Research article

Coping Strategies of Adolescents in Orphanages

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Abstract.

Adolescents who are orphaned are more prone to crises as a result of their loved ones' lack of support. There are 13 orphanages in Cimahi City. The objective of this study was to investigate coping mechanisms among orphaned teenagers living in Cimahi City's LKSA Insan Kamil Mandiri. The significance of this research stems from the obligation of nurses to assist, educate, and offer health-related information to orphaned adolescents to ensure their wellbeing. Qualitative methods were employed, utilizing a phenomenological approach and the Colaizzi method for data analysis. This model focused on the significance of coping methods for orphaned teenagers in conjunction with community-level phenomena to explain changes in the activity patterns and psychosocial experiences of adolescents living in orphanages. Six themes emerged from the research, namely: 1) adolescents' reasons for living in orphanages; 2) positive responses to living in orphanages; 3) adolescents' problems in orphanages; 4) coping strategies of adolescents living in orphanages; 5) support received by teenagers living in orphanages; and 6) youth hopes for the future. According to the study's findings, orphanages often provide pleasant activities that foster community among the institution's inhabitants.

Keywords: adolescents, coping strategy, orphans

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1. Introduction

Orphans are a distinct segment of the population because they lack parental care; they are youngsters that require special attention and direction to progress through appropriate phases of development and avoid becoming weak human beings [1]. According to the United Nations Children's Fund [2] and the World Health Organization [3], there are at least 140 million children worldwide who lack or have lost one or both parents (orphans). The researchers discovered 13 orphanages in Cimahi City (Data from Monitoring Results of LKS Cimahi City DINOS). 391 children were living in LKSA dormitories, 174 of them were between the ages of 10 and 19 or adolescent years.

Adolescents who lack parents (orphans) are more prone to crises as a result of their loved ones' lack of support. Orphaned teens do not inherit the personality development that should occur in the initial family context, primarily with their parents. Orphaned teens

are needed to mature more quickly than other teenagers to handle difficulties in their surroundings [4]. Adolescents require effective methods and mentorship to accomplish their growth and development goals. Orphans require adequate therapy and a support structure. Adolescents require counseling to go through typical developmental phases; youngsters may lack understanding about reproductive health and education, and therapy will prepare them for new responsibilities [5].

While adolescents coping methods will vary, improper coping strategies might result in more serious psychological issues. Coping strategies are mostly concerned with issues and emotions. When a person is unable to overcome barriers to satisfying his wants, offensive conduct such as rage and hostility will manifest. Adolescents will have an increased comfort level with being alone, resulting in psychological and physiological symptoms [6]. Coping methods employed by orphaned teens are also evident in the findings of [4]. The research identifies four dimensions of resilience, or the capacity to adapt and persevere in challenging conditions. There are eight coping strategies for adolescent participants who experience psychological problems, including a spiritual approach, supportive friends or family, suppressing feelings of sadness and longing, diverting feelings of sadness with other activities, abusing substances, behaving badly, and being indifferent to the surrounding environment [7].

Adolescents' coping mechanisms are unique to them, and poor coping strategies can lead to more serious psychological issues. Problems and emotions are crucial to coping techniques. Because they lack the support of their loved ones, orphaned teenagers are more vulnerable to catastrophe. Nurses need to be well-versed in a variety of professions to provide comprehensive treatment [7]. Orphaned teenagers require support as they progress through their developmental stages. Nurses provide comfort and emotional support to orphaned adolescents, as well as health-related information for the welfare of orphaned adolescents in orphanages [8].

Researchers believe that this research is necessary to further science in the field of nursing because of the occurrences that occur in the field. This study differs from prior studies in that it investigates adolescent coping experiences and techniques for dealing with the situation. Researchers have examined therapeutic communication and mental health, particularly in teenagers, to better understand the coping experiences and techniques experienced by orphaned adolescents. Through in-depth interview procedures, researchers applied a phenomenological approach to participants to learn more about teenage coping strategies for dealing with challenges. Researchers believe that this research is necessary to further science in the field of nursing because of the

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2. Method

2.1. Research Design

This research employs a qualitative method in conjunction with a phenomenological perspective. Phenomenology is a way of examining how an individual perceives a particular occurrence [10]. The purpose of this study is to examine the coping mechanisms of orphaned teens who reside in orphanage dorms.

