

Self-esteem and Coping Strategy among Adolescents as Victims of Parental Divorce

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Abstract: A family has important functions and meanings for life sustainability in finding the meaning and purpose of children's life. An unharmonious family can cause psychological impacts of each children's age, especially for adolescents. Adolescents whose parents divorced have different responses. In general, the decision to choose aspects of coping strategies and responses used by adolescents is in accordance with the pressure situation they face. Aspects of coping strategies can be used in part or all for problem-solving. This study aimed to determine the relationship between self-esteem and coping strategies, including aspects of which coping strategies are used by adolescents as victims of parental divorce. This quantitative study was conducted on 60 adolescents in Banda Aceh district, aged 13-19 years with duration of their parents' divorce were about 1-6 years, through incidental sampling. Data of self-esteem were collected by using adaptations of the Revised Self-Liking Self-Competence Scale (SLCS-R) and data of coping strategies were collected by using The Brief Cope Scale. Parametric data were analyzed by using Pearson Product Moment correlation, while non-parametric data analyzed by Spearman Brown-Formula. The results of the analysis showed there was a relationship between self-esteem and coping strategies. Adolescents in this study used 7 coping aspects (active coping, planning, religion, using emotional support, using instrumental support, denial and self-blame) significantly ($p < 0.05$), but on denial and self-blame coping aspects showed negative relations.

1 INTRODUCTION

Family has an important meaning and function for a child's life sustainability and for children finding the meaning and the purpose of life, because the family is a place to form each of family members especially children who are still in parents' guidance and responsibility (Nisfiannoor & Yulianti, 2005). Family often faces some demands or problems and conflicts which could cause disequilibrium, consequently the family must respond the demands by making some changes in order to return the stable equilibrium (homeostasis) (Sholichah, 2007). An adolescent experiencing a conflict of parents or experiencing family's problems like divorce, broken home, and economic difficulties (Ruswahyuningsih & Afiatin, 2015) would be related to the development of some internal problems such as anxiety, depression, fear, helpless, low social behavior, and low self-esteem (Sholichah, 2007).

Tafarodi and Swann (2001) define self-esteem as a value of oneself through self-competence and self-

liking. Wangge and Hartini (2013) say that an adolescent whose parents get divorced experiences a difficulty to form one's self-esteem because one's inconsistent feelings, therefore the feelings become fluctuated between accepting oneself as a superior or inferior one. Ilahi and Hartini (2015) explain that an adolescent whose parents has divorced for one to four years has lower self-esteem than one whose parents has divorced for five to six years, it is because a child's self-esteem decreases during the beginning of divorce moment, however it will gradually increase because one starts to be able to adapt with the condition.

Adolescence, a transition phase between childhood and adulthood, generally starts from 12 or 13-year-old and ends at teens or early tens (Papalia, Olds, & Fieldman, 2008). This phase is a susceptible developmental phase because its characteristic is seeking identity, therefore parents' role is required during this phase as a reference for an adolescent when one seeks identity, one will be confused and feel alone when facing parental divorce so that one

would be susceptible to suffer from identity confusion (Dewi & Hendriani, 2014).

Sarbini and Wulandari (2014) state that some things that would be suffered by a child when parents' divorce as follows: a child would feel insecure after being left due to parental divorce because one still needs protection from parents either material or non-material, a child also perceives a rejection of family because parents' attitude has changed due to a new spouse, a child often becomes angry and one's emotion becomes uncontrolled because one frequently sees his parents fight, a child also feels lonely, blames oneself, and feels disgrace and even sad because being different from one's friends, this could lead to destroy one's self-concept which is often followed by depression, aggressiveness against social and becomes inferiority or has low self-esteem. However, Amato (2000) says that when conflict between parents is frequent, chronic, and open, divorce could be a way to make a child spared from unpleased and unfunctioned house condition, it also could reduce pain suffered by the child because of parents' quarrel, moreover it gives an opportunity for parents to find another happiness.

