


Portraying the Resilience of Adolescents Thriving in Terror-Prone Conflict Zones

Faldi Putra Mangundap*, Arthur Huwae 

Universitas Kristen Satya Wacana Salatiga, Indonesia

 faldiputra000@gmail.com*

<p>Submitted: 2024-02-08</p> <p>Revised: 2024-02-21</p> <p>Accepted: 2024-03-09</p> <p>Keywords: areas terror-prone; conflict; resilience; youth</p> <p>Copyright holder: © Mangundap, F. P., & Huwae, A. (2024)</p> <p>This article is under:</p>  <p>How to cite: Mangundap, F. P., & Huwae, A. (2024). Portraying the Resilience of Adolescents Thriving in Terror-Prone Conflict Zones. <i>Bulletin of Counseling and Psychotherapy</i>, 6(1). https://doi.org/10.51214/00202406795000</p> <p>Published by: Kuras Institute</p> <p>E-ISSN: 2656-1050</p>	<p>ABSTRACT: Adolescence is an age that is very vulnerable in the development process because adolescents have not yet reached the cognitive and physical maturity of adolescence. At this level, teenagers are very vulnerable to experiencing setbacks, and one of them is due to the terrorist conflict they have experienced. This condition has a huge impact on the life process and mental health problems of teenagers. One of the things needed is for teenagers to become resilient, so they can recover from difficult and risky times. This research aims to examine the portrait of the resilience of teenagers living in areas prone to terrorist conflict. The method used is qualitative descriptive phenomenology. Participants involved 3 teenagers living in terrorist conflict areas who used the snowball sampling technique. The data collection process was carried out through structured interviews. The research results show that in general, resilience in adolescents living in areas prone to terrorist conflict can be achieved. Researchers also discovered a new factor influencing resilience: belief in religion, which has been the guideline for individual life.</p>
--	---

INTRODUCTION

The physical and cognitive immaturity of adolescent children makes this phase have high vulnerabilities and risks. The increasing social threats, especially for teenagers who live in areas prone to terrorist conflict, require teenagers to have resilience. Gonzalez-Torres & Artuch (2014) state that resilience is an individual's condition when faced with challenges typical of changes in human development or their environment.

According to the Global Terrorism Index (GTI, 2022), in 2021, Indonesia will have the third worst impact of terrorism in Asia Pacific, with a GTI score of 5.5 points and is ranked 24th globally. This data is supported by an increase in the number of terrorism suspects by 370 compared to 232 suspects in the previous year (Global, 2022). This shows an increase of 59.48% compared to 2020. However, terror acts decreased by 7 cases or 53.8% in 2020. In detail, there were 13 terror cases in 2020, whereas there were only 6 acts of terrorism in 2020. 2021. Especially in Central Sulawesi, according to Djunaedy (2022) in BBC News Indonesia, from 2017-2021, there were several murder cases with a total of 17 victims involving terrorist sympathizer groups.

Terrorism cases, as shown in the data, often occur, especially in Indonesia, because there are many radical groups with deviant teachings whose activities often involve teenagers in the radical actions they carry out. According to DetikNews, there are several young terror perpetrators ranging from 18 to 26 years old. It is feared that this will affect teenagers, especially those living in areas prone to terrorist conflict because they not only see the incident but also sometimes feel the impact directly.

The existence of cases like this does not rule out the possibility of causing people living in areas prone to terrorist conflict, especially teenagers, to experience trauma, which can then lead to a lack of ability for resilience, resulting in long-lasting effects such as post-traumatic stress disorder (PTSD), depression, anxiety disorders (Khabbaz et al., 2011). Even everyday problems make the teenager close to his environment because, in general, resilience is very important for teenagers because of the social, biological and psychological changes they experience (Atighi et al., 2015). Resilience requires them to be adaptive when facing problems (Atighi et al., 2015; Khabbaz et al., 2011).

Preliminary study for a phenomenon survey with 3 informants who had the criteria of being teenagers living in areas prone to terrorist conflict, conducted in December 2022 - January 2023. Based on the availability of informants' time for interviews, it can be seen that the informants living in areas prone to terrorist conflict experienced trauma disorders because it is overshadowed by events that occur in their local environment. Apart from trauma, the informants also felt ongoing anxiety because they did not know when a similar incident would happen again and did not feel safe even though both the government and the authorities had been deployed to eradicate terrorist gangs in their area. This is why psychological well-being is still not fulfilled.

If we look at existing phenomena, teenagers who live in areas prone to terrorist conflict have low resilience in facing challenges, managing difficulties, and healing the effects of trauma (The Center for the Study of Social Policy 2005). The condition of achieving resilience is crucial for individuals because it is considered that they will be more able to improve life skills that help individuals determine steps or decisions regarding their lives (Utami, 2017). Implementing resilience means the individual accepts his strengths and weaknesses to fulfill self-actualization and maintain a good balance in developing his abilities and life (Sopah et al., 2023).

Resilience generally refers to a pattern of positive adaptation during or after facing difficulties or risks. According to Reivich & Shatte (2002), resilience is the ability to overcome and adapt to severe events or problems that occur in life. Adolescent resilience is generally defined as adolescents' ability to bounce back (bounce back or rebound) after experiencing pressure or stress (Moore, 2013). Then, Murphey et al. (2013) added that the characteristics of humans who have high resilience are tendencies to be easygoing and easy to socialize, good thinking skills (traditionally called intelligence, which also includes social skills and the ability to judge things), having people around who support them, have one or more talents or strengths, are confident in themselves and believe in their abilities in make decisions and have spirituality or religiosity. Resilience can help someone face difficulties and help individuals adapt better (Hou et al., 2017).

Research by Paramitha & Kusristanti (2018) suggests that as people get older, individuals who have witnessed violent events have higher trauma resilience compared to participants who experienced or were direct victims of violent events. Then, the results of previous research by Sagone and Caroli (2015) show that high optimism in life, reasonable life satisfaction, and self-efficiency are related to better psychological resilience.

