
DIGITAL MEDIA COMMUNICATION

Phenomenological Study of Interpersonal Communication and the Resilience of Adolescent Victims of Parental Divorce

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Abstract

Divorce cases are a common occurrence in society. Disputes and constant fights highest factor in divorce in 2021, with 279,205 cases. Divorce can impact children's communication, psychological, behavioral, social, and academic problems. The reduced intensity of children's communication with parents will make them look for figures who can provide direction on interacting and socializing with their environment. Many teenagers with divorced parents have a life that is down and not good. Resilience is defined as the ability to recover from difficulties and changes that have occurred to previous functions and move forward toward improvement. The purpose of this study is how the interpersonal communication and resilience of a teenager who experienced a state of parental divorce. This study uses a qualitative method with a phenomenological approach. This study uses interpersonal communication theory with the basic assumption that everyone who communicates will make predictions on psychological data about the effects or behavior of the communication, namely how the party receiving the message reacts. From the research, three informants can communicate interpersonally and provide opportunities for someone to talk about themselves with others and get to know and understand themselves. Themselves and understand their attitudes and behavior. The three informants can also be resilient despite experiencing the impact of their parent's divorce. Because the three informants have sources of building resilience that interact with each other and can support one another, there appears to be a balance between the impacts generated and the resources they have. Besides that, the sources owned by all informants are included in the profile of resilient youth.

Keywords: Adolescent, Divorce, Interpersonal Communication, Phenomenology, Resilience

Introduction

In trend, divorce cases in the country during the last five years tend to fluctuate. The highest divorce cases occurred in 2021, while the lowest was in 2020. The Central Statistics Agency in 2021 noted that divorce cases in Indonesia had jumped again. According to Indonesia's statistical report, the number of divorce cases in the country reached 447,743 cases, an increase of 53.50% compared to 2020, which reached 291,677 cases. Disputes and fights continue to be the highest divorce factor in 2021, with 279,205 cases. While other divorce cases are motivated by economic reasons, one of the parties leaving, domestic violence, to polygamy. Every couple wants wholeness in building a household. However, the reality shows that the divorce rate is increasing. The existence of social pressure in society (social pressure) that divorce is not a taboo or disgrace to society has become standard (Harsanti & Verasari, 2013). Divorce in the family has an impact and also changes couples, especially children. The

occurrence of divorce can cause changes in family circumstances, for example, the state of family composition, relationships in the family, and economic problems, and also make significant changes in the function of a family (Dewi & Hamidah, 2013). Divorce can impact children's psychological, behavioral, social, and academic problems (Amato et al., 1995). According to the Indonesian Child Protection Commission (KPAI), many cases experienced by children or adolescents are caused by the separation or divorce of their parents. During 2021, there were 2,971 complaints of cases of child victims of family care and alternative care. Divorce influences the social development of children or adolescents because, naturally, children will show how to socialize and get along with friends and society based on what they get from their families.

The reduced intensity of children's communication with parents will make them look for figures who can provide direction on interacting and socializing with their environment. A child from divorced parents needs to have friends to discuss and talk with because this can make the child feel social support from the surrounding environment. The adolescent phase is when a person learns about himself or seeks experience, knowledge, and communication that can be formed because of the relationship with social groups.

Adolescents with divorced parents tend not to get maximum supervision from their parents because usually, after a divorce, a child will live with one of their parents or even other family members such as grandmothers, grandfathers, or other siblings. Adolescents with divorced parents are also vulnerable to peer pressure and can even engage in risky behaviors such as smoking, consuming alcoholic beverages, and using illegal drugs (Papalia et al., 2009). Adolescents with divorced parents tend to be less socially responsible, have poor intimate relationships, and relate to antisocial peers (Santrock, 2007).

Adolescents with divorced parents tend to lose their identity, causing adolescents to tend to experience psychological disorders and behavioral deviations (Hartini, 2019). Divorce in a family will result in changes to the form of the family; this will result in difficulties in family communication and the role that will be carried. The nuclear family, which has transformed into a large family (extended family), will also feel this difficulty. This change occurs in the concept of parenting that should belong to the nuclear family. In the extended family, this role is dominated by the nuclear family and the intervention of the extended family (Yulion et al., 2014). Resilience is defined as the ability to recover from difficulties and changes that have occurred to previous functions and move forward toward improvement. By building resilience, adolescents can prevent, anticipate, adapt and deal with problems faced by adolescents mentally (Ruswahyuningsih & Afiatin, 2015).

