Forgiveness Therapy: Improving Parents' Forgiving Ability in Adolescent Divorce Victims in Orphanages

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ABSTRACT

This study aims to decide the effectiveness of the effect of forgiveness therapy to increase the ability of forgiveness in adolescent victims of divorce in orphanages. The research design used was a single group pretest posttest design. The research subjects were 25 adolescents in Ruhama Orphanages that all included into experimental group. Forgiveness ability is measured using the heartland forgiveness scale developed by Thompson et al. Data analysis used the Wilcoxon with the help of the Statistical Package for Social Science (SPSS) version 26.0 for windows. The results of the analysis used the Wilcoxon test which compared the forgiveness ability scores in the experimental group between before and after the treatment showed a value of Z = -0.514 and p = 0.607 (p > 0.05) which means that there were no differences in forgiveness ability scores before and after being given the forgiveness therapy so there was no significant increasing forgiveness ability after being given the forgiveness therapy.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektivitas pengaruh forgiveness therapy untuk meningkatkan kemampuan pemaafan pada remaja di panti asuhan. Rancangan penelitian yang digunakan adalah single group pretest-posttest design. Subjek penelitian sebanyak 25 siswa remaja laki-laki di Panti Asuhan Ruhama yang seluruhnya tergabung pada kelompok eksperimen. Pemaafan diukur dengan skala Heartland Forgiveness Scale yang dikembangkan oleh Thompson dkk. (2005). Analisis data menggunakan Wilcoxon dengan bantuan program Statistical Package for Social Science (SPSS) versi 26.0 for windows. Hasil analisis menggunakan uji Wilcoxon yang membandingkan skor kemampuan pemaafan pada kelompok eksperimen antara sebelum dan sesudah perlakuan menunjukkan nilai Z = -0.514 dan p = 0.607 (p > 0.05) yang artinya tidak terdapat perbedaan skor kemampuan pemaafan sebelum dan sesudah diberikan perlakuan forgiveness therapy sehingga tidak terdapat peningkatan kemampuan pemaafan yang signifikan setelah diberikan perlakuan forgiveness therapy.

INTRODUCTION

In Article 1 of Law Number 1 of 1974 concerning marriage, it is explained that marriage is a rope that binds

between a man and a woman physically and mentally which makes them a husband and wife whose purpose is to build a household and family that is expected to be happy, and eternal based on the One True Godhead (Nurozi et al., 2022). Matondang (2014) explained that a family that tries to achieve a happy family can be pursued with efforts that are according to the abilities and abilities of each family. However, there are also some families that do not have the ability to strive for the harmony that all families dream of, these failures cause a nightmare that all families never expected, namely divorce.

Childcare will no longer be complete because usually the child of a divorce victim will be taken care of by the father alone or mother only or will even be taken care of by an orphanage that handles being a caregiver who replaces the role of parental care (Sary, 2022). Early childhood children who are taken care of in orphanages can grow and develop well in terms of their physique, but many also experience emotional mental health problems due to having to separate from their parents, resulting in feelings of pressure and stress, they will feel that they do not get enough affection and attention even though they are cared for by the caretaker of the orphanage (Widiastuti, 2015).

Post-divorce, the child will psychologically tend to become apathetic, withdrawn or vice versa, the child will also become devoid of confidence in being close to the opposite sex, there is also a child who will demean one of the parents, thus creating feelings of anger and blaming selfish parents so that they cannot save the marriage and family (Besharat Garamaleki et al., 2022; Hikmah & Hermaleni, 2022). One effective way to deal with stress and various disorders experienced by children is to encourage children to do forgiving or forgiveness (Mazor et al., 1998). (Pratiwi, 2019) explain that forgiving or *forgiveness* is a difficult thing to do for some people but basically forgiving is the victim's attitude not to take revenge and vent his anger to the person who has hurt him but more to the victim will give generosity, affection and still treat the perpetrator well.

Forgiveness therapy conducted in the research of (Martha & Kurniati, 2018; Mazor et al., 1998; Sagala & Simamora, 2020) shows that forgiving therapy has good effectiveness in helping divorce victims in forgiving their parents. This is seen through the increasing condition of the *subject's decisional forgiveness* so that it shows that the negative emotions in the subject have decreased, while the condition of the change in *emotional forgiveness* in the study subject shows an increase so that the subject emotionally has fully forgiven the *transgressor* and has replaced negative emotions with positive emotions (Lamb, 2005; Reed & Enright, 2006).

