

# THE EFFECTS OF STRENGTH-BASED PARENTING ON ADOLESCENT'S RESILIENCE AND SELF-ESTEEM IN FAMILIES USING TALENTS MAPPING

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**Abstract:** Today's teens face challenges more than previous generations. The use of information and technology are mentioned as among the causes of problems for teenagers in Indonesia, such as; pornography, promiscuity, premarital sex, and low motivation to study. A positive parenting is needed to help adolescents build their resilience and self-esteem to deal with obstacles in their life. Previous research on parenting styles showed that parents who used strength-based parenting helped children to develop coping skills and increased self-esteem in teenagers. Strength-based parenting is used to identify and encourage teens to recognize and use their strengths in every aspect of their life. Thus, the current study was conducted to see this parental pattern's contribution to adolescents' resilience and self-esteem. The study was held on teenagers aged 11-18 from a family using Talents Mapping in Indonesia. Sixty responses were taken by using the Strength-Based Parenting Scale, Child Youth Resilience Measure-Revised, and Rosenberg Self-Esteem Scale. Data is analysed using a regression test. The findings showed that the effects of strength-based parenting on a teenager's self-esteem are positive and significant. It was also found that resilience is positively related to youth's self-esteem. Furthermore, strength-based parenting and resilience are simultaneously positive and significant on teenagers' self-esteem, as 10.4%.

**Keywords:** *Strength-based parenting; resilience, self-esteem; teenager; talents mapping*

## INTRODUCTION

The life of teenagers today is more complex than before. The rapid flow of information and technological developments are two of the things that cause the complexity of adolescent life to increase. Unfortunately, the convenience obtained from technology in an instant world affects the lifestyle and mindset of teenagers. Pornography, promiscuity, premarital sex, and low level of motivation to study in adolescents are some of the negative impacts (Wahyudi, Hendro, & Sukmasari, 2014) as well as addicted to gadgets, violence, and gore (cruelty and sadism) and anti-social behavior (Hastuti, Asmawulan, & Fitriyah, 2022).

The rapid development of technology and the rapid flow of information in the digitalization era has made today's youth more intelligent and critical. This is in accordance with the character of the Z gene youth who like details so that they are more critical (Rahmasari, Jannah, & Sukmawati, 2014). This causes adolescents tend to have a lot of desires but is also weak mentally. The causative factor is the increasing welfare of parents, which differs significantly from the previous generation, so that parents provide convenience facilities. The comfort facilities of life are provided, so that children do not struggle to get what they aspire to or want (Suryani, 2008 in

Afiatin, 2009).

Resilience is necessary in the face of adversity, especially for today's youth. Social phenomena that occurs in adolescents show that the resilience and flexibility of adolescents in dealing with problems or difficulties in their lives will bring these adolescents' lives to be healthier, far from depression, stress, and other negative behaviors (Afiatin, 2009). Research on resilience is not new; the literature supports research data on this field in Indonesia and overseas. Research on resilience involves children, youth, and families intending to explore capacities that can make life better and help them to achieve developmental tasks for vulnerable children and adolescents (Ungar, 2004). Resilience is considered to help children face the challenges and difficulties and provide a foundation for their lives in the form of skills and habits that will positively impact their lives (Avdagic et al., 2020).

Another research showed that resilience can help adolescents be more flexible and adapt to their parents' divorce (Dipayani & Chairani, 2012). The results of research by Ghina & Suhana (2016) on young women who were victims of rape showed that resilience is closely related to the motivation of these teenagers to rise from adversity and continue to have a better life. The results of this study are in accordance with research which states that resilience helps individuals to adapt positively, and rise from the challenges and difficulties they face (Khanlou & Wray, 2014 in Ungar, 2004). The notion of resilience itself is evolving. According to (Avdagic et al., 2020), resilience is a process of dealing with difficulties and challenges involving several factors such as skills and resources.

Furthermore, Ungar (2004) in Borualogo & Jefferies (2019) explains that resilience is a response obtained from the relationship between the individual and his environment, especially in terms of self-development that is easy to obtain and always available. The concept of resilience is the individual's capacity to bounce back from challenging problems and situations and continue to live for better life. Ungar (2004) in Borualogo & Jefferies (2019) provides a more

ecological definition of resilience. Resilience in this context came from the individual's perspective and involves understanding the environment in which he is in a reciprocal relationship (Borualogo & Jefferies, 2019).