Based on the description, the impacts and problems adolescents face when there is a divorce from their parents occur in their lives. For teenagers who are facing problems, especially when facing divorce, both of their parents need to have the ability to communicate well and also the ability to bounce back, or what is called resilience.

Theoretical Framework

Resilience

Resilience can be considered a good adaptation under particular circumstances (Snyder & Lopez, 2002). According to (Campbell-Sills & Stein, 2007), resilience is a positive adaptation in dealing with stress and trauma. Resilience is a mindset that allows individuals to seek new experiences and to see their life as a work that is progressing. Resilience is also a person's capacity to remain in good condition and have productive solutions when dealing with difficulties or trauma, which allows for stress in his life (Reivich & Shatte, 2002).

Resilience is the ability to bounce back or recover from stress and adapt to stressful situations or difficulties (B. W. Smith et al., 2008). Resilience is also a measure of success in coping with stress (Connor & Davidson, 2003). Based on the explanations of several figures regarding resilience, it can be concluded that resilience is an individual's effort so he can adapt well to stressful situations, recover and function optimally, and overcome difficulties. According to Grotberg (Desmita, 2005), there are three factors of resilience: *I Have*, *I Am*, and *I Can*.

"I Have" is a resilience factor related to the meaning of adolescents and the amount of support provided by the social environment for themselves. *"I Have"* resource has several qualities that contribute to the formation of resilience, namely:

1. Relationships based on complete trust

2. Structure and rules at home
3. Role models
4. The urge to be independent
5. Access to health, education, security, and welfare services.

"*I Am*," in resilience, is a characteristic of resilience that comes from within oneself. This factor includes several aspects, namely, feelings, attitudes, and beliefs within the individual. According to Grotberg (in Desmita, 2005), individuals said to be resiliently sourced are individuals who:

1. Loved and liked by many people
2. Loving, empathetic, and caring for others
3. Proud of himself
4. Take responsibility for the behavior and accept the consequences
5. Confident, optimistic, and full of hope

"*I Can*" is a resilience factor that comes from anything teenagers can do regarding social and interpersonal skills. This resource is the ability to express opinions and feelings that are being felt, think in communication with others, solve a problem in life, set patterns of behavior, and get help when needed. According to Grotberg (in Desmita, 2005), an individual is said to be resilient if he can:

1. Communicate
2. Troubleshoot
3. Managing feelings and impulsiveness
4. Measure the temperature with others
5. Establish trusting relationships

Based on the explanation above, it can be concluded that there are three sources of resilience: "*I Have*," "*I Am*," and "*I Can*."

Adolescent

According to (Hurlock, 1994), the word youth comes from the word adolescence which means "to grow" or "to grow into adulthood." Adolescence begins when girls experience their first menstruation or menarche, while boys experience the discharge of semen. The timing of the process of sexual maturity in males and females is different; this is influenced by nutrient intake during childhood. Adolescents are those aged 10-20 and are characterized by changes in body shape and size, body functions, psychology, and functional aspects. WHO defines adolescence as starting at the age of 10 – 24 years. In terms of adolescent age, it can be divided into early adolescence or early adolescence (10-13 years), middle adolescence or middle adolescence (14-16 years), and late adolescence or late adolescence (17-20 years) (Behrman et al., 2004).

Teenagers have a dark place, no longer included in the group of children, but they have yet to be entirely acceptable to enter the group of adults. Teenagers are between children and adults. Therefore, adolescents are often known as the "finding identity" phase. Adolescents can still not fully master and function their physical and psychological functions (Monk et al., 2003).

In adolescence, the individual's emotional maturity still needs to be stable, which encourages the emergence of various symptoms of inappropriate buying behavior. Buying is no longer done for other reasons such as going with the flow of fashion, just wanting to try new products, and getting the objective function and being a place for wasting costs because they do not have their income (Zebua & Nurdjayadi, 2001).