However, it is often found that human resilience in facing various life difficulties is less than optimal. A weak surrounding environment in society with certain unfavourable conditions can influence juvenile delinquency (Sunarti, 2015). Humans prefer to surrender to circumstances or even experience various disorders in their social, mental or physical abilities. Bhaskoro (2023), in his research, said that the resilience of Indonesian people tends to be low, and they cannot maintain balance in the face of intense pressure. Teenagers who have never faced challenges or have never experienced failure are not fully prepared for resilience.

Teenagers face too much stress, causing their ability to manage stress to be threatened. This can occur especially in adolescents who experience intense, frequent and prolonged stress without adult protection and support. Adolescents are more likely to face problems during their development

process due to a lack of appropriate family support and social intervention (Anasuri, 2016). They tend not to tolerate pressure or pain and tend to be pessimistic about the future when they experience stressful situations that devastate them. According to Dumont & A (1999), teenagers often fail to solve their problems because they are not resilient or have a fear of experiencing failure, which can hinder efforts to find alternative solutions and determine the right solution to solve problems. This is what happens in areas prone to terrorist conflict. Adolescents in areas prone to terrorist conflict tend to be pessimistic because of the mindset that assumes that they do not have certainty about when events will stop and when they will happen again. This then makes adolescents living in conflict-prone areas experience PTSD. Exposure to risk factors has a more significant influence on adolescent resilience (Ombati & Ombati, 2016).

Rationale of Study

Research by Paramitha & Kusristanti (2018) suggests that as people get older, individuals who have witnessed violent events have higher trauma resilience compared to participants who experienced or were direct victims of violent events. Then, the results of previous research by Sagone & Caroli (2015) show that high optimism in life, good life satisfaction, and self-efficiency are related to better psychological resilience.

Aims

Based on the problem formulation above, this research aims to determine the portrait of resilience in adolescents living in areas prone to terrorist conflict.

METHODS

Design

The type of research used in this research is qualitative with a descriptive phenomenological design. According to Salim & Syahrums (2012), qualitative or naturalistic research applies a flexible, cyclical and interactive process in obtaining data. Qualitative research is used to get in-depth data and data that contains meaning (Sugiyono, 2013). Meanwhile, descriptive qualitative research is research aimed at providing systematic and accurate phenomena and facts regarding the characteristics of a particular population or area (Hardani et al., 2020).

Participants

The participants in this research were 3 individuals in their late teens living in areas prone to terrorist conflict (initial name WT, WM and RR). The sampling technique used is snowball sampling. Implementations snowball sampling is described as a snowballing chain, where one informant who has been interviewed moves to another informant who can provide information according to the criteria (Lenaini, 2021).

Procedure

The data collection technique used to obtain participant information is interviews. This interview is investigative and exploratory, so the originality of the research will depend on the quality of the data and analysis carried out (Hansen, 2020). This interview is based on the theory of Reivich & Shatte (2002) which includes aspects and factors of resilience and is an arranged interview guide. The research instruments used during the interview were writing instruments for taking notes and recording devices, and analysis was carried out after the interview. This qualitative research uses interactive data analysis from Miles & Huberman (1994), carried out repeatedly until completion.

Data Analysis

This qualitative research data analysis technique uses data analysis in the field using the [Miles & Huberman \(1994\)](#) model, which includes data reduction, data presentation, concluding, and data validation.

RESULTS AND DISCUSSION

Results

Overview of Research Participants

WT (Participant 1)

P1 is a 21-year-old man. P1 carries out his activities as an engineering student majoring in information engineering at a state university in Manado. P1 was born and raised in the Poso area, precisely Poso City, Central Sulawesi. P1's current life as a student is busy entering the new semester, so he is preparing a course contract on campus. P1's experience regarding a terror case at his place was in the form of a shooting at a bank in the city center by 2 terrorists who then became fugitives for several days before finally being caught.

WM (Participant 2)

P2 is a student at a private university in Central Java. P2 is currently 19 years old, so P2's recent activity is carrying out routine activities like a student, plus P2 joining a talent group with an interest in dance. P2 comes from Poso Regency, Central Sulawesi. More precisely, in the Napu area. P2's experience with terrorist cases in his area was that there was a beheading by a terrorist who was located next to P2's village, and the village was not that far away.

RR (Participant 3)

P3 is a university student in the Poso area who is 21 years old. P3's activities include studying and running a family business. P3 has lived and studied in his area since childhood, from elementary school to college. P3 chose to remain in his area, for the case experienced by P3 was a bombing that occurred near the area where he lived.

Background of Teenagers Living in Terror-Prone Areas

Everyone, including teenagers, wants to live in a calm, safe, comfortable and peaceful environment. However, it cannot be denied that social unrest has led to the destruction of life, which is threatened by terrorist conflicts. This happened to the three participants involved in this research, each of whom was deeply affected by the environmental conditions in which they lived, which were prone to terrorist conflict. Several factors contribute to adolescent mental health problems and even holistically damage the existence of adolescents in all aspects of their lives. For P1, who was born and raised for 20 years in an area prone to terrorist conflict, he felt very devastated because he lived surrounded by conditions that were constantly threatening. P1 felt that there were obstacles to social self-development due to access to a tense environment when a terror incident occurred. As time passed, P1 realized that living in such conditions would devastate him even more. So, P1 felt the need for a breakthrough to get out of the environment that had trapped him with trauma for 20 years. The steps taken by P1 were to carry out religious rituals and migrate to study abroad as a form of self-soothing.

In P2, living for 19 years in a terrorist area has made him an individual who tends to be neurotic. P2 feels that his life is not the same as other teenagers who are far from areas of terrorist conflict. The dangerous environment and inability to face reality often make P2 feel hopeless and lose hope. However, as time goes by, P2 gets used to adapting to an environment that believes in the role of

information media, making it easier for him to obtain information related to the surrounding environmental situation. P2 learns to familiarize himself with the environment he lives in and builds connections with the surrounding environment as a preventative step to recover from the trauma he has experienced from terrorist incidents.

P3's life is closely tied to the tragedy that occurred in the environment where he lives. The very turbulent mental dynamics experienced by P3 were not easy to overcome. P3 lives his days as a teenager with many threats that must be overcome. The process of going through difficult times by P3 often makes him experience despair. However, P3 realized that he had to get used to enjoying life in an environment prone to terrorist conflict. The difficulty of facing life in an environment that is not easy also makes P3 learn to form his spiritual beliefs and trust the authorities. This is done as a means to enjoy a better life in an environment prone to terrorist conflict.

