The Role of School as a Protective Factor in Built Youth Resilience

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Abstract. School is the second environment after the family that can provide a protective function for adolescents to avoid the evil influences of the environment. The school has a substitute function when the family environment cannot provide positive support and attention. However, not all cultures see the critical role of schools as institutions that play a role in forming quality individuals or youth. For Madurese, school is seen as something other than an essential and primary factor in supporting success in remote areas. This view makes Madurese marry off their daughters at an early age and work after graduating from junior high or high school to prioritize helping the family's economy. This paper is a descriptive study that refers to the results of Rahmasari's research (2017), which reports that the school environment influences the formation of resilience in Madurese youth who live in areas prone to drug trafficking and abuse. These results suggest that schools have played a significant and essential role as educational-learning institutions in shaping adolescents' character. These results are also an interesting study and, at the same time, need attention to optimize the function of schools, especially as a protective factor for adolescents from the harmful effects of the environment, which in turn can prevent Madurese youth from using illegal drugs and other juvenile delinquency behavior.

Keywords: School · Protective Factor · High-Risk Adolescent

1 Introduction

In line with the development of adolescents who want to explore different lives and are accompanied by unstable mental conditions, juvenile delinquency behavior becomes a prominent part of adolescents. The adolescent phase is a phrase that is vulnerable to various positive and negative influences, considering that adolescence is the most beautiful and tumultuous period because it is a transition period from childhood to adulthood. According to the developmental perspective, the inability of adolescents to adapt to developmental tasks is one of the triggers for the emergence of various behavioral problems due to dramatic changes in physical, social, and emotional aspects. In addition, behavioral issues in adolescents will more easily arise when adolescents are less able to adapt positively to various socio-cultural changes due to globalization [1]. Because changes so quickly in different areas of life can cause pressure that has the potential to lead to various behavioral and emotional problems, such as multiple

forms of juvenile delinquency, and emotional issues, such as depression and anxiety [2]. Latipun and Moeljono [3] wrote that the failure of adolescents to adapt positively to the various changes that occur is one of the causes of the emergence of various adolescent behavioral problems.

Various phenomena of adolescent behavior problems in Indonesia have shown an alarming level. For example, the issue of juvenile delinquency is felt to have reached a story that is quite disturbing to society [4]. This condition requires responsible parties such as educational groups in schools, groups of judges and prosecutors in the field of counseling and enforcement of group life, and even the government as a general policy-making authority to foster, create and maintain public security and order to pay special attention to handling problems. Juvenile delinquency. Another factor that cannot be ruled out and has a significant role in paying attention to and dealing with juvenile delinquency is the role of the community and family in supporting this [5]. Polda Metro Jaya reported that juvenile delinquency had increased relatively high. In 2011 there were 30 cases, while in 2012, there were 41 cases. This means that from 2011 to 2012, there were 11 cases, or an increase of 36.66 percent. (http://www.beritasatu.com/). The data is only data up to 2012 only. In Surabaya, statistics on juvenile delinquency data from January to November 22, 2016, total juvenile delinquency handled by the Satpol PP team were 793 cases. The details are 597 men and 196 women. This figure has increased when compared to 2015 as many as 675 cases. Consumption of alcohol, drugs, and free sex is juvenile delinquency behavior that shows a significant increase. Sadly, these problematic behaviors occur during school hours, so many students skip school (http://bisnissurabaya.com). Other adolescent emotional problems, such as depression, are no less surprising. 30% of adolescents who go to a general practitioner are suspected of suffering from depression. Major depressive disorder is experienced by about 3% of school-age children and 6% of adolescents, increasing the use of antidepressant drugs by children and adolescents in the last few decades http://www.idaijogja.or.id/depresi-pada-anak/. diunduh April 15,2017–04-18. This condition alarms the government, society, schools, and parents.

These various adolescent problems require special and severe handling. This is because teenagers, as the younger generation, have a massive role in determining the nation's future. It can be said that teenagers are the nation's assets as the golden generation and the determining age of a significant country [6]. Furthermore, data from the Central Statistics Agency (BPS) even reported that in 2010 out of 233 million people in Indonesia, 26.8% or 63 million were teenagers aged 10 to 24 years. Looking at this number, it is predicted that in 2020–2030 Indonesia will get a Demographic Bonus, namely the number of people with productive ages of 10 to 24 years will be very large. This means that the total period of the labor force, namely the age of 15–64 years in 2020–2030, will also reach 70 percent, while the remaining 30 percent are unproductive residents, namely those aged under 15 years and above 65 years.

