



Rational Emotive Behaviour Therapy Counselling with Imagery Technique to Improve Resilience of Teenage as Victims of Divorce

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Abstract. A harmonious family is hoped by every teenagers however happiness can change when the conflict arises caused by the family member such as parental divorce which can lead to problems for teenagers as the victim of divorce. Children who are entering adolescence have understood the occurrence of divorce between their parents and normally will feel hurtful and anger which can cause the negative character such as depression, committing juvenile delinquency, and others. Resilience ability is very necessary for teenager divorce-victim, who is fragile to behavioral problems, to prevent teenagers from falling into negative things. Through REBT counseling technique, by imagery technique, teenagers can be built to straighten out the negative beliefs in order to positively face problems as a result of their parental divorce.

Keywords: REBT Counselling, Imagery Tecchnique, Resilience

INTRODUCTION ~ Each process of individual development will always have problems and difficulties, ranging from childhood, adolescence to adulthood but the teenage usually encounter more challenges, because of many changes that must be faced starting from physical, biological, psychological and also social. Erikson (in Desmita, 2010) states that adolescence is a period at the stage of psychosocial development between ego identity and role confusion. In this stage, the task of adolescent development according to Erikson is to resolve the identity crisis, so that it is expected to form a stable self-identity in the late teens. This crisis for Erikson is not a disaster, but a development process that must be passed by teenagers.

Santrock (2003) states that the more successful adolescents cope with crises, the healthier the development of adulthood. Conversely, if adolescents are unable to resolve the crisis, it will

cause depression to deviant behavior in the future. Therefore adolescents are said to be individuals who are vulnerable to problematic behavior. Erikson (in Desmita, 2010) states that in the process of going through an identity crisis, teenagers feel isolated, empty, anxious and worried. In this stage, the resilience ability of adolescents begins to emerge. Masten and Reed (Luthans, Vogelgesang & Lester, 2006) define resilience as a phenomenon characterized by positive adaptation patterns in the context of risk or pressure. The positive psychology resilience is seen as an asset or positive side possessed by each individual and must be developed so that individuals are able to develop optimally even in difficult conditions.

Grotberg (1999, p. 89) explains that as difficulties or problems in life cannot be avoided by any individuals, resilience is needed by individuals to be able to overcome problems and problems in life.



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The ability of resilience is very important where since it serves to overcome the pressures or difficulties (adversity) experienced by adolescence both difficulties originating in oneself such as the demands to go through a crisis at each developmental phase and difficulties from outside such as poverty, natural disasters and parental divorce. However, Geldard (2010) states that not all adolescents respond to adversity adaptively - those that respond adversity maladaptively. This is illustrated by Werner (Keller, 2003, p.34) through the results of his first longitudinal study of children who were able to survive in difficult conditions that were located in the Kauai area, Hawaii with 370 participants. The area is a very poor area due to high unemployment rates with many criminal acts. Many children are raised by alcoholic parents. The finding of Wenner's research shows that 70% adolescents showed negative behavior, while only 30% showed positive behavior during adolescence. According to Hurlock (1991, p. 207) adolescence is an important phase for an individual to shape his personality. When parents and children have positive and adaptive relationships, this will help teens achieve optimal developmental tasks. In the contrary, relationship that is not harmonious between the child and parents will negatively affect the lives of adolescents. One form of negative relationships can originate from parental divorce. It is in line with Dagnun's opinion

(2002, p. 113) that divorce will have a profound impact on each family member.

Children who have entered their teens, have understood the divorce which occurs to their parents and will usually feel hurt and save anger. It is in accordance with Hetherington's statement (2003) that the direct result arising from divorce is emotional distress (internalizing disorders) and behavioral problems (externalizing disorders) such as anger, hatred, anxiety, and the emergence of negative behavior. Hence, it is common for adolescents to show maladjustment behavior due to the low ability of adolescent resilience.

Every teenager whose parents divorced both when they were a child and in their teens has a different response in responding to their problem. There are teenagers who respond to their parents' divorce problems in a positive way such as being a motivation for achievement, or channeling emotions into a positive hobby. But there are adolescents who respond to their parents' divorce in negative ways such as being naughty and often fighting. The response of adolescents is influenced by the resilience ability they have. The resilience of teenage parents of divorce victims can affect the achievement of their developmental tasks.