Research conducted by Karatas & Cakar (2011) on adolescents found a positive relationship between self-esteem and resilience. The higher the self-esteem in adolescents, the higher their resilience is. Maroqi (2019) also said a positive relationship exists between self-esteem and resilience. According to Santrock (2009), a resilient child has high self-esteem; this is in line with Masnina & Setyawan (2018) research on 90 orphanage adolescents, which found that adolescents with high resilience also have high self-esteem. This can be seen from other research on the relationship between resilience and self-esteem in low socioeconomic youth.

The study showed a significant relationship where the program increased adolescent self-esteem (Aunillah & Adiyanti, 2015). Self-esteem is a person's overall perspective on himself which involves valuation and feelings of self-worth (Papilia, Olds, & Feldman, 2009). Rosenberg (1965) suggests that self-esteem is used to assess oneself positively or negatively. Khotimah, Radjah, & Handarini (2016) explain that positive feelings in the form of self-acceptance, including self-respect, are the result of the relationship between the individual and the environment in which he lives. How people accept and treat a person is closely related to the individual's self-esteem. Self-esteem is also part of a person's character that influences the way of thinking, the way of feeling, the desires and values of life that are held and the purpose of one's life. This makes a person confident about himself and the environment in which he interacts.

According to Rosenberg (1965), there are 2 categories of self-esteem: individuals with high and low self-esteem. A person with high self-esteem usually has good self-worth or self-esteem, they can develop themselves and improve themselves, have good social relations because they can understand and express

themselves, have high self-confidence as seen from good academic achievement, and have high motivation and enthusiasm in facing challenges. If someone has low self-esteem, they usually feel inferior, and tend to be silent so it is difficult to focus on self-development and it is challenging to improve themselves. People with low self-esteem tend to have feelings of awkwardness and shame, they have difficulty expressing themselves in social relationships. Furthermore, people belonging to this group tend to be pessimistic, cynical, and inflexible both in thought and attitude and are afraid to face new challenges and things that are full of demands.

Self-esteem describes a person's impression of something, so it does not necessarily match the existing reality (Santrock, 2009). Self-esteem tends to follow the trajectory of human development so that it experiences ups and downs or fluctuations. During adolescence, a transitional period, self-esteem tends to decrease (Santrock, 2009). This should be observed because adolescence, which is often seen as a period of storms and pressure, is when emotions escalate due to physical and glandular changes. This condition makes them feel socially pressured to face new conditions (Hurlock: 1999 in Marliani (2016)). So that with these conditions, it is hoped that adolescents will have good self-esteem that can help them carry out their developmental tasks to face challenges and difficulties, live healthy lives and avoid stress, depression, destructive behavior and psychopathology. Given the importance of self-esteem, Ziegler-Hill (2013) said that self-esteem plays an important role in individual life including aspects of psychopathology, physical health, interpersonal relationships, academic achievement, and crime.

Previous research has shown that there is a direct or indirect relationship between the self-esteem of a person's psychological well-being. High self-esteem is directly proportional to individual psychological well-being (Diener, 1984, Schimmack et al, 2002; Baldwin & Hoffman 2002 in Triwahyuningsih, 2017) the level of self-esteem can also predict the level of subjective well-being in adolescents (Khairat & Adiyani, 2015). In addition, self-esteem is also

closely related to optimism about the future. Individuals who value themselves can also positively see the future (Adilia, 2010). Therefore, adolescents with low self-esteem are expected to suffer depressive symptoms when they grow up (Steiger, Allemand, Robins, & Fend, 2014) low self-esteem in adolescents causes health problems both physically and mentally. Furthermore, they are also thought to have less opportunity to get good economic prospects as adults than those with high self-esteem (Trzesniewski, et al, 2013). This finding proves how important it is to develop adolescent self-esteem for good in the future.

The family plays a significant role in helping the development of children's self-esteem. This is because parents are the adult figures around children who educate and raise them. A safe relationship between parents and children will be important for children to establish relationships and interact with others. Coopersmith said that the fair treatment children receive at home and the opportunity to be actively involved in democratically educating children will have high self-esteem (Coopersmith: 1967 in Santrock, 2009). According to Parents, Small, & Savin-williams, (2016), good communication between parents and adolescents is very important to predict the adolescent's self-esteem.