Emotion Regulation

WT (Participant 1)

P1 said that there was quite a significant emotional turnaround where, at first, he felt afraid of the situation. This is following what P1 noted.

“...Yes, be afraid because this terrorist is not the only one in this area. It's been a long time, and this case is not just a shooting. There is something like a bomb too...”. Then proceed with increased emotional alertness, as evidenced by the words, “...So you must always be alert when you go out...”

“...Yes, be alert if there is something suspicious, so you are also worried that the people closest to you will also become victims, so be a little afraid...”. Said P1 as a form of emotional regulation, which he did well.

WM (Participant 2)

In emotion regulation by P2, he showed feelings of fear.

“...I'm afraid and so scared to go anywhere alone...” P2 also revealed that his fear made him distrust people, especially new people or those he did not know. “...Scare of people you don't know, to be precise...” The result of P1's fear is that he always suspects other people. “...Almost suspicious of people you don't know...”

RR (Participant 3)

P3 has good emotional regulation. This can be seen when P3 has negative thoughts.

“...I feel a little worried because the events that occur cannot be predicted when and where they will happen...” but then P3 can control it by acting as usual and being alert, “...What I do may be acting as usual but always following it by being alert to my surroundings so that my environment continues to run normally...”

Control

WT (Participant 1)

P1 revealed that there was no encouragement to commit violence or become involved with certain groups.

“...Wow, if there were no thought of committing violence or joining a certain organization, then it wouldn't exist...”. P1's form of emotional control can be seen in his statement that he did not overthink about what happened. “...Yes, go about your daily activities, don't overthink about terror...”. The relaxed attitude shown by P1 is supported by his confidence in the security forces in his area. P1's statement proves this, “...We also feel safe; right now, there is a certainty that the police will protect us...” This makes P1 confident and not worried. “...So you can just calmly go about your daily activities...”

WM (Participant 2)

In controlling his emotions, P1 did not show any signs of being influenced to commit violence or become involved with specific groups, according to the answers given during the interview.

“...Eh, there aren't any...” With so many incidents of terror and inciting movements, P1's way of controlling himself so as not to be influenced by things around him is divided into 2 forms. Other people's instigation is not taking in the first. “...So the first way is not to be incited by others...” Then, “...for example, if you get news, first you need to find out the truth...” P2's statement as a form of handling carried out, and these two things are supported by P2's trust in the security forces. “...And have more confidence in security...”

RR (Participant 3)

P3 has no intention of committing violence or joining certain groups.

“...For this, I think not at all...” and not to be influenced by inflammatory movements and things around them. P3 limits themselves in socializing: “...For me, I limit myself the most in making friends...”

Optimism

WT (Participant 1)

“...Well, this is where I was born, so people have to fix it...” P1 chose to stay in his area despite the many terror incidents and inciting movements. Then P1 expressed his hope as a form of optimism, which he did. “...So I hope that the terror will decrease so that people can live comfortably...”

P1 also revealed several special values that he held to encourage him to overcome his situation, including lessons from parents. “...Well, this is a lesson from parents, and if what happens must have been planned, so if things happen that are terrors like that, it's a good idea for us to be alert. But if it happens, it's fate, so I'll just relax...”. P1 also emphasized once again always to be alert even if you look relaxed. “...Regarding things that will happen but remaining alert like that...”

WM (Participant 2)

According to his statement, P2 has a reason to stay because of his strong attachment to his area.

“...Firstly, my parents lived there from childhood and with many families...”. P2 also expressed that his unique values stem from his religious beliefs: “...Maybe if my first religion is not to repay evil for evil, we want to love our brothers and forgive...” So the form of optimism realized by P2 is in the form of forgiveness. “...So keep on forgiving and don't reply either...”

RR (Participant 3)

P3 Expresses his hopes based on his experience as a community living in the area since childhood and based on historical events that occurred which caused the area to be divided but can be reunited:

“...Because I have lived here since I was little and I know that Poso was not like this before and even though there are many incidents, this area can always find a way to come back together again...”
The other thing is that P3 lives only in that area. “...Another thing that makes me stay is because my home is here, and there is no other place, haha...”. P3 also revealed that he had no special values other than his belief in his faith and religion: “...There are no special values, at most, I just believe in God...”

Problem Analysis

WT (Participant 1)

At first, P1 wondered why the place was an area of terrorist conflict, and then the results of the problem analysis referred to P1's opinion regarding the source of the problem.

“...If you look at the old stories about these terrors, maybe there is a certain group or interest that is not happy with one group, so that's how it is...” So, according to P1, it is because a certain group exists in an area that the area becomes a terrorist-prone place.
Based on the case, the terrorist case made P1 feel afraid. “...The negative impact is only like that at that time, but when it happened, we were still close to the incident, so we were anxious and afraid...” P1 also revealed that the source of his fear was focused on crowded places. “...Moreover, they were targeting him in public places, so I was still afraid then...”

WM (Participant 2)

P2, in the process of analyzing the problem, once questioned the reason why his residence was a terrorist-prone area. This was conveyed in his answer during an interview when asked about his thoughts, and P2 answered “...Once...”, but this is not further deepened by P2. The impact experienced by P2 focused more on stress because many thoughts made him afraid.

“...Oh yes, maybe the impact is more stressful because you are afraid of being killed and you are afraid of going out carelessly, you are afraid of meeting people you don't know, so the impact is on your mind...”

RR (Participant 3)

“...Once and the more I thought about it, I realized that this terrorist problem did not originate from local people but from outside the area. The impact on me might be to limit myself to other people, right ?...”

Empathy

WT (Participant 1)

P1 shows empathy by placing himself in the shoes of the victims.

“...Maybe people are afraid, maybe their families are also the victims, they are angry or traumatized, maybe it's like that because their goal is to create terror and make people afraid...”. “...Yes, it's a pity. Maybe they didn't immediately become victims in the area, so they were afraid to go anywhere. It's a pity...”