This technique focuses on the significance of an orphaned teenager's self-defense mechanism, whereas the underlying phenomena are the changes in activity and psychological patterns that orphaned adolescents encounter. A phenomenological method is used to provide a complete picture of orphaned adolescents and their coping processes or self-defense tactics. Purposive sampling was used to collect data.

2.2. Recruitment Participant

Participants in the study were orphaned youths living in orphanage dormitories. Purposive sample collecting methods or carefully selected samples targeted to study goals are used. Individuals are chosen or purposely picked because they have personal experience with the phenomenon being examined. The participants who have been chosen are those who match the following conditions or inclusion criteria namely 10 to 19-year-old orphaned adolescents in LKSA, orphans live. Dormitories of the Insan Kamil Mandiri can easily describe the teenager's coping experiences and solutions for dealing with their challenges. indicating his willingness to take part in the research.

In qualitative research, data saturation requires a high sample rate. If the data has not yet achieved saturation, determining the addition of participants can be used. Saturation occurs when a researcher discovers that previously collected data is repeated and confirmed. A total of five people took part in this investigation.

2.3. Place and Time of Research

This study was undertaken based on the number of adolescents residing in the dormitory of LKSA (Children's Social Welfare Institute) Insan Kamil Mandiri Cihanjuang Cimahi City. The trial lasted nine days.

2.4. Research Instrument

Researchers use data collection tools such as field notes and interview guidelines in the form of probing questions, interview recording devices that use voice recorders in the form of gadgets or mobile phones, or interview recording devices that use voice recorders in the form of gadgets or mobile phones.

2.5. Data Collection Procedure

The types of data and processes for collecting them are the focus of the qualitative data collection process. Observation and interview approaches are commonly used to gather data. Open-ended questions are used in the in-depth interviewing process. Open-ended questions are used by researchers to conduct in-depth interviews with participants. The semi-structured question is where the research begins. The recording equipment was temporarily turned off during the time of blockage, and the researchers looked at notes containing probing questions before continuing the interview. Researchers observed the participants' non-verbal replies in addition to conducting in-depth interviews. Fellow researchers took field notes to document the mood, facial mimicry, behavior, and non-verbal answers during the interview, and these notes were used to record the outcomes of the non-verbal response.

Interviews were performed with participants, and contracts were made with them for the validation of interview results data by listening to interview recordings, as well as with the following interview participants. The participants' interview results were transcribed the same day by the researchers. The following day, the researcher confirmed the prior participant's identity before interviewing the next person. This procedure is repeated until the data has been saturated. Researchers discovered saturation in the fourth person and added one more to persuade them.

2.6. Data Analysis

According to Colaizzi (1978), the following are the stages of the data analysis process in this study, namely the first stage is when the researchers explain the phenomenon that has been researched and found to be fascinating. In the second stage, researchers conduct in-depth interviews with participants and record other things that support the research process in field recordings to get a picture of the phenomenon being examined. In the third stage, the researchers create a transcript of the interview, which is then read aloud in its entirety according to the participants' language. In the fourth phase, the researchers re-examined the transcripts and extracted key statements on the topic under investigation. In the fifth stage, researchers use scientific language or other scientifically relevant methods to elucidate the significance of remarks provided by participants. Researchers group and organize major meanings into keywords and themes in the sixth stage. In the seventh step, researchers synthesize all of the ideas that emerge from participants into a picture of the topic under investigation. In stage eight, researchers provide feedback or validation to participants by giving the outcomes of the interviews. In the ninth stage, if new data is discovered during the validation process, it must be included in the description and rearranged by the researcher.

3. Results

Before performing the research, the researcher explained the goal, advantages, and method of the study to the street children and then obtained a signed informed permission form indicating their desire to participate in the study. Five teens agreed to participate and signed an informed consent form.

