

# Resilience of Vocational High School Students After Being Detained by Authorities During the 2025 Solo Demonstrations

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Article Info	Abstract
<p><b>Article history:</b> Submitted: 30-12-2025 Accepted: 26-02-2026 Published: 30-03-2026</p> <p><b>Keywords:</b> resilience; vocational students; demonstration; social support; school counseling.</p>	<p><i>This study aims to describe the resilience of vocational high school students after being detained by authorities during a demonstration in Solo. A qualitative case study approach was employed to explore the lived experiences of two male students from SMK N 5 Surakarta, identified as KCP and MR. Data were collected through semi-structured interviews, observation, and documentation, with additional confirmation from the school counselor. The data were analyzed using Grotberg's resilience framework, which includes three aspects: I Have, I Am, and I Can. The findings show that both participants developed resilience through different sources and processes. KCP's resilience was strongly supported by family, particularly his mother, who provided emotional, moral, and religious encouragement. This support helped him develop responsibility, self-acceptance, and motivation to change. In contrast, MR relied more on peer support due to limited family support. His friends provided emotional encouragement and practical assistance in facing the consequences of the incident. Both participants demonstrated responsibility and the ability to endure social stigma, although KCP showed stronger internal change and more adaptive problem-solving. This study concludes that adolescent resilience is dynamic, contextual, and shaped by the interaction of social support, internal strength, and coping ability.</i></p>
<p><b>Kata Kunci:</b> resiliensi; siswa SMK; demonstrasi; dukungan sosial; bimbingan dan konseling.</p>	<p><b>Abstrak</b> Penelitian ini bertujuan untuk mendeskripsikan resiliensi siswa sekolah menengah kejuruan setelah tertangkap aparat ketika mengikuti demonstrasi di Solo. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus untuk menggali pengalaman dua siswa laki-laki dari SMK N 5 Surakarta, yaitu KCP dan MR. Data dikumpulkan melalui wawancara semi-terstruktur, observasi, dokumentasi, serta konfirmasi dari guru BK. Analisis data menggunakan kerangka resiliensi Grotberg yang mencakup tiga aspek, yaitu <i>I Have, I Am, dan I Can</i>. Hasil penelitian menunjukkan bahwa kedua subjek mengembangkan resiliensi melalui sumber dan proses yang berbeda. Resiliensi KCP didukung kuat oleh keluarga, terutama ibu, yang memberikan dukungan emosional, moral, dan religius. Dukungan tersebut mendorong KCP untuk bertanggung jawab, menerima diri, dan berkomitmen memperbaiki perilaku. Sebaliknya, MR lebih banyak bertumpu pada dukungan teman sebaya karena dukungan keluarga yang terbatas. Teman sebaya membantu MR memperoleh penguatan emosional dan solusi praktis dalam menghadapi dampak peristiwa tersebut. Kedua subjek menunjukkan tanggung jawab dan kemampuan menghadapi stigma sosial, meskipun KCP memperlihatkan perubahan internal dan pemecahan masalah yang lebih adaptif. Penelitian ini menyimpulkan bahwa resiliensi remaja bersifat dinamis, kontekstual, dan terbentuk melalui interaksi antara dukungan sosial, kekuatan internal, dan kemampuan menghadapi masalah.</p>
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## Introduction

Children's and students' involvement in public demonstrations is not a new phenomenon in Indonesia. The Indonesian Child Protection Commission reported that 3,565 children were involved in labor and student demonstrations on October 7–8, 2020, and were detained at police stations in several regions (KPAI, 2020). A similar pattern reappeared in 2025, when reports indicated that 1,058 children in Central Java were arrested between August 29 and September 1, 2025, in relation to demonstrations (Nafi, 2025). These data suggest that children and adolescents may become directly involved in politically charged public events, placing them at risk of legal conflict, social stigma, psychological distress, and disrupted schooling.

Normatively, Indonesia has a legal framework that protects freedom of expression and public assembly. Law No. 9 of 1998 recognizes the right to express opinions in public, while Law No. 39 of 1999 on Human Rights and Law No. 12 of 2005 on the ratification of the International Covenant on Civil and Political Rights strengthen the protection of civil and political rights. However, when children are involved in demonstrations, the state must balance public order with child protection. This is especially important because Law No. 11 of 2012 on the Juvenile Criminal Justice System requires the prioritization of restorative justice and diversion in handling children in conflict with the law.

