The Application of Logotherapy to Increase Self-Esteem and Resilience of Adolescents in Orphanage

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ABSTRACT: This research aims to determine the effectiveness of logotherapy to increase self-esteem and resilience of adolescents in orphanages. This research uses a quantitative experimental model method with a one group pretest-posttest design. The sample consisted of 10 subjects consisting of 4 males and 6 females. The sample was selected based on a purposive sampling technique with the criteria for adolescents who had self-esteem and resilience scores in the low and medium categories. The data collection method used a self-esteem scale and a resilience scale. The measuring instrument used was reconstructed by the researcher himself based on Rosenberg's self-esteem theory (1965) and Connor & Davidson's (2003) resilience theory. Data analysis in this study used non-parametric statistics with Wilcoxon Signed Ranks test. The results of the research on first hypothesis using the Wilcoxon Signed Ranks test showed that there were differences in pretest and posttest results between before and after being given treatment, which proves that logotherapy is effective in increasing the self-esteem of teenagers in orphanages. The second hypothesis using Wilcoxon Signed Ranks test shows that there is a difference in the pretest and posttest results between before and after being given treatment, which proves that logotherapy is effective in increasing the resilience of teenagers in orphanages.

KEYWORDS: Logotherapy, self-esteem, resilience, teenagers, orphanages

I. INTRODUCTION

Indonesia is one of the countries with the largest population in the world. Data from the Badan Pusat Statistik (BPS) shows that by mid-2021 the population of Indonesia had reached 270,203,917 people with 2/3 of them being of productive age. The United Nations Children's Fund (UNICEF) notes that 17% or around 46,000,000 people of Indonesia's population are teenagers, with 51% aged 10-14 years and 49% aged 15-19.

Papalia and Olds (2001) state that adolescence is a form of human development in which there is a developmental transition between childhood and adulthood which generally begins at the age of 12 or 13 years and ends in the late teens or early twenties. This often makes teenagers want to act like adults, not to mention children, but in essence they are not ready and mature enough to be included in the adult group (Utomo & Ifadah, 2019). Erikson (1989) explains that in the adolescent phase, a stage of adolescent development occurs which includes the stage of identity vs identity confusion, so that this makes adolescents very vulnerable to experiencing a self-identity crisis which psychologically affects their emotions, behavior and psychosocial development (Rusuli, 2022) . Therefore, parents are the first social environment that plays a major influence in shaping a teenager's personality and plays a role in providing guidance and direction to teenagers in dealing with various problems that occur during their development process in the adolescent phase (Azhari & Rahmi, 2019). The reality shows that not all teenagers can go through adolescence with the assistance of their parents in their life journey. There are several factors that cause teenagers to be separated from their families so that they have to be in orphanages, such as low economic conditions (dhuafa), becoming orphans, orphans and even orphans (Tricahyani, 2016).

An orphanage is a social welfare business institution which has the responsibility to provide social welfare services, replace parents, fulfill physical, mental and social needs, so that they have the same opportunities as children in general as the next generation of the nation (Direktorat Jendral Bina Kesejahteraan Sosial, 2004) . In 2018, the Directorate of Direktorat Rehabilitas Sosial Anak Kementerian Sosial stated that the number of orphanages in Indonesia was 5,824 (Indriyati, 2018). Based on data from Pusat Pemerintah Sidoarjo, it shows that from 11 orphanages in Sidoarjo District, there were 282 children in foster care in 2019.

Teenagers in orphanages spend more time with orphanage friends and orphanage caregivers. Rinmalae et al (2019) stated that teenagers living in orphanages have different personalities, including some teenagers who talk a lot, lack self-confidence, tend to be quiet, often feel guilty, tend to close themselves off, and are less able to appreciate themselves or receive appreciation from others . Without realizing it, self-esteem is formed in adolescents due to this self-concept (Fuaida, 2023).

Rosenberg (1965) stated that self-esteem is a positive or negative evaluation of oneself. Things that can influence this assessment can come from internal factors, including gender, intelligence, physical condition and external factors, including the family

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environment and social environment (Gufron & Risnawitaq, 2011). Low self-esteem is a problem that often occurs among teenagers in orphanages (Hilmy & Takwin, 2018; Hayuningtias, 2019; Wasono, 2019). A person who has low self-esteem can be characterized by feeling worthless within themselves, full of doubts, having feelings of rejection, feeling unworthy of love, having no strength, being unable to express themselves, and being unable to fight their own weaknesses (Coopersmith, 1967). One of the external factors that causes low self-esteem in orphanage adolescents is the lack of attachment between orphanage adolescents and orphanage caregivers.

