



ROLE OF SELF CONCEPT, EMOTIONAL REGULATION, EMPATHY IN PREDICTING FORGIVENESS IN TEENS OF JUNIOR HIGH SCHOOL STUDENTS IN SURABAYA

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Abstract

Purpose of Study: This research aimed to determine variables which are between self-concept, emotional regulation and empathy are the strongest predictors of forgiveness. The subjects were the teenagers in the 2nd grade of junior high school in Surabaya of Indonesia. The subjects were 111 people that consist of 60 boys and 51 girls.

Methodology: The research design was quantitative which correlated between self-concept, emotional regulation, empathy, and forgiveness. Data analysis was multiple regressions.

Results: The result of the test showed that there was a very significant positive correlation empathy, emotional regulation with forgiveness (significance level $p < .05$). On the contrary, there was no significant correlation self-concept with forgiveness. All predictors, self-concept, emotional regulation and empathy contributed 31.4% on forgiveness. The result also obtained that emotional regulation that was a stronger predictor of forgiveness (74.1%) compared to empathy (16.1%) and then there were no differences of emotional regulation and forgiveness based on gender, but girls are higher in empathy than boys.

Implications/Applications: The results showed that it gave the contribution to the therapy of forgiveness teenagers.

Keywords: *Teenager, Forgiveness, Self-Concept, Emotional Regulation, Empathy*

INTRODUCTION

Personal conflicts and violence often occur in interpersonal relationships in children and teenager. The development perspective, teenagers are in transition between childhood and adulthood, which is characterized by storm and stress period. They are also in the state of identity formation (Hall in Lerner and Spanier (1999); Hurlock, 2000, Santrock (2011)). These characteristics teenagers are very easy to conflicts and harm each other, both physically and verbally, so that would ruin the friendship. Quality interpersonal relationships are important in achieving a happy life and a healthy relationship marked with no harm to each other.

When conflicts occur in interpersonal relationships, the teenager can hurt each other and develop anger or even a grudge. Alledmand et al. (2007) suggests that forgiveness provides copying paths in such painful interpersonal relationships. Forgiveness is able to reduce hostility (Kaplan, Synderet.all in McCullough et al. (2000)). Unfortunately, teenagers are not easy to forgive, instead, they have more feelings of resentment. When they are hurt, the adolescence will be satisfied if they are able to take revenge (Prihastiwi, 2012).

There are many internal and situational factors that influence whether the victim can forgive or not. The research on forgiveness has been largely done by linking it to a lot of variables. McCullough et al. (2000) argue that empathy for the offending person has a positive relationship to forgiveness. In addition, there has been evidence that emotional regulation is associated with forgiveness, but it was not mentioned the strength of the relationship between the two variables, and there is still little research that relates to a self-concept with forgiveness.

CONCEPT ABOUT FORGIVENESS

There are various definitions of forgiveness in many kinds of literature. McCullough et al. (2000) see no conclusion of the definition of forgiveness in a number of research topics. Forgiveness has been conceptualized as one's progress, moving from a position of hatred, resentment and bitterness become one of the reduced anger and desire for revenge against those who are considered guilty (Baharrudi et.al, 2001; McCullough, Bellah, Kilpatrick & Johnson, 2001; Wade, Worthington & Meyer, 2005). Jacinto and Edwards (2011) define forgiveness as an attempt to remove the belief that self as a victim and

affirms the personal power that causes healing for people choosing to forgive. Forgiveness is the result of appeasement of anger, choose to stop the anger and hatred, and choose to forgive people who have hurt (Luskin, 2002; Webster's, 1986). In line with Luskin's opinion, Enright & the Human Development Study Group (1991) define forgiveness as a positive adaptive process, showing the release of feelings, thoughts, and behaviors from anger at the offending individual, on the other hand developing feelings of pity, generosity, and willingness to do good on others.

Forgiveness involves the cognitive aspects (Flanigan in Everett and Michael Scherer (2004)), effective (Malcolm and Greenberg al in Everett and Michael Scherer (2004)), behavioral aspects (Gordon et al. In Everett and Michael Scherer (2004)), motivational aspects (McCullough et al. in Everett and Michael Scherer (2004)), decision aspect (DiBlasio, 1998, in Everett and Michael Scherer (2004)), and interpersonal aspects (eg, Baumeister et al., 1998, in Everett and Michael Scherer (2004)).