Given the critical role of adolescents, the handling to prevent the emergence of various adolescent behavior problems must receive special attention. As previously stated, the failure of adolescents to adapt positively to the multiple changes that occur is one of the causes of the emergence of juvenile delinquency. When the changes and pressures of life take place so intensely and quickly, a person needs to develop his abilities in such

a way as to go through it all effectively. For this reason, having high resilience as well as adapting positively to changes and various problems that put pressure as a risk factor that causes juvenile delinquency behavior is necessary. Resilience in dealing with issues and adapting positively is a concept of resilience. Therefore, to be able to maintain the continuity of life, of course, with optimal mental health in adolescents, the need for the ability to be resilient is becoming higher and more critical.

The Importance of Building Resilience in Adolescents

Resilience is a study that is considered essential to research because it is based on various social problems arising from globalization and rapid technological developments. The analysis of resilience is critical for two reasons: first, the increasing number of types of stressors and the difficulties that arise and must be faced by adolescents as a result of globalization and technological developments, which result in adolescents having great opportunities or being at risk of experiencing psychological disorders [7]. The second reason is the emergence of such a strong interest in studying and understanding the mechanism of the process of risk and protective factors in individuals. Using the concept of the dynamics of risk and protective factors in the clinical intervention process increases positive qualities in adolescents or individuals at risk of developing disorders and can also be applied to children and adolescents to shape what Goldstein & Brooks suggests. In Rahmasari [3], it is referred to as a "resilient mindset."

Resilience in adolescents in general, besides being necessary, is also a study that must be carried out because, as discussed in the previous section, juvenile delinquency arises as a result of the low ability of adolescents to adapt positively to threats, stressors, challenges, and difficulties in life due to various socio-economic changes in life. That occurs as a result of globalization. Resilience research provides a different perspective on managing problems, threats, risks, and difficulties in adolescents in the family, school, and community environment [8]. Research on resilience in adolescents will equip them with the strengths, resources, and personal potential to recover and increase the flexibility to return to their mental health after facing problems. Research on resilience will also help adolescents develop quickly to help themselves and professional helpers by positioning themselves as partners rather than authority figures for adolescents in assisting the adolescent change process [9].

Low in responding to and dealing with problems. Resilience is also essential in enabling individuals to adapt to various changes that cause stress. Even according to Beckam and Leber [10], juvenile delinquency in its various manifestations is a form of hidden depression (masking underlying depression) due to the failure of adolescents to manage themselves and develop positive problem-solving abilities and resilience. Ungar [3] writes that resilience is needed because difficulties or obstacles can arise in multiple forms, such as socio-political conflicts, crime, natural disasters, poverty, war, family problems, etc. These various problems will have the most severe impact on children and adolescents because of the position of children and adolescents who are still vulnerable and psychologically weak. Therefore, according to Ungar, building resilience means designing protection programs for children and adolescents by promoting mental health and well-being. [11], based on the results of resilience research conducted on adolescents by Liquanti in 1992, resilience in adolescents is an ability possessed by adolescents where they do not succumb when faced with pressures and differences in

the environment. They can avoid using illegal drugs, juvenile delinquency, failure at school, and mental disorders (http://rumahbelajarpsychology.com).

Resilience Protective Factor

The discussion of the protective factors for resilience in this paper specifically refers to the theoretical concept described by Benard [12]. This is because Benard clearly and in detail describes the protective factors of resilience, even the indicators of each protective factor are described in full by Benard. Bernard also discussed the importance of forming resilience in adolescents through strengthening external protective factors, including school protective factors.

Discussing resilience cannot be separated from discussing risk factors and protective factors. This is because of the dynamics of the interaction of risk factors and protective factors that can form resilience. [3] explains that risk factors are environmental stressors or conditions that increase the possibility of children experiencing the inability to adjust or become a negative outcome group under certain conditions that can affect mental health, academic achievement, and physical health. Risk factors can be identified by the presence of several diseases such as traumatic events in life such as the death of a parent, poor socio-economic conditions, family conflicts, being faced with violent events, parents having problems due to using drugs, being involved in crime, or experiencing mental disorders. At the same time, protective factors are characteristics of children or the environment that improve or reduce the potential adverse effects of risk factors. Protective factors can be interpreted if there are risk factors, and the function of the protective factors is to fight, counteract or improve the influence of risk factors.