TABLE 1: Characteristics of Participants.

Num	Participant's Initials	Age	Living in an orphanage	Education	Status	City of birth
1	AA (male)	17 years old	3rd years	Secondary school	didn't have a mother	Garut
2	U (male)	17 years old	2nd years	Secondary school	didn't have a father	Cimahi
3	P (male)	13 years old	1st years	Primary school	didn't have a mother and father	Bekasi
4	SS (female)	16 years old	3rd years	Secondary school	didn't have a mother and father	Bandung
5	SA (female)	17 years old	1st years	Secondary school	didn't have a father	Garut

3.1. Theme Analysis

In-depth interview findings with five participants (1978) obtained six themes that show orphaned adolescents' coping strategies in the LKSA Insan Kamil Mandiri orphanage, namely: 1) Reasons for living in orphanages; 2) Positive Response to Living in Orphanages; 3) Problems of Adolescents Living in Orphanages; 4) Coping strategies for adolescents living in orphanages; 5) Support obtained by adolescents living in orphanages, and 6) Adolescents' hopes for the future.

Theme 1 Reasons for living in orphanages. Orphaned teenagers have their motives for remaining in the institution. The primary reasons why teenagers are placed in orphanages are divided into two categories in this study: a. Internal causes of orphanage adolescent, b. External causes of orphanage adolescent.

3.2. Orphanages exist for a variety of causes.

According to the findings of a study on the coping methods of orphaned teenagers living in orphanages, the internal reason that motivates adolescents to reside in orphanages is a desire to attend school, pity for their family condition, and avoid behaving inappropriately. 1st Participant stated that she was in an orphanage because she desired to attend school. Participants put it this way: "The first *time through them, if you can have an orphaned my family invited here."* (P2-3) Another reason expressed by participants when deciding to live in an orphanage is because of pity for the family this is expressed by participants 1, 4, and 5 as follows: "The manager said he tried here for three months at first, but after that, he realized that pity parents also want their children to attend school, so he decided to stay." (P1-11) Apart from these two factors, there are several others. Another argument given by participants is that follow must be to avoid undesirable behavior. "So godly child, trained so that it is not resistive again if instructed," said participants 2 and 4. (P2-5).

3.3. Orphanages exist for a variety of causes.

Participants also mention external causes when living in an orphanage without parents, as follows: "There is no mother." (P1-2) Participants also cited the lack of a cost of living as an external reason. Participants 1, 4, and 5 expressed the following statement: "Perhaps you won't be able to pay the fees" (P1-7)

Theme 2 Positive Response to Living in Orphanages. An orphanage is a facility dedicated to assisting and educating children who are orphans. Adolescents living in orphanages will experience both positive and negative emotions as a result of the change in their surroundings. According to participant 3, the positive response to living in an orphanage is classified as the positive aspect of living in an orphanage with a sub-category of pleasant sensations experienced by teenagers while living in an orphanage.

Three individuals reported experiencing positive sentiments when they initially moved into a property, such as being delighted to see friends at the market. Because I have a lot of friends," participant 3 stated (P3-22), "Because they enjoy being invited to participate in social activities with their pals" (P3-25). Participant 3 likewise expressed a sense of contentment with his or her house. The following is how Participant 3 conveyed his favorable feelings: "happy" (P3-19) By learning alongside people here, you can subsequently be able to bring happiness to others (P3-20). In agreement with participant 3, participant 1 stated that he was content to be at home with his pals. It is articulated as follows: "(a friend's name) I believe is enjoyable, can also be invited to joke, can also be invited seriously, the appropriate sharing for me" (P1-36). The satisfaction of knowing how to preach appropriately and experiencing changes throughout the stay is expressed by participant 1 in the following statement: "It's here; you can see how it's going to be excellent" (P1-15).

