Analysis of survival-skills among adolescents in Yogyakarta

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Article Info	ABSTRACT
	The survival-skills are important to be possesed by adolescents. Nowadays, the threats in their environment are increasing and having survival-skill would help them to cope with problem that they face. Unfortunately, empirical study on survival-skills are rarely conducted. The purpose of this study is to examine and obtain an empirical picture of adolescent survival-safety skills in Yogyakarta. The research method that has been applied is a survey of 312 adolescents in 5 schools in Yogyakarta. The conclusion of this study is an affirmation of the findings of the findings as well as answers to the research questions that adolescents in Yogyakarta are generally in the potential of Survival-Safety Skills in the Medium category, meaning that conditions are sufficient to survive safely and obtain a sense of security for adolescents in living a life more prosperous. However, in some aspects it still shows Low, especially on Aspects: psychospiritual, Environmental Adaptation, and Having Hope
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Introduction

Adolescents are future owners (Hunter & Csikszentmihalyi, 2003). The journey to the future is full of obstacles. To achieve future goals safely, adolescents must have the ability to survive, secure, and save themselves from all threats. High motivation is not enough. In addition, uncontrolled motivation can be even more dangerous (Uguroglu & Walberg, 1979). In other words, motivated adolescents cannot achieve their goals safely if they use the wrong principles.

The ability to survive and safe in various tasks that are full of obstacles is called survival-safety skills (Bevill & Gast, 1998). Many professionals help to solve problems using this theory of survival-safety skills. However, empirical studies and efforts to improve survival-safety skills are very limited. In fact, the patterns and dynamics in this matter are very important to do.

Fighting, in particular using weapons, is an example of a form of threat to the safety and security of adolescents (Resnick et al., 1993; Wright & Fitzpatrick, 2006). The developmental period with the highest prevalence of risky behaviors carries the potential for harm to oneself and others. Adolescents who experience internalization and externalization problems are more likely to engage in risky behavior. On the other hand, behaviors that carry positive risks among adolescents will actually help develop themselves. Adolescents who are able to participate in positive behavior will have an impact on achievement and social acceptance. This behavior will help to form individual identities and enable adolescents to be in a safe environment (Harden et al., 2008).

Changes in characteristics, physically, cognitively, socially, and morally during adolescence often lead to conflicts. If not properly and appropriately handled the Conflict risking endangering (Bandura, 1991). Furthermore, adolescents who were in outside their home and with peers will forme groups. Group influence is very strong outside of family influence, both on attitudes, speech, interests, appearance, behavior, and even

about conflict handling. Adolescents who have the knowledge, attitude, and ability to survive are expected to not be affected by the negative impact of their group (Robertson & Symons, 2003; Tomé et al., 2012).

Behavioral portraits that illustrate the weak survival-skills of adolescents can be analyzed from various news about them. The survey on 2,414 drug abusers in 17 provinces in Indonesia showed that most of them (83%) admitted had sexual intercourse. The average age at first sexual intercourse was 18 years, with the youngest is 8 years and the oldest is 42 years old. Non-injecting abuse frequently occurred in boyfriends, meanwhile injecting addicts mostly with a spouse. Another interesting thing that needs to be considered is the existence of lesbians or homosexuals. Those who admit lesbians or homosexuals are more common among the group of regular abusers (8%) compared to non-injecting addicts (2%) and injection addicts (0.4%), while the data compiled by the National Commission for Child Protection shows that parental violence in Indonesia continues to show improvement. KPAI monitoring results from 2011 to 2014, there was a significant increase. In 2011 there were 2178 cases of violence, 2012 there were 3512 cases, 2013 there were 4311 cases and in 2014 there were 5066 cases (Nasional, 2016).

Based on the year 2015 data of Daerah Istimewa Yogyakarta (DIY), the number of childbirths by adolescents aged 10-18 years is very high. Based on data from the Indonesian Family Planning Association (PKBI) DIY, 1,078 female adolescents who were supposed to be students but gave birth. Out of the number of 1,078 female adolescents who gave birth in the year 2015, 976 of them came from unwanted pregnancies. This figure shows the high pre-marital sex behavior that occurs in Yogyakarta. In addition, unhealthy sexual behavior will be followed by drug use (Sitorus & Natalia, 2015).