P1's statement shows feelings of compassion for the victims affected by terror by terrorists. The empathy felt by P1 was not directed towards friends, but rather the emotions felt by P1 were indirectly influenced by his experience of the terrorist attack incident involving his family.

“...If you were affected, you were not only indirectly at the scene of the incident, but my parents were there...”. From the feelings experienced by P1, he showed his concern for his parents with his actions: “...Yes, just call and ask how things are, whether it's safe...”

WM (Participant 2)

P2 shows feelings of pity:

“...The first one is poor...” This feeling focuses on the victims' families as a form of empathy. “...Especially for the family that was left behind, there must be a bad effect on them, and they may be traumatized...” Then P2 shows the form of his feelings with actions in the form of warnings, “...The first thing is to remind each other not to go out alone. For example, if you want to go out alone, it's better to be accompanied...”, as a form of concern.

RR (Participant 3)

P3 shows empathy through feelings of pity and condolences for what happened to the victim's family.

“...Of course, I apologize and condolences to the victims' families...” To show P3's form of empathy with actions like sharing information to look after each other: “...Share information with each other if you get the latest news so that my friends can be alert...”

Self-Efficacy

WT (Participant 1)

P1 shows signs of self-degeneration in the form of anxiety and fear.

“...If you're afraid, you're worried like that...” However, this did not reach the point where P1 felt very down. “...It's just that if you get down, you won't be rich...” From here, P1 shows his confidence in rising with a mindset: “...Firstly, because they already know about the police, the authorities will be on guard...” Apart from that, P1 also showed great trust in his parents' words. This was explained by P1's repetition of statements regarding his parents' advice: “...Then that was advice from parents, if it's time, it's okay...” The result of P1's self-efficacy is increased alertness. “...But we still have to be alert first because there is a security guarantee from the authorities...” Then, apart from increasing awareness, P1's self-efficacy made him achieve self-peace following P1's statement. “...Secondly, we have made peace with this. If something happens, we are unlucky like that, so it's okay...”

WM (Participant 2)

P2 experienced this downturn according to P2's statement, “...Yes I have...” when asked whether P2 had ever experienced a downturn. However, the focus of the downturn that P2 felt was not on himself but his worries about his parents.

“...Firstly, because parents are afraid, their job is in conflict-prone areas, so they are more afraid of what they will do to parents...” To overcome his downturn, P2 achieved self-efficacy by focusing on an approach to religion and his beliefs: “...Maybe what I do is pray, more like praying to GOD so that my family and I will be taken care of...”

RR (Participant 3)

P3 is not sure if he feels down:

“...A little down, yes, but not to the point where it's down...” the reason is that P3 feels that if P3 is the victim, then he will just go down, “...Because I wasn't the one who got it either...” then to convince himself not to fall P3 listen to a certain source of news to make him confident. “...Listen to news about the current situation to confirm the problem...” and “...pray a lot...” is another step taken by P3 to convince himself.

Key Factors of Resilience

The factors found in the theory by Stück, Sessiani, and Darmuin (2021) refer to the key that enables individuals to be resilient. Includes 5 factors, including Individual mindset, individual positive attitude when facing difficulties, motivation/desire to rise, thinking style, and individual belief in facing difficulties as a positive thing.

Mindset Individual

WT (Participant 1)

P1 showed signs of uncertainty in explaining whether he was down or not, but what was certain was that P1 believed that he was experiencing quite severe feelings of fear and stress.

“...As I said earlier, maybe it's not just a feeling of being down, but it's a feeling of fear and anxiety...” P1 shows how to respond to cases in his area calmly

and alertly: "...Calm down and stay alert so that this doesn't happen to us..." From how to respond to situations, P1 instills a mindset of making peace with situations: "...Whatever happens must have been determined by GOD, but we still have to be careful, continue to think positively and be grateful for what happens today or in the future..."

WM (Participant 2)

P2 situation made him feel down, especially concerning his parents.

"...Yes, the first time was because parents were afraid; their job is in conflict-prone areas, so they were more afraid of what they would do to their parents..." P2 applies a way of thinking that emphasizes his religious beliefs by praying. "...Maybe what I do is pray, more like praying to GOD so that my family and I will be cared for..."

RR (Participant 3)

P3 felt uncertain about the downturn he was experiencing, but P3 explained that he had felt extraordinary anxiety and fear:

"...I'm not sure if I've ever been that low, but at one time, I did feel that scared and that anxious..." Think as openly as possible because the cases that occur are especially cases "...These terrorists are very sensitive. If we don't face them with an open mind, there will be opinions that will make us attack or distrust our brothers and sisters of different religions..." is P3's opinion in responding to cases that occur in their area. Apart from that, the mindset instilled by P3 is oriented towards his belief in his religion. "...What I experienced has been arranged by GOD, so we just follow the flow..."

Individual Positive Attitude

WT (Participant 1)

"...I think it's very necessary because if we are negative, we won't be able to move forward or carry out activities or do the things we do, so we have to remain optimistic..." is P1's statement about always being positive.

On the other hand, P1's belief in being positive is supported by his trust in the authorities witnessed in his area. "...I believe the authorities will take immediate action..." Plus, P1's trust in the local community. "...Then maybe only a handful of people have activities like this that don't create too much fear in my area, perhaps..."

WM (Participant 2)

In responding to every condition he experiences, P2 cannot always be positive:

"...Because I may have experienced things like terror incidents, I can't always think positively, so I think more negatively of people, so sometimes negative thoughts creep in..." However, although he cannot always be positive, P2 always tries to think positively. This is supported by his question "...But I always try to think positively..." P2 then did to be positive was to go deeper

into the news he heard. "...Maybe if I get news about radicals and don't immediately accept it, maybe I will look for more accurate information..." Apart from exploring unproven news, P2 also tried to be positive by not continuing the news he heard "...And also don't want to spread news whose accuracy may not be certain..."

RR (Participant 3)

P3 believes that it is very necessary to think positively in every situation:

"...It is very necessary because everything happens because of something..." This belief is again based on his belief in religion or belief, which is supported by his statement "...I believe that everything will ultimately be beautiful according to GOD's will..." Apart from believing in his faith and religion, P3 also has a positive mindset because he believes in the real fact that there are still officers who work directly to eradicate existing terror cases. "...By trusting the security forces, they are also trying hard to resolve this terror case..."

