

Experiences of Adolescents Losing Parents Due to COVID- 19: Phenomenological Studies in Indonesia

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Experiences of Adolescents Losing Parents Due to COVID-19: Phenomenological Studies in Indonesia

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Abstract

Background: Adolescents losing their parents is the worst event they experience during the COVID-19 pandemic. Adolescents raise a traumatic response after a loss occurs. **Objective:** The study aims to identify the factors that affect adolescents in Indonesia who experience losing their parents due to COVID-19. **Methods:** Qualitative research design with a phenomenological approach. The number of participants was 12, with the criteria of being teenagers 10-19 years old who had lost their parents due to COVID-19. Interview data were processed using the Colaizzi technique. **Results:** Four themes develop through content analysis; namely, adolescents are not ready to face sudden loss, adolescents experience suffering due to the loss of parents, adolescents have difficulty going through the loss process, and changes occur in adolescents due to the loss of parents. **Conclusion:** The findings of this study show that the sudden loss of parents due to COVID-19 harms adolescent mental health. As a result, mental health nurses in the community need to detect adolescents early for signs of stress and anxiety due to the loss of parents and take steps to strengthen adolescents' self-defense after loss.

Keywords: COVID-19; lost parents; grieving; phenomenology; teenager

INTRODUCTION

The COVID-19 pandemic is a primary concern for the entire planet. WHO classifies COVID-19 as a global epidemic that has killed millions of people. The high number of adult COVID-19 cases impacts adolescents' lives. 38% of teenagers in Wuhan, China, were found to have anxiety symptoms, according to research (Xie et al., 2020). Another study found that 31% of participants were concerned, and 13.5% were annoyed by COVID-19-related alterations (Mitra et al., 2021). In addition to the trauma of losing the closest relative to COVID-19, the burden of COVID-19 on teenage mental health is considerable and requires treatment.

Data on adolescents who have lost their parents due to COVID-19, studied by Unwin et al. (2022), show an increase of 90% in the period since wave 1 of COVID-19. Indonesia, as of September 30, 2021, as reported by the Ministry of Women and Children Empowerment and the United Nations Children's Fund (UNICEF), recorded the most deaths in DKI Jakarta (67.6%) and West Java (67.2%) (Satuan Gugus Tugas Penanganan COVID-19, 2021). Losing parents in adolescents due to COVID-19 is positively related to anxiety (Caycho-Rodriguez et al., 2021).

This study was reinforced by qualitative research that showed they felt a change in their personality since the loss occurred, spent much time at home, and some even thought about going with the deceased (Wijayanti & Suatin, 2020). Anxiety conditions arise due to the loss and grieving process after losing a parent. Losing a parent for more than six months is delayed grief, making adolescents unable to process their grief (Arnout et al., 2020). As many as 39.3% of adolescents show anxiety symptoms due to grieving after losing their parents due to COVID-19 (Breen et al., 2021).

Adolescents may use ineffective coping mechanisms like blaming God, pretending their parents are still alive, feeling emotionally distressed because they cannot accompany the deceased or attend funerals, isolating themselves from their environment, or even engaging in behaviors they have never engaged in

before like smoking and drinking alcohol (Asgari et al., 2022). As a result, it takes on the role of nurses in the juvenile environment of the community. Nurses provide care and treatment in the hospital setting and endeavor to promote health and fight disease in the neighborhood. The nurse's role as a promoter and preventative strategy to prevent even more significant mental health difficulties was created in the coping mechanism model of adolescents with loss.

METHOD

The framework approach to qualitative data analysis uses a theme-based approach. The collected data is reduced through summary and synthesis while maintaining links to the original data. Using this framework, the authors examine the experiences of adolescents after experiencing the loss of a parent due to COVID-19. The authors used this framework to guide research, from developing an interview guide to interpreting the results (see Figure 1).

