

The impact of peer friend toward self-resilience

Taufik Agung Pranowo *, PGRI Yogyakarta University, Jl. IKIP PGRI I Sonosewu No. 117, Sonosewu, Ngestiharjo, Kec. Kasihan, Bantul Regency, Special Region of Yogyakarta 55182 Indonesia, <https://orcid.org/0000-0003-1806-4777>

Arip Febrianto, PGRI Yogyakarta University, Jl. IKIP PGRI I Sonosewu No. 117, Sonosewu, Ngestiharjo, Kec. Kasihan, Bantul Regency, Special Region of Yogyakarta 55182 Indonesia, <https://orcid.org/0000-0001-9179-1036>

Richma Hidayati, Muria Kudus University, Jl. Lkr. North, Kayuapu Kulon, Gondangmanis, Kec. Bae, Kudus Regency, Central Java 59327 Indonesia, <https://orcid.org/0000-0001-6123-6242>

Suggested Citation:

Pranowo, T. A., Febrianto, A. & Hidayati, R. (2023). The impact of peer friend toward self-resilience. *Cypriot Journal of Educational Sciences*. 18(3), 578-587. <https://doi.org/10.18844/cjes.v18i3.7902>

Received from December 22, 2022; revised from January 21, 2023; accepted from March 31, 2023.

©2023 by the authors. Licensee Birlesik Dünya Yenilik Arastırma ve Yayıncılık Merkezi, North Nicosia, Cyprus. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

Abstract

Self-resilience is the most important part of students' learning process at school. Middle school students tend to follow patterns from their peers in dealing with self-resilience. This study aims to investigate the impact of peers on the self-resilience of eight grade students at MTs Negeri 4 Magelang. This research includes correlational research with a quantitative approach. Inferential analysis is selected as the data analysis. The population of this study was 160 students. The sample was 61 students. A simple random is chosen as sampling technique. The instrument employed was a self-resilience questionnaire. To determine the quality of the questionnaire scale, the Bivariate Person (Moment Products) validity test and Cronbach's alpha reliability test were employed with a value of 0.901 which is belong to the very reliable category. Hypothesis testing is tested using simple regression. The results of the study showcase that peers have a significant impact on students' self-reliance. Peers have contributed to self-resilience by 14.9%. The significance level based on the simple regression test is 0.001 which is smaller than 0.05. This study concluded that peers have a significant impact on the self-reliance of eight grade students at MTs Negeri 4 Magelang.

Keywords: self resilience, student, learning, junior high school students, peer friend

* ADDRESS FOR CORRESPONDENCE: Taufik Agung Pranowo, Taufik Agung, Jl. IKIP PGRI I Sonosewu No. 117, Sonosewu, Ngestiharjo, Kec. Kasihan, Bantul Regency, Special Region of Yogyakarta 55182 Indonesia, Email address: taufikagung@upy.ac.id

1. Introduction

The period of adolescence entails transformations in various dimensions, namely physical, cognitive, social, emotional, moral, and religious aspects. The early stage of adolescence spans from 8 to 10 years old and ends at 15 or 16 years old, and is often marked by the transition from elementary to junior high school. During this period, early adolescents undergo puberty while transitioning from relying primarily on familial relationships to seeking more peer-oriented interactions. These changes are apparent during the early adolescent phase (Anderson et al., 2011). Adolescence is a period of great difficulty, where adolescents are faced with challenges ranging from their personal interests and commitments to their strong bonds with friends, commonly referred to as peers. Peer relationships allow for identification and collaboration processes to take place, which will contribute to shaping the behavior of adolescents. This stage of early adolescence is a sensitive developmental period, primarily driven by the desire for social acceptance and the need to fit in with their peers of the same age. However, it is also a period where adolescents become increasingly sensitive to potential social threats and social evaluation from their peers (Nelson, Jarcho, & Guyer, 2016; Vannucci et al., 2021)

During adolescence, there is a growing emphasis on making decisions about the future, carefully selecting associations, and determining whether to continue with further education at university. As adolescents start to assert greater independence from their parents, they tend to rely more on their peers as an essential social group (Braams & Crone, 2017). It is common for adolescents to face an identity crisis, as they may be uncertain and doubtful about their abilities. One area where this can be observed is in their future orientation. This problem typically arises when teenagers reach the final level of education in high school. A promising strategy to prevent and address dating violence in older adolescent females is the concept of friends helping friends (Amar, 2015).