Divorce

A divorce is an official separation between husband and wife, and they are determined not to carry out their duties and obligations as husband and wife. They no longer live in the same house because there is no official bond. For those who are divorced but do not have children, separation does not have a psychologically traumatic impact on children. However, for those who already have children, divorce creates psycho-emotional problems for children (Olson & DeFrain in Dariyo, 2004). Law no. 1 of 1974 concerning marriage does not explicitly state the meaning of divorce. However, Article 38 states, "Marriage can be broken due to death, divorce, and court decisions." So, it can be said that divorce is the breakup of a marriage which also results in the breakup of the husband and wife relationship between two people. Divorce can be interpreted as the separation of husband and wife caused by incompatibility, continuous quarrels, and one party leaving for two consecutive years without news and explanation.

According to Dariyo (2004), divorce is a way that must be taken by married couples when there are problems in their marital relationship that cannot be appropriately resolved. The dominant cause of divorce cases is that there is a third person in the household (infidelity), and the wife's career is better than the husband's (social economy), so the husband is considered unable to meet the material needs of the family. While on the other hand, career women finally choose to divorce because they think they can live alone without a companion (Paisal, 2017 in Dariyo, 2004).

Based on the explanation above, it can be concluded that divorce is an official separation by husband and wife, and they are determined not to carry out their duties as husband and wife. Divorce can result from incompatibility, quarrels, and one party leaving without news and explanation for two years.

Interpersonal Communication

Interpersonal communication is communication that takes place between two people who have a clear relationship. This communication will affect the elements and have agreements to achieve the desired goals. Expectations from goals will certainly change patterns of thought and behavior in a direction that is more useful for the future. Two or more people carry out the agreement in interpersonal communication face-to-face to reach an agreement that will be obtained to achieve goals (Devito, 1997).

Mulyana (2015) explains that interpersonal communication is communication between people face to face, which allows each participant to capture the reactions of other people directly, both verbally and nonverbally. In conveying ideas and messages to foster reciprocal relationships in conveying information.

In essence, interpersonal communication is communication between communicators and communicants. This type of communication is considered very effective in changing a person's attitude, opinion, or behavior, because of its dialogical nature, in the form of a conversation. The communicator knows the communicant's response when the communication takes place. The communicator also knows whether the communication he is doing is positive or negative, successful or not, and gets to ask the broadest possible questions in the communication (Effendy, 1984).

Material and Methodology

This study uses a qualitative research method with a phenomenological approach. The focus of this study is adolescents who are victims of parental divorce. Meanwhile, the phenomenological approach aims to describe the meaning of the life experiences experienced by several individuals, regarding certain concepts or phenomena, by exploring the structure of human consciousness. So here, the researcher wants to know the meaning of the experiences experienced by adolescents who are victims of parental divorce through this phenomenological study. According to Monk et al. (2003), phenomenological research has several core processes: epoch, reduction, imaginative variation, and synthesis of meanings and essences.

In this study, the research subjects were adolescents who were victims of parental divorce. The number of subjects in the study was three people. Research Preparation Phase, Researchers make an interview guide arranged based on aspects and factors that are by the theme that the researcher wants to do, namely resilience and information about adolescents who are victims of parental divorce. This interview guide contains basic questions that will develop during the interview. After the interview guide was completed, the researcher looked for subjects that matched the characteristics of the research subject, namely a teenager who was a victim of his parent's divorce with an age range of 16 – 22 years.

Researchers are looking for subjects that match the characteristics to get data and subjects that match the research theme. After finding a subject willing to be interviewed, the researcher agrees with the subject to conduct the interview. Researchers prepared tools that would be used for the interview process in the form of cell phones to record conversations. Research Implementation Stage, After the researcher agreed and made an appointment with the subject, the researcher collected data using a qualitative research approach, namely observation and interviews. The researcher directly observed the subject to be studied by observing his behavior. The researcher also interviewed the subject with questions prepared in the interview guide so that the information provided would be complete and accurate according to what the research subject experienced. When conducting interviews with subjects, the researcher underlies a question based on the interview guide that has been prepared, but this does not mean that the questions have a binding nature because they can develop by themselves during the

interview. Before conducting the interview, the researcher asked permission first and asked for the subject's willingness to record the interview activities to be conducted.