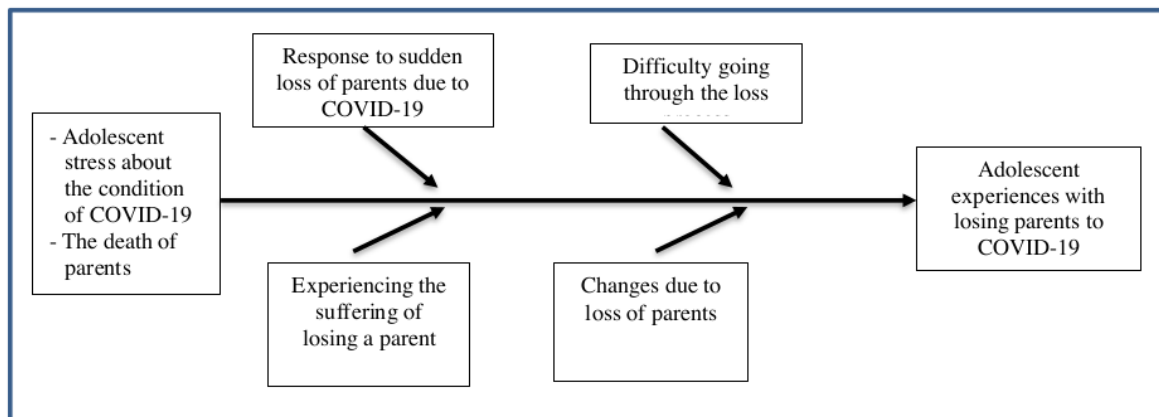


Figure 1. Qualitative research framework

This study used a phenomenological approach using thematic analysis of directed and semi-structured individual interviews. Twelve participants recruit through information from the COVID-19 task force in the DKI Jakarta area. Participant inclusion criteria are adolescents aged 10-19 years who have lost a parent due to COVID-19, not limited to the length of death or the loss of one or both parents.

The Research Ethics Committee of the University of Indonesia approved this study with a certificate of passing research ethics review number KET-153/UN2.F12.D1.2.1/PPM.00.02/2022. Data was collected between April 2022-August 2022. All interviews were recorded and transcribed verbatim for easy analysis. Participants met the eligibility criteria after being explained to participate in this study. The inclusion criteria were adolescents aged between 10-19 years, who had lost their biological parents due to COVID-19, and the loss was not limited to the time of the loss.

The methodology of this research is that in-depth interviews are appropriate because the information submitted by the participants is private and confidential (Morrison et al. I, 2004). The in-depth interview schedule arranges to produce maximum exploratory data. Researchers conducted in-depth interviews with each participant, allotting 30-45 minutes for each meeting. The sampling process allows saturation to be achieved. Twelve participants were sufficient to conclude that no new information or new themes may emerge from further data analysis.

Data were analyzed using thematic analysis (Corbin, Strauss, & Strauss, 2014). Verbatim is done every time the writer finishes conducting interviews with participants. The transcripts of the participants' words were read back by the authors and formulated into an initial code list. The codes are sorted into categories grouped under broader themes. The themes identified by the authors and by independent reviewers were compared and were used for all major themes (table 2).

RESULTS

Participants characteristic

Nine adolescents lost their biological fathers, two adolescents whom their mothers left, and one teenager who lost both parents due to COVID-19. They interviewed about their understanding of the meaning of loss, the impact of loss, and the obstacles to going through the grieving period.

Table 1. Description of participant

| Characteristic | Participant | | | | | | | | | | | |
|---------------------|-------------|-------------|-------------|------------|------------|------------|-------------|------------|------------|------------|------------|------------|
| | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P10 | P11 | P12 |
| Age of adolescent | 19 | 19 | 19 | 19 | 13 | 12 | 12 | 12 | 14 | 10 | 13 | 15 |
| Sex | M | F | M | F | F | M | M | F | M | F | M | M |
| Loss amount | Father | both | Father | Father | Father | Mother | Father | Father | Father | Father | Mother | father |
| Time since death | 1 month | 1 year | 1 year | 1 year | 1 year | 1 year | 8 months | 1 year | 1 year | 1.5 years | 4 months | 7 months |
| Family income/month | 2-3 million | 3-5 million | 1-2 million | <1 million | <1 million | <1 million | 3-5 million | <1 million | <1 million | <1 million | <1 million | <1 million |

Theme

The first theme was labeled "not ready for sudden loss." The second theme is "experiencing the suffering of losing a parent." The third theme is "the difficulty of going through the loss process." The fourth is "Changes due to losing parents." The four main themes were then divided into 11 sub-themes. In table 3, each theme is broken down into sub-themes and described with direct participant quotes. These themes are discussed with selected quotes to illustrate adolescents' experiences when dealing with their parents' deaths due to COVID-19. adolescents deal with the loss of their parents.

