

## **Formation of Self-Resilience Based on Richardson's Self-Resilience Model**

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### **ABSTRACT**

Self-resilience naturally explains the ability of an individual to deal with stresses or trauma in life and successfully adjust themselves positively to the environment and challenges they face. Individuals who have self-resilience are able to cope with pressure so that they become better individuals than before. Resilience distinguishes between individuals who are able to survive even though they are forced to navigate the twists and challenges in life with individuals who are unable to survive but instead experience life that is ravaged by signs. The phenomenon of self-resilience is one aspect of positive psychology which is a scientific approach that examines the strengths and positive values of humans. Recent studies regarding self-reliance focus much attention on the various ways of adjusting and changing as well as the interactions that apply between children and their families and their surrounding factors. The five terraces of resilience (Resilience Core) discussed are purposeful life, perseverance, redha (equanimity), self-reliance and existential aloneness.

**Keywords:** Richardson's Self Resilience Theory Model, Self-resilience, Positive Psychology, Positive Adjustment

### **INTRODUCTION**

The formation of self-resilience is a systematic process that applies between a person and his surroundings (Ungar, 2005). According to Cabness (2003), self-resilience refers to the situation of someone who is still competent and able to survive or function perfectly despite threats and pressures in life.

The ability to persevere and function perfectly needs to involve the actions and thoughts of the individual entrusted to perpetuate the balance (equilibrium) even though they are living in a shattered life. Individuals who turn into individuals who have self-resilience are said to have a positive action to deal with the threats they face (Cabness, 2003).

Self-resilience also illustrates the strength, power and resistance of lasak (Greeff & Van Der Merwe, 2004). Self-resilience henceforth carries the intention of positive adjustment even though it is afflicted by suffering in life (Sameroff, 2006).

According to Azlina (2010) students who are known to have self-resilience are students who have successfully adapted to risky living conditions. Richardson (2002) defines self-resilience as experiencing better life development despite the disruption and threats in their lives.

Self-resilience is an effort to rise from the beginning caused by events or trauma (Chen & George, 2005) or become better despite facing difficulties in life (Patterson, 2002). Alvord and Grados (2005) further define self-resilience as a person's skills, characteristics and ability to make positive adjustments to the hardships, challenges and bitterness of life experienced.

Patterson (2002) argues that a person is said to have self-resilience when he is in two main situations namely the first situation is distress, trauma or challenges in life when the second situation is also able to 'wake up' from trauma and get better. Without distress or trauma a person is not said to have self-resilience despite showing positive adjustments.



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and enhance the quality of life because positive humans will be more willing to face any problems that will come (Synder & Lopez, 2007).

Self-resilience is interpreted as a complex and multidimensional construct that may be used in various disciplines (Haase, 2004). There are investigators who define self-resilience as personality traits (Stewart, 1997; Wagnild & Young, 1993), or as outcomes obtained as a result of stresses and threats in one's life (Masten, 2001; Olsson, Bond, Burns, Vella-Brodrick, & Sawyer, 2003). Self-resilience is also seen as a dynamic and continuous process (Luthar, Cicchetti, & Becker, 2000; Schoon, 2006). According to Martin and Marsh (2008), in the context of positive psychology self-resilience in the academic field is defined as the ability of students to deal with hardships and challenges in learning such as peer pressure, assignments and satisfying marking.

Information and knowledge related to self-resilience can be used to link the concept of protective factors from the environment and the inner strength of an individual to overcome the negative impression of challenges and trauma experienced in one's life (Rutter, 1985; Werner & Smith, 2001, Luthar, 2003). The principle construct for self-resilience is power (Richardson, 2002), which means that the study or case discussed focuses more on the factors that cause the triumph of an individual rather than discussing to eliminate the factors that cause failure. According to Richardson (2002), self-resilience is not a true characteristic but it is an individual act of retaliation towards a stimulus. This statement carries the intention, the characteristic of self resilience that is manifested in an individual person is an individual's response to a stimulus such as a disturbance or threat that applies in his life.

