



Caregiver Emotional Support on Adolescent Self-Concept at Saadatul Banaat Orphanage Bulukumba

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Abstrak

Penelitian ini bertujuan untuk mengetahui gambaran dukungan emosional pengasuh pada konsep diri remaja panti asuhan Saadatul Banaat di Bulukumba. Penelitian ini menggunakan metode kualitatif deskriptif berbentuk narasi tertulis dari subjek penelitian dan perilaku yang diamati. Dalam penelitian ini, peneliti menetapkan lokasi penelitian adalah panti asuhan Saadatul Banaat di Kabupaten Bulukumba, Sulawesi Selatan. Hasil penelitian menunjukkan bahwa adanya dukungan emosional pengasuh mempengaruhi konsep diri remaja di panti asuhan Saadatul Banaat Bulukumba, dimana remaja di panti asuhan lebih mudah dalam menerima keadaan dirinya, yakin akan kemampuannya, mempunyai gambaran positif akan dirinya, serta memiliki keinginan untuk mengembangkan sikap percaya diri dalam berinteraksi sehingga optimis untuk mengembangkan potensinya.

Kata Kunci: Dukungan Emosional, Konsep Diri, Remaja

Abstract

This study aims to describe the impact of caregivers' emotional support on the self-concept of adolescents at the Saadatul Banaat orphanage in Bulukumba. This study used a descriptive qualitative method in the form of written narratives from the research subjects and observed behavior. In this study, the researchers determined the research location to be the Saadatul Banaat orphanage in Bulukumba District, South Sulawesi. The results showed that the emotional support of caregivers affected the self-concept of adolescents at the Saadatul Banaat Bulukumba orphanage, where adolescents found it easier to accept their situation, believe in their abilities, have a positive image of themselves, and have a desire to develop self-confidence in interactions so that they are optimistic about developing their potential.

Keywords: Emotional Support, Self-Concept, Adolescence

Introduction

Article 34 of the 1945 Constitution mandates that "the poor and neglected children are cared for by the state and Law No. 23 of 2002 concerning child protection. This shows that the government and society have a responsibility to be responsible for the survival and development of neglected children. The number of children experiencing conditions of neglect based on available data at the Social Welfare and Community Protection Office of South Sulawesi Province is 180,192 (https://dinsos.sulselprov.go.id/panti_social/post_panti_social/2, downloaded on February 2, 2023). Previous data reinforces the assumption that the existence of community-owned and government-owned orphanages is urgently needed to help children develop optimally according to their age, regardless of their social status.

UNICEF Indonesia (2012) revealed data showing that Indonesia is a country with the largest number of orphanages in the world, with an estimated number of childcare institutions in 2007 of around 5,250 to 8,610. An orphanage is a social welfare business institution that has the responsibility to provide social welfare services to neglected children. The services provided include sponsorship and alleviation of neglected children and providing physical, mental, and social replacement services for foster children. This is done so that foster children get broad, appropriate, and adequate opportunities for the development of their personalities as expected as part of the next generation of the nation's ideals and as people who are actively involved in the field of national development (Surjastuti, 2012).

Representatives of the Ministry of Social Affairs of the Republic of Indonesia stated that orphanages consist of two types of care systems, namely the boarding system and the cottage system. The boarding house system is a system where foster children are

placed in a building in the form of a dormitory and grouped into groups of 15 to 20 children who are cared for by foster parents (Hartati in Safitri et al. 2016). Whereas in the cottage system orphanage, foster children are divided into a group that resembles a family consisting of 6 to 8 children with foster mothers and fathers. The ages of the children in the group varied to give the impression of a real family situation (siblings).

Even though it is divided into two systems, basically the different care systems implemented by each orphanage have the same goal, namely to increase the potential and restore the learning capacity of foster children so that they can play an active role in society (Widodo et al., 2012). So foster children need to get supplies to prepare themselves for the future so they can develop positive personalities regardless of their social status.

