Teenagers also feel that there are friends who can be relied on and trusted when facing problems. However, some teenagers prefer to be alone.

"I have a circle of friends, some are healthy and some are a bit unhealthy. Some friends can be trusted and relied on when experiencing difficulties" (KR 15 yo).

"Yes, there are many friendship circles (elementary school, junior high school, neighborhood). The circle can be considered normal, sometimes healthy, and sometimes toxic(in speech). In that circle, some friends can be relied on" (HP 14 yo).

"Currently there is no friendship circle. I prefer to be alone" (DN 14 yo).

Table 13. Relationship with peers answers

No	Relationship with peers
1.	"Have a healthy circle of friends who can be trusted and relied upon when experiencing difficulties" (AM 15 yo).
2.	"I have a circle of friends, some are healthy and some are a bit unhealthy. Some friends can be trusted and relied on when experiencing difficulties" (KR 15 yo).
3.	"Currently there is no friendship circle. I prefer to be alone" (DN 14 yo).
4.	"Yes, there is a healthy friendship circle. Friends are trustworthy and reliable" (MR 15 yo).
5.	"I have a circle of friends that is quite healthy even though friends often joke about things that are not good. Friends are trustworthy and reliable (MM 15 yo).
6.	"Yes, I have a healthy circle of friends. Some friends are trustworthy and reliable" (HN 15 yo).
7.	"I have a healthy friendship circle, and I don't know if my friends are reliable or not because if there is a problem, I solve it myself" (NF 14 yo).
8.	"I have a circle of friends that is quite healthy. My friends don't know that I am reliable because I rarely see difficulties in front of them" (AN 15 yo).
9.	"Yes, the circle of friends is quite healthy and friends can be trusted and relied upon (CU 14 yo).
10.	"Yes, friendship circles today are quite toxic, especially in speech" (NH 13 yo).
11.	"Play and hang out with anyone but not to the point of having a special circle. The friends I have are reliable" (IS 14 yo).
12.	"Yes, there are many friendship circles (elementary school, junior high school, neighborhood). The circle can be considered normal, sometimes healthy, sometimes toxic (in speech). In that circle there are some friends who can be relied on" (HP 14 yo).
13.	"Yes, I have. The circle of friends is quite healthy. But not giving trust to friends to help solve problems" (NM 14 yo).
14.	"I only have one close friend, not to the point of forming a circle. She is trustworthy and reliable" (KA 14 yo).
15.	"The circle of friends is quite healthy. Our friends are trustworthy" (BR 13 th).

Relationship with The Teacher

The results showed that adolescents' relationships with teachers were quite good; adolescents felt that teachers were a place to help adolescents in academic activities. However, some adolescents feel less close to teachers.

"Have a good relationship with teachers but not too close. Teachers can help with academic problems" (MR 15 yo).

"Less close to the teacher and the teacher is less able to help when there is a problem"(NF 14 yo).

"The relationship with teachers is limited to the formality of teachers and students only"(BR 13 yo).

Table 14. Relationship with teachers

No	Relationship with the teacher
1.	"Yes, I often talk and consult with the teacher. The teacher can help when I have a problem" (AM 15 yo).
2.	"Yes, I have a good relationship with the teacher. Teachers help with academic problems" (KR 15 yo).
3.	"The relationship with teachers is normal, just a formal relationship between teachers and students" (DN 14 yo).
4.	"Have a good relationship with teachers but not too close. Teachers can help with academic problems" (MR 15 yo).
5.	"Having a good relationship with teachers, especially dormitory teacher. I often tell stories, chat with the dormitory teacher and can help when having difficulties" (MM 15 yo).
6.	"Having a good relationship with teachers, especially dormitory teacher. I often tell stories, chat with the dormitory teacher and can help when experiencing difficulties. The class teacher is more helpful in academic matters" (HN 15 yo).
7.	"Good relationships with teachers and teachers can be relied upon to solve problems in the classroom" (NF 14 yo).
8.	"The relationship with the teacher can be said to be good because the teacher also likes to talk and can help solve problems in the classroom" (AN 15 yo).
9.	"The relationship with the teacher is limited to a student-teacher relationship that is not too close" (CU 14 yo).
10.	"Relationships with teachers are normal, and teachers can be trusted when facing problems" (NH 13 yo).
11.	"The relationship with the teacher is close; we often talk and consult. The teacher is also reliable" (IS 14 yo).
12.	"The relationship with teachers is quite close, and teachers can help if there is a problem" (HP 14 yo).
13.	"Less close to the teacher and the teacher is less able to help when there is a problem" (NM 14 yo).
14.	"Relationships with teachers are also close and can be relied upon when there are problems" (KA 14 yo).
15.	"The relationship with the teacher is not close, just normal" (BR 13 yo).

Discussion

Paternal care reflects the father's involvement in parenting which includes expressive and instrumental aspects (Dick, 2004). In this study, most respondents mentioned that fathers are actively involved in childcare at home. According to the adolescents, memorable things with their fathers were making videos together, understanding adolescent behavior, playing chess, joking together, taking adolescents either to school or places they want to visit, and holidays together. However, there were two adolescents who said they did not have memorable things with their fathers. The results of research by Riany, Cuskelly, and Meredith (2017) stated that the majority of fathers in Indonesia still apply an authoritarian parenting style in raising and educating children. Fathers tend to use high discipline in providing rules and tend to be less able to express affection.