Rutter [3] describes resilience as a manifestation of individual responses to risk factors variations. Resilience arises from an individual's belief in their self-efficacy, the ability to adapt to various changes, and the presence of social problem-solving skills. For Werner and Smith [13], resilience is essentially the same as a dynamic process that includes positive adaptation in the face of a severe problem, consisting of two conditions: 1. Resilience in the face of severe problems. 2. The achievement of positive adaptation in the face of significant problems in one's development process. Gibss and Bennet [14] argue that changing the situation by translating negative risk factors into positive action strategies, in this case, protective factors is much more critical and is the essence of building resilience. Protective factors are divided into individual, family, and community [13].

Benard [12] discusses resilience with his intensive study of external protective factors for resilience. In Benard's study, resilience is an innate capacity in individuals to perform self-correction (self-correction) and survive the obstacles they face. Resilience does not appear by itself as part of a child's exceptional personal qualities but emerges from the miracle of events that occur every day, normative resources from the child's mental capacity, cognitive and physical processes of children, as well as patterns of interaction between children and their parents, social interactions and in the surrounding community. Furthermore, Benard explained that resilience is not just showing an individual's adaptive ability in dealing with problems or obstacles, but what is far more critical is how individuals can shift various risk factors by bringing up protective factors to create resilience, which in the end, resilience itself is an intervention to prevent the emergence of various behavioral problems in adolescents. Research on protective factors

Table 1. Relationship between the three protective factors

PROTECTIVE FACTORS	YOUTH ENVIRONMENTS		
	Families	Schools	Communities
Caring Relationship	√	√	√
High Expectations	√	√	√
Opportunities to Participate & Contribute	√	√	√

sources : Bernard, (2004). Resiliency : What We Have Learned
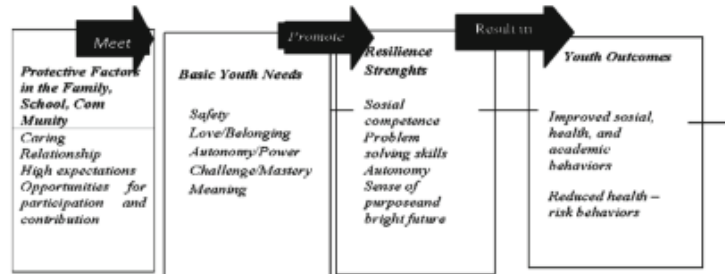
Fig. 1. The Bernard development process

is more appropriate in contributing to forming resilience in adolescents, and the next step can develop various prevention programs for the emergence of behavioral problems in adolescents. Protective factors also provide a basis for studies on the role of the environment in shaping adolescent resilience. Benard found that the protective factor was a significant step in understanding resilience. Benard translates the protective factor as a strategy to take positive actions and develop themselves positively so that, in the end, the individual can achieve various successes in his life.

Bernard describes the relationship between the three protective factors as shown Table 1.

Benard explained that resilience has external protective factors, including the dimensions of the family environment, school environment, and community environment. If, in the three sizes of external protective factors, adolescents get a lot of caring relationships and are allowed to participate and contribute (opportunities for participation and contribution), then families, schools, and communities have high expectations for adolescents. To develop, this condition will be fulfilled simultaneously following the basic needs in the development process. The fulfillment of basic requirements such as a sense of security, being loved or owned, valued, meaningful, and given freedom and opportunity, will form or bring out the strength of personal resilience in adolescents. The next stage is developing this emotional strength of stability, which will improve mental and social health, improve academic behavior and reduce the occurrence of behavioral problems in adolescents. This process is described by Benard as shown in Fig. 1.

