



Trends of Forgiveness in Adolescents who have experienced Emotional Violence by Parents

Anne Hafina^{a*}, Nandang Budiman^b, Yulia Nur Tazmala^c,

^{a,b,c}Educational Psychology and Guidance Universitas Pendidikan Indonesia, Indonesia,

Email: annehafina@upi.edu

This research was conducted to obtain an empirical picture of forgiveness in adolescents who experience emotional abuse by parents and its implications for guidance and counseling. This study used a quantitative approach with a descriptive method. The sample used in this study were 39 adolescents who experienced emotional violence in SMP Negeri 14 Bandung Academic Year 2018/2019 during class of eight. Data was collected using a purposive sampling technique. Data collection used the Transgression-Related Interpersonal Motivation-18 (TRIM-18) instrument that was tested for its validity and reliability. The research findings show that forgiveness in adolescents who experience emotional abuse by parents tends to be in the moderate category. The implication of this study is the development of a mentoring and personal-social counseling program to increase forgiveness in adolescents who experience emotional violence by parents.

Keywords: *Forgiveness, Emotional Violence, Parents, Teens, Adolescent*

Introduction

The family is the smallest unit in the social life structure of society, consisting of father, mother, and child. The family is the first and foremost education for children, in the sense that the family lays the foundations of education in shaping the character of the child, and also plays a very dominant role in the child's psychological development (Gunarsa, 1991; Suarmini, 2014; Yusuf, 2011). Harmonious family life can shape children into individuals with noble morals (Suarmini, 2014). A harmonious family will also provide opportunities for children to develop and through harmonious families, children can explore how they should behave and thus behave appropriately (Caballero, Ramos, González, & Saltijeral, 2010; Millati & Muzdalifah, 2013). Parents are responsible for providing basic needs that are very important for children, by providing protection, affection, attention, and the opportunity to engage in positive relationships and foster and develop a healthy mentality (Panggabean & Hidayat, 2016).

As children grow into adolescence, adolescent relationships with peers are more intensive than with parents (Rahman, Iftikhar, Kim, & Enright, 2018). Even so, that does not mean the role of parents is no longer important in adolescent development. Teenagers need other people in their development, and the first and foremost person responsible is the parent (Hughes & Cossar, 2016). Adolescent development is often associated with an identity crisis, emotional instability and behavioral problems (Peter, 2015; Santrock, 2011). Crises that occur during adolescence tend to cause problems for personal growth and will have an impact on negative emotional attitudes so that efforts are needed to recognize these crises in adolescence and so that adolescents are able to understand emotional attitudes when facing a crisis. The role and responsibilities of parents are in helping their teenage children to be able to overcome a crisis (Peter, 2015).

However, not all parents can carry out their roles properly and provide appropriate assistance for adolescent development. There are still many teenagers who have not experienced appropriate modelled behavior from their parents and instead have received violence from their parents. Based on KPAI monitoring data in 2018 the number of violent incidents against children and adolescents has continued to increase and is now about 300 cases more than in the previous year, KPAI noted there were 4,885 cases of violence, including violence committed by families (Fatmalia, n.d.).

The most common form of violence against adolescents with the most damaging impact on their individual development is emotional violence (Panggabean & Hidayat, 2016). Based on the results of a 2013 Indonesian child abuse survey, the experience of violence in the 13-17 age group is more frequently emotional rather than physical violence (Indrayana, 2017). As many as 70.98 percent of boys and 88.24 percent of girls have experienced physical violence. In the emotional violence category, 86.65 percent of boys and 96.22 percent of girls report the experience of it. The results of research conducted by Claussen & Crittenden found that 90% of children who experience physical violence also experience emotional abuse (Smullens, 2010). In addition, based on research conducted by (Diah Astuti, 2009) on teenagers at SMPN 2 Karanganyar, Ngawi the majority of respondents in the study experienced emotional violence by their parents, a percentage of 86.7% of 455 students.

