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## THE ROLE OF PARENTS IN BUILDING RESILIENCE IN EARLY CHILDHOOD

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### Abstract

This research is motivated by the readiness of individuals to adjust to various conditions and challenges faced. For example, during the pandemic conditions we have experienced, This pandemic condition forces individuals to adapt to conditions, including Indonesian families. This condition is also experienced by a person when dealing with unexpected disaster conditions. Many parents find it difficult to deal with their anxiety with all the pressure and keep their children safe. But as time goes by, individuals generally strive to rise from adversity and try to readjust. This ability to rise from depressed situation is called resilience. Resilience grows and develops throughout human life and begins to develop from early childhood. Everyone has different resilience abilities depending on the individual's experience and personality. In children, one of the factors that can play a role in the formation of resilience is the condition of the child's nearest and smallest environment, namely the family and parents. How much effort parents make to create a sense of security and comfort for the family, and the ability of parents to face obstacles is one of the factors that play a role in the formation of children's resilience. This study aims to find out how big the role of parental resilience plays in the formation of resilience in early childhood. The method in this study is a quantitative approach with a correlation technique. The sample was selected using a simple random sampling technique under the criteria of parents who have children aged 2 to 6 years. The result of this study is that parental resilience has a significant role in efforts to build resilience in early childhood ( $r = 0.487$ ). However, there are still other factors or variables that can play a role in the formation of early childhood resilience need further studies.

**Keywords:** Resilience, parent, early childhood

### Abstrak

Penelitian ini dilatarbelakangi oleh kesiapan individu dalam menyesuaikan diri dengan berbagai kondisi dan tantangan yang dihadapi. Misalnya pada saat kondisi pandemi yang kita alami, kondisi pandemi ini memaksa individu untuk beradaptasi dengan kondisi, termasuk keluarga Indonesia. Kondisi ini juga dialami seseorang ketika menghadapi kondisi bencana yang tidak terduga. Banyak orang tua yang merasa kesulitan untuk menghadapi kecemasan mereka dengan segala tekanan dan menjaga anak-anak mereka tetap aman. Namun seiring berjalannya waktu, individu umumnya berusaha untuk bangkit dari keterpurukan dan mencoba menyesuaikan diri kembali. Kemampuan untuk bangkit dari situasi tertekan inilah yang disebut dengan resiliensi. Resiliensi tumbuh dan berkembang sepanjang hidup manusia dan mulai berkembang sejak masa kanak-kanak. Setiap orang memiliki kemampuan resiliensi yang berbeda-beda tergantung dari pengalaman dan kepribadian individu tersebut. Pada anak, salah satu faktor yang dapat berperan dalam pembentukan resiliensi adalah kondisi lingkungan terdekat dan terkecil anak, yaitu keluarga dan orang tua. Seberapa besar usaha yang dilakukan orang tua untuk menciptakan rasa aman dan nyaman bagi keluarga, serta kemampuan orang tua dalam menghadapi rintangan menjadi salah satu faktor yang berperan dalam pembentukan resiliensi anak. Penelitian ini bertujuan untuk mengetahui seberapa besar peran resiliensi orang tua dalam pembentukan resiliensi pada anak usia dini. Metode dalam penelitian ini adalah pendekatan kuantitatif dengan teknik korelasi. Sampel dipilih dengan menggunakan teknik simple random sampling dengan kriteria orang tua yang memiliki anak usia 2 sampai 6 tahun. Hasil dari penelitian ini adalah resiliensi orang tua memiliki peran yang signifikan dalam upaya membangun resiliensi pada anak usia dini ( $r = 0,487$ ). Namun demikian, masih terdapat faktor atau variabel lain yang dapat berperan dalam pembentukan resiliensi anak usia dini yang perlu diteliti lebih lanjut.

**Kata kunci:** Resiliensi, orang tua, anak usia dini

## Introduction

Every individual is encouraged to be able to overcome and adapt to stressful and make individuals depressed situations, both adults and children. This ability is called resilience (Reivich & Shatté, 2002). Resilience develops throughout a person's life and will be influenced by the events experienced by the individual throughout his or her life. Early childhood forms its resilience based on the guidance of its environment, starting from the smallest environment, namely the family. Children see how parents deal with stressful situations and problems. When parents provide a safe environment and opportunities for children to feel capable of solving problems and rising from adversity, that is when a secure base will be created which is a fundamental factor in the formation of resilience in children (Gilligan, 1997; Paddington, N.S.W., 2014).