The next step is to carry out the analysis. The researcher makes a transcript or verbatim of the interview results, namely transferring the results in voice form to writing. Furthermore, the researcher categorizes the data obtained from the interview results. The analysis data is obtained to be used as information which will later be linked to theories related to the research theme. The last stage is the research completion stage. At this stage, the data findings are translated and analyzed. The data obtained is then drawn to conclusions and analyzed with the underlying theories previously written in the literature review chapter to be presented in the research results and conclusions.

Result and Discussion

In this chapter, the researcher explains the research findings on interpersonal communication and the resilience of adolescent victims of parental divorce. The data collection technique in this study is through interviews. Subjects interviewed were three people according to the criteria, and research themes were studied. The researcher decided to take only three informants as long as the required data collection was sufficient.

The results of interviews with three informants show similar data. Before the research, the researcher asked about the informant's willingness to become a research informant. The researcher also asked permission from the parents of one of the informants. Then the researcher set the day to interview the informant. The researcher also compiled an interview guide, prepared informed consent, and a voice recorder to record the results of the interviews during the interview process.

Before interviewing all informants, the researcher took initial data from one of the informants first. A long approach was unnecessary for the two informants because the researcher already knew the informant. However, for one of the informants, the researcher visited the informant's residence to meet with the informant and the informant's mother to ask permission and approach the informant. Then reschedule to conduct interviews.

Based on the study's results, the impact of parental divorce experienced by the three informants was the reduction or absence of the presence and involvement of a father figure. Other impacts arise but are only experienced by some informants. These impacts include externalizing behavior, problems in relationships with other people, economic decline, lack of assistance in education, feelings of loneliness, and no mother's presence and involvement during adolescent development. "*I Have*" that are owned by all informants include support from mothers, friends, girlfriends, and extended family. Economic resources and access to health services for the three informants were also sufficient, and they had the drive to be independent. On the other hand, there were quite varied findings that were not owned by the three informants, including the presence and involvement of grandmothers, a supportive surrounding environment, and rules from the mother. In addition, some figures can be informants; for example, there is cooperation between parents after divorce, and there is closeness to the mother and the role of the mother in educating and earning a living.

"*I Am*" sources owned by all informants include a positive self-image, full of hopes and desires and attitudes of informants relating to other people. The quality that did not appear in all informants, namely the informants' belief in their abilities. The sources of "*I Can*" owned by the three informants include the ability to understand feelings and overcome them, have various ways to overcome problems, and understand situations. Meanwhile, the sources of "*I Can*," which were only available to some informants, included academic ability, adapting, having goals in life, trying to change something, and distinguishing between good and bad things.

Based on the research results, the causes of parental divorce experienced by each informant varied greatly. Furthermore, the three informants were resilient teenagers, even though there was an impact from the parents' divorce that all informants felt regarding the father figure that appeared in various forms. In addition, there are impacts related to the mother figure, various externalizing behaviors, and impacts on the informant's relationship with other people and the informant's economy and education. The process of resilience for adolescents who experience parental divorce occurs because of the interaction of the three sources of building resilience: "*I Have*," "*I Am*," and "*I Can*." The part of each source in the informant is not much different from one another. However, various kinds of parts can be grouped into a source.

This research is dominated by cognitive and psychosocial development because researchers discuss the ability of adolescents to think about the possibility of solving problems from the situations they experience and related to the relationship of adolescents with their environment.

The Impact of Parental Divorce on Informants

The most common impact of divorce experienced by all informants was the reduced or absent presence and involvement of parents, especially father figures as non-resident parents or parents who do not live with their children after the divorce. The presence and little involvement of the father caused the first informant to lose the father figure and want to get a father figure either from his father or another male figure. The first informant also likes to play with men's feelings. It is Kelly & Emery (2003) statement that there are potential benefits from time and proper care of non-resident parents. In addition, frequent visits between parents and children are associated with better child adjustment (in Kelly & Emery, 2003). The feeling of loss is also felt by teenagers who live with only one parent without any cooperation in parenting. Adolescents also desire to spend more time with their fathers (in Kelly & Emery, 2003).