SELF CONCEPT AND FORGIVENESS

Conflict of interpersonal relationships often makes individual attacks and hurtful others to defend themselves. When someone hurts another person, the victim feels humiliated Scobie and Scobie (1998) and defensive (Maltby and Day, 2004). As a result of these feelings, the victim acts that is not conducive to forgiveness, such as avoiding the perpetrator and developing a sense of resentment (Eaton et al., 2006). Furthermore, when a person has been hurt and then forgive, there will be feelings of contempt and this will erode self-esteem (i.e, the extent to which one considers himself a principled person worthy of honor (Kumashiro, Finkel, & Rusbult, 2002) and erodes the clarity of self-concept.

Rogers (Hall and Lindzey, 1993) reviewed the phenomenological self-concept that is self-concept is an important aspect in personality because the self-concept is the frame of reference for interpreting for the environment and can affect how individuals behave. The concept of self is conceived as the whole belief of a person concerning his personal attributes.

Forgiving is not always easy, it requires a positive personality development as well as a positive experience. Therefore, when a person has a positive self-concept derived from positive experiences of life, it can greatly facilitate a person to forgive. In fact, the research results are still confusing. The results (Karreman, van Lange, Ouwerkerk in Dyke and Elias M (2008)) suggest that there is a positive relationship between self-concept and forgiveness. The result is from Dyke and Elias M (2008) states that there is no relationship between self-concept with forgiveness. In previous studies from many researchers that associate forgiveness with self-esteem, where the two variables are positively correlated, meaning that the higher self-esteem then the person is more likely to apologize to the offender (Pyszczynski et al., In Eaton et al. (2006)). Some of these researches have not shown the clarity of the role of self-concept in influencing forgiveness.

EMOTIONAL REGULATION AND FORGIVENESS

In cognitive perspective, emotion is an individual psychological state that caused by events, objects or persons specifically include cognitive judgments (individual interpretation of an event), subjective experiences (individual perceived emotions), thinking and acting tendencies (Atkinson & Hilgard 2003). Referring to this perspective, when a person makes appraisals a stimulus as a painful stimulus, it realizes in the emergence of angry emotions.

In a state of negative emotions (anger), it can lead to negative behavior which is aggressive behaviors. As in the concept of the General affective aggression model that its emotional awakening can lead to the emergence of aggressive behavior Baron and dan Byrne (2003). Aggressive behavior is intended to release the psychic tension caused by anger. The ability to control emotions is very important in everyday life. Goleman (2000) argued that emotional intelligence is one of the important aspects to manage emotions, and it is crucial in determining success.

Emotional management is basically a person's ability to perform emotional regulation. Emotional regulation is the capacity to restore emotional balance. A person is able to neutralize the mind, behavior, physiological responses and avoid the negative effects of excessive emotions (Sukhodolsky et al., 2005).

EMPATHY AND FORGIVENESS

Many experts conceptualized empathy in emotional aspects as recognizing and feeling towards other people's feelings (Attracted, 2007: Gagan (in Loannidou and Konstantikaki, 2003).Zahn-Waxler & Radke-Yarrow (in Toussaint and Webb (2005)) suggests that empathy includes cognitive and affective aspects. Thomas (2013) suggests: (1) Affective dimension is a subjective state as a result of emotional contagion. This empathy often occurs automatically and unconsciously. Empathy is also a kind of "sharing" emotions. (2) Cognitive dimension, understanding accurately and understanding the emotional

state of others, these dimensions are also often called perspective taking empathy. As stated that empathy as the ability to understand and operate in relationships with others, it is able to facilitate someone to forgive. Enright and Coyle (1998); Jr. Worthington (1998); McCullough et al. (2000) argue that empathy is one of the factors in the process of forgiveness.

GENDER ROLE

In society, there are still many different treatments between boys and girls. The differences of treatment have an impact on the development of both aspects of cognition, emotion and social (Castillo et al. (2013); Baxendale, Cross, & Johnston, 2012). Associated with empathy, teenagers of the girls demonstrate a stronger empathy on cognitive and effective components than the boys (Brown & Gilligan, 1992 in Castillo et al. (2013)). When relating forgiveness with gender differences can be explained that the boys prefer the ratio rather than affection, whereas forgiveness involves emotion (emotional forgiveness). This is the result of the socialization of gender roles, where the boys are usually encouraged to suppress most emotions, except those that are aggressive, and the girls are expected to respond to violations with understanding, compassion, and empathy (Gault and Sabini, 2000).