Post-disaster conditions, be they natural, non-natural, or social disasters, always force individuals to adapt to new situations and conditions during grief, fear, and anxiety time. This condition often affects all aspects of human life, such as economic conditions, physical and mental health, and education. One of the turning points for individuals is the pandemic condition experienced by the entire world community, including Indonesia, for approximately 2 years. Pandemic conditions have been affecting globally, including Indonesia. The rapid spread of the virus and the number of victims who have fallen due to COVID-19 make all parties need to adapt quickly, one of which is the existence of social restrictions that have been proven to reduce the rate of spread of the COVID-19 virus (Zhang et al., 2020). However, this has a further impact on other aspects, one of it is the psychological and educational aspects. Loss of children's play and exploration time, parental anxiety, and stress experienced by parents can affect children's development, one of which is the formation of resilience in early childhood.

Kristiyani and Pudjiati (2019) in their research revealed that parenting stress can be a risk factor that will affect the resilience of parents and families. Parents who experience adversity and live these difficulties as a stressful condition it will makes it difficult for parents and eventually to be productive will make it difficult for them to rise from adversity. This condition is then observed by the child and also felt by the child so that the sense of security that should be formed is not optimal. In addition, previous research has also found that to overcome and conquer stress in parents (parenting stress), family calmness and resilience are needed from all family members (Nabila et al., 2022).

Reivich and Shatte (2002) explain that the extent of resilience a person has can be seen from the following seven abilities:

1. Emotion regulation; the ability to stay calm when under pressure. Resilient individuals can control their emotions, attention span, and behavior when faced with stressful situations.
2. Impulse Control; the ability to control impulses and desires so that they can keep thinking logically and not be rash/impulsive when in stressful situations.
3. Causal Analysis; the ability to identify the source and cause of the problem. Resilient individuals can stall and analyze problems until they get to the source and cause of the

problem.

4. Self-efficacy; confidence in one's ability to face and overcome the problems faced.
5. Realistic optimism; the ability to remain optimistic and think positively that is realistic and under the conditions faced and the ability to overcome problems.
6. Empathy; the ability to understand the feelings and emotions of others and build good relationships with those around them.
7. Reaching Out; the ability to overcome, live, and get back up from the problems faced. Reaching out also includes the ability to improve the positive aspects of an individual's life.

These seven abilities are indicators of the level of resilience possessed by parents in dealing with difficult situations. Resilience continues to develop throughout an individual's life along with the increasingly varied conditions and problems faced. However, the formation of resilience can begin from early childhood. Children develop resilience through learning both directly and indirectly from their environment. The primary environment that plays the most role in developing children's resilience is the nuclear family which usually consists of parents, fathers, mothers, and primary caregivers.

In the journal *Countering Depression With Five Building Blocks of Resilience*, Grotberg (1999) explained that in order for a person to become more resilient, they must be able to feel that they have the ability to do something about the situation they are facing. The following is the paradigm of resilience (Grotberg, 1998):

**Table 1.1 Resilience Paradigm**

<b>Komponen</b>	<b>Definisi</b>	<b>Building Blocks</b>
<i>I Have</i>	Support the environment around the individual to increase resilience	<i>Trust</i>
<i>I Am</i>	The drive to develop inner strengths such as self-confidence, self-esteem, and responsibility.	<i>Autonomy, Identity</i>
<i>I Can</i>	Interpersonal takeover (acquisition) and Problem-solving skills	<i>Initiative, Industry</i>

These three fundamental factors for developing resilience in children cannot stand alone because these three factors are a unity of resilience paradigms that are dynamically related to each other. Daniel & Wassell (2002) argue that these three factors can be built through six domains of resilience. The six domains include:

- 1) Secure base, how is the basis of the feeling of having a child that is usually obtained from the home environment.
- 2) Education, how the school environment affects children's resilience.
- 3) Friends, how is the environment of friends and the wider children's community.
- 4) Child's interests and talents.
- 5) Positive values instilled in children.
- 6) Social competence, the extent to which children can adjust to the community.