The results of the research put forward by Burns in Safitri and Sitasari (2016) explain that foster children who are raised in a foster care institution tend to experience obstacles in their personality development; for example, they tend to withdraw from the environment and experience physical or mental retardation. The majority of foster children go through their teenage years in orphanages and stay at the orphanage until they are deemed capable of living independently, as indicated by getting a job and income to make ends meet, or when they are deemed ready to have a family.

Based on the results of interviews with researchers, it was found that some of the children who grew up at the Saadatul Banaat Orphanage had unique and different personalities, especially when interacting with their environment. In addition, respondents explained that some adolescents grew well, were able to attend school up to college, and when asked if their foster children were able to express

opinions, some of them, especially women, tended to have high motivation to achieve achievements, read books diligently, and were able to help orphanage caretakers take care of their younger siblings. her foster sister and is not ashamed of her condition.

According to Hartini's research (in Rukmini, 2018), 76% of social orphanage adolescents show a picture of psychological needs such as being passive, withdrawn, easily discouraged, and full of anxiety. Based on Erikson's theory of development, adolescents are included in the identity versus identity confusion stage. At this stage, one of the tasks of adolescent development is to resolve the identity crisis, so that adolescents are expected to form a more stable and mature identity at the end of adolescence. When teenagers are able to get information about themselves, they are able to get a picture of themselves. An individual's image or assessment of himself that arises from social interaction and influences individual behavior is called self-concept (Fitts in Safitri et al., 2016).

Self-concept is directly related to the response of the individual's social environment, especially important people who are in their immediate environment (Santrock, 2012). The intended response is how parents or those closest to them perceive themselves. If a teenager gets positive treatment, then he will develop a positive self-concept. This shows that to form a positive self-concept in adolescents, positive support is needed from their immediate environment, be it from parents, caregivers, or significant others.

Hurlock (2012) defines "self-concept as a person's picture of himself, which is a combination of physical, psychological, social, and emotional aspirational beliefs and the achievements they achieve. In addition, Burn in Masturah (2017) defines self-concept as an impression of oneself as a whole, which

includes his opinion of himself, his opinion about self-image in the eyes of others, and his opinion about things that have been achieved.

Harter (in Papalia et al., 2014) argues that self-concept is an overall picture of the abilities and special characteristics of an individual. It is a "cognitive construction of a self-presenting descriptive and evaluative system" that determines how individuals feel and guides their behavior. The sense of self also has a social aspect in that children incorporate themselves into their self-image, developing an understanding of how other individuals see them. Self-concept begins to come into focus in toddlerhood, when children develop self-awareness. This becomes clearer when a person gains cognitive abilities and deals with developmental tasks in childhood, adolescence, and then adulthood.

Calhoun and Acocella stated that self-concept is the most important aspect of self that is owned by individuals. In self-concept, there is self-image and self-esteem owned by individuals (Sobur, 2016). Calhoun and Acocella (in Sobur, 2016) suggest that self-concept has three dimensions, namely:

a. Knowledge

The first dimension of self-concept is about what a person knows about himself, including, in this case, gender, ethnicity, occupation, age, and so on.

b. Expectation

The view of oneself is inseparable from what it is possible to become in the future. Hope can be said to be ideal. Every hope can generate a driving force to achieve that hope in the future.

c. Assessment (estimation)

Assessment concerns the element of evaluation—how much a person likes himself. The greater the discrepancy

between the ideal and the actual image of himself, the lower his self-esteem will be. Conversely, people who have high self-esteem will like who they are, what they do, and so on. Thus, it can be said that the assessment dimension is a significant component of self-concept formation.