The Role of Schools as Protective Factors

The results of Rahmasari's research regarding the effect of protective factors resilience show that schools have a role as a protective factor that influences stability in Madurese youth who live in areas prone to drug trafficking and use. These results prove that schools have a role as a protective factor in forming resilience in Madurese adolescents. Resilience research experts apart from Benard also agree that school is an essential protective factor in shaping resilience in adolescents [15]. Concluding from the opinions of several experts, the most consistent and critical thing in research on resilience is the strength of schools, especially the role of teachers in restoring children's lives from risk to become resilient. The school's role is not limited to academic results and grades, but the school's role is more significant than those two things. The importance of school's role as a protective factor, primarily if the child does not have a positive parental relationship, can provide defensive resources and nurturing support to replace the parent's role. Behavioral problems in adolescents will be much reduced if they receive parenting support from schools and increase if they do not receive care from schools. Therefore, schools that can form resilience can provide a sense of security and belonging to their adolescent students, achieve competence, make students feel the benefits of learning, and develop independence. A resilient school is a school that provides a caring relationship, provides opportunities for participation and contribution (opportunities for involvement and assistance), and has high expectations for adolescents to develop (high expectation). Besides schools, according to Benard, teachers play an essential and significant role in shaping resilience, especially the attitudes and behavior of teachers who can show three protective factors, namely caring relationships, providing opportunities to participate and contribute (opportunities for participation and contribution) and have high expectations for adolescents to develop (high expectations).

Regarding caring relationships, schools that can form resilience are schools that can provide a sense of security and purpose of belonging to their adolescent students, can achieve competence, can make adolescents feel the benefits of learning, and develop independence. The teacher's role is significant, especially the ability to provide support to adolescent students when they find learning difficulties. Children and adolescents can learn from teachers they trust and respect, but on the other hand, they also get the trust and respect of teachers and schools. Give attention when not in school and establish a genuine closeness. Teachers are not only academic instructors but also trusted people as well as positive models for the personal identification of their students. The teacher also understands and accepts students unconditionally and pays attention, so students do not experience failure. Give attention when not in school and establish a genuine closeness.

Verbal communication that ensures students can do their best is a form of high expectation. Providing high expectations means schools and teachers can optimize their students' potential through close relationships and motivational messages while designing the structure, organization, curriculum, and school practice activities. In addition, teachers offer a lot of guidance and motivation and challenge their students to excel, following students' beliefs about what they can do to achieve achievement. Schools and teachers do not allow failure and continue encouraging students who fail and do not show achievement. Schools and teachers invite students to design the future by seeing the meaning of life from a different perspective.

Providing opportunities for participation and contribution means allowing students to express their opinions, make decisions, be actively involved in problem-solving, communicate their imaginations, cooperate and help each other, and provide opportunities to apply themselves in society. Where students can develop attitudes and characteristics of developmental competencies.

At first, Benard [14] examined risk factors as part of his research on resilience. According to Benard, the risk factors in his study can be used in designing prevention programs and strategies against the emergence of various problems such as juvenile delinquency, alcohol, teenage pregnancy, and narcotics. According to Benard, if a school has a number of these indicators, then it is a school that plays a role in helping its students to form resilience and is called Benard as a resilient school. However, in subsequent developments, Benard found that protective factors were a significant step in understanding resilience. According to Benard [14], the protective factor is a positive action strategy that can form adolescent resilience.

In the context of schools, Benard also explained several risk factors that have the potential to make schools no *resilient* environments or, in other words, schools that do not have the competencies that play a role in building resilience in their students. A number of these risk factors can be turned into protective factors by creating or conditioning schools to have these protective factors so that the role of the school as an environment other than the family in forming resilience can be optimized.

2 Method

The Descriptive research method with a quantitative approach is used if it aims to describe or explain an event or events that are present in the form of numbers or meaning.

2.1 Participants

The participants in this study were 150 Madurese adolescents aged 15–17 years, born and domiciled in Madura, with Madurese mothers and fathers, living in areas prone to trafficking centers and drug users, low socio-economic status, having resilient characteristics based on interviews and clarifications on homeroom teacher and BK at school.

2.2 Instrument

School support is a protective factor that can prevent adolescents from risky behavior by providing defensive resources and parenting support. The school support variable will be revealed using a scale compiled concerning school support factors, namely caring relationships, providing opportunities for participation and contribution, and having high expectations for adolescents to grow (high expectations). The higher the score obtained from the school support scale, the stronger the school support received by high-risk Madurese adolescents.

2.3 Data Analysis

Data analysis in this study used SEM through hypothesis testing, namely testing the model hypothesis through structural equation testing. The structural equation describes the value of the significant influence of exogenous latent variables on endogenous latent variables indicated by the coefficient of determination (R^2) value.