Schools should have good expectations for their students, by strengthening basic skills and life skills, including the development of survival-safety skills according to the goals of national education. Competency Standards for Graduates of Education Units (SKL-SP) are quoted from the attachment of Minister of National Education Regulation Number 23 of 2006, including those concerning student survival-safety skills, namely showing the ability to look after themselves and the environment, in the family, school, and the social environment. This competencies standard will encounter obstacles because the survival-safety skills development service is not yet available both in terms of facilities and methods (Awaliyah et al., 2018).

In order to improve the potential of adolescents survival-safety skills, a description of survival skills and obtain a sense of security is needed. This study was designed to determine the Overview of the survival-safety of adolescents in DIY. In addition, this study was also designed to obtain an overview of the needs of adolescent students for guidance so that they can develop a tolerant character.

Method

The current study used a survey research design. The research method used to collect information from respondents as a sample of a population and using a questionnaire as a means of collecting basic data. Judging from the point of view that this research aims to know the current situation, this research can also be called descriptive research. Descriptive research is a method aimed at describing existing phenomena, which take place at present or in the past (Creswell et al., 2007; Creswell & Poth, 2016; Moustakas, 1994).

The author used nine aspects of survival-safety skills questionnaire to obtain the data from 312 students who were involved in the current study as participants. The participants invited from five schools in DIY, including Public Madrasah Tsanawiyah 7 Sleman, Bopkri Junior High School 5 YK, Public Senior High School 1 Kasihan, Public Junior High School 2 Playen, and Integrated Islamic Junior High School ABBSKP.

The data were analyzed with a descriptive statistic and percentage. The authors also presented the results with graphs. The graphs used to display the overview of participatns survival-safety skills.

Results and Discussion

Results

Based on the research results, an overview of the potential survival-safety skills of adolescents in DIY is at an average score of 56.20. This score is in the range of 50.00 - 66.65 and is in the Medium category. The Medium category shows that the potential for the survival-safety skills of adolescents in DIY is neither high nor low. In other words, the potential is still in an adequate or sufficient situation to survive safely and gain a sense of security for adolescents in leading a more prosperous life.

Furthermore, comparing the potential survival-safety skills of adolescents in DIY based on the schools. The results showed that adolescents in Public Madrasah Tsanawiyah 7 Sleman with an average score of 56.29; Bopkri Junior High School 5 YK with an average score of 63.29, Public Senior High School 1 Kasihan with an average score of 60.57; and Integrated Islamic Junior High School ABBSKP with an average score of 52.58, categorized as having moderate or sufficient potential to survive safely and gain a sense of security for adolescents in leading a more prosperous life. Meanwhile, adolescents at Public Junior High School 2 Playen with an average score of 49.97 are categorized as low potential survival-safety skills. This means that in general, teenagers at Public Junior High School 2 Playen have less or weak potential to survive safely and gain a sense of security for adolescents in leading a more prosperous life. The potential survival-safety skills of students in these five schools are illustrated in Figure 1.
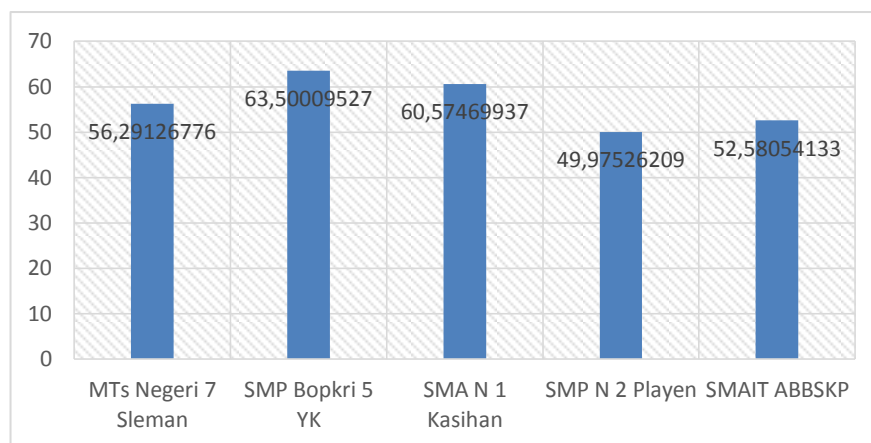
Figure 1 <Potential of Youth Survival-Safety Skills in 5 Schools in DIY>