Reivich & Shatte (2002, p. 17) states that children who come from divorced



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families are usually more emotional and difficult to adjust to their social environment. Furthermore, Swastika (2012, p. 2) in his research entitled 'Overview of Resilience of Adolescents who have broken home' explains that parental divorce causes negative effects on adolescent development both emotional development, personality and life development in the future. The finding of the research with the case study research method using a female subject aged 20 years with divorced parents has shown that the subject has a pretty good resilience influenced by social support obtained in their social environment, such as grandmother, grandfather as well as peers from the subject.

As the research conducted by Swastika is still very narrow in scope, it is only a case study with one subject, this research is expected to give enlightenment that not all individuals who are in difficult conditions will definitely become problematic individuals, because basically individuals can develop optimally even in very difficult conditions. Shatte (2002) has revealed that social support is one of the factors which can help individuals reduce stress and trauma and help individuals to become better after being faced with difficult life experiences.

Seeing the condition of the behavior of adolescents whose parents divorce, the ability of resilience is very necessary especially in adolescents who are

vulnerable (high-risk) to behavioral problems. Resilience has the benefit of preventing adolescents from falling into juvenile delinquency. It is in line with the opinion of Seligman (1990) that resilience ability is an effort to prevent depression in adolescents who are in a depressed condition.

Rutter (in Noltemeyer & Bush, 2013, p. 477) states that families who have good communication patterns, positive parental responses, comfortable school conditions and social support from teachers and peers, are able to increase resilience in adolescents. With this in mind, the assistance effort that can be done by Guidance and Counseling teachers at schools to help students improve resilience is through counseling guidance services with Rational Emotive Behavioral Counseling techniques derived from the concept of Rational Emotive Behavior Therapy developed by a psychologist named Albert Ellis. This is reinforced by the results of Mashudi's study (2012) which states that adolescent resilience can be increased through Rational Emotive Behavioral counseling.

Rational Emotive Behavioral Counseling for the next discussion referred to as the REBT acronym is an approach to help solve problems caused by problematic mindset so that this approach can be done to help students who have low resilience due to conditions of depression or past depression experienced due to depressed conditions or past depression



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experienced by parents' divorce. They are expected to look positively at problems that occur in the present and future. Therefore, from aforementioned explanation about the importance of resilience in adolescents, this paper will explore the concept of REBT, as well as the concept of resilience of young victims of divorce.

LITERATUR REVIEW

Definition of Resilience

The understanding of resilience is etymologically adapted from the English word that is resilience, which means flexural power or the ability to return to its original form during a period of time. In addition, Reivich K & Shatte A (2002, p. 1) explain that resilience is the ability of a person to survive, rise, and adjust to difficult conditions. They further state that Individuals who have resilience are able to quickly return to the condition before the trauma, look immune from various negative life events, and able to adapt to extreme stress. This means that individuals will be able to adapt to conditions that occur in their lives and be able to survive in conditions that are less pleasant.

Resilience is referred to the ability to recover from a state, return to its original form after being bent, pressed, or stretched. When used as a psychological term, resilience is the ability of humans to quickly recover from change, illness, misfortune, or difficulties (The Resiliency

Center, 2005). Scientific research that has been carried out by experts for the past few years has proven that resilience is the main key to work success and life success (Reivich & Shatte, 2002, p. 12). Resilience that is owned by every individual can affect individual performance both in the school environment and in the work environment, in addition to having a positive impact on the physical and mental health of individuals, as well as influencing the success of individuals in dealing with their social environment. These things are factors of achieving happiness and success in one's life.

Grotberg (1999, p. 3) explains that resilience is a capacity that is universal and with that capacity, individuals, groups or communities are able to prevent, minimize or fight the effects that can damage when they experience disaster or misfortune. In addition, Wolff (in Banaag, 2002, p. 15) views resilience as a trait. Wolff defines the trait as a hidden capacity that appears to fight the destruction of individuals and protect individuals from all obstacles in life. Individuals who have good intelligence, adaptability, social temperament, and attractive personality ultimately contribute consistently to self-esteem, competence, and the feeling that he is lucky. These individuals are resilient individuals.