Forgiveness therapy is important for everyone, so that a person will be easier to forgive when others make mistakes to him. *Forgiveness therapy* can be said to be one of the right ways that a person can do healing, because it has many positive impacts on various pressures from the psychological impact, he feels (Purnomo & Hadriami, 2015). According to (Afriyenti, 2022) *forgiveness therapy* can be used when in a negative event that can affect one's mind. Therefore, someone who can do *forgiveness therapy* in the future will be better able to think positively in developing themselves.

Forgiveness therapy can be influenced by wanting to forgive the perpetrator who has hurt himself. One aspect of forgiving ourselves is to distance ourselves or shy away from others who make us angry (Lamb, 2005; Song et al., 2021). Research that has been carried out by (Oktaviana, 2022) also explains that after a person uses *forgiveness therapy*, he will be better able to understand himself and also be able to take lessons from others, so that he will be able to distinguish which deeds are beneficial, which are harmful deeds, and be able to make a decision whether he should distance himself or avoid people who can make himself angry.

A person who can forgive the mistakes of others tends to change his behavior by reducing the motivation to take revenge against the perpetrator. This is in line with the influence that can be felt when doing forgiveness therapy, where according to (Black-Kutner, 2020; Lestari et al., 2022) *forgiveness therapy* can help a person in turning a negative relationship into a positive relationship. Another influence of *forgiveness therapy* according to (Akhtar & Barlow, 2018; Lestari et al., 2022) is that it can increase a person's sense of happiness and life experience, where indirectly a person will get a lot of lessons from a problem he is facing. These problems can be used as a person's life experiences and lessons in living life in the future.

The influence of forgiveness therapy according to Martha & Kurniati (2018) can be used in severe cases, because *forgiveness therapy* can increase forgiving and reduce emotions and negative reactions in a person towards the perpetrator, one of which is the reaction to be able to take revenge, as well as other psychological symptoms. The willingness to forgive is the most important thing a person has when he is hurt by others.

Forgiveness therapy can also increase the sense of forgiving in a person and reduce emotions and negative reactions in oneself towards the perpetrator, one of which is the reaction to be able to take revenge, as well as other psychological symptoms (Faryabi et al., 2021; Reed & Enright, 2006). This is supported by earlier research that has been conducted by Afriyenti (2022) that a person can forgive the mistakes of those around him, especially to his parents. In addition, in this study also obtained the results that by using forgiveness *therapy* the subject can give rise to feelings of forgiveness and more positive thoughts towards the feeling of trauma (Faryabi et al., 2021; Ha et al., 2019; Lamb, 2005; Raftar Aliabadi & Shareh, 2022).

Forgiving itself is an ability as well as a person's willingness to be able to accept himself by leaving hatred for himself, then by increasing feelings of compassion for oneself by releasing emotions that put pressure on oneself, to increase more positive thoughts and feelings in oneself (Lander, 2012; Praptomojati & Subandi, 2020; Rahman et al., 2018). One aspect of forgiving according to (Khasan, 2017) is to increase motivation or desire to be able to make peace with the perpetrator, where a person will make his life much calmer.

Forgiveness therapy is one of the therapies that can be done to forgive the mistakes of others towards us, in other words *forgiveness therapy* is an effort in doing forgiving. This is by (Besharat Garamaleki et al., 2022; Faryabi et al., 2021; Syamsuddin, 2013) said that *forgiveness therapy* can be used in curing conflict problems, both conflicts between individuals and groups. This is supported by earlier research conducted by Lestari et al., (2022) that *forgiveness therapy* can help reduce and control violent behavior in patients in mental hospitals. The results of earlier studies have shown that the better the sense of forgiveness in a person, the better the results of forgiveness *therapy* he gets.

Based on the background of the above problems about *forgiveness therapy* as an effort to improve the ability of forgiving in children's victims of divorce. Based on this background, researchers are interested in conducting a study entitled "*Forgiveness Therapy*: Improving the Forgiving Ability of Parents in Adolescent Divorce Victims in Orphanages".

METHOD

Subject of Research

Based on the male adolescent population of the Ruhama Orphanage which amounted to 25 adolescent boys, which is less than 100, the researchers took the entire population as a sample. As for the sampling in this experiment, it is total sampling. Total sampling is a sampling technique where the number of samples is equal to the total population (Sugiyono, 2016). The reason for choosing total sampling is because according to (Sugiyono, 2016) if the total population is less than 100, the entire population is used as a research subject.