Driving the Desire to Rise

WT (Participant 1)

P1 has a strong belief in his environment as a reason that encourages P1 to rise because his environment is where his parents have lived for several generations:

"...Maybe the environment also supports comfort, so I think if we live in a safe environment, maybe we already trust that the people there are good people, so we will feel safe like that..." Then, from P1's trust in his environment, P1 can make good use of this, as shown by P1, who uses the environment to look for information and a place to ask for help. "...Yes, this is telling a story. Sharing stories with people or doing activities with people around you, once it becomes difficult, it will disappear..."

WM (Participant 2)

P2 focused on his religious beliefs as a driver of his desire to rise.

"...Maybe if you first surrender yourself more to God. Apart from that, P1 also tries to think positively in every situation..." Always try to think positively.' not only that, P2 also expressed his trust in the environment where he lives. "...From the outside, I believe that many people around me want to help..."

RR (Participant 3)

P3 can still survive with the rise of radical cases occurring in its area due to the close ties between itself and its location. This is following P3's statement:

"...The reason I still live here is because this is where I grew up, all my childhood memories are here, and most of my family lives here..."

This close attachment to the area then creates a conducive living environment, which P3 can then utilize to continue living life amid difficult

situations by trusting that neighbours will protect and look after each other during uncertain conditions. "...I believe that neighbours will look out for each other if there are unforeseen circumstances..."

Thinking Style

WT (Participant 1)

P1 always consistently emphasizes a positive thinking style in every situation he experiences. This can be seen from his questions:

"...That was thinking about staying positive, and surely things won't make us afraid. According to him, the upbeat thinking style aims to prevent P1 from getting trapped in fear, especially on the terror axis. "Because the perpetrator who did this wants us to feel afraid of carrying out activities, I keep thinking positively to avoid getting caught up in fear..."

At first, P1 had a fear that made him stressed because of his ignorance, "...es, in the beginning, yes, because we didn't know what the perpetrators were like, how many there were, they were somewhere else or could be near us, so at first it made us scared..." However, over time and consistently thinking positively, P1 became enlightened in viewing the events. Rather than being afraid of not knowing, P1 chose to believe the obvious by listening to information from the official news. This was expressed by P1 through his statements. "...Yes because the news that comes in is clear..." and "...Yes, and the official news is also not the hoax news on WA..."

WM (Participant 2)

The mindset that P2 applies in dealing with the unpleasant things that P2 experiences in areas prone to terrorist conflict focuses on a positive attitude that is implemented in real terms through direct action, perhaps:

"...Ehh, keep doing positive things, positive activities, keep sharing with friends in the neighbourhood..." Apart from the actual actions carried out by P2, his mindset is also influenced by P2's thinking style, where P2's thinking style is heavily influenced by P2's faith and beliefs as P2's reference for seeing the world "...Leave it to God..."

RR (Participant 3)

Gratitude is a mindset adopted by P3 in facing the unpleasant things that P3 experiences in areas prone to terrorist conflict.

"...By remaining grateful for what happened, thankful that we are still allowed to live life..." P3's mindset of being grateful is once again influenced by his strong faith and belief, which P3 believes that "...By trusting in GOD by praying that this incident will not continue to happen..." Apart from that, the authorities also play an important role in making P3 have a positive P3 mindset. "...And also believe that the security forces are also working hard in this matter..."

Individual Confidence in Facing Difficulties as a Positive Thing

WT (Participant 1)

Some of the things P1 did to help himself overcome adversity included belief in his religion:

“...The first thing is to draw closer to God...” then continued with open communication with P1's parents “...Secondly, definitely tell your parents directly...” then added with the always positive mindset from P1 “...And there must be a way out of a problem thinking like that...”. Then, the individual's attitude in responding to difficulties reflects a person who always thinks positively “...I'm also concerned about this...” and “...If it's something fun, be happy and congratulate it...” Not only that, P1 also took concrete action in the form of help “...Also helping people if someone is having difficulty is the most helpful...”

Apart from that, P1's way of facing difficulties as a positive thing, especially facing people's judgments, is to always believe in himself without caring about other people. “...I don't overthink people's stories, and we're the only ones who know who we are, so I don't think about people's bad judgments...”

RR (Participant 3)

P3, as a form of making peace with himself, takes an attitude that tends to let go or let go of what has happened:

“...It's better to let go of what has happened with a sincere heart...” To achieve self-peace, there are several things that P3 does, including: “...When you are sad, you prefer to take time for yourself first by being alone...” And “...When you are happy, you will prefer to have fun by sharing that happiness with those closest to you...”

This shows that P3 has good emotional regulation as a positive form of P3 when facing difficulties. In facing other people's judgments, P3 doesn't care what others say: “...Sometimes bad judgment is just because the person only sees us at our worst, so it's better not to hear those bad things...”

Discussion

In this study, the three participants experienced the same emotional regulation where both P1, P2 and P3 felt fear, which made them worried and alert to their surrounding environment. Emotional regulation is an important thing for teenagers to develop when faced with threatening or risky situations, although the response of each individual varies greatly depending on the situation faced ([Holtge et al., 2021](#); [Jenness et al., 2016](#)). This situation will significantly determine how teenagers show their quality regarding their mental health ([Lenge & Huwae, 2023](#); [Wadsworth et al., 2018](#)).

In the control process, similarities were found expressed by the three participants, namely that there was no encouragement for the three participants to commit violence or join certain groups. Correspondingly [Huijsmans et al. \(2019\)](#) emphasized that as a teenager, control over life events becomes important so individuals can face life's challenges positively. Judging from how the three participants controlled themselves not to be influenced by things around them, they entrusted their security to the authorities. This form of control over oneself and the surrounding environment will help individuals escape the cycle of conflict ([Halperin et al., 2014](#)). This situation was demonstrated

by participants who did not want to make conditions of terror an obstacle to life and limit their circle of friends to extremes.