In line with Richardson's statement (2002) above, Schoon (2006) has also put forward several concepts of the principle of self-resilience namely:

- i. Having a satisfying life despite the stresses in life.
- ii. Can still survive despite dealing with challenges.
- iii. Able to recover from coughing trauma.

Cabness (2003), refers to individuals who have self-resilience in the academic field as a non-existent person who has high cognitive abilities such as having high problem solving skills. When, in terms of recovery too, individuals who have self-resilience are individuals who have the effort to recover from trauma and can eliminate all the pain they face.

Beauvais and Oetting (1999) report that self-resilience is not the original character that is found in individuals, but the more dominant factors affecting self-resilience are protective factors. Wong (2003) also asserts that a broader perspective seen above self-resilience is the process of positive adjustment, that is, the process of changing the tone and overcoming the problems faced instead becomes stronger than before.

According to Wagnild and Young (2008), there are five main characteristics as a basis for the concept of self-resilience namely:

- i. Having a purposeful life is the most important characteristic and is based on four other characteristics. The purpose of life is a driving factor in one's life, especially difficult and unexpected conditions.
- ii. Perseverance is a feeling of determination to overcome all difficulties, obstacles and sadness (Wagnild & Young, 2008). Individuals who are banned in handling all forms of life obstacles are those who have self-resilience. Self-resilience is the ability to rise first if it falls and only the shortcomings that can make individuals to rise first.
- iii. Redha (equanimity) intends to have a balanced and harmonious life. Individuals who have self-resilience are always optimistic, always looking for opportunities even in a troubling situation.
- iv. Believe in self (self-reliance) that is the trust of an individual person over the effort and shortcomings contained in oneself. Individuals who are self-reliant will learn from all the experiences that they face, especially their skill in solving problems.
- v. Being alone (existential aloneness) is meant is someone who has high self-resilience capable of 'living in his own world'. However, being alone does not mean to undermine the interests of having a close relationship with others.

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## RESEARCH METHOD

The qualitative inquiry method was used through boasting of up to five fourth-grade students from a selected school in Kedah. The question of boasting was arranged in order to explore more deeply the formation of student self-resilience from the background of the divorced mother.

## RESULTS AND DISCUSSION

Table 1. Result study

<i>purposeful life</i>	Respondent A was still able to perpetuate interest in the lesson even though he was in a separated family. This illustrates that he has a high academic resilience. The results of the gibberish prove the support received especially from family, friends and teachers is the most important element to help respondents to always have a clear purpose in life.
<i>perseverance</i>	The results of a conversation with Respondent A showed that he was able to follow the design that was made and at the same time had a high learning discipline and always tried to be earnest to achieve everything that was designed.
<i>equanimity</i>	If the question is related to the action taken if it is confronted with a disagreement between family experts, respondent A gives an answer that proves he is a person who has self-resilience because he is still able to focus attention in lessons without high concern and will not continue to think about problems beyond his ability to solved by myself.
<i>self-reliance</i>	The results of a conversation with Respondent B proved that the respondent was able to travel through a difficult time due to the divorce of the mother and father and continue his school life as usual. He has succeeded in using memorable learning strategies that continue to show brilliant eternal torture decisions despite facing the conflict of your father.
<i>existential aloneness</i>	Examining the results of a conversation with respondents D found that the respondent was a person who was very independent and was able to make his own decisions on various cases, especially in the field of learning. When questioned regarding the selection of subjects as there is Science or Literature, he declared that the election was made on his own without being influenced by others. Likewise, if faced with a problem he would solve it himself.

## CONCLUSIONS

Talks related to resilience need to link between the two main constructs, namely experience or exposure to difficult circumstances when the second construct is a positive adjustment process such as the ability to handle pressure (Richardson, 2002). According to Zeynep and Firdevs (2011), among the main factors that underlie the concept of resilience is the realization of the ability of individuals to be individual personality traits to overcome the difficulties they experience. Therefore, this study may be specialized again by examining the personality factor of individuals who have high resilience so that existing knowledge can be used to foster resilience of other individuals. This case was also explained by Imam Al-Ghazali (1995) which emphasizes the element of human resilience originating from within themselves.

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