Participant 1 experiences pleasure in a variety of settings. Additionally, participant 1 expressed happiness in the classroom setting. "Happy, a lot anyway," participant 1 stated. (P1–12) The satisfaction of learning how to preach correctly and experiencing improvements during the stay is also expressed by participant 5 in the following statement: "Can't praying now since the Qur'an says yes." (P5-44) Several participants expressed the sentiment of a house that has developed into its own home. "It's good to be at home," said participants 3 and 5. (P3-24)

Theme 3 Problems of Adolescents Living in Orphanages. Teenagers in orphanages will express their emotions throughout their stay, as they encounter new patterns of activity and new lives, as well as new life challenges. According to the findings of this study, adolescents living in orphanages fall into two types of difficulties: a. adolescents' problems during their initial stay in an orphanage; and b. teenagers' problems following a prolonged stay in an orphanage. When teenagers first reside in an orphanage, they face several difficulties. Adolescents living in orphanages endure major changes in their sentiments as a result of the environmental changes and develop new difficulties as a result of the new problems. Teenagers who live in orphanages confront a wide variety of difficulties.

When they first resided in an orphanage, participant 1 stated that they felt uneasy in a new setting or felt out of place. According to participant 1, the following remark is true: "I'm not immediately at ease, and I'm not interested in playing the guy. (P1-8) Another issue highlighted by participant 1 is the difficulty of adjusting to life in an orphanage. As participant 1 expressed, "It may be tough to adjust." (P1-29) Additionally, participant 1 reported another difficulty associated with the initial stages of homeownership: feeling inferior to other housemates. "No, you are not hopeless; you simply know how you feel." It is still less than the previous figure. Not nearly as much as those who entrust them with the task of championing religion. If I continue to be short, " (P1-18) Adolescents face difficulties following an extended stay at an orphanage. The issue was not only that this was the first-time teenagers who lived in an orphanage, but also that participants encountered the issue during their stay. Participant 1 expressed the desire to return home in the following manner: "Embrace. No, unless you're feeling quite well. There has to be an underlying notion of return or something similar "(P1-16). The difficulty of teenagers while they stay at home also manifests itself in the home environment, as miscommunications and little conflicts with family members become bad feelings. As participant 1 put it, "the majority of minor issues are there if there must be a difference of understanding" (P1-38). At home, the envy of others who are with their parents also develops into a significant issue during adolescence. According to participant 1, "There must be an underlying feeling of envy." I am as competent as I am incapable of demonstrating that sense "(P1-41).

Participant 1 and participant 2 both indicated difficulties during their time at the home, including difficulties with money, sadness when seeing others with their parents, and a sense of laziness as a result of the numerous household activities they undertook. "Yes, the most money has been lost," participant 2 stated. (P2-30) The issues that Participant 4 expressed throughout his stay at the home were his want to return home, his inability to leave the house, the house restrictions, and his envy when he saw his friend with his parents. "Most people are not free to go out," participant 4 stated. (P4-17).

Four participants reported experiencing a sense of desire for their parents. Participants 2, 3, 4, and 5 expressed their need for their parents as follows: If I miss, it must be daily, but it is for my benefit that I miss. (P2-15) The problem of teenagers who are unable to attend school due to their orphanage upbringing along with issues at the orphanage, orphaned teenagers have difficulties at school, some of which stem from the harsh attitudes of their classmates. Friendship-related negative attitudes could not escape the lives of youths living in orphanages, who were mocked and deemed insignificant by school friends, as experienced by participants 2 and 5.

Theme 4 Coping strategies for adolescents living in orphanages. According to the results of the investigation, adolescents living in orphanages have five distinct ways of resolving problems: a. Spiritually, b. Psychologically, c. Physically, d. Socially, and e. Through other activities.