Table 2. Theme analysis

| Major Theme | Sub-themes |
|--|--|
| Response to sudden loss of parents due to COVID-19 | Emotional outbursts, helplessness, inability to channel emotions |
| Experiencing the suffering of losing a parent | Increased burden: with additional roles in the family, there is no future |
| Difficulty going through the loss process | Low support from the relationships, changes in funeral rituals, relationship with the deceased |
| Changes due to the loss of parents | New negative habits, traumatized by death, avoiding situations that evoke memories of parents. |

Theme 1: Adolescent responses to the sudden loss of parents due to COVID-19

Theme 1, "Response to the Sudden Loss of a Parent Due to COVID-19," contains adolescents' responses when facing the loss of a parent. These responses include emotional outbursts, helplessness, and inability

to channel emotions. Emotional explosions occur immediately upon hearing the sad news, in hospitals, at home, and during funerals.

Subtheme 1: Emotional outburst

Adolescents are consciously aware of their deep sorrow for the loss of their parents and lose emotional control to express their grief. Adolescence stated that they experienced a flood of emotions that they had never experienced before when they first heard the sad news. Even though they had experienced loss in the past, when one of their parents died in the hospital due to COVID-19, they did not think that their parents would not survive COVID-19. The death of their parents was beyond their expectations when they entered the hospital in good condition and were declared dead after a few days. They believe that such loss and grief transcend other issues as the biggest obstacle they have faced up to that point in their journey of loss. Another emotional outburst is a surprised response, feeling unprepared, with the following expressions:

"I'm hysterical... I want to let it all out... I'm shocked, I'm shocked... who doesn't cry..." (P01, P05, P09)

"Just cry until you lie on the floor.. there are many friends there.. go straight to the ICU.. uh, not the ICU but the isolation room.. The hospital was difficult at that time.. between fatmawati hospital and puri hospital .. ICU didn't get it.."(P07 , P12)

"..I cried so hard when I found out dad wasn't there that I passed out..." (P02,P05)

"...previously my mother passed away...so when my father died I was shocked...not ready...(P12, P03)

"..some days I just cry, sometimes screaming alone in my room, remembering my father's funeral, but I can't get close".. (P04,P09,P011)

Subtheme 2: Helplessness

The emotional explosion occurred 1–5 days after the news of the deceased's death. However, another response emerged, namely a feeling of helplessness, with the keywords destroyed, empty, and not knowing what to do, which is expressed in the following statement:

"...I lost twice in a row... it's like it's broken... it's broken..." (P11, P06)

"..I didn't expect Papa to die..then I suddenly felt empty..as if there was a space..." (P04,P05)

"I'm spoiled, huh?"

"..I want mom to be beside me, teach me to study, joke with me..it's hard to do without mom" (P06,P13)

Subtheme 3: Unable to express emotions

Adolescents sometimes get big demands from the environment, where they must show their maturity, even though channeling emotions at that time is necessary. Adults don't know that adolescents who are silent when the grieving process is still going on have hidden emotions. If these emotions do not come out or are not expressed by adolescents, then the process of accepting loss is still incomplete for them.