Research conducted by Febristi (2020) shows that as many as 59.8% of orphanage teenagers felt that there was a lack of attention from the orphanage administrators towards their situation, 50.4% of orphanage teenagers could not tell their problems to the orphanage administrators and 58.2% of orphanage teenagers care felt that the orphanage administrators did not care for them. Reardon et al (2018) stated that there is a significant relationship between the parenting style of orphanage administrators and the self-esteem of teenagers in orphanages. This means that the better the parenting style of the orphanage administrators, the higher the self-esteem of the teenagers in the orphanage. However, in reality, there is often a lack of closeness or good attachment between caregivers and teenagers in orphanages. Nisa & Muis (2016) found that sometimes teenagers in orphanages can be open and closed to other people, including caregivers. The existence of this problem is possible in a situation where care from an orphanage is carried out routinely and impersonally for children, in other words they only have a professional relationship rather than a parent-child relationship (Browne, 2009). According to Wasono (2019), it is also very possible that teenagers living in orphanages receive less attention, support and affection. Wahyuningrum & Tobing (2013) also stated that care in orphanages tends to focus less on the emotional aspect, but instead focuses on collective fulfillment, especially fulfilling daily material needs.

Another cause of low self-esteem among teenagers in orphanages is the individual factors of the teenagers in orphanages themselves. Aidina et al (2018) stated that teenagers in orphanages tend to feel low self-esteem, passive, apathetic, give up easily, give up easily, are full of fear and anxiety, have difficulty in establishing social relationships and often receive negative stigma related to their status as foster children. care. Andani (2015) also explained that there is a feeling of fear and withdrawal from society by teenagers in orphanages due to the lack of relationships and spending more time interacting with friends in the orphanage. Lete et al (2019) stated that self-esteem is one aspect that determines a person's success in interacting with their social environment. Meanwhile, determining a person's high or low self-esteem is also related to a person's ability to face or adapt to life's challenges and pressures (Wasono, 2019). Margareth (2016) states that self-esteem is related to resilience.

Connor and Davidson (1967) said that resilience is a person's personal quality in terms of the ability to face suffering. The concept of resilience focuses on building individual strengths so that difficulties can be faced and overcome. Resilience can also be interpreted as a person's ability to maintain body balance so that it remains normal in the face of unfavorable circumstances (Bonano, 2004). Meanwhile, Grotberg (2003) expressed the opinion that resilience is a person's ability to overcome and change through difficult experiences.

Every teenager is not free from problems, whether small or light or big or heavy. Teenagers can survive difficult situations well if they have a close relationship and receive love from their parents. However, the situation is different for teenagers who have lost one or both parents, so they have to live in an orphanage. Research conducted by Bellatrix et al (2016) found that as many as 53.5% of teenagers in orphanages had low and medium levels of resilience. One of the reasons is because teenagers in orphanages have to fight alone to fight emotional turmoil and lack of fulfillment of love and problems that arise without assistance from parents (Sari & Sano, 2019). Apart from that, the existence of conditions in adolescents who experience low self-esteem has an impact on the emergence of feelings of insecurity and not being able to act freely, tending to be inconsistent in making decisions, having feelings of insecurity and reducing the willingness to be resilient with society (Skinner, 2012). Therefore, good resilience skills are needed so that teenagers in orphanages can adapt positively to be able to recover from pressure and bad situations.

Resnick et al (2011) stated that there are four factors that influence individual resilience, namely self-esteem, social support, spirituality, positive emotions. Meanwhile, research conducted by Lete et al (2019) explains that there is a positive and significant relationship between self-esteem and resilience in adolescents. Furthermore, teenagers in orphanages who have low self-esteem have a great tendency to feel inadequate and do not have enough ability to face problems, expect to fail and often give up hope. This means that the teenager has a low level of resilience. In line with this, research conducted by Wasono (2019) also found that self-esteem has a positive influence on resilience.

Based on the explanation above, it can be concluded that teenagers who have good resilience can produce and maintain a positive attitude so that they are able to deal with all the problems they face calmly. On the other hand, if teenagers do not have good resilience, this will result in low self-development, being unable to solve problems wisely and lacking self-confidence because they feel they are inadequate so they will have difficulty facing various obstacles in their lives.