Emotional violence is a form of caregiver failure to provide a suitable and supportive environment for children's development (Krug, Mercy, Dahlberg, & Zwi, 2002). Emotional violence is an attitude or behavior that can disrupt a child's social development (Nindya & Margaretha, 2012). In addition, emotional abuse can also inhibit children's emotional development. Children will find it difficult to express and control their emotions. Emotional violence also adversely impacts the development of education, culture, and relationships in adulthood (O'Hagan, 1995). Emotional abuse can cause victims to experience anxiety, depression, withdrawal, and aggressive behavior (Hughes & Cossar, 2016; O'Hagan, 1995; Wren, 1994).

Children who experience parental violence will commit acts of violence to fight and distance themselves from violence perpetrated by their parents (Peterson & Seligman, 2004). This will become an ongoing cycle in the family. This phenomenon occurs for one of the students at SMPN 14 Bandung, who claimed to often receive unpleasant treatment from his parents, was often yelled at, scolded and called stupid by his parents. Frequently he was treated with words and a tone that made him want to leave home because he hated his parents.

Efforts to diffuse anger, revenge and hatred towards perpetrators or parties that cause problems or conflicts, can be achieved with forgiveness. Forgiveness is the process of changing anger and the desire to reciprocate or withdraw and replacing this with benevolent behavior towards people who have been hurtful ((Strelan & Wojtysiak, 2009). Kimmes & Durtschi (2016) also suggested that through forgiveness, avoidance behavior and also revenge on adolescents will be reduced and constructive closeness, trust and communication can be developed. In addition, according to (Peterson & Seligman, 2004) forgiveness will protect individuals from hatred.

Research conducted by (Akhtar & Barlow, 2016) shows that violence can cause injury and have an impact on one's mental well-being. Through this research it is also found that forgiveness is an effective intervention to improve the mental well-being of victims of violence and individuals in general. Based on research conducted by Hunter, (1978) on children who are scolded by their mothers when making a few mistakes, it was found that with forgiveness the child has high self-acceptance and is able to establish social relationships well and accept responsibility for their own behavior. Forgiveness is an important thing, on the one hand it is difficult to given and even very painful for because of the physical and psychological hurt experienced (Hughes & Cossar, 2016; Permana, 2018). Therefore, empirical data is needed that can have implications for services to help adolescents who experience emotional violence in achieving optimal development, especially in aspects of forgiveness skills.

The service needed is a guidance and counseling service as a process of providing assistance to counselees, in this case adolescents, to achieve optimal development and help solve problems faced independently. This consistent with what was expressed by Nasional (2008) in that guidance and counseling services aim to develop the potential and strength of the counselee to the optimum, as possible, and to provide an understanding of the rhythm of life that is niether always pleasant nor always sad, in the hope that they will be able to respond positively to every change in every phase of life. The importance of guidance and counseling services to increase forgiveness in the counselee is

also based on research that school programs involving forgiveness are effective in overcoming anger in victims of violence and bullying (Ningrum, Matulesy, & Rini, 2019; Watson, Rapee, & Todorov, 2015).

Each individual will experience a different forgiveness process from the other and therefore this study was conducted to determine the tendency of forgiveness in adolescents who experience emotional abuse by their parents and the implications for guidance and counseling. The statement (Cooney, Allan, Allan, McKillop, & Drake, 2011) that there is still not too much research related to forgiveness on victims of violence is also the basis for conducting research related to the topic. Referring to the existing problems, the purpose of this research is to find out an empirical picture of the following matters. First, the tendency of forgiveness in adolescents who experience emotional abuse by parents and second, research implications for guidance and counseling

Method

This study uses a quantitative approach through a descriptive method with the aim of describing, analyzing, and concluding the description of the tendency of forgiveness in adolescents who experience emotional abuse by parents. Participants in this study consisted of 39 students of class VIII of SMP Negeri 14 Bandung who experienced emotional violence by parents. The selection of participants used measurements with an emotional violence questionnaire developed by researchers based on aspects of emotional violence stated by (Brassard, Hart, & Hardy, 1991).