Neenan (2009, p. 17) asserts that resilience includes a set of flexible cognitive, emotional and behavioral



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responses to acute or chronic adversity that are both unusual and general in nature. These responses can be learned and are within everyone's reach. Although there are many factors that influence the development of resilience, the most important one is 'attitude' or attitude towards adversity experienced or faced.

Greef (in Rodin & Stewart, 2012, p.2) adds that resilience is an ability in which individuals not only succeed in adapting to risk or misfortune but also can recover, be happy and develop into individuals who are stronger, wiser and more respectful life. Resilient individuals not only return to normal after they have experienced misfortune, but some of them are able to display better performance than before.

Likewise, Newcomb (in Teresa. D. 2006 p. 194) states that "Resilience is a protection mechanism that modifies individual responses to situations that are at risk at critical points throughout one's life". Different opinions expressed by Garnezy (in William, 1998, p. 499) who explains that "Resilience is not seen as a permanent trait in an individual, but as a result of dynamic transactions between external forces and internal forces." Resilience is more accurate when seen as part of the development of mental health in a person that can be enhanced in one's life cycle.

From some experts' opinions about resilience, it can be inferred that resilience is the ability or capacity of individuals to be able to rise from the problems experienced so that individuals can be protected from negative effects or risk and misfortune as well as take lessons from what happens in their lives.

Stages of Resilience

Stages or the process of resilience in the individual is explained by O'Laery and Lckovies (Coulson, R, 2006, p.5) states that "The four stages that occur when a person experiences a pressing situation (significant adversity)". This can be explained as follows:

a. Give in The relentless stages here indicate the conditions in which individuals give in to problems encountered that pose a pressing situation or threat. This level is a condition when individuals find or experience misfortune that is too heavy for individuals. Outcome from individuals at this level will potentially lead to depression, drug use, and in the extreme order can lead to suicide.

b. Survive (Survivar). At this stage, the individual cannot achieve or restore psychological function and positive emotions after the oppressive condition. The effects of stressful experience make individuals fail to function properly again.

c. Recovery. The stage of recovery is the stage when the individual is able to



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recover in a condition of psychological and emotional functions naturally and is able to adapt to the conditions that are pressing, although leaving the effects of negative feelings experienced previously from previous problems, so that individuals can return to their activities to be able to live their daily lives. days normally.

d. Rapidly Developing (Thriving). At this stage, individuals are not only able to return to the previous stage or function, but individuals are able to surpass this level in certain aspects, the experiences experienced by individuals can make it able to deal with stressful conditions, even challenge life to be better.

The opinion above provides an explanation that the process or stages of resilience occurring in individuals mobilize from the lowest level of maturity to the level of maturity that is consistent. In the stages of formation of resilience, the individual also requires the process of thinking and understanding cause and effect of problem that comes within them so that it is closely related to the intensity of time required by individuals to respond positively to a problem. As a result, the process of succumbing, survival, and recovery and rapid developmen can be formed normally without pressure from anything.

Resilience Aspects

There are 7 aspects of resilience according to Reivich & Shatte (2002, p.

33) which can be measured and observed in individuals including:

1) Emotional regulation, is the ability of individuals to remain calm even in stressful conditions,

2) Control of impulses, is the ability of individuals to control desires, impulses, likes, and pressures that arise from within themselves,

3) Optimism, optimistic individuals have confidence that the difficulties experienced in the present will turn out to be a better situation in the future,

4) Self-efficacy, individual confidence that he is able to solve a problem that is being faced. This self-efficacy is very much influenced by past experiences of individuals,

5) Causal analysis, the ability of individuals to identify the cause of the problem being faced,

6) Empathy, is the ability of individuals to understand emotional and psychological signs from others. Empathy will have a positive impact on social life. Resilient individuals will show empathy towards others,

7) Reaching out, resilient individuals are not only able to survive in difficult conditions, but are able to rise up and take positive aspects in a misfortune experienced to become better individuals in the future.