The quality of the peer environment can greatly influence students, as those in a positive environment tend to have a positive impact, while those in a negative environment tend to be negatively impacted. As teenagers transition into adulthood, they tend to place great importance on various aspects of life they will encounter. Close friends provide a distinct model of relationships, different from parent-child relationships, which helps adolescents and young adults navigate through emotional experiences within voluntary associations (Connolly, Craig, Goldberg, & Pepler, 2004; DeLuca, 2015). Peers are a social group that typically share similar characteristics and are of the same age. Positive relationships among peers play an important role in supporting children's development and cognitive abilities. As adolescents gain a greater understanding of others, they tend to form closer social relationships with their peers, including friendships and romantic relationships, which are often carried out in social activities together. This leads to the formation of groups within student associations. However, peer pressure can also arise within these groups, as individuals may feel socialized to conform to the behavior of their peers. This process is known as peer socialization, where individuals tend to behave more like their peers (Deutsch et al., 2014).

Currently, self-resilience is a well-accepted psychological concept that is highly beneficial, particularly in aiding children and adolescents to develop and manage school-related stress. The resilience literature highlights specific characteristics that are more resilient than others, such as having a higher sense of self-worth, possessing better coping skills, and exhibiting particular personality traits (e.g., being agreeable, extroverted, open to new experiences, and conscientiousness) (Aims & Board, 2016). Furthermore, it has become apparent that children and adolescents in the modern era require self-reliance skills to effectively navigate the rapidly changing conditions of the 21st century. These experiences are often discussed in informal settings, such as hallway conversations or email exchanges between friends and colleagues, rather than being addressed as agenda items in departmental forums

or even union meetings, despite their significant and pervasive impact (Gill & Donaghue, 2016). The rapid changes that occur in today's world can have negative impacts on children and adolescents. In response, many scientists, researchers, and practitioners in the social and behavioral fields advocate for the development of self-resilience as a means of coping with these challenges. Self-resilience in students refers to their ability to persevere and adapt positively to academic challenges to achieve maximum learning success. This ability is influenced by various factors, including personal strengths and social support systems. Resilience can be viewed as a personality trait that serves as a positive characteristic of an individual, shielding them from the negative effects of stress and reducing the likelihood of experiencing episodes of depression (Wagnild and Young 1993; Wagnild 2009a; Catalano et al. 2011; Bonanno et al. 2012; Konaszewski et al., 2021).

The ability to navigate through changes and difficulties is crucial for students, particularly in managing school-related problems. Our proposed model highlights how resilience can be strengthened by reflecting on past experiences of stress, using coping mechanisms and emotional regulation techniques. This process fosters personal insight, perspective, and the potential for growth (Crane et al., 2019). The capacity to bounce back from challenging situations is referred to as self-resilience, and in an academic setting, it is called academic self-resilience. Students require this ability to overcome failure and achieve success in trying circumstances. Resilience has been characterized as a positive outcome or functioning, despite encountering unfavorable circumstances that could cause maladjustment or psychological disorders (Masten & Reed, 2002; Haktanir et al., 2021). When it comes to students, self-resilience refers to the capacity of students to withstand pressure and academic difficulties. It enables them to cope with unpleasant circumstances and develop social, academic, and vocational skills despite the intense stress inherent in modern-day life.

During early adolescence, individuals undergo significant emotional development and experience heightened emotions. This is a period characterized by increased sensitivity and a lack of emotional control. At the same time, adolescents face numerous psychological and social challenges, including academic pressure, changes in relationships, experimentation, and peer pressure (Lerner & Steinberg, 2004; Zinn, 2020). By understanding the developmental tasks that early adolescents will encounter, it is expected that conflicts that may arise can be prevented. Early adolescence is a stage where they will experience various phases that differ in difficulty related to their developmental tasks.

During adolescence, emotional tension increases due to hormonal changes, which is considered a period of storm and stress. Some teenagers may fail to overcome unfavorable situations, while others may be able to recover from adversity. 'Life skills' are essential abilities for adaptive and positive behavior, which involve empathic and problem-solving self-efficacy. These skills enable individuals to deal efficiently with the challenges and demands of everyday life (Sagone, 2020). The capacity to endure and thrive following hardship or living in a demanding environment is not a matter of chance, but rather indicates the existence of certain capabilities within the person, referred to as self-resilience.