The data collection process was carried out by distributing forgiveness instruments, namely TRIM-18 developed by (McCullough, 2001). The development of the instrument was carried out by means of the instrument's feasibility test to three experts, a readability test for respondents who had similar characteristics to the participants, and an instrument trial. The results of data processing conducted (McCullough, 2001) shows the index of the validity of forgiveness instruments ranging from 0.63 to 0.91. While the results of data processing conducted (Permana, 2018) showed the index of the validity of forgiveness instruments ranged from 0.535 to 0.921 at $p < 0.05$. This shows that the forgiveness instrument developed by McCullough, et al (2006) when translated into Indonesian (Nurisana, 2017; Permana, 2018) did not experience a significant difference in validity.

The validity test of emotional violence instruments in this study uses the Rasch model by looking at the value of Outfit Mean Square (MNSQ), Z-Standard Outfit (ZSTD), Point Measure Correlation (Pt Mean Corr), Undimensionality, and Rating Scale. Based on the instrument trial results, there were 31 valid statement items and 3 invalid items. Alpha Cronbach forgiveness instrument value of 0.94 and Alpha Cronbach emotional violence instrument value of 0.98 show the interaction between items and people as a whole is in a very good category so that the instrument can be used as a data collection tool. Data grouping is divided into three categories, namely high, medium and low. Forgiveness scores refer to calculations as can be seen in Table 1 below.

Table 1 Category of *Forgiveness*

Score Range	Category
$X > 66$	High
$42 < X < 66$	Medium
$X < 42$	Low

III. RESULT

General Tendencies of Teen Forgiveness Experiencing Emotional Violence by Parents

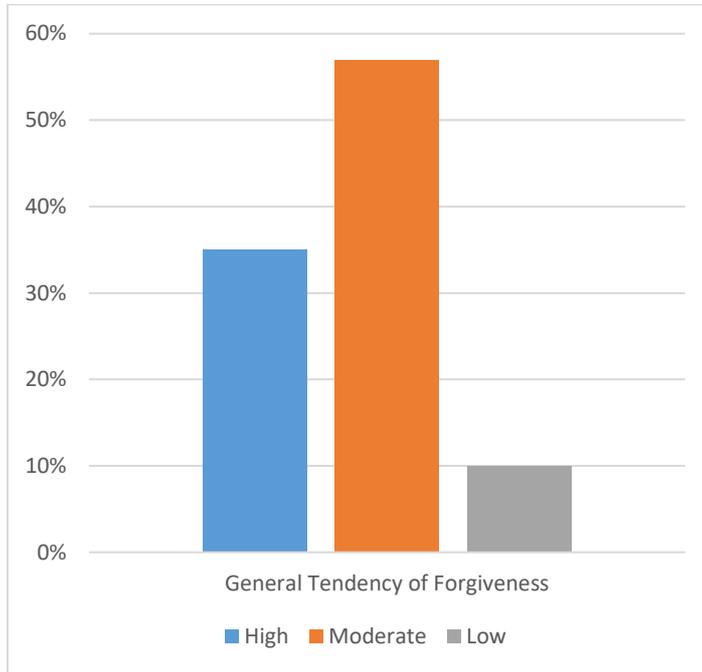
Forgiveness in adolescents who experience emotional abuse by parents is classified into three categories, namely high, medium and low. Categorization is based on the mean formulation of 54 and standard deviation of 12. The more detailed forgiveness categorization of adolescents who experience emotional abuse can be seen in Table 2 below.