These six domains contribute to the formation of children's level of vulnerability and resilience when faced with crisis conditions such as disasters, persecution, loss, and other challenges. A Secure base domain is obtained from the home environment

and the primary parent or caregiver. Parents' perception of the definition and signs of resilience in children will also play a role in efforts to build resilience in children. Karkkainen, et al. (2009) found in their research that parents tend to perceive signs of resilient children based on their children's abilities and success rate at school. Parents also perceive resilience in children based on gender, cognitive and verbal abilities, and parents' trust in their children's abilities. Thus, when parents believe in their children's abilities, they will be more able to facilitate the growth of a sense of ability (I can) in children which is one of the components of resilience.

Resilience is important to develop in early childhood as a source to be able to adapt to the social environment and face the challenges and diversity that exist around them. When children get challenges, problems, or misfortunes, they are not fragile and can stand up again. In building child resilience, children need to get good quality care and opportunities for learning, appropriate nutrition, and support from their immediate community and family. Children who have a healthy relationship and attachment with their parents tend to be more adaptive and can start life well (Masten & Gewirtz, 2006). This is also supported by research conducted by Gribble, et al., (1993) who interviewed 10–12 year old children and their parents. The results of the study show that the quality of the relationship between parents and children has a very important role in generating resilience in children who experience difficulties. This discovery is in line with the theory expressed by Grotberg (1998) about the components of resilience formation in children, namely the I Have component. When children have good resources and good support, it will encourage the growth of trust as the foundation of resilience.

Thus, parents and families have an important role in building resilience in children. If the previous study focused more on parenting, attachment, and parent-child relations in an effort to build resilience in early childhood, in this study, more attention will be focused on the parent profile, especially the resilience profile that parents have in an effort to build child resilience. Therefore, this study wants to see the extent to which parental resilience can play a role in the formation of resilience in early childhood.

## **Method**

This study was conducted based on a correlation research approach to see how far the role of parental resilience is in efforts to build resilience in early childhood. This research will be carried out with a survey technique in the form of filling out a questionnaire by parents to see the resilience of parents and the efforts made to form and develop resilience in early childhood. The variables studied are resilience which includes seven abilities, namely, emotional regulation, impulse control, causal analysis, self-efficacy, realistic optimism, empathy, and reaching out. In addition, it is also seen that the efforts made by parents in shaping children's resilience include resilience components, namely I have factor, I am factor, and I can factor.

The population in this study is parents who have children aged 2 – 6 years. The

sample from this study was selected using a simple random sampling technique, where everyone has the same opportunity to be a research sample. The sample in this study was not limited by the age of the parents, the level of education of the parents, or the number of children owned by the parents. Then, the measuring tool used in this study is the Resilience Quotient which includes seven abilities, namely emotion regulation, impulse control, causal analysis, realistic optimism, self-efficacy, empathy, and reaching out (Da Vinci House, 2004). This measuring tool is a standard measuring tool adapted for this research. The adaptation process includes a 2-stage translation process (English - Indonesia, then Indonesia - English) and conducting trials to see the reliability and validity of the measuring tool. The grid is as follows:

**Table 1.2 Parent Resilience Instrument Grid**

Indicator	No. Item	
	Favorable	Unfavorable
Emotion Regulation	13, 25, 26, 56	2, 7, 23, 31
Impulse Control	4, 15, 42, 47	11, 36, 38, 55
Optimism	18, 27, 32, 53	3, 33, 39, 43
Causal Analysis	12, 19, 21, 48	1, 41, 44, 52
Empathy	10, 34, 37, 46	24, 30, 50, 54
Self Efficacy	5, 28, 29, 49	9, 17, 20, 22
Reaching Out	6, 8, 14, 40	16, 35, 45, 51

In addition, a questionnaire was also used that measured efforts to build resilience in children by parents as the child's closest environment (secure based) including the resilience paradigms of "I have" factor, "I Am" factor, and "I Can" factor (Grotberg, 1998). With the following explanation:

**Table 1.3 Grid of Early Childhood Resilience Building Instruments**

Component	Operational Definition	No. Item	
		Favorable	Unfavorable
<i>I Have</i>	Parental support and assistance to children in facing challenges	1, 2, 3, 6, 8, 9, 10, 11	4, 5, 7
<i>I Am</i>	Parental support and assistance to children in facing challenges	12, 14, 15, 16, 17, 19	13, 18, 20
<i>I Can</i>	Parents appreciate their children's successes and provide guidance and direction when children feel difficult	21, 24, 25, 26, 27, 28, 29	22, 23, 30

The measuring instrument instrument was then tested to see the validity and reliability of the measuring instrument for each variable. In the parental resilience variable, the measuring instrument is a standardized and valid adaptation measuring instrument. The measurement instrument was then tested to see the reliability in the population of this study and obtained a Cronbach alpha coefficient of 0.844 (high reliability). As for the variable instrument for the formation of early childhood

resilience, a validity test was carried out with the construct validity method through the calculation of Pearson product-moment correlation, and of the 30 statement items, there were 8 invalid items so the items were discarded and 22 statement items remained. These items are described in table 3.3.