Problems caused by divorce could become stressors for a child (Yámoz & Garmendia, 2016). Disharmonious family's problems are not just new problems, but main problems from the root of an adolescent's life (Nisfiannoor & Yulianti, 2005). Kelly and Emery (2003) state that separation of parent makes children stressful, a factor could increase stress condition among adolescents whose parents get divorce is lack support from family and social neighborhood (Hakim & Rahmawati, 2015). A child suffers from stress because unexpectedly one must accept a decision made by one's parents without previously knowing or imagining that one's life would change (Sarbin & Wulandari, 2014). The situation causing stress and being very discomfort requires one to cope it, a process to cope the stress-caused situation is called coping (Deniz, 2006).

Lazarus and Folkman (1984) say that coping strategy is a process to overcome various demands either internal or external which are more than self-capacity. Carver, Scheier, and Weintraub (1989) classify coping strategy into two forms i.e. problem-focused coping strategy and emotion-focused coping strategy. Asriandari (2015) states that every adolescent whose parents get divorced either during a childhood or during adolescence has different response to problem caused by parental divorce. Some teenagers respond to the problems by positive ways like becoming more motivated to achieve

something, or expressing emotion by doing some positive hobbies, meanwhile others would respond parental divorce by negative ways such as being naughty, truculent, or other negative things.

Kammeyer-Mueller, Judge, and Scott (2009) explain that an individual with high self-confidence and high self-esteem believes that one could manage problems than those with low self-confidence and self-esteem who believes the situation is outreached. Jerusalem and Schwarzer (1989) indicate that an adolescent with high self-esteem could well survive in overcoming one's problem while an adolescent with low self-esteem could not.

Generally, an adolescent who uses active coping or problem-focused coping has a good relationship with one's parents (Frydenberg, 1997). An adolescent with low self-esteem, increasing stress, and lack social support tends to use avoidant coping strategy (Krenke-Seiffge, Aunola & Nurmi, 2009). A decision in selecting a coping strategy and a response which would be employed to face a stressful situation depends on external factor namely memory about experience of various situations and social support, as well as all pressures from various memorable situations in life. On the other hand, internal factor is a coping usually used in daily life and one's personality. An individual will select coping strategy to solve a problem depending on situation and stress one faces. According to Carver, et al (1989), coping strategy aspects include Active coping, Planning, Positive Reframing, Acceptance, Humor, Religion, using emotional Support, Using instrumental support, Self Destruction, Denial, Venting, Substance use, Behavioral Disengagement and Self-Blame.

Based on the phenomenon above, the researchers are interested in researching whether there is a relationship between self-esteem and all aspects of coping strategy or only some aspects are used by adolescents as victims of parental divorce.

2 LITERATURE REVIEW

2.1 Self-esteem

James (1983) first introduces self-esteem as a component of success or competence. James (1983) says that self-esteem fully depends on individual's desire to be "what" or to do "what". Self-esteem depends on two things namely hope or desire and ability to realize it, on the other words self-esteem is a function of the gap between ideal self and real self.

The larger gaps between ideal self and real self, the lower one's self-esteem.

Coopersmith (1967) defines self-esteem as a self-evaluation conducted by an individual and the evaluation is an interaction result between the individual and his/her neighborhood as well as others' attitude toward him/her. The evaluation is expressed with agreement or disagreement, as well as with level of self-confidence as a competent, important, successful and valuable person or not.

An individual with high self-esteem believes that oneself is precious, and respects oneself (Rosenberg, 1965). According to Mruk (2006), self-esteem is an individual's attitude to cognitively, emotionally and behaviorally evaluate oneself completely which consists of positive or negative characteristics. An individual with high self-esteem will welcome a new experience, feel being accepted and being easily accepted, as well as passionate to be successful in life, while an individual with low self-esteem will be afraid, unable to be initiative, avoid conflict, feel insecure, anxious and depressed (Mruk, 2006a).

Tafarodi and Swann (2001) define self-esteem as self-evaluation through self-competence and self-liking. Self-competence is evaluating oneself either positively or negatively related to capabilities one owns and strongly related to one's power as a source of one's success, while self-liking is self-assessment. This aspect is rather about self-acceptance, whether one could accept oneself after others' judgement, like or does not like oneself.