The tension between legal protection and field realities becomes critical when students experience arrest, interrogation, violence, or social labeling after demonstrations. Such experiences may produce psychological pressure, including fear, shame, anxiety, withdrawal, and uncertainty about the future. In the context of vocational high school students, these pressures may also affect school adjustment, peer relations, family communication, and career aspirations. Therefore, the issue should not be viewed only from a legal perspective, but also from a psychological and educational perspective, particularly through the lens of resilience. The present study is based on the experiences of two male vocational high school students, KCP and MR, who were detained after participating in a demonstration in Solo.

Resilience is a relevant concept for understanding how adolescents recover from stressful or potentially traumatic experiences. Southwick et al. (2014) explain that resilience is not a fixed personality trait, but a dynamic process of adaptation in the face of adversity, trauma, threat, or significant stress. Masten and Motti-Stefanidi (2020) further argue that resilience among children and youth should be understood through a multisystem perspective, because adaptation is shaped by interactions among individuals, families, schools, communities, and broader social systems. Similarly, Ungar and Theron (2020) emphasize that resilience and mental health depend on multiple biological, psychological, social, institutional, and ecological systems that support positive outcomes under adversity.

In adolescence, resilience is strongly influenced by social support, coping strategies, self-efficacy, emotional regulation, and access to supportive environments. Cao et al. (2024) found that social support positively contributes to youth resilience, while mature coping styles mediate the relationship between social support and resilience. This finding is relevant to the present study because the two participants showed different sources of support: KCP relied strongly on family support, particularly his mother, while MR relied more heavily on peer support. Such differences indicate that resilience may emerge through different relational pathways, depending on the availability and quality of social resources.

Grotberg's resilience framework provides a useful conceptual lens for interpreting these experiences. The framework identifies three sources of resilience: I Have, I Am, and I Can. I

Have refers to external support and resources, such as family, peers, school, and community. I Am refers to internal strengths, including responsibility, empathy, self-acceptance, hope, and moral awareness. I Can refers to interpersonal and problem-solving skills, such as communication, emotional regulation, decision-making, and coping with social pressure. This framework is appropriate for the present study because the resilience of students after detention is not only shaped by their personal strength, but also by the support systems and coping skills available to them.

Previous studies have examined adolescent resilience in relation to family support, peer support, academic pressure, and traumatic experiences. However, limited research has specifically explored the resilience of vocational high school students after being detained by authorities during public demonstrations. This context is distinctive because it combines multiple stressors: legal conflict, possible physical violence, family tension, social stigma, shame, school discipline, and anxiety about future opportunities. These overlapping pressures make it necessary to examine resilience as a situated and relational process rather than as an individual trait alone.

Based on this gap, the present study aims to describe the resilience of vocational high school students after being detained by authorities during a demonstration in Solo. Using Grotberg's I Have, I Am, and I Can framework, this study explores how students obtain social support, construct internal strength, and develop coping abilities after experiencing detention and social pressure. The findings are expected to contribute to school counseling practice by offering insights into how counselors, parents, and schools can provide more empathetic, restorative, and sustained psychosocial support for students who experience legal conflict and post-incident stigma.

## **Research Method**

### **Research Design**

This study employed a qualitative approach with a case study design. This design was selected because the study aimed to explore in depth the resilience of vocational high school students after being detained by authorities during a demonstration. A case study is appropriate for examining a specific phenomenon within its real-life context, particularly when the experience is complex and closely related to social, psychological, and educational conditions (Crowe et al., 2011).

In this study, resilience was not measured using quantitative scores. Instead, it was interpreted through the participants' personal narratives, behavioral responses, and social experiences. Grotberg's resilience framework was used as the conceptual basis, consisting of three main aspects: I Have, I Am, and I Can.

### **Participants**

The participants were selected using purposive sampling, as the study required individuals who had directly experienced the phenomenon being investigated. Purposive sampling is suitable in qualitative research because it allows researchers to select participants who can provide rich and relevant information related to the research focus (Palinkas et al., 2015).

The criteria for selecting participants were as follows: students, male, aged 15–18 years, participated in a demonstration in Solo, were detained by authorities, and were willing to

participate in the study. Based on these criteria, two male students from SMK N 5 Surakarta were selected as the main participants: KCP and MR, both aged 17 years. A school counselor was also involved as a supporting informant to provide additional information regarding the participants' behavioral changes, social support, and post-incident adjustment. This section was developed based on the manuscript data provided by the user.