Based on the results of the study, obtained information that there were differences in the potential for survival-safety skills between males and females. Although both are in the Medium category, female students have higher scores than male adolescents. Based on the results of data processing, it is known that females get an average score of 56.56 while males get an average score of 54.53. This difference cannot be said to be significant because it is still in the same category, moderate, which indicates that the potential is still in an adequate situation or sufficient to survive safely and gain a sense of security for adolescents in leading a more prosperous life (see Figure 2).
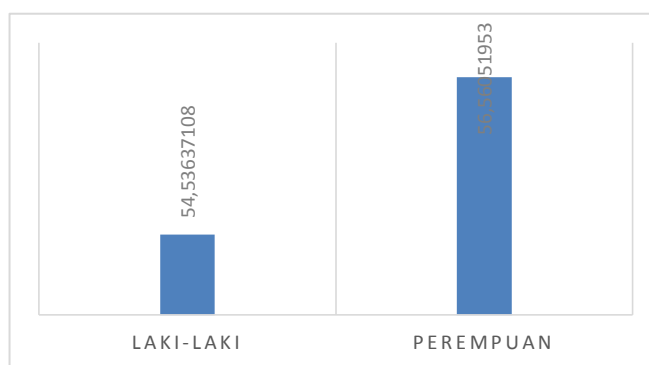
Figure 2 <Potential Survival-Safety Skills Between Men and Women>

In addition to a general description, the results of the study also provide information on potential aspects of the survival-safety skills of adolescents in DIY. Of the nine aspects, the survival-safety skills of adolescents, only two aspects were categorized as high, namely the Aspects of Understanding the Purpose of Life (67.95) and the Aspects of Suffering Resistance (66.84). But both are at the lower bound of the High category. Meanwhile, aspects that are categorized as Moderate include ready to Accept Challenges (56.37), Perseverance in Living (59.06), Social Communication (64.81), Psychospiritual (54.03), and Environmental Adaptation (55, 09). The rest, namely Aspects of Having Hope (44.84) and Physical Resistance (49.52) are in a Low category (see Figure 3).
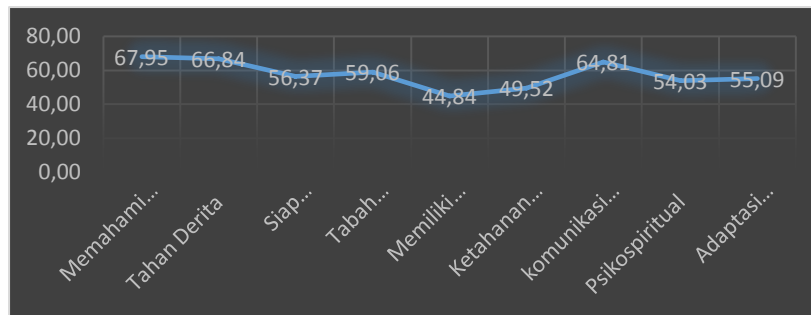
Figure 3 <Potential Aspects of Youth Survival-Safety Skills in DIY>

The aspects of survival-safety skills can also be specified based on the five schools that are the research locations. Based on the results of data processing, it was confirmed that the low categorized aspects were the Psychospiritual Aspects in Integrated Islamic Junior High School ABBSKP (35.50) and Public Madrasah Tsanawiyah 7 Sleman (47.53). It is interesting to research more deeply because Integrated Islamic Junior High School ABBSKP and Public Madrasah Tsanawiyah 7 Sleman are integrated schools that integrate the public school system with schools based on Islamic values. However, the Psychospiritual Aspect is low. The psychological aspects that are categorized as low in public schools are Public Junior High School 2 Playen (37.51) and Public Senior High School 1 Kasihan (48.61).