In the second informant, the father's lack of presence and involvement was more pronounced, such as not feeling his father's affection and feeling different from his friends. It is to Kelly & Emery (2003) statement that the lack of parental cooperation after divorce makes adolescents miss their fathers, and there are lingering doubts that their fathers love them. Furthermore, the involvement of non-resident parents after divorce in adolescents' lives is an essential indicator for some adolescents that they feel valued and loved. In addition, the father figure did not meet the material needs of the informants. The third informant also lacked the father's presence and involvement in meeting material needs. Duncan and Hoffman's statement (in Kelly & Emery, 2003) supports the results of this study, where divorce lowers the living standards of parents who live with children and more or fewer parents who are not with children.

Furthermore, the third informant indicated the absence and involvement of the mother in her teenage years. The parents' divorce also caused the third informant to feel lonely because there was no parental figure when needed. According to Kelly & Emery (2003), divorce can bring sadness, loss, worry, and regret.

Divorce parents lead to externalizing behavior, such as disobedience, running away from home, lying, smoking, and drinking. Externalizing behavior only occurred in the first informant. Rodgers & Rose (2002) states divorce affects externalizing behavior, such as aggression toward others, consuming alcohol or drugs, and juvenile delinquency behavior.

Furthermore, the third informant felt the impact of parental divorce on education and felt there was a lack of assistance from parents. Rodgers & Rose (2002) state that adolescents who experience parental divorce have worse educational performance than adolescents who have not experienced parental divorce and tend to be less monitored by their parents.

In addition, parental divorce causes economic conditions to decline. This impact was felt by the third informant, where after the divorce, the informant's father was not responsible for his needs, and the informant's mother did not work. In Rodgers & Rose (2002), teenagers who only live with their mothers are associated with economic stress. Kelly & Emery (2003) also stated that divorce lowers the standard of living of both caring parents and parents who do not live with children.

Resources *I Have* for Informants

Based on the study's results, all informants have a source of resilience, "*I Have*." However, each informant has a different part of "*I Have*." The "*I Have*" section shared by all informants includes informants who have sources of support from parent figures, namely mothers and mothers' extended families such as grandmothers, friends, and partners. Hanson et al. Greeff & Merwe. (2004) state that the figures of parents, family, friends, and partners are included in the community sources of resilience formation in adolescents. However, not all informants received support from all of these figures. Support from one figure replaces another figure not owned by the informant. For example, in the second informant, the mother's extended family replaces the father's affection. (Desmita, 2005) the statement supports that to be a resilient person, it is not enough to have only one source; other sources must support it. Also, love and support from others can sometimes make up for the lack of unconditional love from parents or caregivers.

Other "*I Have*" sources found in all informants are economical sources and adequate access to health services. It is supported because the first informant's custodial parents, the mother, have a

foundation. The mother of the second informant also works as an employee. Meanwhile, in the third informant, even though his mother is a housewife, the informant gets financial support from his father. Hanson et al. (in Greeff & Merwe., 2004) also stated that the economy and access to health services include economic resources that can function to form resilience in adolescents. Moreover Greeff & Merwe. (2004) state that finance and job security play an important role as supporting factors, especially if the single parent is a woman.

In addition, all informants share the source of "*I Have*," which is the encouragement to be independent. All informants are independent individuals. The independent urge in each informant appeared in various forms, such as not depending on parents and earning their income. Grotberg (in Desmita, 2005) states that adolescents' drive to be independent contributes to the formation of resilience.

Meanwhile, other "*I Have*" sources that appeared included closeness to custodial parents, namely the mother, the role of the mother who can educate and earn a living for the second informant, the rules that the mother gave, and the presence and involvement of grandmother in the first and second informants. Gordon Rouse et al. Greeff & Merwe. (2004) stated that emotional support among family members, family participation in household tasks and hobbies, clear boundaries and rules, and frequent relationships with extended family members and friends as factors that contribute to resilience in the community. Baumgardner & Crothers (2009) explain that parental involvement in their children's education is one of the protective factors in the family. Grotberg (1995) states parents who provide rules for adolescents and daily habits, including tasks, support adolescents to be resilient. Furthermore, there is cooperation between parents after divorce. Wenar & Kerig (2000) states that the existence of cooperation between ex-husband and wife regarding parenting and raising children can restrain children from being affected by the adverse effects of divorce.