### **Data Collection Techniques**

Data were collected through semi-structured interviews, observation, and documentation. Semi-structured interviews were used as the main data collection technique. The interview guide was developed based on Grotberg's three resilience aspects: I Have, I Am, and I Can. The interview explored participants' sources of support, emotional responses after the incident, sense of responsibility, self-acceptance, coping strategies, and efforts to recover from social pressure.

Semi-structured interviews were chosen because they allow the researcher to use guiding questions while still providing flexibility to ask follow-up questions. This technique enabled the researcher to explore participants' experiences more deeply without losing the focus of the study. The use of interview procedures also followed qualitative reporting principles that emphasize clarity in participant characteristics, interview context, data collection, and interpretation (Tong et al., 2007).

### **Observation**

Observation was conducted to record the participants' nonverbal responses during the interviews. The observed aspects included facial expressions, eye contact, tone of voice, pauses, body gestures, and emotional changes when participants discussed their family, peers, authorities, school, and social environment.

Observation was important because resilience was not only reflected in verbal statements, but also in emotional and behavioral responses. The observation was conducted naturally with the assistance of a supporting observer to obtain more complete behavioral notes during the interview process.

### **Documentation**

Documentation was used to complement interview and observation data. The documents included interview notes, observation notes, school counselor confirmation, and other relevant supporting information. Documentation helped strengthen the interpretation of the participants' resilience experiences.

### **Research Instruments**

The main instrument in this qualitative study was the researcher. The researcher played a central role in designing the interview guide, conducting interviews, observing participants' responses, interpreting the data, and drawing conclusions.

Supporting instruments included:

1. Interview guide, used to explore participants' experiences based on the aspects of *I Have, I Am, and I Can*.
2. Observation sheet, used to record participants' nonverbal responses during interviews.

3. Documentation notes, used to record supporting data from the school counselor and other relevant sources.

### **Research Procedure**

The research was conducted in several stages. First, the researcher determined the research focus, namely the resilience of vocational high school students after being detained by authorities during a demonstration. Second, the researcher established participant criteria and selected participants using purposive sampling. Third, the researcher prepared the interview guide based on Grotberg's resilience framework.

Fourth, interviews were conducted with the two main participants and the school counselor. During the interviews, the researcher also observed the participants' emotional and behavioral responses. Fifth, data from interviews, observations, and documentation were analyzed thematically using the *I Have, I Am, and I Can* framework. Finally, the researcher compared data from participants and the school counselor to strengthen the interpretation of the findings.

### **Data Analysis**

Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which consists of data condensation, data display, and conclusion drawing.

In the data condensation stage, the researcher selected and organized relevant data related to social support, responsibility, self-acceptance, confidence, stigma, coping ability, and problem-solving. These data were then grouped according to the three aspects of resilience: *I Have, I Am, and I Can*.

In the data display stage, the data were presented in descriptive narratives, interview excerpts, observation notes, and a summary table of the participants' resilience conditions. This stage helped clarify the similarities and differences between KCP and MR.

In the conclusion-drawing stage, the researcher interpreted the patterns that emerged from the data. The analysis focused on how each participant developed resilience through external support, internal strength, and coping ability. Thematic analysis was also used to identify patterns of meaning across interview and observation data, as suggested by Nowell et al. (2017).

### **Trustworthiness of the Data**

The trustworthiness of the data was maintained through source triangulation, technique triangulation, and interpretation checking. Source triangulation was conducted by comparing data from KCP, MR, and the school counselor. Technique triangulation was conducted by comparing interview data, observation notes, and documentation.

Credibility was strengthened through the use of multiple data sources. Dependability was maintained by documenting the research process, including participant selection, interview procedures, observation notes, and data analysis. Confirmability was supported by the use of direct participant quotations and school counselor confirmation as the basis for interpretation. These strategies are consistent with the principles of trustworthiness in qualitative research, which include credibility, transferability, dependability, and confirmability (Korstjens & Moser, 2018).

## **Ethical Considerations**

This study considered ethical principles because the topic involved sensitive experiences, including detention, social pressure, and possible physical violence. Before data collection, participants were asked for their willingness to take part in the study. Their identities were anonymized using initials, namely KCP and MR, to protect confidentiality.