Another aspect that is categorized as Low is the Aspect of Environmental Adaptation. In this aspect, two schools are at Low potential, namely Integrated Islamic Junior High School ABBSKP (41.49) and Public Junior High School 2 Playen (43.65). In addition, the Aspect of Having Hope is also categorized as Low in Integrated Islamic Junior High School ABBSKP (44.94), Public Junior High School 2 Playen (40, 31), and Public Madrasah Tsanawiyah 7 Sleman (44.54). In these two Islamic-based schools and one country, this aspect of having expectations is categorized as Low. This is interesting to research in depth (see Figure 4).
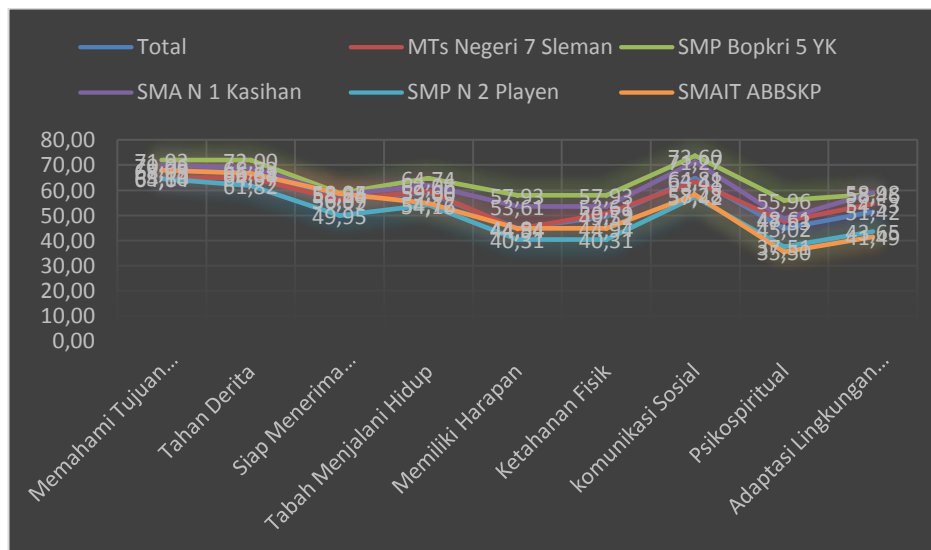

Figure 4 <Potential Aspects of Survival-Safety Skills in 5 Schools in DIY>

Discussion

The results showed that overall survival-safety skills at a moderate level. As prior resech claimed that the level might be the consequences of the background of education and their living environment (S. Smith & Ericson, 2009). This finding suggests that there is a need for the authorities to provide an intervention or training program to improve their survival-safety skills (Rizzi & Dibari, 2019; Tekin-Iftar et al., 2021). Female showed higher survival-safety skills than male. Some reseach found that female has more awareness than male (Akintade et al., 2011). This could be the reason why female has higher survival-safety skills than male.

The ability to survive is more familiar with the military world (Tzu, 2020). In fact, the military world adopted natural laws that were so perfectly created to make humans strong. Since their creation, humans have been blessed with the instinct to sustain their life. Enduring all limitations has been done by the first human pair Adam and Eve.

Nietzsche (1988) in his book in "From the Military School of Life" stated that "Whatever does not kill me makes me stronger." This expression implies that unless death arrives, then whatever is hard to deal with in life will make a person strong. Each individual will learn from the difficulties in their own life (Marquis, 2019). People who are hardy are those who don't let the trauma and negativity they experience poison themselves. However, some people are less able to adapt well than others. This inability ends up being an extreme problem in their existential nature that will ultimately damage and affect a person for an indefinite period if not throughout his life. The damage caused at a younger age is even stronger and long last (Bushman & Huesmann, 2006; Dubow et al., 2009).