3.4. Spiritually resolving conflicts

How to resolve the issue spiritually was expressed by several participants; participants 2, 3, and 4 prayed for their parents. As stated by three of the participants: "Praying"(P3-26)

3.5. Psychologically resolving problems

While residing in an orphanage, participants also revealed how to resolve psychological issues. Participants 1 and 4 decided to cry alone when they were having difficulties or yearning for their parents. "I miss my regular sobbing," participants 1 and 4 stated (P1-26). In addition to crying, participants 1 and 4 chose to be alone when they encountered difficulties. "Yes, I want to cry for you," like in the following statement: I'm not sure what he wants. (P1-28) Participants 2,3, and 5 also utilized a variety of approaches to resolving their issues. Participants have a proclivity towards becoming enraged. As demonstrated by the following statement: "Yes, I have never been there." (P2-31) "Pain"(P3-31) Participants 2 and 5 was less prone to overthink the situation.

3.6. Physical ways to resolve issues

Four people demonstrated how to tackle the challenge physically. Participants 3 and 5 are responsible for resolving issues when they arise, as mentioned below: "Opposite" (P3-50) Participant 2 acts in a variety of ways. When they encountered a challenge, participant 2 opted to flail or do anything. As stated in the following sentence: "Most slamming the sendal" (P2-32). Participants 4 and 5 have an alternative method of evading the orphanage. As in the following statement: "If you previously missed it, return home" (P4-22)

3.7. Social problem-solving techniques

Human contact as a social creature is also how orphaned teenagers live. When participants 1, 2, 3, and 5 encounter an issue, they indicate that they will confide in a close friend or another person they believe is suitable to discuss the tale with. The following are excerpts from participant statements 1, 2, 3, and 5: "Yes, lots of socializing with kayak pals sharing experiences" (P1-30) In comparison to the other participants, participant 1 not only tells stories to his friends but also resolves conflicts with visitors to the residence. Sharing participants' experiences and information can make them joyful and temporarily forget about their troubles; also, calling existing family members can assist participant 1 in resolving their issue. As participant 1 remarked, "there are others who come from outside to organize activities here who are typically bakers or wealthy individuals who give expertise that I enjoy." (P1-34). Participants 1 and 4 also showed their envious feelings toward friends who were with their parents in a variety of ways. Participants 1 and 4 choose to interact with a friend's parents and view them as his or her parents and a location to share tales. Participants 1 and 4 made the following statement: "I might attempt to communicate with the folks who brought his mother, whom I consider to be my parents." (P1-42)

3.8. How to resolve issues with additional activities

Participating in various activities enables teenagers living in orphanages to alleviate or resolve their concerns. According to Participant 1, singing and writing were used to resolve the issue. "Activities," as participant 1 puts it. If I sing in any case, it is to make my heart joyful" (P1-32). In comparison to participant 1, participant 2 resolved the issue with devotional work in an orphanage, marawis training, and soccer. Participant 2 stated the following: "Love to have a good job, it's both again" (P2-40) "Yes, the attention is no longer on the same problem; the focus is on how this task is done" (P2-41). Along with the orphanage's activities, participant 3 overcame sleep difficulties. Participants 4 and 5 also confirmed this. Participants 3, 4, and 5 all stated the same thing: "Sleep anyway." (P3-40). School activities are also a means of resolving the problem for the five participants. This was mentioned by participant 5 as follows: "Now, additionally, the street vendor is busy, so there isn't a lot of thinking here" (P5-20).

Theme 5 Support obtained by adolescents living in orphanages. The sources of support required by orphaned adolescents living in orphanages to reinforce or inspire them are classified as follows: a. family assistance, b. school assistance and c. home

assistance family members provide support. Participants 1 and 3 disclosed the source of support from their families. While residing in an orphanage, the family always serves as a motivator. Participants 1 and 3 made the following statements: Certainly, "naturally, the family is unaware of who else is missing." Identical clan " (P1-47).