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Basically, every individual has the ability to be resilient, this depends on the thinking style or mindset of the individual itself. Reivich & Shatte (2002, p. 59) suggests that individuals who are unable to survive even tend to engage in maladaptive behavior (vulnerability) in the face of difficult or depressed situations due to irrational beliefs or thoughts about the events they experience. One of the characteristics of individuals who are not resilient is to have the belief or thought that the difficulties or problems they are facing are a permanent problem and affect all aspects of their lives.

Factors Affecting Resilience

There are two factors that influence resilience according to Warner & Smith, (1982, in Bernard, 1991), namely:

1) Risk Factors Risk factors can originate from cultural, economic, or medical conditions that place the individual at risk of failure when facing a difficult situation. Risk factors describe several influences that can increase the likelihood of a distortion occurring to more serious conditions such as environmental effects, where the environment or circumstances can be related or incurring risks. The relationship between several different risk variables will form a risk chain (Smokowski, 1998).

2) Protective Factors Protective factors are characteristics of the individual or the condition of the family, school, or

community that enhance the ability of individuals to deal with challenges in life well. Rutter (in Davis, 1999) states the interaction between social processes and intrapsychic can enable a person to be able to face difficulties and all the set of challenges in life positively. Dyer and McGuinness (in Davis, 1999) describe resilience as a dynamic process that is strongly influenced by protective factors, whereby a person can rise again from adversity and live his life.

Both of these factors have an important influence on the level of individual resilience. Risk factors can increase the vulnerability (vulnerability) of an individual when faced with a pressure or difficulty and inhibit the development of resilience, while protective factors can strengthen resilience that leads to successful adaptation.

After knowing about the supporting factors and risks of resilience, the benefits obtained if the individual has the ability to resilience, one of which is that it can cause oneself from depression and other behavioral problems. This statement is supported by research conducted by Hjemdal, Aune & Stiles (2007, p. 98) which states that there is a relationship between the level of adolescent resilience and depressive symptoms. From this research it is shown that subjects who have high levels of resilience will be more difficult to experience depression than individuals who have low levels of resilience.



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Definition of Teenagers

Adolescent or adolescent comes from the Latin *adolescere* which means to grow or grow into adulthood. This term simply covers mental, emotional, social and physical maturity (Hurlock, 1999 p.125). According to Santrock (2004, p.26), adolescence is a period of developmental transition between childhood and adulthood which includes biological, cognitive, and social-emotional changes. Adolescence is a long period that everyone must experience as a life cycle process that cannot be passed without undergoing, adolescence is the benchmark for adulthood.

According to Stanley Hall (in Santrock, 2004) adolescents are in the range of 12-23 years. Then Hurlock (1980, p. 206) argues that the beginning of adolescence lasts approximately 13 to 16 or 17 years and the end of adolescence begins from the age of 17 years to 18 years where the age is legally mature. A different opinion was also expressed by Widyastuti (2009, p.11) stating "Adolescence, namely between the ages of 10-19 years, is a period of maturation of the reproductive organs of humans, and is often called the Puberty Period". Based on the opinions of these experts, it can be concluded that adolescence is a transition period / transition from childhood to adulthood with vulnerable ages between 12 to 22 years accompanied by psychological

maturity and ways of thinking. Adolescence has certain characteristics that distinguish it from the previous period.

Characteristics of adolescents according to Hurlock (1998, pp. 207-209) include: a) Adolescence as an important period that is the changes experienced by adolescence will have a direct impact on the individual concerned and will affect subsequent development. b) Adolescence as a training period means the development of childhood again and cannot be considered as an adult. c) Adolescence as a period of change, i.e. changes in emotions, changes in body, interests and roles (becoming an independent adult), changes in values held, and the desire for freedom. d) Adolescence as a period of seeking self-identity sought by adolescents in the form of efforts to explain who he is and what his role is in society. e) Adolescence is a time of fear. It is said so because it is difficult to manage, tends to behave poorly. This makes many parents afraid. f) Adolescence is an unrealistic period. g) Adolescence as adulthood. Teenagers experience confusion or difficulty in trying to leave habits at an earlier age and in giving the impression that they are almost or have grown up.

The existence of physical and psychological changes in adolescents will lead to a tendency of adolescents who have problems to adjust to the environment. It is hoped that adolescents



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can undergo developmental tasks properly and responsibly.