Logotherapy is an intervention technique that can be used as an effort to increase self-esteem and resilience of teenagers in orphanages. Logotherapy is psychotherapy that involves spiritual aspects, physical aspects and mental aspects of humans, which seeks to help individuals to achieve self-actualization, broaden their views of themselves and the world around them through the process of searching for the meaning of life and the desire to live a meaningful life (Frankl, 1988; Bastaman, 2007). Research conducted by Syahrir et al (2022) succeeded in proving that logotherapy can increase self-esteem and self-meaning in a group of

teenagers in orphanages. This finding relates to the condition that when a teenager is able to find the meaning of his life, he will not feel empty, useless and unmotivated to carry out activities and feel more valuable. Jahanpour et al (2014) succeeded in proving that logotherapy can increase self-esteem, happiness and social adequacy in a group of teenage girls in Tehran. Research conducted by Naraasti & Astuti (2019) also found that logotherapy can increase self-esteem in drug addicted adolescents. Meanwhile, the results of research conducted by Nader et al (2019) show that logotherapy can increase life expectancy and resilience in a group of women who have breast cancer. Siadat & Gholami (2018) also succeeded in proving that logotherapy can increase resilience and reduce depression in addicted substances in Tehran, Iran.

Based on the explanation that has been presented, this makes the author interested in conducting research related to logotherapy in increasing self-esteem and resilience in teenagers in orphanages.

II. LITERATURE REVIEW AND HYPOTHESIS
Self-esteem
Rosenberg (1965) stated that self-esteem is a positive or negative evaluation of oneself. Things that can influence this assessment can come from interactions, attitudes, appreciation, and other people's treatment of them. Rosenberg (1979) explains that when someone has high self-esteem, that person has a positive response towards themselves. On the other hand, if someone has low self-esteem, then he describes himself as a low person and does not respond well. Myers (2010) views that self-esteem is the result of a subjective assessment of an individual's overall value, including good or bad assessments of oneself. Meanwhile, according to Brown (1998) self-esteem is related to self-assessment of a person's real abilities compared to the desired ideal abilities, which are shown through the person's attitude, whether they will be accepted or rejected. There are two aspects that shape a person's self-esteem. According to Rosenberg (1965) these two aspects are: (1) Self Acceptance and (2) Self Respect.

Resilience
Connor and Davidson (2003) stated that resilience is a person's ability or personal quality that a person haswhich allows him to thrive in the face of life's difficulties. Resilience can also be interpreted as a person's ability to maintain body balance so that it remains normal in the face of unfavorable circumstances (Bonano, 2004). Meanwhile, Grotberg (2003) expressed the opinion that resilience is a person's ability to overcome and change through difficult experiences.Resilience can also be interpreted as a person's ability to show courage and the ability to adapt to difficult situations (Wagnild & Young, 1993).Meanwhile, Connor and Davidson (2003) stated that resilience has five aspects, namely: (1) Personal Competence; High Standard and Tenacity, (2) Trust in One's Instincts ; Tolerance of Negative Affect; Strengthening Effect of Stress, (3) Positive Acceptance of Change and Secure Relationship, (4) Control and Factor, (5) Spiritual Influences.

Logotherapy
Logotherapy is psychotherapy that involves spiritual aspects, physical aspects and mental aspects of humans, which seeks to help individuals to achieve self-actualization, broaden their views of themselves and the world around them through the process of searching for the meaning of life and the desire to live a meaningful life (Frankl, 1988) . Another definition of logotherapy is an intervention program created to help someone find the meaning of their life through reducing the sense of meaninglessness and existential emptiness which is characterized by three characteristics, namely (1) being fully aware of current conditions, (2) choosing how to live in the future. current conditions and (3) having the responsibility to choose (Corey, 2009).Apart from that, logotherapy also teaches someone to find the meaning of their life, including when experiencing difficult situations (Mohammadi et al, 2014).

Hypothesis
The hypothesis in this research is as follows:
a. First hypothesis   : Logotherapy can effectively increase self-esteem of adolescents in orphanages
b. Second hypothesis :Logotherapy can effectively increase resilience of adolescents in orphanages

III. METHODS
This research uses an experimental method, namely pretest posttest group design. There is only one measurement group, namely the experimental group. Measurements were carried out before and after the intervention on the same group of subject participants. The sampling technique in this research is non-random sampling, namely purposive sampling. The participants involved were 11 people consisting of teenage boys and girls who lived in the X and Y orphanage in Sidoarjo with an age range of 13-18 years. All participants who took part in the intervention process in this study had self-esteem and resilience scores in the low to medium category. The pretest and posttest scales use measuring instruments that have been reconstructed by the researchers themselves based on Rosenberg's self-esteem theory (1965) and Connor & Davidson's (2003) resilience theory. These two scales have been proven to have quite good validity and reliability coefficients, n 0.780 for the self-esteem scale and 0.800 for the resilience scale. In addition, the statistical analysis carried out in this study used non-parametric tests using the Wilcoxon Signed Ranks Test to see the differences in self-esteem and resilience scores in the experimental group before and after being given the logotherapy intervention.