Table 2 General Category of *Forgiveness*

Category	Criteria	Frequency
High	$X > 66$	13
Medium	$42 < X < 66$	21
Low	$X < 42$	5
Total		39

Forgiveness of adolescents who experience emotional abuse by parents in the form of a percentage is shown in Figure 1 below. Based on Figure 1, it can be seen that most of the adolescents who experience emotional violence are in the moderate category. This category reflects that adolescents who experience emotional abuse by parents already have enough desire to do good to people who have hurt them and are able to reduce the desire to reciprocate to those who have hurt them. However, they still have a desire to avoid or withdraw from people who have hurt them.

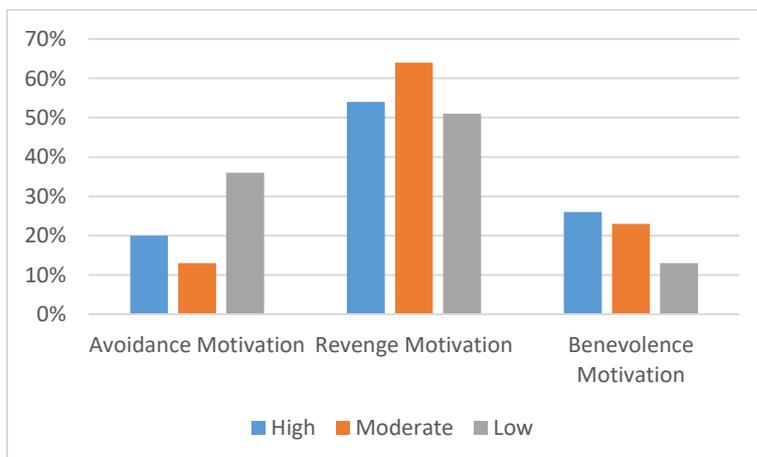
Figure 1 Percentage of General Tendency Forgiveness



Forgiveness Trends of Adolescents Experiencing Emotional Violence by Parents are Seen in Every Aspect

In addition to the elaboration of forgiveness in general, this study also carried out the translation of forgiveness based on each of three forgiveness aspects which consist of avoidance motivation, revenge motivation and benevolence motivation. The forgiveness tendencies of adolescents who experience emotional violence from every aspect can be seen in Figure 2 below.

Figure 2 Percentage of Forgiveness Tendency seen in Every Aspect



Based on Figure 2, it can be seen that the avoidance motivation aspects of adolescents who experience emotional abuse by parents are mostly in the medium category. The category implies that adolescents who experience emotional abuse by parents already have the courage to meet people who have hurt them and elect to keep their distance from those who have hurt them.

The second aspect of forgiveness is revenge motivation. Based on Figure 2 it can be seen that the majority of respondents are in the medium category. The category is showing adolescents who experience emotional abuse by parents still have little desire to reciprocate acts to those who have hurt them even though they have a tendency to establish good relations with people who have hurt them.

The last aspect of forgiveness is benevolence motivation. Based on the Figure 2, it can be seen that most teenagers who experience emotional violence by parents, in the aspect of benevolence motivation (virtue motivation) are in the medium category. The category is showing adolescents who experience emotional abuse by parents have enough desire to keep being good to people who have hurt him even though they feel they have been hurt and are a victim.

Discussion

Forgiveness from adolescents who experience emotional violence by parents is in the medium category. This category can be interpreted as indicating that adolescents who experience emotional violence by parents already have enough desire to do good to people who have hurt them and are sufficiently able to reduce the desire to reciprocate to those who have hurt them. However, adolescents who experience emotional abuse by parents still have a desire to avoid or withdraw from people who have hurt them.

Certain types of violations allow one to avoid or withdraw from someone who has hurt them (Gerlsma & Lugtmeyer, 2016). The desire to avoid or withdraw from someone who has been hurt is considered a natural thing, avoidance is a symptom for avoiding stimulus or things related to traumatic events (Dewi, 2018). Individuals, in general, will deliberately try to avoid thoughts, feelings, or conversations about traumatic events. In addition, individuals will also avoid activities, situations or people who will evoke memories of the event.