The educational environment is a source of assistance. All participants identified additional sources of support. Friends and teachers in the school environment are constantly supportive and appreciative of teens who live in orphanages, which causes them to become eager and unconcerned about their current living situation. All participants say this in the following statement: "If you could support it, yeah, wealthy individuals can appreciate the people who live here." Participants shared their concerns about teenagers living in orphanages. Some participants' friends and school teachers demonstrated a positive approach, such as being ordinary and not discriminating. Participants 1, 2, 4, and 5 disclosed the following about their normal-behaving friends: "Stay-at-home classmates" (P1–19) Along with the above-mentioned sources of support, participants expressed their gratitude to school teachers. Participant 2 revealed that teachers at his or her school did not engage in self-discrimination. As stated in the following: Teachers, masters of religion" (P2-28) domestic environment as a source of assistance Sources of support can also be found inside the home setting; participants 2 and 5 indicated that the owner of the house and upperclassmen became sources of support to endure living in the household.

Theme 6 Adolescents' hopes for the future. Everyone, including adolescents living in orphanages, has hopes or ambitions for the future. The researchers' investigation revealed four distinct categories in adolescents' future aspirations, namely: a. the hope of teens to live independently; b. the hope of teenagers to be able to work; c. the hope of teenagers to achieve their goals; and d. the desire of teenagers to repay the favor. Teenagers' aspirations for self-sufficiency Participants 1, 2, and 5 expressed a desire to live independently or without causing inconvenience to others. As the first, second, and fifth participants stated, however, "without a mother, I must rely on myself. I must also be alone to avoid always seeking assistance from others. " (P1-25) Teenagers' other aspiration after leaving an orphanage is to work and/or start their own business.

According to participant 1, the following assertion is true: "When I leave this place, I want to work immediately. Continue if there are outcomes that indicate a desire to continue college, even though college can also be a source of income. " (P1-50) As with participant 1, participant 5 anticipates owning a business. As stated in the following sentence, "So entrepreneur" (P5-49) Teenagers hope to be able to accomplish their objectives. In the interviewees' responses to the analysis, the participants articulated

their future aspirations. As stated in the following statement, participant 2 aspired to be a religious teacher, participant 3 to be a police officer and participant 4 to be an architect. (P2-45).

The hope of a teenager to repay a favor Another wish mentioned by participants was to repay those who had influenced them as youths. Participant 4 expressed a desire to repay the individual who showed him kindness by escorting his mother to heaven. The following is the formulation of the statement: "Hopefully, tea will remain true to its nature. Repay the favor to everyone who has ever been a source of concern for you "(P4-33) Participants anticipated that he would desire to be more proactive in his learning and more consistent in his actions. As stated in the following sentence: "Yes, it will become much more powerful in the future" (P2-42) In comparison to participants 2, 3, and 4, participant 5 wishes to assist her stepmother to avoid future conflict. As stated in the following: "I'm hoping that now that I've emerged from here, tea will instantly attempt. Allow it to book immediately to mother S so that it is not entered here if S succeeds, I, too, must assist Mama "(P5-51).

4. Discussion

Theme 1 Reasons for living in orphanages. Living at an orphanage is a difficult option for teenagers to make. There are several reasons why adolescents are forced to live in orphanages. There are two reasons given by teens living in orphanages (participants) for why they ended up living in an orphanage: internal and external causes. Internal reasons are those that originate inside an individual and motivate them to live in orphanages, whereas external reasons are those that originate in the environment or external situations that motivate adolescents to live in orphanages.

The desire to attend school was also a factor in the decision of some individuals. Teenagers living in orphanages are motivated by a desire to learn and accomplish goals. This remark is consistent with a study conducted by UNICEF [2], which indicates that children can attend school and get medical care when required; moreover, children think that the education they receive in orphanages will aid them in their battle for survival.

According to Nadyatusofia's [11] research on subjective well-being in adolescents, the majority of teens who live in orphanages do so not of their own will but due to economic circumstances, and youngsters become orphans or are abandoned by their parents. This is further confirmed by a study conducted by the Ministry of Social Affairs and Unicef "Save the Children" [12]. Which discovered that 94 percent of orphanage

residents did not originate from orphaned children, but rather from families with limited economic resources.

Theme 2 Positive Response to Living in Orphanages. An orphanage is a social welfare business institution charged with the responsibility of providing social welfare services to neglected children and with the responsibility of sponsoring and alleviating neglected children by providing substitute or guardianship services for foster children to meet their physical, mental, and social needs [13].