The three participants showed similarities regarding the reasons for remaining in their area even though it was prone to conflict, namely because it was a place to live, grow and develop. [Pratt et al. \(2020\)](#) revealed that living in an environment where an individual is born and significantly raised influences various aspects of that individual's life and can describe dreams, hopes, personality formation and the life problems that are being experienced. P1 and P3 stated that they have hope in their region because of their strong sense of trust in the regional community. Then, belief in religion also helps P2 and P3 to remain optimistic. Meanwhile, for P1, his parents' teachings became a guide that made him more hopeful. Living in a conflict area causes problems about oneself to become very heavy and full of dilemmas ([Miller-Graff & Cummings, 2017](#); [Wattimena & Huwae, 2023](#)). The problem analysis process of the three participants both showed anxiety, which made them question the reasons behind their area being a terrorist-prone place, which then brought the three participants into a thinking process which made P1 and P2 realize the source of the fear experienced. In contrast, P3 showed self-limitation in the surrounding environment due to his thought process.

In the empathy process, the three participants showed concern for themselves, those around them, family and friends. The empathy process shown has various processes. In their research, [Lembang & Huwae \(2022\)](#) emphasize that the empathy process does not just happen to teenagers who live in conflict areas because the challenges and difficulties of social situations influence the mental shocks experienced by teenagers. P2 showed signs of decline because he felt a lot of stress even though the focus of his mind was more focused on the condition of his parents. The condition of parents and family is a reason for individuals to be able to struggle against difficult situations ([Scremin, 2020](#)). Then, P1 and P3 thought about the obstacles that made them unable to carry out their activities well, so anxiety and fear emerged. [Howell et al. \(2015\)](#) emphasizes that adolescent individuals who form positive thoughts will be able to control post-traumatic stress disorder (PTSD) that appears.

Then, the results of the evaluation carried out by P1 achieved self-peace, which was supported by his trust in the authorities and P1's positive attitude towards the situation. Meanwhile, for P3, listening to certain information leads to a feeling of calm to achieve self-efficacy and belief in their religion. This is similar to P2, which uses religion and belief as self-support to achieve self-efficacy. The study conducted by [Aitcheson et al. \(2017\)](#), revealed that the trauma process experienced by adolescents in conflict situations will cause extraordinary impacts. However, training resilience skills in teenagers will help them achieve good self-efficacy.

Based on the description of aspects of resilience, the researcher then looked at the factors that influenced the resilience of the three participants. The three participants both believed that they experienced severe feelings of fear and stress. [Gillebaart & de Ridder \(2015\)](#) revealed that the potential for conflict greatly influences an individual's self-control. To deal with this, P1 and P3 show a calm state of thinking that involves belief in their religion and beliefs. In responding to the situation, P1 and P3 stated the need to always think positively in every situation. At the same time, for P2, it was a little different where, according to him, it was tough to always think positively, especially with the trauma he had experienced. Each participant's thinking is always different, such as in P1, supported by environmental conditions and trust in the authorities. P2 through his belief in the information obtained, and P3 emphasizes trust in religion and faith in the authorities in his area. Correspondingly, [Ronen et al. \(2014\)](#) believe that the social environment also supports teenagers through difficult times and living a more prosperous life.

Several things encourage each participant to rise. For P1 and P3, the environment in which they lived since childhood was the primary trigger that enabled them to increase because of the dynamics

of life that have shaped their self-identity. Meanwhile, P2 focuses more on his belief in religion, which drives him to rise. The three participants had different styles of thinking regarding the terrorist cases that occurred. This condition is formed by individuals as part of their strategy to realize themselves to be better than before ([Duckworth et al., 2016](#)).

As happens through aspects and factors of resilience, researchers see that each can be the key to a person's resilience. For the current situation, in theory, the three participants are fulfilled and have full ownership of their mindset, individual positive attitudes when facing difficulties, motivation/desire to rise their thinking style, and personal belief in facing challenges as a positive thing. When viewed through the aspects that form resilience according to [Reivich & Shatte \(2002\)](#) and based on the results of the analysis, only P2 cannot always think positively in every situation, which is different from the other two participants who believe that a positive attitude is always necessary, especially in any circumstances. Then, for one of the aspects that form resilience in the form of self-efficacy, the three participants felt great self-fear and realized it was an obstacle to getting up. However, in the process, they discover self-efficacy based on their belief in their respective religions. Belief in religion and faith of each participant is also reflected again in optimism.

Not only confidence in faith, religion, and the authorities, but security is also formed through accurate information so that participants can reduce their fear of facing terror incidents that are uncertain when and where they will occur. This is supported by research from [Slone & Mann \(2016\)](#), who states that information and communication suggestions are essential in helping individuals view their surrounding environment positively. Positive information also helps individuals escape the stress of conflict and thoughts of trauma ([Ophir et al., 2016](#)).

To strengthen resilience, each participant has a life goal they want to achieve. Every individual has a goal to achieve the hopes they have in their life. There are many difficulties when you want to make it happen, so you need trust and commitment to yourself ([Hafez & Mullins, 2015](#)). This condition is demonstrated by P2, who is committed to achieving a better life in the future by studying diligently and achieving happiness. Meanwhile, P1 and P3 want a calm and peaceful life with the hope that minimal conflict has occurred so far. Thus, resilient individuals must be able to interpret all problematic events in life and use them as positive triggers to move forward.

Implications

This research implies that if teenagers who live in areas prone to terrorist conflict want a better life, then a form of self-strategy that can be developed is to build resilience abilities. By becoming resilient individuals, teenagers who live in terrorist conflict areas will find the meaning of their fighting power through difficult times full of stress and mental health dilemmas. Apart from that, if you want to be an individual who survives living in an environment prone to terrorist conflict, spiritual abilities through belief in religion are one of the foundations for becoming resilient. Likewise, there is a sense of trust in the people around (security forces) in protecting the people's lives in the area.

Limitations and Further Research

In carrying out this research, there were limitations that the researchers could not reach related to the minimal psychological service facilities. Researchers also did not facilitate psychological services to measure the depth of the psychological condition of participants who experienced the dynamics of life in areas prone to terrorist conflict. The differences in characteristics of adolescents in this study were also generalized by researchers, thus allowing for large differences between individuals in forming their resilience abilities.