Parental support is also considered to provide benefits for the development of adolescent self-esteem, such as paying attention to children, accepting children as they are, spending time together, talking, listening, touching, hugging, playing, motivating and giving appreciation and positive affirmation sentences to their children (Ambert, 1997 in Barseli, Ifdil, & Nikmarijal, 2017). The results of research conducted by Aydin, Sari & Sahin (2014) show a close relationship between parental acceptance and self-esteem, then parents who use authoritative or democratic parenting styles have a positive influence on the development of self-esteem. In addition, adolescents whose parents use authoritative parenting also have high self-esteem compared to adolescents with authoritarian parents

(Sağkal & Özdemir, 2019).

Seeing the importance of parental support for adolescents in developing self-esteem and the importance of using appropriate parenting styles to develop adolescent self-esteem, a positive parenting style is needed. Seligman first introduced positive parenting in his speech before the American Psychological Association in 1998. Then the term was introduced again in the foundational paper on positive psychology in 2000 (Waters, Loton, & Jach, 2019). Research shows that authoritative parenting is associated with positive parenting. In this parenting style, parents are warm and always respond to the needs of their children. This can be seen from the way they guide the children well. They provide clear guidance and boundaries (Loton & Waters, 2017).

Then, (Waters et al., 2019) developed a positive parenting style called strength-based parenting (SBP). SBP is a parenting style that emphasizes the strengths possessed by children, such as situations and conditions, processes, and positive qualities, by identifying these strengths and developing them. Through SBP, parents help their children to use their strengths to keep growing in difficult times and grow and develop in good situations and conditions (Waters et al., 2019). Then (Waters et al., 2019) explains that strength or strength in this case can be in the form of skills, abilities, interests, characteristics, personality and talents. Strengths that come from abilities and talents, for example, analytical skills, mathematical abilities, music and sports. While strengths are skills that are honed, for example, communication skills, planning and time management.

Furthermore, the strength that comes from the child's character, can be in the form of courage, generosity, honesty, and perseverance (A. Sumargi, Sofronoff, & Morawska, 2015). (Waters et al., 2019) adds that skills, abilities, interests, characteristics, personality, and talents can be a strength if there is good performance (looks proficient in using it and the results are also good). High energy (feeling happy when using it) and always use (chooses to use his powers). Unfortunately, parents often are wrong in seeing their children; instead of seeing their

children's strengths and teaching them how to use them, parents focus a lot on their children's weaknesses. In fact, to feel valuable, children need to feel their accomplishments. He will not get this achievement if what is demanded is that he can and is good at doing something that is his weakness. Referring to Reckmeyer & Robinson (2016), individuals will be very effective if they work using their strengths and can do the best, they can do to make them happy.

Research on the benefits of SBP began in the last 10 years in the world and is still limited. In 2015 Waters researched the relationship between SBP and strength-based coping in children. This research was conducted on 103 elementary school children in Australia and found that SBP helps children reduce stress by encouraging children to use their strengths in dealing with stress (Waters et al., 2019). Then the results of SBP research on adolescents show a significant relationship between SBP and adolescent life satisfaction. Parents who know and motivate their teens to use their strengths contribute to their life satisfaction (Waters et al., 2019). Through SBP, parents help teenagers to develop their strengths which can also help develop their self-efficacy. So that SBP can be said to promote the level of well-being of adolescents (Waters et al., 2019). Other research states that SBP can predict students' welfare and academic achievement level. This research was conducted on 741 secondary students (Waters et al., 2019).

Furthermore, A. M Sumargi & Giovanni (2021) research in Indonesia on 215 students at a high school in Surabaya found a positive and significant correlation between SBP and adolescent self-esteem. This interesting finding reveals that the higher the parents' understanding of the strengths possessed by their children, the higher the encouragement parents give to their children to use these strengths, so that adolescent self-esteem increases. Then, two studies with high school youth samples found a significant positive relationship between the application of SBP by parents and the level of youth welfare (A. Sumargi, Sofronoff, & Morawska, 2015). This

research not only measures the level of welfare based on subjective welfare concepts such as; life satisfaction and positive emotions. It also includes psychological well-being such as; meaningfulness of life, self-acceptance, personal growth, connectedness, control, and autonomy (A. Sumargi et al., 2015).