3 Result and Discussion

3.1 Description of the Research Model Indicators

The indicator variable is the observed variable which measures the latent or constructed variables from Structural Equation Modeling (SEM) research. The latent variable and its indicators from this research model, namely the school support latent variable, are measured from the indicators of school attention and support, high school expectations, and opportunities for school contribution participation. Drawing through analysis of statistical descriptions of indicator variables from latent variables, an overview of the population characteristic values will be obtained through research indicators. The descriptive analysis used is the frequency percentage table of the total categories of respondents' answers which are categorized based on the mean (average) and standard deviation (standard deviation). Classifying respondents' answers is based on the mean and standard deviation (SD). According to Arikunto (2010), the categorization formula is divided into five categories, a name very high type with range = mean + 2 SD, an increased variety with range = average + 0.5 SD, medium category, namely with range = average ± 1 SD, a low class with range = mean - 0.5 SD, and deficient category with range = mean - 2 SD. After it is known that the total respondents' answers fall into the assessment category above, a description of the percentage of the type is then carried out by looking at the spread of the data. So with this descriptive analysis, it will be known that the majority of respondents' assessment of research indicators will descriptively strengthen the discussion results—description of the hands of school support based on the categorization of the mean and standard deviation. The results of the respondent's answer categories will provide an overview of the distribution of answer data in percentages related to school attention and support.

Based on the results of categorizing indicators from school support, the Table 2 contains the minimum value, maximum value, mean, standard deviation, and range of respondents' answer categories.

Based on Table 2, it is known that the distribution of respondents' answers for school attention and support has a minimum value of 29, a maximum of 60, and an average centered value of 45.53 with a standard deviation of around 5.76. The distribution of respondents' answers for school support in the form of high expectations has a minimum value of 20, a maximum of 36, and an average centered value of 29.90 with a standard deviation of around 3.27. The distribution of respondents' answers for school support in the form of opportunity, participation, and contribution has a minimum value of 24, a maximum of 55, and an average centered value of 42.83 with a standard deviation of around 5.35.

Table 2. Minimum, maximum, mean, standard deviation, and range of answer categories indicators of latent variable school support

Descriptive Statistics					Category of Range				
	Minimum	Maximum	Mean	Std. Deviation	Very low	Low	Average	High	Very high
Relationship with full attention	29	60	45.53	5.761	≤ 34.00	34. 00 42.62	42.64 48.41	48.41 57.05	≥ 57.05
High expectation	20	36	29.90	3.266	≤ 23.37	23.37 28.27	28.27 31.53	31.53 36.43	≥ 36.43
Opportunity of participation and contribution	24	55	42.83	5.345	≤ 32.14	32.14 40.15	40.15 45.50	45.50 53.52	≥ 53.52

Source: Primary data processing

Furthermore, based on the results of the range of categories above, it is known that the percentage distribution of the total category results of each respondent's answers to the indicators of school support. Complete the results in the Table 3.

Based on the Table 3, respondents' answers to school support latent variables related to attention and school support have an average percentage value centered on the medium category, 40.4%. School support in the form of high expectations has an average percentage value centered on three types: high, low, and medium, namely 33.4%, 32.9%, and 31.5%, respectively. School support in the form.

The results of the regression equation for the measurement model are taken from the complete processing output results in Table 4. Based on the weight value of the equation model on the latent variable school support, it is known that the order of the largest to the smallest weight values of the indicator contribution to the school support factor, namely attention & support school, school high expectations and opportunity, participation, the assistance from the school where the weight values range from 0.67 to 1.00. The most significant weight value for school attention & support is 1.00, meaning that if the school support factor is increased by 1 unit, it will increase the school support indicator in terms of engagement & support by 1.00 times. Furthermore, based on the coefficient of determination (R2) of the three regression model equations for school support, the values range from 45% to 71%. This means that the contribution of the independent variable is still significant to the regression model, namely 45% to 71%, so it can be concluded that the regression equation model is good.