"..I'm not going to show you because you don't want Mom to be sad.. just keep it to yourself.." (P01, P10)

"..No one helps me.. I just cry a lot.. alone in my room, I don't want my sister and mother to know I'm sad, I feel sorry for them.." (P02, P08)

"..Want to cry but can't, so mom won't cry, I'm sorry if mom is sad.."(P04)

".. I'm despondent, but I'm told by my grandmother, father... boys can't cry, so I just hold on.. never tell anyone else.." (P08, P09,P12)

"..I have friends to play with, but when I'm sad, I never tell my friends... I'm embarrassed to cry so much..." (P11, P05)

Theme 2: Experiencing the suffering of losing a parent

Theme 2, "Experiencing the suffering of losing parents," includes the added burden of adolescents, namely their additional role in the family and an unclear future.

Subtheme 1: Increased load

Reducing one family member's workload is a separate task for the family. The eldest child entering adolescence directly acts as a substitute for the head of the family without being asked. Adolescent boys consider it their responsibility to replace the father's role in the family regarding the economy, educating younger siblings, and overcoming other family problems. For adolescent girls, they help their mothers more with the family economy:

"..All the burdens are on me, I am the head of the family...and the biggest problem is the cost. What about my younger siblings? I don't know how to guide them.." (P01, P03)

"I'm sure I'm confused about becoming the head of the family...especially when I have to teach my younger siblings...I don't have that experience...not to mention if there's a problem, it's usually the father who solves it"(P03, P04)

"..I go to school while working to help my mother sell cakes..I bring the cakes to school, I'm sorry for my mother..I'm confused about being left by my father.."(P012)

"Finances are still safe so far... God willing, if there is luck... I will still prioritize younger siblings... that is my responsibility, the important thing is younger siblings..."(P01, P13)

Subtheme 2: There is no future

Adolescents' closeness to the deceased makes it a strength that they must be strong in facing loss. The deceased was used as a role model for their children, both boys, and girls. For girls, the father figure is seen as giving direction to their future, while for boys it is a wise figure in solving problems. Meanwhile, the mother figure is seen as a companion in finding a way out and a learning companion from childhood.

"..if you want to go anywhere now it's up to you...if you have a father, you have to do this...so this...directed...now it's up to you.. my brother told me to join the police, uncle told me to enter tourism...uncle there is a lecturer.. I don't want to be like this.." (P04, P10)

"..someone has to push me..if there is a father I will be directed... mmm..maybe later sis (participant cries)." (P01,P05)

"..usually mom accompanies me to study, now I don't anymore.. I don't know what school I'll be doing later (participant tells a story while crying, head down)." (P06,P10)

"Fathers are busy at work, no one can help them study like mom (participant cries) confused about studying, especially long distances like this, father brought his cellphone..."(P11, P04)

"..I lost 2 times in a row.. it's like it's broken.. it's broken.." (P02)

Theme 3: Difficulty going through the loss process

Theme 3: "difficulty going through the loss process" includes lack of support from relatives, changes in funeral rituals, and relationships with the deceased. Social support from relatives comes in the form of being present when the loss occurs, but during the COVID-19 pandemic, this was difficult to do.

Subtheme 1: Lack of family support

In Indonesia, the "gotong royong" culture is very strong, especially when people face death. They will gather at the funeral home and pray for those who have died together. This condition could not occur when COVID-19 hit the world in 2020–2022. The grieving family went through their grief without visits from other people due to the restrictions (self-isolation) that were in effect at that time. Religious ceremonies are also carried out virtually; social movements are very limited. Incidents of loss cause deep sorrow for adolescents who need the support of other relatives. Expressions of a lack of support from relatives are reflected in teenagers' utterances of loneliness and hope that the deceased will return

"..When I'm under pressure, I like or don't want to face sadness.." (P08)

"..I can't talk to anyone..in prayer, I want my father to get well, I want my father to have a long life.. I miss my father.. I want to meet him" (P05, P08)

"..I couldn't do anything then... dad couldn't visit the hospital, everyone at home couldn't go out either.. I was confused, mom was confused and could only cry..until dad died I couldn't see.." (P05, P012)

Subtheme 2: Funeral ritual changes

The grieving process for losing a parent has been made more difficult by changes to funeral customs that do not align with Indonesian culture.