After a validity test was carried out, a reliability test was carried out on the early childhood resilience formation instrument with a total of 22 statement items, and a Cronbach alpha coefficient of 0.808 (high reliability) was obtained. Thus, it can be said that the instruments for both variables have been declared valid and reliable so that they can be used for research data collection.

## Results and Discussion

The results of this study were taken from 66 parents who had children aged 0 – 8 years. The subject in this study is one of the parents of children aged 0 – 8 years old, both fathers and mothers. The age range of the parent subjects in this study was 26–46 years the lowest age range of children was 11 months and the highest was 8 years and 6 months. The parent subjects in this study had an average number of children of 1–2 people. In addition to this data, this study also included data on the educational background of parents and parents who filled out questionnaires. Demographic data regarding the sample of this study are described in table 1.4. next:

Table 1.4 Demographic Data of Research Subjects

No	Category	Sub Category	Frequency	Percentage
1	Age of Parents	20 – 30 Tahun	10	15%
		30 – 40 Tahun	53	80%
		Diatas 40 Tahun	3	5%
2	Number of Children	1 anak	24	36%
		2 anak	25	38%
		Lebih dari 2 anak	17	26%
3	Parent Education	SMA dan Diploma	11	17%
		S1	40	60%
		S2 & S3	15	23%
4	Parent Tribe	Jawa	27	37%
		Sumatera	13	18%
		Sunda	24	33%
		Betawi	3	4%
		Suku Lainnya	6	8%

Based on table 1.4, it appears that most of the elderly who are respondents are between 30–40 years old. Most of the parent respondents have 1–2 children. Demographically, the respondents in this study are highly educated with a bachelor's degree. Meanwhile, the most common tribes caught in this study are the Javanese and Sundanese, followed by the Sumatran tribe. Thus, it can be concluded that the respondents in this study are classified as young parents from the millennial

generation with small families. A high level of education is assumed to show that parents have a good understanding and are equipped with good problem-solving skills.

The data obtained were then processed using regression analysis and the results are described in Table 1.5, below:

**Table 1.5 Results of Correlation and Linear Regression Test Analysis of the Role of Parental Resilience in the Formation of Early Childhood Resilience**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.487 <sup>a</sup>	.237	.225	7.612

a. Predictors: (Constant), SUMR

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1153.614	1	1153.614	19.908	.000 <sup>b</sup>
	Residual	3708.644	64	57.948		
	Total	4862.258	65			

a. Dependent Variable: SUMP

b. Predictors: (Constant), SUMR

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	46.623	10.907		4.275	.000
	SUMR	.245	.055	.487	4.462	.000

a. Dependent Variable: SUMP

Based on the data obtained from the results of correlation and regression analysis, the correlation coefficient value obtained was 0.487 with a significance value of 0.00 less than the confidence level value of 0.05 (sig. <  $\alpha$ ). Thus, it can be said that there is a significant relationship between variable x, namely parental resilience, and variable y, namely the formation of early childhood resilience with moderate strength.

If viewed from the R<sup>2</sup> value or determination coefficient (KD) obtained which is 0.237, it can be concluded that parental resilience has a contribution of 23.7% to the formation of resilience in early childhood. Meanwhile, the other 76.3% were influenced by other variables outside of parental resilience. Then, the regression equation model obtained based on the regression calculation is  $Y = 46.623 + 0.245 X$ . This means that the magnitude of the variable Y, in this case, the formation of early childhood resilience, will change if the value of X changes to the value of the regression equation.