Psychologists still debated about the survival skills theory. Analyzing indicators in survival skills is actually not much different from some of the terms used, such as resilience, adaptability, and adversity quotient. Even in more classical concepts, survival intersects with the concept of patience. As an expert says that survival skills are just an abstract concept of resilience itself (Mcdonald et al., 2016).

It is interesting to say that the research on the ability to survive will always exist and come together to explain one another in identical terms. When understanding survival skills, the terms resilience and adaptability will emerge as terms to describe survival. Likewise, when understanding the term resilence, the terms survival and adaptability will appear to describe resilience. Likewise with adaptability, the explanation of that will be filled with the terms survival or endurance.

These three terms appear to explain each other. Its use as the main termninology is strongly influenced by the spirit of the times that society passes through or events that are closer to being interpreted in terms that are more meaningful as they occur or have occurred in the near future. However, the same incident which occurs later will be interpreted as another term because there are different sides to the meaning by the people who experienced it.

In a linguistic perspective, of these three terms, it is not found which term is more classically used. Until the 21st century, these three terms are still used by experts and researchers in various fields and expertise. This is because the ability to endure adversity is needed by each individual in a variety of space and time. However, the basis used is still not outside the discipline of psychology and counseling. Other disciplines are only beneficiaries because they are closely related to humans and the dynamics of behavior throughout the ages.

The concept of survival was first developed by a British pediatrician and psychoanalyst named John Bowlby (1907-1990). This concept is based on the principle of attachment (Bowlby, 1958, 1973). Its development emphasizes the importance of the mother-baby relationship, which allows children to develop self-confidence and security, which protects them later in life and helps them to cope with separation and difficulties. The terms used by Bowlby are durability and safety. Durability is associated with safety.

According to Bowlby, the attachment image is the basis of a sense of security that is built into self-confidence and a stable personality. Meeting the basic needs of children who try to love will provide them a sense of security that can be used as a model for developing relationships with others. The parent-child bond is severed due to negligence. This situation has an adverse effect on the development of the child. According to Erickson (1959), children aged 0 to 12 months develop basic beliefs about resilience and will be better prepared to face adversity and rise above their adversity in the future. This concept was brought by Fritz Redl in 1970 to the public. Then in 1999, Boris Cyrulnick renewed the idea of resilience and published it through the book "Unveilleuxux malheur". His book became a way for other authors to publish their work and studies (Cyrulnik, 1999).

The concept of survival skills cannot be separated from the ability to feel safe. Both are basic human needs. Maslow (1987) explains that a sense of security is a need to get protection and security so that the condition becomes stable and free from fear or anxiety (Maslow, 1987). In general, humans need protectors to protect themselves from all forms of violence or threats that can endanger themselves and their existence.

Maslow's thoughts, especially about security, was heavily influenced by the circumstances of World War II which culminated in 1941 which was marked by the Japanese attack on the American military base, in Pearl Harbor. This is reflected in his statement that, "... that incident (World War II) has changed my whole life and I have decided to devote myself and develop theories about human nature that can be tested

by experiment and research. I want to prove that human beings able to gain something greater than hatred, prejudice, and war" (Hall et al., 1985)

Philosophically, the need for security from Rene Descartes (philosopher and mathematician from France, 1596-1650) divides the human dimension into two between body and mind, many philosophers, psychologists, doctors, and so on who try to put the human organism together again. Because, holistically or organically, the cause of medical illness is influenced and affected by the body (physically) and mentally (mind). Holistic theory, focuses on the whole organism in a unified system rather than being analyzed from separate characteristics, impulses, or habits.