Following up on the results of existing research, suggestions for future study or those wishing to research similar topics are to be able to create or design mental health intervention programs for

teenagers living in conflict-prone areas to survive in the face of challenging life. Full of holistic threats. In addition, there is a need for initial screening for teenagers living in and affected by conflict conditions so that mental health service mapping can be generalized according to the level or condition of the teenager.

CONCLUSION

Based on the studies that have been carried out in this research, researchers conclude that teenagers who live in conflict-prone areas have difficulties, whether they are feeling down or just feeling stressed, as well as great fear in living their lives in areas prone to terrorist conflict. However, in the process, teenagers living in areas prone to terrorist conflict develop good resilience skills, which are supported by their belief in their respective religions and faiths as well as trust in the security forces.

AKNOWLEDGMENT

The author would like to express gratitude to all those who have supported and contributed to the creation of this article.

AUTHOR CONTRIBUTION STATEMENT

All authors have read and approved the final version of the manuscript.

REFERENCES

- Aitcheson, R. J., Abu-Bader, S. H., Howell, M. K., Khalil, D., & Elbedour, S. (2017). Resilience in Palestinian adolescents living in Gaza. *Psychol Trauma, 9*(1), 36-43. <https://doi.org/10.1037/tra0000153>
- Anasuri, S. (2016). Building resilience during life stages: Current status and strategies. *International Journal of Humanities and Social Sciences, 6*(3), 1–9. [Google Scholar](#)
- Atighi, E., Atighi, A., & Atighi, I. (2015). Predicting psychological resilience based on parenting styles in girl adolescence. *International Research Journal of Applied and Basic Sciences, 9*(8), 1340–1344. [Google Scholar](#)
- Bhaskoro, R. L. B. L. (2023). Hubungan efikasi diri dengan resiliensi warga perumahan aspol bangkungan selama masa pandemi COVID -19. *SUKMA : Jurnal Penelitian Psikologi, 3*(2), 199-209. <https://doi.org/10.30996/sukma.v3i2.7731>
- Djunaedy, E. (2022). Polisi klaim 'anggota terakhir teroris Poso' tewas ditembak-'Pak guru jago merakit bom'. <https://www.bbc.com/indonesia/dunia-63085237>
- Duckworth, A. L., Gendler, T. S., & Gross, J. J. (2016). Situational Strategies for Self-Control. *Perspect Psychol Sci, 11*(1), 35-55. <https://doi.org/10.1177/1745691615623247>
- Dumont, M., & A, P. M. (1999). Resilience in adolescents: Protective role of social support, coping strategies, self esteem, and social activities on experience of stress depression. *Journal of Youth and Adolence, 28*, 343–363. <https://doi.org/10.1023/A:1021637011732>
- Gillebaart, M., & de Ridder, D. T. D. (2015). Effortless Self-Control: A Novel Perspective on Response Conflict Strategies in Trait Self-Control. *Social and Personality Psychology Compass, 9*(2), 88-99. <https://doi.org/10.1111/spc3.12160>
- Global Terrorism Index. (2022). *Global terrorism index 2022: Measuring the impact of terrorism*. Sydney: Institute for Economic & Peace. Available from Visionofhumanity.org
- Gonzalez-Torres, M. C., & Artuch, R. (2014). Resilience and coping strategy profiles at university: Contextual and demographic Variables. *Electronic Journal of Research in Educational Psychology, 12*(3), 621–648. <https://doi.org/10.14204/ejrep.34.14032>

- Hafez, M., & Mullins, C. (2015). The Radicalization Puzzle: A Theoretical Synthesis of Empirical Approaches to Homegrown Extremism. *Studies in Conflict & Terrorism*, 38(11), 958-975. <https://doi.org/10.1080/1057610x.2015.1051375>
- Halperin, E., Cohen-Chen, S., & Goldenberg, A. (2014). Indirect emotion regulation in intractable conflicts: A new approach to conflict resolution. *European Review of Social Psychology*, 25(1), 1-31. <https://doi.org/10.1080/10463283.2014.923155>
- Hansen, S. (2020). Investigasi teknik wawancara dalam penelitian kualitatif manajemen konstruksi. *Jurnal Teknik Sipil*, 27(3), 283–294. <https://doi.org/10.5614/jts.2020.27.3>
- Hardani, H., Andriani, H., Fardani, R. A., Ustiawaty, J., Utami, E. F., Sukmana, D. J., & Istiqomah, R. R. (2020). *Metode penelitian kualitatif & kuantitatif*. CV. Pustaka Ilmu Group. [Google Scholar](#)
- Holtge, J., Theron, L., Cowden, R. G., Govender, K., Maximo, S. I., Carranza, J. S., Kapoor, B., Tomar, A., van Rensburg, A., Lu, S., Hu, H., Cavioni, V., Agliati, A., Grazzani, I., Smedema, Y., Kaur, G., Hurlington, K. G., Sanders, J., Munford, R., . . . Ungar, M. (2021). A Cross-Country Network Analysis of Adolescent Resilience. *J Adolesc Health*, 68(3), 580-588. <https://doi.org/10.1016/j.jadohealth.2020.07.010>
- Hou, X.-L., Wang, H.-Z., Guo, C., Gaskin, J., Rost, D. H., & Wang, J.-L. (2017). Psychological resilience can help combat the effect of stress on problematic social networking site usage. *Personality and Individual Differences*, 109, 61-66. <https://doi.org/10.1016/j.paid.2016.12.048>
- Howell, K. H., Kaplow, J. B., Layne, C. M., Benson, M. A., Compas, B. E., Katalinski, R., Pasalic, H., Bosankic, N., & Pynoos, R. (2015). Predicting adolescent posttraumatic stress in the aftermath of war: differential effects of coping strategies across trauma reminder, loss reminder, and family conflict domains. *Anxiety Stress Coping*, 28(1), 88-104. <https://doi.org/10.1080/10615806.2014.910596>
- Huijsmans, T., Nivette, A. E., Eisner, M., & Ribeaud, D. (2019). Social influences, peer delinquency, and low self-control: An examination of time-varying and reciprocal effects on delinquency over adolescence. *European Journal of Criminology*, 18(2), 192-212. <https://doi.org/10.1177/1477370819838720>
- Jenness, J. L., Jager-Hyman, S., Heleniak, C., Beck, A. T., Sheridan, M. A., & McLaughlin, K. A. (2016). Catastrophizing, rumination, and reappraisal prospectively predict adolescent PTSD symptom onset following a terrorist attack. *Depress Anxiety*, 33(11), 1039-1047. <https://doi.org/10.1002/da.22548>
- Khabbaz, M., Behjati, Z., & Naseri, M. (2011). The relation between social support, coping styles and resiliency in boy adolescents. *Applied Psychology Quarterly*, 108–124. [Google Scholar](#)
- Lembang, G. B., & Huwae, A. (2022, 2022). *The gratitude and psychological well-being of adolescents who are living in social conflict areas* International Conference Building Multicultural Competence in Diverse Communities. [Google Scholar](#)
- Lenaini, K. (2021). Teknik pengambilan sampel purposive dan snowball sampling. *HISTORIS: Jurnal Kajian, Penelitian & Pengembangan Pendidikan Sejarah*, 6(1), 33–39. <https://doi.org/10.31764/historis.v6i1.4075>
- Lenge, C. N., & Huwae, A. (2023, 2023/7). *Healthy behavior and psychological well-being in migrant high school students* 1st International Conference on Psychology and Health Issues (ICOPHI 2022, https://doi.org/10.2991/978-94-64-6463-212-5_3
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). SAGE Publication. [Google Scholar](#)
- Miller-Graff, L. E., & Cummings, E. M. (2017). The Israeli–Palestinian conflict: Effects on youth adjustment, available interventions, and future research directions. *Developmental Review*, 43, 1-47. <https://doi.org/10.1016/j.dr.2016.10.001>