Based on some self-esteem theories above, this research is based on self-esteem theories by Tafarodi and Swann (2001) because the theory is later and more specific than the others. Tafarodi and Swann (2001) have developed self-esteem theory through two related aspects namely self-competence and self-liking or is called two factor theory, this theory is different from the others such as theory by James (1983) which only emphasizes self-esteem in term of cognition, in individual's competence and ability, so does Rosenberg's theory (1965) which only emphasizes self-esteem in term of affective or feeling on oneself.

According to Tafarodi and Swann (2001), instrument of self-esteem was created by Rosenberg called Rosenberg Self-Esteem Scale (RSES) which actually consists of two aspects and later on is developed by Tafarodi and Swann, therefore the researcher believes self-esteem theory by Tafarodi and Swann (2001) is better to employ in this research.

2.2 Coping Strategy

Carver, Scheier, and Weintraub (1989) divide coping strategy into two forms by referring to the theory of Lazarus and Folkman (1984) which is about problem-focused and emotion-focused coping strategy. Problem-focused coping strategy involves an effort undergone to change some things that cause stress (stressor). The purpose of it is to reduce demands of a situation and to increase an individual's effort in facing the situation, while emotion-focused coping strategy more focuses on emotional matters. Emotional-focused coping strategy involves thinking and action that are expressed to cope stress as the result of certain situation, the action is such as avoiding oneself to directly face stressor.

Kertamuda and Herdiansyah (2009) explain that coping strategy is a way or method of every individual to overcome and control situations and problems which are recognized as painful obstacles or challenges, and harmful threat. Wardani (2009) defines coping strategy as an effort to have self-adaptation or to adapt with problems and pressures that afflict oneself.

Based on several theories about coping strategy explained above, this research refers to coping strategy theory by Carver, Scheier, and Weintraub (1989), it is because their theory adapt with the pioneer theory of coping strategy, Lazarus and Folkman (1984). Coping strategy theory by Lazarus and Folkman (1984) only has 8 kinds of coping namely confronted coping, distancing, self-controlling, seeking social support, accepting responsibility, escape avoidance, planful problem solving, positive reappraisal, while coping strategy by Carver, Scheier, and Weintraub (1989) has been expanded into 14 kinds of more specific coping, so that the researchers prefer the theory of coping strategy by Carver, Scheier, and Weintraub (1989).

2.3 Aspects of Coping Stress

According to Carver, et al (1989) aspects of coping strategy are classified into two, as follows:

- a. Problem-focused coping strategy. Carver et al (1989) explain that aspects of problem-focused coping strategy as follows:
 - 1) Active coping, a process of taking active steps to eliminate, avoid pressure and to fix its effect. The active behaviors consist of initiating direct action and enforcing an effort.

- 2) *Planning*, planning or thinking about how to overcome pressures, thinking about actions and determining the best way to solve problems.
 - 3) Suppression of competing activities, putting away other activities and prioritizing on overcoming stressors. An individual conducts this to enhance one's concentration in solving the problem one faces.
 - 4) Restraint coping, a response by holding oneself until an action is possible to take
 - 5) Seeking social support for instrumental reasons, an effort to get supporting information, such as seeking for advice and guidance from others.
 - 6) Seeking social support for emotional reasons, an effort to seek social support like obtaining moral support, sympathy and understanding.
- b. Emotion-focused coping strategy. Carver, et al., (1989) explained that aspects of emotion-focused coping strategy as follows:
- 1) Positive reinterpretation and growth, attempting to manage emotion rather than facing the pressure.
 - 2) Acceptance, an individual accepts a reality that a problem is happening.
 - 3) Turning to religion, an effort to turn to religion is done by an individual by undergoing religion-related activities like praying, asking for God's help when suffering from a pressure.
 - 4) Focus on and venting of emotions, an effort done by an individual by revealing or expressing one's feeling.
 - 5) Denial, an individual's response by denying believing that a problem exists and thinking that the problem does not exist or denying that reality.
 - 6) Behavioral disengagement, a tendency to reduce the effort of overcoming a pressure, and even give up or stop the effort because one considers that the possibility of coping to be successful is small.
 - 7) Mental disengagement, a variant activity done to distract an individual from thinking about dimension of behavior and purpose related to stressor. Doing alternative activity to forget problems, like daydreaming, sleeping or addressing oneself to watch TV.
 - 8) *Alcohol-drug disengagement*, an effort to eliminate pressure by consuming drugs or drinking alcohol.