Descriptively, most of the samples in this study have a low resilience of 47%, while those with high resilience are 24%. If you look at it in more detail per indicator, most of the sample has low scores for optimism and reaching out indicators. As for other indicators, they are in the high category. Most of the samples had high and very high scores on indicators of emotional regulation and self-control. In more detail, the descriptive results are described in the diagram:

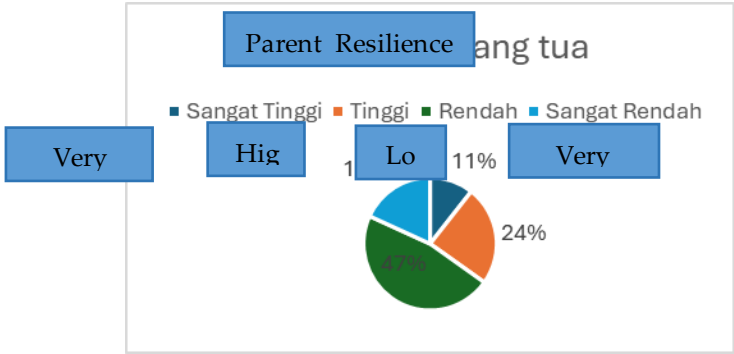
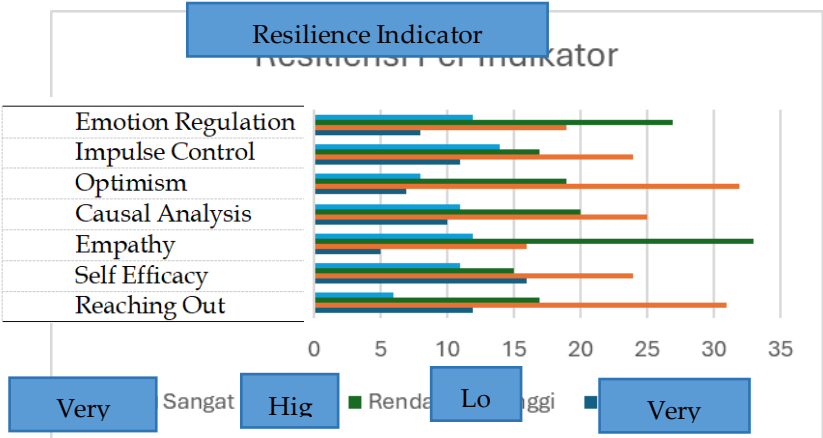


Figure 1.1 Descriptive Results of Parental Resilience



Gambar 1.2 Hasil Deskriptif Resiliensi Orang Tua Per Indikator

Then for the variables of early childhood resilience formation, it is seen through three components, namely I have, I am, and I can. Of the three components, the component that is of concern to parents is the I can component, although the other two components are also in the high category. Based on this, it appears that parents are trying to facilitate their children to form good resilience. In more detail, the data from the descriptive analysis on the variables of early childhood resilience formation are as follows:

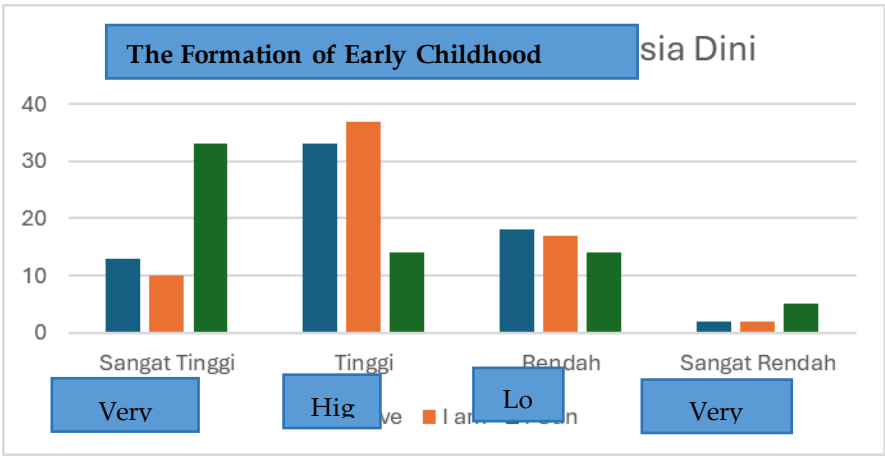


Figure 1.3 The Formation of Early Childhood Resilience

If you look at the data as a whole, it can be analyzed that, if parental resilience increases, parents' efforts to be able to facilitate early childhood to form good resilience



can also be increased. In general, the data shows that the resilience possessed by the parents who are the sample tends to be low, but parents still try to form high resilience in their children. The main focus of most parents is to bring out a sense of "I can" when compared to the other two components. The I Have component, which is the sense of having resources and support to face obstacles, is the least noticeable component compared to other components although it remains in a high category.