"I'm sorry Papa was alone when he buried, we didn't accompany him... it was hard for us..." (P01, P08)

"Once I lost a relative... it's been a long time... but now it's even worse, it's quiet... no one is entertaining... no family comes to read prayers for the deceased"(P02,P06, P10)

Subtheme 3: Relationship with the deceased

The close relationship with the deceased affects a person's grieving process, especially if the loss occurs suddenly or unexpectedly because of the short distance between illness and death. Hence, adolescents are not ready to face loss. Teenagers have difficulty getting rid of grief because absence at the funeral is one of the contributing factors.

"..I'm still confused about myself... I'm sincere or not if daddy isn't there.. I'm confused about expressing it... what do I want, what am I looking for.." (P09,P12, P15)

"..I feel that daddy is still in the hospital..in my mind that I won't be sad huh...I feel daddy is still in the hospital..how is it...because I didn't see his funeral" (P01, P03, P12)

"If there's a problem... I like to think... there's certainly a papa... papa is handling it... then I immediately think, try it if there's still papah..." (P03, P04, P10)

"..I want dad to come back..I want to go on trips together, so I can drive with dad if I go to school. If it's my dad's birthday, he likes to give me money..I want...but dad is gone, it's hard for me to forget, dad is close really with me.."(P05)

Theme 4: Changes due to the loss of parents

Theme 4: Changes due to the loss of parents due to COVID-19 significantly impact adolescents. Changes include new negative habits, trauma with something that smells of death, and avoiding situations that evoke parents' memories.

Subtheme 1: New negative habits

New habits that emerge after unpleasant events occur are one of the coping mechanisms that emerge to reinforce oneself. However, if new habits emerge in a negative direction, this needs to be addressed further.

"...I can't if I was under pressure before when mom and dad were still around, I can still face problems... now it's so hard to control myself..." (P02)

"...I'm more afraid now... afraid to start something like that..." (P07,P11)

"...I've done something negative..it ran to drink and cigarettes.." (P04, P09, P12)

"..I feel quieter since losing my dad... when my mom wasn't okay... but when daddy wasn't around I found it hard to talk to new people... I didn't want to start a conversation..." (P03, P05)

Subtheme 2: Traumatized by something that smells of death

Trauma can occur when a new teenager experiences the loss of someone closest to him, so subconsciously he wants to avoid situations that make the memory of the deceased repeat itself.

".. when you see an ambulance with the sound of sirens, you get goosebumps. Remember the deceased.." (P08)

"... how did I become like this... a neighbor died, and his coffin was passing by, I couldn't... I felt like my legs were going to fall, I must have gone inside... traumatized..." (P04, P05)

"Several months since papa's death, I can't see the news on TV about people who died. The atmosphere is taut.." (P01, P03)

Subtheme 3: Avoiding situations that evoke memories of parents.

Adolescents generally have fond memories with their parents. Adolescents who use coping mechanisms avoid situations with memories of their parents to protect themselves from the feeling of loss due to closeness to the deceased.

"...I just close the photos of my dad, I don't want to see daddy's clothes, it hurts my heart to be torn to pieces..." (P01, P04,P09)

"..I usually like to go to the mall and look at clothes.. but now I don't want to do that (P10, P05)

"..Papa loves his bicycle. Right before he got sick, he often played with me.. the locals brought together papah in the bicycle community.. so I rarely ride bicycles since daddy got sick.. now since daddy wasn't around, I'm so lazy I don't want to I'm on a bike..it just doesn't feel good.." (P01, P05,P13)

DISCUSSION

Adolescent responses to the loss of a parent

Adolescents' responses immediately after learning that their parents had died showed shock responses such as emotional outbursts and feelings of helplessness. Emotional outbursts showed hysteria, loud crying, fainting, and shock. While the feeling of helplessness is shown by feeling broken, empty, and not knowing what to do, The shock response experienced by adolescents is normal, especially if they have

to lose the closest person in a short time. Conditions that have never occurred to teenagers today The symptoms of COVID-19 that appear are not characteristic of being severe; therefore, adolescents and their families do not expect a sudden loss. It is even more regrettable because they cannot meet for the last time or attend a funeral.