2.4 Self-development of An Adolescent

Adolescence is a transition phase between childhood and adulthood generally starting from 12 or 13-year-old and ends at late teens or early twenties (Papalia, Olds, & Fieldman, 2008). Hurlock (2009) explains that range of adolescent's age is 13 to 21-year-old divided into two phases namely early adolescence from 13 or 14 to 17-year-old and late adolescence from 17 to 21-year-old.

Adolescence is defined as a period in which an individual develops from the first time one shows secondary sexual signs to reaching sexual maturity, an individual experiences psychological development and identification pattern from childhood to adulthood, one also experiences transition from social-economy dependence to a more independent condition (Nisfiannoor & Yulianti, 2005).

Adolescence phase is known as inevitable storm and stress, hormonal changes always cause difficulty or the presence of negative gap between adolescent and parents, physiological change, cognitive and identity development, an adolescent is demanded to meet social role with peers and opposite gender, finish school, make decision about career, some adolescents go through this period without any difficulties, however most adolescents suffer from stress and worry (Frydenberg, 1997).

According to Kamila and Mukhlis (2013), adolescence is the most essential period for self-esteem development, because in this period an adolescent will recognize and develop all aspects in oneself so that it determines whether one will have positive or negative self-esteem. Mattanah, Lopez, and Govern (2011) state that important source of increasing self-esteem on adolescents is the close relationship with parents.

Self-esteem of an adolescent is obtained from self-esteem of parents, so that self-esteem development on an adolescent, especially an adolescent whose parents get divorced, will not be fluent, it is because an adolescent experiencing hard and serious problems will experience the changing behavior and one's feeling will not be consistent, consequently the feeling will fluctuate from accepting oneself as superior individual to inferior individual, therefore an adolescent needs support from neighborhood (Wangge & Hartini, 2013).

The research done by Ilahi and Hartini (2015) about the relationship between self-esteem and coping strategy on late adolescents experiencing parental divorce conducted in Surabaya to 33 adolescents from 18 to 21 year-old found that

adolescents whose parents had divorced for one to four years had lower self-esteem than those whose parents had divorced for five to six years. It is because child's self-esteem will decrease at the beginning of parental divorce, the self-esteem then increases over time because the individual has adapted with the condition.

3 RESEARCH METHOD

This research is a correlational research. Sample was taken by incidental sampling technique. Total samples were 60 adolescents as a victim of parental divorce in Banda Aceh city and surrounding area, they were 12-20-year-old and had been experiencing parental divorce for 1 to 6 years.

This research employed two scale as instrument namely adaptation scale to measure self-esteem, the scale was The Self-Liking and Self-Competence Scale Revised (SLCS-R) from Tafari and Swann (2001), the other was The Brief Coping scale by Carver (1997) to measure coping strategy.

Furthermore, try out process was conducted to 51 subjects. Based on tryout result, some items in The Self-Liking and Self-Competence Scale Revised (SLCS-R) and The Brief Coping had item discrimination index of ≤ 0.20 . Item discrimination index of each item is satisfying if reaching 0.20 (Thorndike, Cunningham, Thorndike, & Hagen, 1991). Data collection in this research was done by validity and reliability test, moreover assumption test and hypothesis test.

4 RESULT

The oldest subjects who were 19-year-old was for 31.7%. Majority were female for 73.3%. In addition, in term of education, subjects as university students were for 80%. Parents' occupation were mostly civil servant for 43.3%. Most respondents lived with mother for 58.3%, and the length of parental divorce was mostly 3 years for 26.7%.

4.1 Normality Test

Statistical normality test, Exploratory Data Analysis (EDA), is looking at kurtosis and skewness score. Normal data have kurtosis and skewness score not more than ± 1.96 with significance level of 5%. Kurtosis and skewness score in normality test can be seen in table 1. Based on the table, it can be

concluded that variables or aspects with kurtosis and skewness score not more than ± 1.96 are self-esteem, aspects of active coping, planning, positive reframing, acceptance, humor, religion, using emotional support, Using Instrumental Support, denial, venting, behavior disengagement, and self-blame. It can be interpreted that the data of this study were normally distributed and significant. Meanwhile, self-destruction and substance use aspects were not distributed normally.