Based on the analysis of the results obtained, it can be explained that there is a significant relationship between parental resilience and parental efforts in the formation of resilience in early childhood, albeit with moderate strength. This means that in addition to parental resilience, some other aspects and variables also affect the formation of resilience in early childhood. This shows that the high and low resilience of parents will play a role and influence on parents' efforts in forming early childhood resilience.

This opinion is in line with the opinion of Daniel & Wassell (2002) who revealed six domains of resilience to build resilience in children, one of which is the feeling of belonging in children that is obtained or learned from the home environment (secure base), positive values instilled in children, and children's social competencies so that children can adjust to the community environment. These domains are acquired by children for the first time in the smallest environment of children (microenvironment), namely parents and nuclear families. Meanwhile, other domains can be obtained by children from a wider environment such as school, friends, and the community.

The family is the core source of growing a sense of security in children. The characteristics of a family that has a close relationship with the child, consistent and warm parenting, having a balance between demands and warmth will strengthen the foundation of resilience formation in children. Some studies also mention that socioeconomic conditions and the breadth of networks owned by families can also support children to be able to explore more (Shaifudin & Naimah, 2021).

If we quote the opinion of Bronfenbrenner (1981) who initiated the theory of ecology in human development, it can be explained that human beings develop by being shaped by the interaction between the individual and his environment. The environment starts from the smallest to the most extensive environment and the individual's personal experience. Bronfenbrenner divides the environmental system into five classifications, such as microsystems, mesosystems, ecosystems, macrosystems, and chronosystems. Microsystems are aimed at the first environment that can directly influence a child's development. The institutions in this system include the nuclear family, parents, and primary caregivers. So in early childhood, the formation of resilience begins with the microsystem. How the environment behaves and treats early childhood, then these experiences are the basis for children's development, including in forming resilience in children.

In addition to parents, teachers also have an important role in building resilience from early childhood to childhood. Teachers as authoritative figures that children meet

after to parents also play a role in providing a sense of security to children. A safe and healthy environment will support children to be able to play, explore, and optimize their abilities. Teachers can support by providing a safety system for children by fostering a sense of pride and ability in children (self-efficacy) and the ability to self-regulate. Teachers can provide safe relationships, especially for children who have experienced trauma or misfortune as an effort to provide a sense of security for children. By working with parents, teachers can add a layer of security for children, especially those who face adversity, to be able to get back on their feet (Sciaraffa et al., 2018). The discussion of resilience in children does not stop only at the resilience that children have, but also the characteristics of the environment that can optimize the growth of resilience in children. This collaboration is not only for this family and teachers but also for the wider environment such as health institutions and community communities (Nadila, 2024).

Resilience is the ability to overcome and adapt to severe events or problems that occur in life. Surviving in a state of distress, and even dealing with adversity or trauma experienced in his or her life (Reivich, K., & Shatté, 2002). This ability is important to build in an individual effort to be able to adapt to various conditions and get back on their feet. These skills include the ability to regulate emotions, self-control, optimism, empathy, cause and effect analysis, self-efficacy, and the ability to overcome and bounce back from adversity (reaching out). In this study, the eight abilities were analyzed in parents who have early childhood and the results were obtained that the resilience of the parents sampled in this study tended to be low, especially in the ability to overcome problems and rise from adversity (reaching out) and a sense of optimism. As for other abilities, parents have relatively high scores, especially on the ability to regulate emotions, self-control, and empathy. So that the sense of optimism and the ability to reach out needs to be redeveloped to improve the resilience ability of parents.

This ability then has an impact on the resilience-building efforts given by parents to their children. The results of the study show that the main component of concern for parents is to form a sense of "I can" in their children. Although the other two components, the sense of "I have" and "I am", are also in high scores, parents highlight the components of "I can" and "I am" more than "I have". The sense of having a source that can support individuals to face challenges and difficulties is a component that is also felt necessary for parents to develop, but not as focused as parents on developing a sense of ability and defining the individual.