According to Astuti [14], who conducted a study on the psychosocial experiences of teenage girls in orphanages, the majority of participants indicated that the most pleasurable aspect of the institution was being among their friends. This favorable response persisted even after the teens had spent an extended period at the orphanage. With time, teenagers become accustomed to living in orphanages. An individual's capacity to accept his or her position includes the ability to sense the stability of the emotional life atmosphere, the stability of the social life atmosphere, the ability to relax, and the ability to accept sentiments about one's talents [15].

This is also supported by the Minister of Social Affairs of the Republic of Indonesia's Decree on National Standards of Child Care for Child Welfare Institutions [16], which states that the purpose of alternative care, including that provided by child social welfare institutions, should be to provide an environment that satisfies the child's needs for affection, attachment, and permanence through a structured environment.

Theme 3 Problems of Adolescents Living in Orphanages. Teenagers living in orphanages exhibit a variety of issues. Adolescent life is fraught with turbulence and difficulties, including disappointment and pain, rising tension, conflict and adjustment crises, dreams and fantasies, love and devotion, and estrangement from adult life and cultural standards [17]. This condition is made even more difficult when teens lack a role model and someone to shield them while they face the turbulence of life's stresses throughout growth. As a result, orphaned teens must attempt to resolve existing issues on their own [4].

According to Rifai's [18] research on the adjustment of teenagers living in orphanages, orphans first felt fear and anxiety upon entering the institution. These feelings stem from adolescents' inability to adjust to the environment surrounding the orphanage, as Rahmah, Ilyas, and Nurfahanah (2019) discovered in their study of the problems faced by children in orphanages that the issue of peer adjustment occurs because foster children choose friends to play with and it is difficult to create a pleasant atmosphere when gathering.

In orphaned teenagers indicates that adolescents suffer emotional loneliness, in which the individual is both sad and jealous because he lacks parents. Along with feelings of envy, teenagers report that the punishment and rules in the orphanage exhaust them [19]. According to Rahmah, Ilyas, and Nurfahanah [12], the problem of adjustment with the caregiver occurs because the foster child is unable to adhere to the caregiver's norms and is also less aware of the caregiver's authority.

According to Rahmah et al. [12], the most common challenges encountered by children living in orphanages are difficulties adjusting to the school environment and difficulties adjusting to their peers. According to Sulthoni and Sarmini [18]. in Rahmah et al. [20], rejection by peer groups may be depressing for an adolescent.

Theme 4 Coping strategies for adolescents living in orphanages. Coping techniques or coping mechanisms are attempts or methods for managing stress that can be beneficial or detrimental [21]. Religious or spiritual coping is a means for individuals to use their beliefs to cope with life's stressors and difficulties. The spiritual solution to the situation, as articulated by the participants, was prayer [8].

Participants reported that they physically resolved the issue by fighting, slamming their sandals shut, or fleeing the institution. This assertion is backed up by research conducted by Saraswat and Unisa [7], which found that when children in the study are worried or angry, they would vent their frustrations to their peers or fight against the orphanage's caretakers. Adolescents will also avoid an unpleasant atmosphere. They are incensed.

Participants in this research indicated that they would discuss their concerns and experiences with others, exchange information with individuals outside the institution, and contact family members who remained in the orphanage if they had difficulties. This remark is consistent with Dewi and Henu's [4] research, which found that participants in their study invited trustworthy friends to discuss their concerns.

Theme 5 Support obtained by adolescents living in orphanages. Individuals can get social support in the form of comfort, care, admiration, or help from other people or groups [22]. Adolescents living in orphanages require assistance; they require extra care and supervision to progress through appropriate developmental phases and avoid becoming weak human beings.

Participants in this research got encouragement to continue their lives from a variety of family sources, the school environment, and the orphanage environment. Adolescents develop a support structure from family and friends at the orphanage and school. This is consistent in Astuti [14] that connection to parents and friends can predict adolescents'

pleasure in a variety of ways. Trust and communication are two positive reactions to relationships with parents and peers.