Table 1: Kurtosis and Skewness score in normality test

Variables/ Aspects	Kurtosis Score	Skewness Score
Self-Esteem	0.06	0.04
<i>Active coping</i>	0.18	-0.56
<i>Planning</i>	-0.48	-0.45
<i>Positive reframing</i>	-0.31	-0.51
<i>Acceptance</i>	-0.48	-0.57
<i>Humor</i>	-0.85	-0.16
<i>Religion</i>	-0.03	-1.01
<i>Using Emotional Support</i>	-0.06	-0.55
<i>Using Instrumental Support</i>	0.79	-0.66
<i>Self destruction</i>	3.09	-1.19
<i>Denial</i>	-1.19	0.02
<i>Venting</i>	-0.41	0.13
<i>Substance Use</i>	7.39	2.87
<i>Behavior Disengagement</i>	-0.60	0.64
<i>Self-Blame</i>	-1.22	-0.04

4.2 Linearity Test

Linearity test is conducted to know whether two variables are related or not. The result of linearity test can be seen in table 2. The table shows that seven aspects of coping strategy (active coping, planning, religion, using emotional support, using instrumental support, denial and self-blame) were significantly linear because the scores were less than 0.05 ($p < 0.05$). Meanwhile, the other aspects (Positive reframing, Acceptance, Humor, Self-destruction, Venting, Substance Use, Behavior Disengagement) were not linear or not related because having significance score more than 0.05 ($p > 0.05$).

Table 2: Significance score in linearity test.

Variables/ Aspects	Sig.	Variables/ Aspects	Sig.
Self-Esteem*Active coping	0.01	Self-Esteem *Using Instrumental Support	0.00
Self-Esteem *Planning	0.01	Self-Esteem *Self destruction	0.23
Self-Esteem *Positive reframing	0.09	Self-Esteem *Denial	0.00
Self-Esteem *Acceptance	0.07	Self-Esteem *Venting	0.97
Self-Esteem *Humor	0.33	Self-Esteem *Substance Use	0.81
Self-Esteem *Religion	0.04	Self-Esteem *Behavior Disengagement	0.12
Self-Esteem*Using Emotional Support	0.00	Self-Esteem*Self-blame	0.03

4.3 Result of Hypothesis Test

Result of Assumption test on research variables shows that research data from several aspects of research variables were linear and normally distributed, while some other aspects were not normal or linear. Therefore, hypothesis test was done by two methods, parametric with Pearson technique and non-parametric, Spearman-Brown

Formula. If assumption test is met, parametric method will be employed, while if assumption test is not met, non-parametric method will be employed. The methods were used to analyze the relationship between self-esteem and coping strategy among adolescents as victims of parental divorce. Both variables show coefficient correlation and score which can be seen in table 3 below

Table 3: Significance score and coefficient correlation in hypothesis test.

	Variables/ Aspects	(r)	Sig.	Methods/Technique:
1	Active coping	0.310	0.016*	
2	Planning	0.311	0.015*	
3	Religion	0.288	0.026*	
4	Using Emotional Support	0.395	0.002**	Parametric/ Pearson
5	Using Instrumental Support	0.472	0.000**	
6	Denial	-0.283	0.029*	
7	Self-Blame	-0.256	0.049*	
8	Positive reframing	0.234	0.072	
9	Acceptance	0.177	-0.177	
10	Humor	0.093	0.478	Non-parametric/
11	Self destruction	0.095	0.471	Spearman Brown-
12	Venting	-0.008	0.951	Formula
13	Substance Use	0.020	0.882	
14	Behavior Disengagement	-0.174	0.183	

*p<0.05;

**p<0

Based on the table above, there are seven aspects of coping strategy used by adolescents as parental divorce victims and those aspects are related to self-esteem. It shows that hypothesis 1 to 7 ($H_1, H_2, H_3, H_4, H_5, H_6, H_7$) are accepted, the research hypothesis will be accepted if significance score less than 0.05 ($p < 0.05$), while the other hypotheses ($H_8, H_9, H_{10}, H_{11}, H_{12}, H_{13}$ dan H_{14}) are rejected because the significance scores are more than 0.05 ($p > 0.05$).