The interviews were conducted carefully to avoid causing additional psychological discomfort. Participants were given the freedom to answer, refuse to answer, or stop the interview if they felt uncomfortable. All data were used only for academic purposes.

## **Results and Discussion**

### **Results**

This study aims to describe the resilience of vocational high school students who were detained by authorities after participating in a demonstration in Solo. Resilience in this study was not measured using quantitative scores, but was interpreted through the participants' personal experiences based on interviews, naturalistic observation, and confirmation from the school counselor. The analysis was guided by Grotberg's three sources of resilience: I Have, I Am, and I Can.

#### 1. *I Have*: Social Support as the Main Source of Resilience

The *I Have* aspect refers to external support and resources obtained from the social environment, including family, peers, school, and community. In the case of KCP, the strongest source of resilience came from his family, especially his mother. KCP stated that his mother's words motivated him to become aware of his mistake and encouraged him to change.

*"My mother's words."*

*"She told me, just this once, do not repeat it again. I hope you can become better. You are a man, and you must be consistent in performing the five daily prayers."*

This statement indicates that KCP's mother provided not only emotional support, but also moral and religious guidance. The observation data strengthened this finding. KCP became teary-eyed and spoke haltingly when recalling his mother's advice. This emotional response shows that family support had a deep psychological meaning in his recovery process. The school counselor also confirmed that KCP received strong support from his family. His mother accompanied him in several activities and encouraged him to engage in more positive routines. The school was also involved in supporting KCP after the incident. Therefore, the *I Have* aspect in KCP was strongly identified through family support, school assistance, and a social environment that encouraged positive behavioral change.

In contrast, MR's main source of *I Have* came from peer support. MR experienced tension with his mother, and they did not communicate for approximately two weeks after the incident. Although his mother eventually initiated communication, MR felt stronger support from his friends.

*"From my friends. They said, 'Keep going, don't give up.' They also helped me think of a solution because my motorcycle was being held at the police station."*

This statement shows that MR's peers provided both emotional and practical support. They encouraged him and helped him think through the problem. Observation data showed that

MR looked sad when talking about his mother, but smiled slightly when describing the support from his friends. This suggests that peer support became an important source of psychological comfort for MR. Overall, both participants demonstrated the *I Have* aspect, although the sources of support differed. KCP's resilience was mainly supported by his family, while MR's resilience was mainly supported by his peers. This finding indicates that resilience can emerge from different forms of social support. As long as adolescents have relationships that provide safety, acceptance, and encouragement, the recovery process can still occur.

## 2. *I Am*: Responsibility, Self-Acceptance, and Awareness of Change

The *I Am* aspect refers to internal qualities such as responsibility, self-acceptance, empathy, confidence, and moral awareness. In KCP, this aspect appeared through his willingness to take responsibility for the incident.

*"What I did is my responsibility. I have to bear the shame."*

This statement shows that KCP began to understand the consequences of his actions. He did not only feel ashamed, but also accepted that the problem had to be faced personally. KCP also showed guilt and empathy toward his parents.

*"I felt very sad seeing my mother cry and seeing my father looking tired."*

This response indicates that KCP's guilt became a turning point that encouraged him to improve himself. He stated that he tried to regain motivation by improving his religious practice and behavior.

*"To regain my spirit, I try to perform the five daily prayers properly and behave more positively."*

These findings show that the *I Am* aspect in KCP was relatively strong. He demonstrated moral awareness, responsibility, self-acceptance, empathy, and motivation to change. The school counselor also stated that KCP showed improvement in his personal quality, developed stronger principles, wanted to finish school, and became more careful before violating school rules. In MR, the *I Am* aspect appeared through responsibility and increased self-confidence after experiencing the problem.

*"I have to be brave enough to take responsibility."*

*"I feel more confident because I have gone through all of this."*

These statements show that MR had an internal drive to face the problem. However, based on the school counselor's confirmation, MR's internal change was not as strong as KCP's. The counselor explained that MR still showed old habits, had not yet developed strong life principles, and received limited family support due to his family situation. Thus, both participants showed the *I Am* aspect, but with different levels of strength. KCP demonstrated clearer internal transformation through guilt, self-acceptance, responsibility, and commitment to change. MR showed responsibility and confidence, but his internal change was

not yet stable. This difference suggests that strong external support, especially from family, may strengthen internal resilience.