In Indonesia, a strength-based approach to the family is echoed by the Talents Mapping community where the focus is on individual strengths, in this case all family members, and dealing with weaknesses. Talents Mapping is a personality measurement tool based on talent discovery. Talents Mapping was discovered by Royani (2017) and has been developed until now and has been widely used in various sectors; education, major selection, career, team, organization, marriage counseling, family, and retirement preparation. Talent in this definition refers to Gallup's 34 talent themes, namely ways of thinking, feeling and behaving naturally (Reckmeyer & Robinson, 2016). Royani found a strength cluster map or a map of potential strengths that can be used to find out the right and productive activities which are potential strengths. According to Royani (2017), parents need to know their child's talents, train the potential of these strengths, and direct them to become strengths.

Given the complexity of today's adolescent problems and the need for good resilience and self-esteem to be able to deal with these problems, an appropriate parenting pattern is needed. Strength-based parenting styles are believed to promote the development of resilience and self-esteem in adolescents. Furthermore, research on strength-based parenting in Indonesia is very limited. Previous studies conducted strength-based parenting in Indonesia is to find the relationship between strength-based parenting and self-esteem. However in this study, research is broaden to see the effects of strength based parenting on teenagers' resilience which impacts to adolescents' self-esteem. Thus this research was conducted to determine the effect of strength-based parenting (SBP) on the resilience and self-esteem of adolescents in families using Talents Mapping in Indonesia. This study carries a

hypothesis; (1) SBP affects adolescent self-esteem, (2) Resilience influences adolescent self-esteem, and (3) SBP and resilience simultaneously influence adolescent self-esteem.

## **METHOD**

### **Respondents**

The sample of respondents was obtained using purposive sampling, where respondents were selected according to the criteria of teenagers with an age range of 11-18 years who have parents which are familiar with the Talents Mapping concept. The parents applied the concept of focusing on strengths and dealing with limitations. These parents can be parents from the Talents Mapping community or parents who get the concept from Talents Mapping activities such as seminars or webinars and Talents Mapping workshops at their child's school.

Then the data is processed and analyzed using the regression test to prove the hypothesis that has been made.

### **Instruments**

1. **Strength-Based Parenting Scale (SBP) Scale.** The SBP scale was developed by Waters and had 2 dimensions, namely; strength knowledge (SKS), which consists of 7 items, for example my parents recognize my strengths (personality, abilities, talents, and skills) and strength use (SUS), which also consists of 7 items, with the example of items, my parents provide opportunities to me to continue to do my strengths (personality, abilities, talents, and skills) (Waters et al., 2019). In this study, the researcher has asked permission from the owner of the measuring instrument and the SBP scale that is used here to use the SBP scale from previous research (A. M Sumargi & Firlita, 2020) which has been translated into Indonesian and evaluated by 2 psychologists with backgrounds in English skills. Meanwhile, in a recent study, a clinical psychologist and the inventor of Talents Mapping Indonesia re-checked this adapted measuring tool. The Likert scale is

used in the SBP Scale with alternative answers "strongly disagree" (score 1) to "strongly agree" (score 7). The reliability coefficient scale in A. M. Sumargi & Firlita (2020) is 0.92 for SKS and the reliability coefficient of SUS is 0.90. In this study, the reliability coefficient of the SBP scale is 0.929.

2. Child Youth Resilience Measure - Revised (CYR-M) is a measurement tool that has been adapted in the Indonesian context from Borualogo & Jefferies (2019). CYR-M is intended for children and adolescents with an age range of 10-23 years. The choice of the CYR-M measuring tool in this study is because this measuring tool provides an indication of social and ecological resilience in individuals. CYR-M measures the ability to involve outside resources to deal with these difficulties. This is in accordance with the nature of families who use Talents Mapping which emphasizes the interaction of individuals and the environment in the hope of providing benefits. CYR-M consists of 17 items with 5 aspects: personal/interpersonal subscale, caregiver/relational subscale, individual domain, relational domain, and contextual domain. Just like the SBP scale,

CYR-M uses a Likert scale with the answer choices "strongly disagree" (score 1) and "strongly agree" (score 5). In this study, the reliability coefficient uses the reliability coefficient of (Borualogo & Jefferies, 2019) of 0.902.

3. Rosenberg Self-Esteem Scale (RSES). RSES is a measuring tool which is unidimensional, meaning it is a measuring tool that only measures one factor, namely only the self-esteem dimension with 10 items (Maroqi, 2018). Self-esteem also uses a Likert scale which in this study consists of 4 answer choices, namely a score of 1 for "strongly disagree" and a score of 4 for "strongly agree". The total item score is obtained by adding up each item score. The higher the score obtained, the higher the individual's self-esteem. Referring to previous research regarding SBP and adolescent self-esteem by A. M. Sumargi & Firlita (2020), the reliability coefficient found in this research is equal to 0.70.