The concept of self-resilience is relatively new in psychology and is based on current perspectives in psychiatry, psychology, and sociology that focus on how individuals can cope with and overcome stressful situations, trauma, and risks. Exchange students usually live with a host family and attend school full-time in their new location (Geeraert, 2013). The Self that possesses resilience is inclined to possess good cognitive abilities, as it can act as a safeguard for students in confronting challenges and responding to them. As a result, such students are more encouraged to develop academic resilience, which has an impact on their academic success.

Having an optimistic disposition, being active, responding positively to the self-regulation of others, being achievement-oriented, receiving high levels of support, and having positive social relationships are all factors that contribute to a student's resilience. When students enjoy attending school and participate actively in school-related activities, they develop good learning self-regulation and a positive attitude toward the school and its system. Teachers, peers, and family members contribute to the resilience of students by fostering a sense of friendship and kinship. Academic resilience is a term used to describe the strength and toughness required for individuals to overcome stress and challenges encountered during the learning process. Resilience can be viewed as a personality trait that serves as a protective factor, preventing the negative effects of stress and reducing the likelihood of depression (Wagnild and Young 1993; Wagnild 2009a; Catalano et al. 2011; Bonanno et al. 2012; Konaszewski et al., 2021).

Children or teenagers, particularly those from low socio economic backgrounds or those who have lost parents, may have a lower inclination toward self-resilience. The underlying premise of self-resilience research is that certain individuals can cope effectively despite facing challenges and risks, while others struggle to adapt and become entrenched in adversity, or even more significant risks. Thus, enhancing the resilience of adolescents can be achieved by investigating ways to increase their resilience and improve their quality of life.

2. Methods and Materials:

Research Design

The study being conducted is ex-post facto research, which means that it aims to investigate past events and determine the possible causes that led to the current circumstances under examination. In this study, a quantitative approach is employed, where data is analyzed using statistical tools represented in numerical form.

Research Subject

The population was 160 of eight grade students at MTs Negeri 4 Magelang.

Table 1

Table 1. Population Data

No	Class	Total
1.	8A	32
2.	8B	31
3.	8C	32
4.	8D	35
5.	8E	30
	Total	160

The authors employed Slovin's formula to determine the sample for this study :

$$n = \frac{N}{1 + N(\epsilon)^2}$$

Information:

n = Sample

N = Population

e = Sampling error (Error level 10%)

By employing Slovin's formula with a population of 160 students and a 10% sampling error rate, the calculation yielded a sample size of 61.53 students, which was rounded up to 61 students. The sampling technique employed was probability sampling, specifically simple random sampling. The sample size consisted of two randomly selected classes from the entire class, consist of 61 students.

Data Collecting Technique

In this study, questionnaire technique is selected in gaining the data. It was employed to acquire information from participants dealing with their personalities or topics of interest.

Research Instruments

A closed questionnaire format is selected as an instrument in this paper.

Data Analysis

The methods employed to analyze the data as follows:

1) Statistical inference

It is appropriate for taking samples from a well-defined population and collected through a random sampling technique.

Inferential statistics consist of parametric and non-parametric statistics, where the former involves testing population characteristics using sample data and the latter doesn't rely on many assumptions. In this study, parametric statistical analysis is employed since it extrapolates population characteristics from sample data. Certain requirements must be met for research utilizing inferential statistics to conduct data analysis:

a) Normality test

The normality test is conducted to determine whether the data in each variable follows a normal distribution. The Kolmogorov-Smirnov test is employed in this study to examine the normality of the data, which determines whether the data in the variables being analyzed is distributed normally. If the significance level is greater than 0.05, then the data meets the criteria for a normal distribution. Conversely, if the significance level is below 0.05, then the data is considered not to be normally distributed.

b) Linearity Test

The purpose of conducting the linearity test is to assess whether there is a linear relationship between two variables. In this particular study, the linearity test was conducted to determine whether the independent and dependent variables had a linear relationship. A linear relationship can be observed when there is an equal change in variation, whether it's an increase or decrease, in both variables. If the significance value is greater than 0.05, it meets the criterion for a linear relationship. However, if the significance value is less than 0.05, it is considered non-linear.