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Intervention Procedures

The logotherapy intervention in this study was adapted from Breitbart et al.'s (2020) Meaning-Centered Psychotherapy. The logotherapy intervention is divided into eight sessions. The first session was entitled "What is the Meaning of Life?". In this session, all subject participants were given material about the meaning of life and invited to conduct a storytelling session about life experiences or events that were very meaningful to each research participant.

The second session was "Me and the Meaning of My Life". This session aims to find out participants' self-interpretation, self-assessment, both from themselves and others, the problems they experience and who plays a role in shaping the research participants' selves. The participants were directed to be able to express this by filling in the assignment sheet. Next, all participants were asked to read the results of their work on the assignment sheet and discuss them together.

The third session was "Me and the Experiences in My Past that Made Me Strong". This session aims to help participants find out the participants' meaning of past experiences which can strengthen the participants until now. This session was carried out through filling out assignment sheets and discussing together. Next, in the fourth session regarding "Me and My Desires for the Future. In this session, all participants were directed to fill out an assignment sheet regarding the participants' meaning of the achievements or goals they have achieved in the past and present as well as the achievements or goals they want to achieve in the future. This session was continued with storytelling and discussion activities together.

Then, in the fifth session, regarding "Me and My Limitations", all participants were directed to write down their meaning of any fears and worries regarding problems in the past, present and future as well asfind out the limitations and steps taken to address these through assignment sheets. After finishing writing, the participants were asked to tell each other's stories and the discussion continued together.

The sixth session discussed "Me and My Life", where all participants were directed to share their meaning of daily activities through completing assignment sheets and joint discussion sessions. Then, in the seventh session, about "Me and My Experiences", all participants were asked to share their meaning of memorable experiences, including affection or love, beauty or humor. In this session, all participants were required to write down these meanings on an assignment sheet to then share and discuss together.

Finally, the eighth session, namely "My Hope for the Future", is a session where all participants can find out the results of their respective reflections and learnings obtained during the entire series of sessions in intervention activities. Next, participants were directed to state their hopes for the future. All of these activities were carried out by filling in worksheets, which were then presented to each individual and discussed together.

IV. RESULTS

It should be noted that initially this research involved 11 teenagers from orphanages X and Y in Sidoarjo City. However, in the middle of the experiment implementation process, there was 1 teenage girl who was unable to attend one of the meetings due to illness, so the total research participants involved were 10 teenagers. The results of the distribution analysis of respondent characteristics can be seen in table 1.

Table 1. Distribution of Group Respondent Characteristics

Categories	Categories	N	Percent
Gender	Male	4	40%
	Female	6	60%
	13 years old	1	10%
	14 years old	2	20%
Age	15 years old	3	30%
	16 years old	2	20%
	17 years old	1	10%
	18 years old	1	10%
Educational background	Junior High School	4	40%
	Senior High School	6	60%

The following are the results of non-parametric hypothesis testing using the Wilcoxon Signed Ranks test:

Test the first hypothesis

Table 2. Results of Descriptive Analysis of Self-Esteem Variables

	N	Mean	Deviation Std.	Minimum	Maximum
PreTest_SelfEsteem	10	43.00	3,162	39	48
PostTest_SelfEsteem	10	52.20	4,237	45	58

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Based on table 2, it shows that the mean pre-test value of participants' self-esteem before being given the logotherapy intervention was 43.00, while the mean post-test value of participants' self-esteem after being given the logotherapy intervention was 52.20. This means that there was an increase in participants' self-esteem after being given the logotherapy intervention.

Table 3. Wilcoxon Signed Ranks Test Results for Self-Esteem Variables

Z	p	Information
-2,807	0.005	Significant

Referring to table 3 above, it can be seen that $p = 0.005$ ($p < 0.05$), so there is a significant difference in participants' self-esteem. It can be concluded that logotherapy intervention has been proven to effectively increase the self-esteem of research participants.

Test the second hypothesis

Table 4. Results of Descriptive Analysis of Resilience Variables

	N	Mean	Deviation Std.	Minimum	Maximum
PreTest_Resilience	10	33.80	3,645	25	38
PostTest_Resilience	10	42.10	5,763	35	50

Based on table 4, it shows that the mean pre-test resilience value of participants before being given logotherapy intervention was 33.80, while the mean post-test resilience value of participants after being given logotherapy intervention was 42.10. This means that there was an increase in participants' resilience after being given the logotherapy intervention.