RESEARCH HYPOTHESIS

Based on the above assumptions can be formulated hypothesis that three variables are self-concept, emotional regulation and empathy become predictors of forgiveness in teenagers. Furthermore, this research also assumed that there are differences in self-concept, emotional regulation, empathy, and forgiveness between boys and girls. This is based on the fact that parenting practices for boys and girls are different.

RESEARCH METHOD

The research design was quantitative which can correlate between self-concept, emotional regulation, empathy, and forgiveness. The subjects were junior high school students in Surabaya as many as 111 people with a range of age from 14-15 years with details of 60 boys and 51 girls.

Data collection used questionnaire based on Likert scale model with 4 answer choices with a range of scales scale: strongly disagree = 1, disagree = 2, agree = 3 and strongly agree = 4. The forgiveness scale arranged based on the Enright Forgiveness Inventory (EFI; Enright, 2005). EFI was used for assessment of affective, cognitive and behavioral aspects. This scale composed of 30 items. Product moment correlation score item with total score obtained that were between 0.350 and 0.528, while alpha Cronbach reliability coefficient was 0.818. Emotional regulation scale prepared based on the concept of Mullin & Hinsaw (2007) which suggests 3 aspects of emotional regulation: 1) sensitivity aspects (Koole, 2009), 2) recovery aspects (Moberly & Watkins, 2006), 3) The impairment aspect (Neumann & Philippot, 2007). The emotional regulation scale was compiled as many as 25 items. The product moment correlation score item with the total score was between 0.378 and 0.695, while the reliability coefficient of alpha Cronbach was 0.912. Empathy scale was based on the concepts of Eisenberg, Fabes, Schaller, & Miller(1989); Feshbach(1982); Hoffman (1984), Hogan's (1969) who argued that empathy has 2 dimensions of cognitive and affective. Empathy scale consisted of 30 items. The product moment correlation score of the item with the total score was in the range of 0.325 and 0.567. The alpha Cronbach coefficient of reliability was 0.832. Self-concept scale based on concepts from Heather ton and Polivy (1991) with three components of self-concept: 1). Performance self-concept .2). Social self-concept. 3) and physical self-concept. Self-concept scale compiled of 25 items. The product moment correlation score of the item with the total score was between 0.348 and 0.698, while the reliability coefficient of alpha Cronbach was 0.884.

RESEARCH RESULT

To discover the correlation between variables and also to discover predictors of forgiveness in teenagers data were analyzed with multiple regression statistical analysis using SPSS software:

Based on the data in table 1., there were only the self-concept and empathy that were significantly different ($p < 0.05$) between boys and girls. There was no difference in the regulation of emotion and forgiveness between boys and girls ($p > 0.05$).

To discover the relationship between self-concept, emotional regulation, and empathy with forgiveness, the researcher used product moment correlation analysis. Based on the data in table 2 above, it can be concluded that:

1. (a) There was a very significant positive correlation between empathy with forgiveness, with $r_{xy} = .283$ and signif-

Table 1: t-test of Self Concept, Regulation, Empathy, and Forgiveness Variables

Variable	Male				n	Female			t	df	Sign
	N	Mean	Std. Dev.	Std. Error Mean		Mean	Std. Dev.	Std. Error Mean			
Selfconcept	60	52.67	4.320	.558	51	50.73	4.495	.629	2.316	109	.022
Emotion Regulation		22.43	4.048	.523		21.82	3.468	.486	.844	109	.400
Empathy		52.72	6.523	.842		55.63	6.387	.894	-2.365	109	.020
Forgiveness		40.12	6.257	.808		39.53	5.519	.773	.520	109	.604

Table 2: Product Moment Corrorelation

		Empathy	Reg. Emotion	SelfConcept	Forgiveness
Empathy	Pearson Correlation	1	0.102	-0.013	.283**
	Sig. (2-tailed)		0.287	0.894	0.003
	N	111	111	111	111
Emotional regulation	Correlation Pearson	0.102	1	-0.037	.453**
	Sig. (2-tailed)	0.287		0.698	0
	N	111	111	111	111
Selfconcept	Pearson Correlation	-0.013	-0.037	1	-0.148
	Sig. (2-tailed)	0.894	0.698		0.121
	N	111	111	111	111
Forgiveness	Pearson Correlation	.283**	.493**	-0.148	1
	Sig. (2-tailed)	0.003	0	0.121	
	N	111	111	111	111

ificance level of $p < .05$

- (b) There was a very significant positive correlation between emotional regulation with forgiveness, with $r_{xy} = .493$ and significant level $p < .05$
- (c) There was no significant correlation between self-concept and forgiveness, with $r_{xy} = -.148$ and signification level $p > .05$