Based on the research results, one of the informants has a role model. According to Grotberg (Desmita, 2005) that the existence of a role model is included in one source of resilience formation. The supportive environment owned by the first informant and the existence of community resources, in the sense of following a particular community owned by the first and third informants, also supports the formation of resilience. Baumgardner & Crothers (2009) states that it is involved in school or community organizations and living in an environment that is involved and concerned with dealing with problems and promoting community spirit are part of the factors in the community that support resilience in adolescents.

Source *I Am* for Informants

Personal quality all informants have a positive self-image that supports the formation of resilience. However, the positive self-image of the informants varied widely. The positive self-image of the first informant such being sociable and not picky with friends, humorous, independent, "ignorant," and not thinking hard about things. The second informant has a positive self-image that he excels in and is easy to feel sorry for. At the same time, a third informant is a tough person. Baumgardner & Crothers (2009) states that adolescents who view themselves positively have one of the protective factors that can support the formation of resilience.

Furthermore, the first personal informant, who is humorous, does not think hard about things, and tends to be easygoing, also supports resilience. According to C. Smith & Carlson (1997), sociability and humor have a protective value for adolescents. The second informant, who sees himself as an achiever, shows a sense of pride in himself and is easy to feel sorry for, which shows that an informant is a person who loves, empathizes, and cares for others. According to Grotberg (in Desmita, 2005), these things are part of the personal qualities that affect the source of *I Am*. Resilient adolescents pay attention to what happens to others and express their concerns through actions and words. Resilient youth are also proud of what they can do and achieve.

Another personal strength in each informant has firm hopes and desires. The wishes and expectations of each informant varied greatly, such as the first informant who wanted to refute other people's harmful stereotypes about children who are victims of divorce, wanting to get married quickly and have children. In comparison, the second informant hoped that his parents' relationship would remain sound and the third informant hoped not to imitate his father's behavior. It is supported by the statement of Grotberg (in Desmita, 2005) that these expectations are related to personal feelings, attitudes, and beliefs that become personal strengths for each informant.

In addition, the attitude of the informant in relating to other people also supports the formation of resilience, such as treating others as friends and willing to help others. It shows an attitude of love

and concern for others as the informant's strength (Grotberg in Desmita, 2005). While the personal qualities that do not appear in all informants are the attitudes of others in their relationship with the informants. Furthermore, the belief in one's abilities and the belief that others view themselves positively. Based on the statement of Grotberg (in Desmita, 2005) that these qualities indicate optimism in the informants, where optimism becomes a protective factor in adolescents. In addition, according to C. Smith & Carlson, (1997), self-confidence and optimism are also protective factors. Rutter (in C. Smith & Carlson, 1997) also states that resilient children show confidence in their abilities to do something.

Source I Can for Informants

Based on the study's results, the social and interpersonal skills that exist in all informants can understand the feelings that arise and overcome these feelings. Grotberg (1995) states that resilient adolescents can recognize their feelings, give names to these emotions and express them in words and behaviors that do not interfere with these feelings and are appropriate for others and themselves. In addition, all informants can solve problems and have various ways to overcome them. According to Rutter's statement (in C. Smith & Carlson, 1997), resilient children can solve problems. Fergusson & Lynskey (1996) also state that resilient adolescents have more problem-solving skills than their non-resilient peers.

The first informant did this by avoiding first, then looking for solutions and channeling feelings through positive things or activities, as well as with the second informant. However, the second and third informants were more concerned with overcoming the problem by accepting and being grateful for what had happened. Based on the study results, informants used more emotion-focused or secondary/passive coping. C. Smith & Carlson (1997) stated that adolescents use more emotion-focused coping, such as changing views or expectations and regulating emotions. Furthermore, each informant was able to understand the circumstances that occurred as well as the conditions experienced by their parents.

Several other skills appeared but not every informant, including academic and non-academic abilities, being able to adapt and distinguish between good and bad things. According to Rutter's statement (in C. Smith & Carlson, 1997), intelligence is related to adolescent resilience. Fergusson & Lynskey (1996) also stated that resilient adolescents show higher intelligence than their non-resilient peers. Furthermore, there are attempts to change something and the existence of a purpose in dealing with the opposite sex. Rutter (in C. Smith & Carlson, 1997) states that orientation in life and self-understanding are essential characteristics of resilient adolescents. In addition, Grotberg (1995) states that resilient adolescents can find someone they can turn to for help and share their feelings and concerns.