### Procedures and Data Analysis

The characteristics of the respondents who entered this study can be seen in the following table:

Table 1. *Respondents Demographic Characteristics*

Variable	Category	Frequency	Percentage
Gender	Male	22	36,7
	Female	38	63,3
Education	SD	9	15
	SMP	25	41,7
	SMA	26	43,3
Age	11-14	26	43,3
	15-18	34	56,7

After obtaining research data, the data is described as follows: 1). Strength-Based Parenting Scale, the number of respondents was 60 teenagers, with the lowest score of 38 and the highest score of 98, with an average score (mean) of 76,783, score range of 60, standard deviation or standard deviation of 14,644, score that occurs frequently (mode) 84.00, mean value (median) 80.50; 2). Child and Youth Resilience Measure-Revised the number of respondents was 60 adolescents, with the lowest score of 25 and the

highest score of 85, with an average score (mean) of 70,167, score range of 60, standard deviation or standard deviation of 11,360, score that occurs frequently (mode) 78, median 72; 3). Rosenberg Self Esteem Scale, the number of respondents is 60 teenagers with the lowest score of 23 and the highest score of 38, with an average score (mean) of 28,733, score range of 15, standard deviation or standard deviation of 2,730, score that occurs frequently (mode) 31, value middle (median) 29. Calculation results can be seen in the appendix,

table 2.

Before testing the research hypothesis, a prerequisite test is carried out by conducting a data normality test. The data normality test using the One Sample Kolmogorov Smirnov test obtained: 1) The Kolmogorov Smirnov value for the Strength-Based Parenting Scale (X1) variable is 1.126 with an Asymp value. Sig. (2-tailed)/p-value probability = 0.158 > 0.05 or Ho is accepted. Thus, the Strength-Based Parenting Scale (X1) variable data is normally distributed; 2) The Kolmogorov Smirnov value for the Child

and Youth Resilience Measure -Revised variable (X2) is 0.886 with an Asymp value. Sig. (2-tailed)/p-value probability = 0.413 > 0.05 or Ho is accepted. Thus, the variable data of Child and Youth Resilience Measure -Revised (X2) is normally distributed; 3) The Kolmogorov Smirnov value for the Rosenberg Self Esteem Scale (Y) variable is 1.316 with an Asymp value. Sig. (2-tailed)/p-value probability = 0.063 > 0.05 or Ho is accepted. Thus, the data of the Rosenberg Self Esteem Scale (Y) variable is normally distributed, the results of the analysis can be seen from table 3 of the data normality test in the attachment to this article.

Table 2. Research Data Description

		Statistics		
		Strength-Based Parenting (X1)	Child and Youth Resilience Measure (X2)	Rosenberg Self Esteem (Y)
N	Valid	60	60	60
	Missing	0	0	0
Mean		76.7833	70.1667	28.7333
Std. Error of Mean		1.89052	1.47046	0.35245
Median		80.5	72	29
Mode		84.00 <sup>a</sup>	78	31
Std. Deviation		14.6439	11.3901	2.73004
Variance		214.444	129.734	7.453
Range		60	60	15
Minimum		38	25	23
Maximum		98	85	38
Sum		4607	4210	1724

a. Multiple modes exist. The smallest value is shown

Table 3. Data Normality Test  
One-Sample Kolmogorov-Smirnov Test

	Strength-Based Parenting (X1)	Child and Youth Resilience Measure (X2)	Rosenberg Self Esteem (Y)
N	60	60	60
Normal Parameters <sup>a,b</sup>			
Mean	76.7833	70.1667	28.7333
Std. Deviation	14.64390	11.39010	2.73004
Absolute	.145	.114	.170
Most Extreme Differences			
Positive	.099	.096	.170
Negative	-.145	-.114	-.144
Kolmogorov-Smirnov Z	1.126	.886	1.316
Asymp. Sig. (2-tailed)	.158	.413	.063

- a. Test distribution is Normal  
b. Calculated from data

Table 4. Test of Significance of Multiple Regression Equations

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	28.103	2.181		12.888	.0
	Strength-Based Parenting (X1)	-0.08	0.033	-.043	-2.44	0.018
	Child and Youth Resilience Measure (X2)	0.097	0.042	0.404	2.29	0.026

a. Dependent Variable: Rosenberg Self Esteem (Y)