2) Hypothesis Test

Once the normality and linearity tests have been conducted to meet the requirements, the subsequent step involves testing the hypothesis that predicts the impact of the independent variable on the dependent variable. This is accomplished by employing a simple regression analysis. In this study, the hypothesis for simple regression analysis is tested using the F test.

3. Results

This study performed a normality test on two variables: peers and students' self-reliance. A significant value greater than 0.05 indicates that the data is normally distributed. Conversely, if the significant value is less than 0.05, it indicates that the data is distributed abnormally.

Table 2. The Outcomes Of The Normality Test On Peers And Students' Self-Reliance

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		63
Normal Parameters ^b	Mean	.0000000
	Std. Deviation	3.87507452
Most Extreme Differences	Absolute	.078
	Positive	.078
	Negative	-.043
Test Statistic		.078
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Referring to table 2, it can be inferred that the significant value calculated from the normality test is 0.200. Since this value is higher than 0.05, it can be concluded that both the peer variable data and learning achievement data follow a normal distribution.

Once the normality test is conducted, the subsequent step is to carry out the linearity test to determine the presence of a significant linear relationship between the two variables. If the significant value is greater than 0.05, it can be concluded that there is a significant linear relationship between the X and Y variables. However, if the significant value is less than 0.05, it can be concluded that there is no linear relationship between the X and Y variables.

Table 3. Peer Linearity Test Results and Students' Self Resilience

			ANOVA Table				
			Sum of Squares	Df	Mean Square	F	Sig.
Self Resilience * peer friend	Between Groups	(Combined)	467.649	20	23.382	1.525	.123
		Linearity	180.646	1	180.646	11.781	.001
		Deviation from Linearity	287.003	19	15.105	.985	.495
	Within Groups		644.002	42	15.333		
Total		1111.651	62				

Referring to table 3, it can be inferred that the linear test calculation yielded a significant value of 0.495. Since this value is greater than 0.05, it can be deduced that there is a linear relationship between the peer variable and the learning achievement variable.

The hypothesis was tested using a simple regression analysis F-test, where the acceptance or rejection of the hypothesis is based on obtaining a significant value. Ha is accepted and Ho is rejected if the significance level value is <0.05. Conversely, if the significance level value is >0.05, Ha is rejected, and Ho is accepted.

Table 4. Results of Simple Regression Analysis Peer F Test and Student Self Resilience

ANOVA^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	180.646	1	180.646	11.836	.001 ^b
Residual	931.005	61	15.262		
Total	1111.651	62			

a. Dependent Variable: Self Resilience

b. Predictors: (Constant) Peer Friends

Referring to table 4, it can be inferred that the significant value obtained from the simple regression F-test calculation is 0.001. Since this value is less than 0.05, it can be concluded that peers have a significant impact on the self-resilience of eight grade students.

The regression analysis shows that the influence of peers on the self-reliance of eight grade students is significant, and the magnitude of this influence is given below:

Table 5. Results of the Analysis of Regression Effectiveness

Model Summary

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.403 ^a	.163	.149	3.907

a. Predictors: (Constant), Peer Friend

Referring to table 5, it can be deduced that the effectiveness of peer variables on learning achievement can be determined from the Adjusted R Square value, which is 0.149 or 14.9%. This value indicates that peers have a 14.9% influence on the self-reliance of, while other variables outside the study have an impact of 85.1%.

The results of the simple linear regression analysis show that the Sig. value is 0.001 <0.05, leading to the rejection of Ho and the acceptance of Ha. Hence, it can be interpreted that peers have a significant impact on the self-reliance of eight grade students. The coefficient of determination (R²) is 0.149 or 14.9%, indicating that the peer variable (X) contributes 14.9% to student resilience while other factors outside the study influence 85.1%.

4. Discussion

A part from the influence of a student's family, such as parents and teachers, who play a significant role in shaping their self-resilience, peers also have a substantial impact. Relationship with peers can help in developing social skills, building close bonds, improving friendships, developing a sense of belonging, and motivating students to achieve better self-resilience. In a study conducted on college students to investigate the correlation between self-resilience and adaptability, it was observed that those with high levels of resilience, good interpersonal skills, and the ability to manage their emotions had lower levels of anxiety and aggression compared to those who lacked these abilities. (Lee, 2016).