The grieving process experienced by adolescents is more or less the same as that of adults, but according to the growth and development of adolescent emotions, it still fluctuates. Emotional outbursts that affect endocrine hormones send hormones into the bloodstream (Kozier et al., 2018). The body adapts to the emergence of stressors. However, if the production of this hormone is still high, it is feared that adolescents will experience fatigue because they do not know how to get through the grieving period (Sawyer et al., 2018). Adolescent self-defense that appears subconsciously can be maladaptive, and adolescents will likely fall into a depressive phase if they do not get the right support (Orgilés et al., 2021).

Adolescent self-defense results from the ability to cope with mechanisms for adapting to challenging life experiences. The American Psychological Association (APA, 2017) explains that self-defense has the flexibility to survive difficulties and get back up and grow even though life experiences difficulties such as losing parents as teenagers. A research study (Pillay, 2022) states that adolescent self-defense during the COVID-19 era results from the ability to resolve events that stress them out through coping mechanisms.

Adolescents frequently use coping mechanisms to deal with sadness by isolating themselves from their surroundings. Previously enjoyable habits are now limited because feelings of dependence on the deceased constrain them. The closeness factor of the relationship with the deceased during their lifetime influenced them through the grieving period (Schraer, 2006). In this condition, adolescents need support from their group and closest family (Orgilés et al., 2021). One aspect that needs to be considered is the role of teachers in schools for students who experience loss. The school must understand that being loud or silent reflects the most profound emotions that must be overcome immediately.

The loss experienced by adolescents should not be allowed to drag on because a prolonged grieving process can cause stress and even depression so that adolescents cannot continue their developmental tasks, incredibly emotional and social development (Gunarsa & Gunarsa, 2008), where adolescents must achieve emotional independence in completing conflicts within themselves and can solve the problem without help from parents who are usually role models.

Feelings of emptiness after learning that both parents died can be prolonged, according to the experiences experienced by adolescents. Sudden loss feels like an empty room, empty of not knowing what to do and a loss of grip, which has always helped teenagers deal with difficult times. Teenagers must overcome everything alone, a condition no individual feels ready for. This condition is similar to research conducted by Wijayanti and Suatin (2020), where adolescents feel deep sadness over the loss of role models in the family.

According to Kubler Ross (Burnier, 2017), the stages of grieving are passed through by adolescents; it is just that these phases do not always appear in the loss process. Anger often appears as an initial response to loss. Emotional explosions and hysterical screams were not seen in all participants; this could be because the relationship with the deceased was perfect. They were sincere about their parents' departure due to illness and disasters experienced in all parts of the world. The phrase that appeared

most frequently was depression. Participants showed symptoms of not leaving the house, not wanting to eat, much sadness, fear of starting, much silence, loneliness, and an additional burden of not following their developmental tasks. According to Fiorini and Mullen (2006) research, adolescents exhibit depressive symptoms in 46.21% of cases due to the disaster's aftermath.

Efforts to overcome the loss of parents due to the Covid-19 disaster

Adolescents coping with loss mostly come from family and peers. It happened to all participants. With this condition of loss, teenagers are closer to their families. The theory of growth and development (Santrock, 2003) states that adolescents are closer to their peer group. However, in contrast to when they lose their parents, participants show a more intense closeness to siblings and parents who are still alive.

Adolescent boys in their late teens show great sympathy and try to protect their families from sadness by ignoring their feelings. This participant acts as if he is a substitute for his parents as the head of the family. However, the exciting thing is that young boys carry out this sympathetic behavior in the late adolescent phase and young women in the early adolescent phase. A teenager who acts as an older brother who protects his younger sibling and does not want to make his mother sad by not showing a loss in front of many people

The focus should be on behavior when adolescents engage in harmful activities such as drinking alcohol and smoking, new habits they have never done before. The emergence of positive and negative new habits can undoubtedly use for further research. Adaptive or maladaptive coping mechanisms that adolescents will take to resolve the loss. This adaptation process follows Roy's behavioral theory (Basiri Moghadam et al., 2019), which shows that coping decisions are influenced by adolescent confidence in solving problems. Efforts are needed to reduce maladaptive coping and strengthen adaptive coping.