5 DISCUSSION

This research was conducted to know the relationship between self-esteem and coping strategy aspects as well as to know which aspects were used by adolescents as parental divorce victims. The result shows that there is the relationship between self-esteem and coping strategy, moreover there are seven aspects employed namely Active coping, Planning, Religion, Using emotional Support, Using instrumental support, Denial, and Self-blame. Divorce that occurs in the family is a form of negative relationships. According to Dagun (2002), divorce will strongly affect on every family member. Arisandari (2015) says that every adolescent whose parents get divorced either when they are in childhood or in adolescence has different response in responding problems caused by parental divorce.

Some of them respond positively, while others respond negatively. Hurlock, 1991 quoted by Asriandani, 2015, says that if parents and child have positive and adaptive relationship, it will help an adolescent in achieving developmental tasks optimally. Meanwhile, disharmonious relationship between child and parents could negatively affect on an adolescent's life. Frydenberg (1977) also explains that an adolescent with good self-esteem and good relationship with parents will use active coping (problem focused coping). Mullis and Chapman (2000); Krenke-Seiffge, Aunola and Nurmi, (2009) state an adolescent with low self-esteem tends to employ emotion-focused coping. The impact of divorce could be a stressor for a child (Yarmos and Garmendia, 2016), so that an adolescent could use every aspect of coping strategy as classified by Carver, Scheier and Wintraoub (1989), those are shown previously.

Those theories support the result of this research that adolescents as parental divorce victims have aspects of coping strategy (14 aspects), 7 aspects employed by the adolescents are active coping, planning, using emotional support and using instrumental support, religion, denial and self-blame.

The other 7 aspects not employed by the adolescents of parental divorce victims are positive reframing, acceptance, humor, self-destruction, venting, substance use, and behavior disengagement.

On emotion-focused aspects such as denial and self-blame found in this study, r value is -0,283 and -0,256 respectfully. Negative (-) r value shows weak relationship. It means that denial and self-blame as part of emotion-focused problem solving are not related. The adolescents in this study would rather solve problems by using coping strategy as follows active coping, planning, using emotional support and using instrumental support. Those aspects show positive r value.

It is interesting that religion as one of coping strategy aspects is positively related to self-esteem of the adolescents as parental divorce victims. Carver, et al (1989) classify religion as part of emotion-focused coping strategy. According Shortz & Worthington (1994) in Plooy (2013), another important aspect of overcoming parental divorce is involving religion, because many people in this world depend on religion that they believe to overcome common pressure and difficult situation in their lives. Significantly, religion influences the way to solve problems caused by divorce. Subandi, (1995), Hadisuprpto, (1994), Dayakisni, (1994) in Indirawati, (2006), prove that there is positive relationship between variable of religious maturity and coping strategy tendency among university students. The higher religious maturity is obtained, the higher tendency of coping strategy to problem focused coping is.

The influence of religious maturity on tendency of coping strategy shows that one with high religious maturity tends to employ problem focused coping (PFC) when one is in trouble, meanwhile those with low religious maturity tend to use emotional focused coping (EFC) to solve their problem. It means that the level of the religious maturity is one of predictors of the level of coping strategy tendency. In Jawa and Aceh, religiosity grows willingness, reduces sadness and psychological stress, helps the adolescents in Jawa and Aceh perceive an experience and life positively, have self-acceptance, and strengthen the development of hope and faith (Afiatin, 2009; Ruswahyuningsih and Afiatin, 2015).

Another coping strategy aspect used by the adolescents as parental divorce victims in this research is planning. This aspect is an individual's effort to eliminate stressor by thinking how to overcome the stressor itself. The result of this research is in accordance with the research by Zahra and Kawuryan, 2016 who studied about "Stress

coping among broken home adolescents". The adolescents use planning to overcome stressor by achieving something as an effort to reconcile their parents or by suggesting their fathers to be a good father.

Another coping aspect used by the adolescents in this study is the using emotional support and the using instrument support. The result of this study is in accordance with the research by Prayascitta (2010) and Nurjannah, et al (2018). It is known that a divorce could lead to stress for adolescents (Yamos and Garmendia, 2016). Therefore, the way to reduce stress is by conducting stress copings, one of which is having social support. Emotional and instrumental supports are both necessary. Instrumental Action is an action taken by an individual directed to direct problem solving and preparing steps that should be done.