Table 5. Wilcoxon Signed Ranks Test Results for Resilience Variables

Z	p	Information
-2,820	0.005	Significant

Referring to table 5, it can be seen that $p = 0.005$ ($p < 0.05$), so there is a significant difference in participants' resilience. It can be concluded that logotherapy intervention has been proven to be effective in increasing the resilience of research participants.

V. DISCUSSION

Based on the results of the analysis of data from hypothesis 1 testing, it can be seen that the first research hypothesis which states that logotherapy is effective in increasing self-esteem in teenagers in orphanages has been proven to be acceptable. This is in line with the research results of Naraasti & Astuti (2019) and Syahrir, Hidayah & Basir (2022) who studied that logotherapy can increase self-esteem in teenagers. Syahrir, Hidayah & Basir (2022) stated that when a person succeeds in finding the meaning of his life, he will not feel empty within himself, there will be no feeling of uselessness, he will have the motivation to be active so that it will affect his life productivity and self-esteem. Research conducted by Jayanti (2019) succeeded in finding that logotherapy can encourage a person to find their life's purpose through exploring the positive values and opportunities that exist within a person in order to develop better. Agustina & Isriyanto (2023) found that logotherapy can be used as a person's coping ability in balancing the demands of the surrounding environment and a person's self-condition. Another factor that supports this is when someone is able to accept it with steadfastness, patience and courage. Bastaman (1996) explains that one of the drivers for someone to find the meaning of their life is self-acceptance. What is meant by self-acceptance is when someone is willing to open or express all thoughts, feelings and reactions to various things from outside, trying to achieve good psychological health and accepting everything about various things from outside (Supratiknya, 1995). These various explanations lead to conformity with the opinion of Rosenberg (1965) which states that the forming aspect of high self-esteem is self-acceptance and an attitude of respect towards oneself.

Meanwhile, from the results of the analysis of hypothesis 2 test data, it can be seen that the second research hypothesis which states that logotherapy is effective in increasing resilience in teenagers in orphanages has proven to be acceptable. This is in line with research conducted by Siadat & Gholami (2018) and Nader et al (2019). Through logotherapy, a person will be invited to change their mindset towards problems and suffering through the process of meaning of life, so that success in finding the meaning of life can help a person to be able to adapt to various negative emotions (sadness, despair, pain) when facing problems or events that occur. is beyond control in the future (Nader et al, 2019). This situation is a manifestation of the aspects of resilience, where a person who is resilient has the ability to control themselves and can adapt positively to change or stress (Connor & Davidson, 2003).

On the other hand, several other aspects of resilience, such as personal components, self-confidence and spiritual influence (Connor & Davidosn, 2003) are also manifested in the implementation of logotherapy. Southwick et al (2016) stated that logotherapy helps a person to focus on how to fight fears about the problems they are experiencing, both in the past and present and find various strategies that can be carried out in the future. Through this, it is hoped that the subjects will become more resilient, less easily afraid, and can increase the subject's ability to be more resilient and confident when facing similar problems in the future. For

example, one of the logotherapy sessions in this research is session 5 regarding Me and My Limitations. The results of the worksheet and discussions that have been carried out show that all subjects can tell what their fears are regarding their own limitations or weaknesses in facing a problem and find strategies that can be implemented.

Apart from that, Frankl (1988) also explained that logotherapy uses an optimistic approach in viewing life, where subjects will be taught that there are no tragic or negative events that cannot be changed into positive achievements. According to Reivich and Shatte (2003), resilience is associated with an optimistic attitude. Someone who has an optimistic attitude will tend to see that behind all the negative events they experience, there is a good meaning in them (Southwick et al., 2016). Someone who is pessimistic tends to avoid things. Meanwhile, Frankl (1988) believes that spiritualism is a source of strength and resilience for subjects in finding the meaning of life.

VI. CONCLUSIONS

From the entire research process that has been carried out, it can be concluded that logotherapy is effective in increasing self-esteem and resilience in teenagers in orphanages. This can be seen through evidence from the results of testing the first hypothesis and the second research hypothesis. The results of the first hypothesis test show that there is a significant difference in the level of self-esteem of the research subjects after being given the logotherapy intervention, so it can be concluded that the first hypothesis test which states that the logotherapy intervention is effective in increasing self-esteem in orphanage teenagers is acceptable. Meanwhile, the results of the second hypothesis test show that there is a significant difference in the level of resilience of the research subjects after being given the logotherapy intervention, so it can be concluded that the second hypothesis test which states that the logotherapy intervention is effective in increasing resilience in orphanage adolescents is acceptable.

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