3.2 Discussion

The results of the present study show that the participants' answers (in Table 3) to the items on each indicator show the high expectation indicator that the participants' attitude has the best response, followed by attention and school support and then opportunities for participation contributions. This figure shows that Madurese youth in high-risk areas

Table 3. The distribution of the percentage of respondents' answers for school support latent variable indicators

Indicator of Variable	Category	Frequency	Percentage
X5.1 Support and Attention from Schools	Very low	10	2.8%
	Low	95	26.7%
	Average	144	40.4%
	High	104	29.2%
	Very high	3	8%
	Total	356	100.0%
X5.2 Schools's support thorugh High Expectation	Very low	8	2.2%
	Low	117	32.9%
	Average	112	31.5%
	High	119	33.4%
	Very high	0	0%
	Total	356	100.0%
X5.3 School's support through Participation Opportunity and Contribution	Very low	9	2.5%
	Low	95	26.7%
	Average	145	40.7%
	High	101	28.4%
	Very high	6	1.7%
	Total	356	100.0%

Source: Primary data processing

of drug trafficking and abuse have high hopes that the school can make them individuals who receive support and attention and provide opportunities to express and actualize their potential at school. In line with what was conveyed by Benard [12], if the family or home does not provide comfort for adolescents, then the school becomes a second home to provide fulfillment of the basic needs of adolescents. Satisfaction of basic needs, such as feeling safe, loved or owned, valued, meaningful, and given freedom and opportunities, will form or bring out the strength of personal resilience in adolescents. The next stage, with the formation of this emotional resilience strength, will improve mental and social health and academic behavior and reduce problematic behavior.

Furthermore, referring to Table 4 explains that school attention and support have an influence of 70.7% in building resilience. High expectations affect 59% in shaping resilience, and participation opportunities have a power of 45.2% in shaping resilience. This percentage means that school is a vital protective factor in shaping the strength of Madurese youth. These results are in line with the explanation of Benard, who concluded from the opinions of several experts, including Masten, Garmezy, Werner, and Rutter, stating that the most consistent and essential thing in research on resilience, is the strength or support of schools especially the role of the teacher to restore life [12]. Children at risk

Table 4. Measurement Model

Independent variable	Dependent variable	Measurement model	R2
School support	Support and Attention from Schools	$X5.1 = -0.305\,X2 + 1.00\,X5$	0.707
	High Expectation	$X5.2 = 0.774\,X5$	0.599
	Opportunity of participation and contribution	$X5.3 = 0.666\,X5$	0.452

become resilient. School support is not limited to academic results and grades, but school support is more significant than these two things. The importance of school support as a protective factor, mainly if children do not obtain positive parental relationships, then schools can provide defensive resources and parenting support. Behavioral problems in adolescents will be much reduced if they get parenting support from school and increase if they don't get care from school.

Teachers play a significant role in shaping resilience, especially the attitudes and behavior of teachers who demonstrate three protective factors: caring relationships, providing opportunities for participation and contribution, and high expectations for adolescents. To develop (high expectations).

Regarding caring relationships, schools that can build resilience are schools that can provide a sense of security and a sense of belonging to their young students, can achieve competence, can make young people feel the benefits of learning, and develop independence. The role of the teacher is significant, especially in the ability to support their young students when they encounter learning difficulties. Children and youth can learn from teachers' trust and appreciation, but on the other hand, children and youth also get the trust and respect of teachers and schools. Give attention when absent from school and establish genuine closeness. Teachers are not just academic instructors but also trusted people as well as positive models for the personal identification of their students. Teachers also understand and accept students unconditionally and pay attention so that students do not experience failure.

Providing high expectations means that schools and teachers, through close relationships and motivational messages for their students, as well as designing the structure, organization, curriculum, and practical school activities provided, can optimize the potential of their students. In addition, the teacher provides a lot of guidance and motivation and challenges students to achieve according to students' beliefs about what they can do to achieve achievement. Through verbal communication that ensures that students can do their best, it is also a form of high expectation. Schools and teachers do not allow failure and continue encouraging students who fail and do not show achievement. Schools and teachers invite students to plan for the future by asking students to see the meaning of life from a different perspective.

Providing opportunities to participate and contribute (opportunities for participation and contribution) means allowing students to express their opinions, make decisions, be actively involved in problem-solving, unleash their imagination, cooperate and help one another, and provide opportunities to apply themselves in society. Where students can

develop attitudes and competency characteristics of healthy psychological development and learning success. One of the competencies that students can achieve is independence. Schools must be able to form freedom in students because a school environment that provides experience and support in developing independence will make students have high curiosity, have an orientation to progress, solve problems well, have intrinsic motivation, and are committed to democratic values., and then will have high self-efficacy.

4 Conclusion

It can be concluded that school support is a protective factor that can prevent adolescents from risky behavior by providing defensive resources and parenting support in the form of caring relationship factors, providing opportunities for participation and contribution, and having high expectations for adolescents to develop (high expectation).

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