- Moore, J. (2013). Research summary: Resilience and at-risk children and youth. <http://www.serve.org/nche>
- Murphey, D., Barry, M., & Vaughn, B. (2013). Positive mental health: Resilience. *Child Trends: Positive Mental Health Resilience*, 1-6. [Google Scholar](#)
- Ombati, M., & Ombati, V. (2016). Sources of resilience for children and youth in residential slums of Eldoret city in Kenya. *Chinese Sociological Dialogue*, 1(1), 48-65. <https://doi.org/10.1177/2397200916667622>
- Ophir, Y., Rosenberg, H., Asterhan, C. S., & Schwarz, B. B. (2016). In times of war, adolescents do not fall silent: Teacher-student social network communication in wartime. *J Adolesc*, 46, 98-106. <https://doi.org/10.1016/j.adolescence.2015.11.005>
- Paramitha, R. G., & Kusristanti, C. (2018). Resiliensi Trauma dan Gejala Posttraumatic Stress Disorder (PTSD) pada Dewasa Muda yang Pernah Terpapar Kekerasan. *Journal Psikogenesis*, 6(2), 186-196. <https://doi.org/10.24854/jps.v6i2.701>
- Pratt, M., King, M., Burash, J., & Tompsett, C. J. (2020). What Differences Do They See? Using Mixed Methods to Capture Adolescent Perceptions of Neighborhood Contexts. *Am J Community Psychol*, 65(3-4), 320-331. <https://doi.org/10.1002/ajcp.12403>
- Reivich, K., & Shatte, A. (2002). *The resillience factor*. Broadway Books. [Google Scholar](#)
- Ronen, T., Hamama, L., Rosenbaum, M., & Mishely-Yarlap, A. (2014). Subjective Well-Being in Adolescence: The Role of Self-Control, Social Support, Age, Gender, and Familial Crisis. *Journal of Happiness Studies*, 17(1), 81-104. <https://doi.org/10.1007/s10902-014-9585-5>
- Sagone, E., & Caroli, M. E. D. (2015). Positive Personality as a Predictor of High Resilience in Adolescence. *Journal of Psychology and Behavioral Science*, 3(2), 45–53. <https://doi.org/10.15640/jpbs.v3n2a6>
- Salim, & Syahrum. (2012). *Metodologi penelitian kualitatif*. Citapustaka Media.
- Scremin, N. (2020). Family Matters: A Preliminary Framework for Understanding Family Influence on Islamist Radicalization. *Studies in Conflict & Terrorism*, 46(8), 1491-1507. <https://doi.org/10.1080/1057610x.2020.1841242>
- Slone, M., & Mann, S. (2016). Effects of War, Terrorism and Armed Conflict on Young Children: A Systematic Review. *Child Psychiatry Hum Dev*, 47(6), 950-965. <https://doi.org/10.1007/s10578-016-0626-7>
- Sopah, R., Yosef, Y., Dewi, R. S., Kushendar, K., & Purwati, P. (2023). Academic Resilience through Reality Approach Group Counseling: Quantitative Study taking Social Support and Independence into Account. *Bulletin of Counseling and Psychotherapy*, 5(2), 113-121. <https://doi.org/10.51214/00202305593000>
- Sugiyono. (2013). *Metode penelitian kuantitatif kualitatif dan R&D*. CV. Alfabeta.
- Sunarti, E. (2015). *Ketahanan keluarga Indonesia: dari kebijakan dan penelitian menuju tindakan*. Institut Prtanian Bogor Press. [Google Scholar](#)
- Utami, C. T. (2017). Self-Efficacy dan Resiliensi: Sebuah Tinjauan Meta-Analisis. *Buletin Psikologi*, 25(1), 54-65. <https://doi.org/10.22146/buletinpsikologi.18419>
- Wadsworth, M. E., Gudmundsen, G. R., Raviv, T., Ahlkvist, J. A., McIntosh, D. N., Kline, G. H., & Burwell, R. A. (2018). Coping with terrorism: Age and gender differences in effortful and involuntary responses to September 11th. In *Part I: Assessing the Impact of September 11th, 2001, on Children, Youth, and Parents in the United States* (pp. 143–157). Psychology Press. [Google Scholar](#)
- Wattimena, M. M., & Huwae, A. (2023). Apakah Overprotektif Orang Tua Berkorelasi Dengan Agresivitas? Studi Pada Mahasiswa Rantau Asal Daerah Yang Pernah Berkonflik Sosial. *Jurnal Psikologi Integratif*, 11(1), 53–66. <https://doi.org/10.14421/jpsi.v11i1.2478>