RATIONAL EMOTIVE BEHAVIORAL COUNSELING BACKGROUND

Rational Emotive Behavioral Counseling originates from the concept of Rational Emotive Behavior Therapy (REBT) developed by a psychologist named Albert Ellis in which emphasizes the interrelationship between feelings, behavior, and thoughts.

REBT is a development of rational therapy developed by Ellis earlier in 1955 and changed its name to Rational Emotive Therapy later in 1993, Ellis changed its name to Rational Emotive Behavior Therapy with the acronym REBT (in Nelson-Jones, 2011, p. 491).

Dryden & Neenan (2004, p.2) explained that in 2003, Ellis changed the name of RET to REBT because many experts ignored the behavioral element in the approach. In addition to focusing on client emotions and beliefs, REBT counselors actively encourage their clients to practice what they have learned in therapy through the use of behavioral methods. Through REBT, Ellis began to respect the behavioral aspects of the treatment process. In this case, REBT uses the assumption that changing cognition and self-statements to be more rational is the most effective way to improve the function of thinking (cognition), feeling (emotion), and

acting (behavior) against disappointing thinking.

Basic Concepts of Rational Emotive Behavioral Counseling

REBT counseling assumes that normal people have thoughts, feelings and behaviors which all take place simultaneously affecting each other. Ellis (in Latipun, 2010, p. 78) states that in looking at human nature, REBT has some assumptions about human nature, namely:

- 1) Basically, individuals are unique who tend to think rationally and irrationally.
- 2) A person's emotional reactions are mostly caused by conscious, unconscious evaluations, interpretations and philosophies.
- 3) Psychological or emotional barriers are the result of irrational and irrational ways of thinking.
- 4) Irrational thinking begins with learning illogically obtained from parents and the culture in which they were raised.
- 5) Thinking irrationally will be reflected in the verbalization used.

To understand personality dynamics in REBT's view it is necessary to understand the basic concepts put forward by Ellis (1994), there are three things related to behavior, namely Activating Events (A), Beliefs (B), and Consequence (C), which are then known as ABC concept. After A-



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B-C following Disputing (D) and Effective new philosophy of life (E) to include changes and expected results of changes. In addition, the letter Goal (G) can be placed first to provide context for one's ABC (in Nelson, 2011).

Antecedent Event (A) is an event that triggers an activating event in a person's life. Belief (B) is a belief, view, value, or verbalization that underlies an individual's self-view of an event. Consequence (C) is a consequence or emotional reaction of a person as a result or reaction of an individual in the form of feelings of pleasure or emotional obstacles with (A). These emotional consequences are not a direct result of (A) but are caused by individual beliefs (B) whether rational or irrational.

After ABC followed Disputing (D) which is the application of scientific principles to oppose the mind that tends to defeat oneself and defeat irrational values that cannot be proven (Latipun, 2005). The end result of the A-B-CD process in the form of Effect (E) is an effective and new rational view followed by emotional and behavioral changes. When A-B-C-D takes place in a rational thought process, the end result is positive behavior, on the contrary if the thought process is irrational, the end result is negative behavior.

The Purpose of the Rational Emotive Behavioral Counseling Approach

In the REBT scope, humans are essentially seen as creatures born with the potential to think, whether rationally or straightly or irrationally or crooked. Assuming that humans are imperfect, REBT is trying to help someone to accept himself as a creature that is not free from mistakes but at the same time as a creature who can learn and live peacefully with himself.

REBT is a counseling approach designed to help individuals minimize emotional disturbances and self-destructive behavior, and encourage them to live more meaningfully and happily (Dryden, 2005, p.14). In achieving these goals, the counselor is expected to help the counselee to: (1) think more rationally (logically, flexibly and scientifically); (2) to feel healthier; and (3) to act more efficiently in order to achieve their goals and objectives (Dryden & Neenan, 2004, p.17).

According to Ellis (in Corey, 2005, p.245), the purpose of REBT counseling is to show clients that their self-verbs have been and are still the main source of emotional disturbances experienced by them. REBT helps counsees to stop making demands and feel upset through chaos, counsees in REBT can express some negative feelings, but the main goal is to help clients not give an emotional response beyond what is appropriate for an event. According to Corey (2005, p.