Furthermore, according to Stuart and Sudden (2013), there are several factors that influence the development of a person's self-concept, including:

a. Development Theory

When a person is born, self-concept does not yet exist in him, but self-concept develops gradually. Like a child who begins to know and be able to distinguish himself from others. A person begins to have a sense of self-limitation that is separate from the environment and develops it through activities such as exploring the environment through language, experience, nicknames, culture, interpersonal relationships, etc.

b. Significant Other (Nearby or Important Person for Someone)

Humans are social creatures. Humans cannot be separated from other people. He will always interact with other people. It is these interactions that affect a person's self-concept. Self-concept is learned through contact with and experience with others. So that the closest person has an important role in developing a person's self-concept.

c. Self-perception

An individual's perception and judgment of himself and of his experience of a particular situation. Self-concept can be formed through self-view and positive experiences. So self-concept is a critical aspect and the basis of individual behavior. Individuals with a positive self-concept can function more effectively, which can be seen in interpersonal skills, intellectual abilities, and environmental mastery. Meanwhile, a negative self-concept can be seen in

disturbed individuals and social relationships.

Research by Dwimarwanti et al. (2017) shows that the higher the social support obtained, the more positive the self-concept possessed by adolescents in orphanages. According to Fitts et al. (Safitri et al., 2016), self-concept is influenced by adolescents' interpersonal experiences with parents and significant others. The positive and valuable feelings that adolescents have when interacting with their environment will direct them towards a positive self-concept. Foster parents and friends in orphanages are substitute families for foster children.

Emotional support is support to provide a feeling of comfort and a feeling of being loved in the form of empathy and enthusiasm that is obtained through the interaction of adolescents with other people in their social environment and can come from anyone, including family and friends (Friedman in Hasiolan et al., 2015). In addition, family emotional support in the form of acceptance, attention, and trust will increase happiness in adolescents (Hurlock, 2012), so that adolescents are motivated to continue trying to achieve their goals.

Emotional support is an individual's emotional experience and satisfaction related to circumstances. Emotional support is social support, which is very important in helping individuals deal with stressors or problems they are facing (Rahmawati et al. 2015). Emotional support is an affective function of the family that must be assigned to all family members to meet the psychosocial needs of family members through mutual love, affection, warmth, and mutual support and respect among family members. Emotional support is a form of support that can provide a sense of security, love, inspire enthusiasm, reduce hopelessness, feelings of inferiority, and a sense of limitation as a result of physical

disabilities and disorders they experience (Friedman, 2010).

According to Sarafino (2012), emotional support consists of expressions such as concern, empathy, and concern for someone. This support will cause the recipient to feel comfortable, reassured, and owned and loved when he is experiencing stress and will provide assistance in the form of encouragement, personal warmth, and love. Emotional support, including expressions of empathy, care, and concern for the person concerned. Emotional support is an expression of affection, trust, concern, and feelings of being heard. Willingness to listen to someone's complaints will have a positive impact as a means of releasing emotions, reducing anxiety, and making individuals feel comfortable, secure, cared for, and loved when facing various pressures in their lives. Of the various forms of support, emotional support is important because it provides comfort and a feeling of being loved by those who receive it.

Sarafino (2012) suggests emotional support includes the following:

a. Empathy

It is feeling like what other people feel, as if they are also experiencing the same thing as what they are experiencing. This sense of empathy is only felt without any follow-up that can lighten the burden.

b. caring

Is an attitude and act of respecting what other people need; this attitude is a direct action given to people who are experiencing problems.

c. Concern

It is a positive attitude to focus on other people. This attitude is shown only to the extent of attention given to others. This attitude is shown only to the extent of the attention given to those who experience it.

d. Positive Regards

It is a positive appreciation of warmth, appreciation, acceptance, adoration, and love from others. Attitudes shown, such as giving affection, love, praise, or approval from others. Attitudes shown, such as giving affection, love, praise, or approval from others and being disappointed if you get reproach and don't get affection.

e. encouragement toward the person

Encouraging attitude, directing others to focus on achieving their goals so that people who get problems feel helped and comfortable.