Additionally to parental and peer support. Adolescents also require support from the orphanage surroundings. Participants stated that the foundation's owners, school instructors, administrators, and seniors at the orphanage all aided them significantly in terms of offering support or inspiration and serving as role models for how to conduct their life. This is reinforced by Schwatz's (2010) remark in Astuti [14] that adolescents would experience sadness if their foster parents, administrators, or seniors are separated from them since their foster parents or guardians teach them the proper things.

Theme 6: Adolescents' hopes for the future. Participants revealed that they hope to live independently, achieve goals and also repay favors to others became the goals of participants. A positive way of thinking will make adolescents pursue what they expect. This is supported by the statement of Bastaman (2007) in Mazaya and Supradewi [1] who revealed that with a positive self-concept, adolescents can find meaning in life by changing their perspective, attitude towards difficulties, or obstacles by not seeing them as suffering but as a journey of life that is full of life. have to go through to be successful.

This is also supported by the research of Dewi and Henu [4] that the characteristics of individuals who have resilience in the tenth category are having realistic goals and expectations, consisting of making foster parents happy by working, how to achieve future goals by learning, if you are successful you want to make your parents happy.

Adolescents who have a positive feeling of being accepted and appreciated will tend to develop a positive attitude towards themselves so that they can live independently during the wider community in harmony [13]. That one of the characteristics of young Indonesians, including teenagers, that distinguishes them from adults is hope or optimism.

5. Conclusions

Orphaned teenagers living in orphanages will have adjustment difficulties. Changes in life patterns, shelter, and other people's perceptions of him cause teenagers to face complex issues when living in an orphanage, and a solution is required. Individuals use coping techniques or procedures to manage issues, adapt to changes, and respond to dangerous situations.

The study uses qualitative research methodologies in conjunction with phenomeno-logical approaches. included five people who agreed to participate in a lengthy interview (in-depth interview). After obtaining the data, it is converted to transcripts and evaluated using the Colaizzi approach. Based on the analysis of data by researchers, it can be concluded that six themes were found, namely: 1) Reasons for Living in Orphanages; 2) Positive Response to Living in Orphanages; 3) Problems of Adolescents Living in Orphanages; 4) Coping strategies for adolescents living in orphanages; 5) Support obtained by adolescents living in orphanages, and 6) Adolescents' hopes for the future.

Based on the research conducted and the findings acquired throughout the study, the researchers provide the following recommendations to teenagers living in orphanages, LKSA Insan Kamil Mandiri, and subsequent researchers:

Adolescents who reside in orphanages. It is preferable if they acquire coping tech-niques or better ways to tackle their challenges and incorporate lessons learned from the orphanage manager during their youth in an orphanage. Teenagers should also constantly be grateful for the difficulties they endureLKSA Insan Kamil Mandiri should conduct positive activities to strengthen bonds between orphanage residents, pay more attention to and provide affection for adolescent development, foster positive communication, and continue to motivate adolescents to face their lives both inside and outside the orphanage, as well as provide counseling guidance for adolescents to help them overcome confusion if they encounter problems. For future researchers, this study can be used as a starting point for qualitative research using qualitative methods, such as comparing the coping strategies of young women and sons living in orphanages to those of adolescents living in orphanages or comparing the coping strategies of adolescents living in orphanages to those of adolescents who do not live-in orphanages or using other methods and phenomena to continue this research. since this enables them to live well and attain what they aspire for now.

LKSA Insan Kamil Mandiri should conduct positive activities to strengthen bonds between orphanage residents, pay more attention to and provide affection for adoles-cent development, foster positive communication, and continue to motivate adolescents to face their lives both inside and outside the orphanage, as well as provide counseling guidance for adolescents to help them overcome confusion if they encounter problems.

For future researchers, this study can be used as a starting point for qualitative research using qualitative methods, such as comparing the coping strategies of young women and sons living in orphanages to those of adolescents living in orphanages or comparing the coping strategies of adolescents living in orphanages to those of

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