The concept of resilience is commonly viewed as an inherent trait, with the belief that certain individuals possess a greater degree of resilience than others. For individuals with mental illness, resilience is a critical characteristic that influences their capacity to manage symptoms and medication side effects, thus having a significant impact on their emotional state and overall quality of life (Perlman, 2017).

The notion of resilience is a complex construct, encompassing a dynamic mechanism whereby individuals exhibit positive adjustment in the face of considerable adversity or trauma (Luthar and Cicchetti, 2000, p. 858; Rajan-Rankin, 2014). Resilience is a constructive attribute that empowers individuals to not only recuperate from stressful situations or negative life occurrences but also extract personal significance from them. It enables them to endure stressors and remain steadfast in the face of adversity (Grant and Kinman, 2012, p. 1; Skovholt, 2001). Bandura (Taylor & Reyes, 2012) Self-efficacy was originally proposed in social cognitive theory as the belief individuals hold regarding their ability to perform a task at a certain level and to have an impact on events that affect their lives. Consequently, it stable personality traits may play a role in influencing the use of positive and negative emotions, which can in turn regulate feelings of self-esteem. Recent studies on the personality traits that influence self-esteem have specifically looked into trait anxiety (as a negative influence) and trait resilience (Bonanno, 2004; Benetti, 2006).

5. Conclusion(s)

The F test has shown a significant value of 0.001, which is less than the critical value of 0.05. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. According to H_a , peers have a significant impact on the self-reliance of eight grade students at MTs Negeri 4 Magelang. The study findings indicate that peer have contributed to 14.9% of the self-resilience among the eight grade students at MTs Negeri 4 Magelang.

6. Recommendations/Future directions

The Guidance and Counseling (BK) teacher can provide training and learning about the importance of self resilience to students, by giving positive examples of how to overcome difficulties and challenges in life. BK can also provide counseling or therapy sessions for students who need assistance in overcoming problems or difficulties.

The school principal can introduce programs that support the development of students' self resilience, such as character development programs, leadership training, and social activities. The principal can also help students build healthy relationships with their peers and facilitate social activities that can strengthen bonds among students.

Students can build positive relationships with their peers by interacting positively and supporting each other. Students can also seek support from close friends when facing problems or difficulties.

Subject teachers can support the development of students' self resilience through learning that emphasizes the ability to overcome difficulties, develop problem-solving skills, and provide positive and constructive feedback to students.

The school can create an environment that supports the development of students' self resilience, by providing access to necessary resources and support such as BK programs, mental health facilities, and positive social activities.

The results of this study can serve as a reference for schools to enhance their support towards the development of students' self resilience.

Acknowledgments In this study, the researcher would like to express gratitude to 1) LPPM UPY for granting permission and providing the opportunity to conduct the research, and 2) MTs Negeri 4 Kabupaten Magelang, Central Java, Indonesia for providing the opportunity to conduct the research at their location.