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240), rational emotive behavior therapy is a problem solving that focuses on aspects of thinking, taking sides, deciding, directive without dealing more with the dimensions of thought than the dimensions of feeling. Meanwhile, according to Willis (2004, p. 75), rational emotive behavior is a flow that tries to understand humans as they really are. Humans are subjects who are aware of themselves and aware of the objects they face. Humans are creatures that do and develop and are individuals in a single unit which means that humans are free, think, breath, and will.

Based on the explanation above, it can be concluded that the main goal of REBT is to change the irrational way of thinking into rational ways of thinking so that a rational person is formed on the individual.

Stages of the Rational Emotive Behavioral Counseling Approach

Emotional rational therapy helps the counselee recognize and understand irrational feelings, thoughts and behavior. In this process the client is taught to accept that the feelings, thoughts and behavior are created and verbalized by the client himself.

According to Ellis (in Rokhyani, 2009, p.8), within counseling process with the REBT approach, there are the several stages that are carried out by the counselor and client. The REBT stages include as follow.

a) Relationship Development Stage

To be able to create rapport, the counselor needs to adopt a basic attitude, create a supportive atmosphere, open a first session or initial conversation.

b) Cognitive Stage (Management of Thought and Views)

This stage consequently the role of the counselor is: Identifying, explaining, and showing the problem (ABC) faced by the counselee with his irrational beliefs, teaching and providing information (about ABC theory), discussing the problem (showing the direction of change, from Irrational beliefs to rational beliefs that want to be achieved in counseling), applying various debate and dispute techniques.

c) Emotive and Affective Management Stage

In this stage the counselor is: Requesting full agreement with the counselee on the direction of change and "small changes" that have occurred in the counselee. Maintaining the atmosphere of counseling can be with humor techniques. Implement relaxation techniques.

d) Behavior Management Stage

If the counselee has given the signal that he:

1. Agrees to the direction of change.



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2. There is a statement that there have been several cognitive and affective changes though small.

3. Emotional attitudes are faced with behavioral change, then the counselor is ready to enter the stage of managing the behavior of the counselee.

At this stage the counselor:

1. Encourage clients to act and provide input.

2. Demonstrate examples of suitable behavior, appropriate, or modeling techniques, and invite counsees to follow the example.

3. Invite counsees in exercises assertiveness

4. Invite and guide the counselee in formulating rational sentences.

Based on the description above, there are four stages of the REBT approach counseling process. The first stage is relationship building (relationship building), the counselor needs to adopt a basic attitude, create a supportive atmosphere, open the first session or initial conversation. The second stage is the stage of management of thinking (cognitive) and views. The third stage is the emotive and affective management stage. The last stage is the stage of behavior management (behavior).

Rational Emotive Behavioral Counseling Approach Techniques

Counseling techniques with REBT approach According to Komalasari (2011, p.220) can be categorized into three groups, namely: cognitive techniques, imagery techniques, and behavioral or behavioral techniques, all of which can be adapted to the needs of client conditions. Each counselor can combine techniques to the extent that the integration allows these techniques. The technique chosen and felt appropriate to increase the resilience of teenage divorce victims is imagery technique which is a form of mental practice designed to create incipient thought patterns and emotions according to Maultsby (in Corey 2003 p.480) counsees can imagine that they are thinking, feeling and behave as they do in their imagination like in real life.

Imagery Techniques include as follow.

1) Imaginal Disputation involves the use of imagery. After a verbal dispute, the counselor asks the client to imagine himself returning to the situation in question and to see changes in his emotions. When it changes, the counselor asks the counselee to tell himself as an individual who thinks more rationally and repeats the above process. If not, then the irrational belief still exists. (Walen, et al. 1992, p.165)

2) The Emotional Control Card (ECC) Tool that can help clients strengthen and expand the rational practice of emotive behavior. ECC usually contains two



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categories of parallel feelings, namely (1) feelings that are not supposed to or that are self-destructive and (2) feelings that are appropriate and not self-destructive. (Gladding, 1992, p. 120)

3) Time Projection Asking the counselee to visualize an unpleasant event when it happened, after that imagine how the counselee feels the difference each time imagined about a week later, a month later, six months later, a year later, and so on. The counselee must see that life goes on and needs adjustment. (Froggat, 2005 p.6).