If you look at the characteristics of Indonesian culture which has a strong sense of divinity and religion is the main foundation, this makes sense because there are terms that are also held by the community to face all difficulties, namely the terms "tawwakal" and "legowo". The two terms have a similar meaning, namely surrendering and accepting all the conditions given by the Supreme Creator. "Legowo" is often also used as a term to accept all the conditions given by authority figures. This can be a double-edged sword, with this belief, it will be easier for the Indonesian people to

accept misfortune. But also, this feeling can and then be lived and give rise to the fact that the individual lacks the resources that can support and help from the surrounding environment. Therefore, a sense of optimism is underappreciated as a feeling that needs to exist and can encourage the individual's ability to get back up (reaching out). This condition also appears in a study conducted by Satria & Sari (2017) which shows that the level of resilience of people in disaster-prone areas is 63% in the alert category. This means that the community understands that disasters may come again but has not yet reached a condition that is ready to face disasters.

In other studies, it was also found that Indonesian citizens, especially in flood-prone areas, have good abilities in impulse control, optimism, and causal analysis. However, it has a low ability for emotional regulation, empathy, self-efficacy, and reaching out (Taufiq et al., 2014). This shows that disaster preparation and mitigation efforts have not been optimal, which is a form of behavior of optimism and reaching out. Then these feelings are also taught to their children either directly or indirectly (through children's observation). Thus, the factor or component of "I have" also needs to be developed to be able to increase resilience in early childhood so that strong resilience is formed in the next generation. So that the ability of children to be able to mitigate or prevent to minimize the frequency and intensity of misfortunes can be reduced. This ability can arise when balanced by good cognitive and socioemotional abilities in children.

The profile of parental resilience in facing adversity and solving problems can be exemplified by children. In addition to gaining their experience independently, children will also learn based on learning from the parents experiences. Individual resilience in facing obstacles and the ability of individuals to analyze problems can also play a role in the formation of resilience (Ruther, 2007). This is also considered important for parents, especially mothers, to form resilience in children so that mothers come up with many strategies to be able to optimize the resilience possessed by children. Families actively seek strategies adapted to conditions and situations to support children in achieving the expected level of resilience (Taket et al., 2014). Parents have good enthusiasm in efforts to form and optimize resilience in children. This is related to the perception of parents that children who will succeed are tough. This toughness will give rise to children's confidence and a sense of ability in children (Tina et al., 2024).

These studies are in line with the concept of resilience formation based on three components, Particularly I Have, I Can, and I Am. A safe environment including parents, teachers, and the nearest community can create a sense of security and trust in the child so that he can explore without anxiety. Emotional education can effectively increase children's resilience. This education is a collaboration between schools, families, and communities (Sa'ida, 2024).

Early treatment and prevention strategies that focus on improving the quality of child-parent relationships, self-concept, and self-control can help children's mental

health and children's resilience to face adversity or obstacles (Miller-Lewis et al., 2013). To build a good quality relationship between parents and children, of course, a parent-child relationship (husband-wife) is also needed, which is also mature, strong, and good. Each parent needs to have a good self-concept and self-control. So the seven aspects of resilience which include Emotion Regulation, Impulse Control, Causal Analysis, Self-efficacy, Optimism, Empathy, and Reaching Out can be well developed as a provision for teaching resilience to children. When parents feel safe and confident in themselves, parents can facilitate and provide an environment that supports children (I Have), believe in children's abilities so that they give rise to a sense of ability in children (I Can) so that children have a good self-concept (I Am). This is also in line with research conducted by Alham et al. (2024) which stated that there are six different aspects of resilience in children, namely emotional regulation, impulse control, optimism, empathy, reaching out, and self-efficacy.

Thus, it can be said that even though there are factors of self-maturity in children to be able to form resilience, factors from the environment, especially parents, are still needed to optimize these abilities. In order for parents to provide the best facilities for children to form resilience in children, parents need to have good resilience and be in a safe and stable condition.

## Conclusion

Based on the description of the results and discussion, it was concluded that there was a significant relationship between the resilience of parents and efforts to build resilience in early childhood. However, the strength of the role of parental resilience is classified as moderate in the strength. Thus, some other factors or variables will play a role in the formation of resilience in early childhood. This study focuses not only on parental parenting to form resilience in early childhood but also on the profile of parental resilience to form resilience in early childhood. In other words, in this study, it was found that the resilience possessed by parents is related to and has a role in efforts to build resilience in children.

Based on the resilience profile of the parents, it was found that a sense of optimism and the ability to face challenges and solve problems (reaching out) still need to be developed in parents. This is because this ability is still relatively low. So that it has an impact on efforts to build resilience in early childhood. Parents need to increase efforts to facilitate and provide input that children have resources of help and support that can support and help them face all kinds of challenges faced by children (I Have).

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