Holism is a theory that has its roots in Aristotle (Greek philosopher, 342-322 BC), Baruch Spinoza (German philosopher, 1842-1677), and William James (American psychologist and philosopher; 1842-1910) (H. L. Erickson, 2007). This theory also has something to do with the Gestalt movement in Germany before World War I. In essence, Holism believes that the body and soul are two human entities that cannot be separated, moreover influence each other.

In contemporary psychology, more or less this holistic orientation has been adopted and subjected of discussion by theorists, including Abraham Maslow. This holistically oriented theory develops in the humanistic movement and developments in modern psychology to form an understanding, which is called humanism (M. B. Smith, 1990).

Humanism views the dignity and worth of humans as a whole and their capacity for self-actualization. Humanistic theorists oppose what they see as pessimism and hopelessness from a psychoanalytic perspective and what they call "robots" in the conception of behaviorism. Humanism believes that in every human being there is the potential for being healthy and developing creatively and a willingness to accept responsibility for their lives. The realization of this potential can be influenced by family training, school education, and social pressure. Maslow (1987) said that, "Humanism is very much interested in personal development, differences in personal approach, acceptance of open methods, and always continues to explore human behavior". This is related to topics that attract a small place in the system, including: love, creativity, self, growth, organism, satisfaction of basic needs, self-realization, high values, being oneself, spontaneity, play, fun, compassion, justice, warmth / kindness, ego-transcendental, objectivity, autonomy, responsibility, meaningfulness, fair treatment, transcendental experiences, peak experiences, courage, and related concepts (Hall et al., 1985)

Maslow (1987) argues that the nature of the healthy human conception, among other first, humans are born naturally and are arranged in a psychological structure analogous to their physical structure. Humans have needs, capacities, capacities, and genetic tendencies and have unique characteristics. Personality develops through maturing in a supportive environment and by an active effort of the person to manifest his nature, the creative power in man will develop even more. Humans are innate in good condition, or at least neutral. Humans are not evil by nature. This is what prevents the view that human instincts are bad or antisocial which must be tamed by training and socialization. Second, a truly healthy and normal development takes place in the form of self-actualization itself, fulfilling potential until it reaches maturity. Third, the emergence of psychopathology is caused by the denial and neglect of human nature, which is in good condition.

Maslow has formulated a theory of human motivation in terms of several basic needs that are arranged hierarchically. This means that the need can be met after other needs under it are met. Examples such as hunger and thirst are sure to be met before the need for security. That need will continue to grow in line with the satisfaction that humans have obtained. In fact, besides having basic needs, humans also have meta needs. Basic needs are generally stronger than meta needs. In contrast, meta needs don't even have order and more follow-through on growth.

Based on Maslow's hierarchy of needs, basically, humans have a variety of life needs. However, this diversity can be grouped into two basic parts. First, the need to maintain the survival and preservation of the human species. Second, the need for peace of mind and happiness in life. These two needs are actually those that encourage or motivate people to carry out their activities to meet those needs (Najati, 2005; Najati & Mohammad, 2004).

The need to maintain survival is closely related to instinctive physiological motivation and is not acquired through the learning process. Meanwhile, the need for peace of mind is closely related to psychological and spiritual needs. This need is very important in realizing mental happiness and comfort. This need exists in every human soul, such as the need to know God, the comfort and peace of the hereafter, love, success, excellence, and benefit others.

Implication and Future Directions

The implication for the development of career guidance from this research is that guidance services to develop survival-safety skills should be provided to adolescents in DIY. Based on the findings in this study, research can be carried out to further deepen the guidance strategy in schools, namely by conducting experimental research on guidance and counseling strategies for the development of youth survival-safety skills in DIY. Furthermore, naturalistically, fluctuations were observed in the life of adolescent students.

Conclusion

The conclusion of this study is an affirmation of the findings as well as the answer to the research question, adolescents in DIY are generally in the moderate category of potential Survival-Safety Skills, meaning that the conditions are sufficient to survive safely and gain a sense of security for adolescents in living a life that is good and prosperous. However, in some aspects, it still shows Low, especially in the Aspects of Spirituality, Environmental Adaptation, and Having Expectations

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