The tendency of forgiveness in the medium category shows that adolescents who experience emotional abuse by parents still have the desire to take revenge on those who have hurt them, even though it is not as high as the desire to avoid or withdraw from those who have hurt them. This is because they have not been able to control the negative emotions that arise when painful events occur. In adolescents, this is a natural occurrence and it is suggested that adolescents are not able to control their emotions, especially negative ones (Hurlock, 2001). This is also in accordance with Santrock who states that adolescence is often associated with periods of emotional instability, identity crises, and behavioral problems (Santrock, 2011).

A teenager can develop forgiveness through the behavior exemplified by their parents and encouragement and appreciation for forgiveness that teens are show can strengthen their forgiveness (Hughes & Cossar, 2016). In adolescents who experience emotional abuse, parents have failed in providing care and an appropriate and supportive environment for children's social development (Hughes & Cossar, 2016; O'Hagan, 1995; Wren, 1994). Adolescents who experience emotional violence have a tendency to cause pain to others and resolve conflicts that they experience through violence (Lamont, 2010) so that it can be said the tendency to forgive if a conflict occurs is low.

Referring to the results of the study, there are differences between the theories expressed in the previous paragraph and the results of the study. Differences are possible because there are other factors that affect forgiveness in adolescents. One of these is the way every teenager understands forgiveness itself. Teens process information in unique ways and not all teenagers understand forgiveness in the same way. There are four ways in which adolescents understand forgiveness, namely (1) listening to family and friends, adolescents engage in forgiveness without really understanding forgiveness but are only based on the thought that forgiveness has a positive impact among their family and peers, so they do the same thing; (2) listening to authority, adolescents do forgiveness because listening to the direction of parents, teachers, or other adults who have influence in giving direction; (3) focusing on the impact of forgiveness, this method shows that adolescents are more focused on the impact received when forgiving, for example by forgiving adolescents can improve relationships, reduce anger, and be free from hiding bad feelings towards others; (4) view forgiveness as an opportunity to love unconditionally, this way shows that a teenager makes the decision to forgive others because he believes that everyone deserves to be respected (Abbas & Naz, 2016; Akhtar & Barlow, 2016; Watson et al., 2015).

When viewed in the context of forgiveness in adolescents who experience violence, the results of this study are consistent with research about the tendency of forgiveness in adolescent victims of abuse (Caballero et al., 2010; Gerlsma & Lugtmeyer, 2016; Rahman et al., 2018). Forgiveness in adolescent victims of abuse is also in the medium category. Researchers cannot compare the results of research with studies of adolescent victims of emotional violence because research on specific forgiveness tendencies in adolescents who experience emotional abuse by parents does not yet exist.

The research findings show that the level of forgiveness in adolescents who experience emotional abuse by parents is mostly in the medium category, but there are also those in the high and low categories. Differences in the level of forgiveness in adolescents who experience emotional abuse by parents is very natural as forgiveness in adolescents varies and is related to complexity and circumstances (ie, deliberate violations or unintentional), good or bad motives and responsibility as well as high or low obtained consumptions (Tian, Wong, Li, & Jiang, 2014). This is also in accordance with the results of research that found forgiveness is different for each individual and depends on experience, form and impact of violence experienced by victims (Akhtar & Barlow, 2016; Caballero et al., 2010).

When a child develops into early adolescence, they are considered capable of abstract reasoning about forgiveness. Forgiveness depends on a variety of possible violations that occur (Worthington,

Jennings, & Diblasio, 2010). This explains that teenagers have their own reasons for deciding whether or not they will forgive the person who hurt them. The reasons for forgiveness are influenced by several factors including apology, empathy, attribution and judgment, rumination (pondering and remembering), level of grief, relationship quality and personality characteristics.