### 3. *I Can*: Coping Skills and Ability to Face Social Stigma

The *I Can* aspect refers to social and problem-solving skills, including communication, emotional regulation, decision-making, and the ability to handle pressure. In KCP, this aspect was shown through his ability to accept social consequences after the incident.

*“I promise not to make even a small mistake again. I accept it sincerely. What else can I do? This was my own behavior.”*

This statement shows that KCP began to accept social stigma as a consequence of his actions. He was no longer only ashamed or withdrawn, but had started to develop a commitment not to repeat the mistake. This reflects the development of adaptive coping skills.

The school counselor also stated that KCP had become more capable of solving problems and continued attending school despite social pressure. He began to communicate and open himself again after previously withdrawing and staying in his room. Therefore, the *I Can* aspect in KCP appeared through positive decision-making, communication, acceptance of consequences, and the ability to face stigma.

In MR, the *I Can* aspect appeared in his ability to endure stigma from the community.

*“If people talk about me, I just ignore them. If people stare at me, I stare back.”*

This statement shows that MR tried to face social pressure by enduring and ignoring negative comments. However, his coping strategy still appeared somewhat reactive. The school counselor stated that MR had good communication skills, but was still weak in problem-solving. This was reflected in his school attendance, which had not fully improved.

Therefore, the *I Can* aspect was identified in both participants, but with different qualities. KCP showed more adaptive coping through acceptance, communication, and positive decision-making. MR showed endurance, but still needed support to strengthen problem-solving and decision-making skills.

## **Discussion**

The findings show that the resilience of both participants was formed through the interaction between external support and internal strength. This supports Southwick et al. (2014), who explain that resilience is not a fixed trait, but a dynamic process of adaptation when individuals face adversity, trauma, threat, or significant stress. In this study, detention by authorities, physical violence, social stigma, shame, and anxiety about the future became psychological and social pressures that required the participants to adapt.

The strongest finding in this study is the role of the *I Have* aspect. KCP showed clearer positive change because he received strong family support, especially from his mother. This support provided emotional safety, moral reinforcement, and direction for change. MR, on the other hand, had weaker family support but was able to endure the problem because of peer support. This finding shows that social support can come from different sources, including family, peers, school, and community. Cao et al. (2024) found that social support positively

influences youth resilience, and that mature coping styles mediate the relationship between social support and resilience.

Family support in KCP's case was important because it did not only provide comfort, but also helped rebuild moral orientation and behavioral awareness. His mother's advice about not repeating the mistake, becoming a better man, and maintaining the five daily prayers became a form of emotional, moral, and religious support. This aligns with Murniasih and Irvan (2023), who found that social support can strengthen resilience in adolescents, while self-efficacy plays an important mediating role in the process.

In MR's case, peer support became the dominant source of resilience. His friends encouraged him, helped him think of solutions, and became a source of emotional support when his family relationship was tense. This shows that during adolescence, peers can function as an important protective factor, especially when family support is limited. Therefore, MR's resilience did not grow primarily from a strong family structure, but from peer networks that provided acceptance and practical help. The *I Am* aspect shows that resilience is not only determined by external support, but also by internal qualities. KCP showed responsibility, guilt, empathy toward his parents, and awareness of change. These responses indicate that pressure did not only produce negative effects, but also created space for self-reflection. Hagen et al. (2020) emphasize that resilience is related to psychological protective factors that help individuals maintain self-esteem and reduce vulnerability to negative thinking.

MR also demonstrated the *I Am* aspect through his sense of responsibility and increased confidence after the incident. However, the school counselor's data indicated that MR's internal change was not yet as strong as KCP's. MR still needed guidance because he had not developed stable life principles and continued to show some old habits. This suggests that initial responsibility does not automatically lead to stable behavioral change. Resilience should therefore be understood as a gradual process, not as an immediate condition achieved after an individual expresses the desire to change.