Table 3: Table of the conclusion of multiple regressions

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.561a	0.314	0.295	4.962	0.314	16.351	3	107	0

Predictors: (Constant), empati, self concept and emosion regulation

Based on the data in table 3, the results of multiple regression analysis indicated that there was an effect of self-concept,

emotional regulation and empathy together with forgiveness $R_{1,2,3,-y} = 0.561$, $p < 0.01$). Analysis results showed that the contribution of the predictor variable, Self-concept, emotional regulation and empathy simultaneously to forgiveness were 31.4%. It meant that 1% increased in the three variables can be followed with 31.4% increased in forgiveness.

In table 4, we see the magnitude of the influence of each predictor variable on the dependent variable. Self concept had coefficient $\beta = 0.139$ which meant giving effect 13.9% to forgiveness, empathy had coefficient $\beta = 0.161$ which meant giving effect 16.1% to forgiveness and Emotional regulation had coefficient $\beta = 0.741$ which meant giving effect 74.4% to forgiveness. The conclusion that emotional regulation had a stronger influence on forgiveness

Table 4: t-test of multiple Regression

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	21.913	7.186		3.049	.003
Concept self	-.139	.106	-.106	-1.314	.192
Emosional regu-lation	.741	.128	.475	5.773	.000
Empathy	.161	.073	.180	2.198	.030

a. Dependent Variable: forgiveness

DISCUSSION

The Research result showed that forgiveness allowed the persons to grow and move in healthy psychological conditions (Enright and Coyle, 1998; Jr. Worthington, 1998; Maltby et al., 2007). However, to forgive others who have hurt oneself were not always easy, especially in teenagers. The purpose discovered the stronger predictors of forgiveness in teenagers, which included self-concept, emotional regulation, and empathy. The results in table 2 showed that the self-concept variable was not as a predictor of forgiveness in the subjects, while the emotional regulation and empathy had a very significant correlation with forgiveness. In other words, the emotional regulation and empathy were as predictors of forgiveness. There was no a significant correlation of self-concept with forgiveness because the subjects used it as a frame of reference for interpreting the situation and the person who hurt them and then subsequently related it to their self esteem. Therefore, it was clear that the self-concept did not directly affect forgiveness. Emotional and empathy regulation were strong predictors of forgiveness ($p < .05$). Nevertheless, these two variables have different effects. The emotional regulation gave a stronger influence (74.1%) than empathy (16.1%). This result showed that the above description was antecedent of forgiveness was a violent, painful, and injurious behavior evoke angrily. Forgiveness cannot be given instantly but in the first must go through emotional irritation and resentment. A person is not able to make logical considerations when experiencing emotional outbursts. Therefore, forgiveness was not possible at the time of emotional outbursts of anger. Good emotional regulation ability is very important. As stated above that emotional regulation was the capacity to restore emotional balance in individual and attain well-being. When a balanced condition was attained, the individual would be able to improve interpersonal relationships. In addition to emotional regulation, empathy was also a strong predictor of forgiveness. As explained above that forgiveness included two forms of decision, forgiveness and emotional forgiveness. This emotional forgiveness was very closely related to empathy. The emotional forgiveness showed the replacement of negative emotions into positive emotions, replacing angry emotions into prosocial emotions. Empathy was defined as the ability to recognize and feel the feelings and conditions of others, will affect individual affection so that forgiveness would be given. From the above analysis also known that there was a difference of empathy between boys and girls, where the girls have higher empathy than the boys. This indicated that the nurturance of girls was stronger in the emotional aspect when compared to the boys. It was also assumed that the girls were allowed to express their emotions while the boys were expected to cover their emotions. The results of data analysis are also found that there was no difference in forgiveness between men and women as well as no difference in emotional regulation between the genders. This confirmed that both are highly determined by learning factors, as Luskin (2002) pointed out that forgiveness can be studied.



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