A teenager can show forgiveness if the person who has hurt him apologizes to him and in early adolescence, their stages of forgiveness are at the stage of expectational forgiveness (Enright, Santos, & Al-Mabuk, 1989). At this stage it is easier for adolescents to forgive someone when others expect forgiveness from them. When someone who hurts the victim apologizes, they implicitly reveal some degree of error and vulnerability, which can cause the victim to feel empathy (McCullough, 2001). Through empathy, individuals are able to position themselves in the situations and conditions experienced by other individuals, including feeling the mental turmoil that occurs in the offender, thereby motivating victims to forgive those who have hurt them. In addition to apology and empathy, someone who can forgive, has a good assessment of those who have hurt him, and vice versa if someone has a bad assessment of people who have hurt them, then it will be difficult to forgive (Cooney et al., 2011; McCullough, 2001; Tian et al., 2014). Poor judgment of people who have been hurtful can cause someone to avoid or distance themselves from those people.

Teenagers who are always thinking about mistakes or violations that occur can inhibit forgiveness from happening within them. The more often they think of violations, the higher the level of revenge and their avoidance motivation. The level of injury is also a factor that can affect forgiveness. The more severe the violations committed, the more difficult it is to be forgiven. In addition, the extent to which the offender apologizes can also be a determining factor of forgiveness. Teenagers who forgive people who hurt them may do so because of their relationships with them. Forgiveness is understood as a series of motivational changes after a conflict, where the level of closeness, satisfaction, commitment and intimacy should be positively related to forgiveness (Webb & Brewer, 2010).

Personality characteristics also affect someone in forgiving as personality describes the tendency of thought experiences or attitudes in responding to conflicts with people who have hurt them. Personality influences the understanding of the concept of forgiveness, one's attitude towards revenge attempts and the response shown when feeling angry (McCullough, 2001; Muawanah, 2019; Rozak, 2013). Having a good personality can make someone show good attitude and the desire to maintain good relationships with people who hurt them and arrive closer to a state of forgiveness. One of the dimensions of the Big Five Personality is agreeableness which can make a person have a high tendency to do good to people who have hurt them and low desire for revenge (vengeful) (McCullough, 2001). This dimension is a combination of trait altruism (virtue), empathy (empathy), care (caring), and generosity (generosity).

The tendency of forgiveness in the medium category shows three aspects of forgiveness, namely avoidance motivation, revenge motivation and benevolence motivation also in the medium category. The medium category in the avoidance motivation aspect shows that adolescents who experience emotional abuse by parents still have the desire to avoid or withdraw from people who have hurt them and still keep their distance from those who have hurt them. Keeping distance can be used as a venue

for retaliation to those who have hurt and is a means of taking revenge by using interpersonal indifference (Barnes, Brown, & Osterman, 2009).

The moderate category in the revenge motivation aspect shows that adolescents who experience emotional abuse still have little desire to take revenge on people who have hurt them even though they have a tendency to establish good relations with people who have hurt them. A feeling of retaliation against people who have hurt naturally occurs in adolescents, some teenagers who feel victimized or conflicted will seek prosocial ways (to make peace / forgive) and most prefer to get revenge for satisfaction (Yeager, Trzesniewski, Tirri, Nokelainen, & Dweck, 2011).

The category of benevolent motivation shows that adolescents who experience emotional violence by parents are not optimal in showing the desire to establish relationships and do good to people who have hurt them. Doing good to people who have hurt you is difficult to do, especially if the mistakes made are serious mistakes and have hurt deeply. However, if a person is increasingly motivated by the intention to do good and the desire to make peace with someone who has hurt them, then the closer one will come to being able to forgive (McCullough, 2001). Doing good arises because of the intrinsic motivation of a person, and further that social values internalized in a person make them able to do good independently (Baumeister & Vohs, 2007). So adolescents who experience emotional violence can optimize their ability to do good to people who have hurt them, it is important that they can internalize existing social values and foster motivation in themselves so that the desire to do good can be independently carried out.