Table 5. Double Correlation Coefficient Significance Test

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	45.672	2	22.836	3.303	.044 <sup>b</sup>
	Residual	394.061	57	6.913		
	Total	439.733	59			

a. Dependent Variable: Rosenberg Self Esteem (Y)

b. Predictors: (Constant), Child and Youth Resilience Measure (X2), Strength-Based Parenting (X1)

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Table 6. Significance Test of Multiple Correlation Coefficients

Model Summary									
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	.322 <sup>a</sup>	0.104	0.072	2.62933	0.104	3.303	2	57 <sup>a</sup>	0.044

a. Predictors: (Constant), Child and Youth Resilience Measure (X2), Strength-Based Parenting (X1)

## RESULTS AND DISCUSSION

### Results

The results of the double linear equation hypothesis test are as follows:

- 1) Multiple Linear Equations and Significance Test of Regression Equation Coefficients. From the coefficients table, the constants  $b_0 = 28,103$  regression coefficients  $b_1 = -0.08$ , and  $b_2 = 0.097$  are obtained. So, the multiple linear regression equation is  $\bar{Y} = 28.103 + -0.08X_1 + 0.097X_2$ . Hypothesis:  $H_0 : \beta_1 < 0$  vs  $H_1 : \beta_1 > 0$  and  $H_0 : \beta_2 < 0$  vs  $H_1 : \beta_2 > 0$ . From the results of the analysis as summarized in the table, it shows the statistical price for the coefficient of the variable  $X_1$ , namely  $t_{count} = -2.44$  and  $p\text{-value} = 0.018/2 = 0.009 < 0.05$  (right side test), or  $H_0$  is rejected which means Strength-Based Parenting has a positive effect on adolescent Rosenberg Self Esteem. Furthermore, the statistical price for the coefficient variable  $X_2$  is  $t_{count} = 2.29$  and  $p\text{-value} = 0.026/2 = 0.013 < 0.05$  (right side test), or  $H_0$  is rejected. This means that Child and Youth Resilience Measure-Revised has a positive effect on adolescent Rosenberg Self Esteem; The analysis results can be seen in table 4 of the coefficients in the attachment to this article.
- 2) Test of Significance of Multiple Regression Equations.  $H_0 : \beta_1 = \beta_2$  or  $H_0 : \beta_1 - \beta_2 = 0$  and  $H_1 : \beta_1 \neq \beta_2$  or  $H_1 : \beta_1 - \beta_2 \neq 0$ . From the analysis summarized in the ANOVA table, the value of the statistic  $F_{count} = 3.303$ , and the  $p\text{-value} = 0.044 <$

$0.05$ , this means  $H_0$  is rejected. From this, it was found that there is a linear influence of the Strength-Based Parenting and Child and Youth Resilience Measure-Revised variables with Rosenberg Self Esteem. This means that there is a simultaneous (simultaneous) influence of Strength-Based Parenting and Child and Youth Resilience Measure-Revised on the Rosenberg Self Esteem of youth; the results can be seen in table 5 Anova in the attachment to this article.

- 3) Double Correlation Coefficient Significance Test. Statistical hypothesis:  $H_0 : \rho < 0$  and  $H_1 : \rho > 0$  The significance test of the multiple correlation coefficient is obtained from the model summary table above. It can be seen that the multiple correlation coefficient ( $R$ ) =  $0.322$  and  $F_{hit}$  ( $F_{change}$ ) =  $3.303$ , and  $p\text{-value} = 0.044 < 0.05$  or  $H_0$  is rejected. Thus, the multiple correlation coefficient between Strength-Based Parenting Scale ( $X_1$ ) and Child and Youth Resilience Measure-Revised ( $X_2$ ) with Rosenberg Self Esteem Scale ( $Y$ ) is significant or significant. While the coefficient of determination is shown by  $R\text{ Square} = 0.104$ . This implies that  $10.4\%$  of the variability of the student's Rosenberg Self Esteem variable ( $Y$ ) can be explained by Strength-Based Parenting ( $X_1$ ) and Child and Youth Resilience Measure ( $X_2$ ). It can be concluded that the effect of Strength-Based Parenting Scale ( $X_1$ ) and Child and Youth Resilience Measure-Revised ( $X_2$ ) together on Rosenberg Self Esteem ( $Y$ ) adolescents is  $10.4\%$ . The results of the analysis can be seen in Table 6 of the model summary in the

attachment to this article.