The *I Can* aspect highlights the different coping strategies used by KCP and MR. KCP showed the ability to face stigma by accepting social consequences and committing not to repeat his mistake. He began to open himself, communicate with others, and return to school activities. MR was also able to endure stigma, but his coping strategy was more defensive, such as ignoring negative comments or reacting to people's stares. This difference indicates that the ability to face social pressure depends not only on courage, but also on adaptive problem-solving skills. Overall, KCP's resilience appeared more developed because the three aspects of Grotberg's framework supported one another. He had strong family support (*I Have*), responsibility and self-acceptance (*I Am*), and the ability to make positive decisions and face stigma (*I Can*). Meanwhile, MR's resilience relied more heavily on peer support and endurance. He had *I Have* through friends, *I Am* through responsibility and confidence, and *I Can* through the ability to face social stigma, but he still needed further support in problem-solving and decision-making.

These findings reinforce the idea that resilience is dynamic, contextual, and relational. Resilience does not exist only within the individual, but is shaped through relationships with parents, peers, school counselors, schools, and the wider social environment. Southwick et al. (2014) also emphasize that resilience can be understood at individual, family, organizational, community, and cultural levels. Therefore, the recovery process of students after stressful experiences should be viewed ecologically, not only personally.

In the school context, these findings have important implications for guidance and counseling services. School counselors need to identify the main sources of student support, whether they come from family, peers, or school. For students like KCP, family-based strengthening can become the main intervention strategy. For students like MR, peer support should be strengthened while communication with family is gradually rebuilt. In addition, counseling services should help students develop the *I Can* aspect, including problem-solving, emotional regulation, assertive communication, and decision-making skills.

This study also shows that students who experience detention, violence, and social stigma should not only receive moral advice. They need continuous psychological support, opportunities for reflection, social support, and concrete recovery strategies. Thus, Grotberg’s *I Have, I Am, and I Can* framework can be used as a practical basis for school counselors and parents in helping students recover from stressful and potentially traumatic experiences.

**Table 1. Brief Description of Participants’ Resilience Conditions**

<b>Participant</b>	<b><i>I Have</i></b>	<b><i>I Am</i></b>	<b><i>I Can</i></b>
KCP	Strong family support, especially from his mother, as well as support from school and the social environment.	Responsibility, self-acceptance, guilt toward parents, and motivation to improve behavior.	Ability to make positive decisions, communicate, accept social consequences, and face stigma.
MR	Peer support was stronger than family support.	Responsibility and increased confidence after going through the problem, although internal change was not yet stable.	Ability to endure community stigma, but still needed support in problem-solving and decision-making.

### **Conclusion**

This study concludes that the resilience of vocational high school students after being detained by authorities during a demonstration is formed through the interaction of external support, internal strength, and coping ability. Based on Grotberg’s resilience framework, the two participants demonstrated different but meaningful patterns of resilience through the aspects of *I Have, I Am, and I Can*.

KCP’s resilience was strongly supported by family, especially his mother, whose emotional, moral, and religious encouragement motivated him to reflect on his actions and commit to positive change. His resilience was also reflected in responsibility, self-acceptance, empathy toward his parents, and the ability to make better decisions after the incident. In contrast, MR’s resilience was more strongly supported by peers. Although family support was limited, his friends provided emotional encouragement and practical assistance, helping him endure social pressure and regain confidence.

The findings show that resilience is not a fixed personal trait, but a dynamic and contextual process. Students may recover from difficult experiences when they have meaningful support systems, internal awareness, and coping skills to face stigma and social consequences. However, the quality of resilience differs depending on the strength of family support, peer relationships, personal reflection, and problem-solving ability.

This study highlights the importance of school counseling services in assisting students who experience legal conflict, detention, violence, or social stigma. School counselors need to provide continuous psychosocial support, strengthen family and peer involvement, and help students develop responsibility, emotional regulation, decision-making, and adaptive coping

skills. Therefore, resilience-based counseling can serve as an important approach to helping students recover, rebuild self-confidence, and continue their educational development after stressful experiences.

### **CRedit Authorship Contribution Statement**

All authors contributed to the conceptualization, methodology, data collection and analysis, manuscript writing, revision, and approval of the final version. All authors take responsibility for the content of this article.

### **Data Availability Statement**

The data used in this study are available from the corresponding author upon reasonable request. The data are not publicly available due to respondent confidentiality and ethical considerations.

### **Declaration of AI-Assisted Writing**

The authors declare that AI-assisted writing tools were used only to improve language, grammar, and readability. All scientific content, analysis, interpretation, conclusions, and academic responsibility remain entirely with the authors.

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The authors declare no financial or non-financial competing interests that could influence the research process, manuscript writing, data interpretation, or publication of this article.

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