The general tendency of forgiveness of adolescents who experience emotional abuse by parents is in the medium category. Of course, development is still needed so that they can achieve better forgiveness. Forgiveness is an affective ability that is able to relieve negative feelings (Nurisana, 2017). Forgiveness is an act of reducing negative feelings towards someone who has hurt you (Baumeister & Vohs, 2007). Teenagers who have forgiveness skills can also reduce negative emotions such as anger, fear and the detrimental resultant effects (Webb & Brewer, 2010). Based on these statements it can be seen that forgiveness is important in development and ownership for teenagers, including adolescents who experience emotional abuse by parents.

Forgiveness is one of the character strengths that humans need. Forgiveness is included in the virtue of temperance, which is the virtue that directs individuals to refrain before doing something without thinking first, thus avoiding bad consequences that might occur (Peterson & Seligman, 2004). In the context of education, the Ministry of Education and National Culture states that forgiveness is included in the main character (character first) which is agreed upon as the minimum character for development in Indonesian learning. Character development is expected to be achieved through quality education (Patimah, 2016).

A quality education is one that integrates three main areas of activity in synergy, namely the administrative and leadership fields, the instructional or curricular fields, and guidance and counseling. Education that only carries out administrative and teaching fields by ignoring the guidance field might only produce smart and skilled individuals in the academic aspect who lack the

ability in psycho-socio spiritual aspects (Yusuf, 2011; Yusuf & Nurihsan, 2006). Based on this it can be seen that the importance of education in the effort to shape human beings with character and civilization provides opportunities and space for guidance and counseling in the entire education system.

Therefore, forgiveness is also a characteristic that can be developed through guidance and counseling. Personal-social counseling and counseling programs are concrete efforts that can develop forgiveness. This guidance and counseling program is carried out as an early intervention to increase forgiveness. Forgiveness in adolescents can develop properly, not only by waiting until they get a mature reasoning capacity to forgive by themselves but through early intervention (Akhtar & Barlow, 2016; Kueny & Cardenas, 2018; Worthington et al., 2010). Through this social personal guidance and counseling program it is expected that adolescents who experience emotional violence by parents will have an understanding of the fluctuating rhythm of life between the pleasant (grace) and the unpleasant (calamity), and be able to respond positively in accordance with religious teachings (Nasional, 2008; Yusuf & Nurihsan, 2006). Forgiveness development through guidance and counseling services is also, based on these study results, necessary in school programs that teach about forgiveness and are proven to be effective in overcoming anger in victims of violence and bullying (Watson et al., 2015).

Conclusion

In general, the tendency of forgiveness in adolescents who experience emotional violence by parents is in the medium category. This shows that adolescents who experience emotional abuse by parents already have enough desire to do good to people who have hurt them and are able to reduce the desire to reciprocate to those who have hurt them. However, they still has a tendency to avoid or withdraw from people who have hurt them.

The results of the study have implications for personal-social counseling and guidance service programs in that they need to develop forgiveness in students who have experience emotional abuse by parents. The suggested program is designed hypothetically, based on the results of the study and the results of expert and practitioner assessment, guidance and counseling programs that are designed to be feasible.

Recommendations

Based on the results of this research, there are a number of recommendations for certain parties involved that need to be pursued as follows. For guidance and counseling teachers, the research results show that the tendency of forgiveness in adolescents who experience emotional violence is in the medium category, which means that forgiveness is still needed through personal-social counseling and guidance services. The implementation of personal-social counseling and guidance services programs can be applied through classical guidance services, group guidance and also group counseling. The application of forgiveness-based personal-social counseling and counseling



programs is also expected to be a preventive effort and overcoming the negative effects of emotional abuse by parents.

In further researcher, it is recommended that a more specific examination of forgiveness in selected respondents, selected based on parenting, demographics, and also economic status be made and that the use of research instruments is further clarified and supported by observation and interviews. Data collection could be made not only from one school, but can also in several schools so that the research results obtained are more conclusive. Future researchers are also advised to add a number of variables that will realize the magnitude of other factors that affect forgiveness such as the quality of relationships, personality characteristics and level of injury.

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