Data Collection Methods

The data collection method used is an experimental method using a forgiving scale as a measure of the level of forgiving of adolescents in the Ruhama Orphanage. The forgiving scale uses the *Heartland Forgiveness Scale* developed by (Thompson et al., 2005). This forgiving scale measures the level of forgiving in adolescents in the Ruhama Orphanage. This scale consists of 18 items of statements regarding negative feelings towards oneself, others, and unpleasant situations. The scale consists of two groups of items, namely favorable items, and *unfavorable* items. The score range on this scale is 1-7.

Data Analysis Techniques

The data analysis technique in this study used the *non-parametric Wilcoxon signed rank test* because the subjects numbered a fraction of 30 subjects. This technique was also conducted to evaluate the hypothesis of this study, which was to look at the differences in the level of forgiving in the experimental group before and after being given *forgiveness therapy treatment.* Then the researchers used *an independent sample* test to see comparisons in *the post-test* results among the experimental groups that were treated. Researchers performed calculations on these two techniques with the help of SPSS *(Statistical Package for Social Science)* Software version 26.0 *for windows.*

RESULTS AND DISCUSSION

Descriptive data is used to get a demographic picture of the subject as well as a description of the study, namely research to find out *Forgiveness Therapy* to improve forgiving in the Ruhama Orphanage. This is done to find differences before and after being given therapy, namely *Forgiveness Therapy. Pre-test* and *post-test* data are obtained from the forgiving scale.

Table 2. Data Summary and Classification of Experimental Group Forgiving Ability Levels

No	Subject	Pretest	Classification	Posttest	Classification	Status
1	JOP	92	Tall	74	Keep	Go down
2	TDPP	72	Keep	80	Keep	Remain
3	AZ	59	Keep	77	Keep	Remain
4	KRB	81	Keep	75	Keep	Remain
5	AK	98	Tall	94	Tall	Remain
6	A	82	Keep	78	Keep	Remain
7	AAAP	76	Keep	75	Keep	Remain
8	MJHW	73	Keep	56	Keep	Remain
9	MFH	76	Keep	77	Keep	Remain
10	R	66	Keep	72	Keep	Remain
11	MZA	67	Keep	69	Keep	Remain
12	FRD	78	Keep	60	Keep	Remain
13	AXLE	77	Keep	73	Keep	Remain
14	MOTHER	72	Keep	76	Keep	Remain
15	MIJS	77	Keep	73	Keep	Remain
16	MSNAA	68	Keep	69	Keep	Remain
17	AH	71	Keep	81	Keep	Remain
18	AZN	66	Keep	62	Keep	Remain
19	MA	73	Keep	75	Keep	Remain
20	ONE	71	Keep	81	Keep	Remain
21	AR	77	Keep	75	Keep	Remain
22	MAAJ	78	Keep	72	Keep	Remain
23	.RM	63	Keep	67	Keep	Remain
24	MT	70	Keep	74	Keep	Remain
25	AT	79	Keep	69	Keep	Remain

Based on table 2 above, there are differences in the results of *pretest* and *posttest* scores in the experimental group after being given *forgiveness therapy* training treatment, namely as many as one subject experienced a decrease in forgiving ability and as many as 24 subjects did not experience an increase in forgiving ability (fixed). Before conducting further data analysis in the hypothesis test, it is necessary to first conduct an assumption test consisting of a normality test and a linearity test. The results of the research data assumption test are as follows:

Normality Test

A normality test is a test used to see if a piece of data is normally distributed. The rule used is that if p > 0.05 then the data distribution is normal, on the other hand, if p < 0.05 then the data distribution is abnormal (Sekaran & Bougie, 2016). The normality test used Shapiro Wilk's statistical technique because the experimental subjects were less than 50.

Table 3. Normality Test Results

Group	Shapiro-Wilk		
	Statistics	Df	Sig.
Experiment	0.938	25	0.132

The test results of the assumption of normality of data distribution against the forgiving ability variable in the experimental group resulted in a value of p = 0.132 (p > 0.05). The test results based on the rules showed that the distribution of variable items of *pretest* forgiving ability in the experimental group had a normal data distribution. Although the distribution of data is normal forgiving ability, data analysis is still conducted non-parametrically because the experimental sample is less than 50.