Barriers/difficulties faced by adolescents after losing parents

All participants acknowledged having a close relationship with the deceased as a difficulty in getting through this grieving period. The death of a parent or teenager is emotionally binding and can cause extreme psychological reactions. If not handled properly, it can cause emotional turmoil that continues into adulthood (Xu et al., 2018). A prolonged feeling of grief is caused by the appearance of the memory of the deceased in every particular situation, place, and moment with the deceased. The feeling of longing and dependence that have not been separated from the deceased makes it difficult for teenagers to face the grieving period. Although some admit that they sincerely accept it, the loss process must be reviewed again after more than six months of experiencing losses.

A study by (Ellis et al., 2013) found that losing a parent before age 18 impacted adult life. Lack of appropriate social support for surviving children and parents and failure to provide transparent and honest information is related to the meaning of loss by adolescents. Barriers to going through the grieving phase negatively impact adulthood regarding trust, relationships, self-esteem, feelings of loneliness and isolation, self-esteem, and the ability to express feelings.

Another difficulty expressed by the participants was that due to the loss of a family's source of income, adolescents must think hard to help their parents who are still alive and survival of their siblings. A research study by (Rotheram-Bonis et al., 2005) found that adolescents with chronically ill parents experience a loss process and experience depressive anxiety disorder caused by a less conducive

environment and an unstable economy. Another study of adolescents in Indonesia found that the economic impact of COVID-19 triggered adolescents to marry early (Rahiem, 2021). Early marriage solves economic problems after one or both parents die from COVID-19. Efforts to overcome economic problems have an impact on increasing the burden on adolescents to replace the role of parents lost due to COVID-19. The impact of the increased role of adolescents on adolescent mental health after the loss of parents needs to address. It is crucial to detect post-behind adolescent mental health early and provide mental counseling at school UKS in dealing with symptoms of stress and anxiety.

Support in going through the loss of a parent

Adolescents need the support of the nuclear family and society to get through the loss phase. Support can be in the form of material, social support, and moral support. Material needs can be in the form of money to meet the needs of everyday life. Teenagers who have just entered college at the age of 19 are put in a confusing position about whether they will continue to study or have to help the family economy. This additional burden felt heavy because it needs to follow adolescents' growth and development (Gunarsa & Gunarsa, 2008). Teenagers need a place to tell stories to be able to express their feelings. Moral support allows venting feelings and can come from friends, closest relatives, or parents/guardians.

CONCLUSION

Current studies show that teenagers are struggling after the death of a loved one. Teenagers try to understand and adapt to stressful and anxious situations. Emotional explosions, helplessness, and inability to channel their emotions after losing parents are the most common responses in adolescents due to the sudden loss of parents due to COVID-19. In addition, the suffering experienced by adolescents after loss is the emergence of additional burdens, such as the dual role of being the head of the family, helping the family economy, and guiding siblings so that thinking about the future becomes unclear.

Adolescents find it difficult to go through the loss process due to a lack of support from relatives when COVID-19 occurs. Changes in funeral rituals make it difficult for adolescents to accept this loss. Limited social contact when COVID-19 occurs causes adolescents to feel they have no support when needed. The close relationship with the deceased also impacts adolescents, who are slower to accept the meaning of losing their parents. Teenagers feel their dependence on parents is experiencing a phase of growth and development.

This research adds to the knowledge of psychiatric nursing regarding the process of loss and grieving in adolescents who suddenly lose their parents due to COVID-19. The research theme has implications for psychiatric nurses in the community, teachers, and parents/guardians who deal with adolescents with stress and anxiety due to the loss of parents due to COVID-19. Psychiatric nurses in the community must be able to identify early on the mental health of adolescents who have lost their parents due to COVID-19. The efforts of psychiatric nurses in the community are to provide counseling during the grieving process and to train them to improve coping skills to deal with stress and anxiety so that self-defense against stress can form. The results of the study have several limitations. The participant can be expanded to other areas in Indonesia to explore how adolescents deal with the loss of their parents.

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