References

- Aims, D., & Board, S. E. (2016). *Journal of Adolescent Research*. 1, 1–8. <https://doi.org/10.1177/0743558403253810>
- Amar, A. (2015). Friends Helping Friends: A nonrandomized control trial of a peer-based response to dating violence. *Nursing Outlook*, 63(4), 496–503. <https://doi.org/10.1016/j.outlook.2015.01.004>
- Anderson, K. G., Tomlinson, K., Robinson, J. M., & Brown, S. A. (2011). Friends or foes: Social anxiety, peer affiliation, and drinking in middle school. *Journal of Studies on Alcohol and Drugs*, 72(1), 61–69. <https://doi.org/10.15288/jsad.2011.72.61>
- Benetti, C. (2006). Affect-regulated indirect effects of trait anxiety and trait resilience on self-esteem. *Personality and Individual Differences*, 41(2), 341–352. <https://doi.org/10.1016/j.paid.2006.01.015>
- Braams, B. R., & Crone, E. A. (2017). Peers and parents: A comparison between neural activation when winning for friends and mothers in adolescence. *Social Cognitive and Affective Neuroscience*, 12(3), 417–426. <https://doi.org/10.1093/scan/nsw136>
- Crane, M. F., Searle, B. J., Kangas, M., & Nwiran, Y. (2019). How resilience is strengthened by exposure to stressors: the systematic self-reflection model of resilience strengthening. *Anxiety, Stress and Coping*, 32(1), 1–17. <https://doi.org/10.1080/10615806.2018.1506640>
- DeLuca, H. K. (2015). I get by with a little help from my friends: Examining the peer context of satisfaction with casual sexual relationships and experiences. *European Journal of Developmental Psychology*, 12(5), 565–578. <https://doi.org/10.1080/17405629.2015.1044964>
- Deutsch, A. R., Steinley, D., & Slutske, W. S. (2014). The Role of Gender and Friends' Gender on Peer Socialization of Adolescent Drinking: A Prospective Multilevel Social Network Analysis. *Journal of Youth and Adolescence*, 43(9), 1421–1435. <https://doi.org/10.1007/s10964-013-0048-9>
- Geeraert, N. (2013). Acculturative Stress or Resilience? A Longitudinal Multilevel Analysis of Sojourners' Stress and Self-Esteem. *Journal of Cross-Cultural Psychology*, 44(8), 1241–1262. <https://doi.org/10.1177/0022022113478656>
- Gill, R., & Donaghue, N. (2016). Resilience, apps and reluctant individualism: Technologies of self in the

- neoliberal academy. *Women's Studies International Forum*, 54, 91–99. <https://doi.org/10.1016/j.wsif.2015.06.016>
- Haktanir, A., Watson, J. C., Ermis-Demirtas, H., Karaman, M. A., Freeman, P. D., Kumaran, A., & Streeter, A. (2021). Resilience, Academic Self-Concept, and College Adjustment Among First-Year Students. *Journal of College Student Retention: Research, Theory and Practice*, 23(1), 161–178. <https://doi.org/10.1177/1521025118810666>
- Konaszewski, K., Kolemba, M., & Niesiobędzka, M. (2021). Resilience, sense of coherence and self-efficacy as predictors of stress coping style among university students. *Current Psychology*, 40(8), 4052–4062. <https://doi.org/10.1007/s12144-019-00363-1>
- Lee, J. K. (2016). Self-resilience as a protective factor against development of post-traumatic stress disorder symptoms in police officers. *Annals of Occupational and Environmental Medicine*, 28(1). <https://doi.org/10.1186/s40557-016-0145-9>
- Perlman, D. (2017). Understanding the influence of resilience for people with a lived experience of mental illness: A self-determination theory perspective. *Journal of Community Psychology*, 45(8), 1026–1032. <https://doi.org/10.1002/jcop.21908>
- Rajan-Rankin, S. (2014). Self-Identity, Embodiment and the development of emotional resilience. *British Journal of Social Work*, 44(8), 2426–2442. <https://doi.org/10.1093/bjsw/bct083>
- Sagone, E. (2020). Resilience and perceived self-efficacy in life skills from early to late adolescence. *International Journal of Adolescence and Youth*, 25(1), 882–890. <https://doi.org/10.1080/02673843.2020.1771599>
- Skovholt, T. M. (2001). Career counseling for longevity: Self-care and burnout prevention strategies for counselor resilience. *Journal of Career Development*, 27(3), 167–176. <https://doi.org/10.1177/089484530102700303>
- Taylor, H., & Reyes, H. (2012). Self-efficacy and resilience in baccalaureate nursing students. *International Journal of Nursing Education Scholarship*, 9(1). <https://doi.org/10.1515/1548-923X.2218>
- Vannucci, A., Fagle, T. R., Simpson, E. G., & Ohannessian, C. M. C. (2021). Perceived Family and Friend Support Moderate Pathways From Peer Victimization to Substance Use in Early-Adolescent Girls and Boys: A Moderated-Mediation Analysis. *Journal of Early Adolescence*, 41(1), 128–166. <https://doi.org/10.1177/0272431620931187>
- Zinn, M. E. (2020). Resilience in adolescence: Prospective Self moderates the association of early life adversity with externalizing problems. *Journal of Adolescence*, 81, 61–72. <https://doi.org/10.1016/j.adolescence.2020.04.004>