4) The "Blow Up" Technique) Asks the client to imagine a painful or frightening event, then exaggerates at the highest level. It is intended that the client can control his fears. (Froggat, 2005 p.7).

Their imagery techniques can also be shown how to imagine one of the worst things that can happen to him, how does it feel to be angry about a situation, how to experience an intense mindset, and how to turn experiences into rational thought patterns and new. Ellis, who is a figure of the REBT approach, believes that if we continue to practice imaginary techniques several times a week, we will feel a point where we will find a form of feeling, mindset, and new behavior.

REBT Counselling Urgency with Imagery Techniques to Increase the Resilience Adolescents of Divorce

Adolescent resilience to divorce by parents can be shown by making a distraction in a positive direction towards conflicts that occur between parents both before divorce, and after divorce. Reich, Zautra, & Hall (2010) state that resilience is needed in individuals who feel they have lost a loved one. Divorce decisions taken by parents make the child feel a profound loss. Resilience provides benefits to individuals who feel the loss to adapt to unpleasant circumstances. Resilience can provide strength for children who feel lost one parent figure.

Badrus (2003, p.45) argues that divorce is a failure in developing, perfecting love between husband and wife. Anik Farida (2007 p. 17) stated that divorce is the termination of a family because one or both partners decide to leave each other and stop carrying out their obligations or roles as husband and wife. The divorce factors according to Dariyo (2003, p.166) are infidelity, domestic violence, the economy, and the problem of children.

Actually, divorce is not always a bad thing, sometimes divorce is the best way if you see the impact that will occur on children and other family members if marriage continues. Every teenager whose parents are divorced has a different response in responding to the problem, Some teenagers who respond in positive ways such as being motivated to excel, or channeling emotions into



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positive hobbies. But some adolescents who respond to their parents' divorce in negative ways such as being naughty, often fighting, or various other negative things. The response of adolescents is influenced by the resilience ability they have. The resilience of teenage parents of divorce victims can affect the achievement of their developmental tasks.

Students at the Vocational School are included in the category of adolescents aged 15-18 years who are in school to be formed and guided in a positive direction. One form of service assistance in schools to facilitate adolescent development is in the form of guidance and counseling services which are an integral part of guiding students to get to know themselves, understand themselves and develop their potential so that it will benefit themselves and others.

According to Dagon (1990, p.15) children who experience divorce in parents who are already relatively large tend not to blame themselves for what happened to them, but the child begins to have a fear of changing family situations and has anxiety to be left behind by one parent. Every teenager whose parents divorced both when he was a child and in his teens had a different response in responding to his problem. There are teenagers who respond to their parents' divorce problems in a positive way such as being a motivation for achievement, or channeling emotions into a positive

hobby. But there are also adolescents who respond to their parents' divorce in negative ways such as being naughty, often fighting, or various other negative things. The response of adolescents is influenced by the resilience ability they have. The resilience of teenage parents of divorce victims can affect the achievement of their developmental tasks.

Based on the above understanding, the authors conclude that REBT with imagery techniques is a therapy that seeks to eliminate irrational and irrational ways of thinking of clients and replaces them with something logical and rational by confronting clients with their irrational beliefs and attacking, opposing, questioning and discussing beliefs - irrational beliefs that clients will be effective and happy.

The REBT counseling technique can be used to increase the resilience of parents of divorce victims so that students can see positively the problems that occur. Basically, individuals can develop optimally, even in very difficult conditions, therefore the purpose of REBT is to straighten out when students have negative beliefs as a result of the disruption of their parents' divorce problems so that it does not have an impact that causes the development process to be stunted.



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CONCLUSION

Based on the above explanation, it can be concluded that resilience is very important in adolescent development. Resilience is the ability or capacity of individuals to be able to rise from problems experienced so that individuals can be protected from the negative effects of risk and misfortune and can take lessons from what happens in their lives such as the divorce experienced by teenage parents. The development of resilience in adolescents can be helped by the role of Guidance and Counseling teachers and the environment. The Guidance and Counseling teacher can guide students to optimize their potential, especially resilience. Imagery techniques can be applied by Guidance and Counseling teachers as techniques in interventions developing resilience.

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