The results of research by Misgiyanto et al. (2015) revealed that success does not depend on someone receiving emotional support; it depends on a person's ability to provide emotional support. The emotional support provided will often be a determining factor in success or failure. Understanding different emotional needs is the basis for providing more effective support. Based on the matters that have been disclosed, it is necessary to conduct research on caregiver emotional support for adolescent self-concept at the Saadatul Banaat Orphanage, Bulukumba.

Method

This research is qualitative with a descriptive approach to get a picture of the emotional support of caregivers on the self-concept of adolescents at the Saadatul Banaat orphanage, Bulukumba. The procedure of descriptive qualitative research is in the form of a written narrative of the research subject and the observed behavior. In this study, the researchers determined the research location to be the Saadatul Banaat orphanage in Bulukumba District, South Sulawesi. This research was conducted from September 2022 to January 2023. The main data source in this study was obtained from interviews with selected informants related

to emotional support and adolescent self-concept at the Saadatul Banaat Bulukumba orphanage. While the secondary data source in this study is the observation of activities carried out by adolescents at the Saadatul Banaat Orphanage, Furthermore, the data analysis technique used is the descriptive analytic method, starting with data reduction, data presentation, and drawing conclusions or verification (Sugiyono, 2019).

Result and Discussion

Based on the results of the study, the researchers found that the presence of caregivers played a significant role in the orphans' self-concept. Caregivers who are women as well as educators have a major impact on building the physical, psychological, social, emotional, and aspirational beliefs and achievements they achieve. With a persuasive approach in the form of personal interviews, group discussions, and games, which are often scheduled as a method to be able to open up the self-concept of orphans who often have difficulty interacting and communicating,

In addition, by visiting or involving orphanage children in social activities, celebrations, or recitation groups of mothers affiliated with the Muhammadiyah women's organization, it gives a positive impression to the children, who have so far experienced a crisis of self-confidence, are less sociable, and rarely socialize. This condition is confirmed by the notion of self-concept, which says that it is important for a child to have his own opinion regarding himself, his thoughts, and the goals he wants to achieve in the future.

The children of the orphanage, especially teenagers, are in a period of development that is quite important. In this case, at the age of approaching adulthood, their socialization process requires guidance from the surrounding community. The socialization process, which aims to introduce and internalize social values

around them, often involves a process of negotiation for the child because social values do not match what they want. It should also be noted that children who have lost someone close to them, such as a parent, will experience unusual psychological development due to a loss of attention, affection, and a sense of security.

It is at this point that the role of the orphanage caregiver becomes so influential in providing input in the form of attention, affection, and a sense of security to equip children to go through their growth period. Through supervision, care, and attention, caregivers will help a child develop maturity in how they see themselves, how they set expectations, and how they place themselves when interacting with the social world.

Safitri et al. (2016) show in their research that the closeness of adolescents with foster parents greatly affects the quality of the interpersonal experience of adolescents in orphanages. Good interaction between orphanage adolescents and foster parents will help adolescents identify themselves and direct their self-concept more positively. Fredman (Hasiolan et al., 2015) suggests that the success of increasing adolescent self-concept is inseparable from family support.

AA (13) and BB (15) stated that while living in the orphanage, they gained valuable experience to grow their self-confidence and at least rediscover joy and the courage to socialize after being given guidance by the orphanage caretaker. AA and BB are orphans who have been living together for more than two years after their mother left and migrated to become foreign workers in Malaysia. Their father passed away when they were young and was then taken care of by their mother and grandmother.

Giving attention in the form of emotional support is also experienced by other children, such as RE, who is now in high school. While at the orphanage, she felt that

the attention given to her made her feel confident and courageous when interacting and socializing. By way of empathy, caregivers share the same feelings as the child's experience. The influence of this sense of empathy then forms a strong personality because of the sense of togetherness between caregivers and children.