4) Partial Correlation Coefficient Significance Test.

a) Correlation Between Strength-Based Parenting (X1) and Rosenberg Self Esteem students (Y) by controlling for the influence of Child and Youth Resilience Measure (X2) ( $r_{y1.2}$ ). From the results of the analysis in the table above it is obtained ( $r_{y1.2}$ ) = -0.308 and  $p$ -value = 0.009 < 0.05 or  $H_0$  is rejected. Thus, the correlation coefficient between the Strength-Based Parenting Scale (X1) and the Rosenberg Self Esteem Scale for adolescents (Y) by controlling for the Child and Youth Resilience Measure-Revised variable (X2) is significant; the results of the analysis can be seen in table 7 Significance Test of Partial Correlation Coefficients in the attachment to this article.

b) Correlation Between Child and Youth Resilience Measure-Revised (X2) and students' Rosenberg Self Esteem (Y) by controlling for the influence of Strength-Based Parenting (X1). The results of the analysis were ( $r_{y2.1}$ ) = 0.290, and  $p$ -value = 0.013 < 0.05 or  $H_0$  was rejected. Thus, the correlation coefficient between Child and Youth Resilience Measure-Revised (X2) and the Rosenberg Self Esteem Scale of youth Y by controlling for the variable Strength-Based Parenting Scale (X1) is significant. the results of the analysis can be seen in table 8 Significance Test of Partial Correlation Coefficients in the attachment to this article.

## Discussion

From the results of the analysis of hypothesis testing, it shows that the statistical score for the coefficient variable X1  $p$ -value is less than 0.05 (right-hand test), or  $H_0$  is rejected, which means that strength-based parenting has a positive and significant effect on adolescent self-esteem, thus, the first hypothesis in this research this is proven and supported by empirical data,

namely the research of (Sumargi & Firlita, 2020) which states that there is a positive and significant relationship between SBP and adolescent self-esteem, in this case SBP can predict adolescent self-esteem. The results of this study also confirm previous research that the higher parents' awareness of the importance of strength, parents will encourage their children to use this power, the higher self-esteem teenagers have.

Although the current study does not look specifically at the effect of strength knowledge and strength use on adolescent self-esteem as in the study of (A. M. Sumargi & Firlita, 2020), the results obtained in general have proven the effect of SBP on adolescent self-esteem. Self-esteem is a person's overall perspective on himself which involves judgment and feelings of worth towards himself (Papilia, Olds, & Feldman, 2009), this feeling of worth will not be obtained if parents are busy correcting their child's weaknesses so they forget their strengths. According to Chapman & Cathy (2013), adolescents need 3 things that are expected to be obtained from parents to help them to grow and develop healthily, namely; the need to connect with parents through warm communication and the presence of parents in their lives. Also, the need to be accepted as they are and the need to be directed. Parents who use SBP accept their child's strengths and weaknesses by focusing on strengths, are able to identify these strengths and encourage their children to use these strengths.

According to Waters, Loton, & Jach (2019), the power possessed by children is a source of strength that many come from within the child. Parents who apply SBP are not only parents who are warm, sensitive, and supportive (authoritative parenting style), but also those who can identify and help their adolescents develop these strengths. This can increase the level of adolescent well-being (Waters et al., 2019) increase happiness and reduce depression and SBP. can increase self-efficacy and youth wellbeing (Waters et al., 2019). Considering that the sample for this study was adolescents from families using Talents Mapping, this positive and significant relationship is not that surprising. This is because most parents understand the

importance of strengths and how to recognize and develop these strengths through recognition of talent. What is found in the current study in families using Talents Mapping is in line with research on interventions given to parents using a strength-based parenting intervention, which shows that the self-efficacy of parents who are given these interventions increases as they have more confidence in themselves and have confidence that they will be successful in raising their children (Waters et al., 2019).

The statistical score for the coefficient of variable X2 p-value is less than 0.05 (right-sided test), or H0 is rejected, which means that Child and Youth Resilience Measure-Revised has a positive effect on adolescent Rosenberg Self Esteem, thus the second hypothesis of this study is supported by data empirical. The results of this study support Masnina & Setyawan (2018) that adolescents with high resilience also have high self-esteem. The relationship between resilience and self-esteem is closely related to one another. The higher the resilience, the higher the self-esteem or vice versa (Karatas & Cakar, 2011; Maroqi, 2019). High resilience is considered to be able to help adolescents face challenges and difficulties. Newman in Yuliani, widianti, & Sari (2018) states that resilience is needed for adolescents to be able to adapt when facing tragedy, trauma, difficulties, and stressors in life, by emphasizing one's ability to be able to deal effectively with the stress and pressure they experience, coping with everyday problems, bouncing back from disappointments, adversity and trauma, developing clear and realistic goals.