Social support affects on health by protecting an individual from negative effect of acute stress. A person with high social support tends to ignore stress because one knows that he/she will get help from others (Sarafino, 1994 in Prayascitta, 2010). Social support is beneficial for health and well-being without concerning to stress level, either low or high, social support provides same effect. Social support improves one's way to face or solve problem by focusing on reducing stress reaction through an understanding, information and feedback needed to cope stress. Moreover, social support could improve motivation hence reducing the impact of stress and improving productivity (Johnson in Ruwaida 2006 in Prayascitta, 2010).

According Sarason, et al (1983), support is defined as the existence or willingness of other people that can be relied on, it shows affection and care to the value believed by an individual. Social support gained by an individual is from family and peers. Social support makes big difference in life during stressing moment. By the presence of social support, an adolescent could be encouraged to see an event more positively and help that adolescent identify a way to solve it.

In this research, one of 7 aspects of coping strategy used by the adolescents as the victims of parental divorce in Banda Aceh and surrounding area in solving the problems is acceptance. The result of this study is different from result of research by Wangge and Hartini (2013) which found that male and female adolescents in SMAK (vocational high school) in Surabaya. The result showed that there was positive correlation between self-esteem and acceptance aspect of coping strategy after parental divorce. In United States, aspects of

acceptance, reframing, and humor are employed to solve problem caused by parental divorce.

According to Haley (1967), reframing is seeing an event or a problem in different perspective, it is like a picture put a new frame, it would look different. It makes an individual independently think and behave toward a new context which offers a new alternative that is unseen previously. Example of reframing employed by samples in this research is freeing up themselves from guilt, utilizing humor, forgiving their parents and developing empathy for their parents during after divorce. It also happens to distraction aspect. The presence of disturbance and avoidance in form of avoiding a situation and distracting them by any ways such as by spending time away from home or focusing on academics stuff, sport and/or painting mural etc., it also contributes for samples in the research to effectively overcome problem caused by parental divorce (Plooy, 2013).

The aspect of coping strategy in this research which does not correlate with self-esteem of the adolescents as parental divorce victims is focusing on and venting of emotional, it focuses on the difficulty or any disturbance and forgetting the feeling. According to Rime (2009), venting process is two sides from the one who reveals and the one who listens. However, positive venting process could reduce stress, while negative venting stress increases stress and causes problem in physical health. Research by Bodie et al (2015); Goldsmith, (2004), involving 149 students showed that venting aspect made the students worse. The more students employ this strategy to overcome, the less satisfaction they receive. On contrary, the more students employ reframing, acceptance, and positive humor, the better the feeling they experience. It is in accordance with explanation by Carver, Schaver and Wentraub quoted by Harika, 2000, venting as a coping strategy is less effective in solving a problem.

6 CONCLUSIONS

This study was aimed to know the relationship between self-esteem and aspects of coping strategy among adolescents as victims of parental divorce. There are 14 aspects of coping strategy. The result shows that there is relationship between self-esteem and coping strategy, moreover those adolescents employ 7 aspects as follows Active coping, Planning, Religion, Using emotional Support, Using instrumental support, Denial, and Self-Blame. It is

positive correlation except Denial and Self-blame. The decision to choose coping strategies and responses that individuals use to deal with stressful situations depends on external factors, namely the memory of experiences from various situations and social support, as well as all the pressures from various situations that are important in life. While internal factors, are coping styles that are commonly used by someone in daily life and one's personality. Individuals will choose coping strategies that are appropriate to the pressure situation they face to solve problems.

This study has implications for practice. The first major practical contribution is that it provides information about self-esteem and coping strategy aspects experienced by adolescents as victims of parental divorce. This information is important for the development of psychology theories in enriching insights and knowledge about the relationship of self-esteem and coping strategies among adolescents as victims of parental divorce, especially in clinical psychology, developmental psychology, and mental health. A second important implication of this study is to educate adolescents as victims of parental divorce can better recognize the changes that occur as a result of divorce and problems that arise as a result of these conditions. It is expected they can use problem focused coping as a way to solve their problems rather than emotion focused coping.

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