Homogeneity Test

The homogeneity test is intended to show that two or more groups of sample data come from populations that have the same variance. Homogeneity testing is the testing of whether two or more distributions are similar. In this study, homogeneity between *pretest* and *posttest* will be evaluated, so that it is known that the data of the two groups are the same. The rule of homogeneity test is that variable data is considered homogeneous, if the p-value > 0.05 (Sekaran & Bougie, 2016). Calculations using the *Levene's* test method of homogeneity test results are presented in the following table 4:

Table 4. Homogeneity Test Results

Levene's Test for Equality of Variance	
Sig	Information
0.528	Homogeneous

Based on table 4 above, the calculation results show the value of the results in the experimental group p = 0.528 (p > 0.05) which means that the data of the forgiving ability variable are homogeneous. After an assumption test, the researcher conducts a hypothesis test. The hypothesis in this study was to decide the difference in the level of forgiving in the experimental group of the Ruhama Orphanage before and after being given treatment in the form of *forgiveness therapy.*

Table 5. *Wilcoxon* Pretest Test Results –Posttest Forgiving Ability in Experimental Groups

Group	Z value	Sig	Mean		Information
			Pretest	Posttest	
Experiment	-0.514	0.607	74.48	73.36	Insignificant

Based on table 5 above, the pretest and posttest scores in the experimental group obtained statistical results of counting (Z) of -0.514 with a signification value (2-tailed) of 0.607 (p > 0.05). This shows that H$_1$ is rejected and H$_0$ is accepted which means that there is no difference in forgiving ability scores before and after the provision of *forgiveness therapy* training interventions.

DISCUSSION

The hypothesis in this study was to decide the difference in the level of forgiving ability between before and after *forgiveness therapy* training in the adolescent experimental group at the Ruhama Orphanage. The results showed that H$_1$ was rejected and H$_0$ was accepted, which means that there is no difference in forgiving ability scores before and after forgiveness therapy training treatment, so there is no change in the level of forgiving ability after being given *forgiveness therapy* training treatment. The change in mean scores can be seen from the mean pretest values = 74.48 and *mean posttest* = 73.36, meaning that *forgiveness therapy* training is not effective for improving forgiving abilities in adolescents in Ruhama Orphanage.

For adolescents in general, forgiving, especially the forgiving of parents in adolescents who are victims of divorce in orphanages is very much needed because divorce has a great psychological impact which will certainly cause psychological changes in adolescents. Therefore, forgiveness *therapy* training is certainly needed to improve forgiving skills in adolescents, especially adolescents who are divorce victims living in orphanages.

Divorce is certainly a painful thing for teenagers. Divorce of parents will hurt the interpersonal relationship between the child and the parents. The ability to forgive is strongly influenced by the quality of interpersonal relationships, in (Syamsuddin, 2013) adolescents who have an above-average level of education, economy, and harmonious families have a higher level of forgiving ability because adolescents grow into individuals who are adaptable and receptive to experience. This is by research conducted by (Irawan & Asrina, 2020) that parental divorce causes adolescents to have difficulty accepting circumstances, difficult to adapt, and difficult to forgive because of their vague self-concept. The blurring of self-concept in adolescents will make it difficult for them to understand what the importance of forgiving is for themselves.

The ineffectiveness of forgiveness therapy training may be due to individual personality differences in digesting the entire understanding given during *forgiveness therapy* training. This is in line with research conducted by (Kusprayogi & Nashori, 2016) that the ability to forgive is strongly influenced by a person's personality. Age is also an important aspect that must be considered in the concept of forgiving. According to (Kusprayogi & Nashori, 2016) the more mature a person is, the clearer the concept of forgiving he understands. It should be underlined that in this study as many as 92% were individuals with the age of < 17 years, so the concept of forgiving will continue to develop with age.

The above is also by the research conducted by (Talango, 2020) that socio-emotional development in adolescents is strongly influenced by genetic and cultural background, experience, age, personality, and parenting. This causes the speed in socio-emotional development to continue to develop over time. Given that the *posttest* in this study was given only 3 days after the administration of the intervention, it could be a limitation in this study.

CONCLUSIONS AND SUGGESTIONS

Based on the data analysis and discussion that has been conducted in this study, it can be concluded that there is no difference in the level of forgiving ability in adolescents in the Ruhama Orphanage before and after being given *forgiveness therapy* training treatment. Based on the explanation above, it can be concluded that forgiveness therapy training is not effective in improving forgiving

abilities in adolescent divorce victims in the Ruhama Orphanage.

There are several things that need to be refined so that the implementation of further research can provide more optimal results, including that the research subject should be able to increase forgiving ability by repeating forgiving techniques and rereading the material that has been given periodically and practicing it in everyday life so that the concept of forgiving develops more clearly and for subsequent research should be able to examine more broadly what aspects can improve forgiving ability and can conduct research with a longer period of time so that the findings more effectively describe the ability to forgive before and after the intervention.

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