This ability will not be obtained if adolescents do not have good self-esteem. So that teenagers who are resilient are also teenagers who have high self-esteem. According to Santrock (2009) there are certain qualities of children who have high resilience that come from within themselves, namely high self-esteem. Then factors from the family, in this case parents, also play an important role in developing the resilience and self-esteem of adolescents (Sumargi & Firlita, 2020)). (Waters et al., 2019) states that SBP has a positive relationship with strength-based coping in children, where with this ability it can help children overcome their

difficulties thereby reducing stress levels. Suppose it is linked to the current research. In that case, SBP provides a good choice for adolescents in solving their problems with a constructive approach, for example creating positive conditions first by calming down, creating a positive process by seeking solutions from the people around them, and using good qualities. possessed by using creativity and kindness to solve problems (A. M. Sumargi & Giovanni, 2021). So that teenagers who use a strength-based approach are expected to be able to make sense of the difficulties they face and then bounce back with confidence.

Furthermore, by using the CYRM-R resilience measurement tool in this study, the context of resilience here is in the reciprocal relationship between the individual and the environment, especially regarding opportunities for the development of personal abilities that are available and accessible. So that teenagers who have high resilience can develop and access the personal abilities available both within themselves and in their families and their environment, which increases adolescent self-esteem. Adolescents who have high resilience and high self-esteem can bounce back from difficulties or challenges they face, which then benefit their environment according to the teaching philosophy of Talents Mapping itself, namely to be a person who benefits others a lot. or the environment (Royani, 2017).

Statistical score F, the p-value is smaller than 0.05, this means that H0 is rejected. This means that there is a linear influence of the Strength-Based Parenting Scale and Child and Youth Resilience Measure-Revised variables with Rosenberg Self Esteem. This also means that there is a simultaneous (simultaneous) influence of Strength-Based Parenting and Child and Youth Resilience Measure-Revised on the Rosenberg Self Esteem of adolescents. So, in this study it can be said that SBP affects resilience and resilience affects adolescent self-esteem. Together, SBP and resilience affect adolescent self-esteem. Adolescents who have high resilience will also have high self-esteem. This is in line with (Waters et al., 2019) who explains that the root of SBP is positive psychology which

equips children with 2 things, namely; optimism and resilience. Of course, optimistic teenagers should also have high self-esteem.

Reckmeyer & Robinson (2016). added that self-esteem development will not work if what parents do is not authentic. In this case, parents want the child's success but the focus on developing it is wrong, not on what areas can make a child successful, namely things that are his strengths, but on his weaknesses. So, suppose parents expect their children to be successful, able to develop self-confidence and healthy perceptions of themselves including high self-esteem. In that case, parents should focus on their child's strengths. Parents' awareness of strengths and encouraging their children to use those strengths is strength-based parenting. Research conducted by Gallup through the StrengthsFinder assessment found that using a strengths-based approach can increase self-confidence, direction, hope and kindness towards others, increase positive emotions such as joy and happiness, even people who get the opportunity to focus on their strengths every day will have a good quality of life (Reckmeyer & Robinson, 2016).

## CONCLUSION

From the data obtained in this research and the discussion that has been presented, it can be concluded that:

- 1) Strength-Based Parenting has a positive effect on adolescent self-esteem;
- 2) Child and Youth Resilience Measure-Revised has a positive effect on student self-esteem;
- 3) There is a simultaneous effect of Strength-Based Parenting and Child and Youth Resilience Measure-Revised on adolescent self-esteem;
- 4) The correlation coefficient between Child and Youth Resilience Measure-Revised (X2) and Rosenberg Self Esteem of student Y by controlling for the Strength-Based Parenting variable (X1) is significant, with the coefficient of determination shown by R Square = 0.104, which means 10.4% variability the Rosenberg Self Esteem variable of students (Y) can be explained by

Strength-Based Parenting (X1) and Child and Youth Resilience Measure (X2), so it can be concluded that the influence of Strength-Based Parenting (X1) and Child and Youth Resilience Measure (X2) ) together with Rosenberg Self Esteem (Y) students by 10.4%.

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