The caregivers' support is also evident in the warmth they give to the younger children. As claimed, CH, who is an orphan, said that while living in the orphanage, he found togetherness like a family. CH felt the warmth, love, and motivation shown to children like him. Closeness like this, according to caregiver S, can minimize the child's low self-esteem after experiencing a difficult time. By listening to what their problems are, caregivers can responsively provide emotional attention to reduce anxiety or the stress of life experienced by orphans.

Family support is the attitude, action, and acceptance of the family towards individuals through the rules and emotional attachment of each member's role in the family, namely parents, children, and siblings (Potter & Perry, 2005; Hasiolan et al., 2015). The attachment to rules and interactions between family members can affect the emotions of each family member, so to maintain these conditions, each family provides emotional support to each other. In adolescents living in orphanages, family support is seen in caregivers and friends who are considered like siblings because they have lived together since childhood.

How to build self-concept, especially self-confidence, is carried out by caregivers by paying attention to patterns of giving praise or appreciation for the positive actions of orphans. Children who are considered to have good behavior will be rewarded in the form of flattery or praise to show their ability to be as competitive as children who come from complete families. If there are children

who make achievements in school, it is not uncommon for them to get awards in the form of positive treatment from caregivers.

Socially, the children under the care of the Saadatul Banaat orphanage get sufficient support from the togetherness that is nurtured in the orphanage. The caregivers always emphasize that there are no differences between the fostered children, even though each child has a background problem when they first arrive. However, with a group approach, caregivers can minimize feelings of jealousy that often arise due to treatment that is considered different. In order to overcome this, caregivers apply the concept of a peer approach so that the target children can motivate each other. The peer approach uses older or adult children to serve as mentors for younger children. With this approach, each child can exchange experience and knowledge in order to build a self-concept.

Self-concept is the whole self-image, which includes self-perceptions, feelings, beliefs, and values related to oneself (Desmita, 2014). Atwater (in Desmita, 2014) identifies three forms of self-concept: awareness of one's body, namely how one sees oneself (body image), one's ideals and hopes about one's self (ideal self), and how others see oneself. (social self).

Encouragement Toward The person is a form of caregiver attention that is also carried out to foster the development of the self-concept of the fostered children of the Saadatul Banaat orphanage. With an educational background, caregivers understand quite well how best to educate the target children. The attitude of encouraging and directing children to focus on achieving goals is an important point in the parenting approach that has been implemented so far in the orphanage. The caregivers realize that independence is an important factor that must be prepared for the children assisted at Saadatul Banaat. Later, when they grow up, their children will

not be able to stay forever because they will already have started a new life by working or choosing to live with a family. Because of this factor, from the start, caregivers teach independence in advance, especially by providing emotional support and knowledge so that one day they can decide for themselves what they will become in the future. One thing that is of concern is to continue to pay attention by encouraging and motivating their target children when they have chosen an ideal or hope.

Both psychologically and socially, the emotional support provided by the caregivers has become a family for the children at the Saadatul Banaat orphanage. In the orphanage, the function of family affection is always turned on when meeting the psychosocial needs of the members of the orphanage. By loving each other, we give love, warmth, mutual support, and respect, which are significant factors in shaping our self-concept. Because of this, Saadatul Banaat's target children grow up feeling safe, secure, enthusiastic, and confident, even though they are children who have lost their closest people. But, with attention from the surrounding environment, especially the parenting model and the attention of the caregivers, it can cover the dark wounds of the inmates, who seem to have no hope of a happy life anymore.

Conclusion

Caregivers' emotional support is a form of support that can provide a sense of security, love, inspire enthusiasm, reduce hopelessness, feelings of inferiority, and a sense of limitations as a result of the physical disabilities and disorders they experience. Emotional support from caregivers can have a positive influence on the self-concept of adolescents at the Saadatul Banaat orphanage in Bulukumba. This is indicated when adolescents in orphanages find it easier to accept their situation, are confident in their abilities, have a positive image of

themselves, and have a desire to develop a confident attitude in interactions so that they are optimistic about developing their potential.

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