The results showed that adolescents had quarreled with their fathers; the causes of the quarrel included their fathers not keeping promises, giving many restrictions, playing games, not listening to what their fathers said, and not doing their assignments. Although they had quarreled with their father, their father never hit them. Abdullah's research (2009) suggests that negative parenting that is full of punishment and overly

restrictive will increase the potential for children to commit deviant behavior and is associated with high juvenile delinquency. The results of Husna and Hastuti's (2015) research also state that the father's authoritarian parenting style will increase risky behavior compared to fathers who apply an authoritative parenting style.

Fathers who provide attention and support to adolescents will provide feelings of acceptance and attention and increase self-confidence (Maharani & Andayani, 2003). In this study, adolescents said that fathers were proud of the positive things that adolescents did, the pride was shown by giving praise to adolescents. Furthermore, adolescents felt that their fathers taught them many things about life, both social, religious, and cultural. Furthermore, adolescents have a sense of trust in their fathers and believe that their fathers can be relied upon when adolescents experience difficulties. According to Hidayati (2015), the father's education and occupation affect the father's attitude and way of providing direction and rules in parenting.

The results of research by Torres et al. (2014) showed that greater father involvement in childcare has a positive effect on children's behavioral, social, and cognitive development. Father's involvement is positively related to children's ability to interact with others, have positive peer relationships, be able to adapt socially well, regulate emotions appropriately, and be skilled in solving problems faced. Father's involvement can protect delinquent behavior in adolescence (Wijanarko & Setiawati, 2016). The results of this study show that fathers help with household chores, although only sometimes because fathers help more with household matters on holidays, such as helping to cook, wash clothes, and wash dishes. In this case, the husband's participation in household chores is significantly correlated with marital satisfaction. Husbands who have higher marital satisfaction participate more in household chores (Nourani et al., 2019).

Resilience is a dynamic process that leads to positive adaptation in the face of difficult situations (Sunarti, 2013). Resilience is the capacity of individuals to overcome and adapt to difficulties to grow strength and be free from pressure. Everyone has resilience or toughness (Guild & Espiner, 2014). In this study, most adolescents felt that they had experienced difficulties. The difficulties experienced by adolescents were more related to school activities. Adolescents who experience difficulties try to overcome them in various ways. In this study, the things that adolescents did to overcome their problems were seeking school information, consulting with parents and teachers, worshipping, and trying to find friends to discuss.

Adolescents' ability to adapt in this study mostly said they were at the stage of learning to adapt to existing circumstances; adolescents often involve the role of adults to help. Adolescents already have hopes, future plans, and goals to be realized. The results of Rachman, Sunarti, and Herawati's research (2019) show that adolescents have resilience in the high category. This is indicated by the fact that adolescents often survive in the most difficult situations, have self-confidence, and families trust adolescents. Maesaroh *et al.* (2019) explain that good resilience is shown by having a solution to the problem.

Based on the study's results, it is also known that children who have a good and positive relationship with their fathers have high resilience. This is in line with previous research that the family environment and parenting have a positive impact on adolescent resilience. The results of research by Maesaroh, Sunarti, and Muflikhati (2019) show that internal factors (empathy, self-awareness, goals, and aspirations) and external protective factors (family, community, and peers) affect adolescent resilience. According to (Berg

et al., 2013), positive parent and adolescent interactions will increase adolescent participation in decision-making so that adolescents feel accepted and able to survive in vulnerable conditions and increase resilience.

According to Sunarti et al. (2017), the role of family is very important in shaping adolescent resilience. The family is part of the child's microsystem environment that will shape the child's personality, especially parental care. Many problems of child delinquency begin with family dysfunction and one of them is the non-optimal role of the father (Hidayati *et al.*, 2011). The limitation of this study is that it only chooses adolescents as respondents, so it is less comprehensive because it does not examine from the point of view of other parties. It is hoped that future research can look from the parent's point of view related to the father's parenting involvement and adolescent resilience. In addition, the method used to explain in more detail the phenomenon of adolescent resilience is only obtained from the results of in-depth interviews.

Conclusion and Recommendation

Conclusion

In this study, most respondents mentioned that fathers are actively involved in childcare at home. However, there were two adolescents who said they did not have any memorable experiences with their fathers. Fathers and teenagers had arguments, but fathers never hit their children. The father showed his pride in the adolescent. In this study, adolescents experienced difficulties, and adolescents tried to overcome these difficulties by getting help from parents, peers, and teachers. Adolescents can adapt. The results showed that adolescents whose fathers were directly involved in parenting cared for and paid attention to adolescents and did not conflict with adolescents, then adolescents tended to have high resilience, indicated by being adaptable and not giving up quickly, and adolescents had adequate social support from family, friends, and teachers at school.

Recommendation

Recommendations based on this study are: First, father's parenting has a positive impact on adolescent resilience, so it is expected that parents, especially fathers, establish positive relationships and bonds with children, such as sharing stories and experiences with adolescents and doing activities together. Second, fathers are expected to establish positive communication by paying attention and helping adolescents overcome the difficulties experienced so that adolescents become more resilient. Third, fathers and mothers are expected to increase cooperation in parenting in order to increase adolescent resilience, especially in being a role models to implement moral values in everyday life.

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