Interpersonal Communication of Adolescents with Divorced Parents

From the interviews conducted regarding the intrapersonal communication of adolescents who are victims of parental divorce, the researcher describes how adolescents who are victims of their parent's divorce can survive and live life.

The communication process from families experiencing divorce generally could have gone smoother, but that was not the case for the three informants interviewed. All informants could still carry out good interpersonal communication. Even though one informant no longer lived with one of his parents, communication via smartphone usually continued. The findings of the interpersonal communication of adolescents who are victims of parental divorce are optimistic because the three informants in this study still carry out interpersonal communication, and there are no obstacles in their psychological and social development. The interpersonal communication of the informants continued to run well because they were always able to tell what they felt to the people around them. However, an informant initially could not communicate because he was still not accepting reality. After all, their parents divorced, and in the end, communication gradually improved. That is what keeps the informants from falling in a negative direction.

The result is that the three informants in this study can live a good life, thus showing that not all children who are victims of their parent's divorce behave negatively. Interpersonal communication also helps informants to resolve the problems and sorrows they experience, so they can open up and tell what they feel.

Discussion

Parental divorce can hurt teenagers. On the other hand, divorce also does not provide significant problems for adolescents. In other words, teenagers are still able to do something well. Therefore,

adolescents who experience parental divorce should be able to choose the right environment to support them. Adolescents are also expected to develop personal qualities that can support them in minimizing the impact of parental divorce. In addition, adolescents who experience parental divorce should develop socio-emotional abilities and abilities to overcome the problems they experience.

Based on the study results, adolescents who received information related to divorce felt that there was parental cooperation in parenting after divorce and felt the presence and involvement of parents. At least one of the parents did not show any significant problems. Therefore, parents, as the essential caregivers, are expected to be able to convey an understanding of divorce well to their children. Parents should also maintain good relations with ex-husbands in raising children and ensure that children still feel the presence and involvement of their parents.

Research on resilience relates to the diversity of adolescent expressions and how adolescents deal with divorce situations. Therefore, for further research, it can be more specific if using the age of the informant. It means that further research can classify early, middle and late adolescents. Further research can also look at the resilience process by distinguishing between male and female informants so that they can also see similarities and differences in patterns between these groupings. This study's results were similar to previous studies. The sources of resilience formation in adolescents differ significantly from previous studies. Future researchers need to consider this if they want to research resilience. In addition, further research needs to consider the possibility of bias during interviews with informants and when analyzing research data. This study showed a slight bias when researchers conducted interviews with informants. It happened after the researcher heard about the divorce experience experienced by the informants. The researcher tried to exclude the researcher's subjectivity regarding the experience of the parent's divorce.

Conclusions

Based on the research findings, the three informants can be resilient and communicate interpersonally well, despite experiencing the impact of parental divorce. It is because the three informants have sources of resilience that interact with each other and can support each other, so there is a balance between the impacts caused by their resources. In addition, the sources owned by all informants are included in the profile of resilient youth.

Some of the effects of parental divorce were experienced by all informants, namely the lack or absence of the presence and involvement of parental figures, especially fathers. The form of the impact varied for the three informants. Externalization behavior only appears in the first informant. In terms of education, not all informants showed achievement. The impacts experienced by all informants were balanced by the source of building resilience, namely the source of "*I Have*." All informants have sources of support from their closest figures, such as mothers, friends, girlfriends, and extended family parents. However, not all informants have sources of support from these figures. All the informants indicated that one figure replaced the other figures that the informants did not own. The three informants also received sufficient support regarding the economy and access to health services.

The *I Am* source that supports the formation of resilience is a positive self-image that appears from the varying characteristics of each informant. In addition, all informants are hopeful individuals and have different attitudes relating to others who support the formation of resilience. Furthermore, the *I Can* sources exist in all informants, namely the ability to understand feelings and solve problems in various ways. However, all informants showed more emotion-focused coping.

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