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Abstract

Adolescence is often considered a transition period marked by significant changes. It is seen as a period of transition, a challenging age, and a time of searching for identity. At the same time, adolescence is also considered the threshold of adulthood because it involves uncertainty and lack of control. Family dynamics also tend to change during the adolescent phase, including increased conflict between teenagers and parents, changes in roles and responsibilities, and changes in expectations placed on teenagers. A mismatch between parental expectations and adolescent behavior can increase the risk of conflict, which in turn can lead to incidents of child abuse. This research aims to determine the relationship between emotional intelligence and self-esteem in adolescents who have experienced child abuse in Sorong City. The method used is quantitative research with a correlational design. A total of 64 teenagers aged 12-21 years and residing in Malagusa sub-district, Sorong City were participants in this research who were taken using a saturated sampling technique. Research measurements used the Wong & Law Emotional Intelligence Scale (WLES) and The Rosenberg Self Esteem Scale (RSES). The research data analysis method uses Pearson Correlation. The research results show that there is a significant positive relationship between emotional intelligence and self-esteem of 0.949 with a significance of 0.000 ($p < 0.01$). This shows that emotional intelligence plays a major and important role in relation to the level of self-esteem of teenagers who have experienced child abuse in Sorong City.

Keywords: emotional intelligence; self-esteem; teenagers who have experienced child abuse

1. Introduction

Adolescence is said to be a transitional period, as a transitional period, as a period of change, as a problematic age, as a time of searching for identity, as an age that causes fear, as an unrealistic period and as a threshold of adulthood because they do not yet have a grip, while their personality is still developing, adolescents are still unable to master their physical functions (Ali & Asrori, 2012). The adolescent phase is often accompanied by changes in family dynamics, such as increased conflict between adolescents and parents, changes in roles and obligations, and changes in expectations placed on adolescents. The mismatch between parental expectations and adolescent behavior can increase the risk of conflict that leads to child abuse (Sege & Harper, 2017).

Data obtained from the Ministry of Women's Empowerment and Child Protection (Kemen PPPA, 2022) shows that in 2021 the number of cases of violence against children committed in areas included in eastern Indonesia was 3,536. Although based on the overall data available at the Kemen PPPA, this figure is not a large number, around 3,000 children and adolescents in KTI have experienced violence since they were children is not something to be underestimated. Based on data reported by the Tribun Sorong media (2023), it can be seen that cases of violence against children and women from January to May 2023 amounted to 40 cases. This shows that every month there are around 8 cases of violence against women and children in Sorong City.

Child abuse, or violence against children, refers to actions or omissions that harm or endanger the welfare of a child (American Academy of Pediatrics, 2015). According to Maknun

(2017) child abuse is an act of violence committed by adults who should be responsible for their safety and welfare, be it physical or mental violence that results in physical and mental damage/loss, and is feared to affect the child's growth and development in the future. The forms of child abuse themselves vary, and are explained by UNICEF (2014) that the forms of child abuse consist of physical violence involving the use of deliberate physical violence, such as hitting, kicking, or hurting a child in other ways. Emotional violence involving actions or words that demean, insult, threaten, or cause emotional suffering to a child. Sexual violence involving sexual exploitation of children, including sexual harassment, rape, or commercial exploitation. Neglect involving negligence or failure to meet a child's basic needs, such as food, education, health care, or adequate supervision. According to Spinazzola, et al. (2014) adolescents who have experienced child abuse will have difficulty interacting and maintaining healthy relationships with their environment. In addition, according to Puspa and Sinaga (2023) violence against children has a broad and continuous influence, so that the trauma that will be experienced by children will always be carried throughout their lives. This means that violence experienced by a child can cause developmental disorders in the next phase of growth. Farida and Nasution (2016) said that one of the common results of sexual violence is the emergence of feelings of inferiority and feeling worthless, so that the experience of sexual violence in adolescents can have a negative impact on their self-esteem. In line with this opinion, Trickett, et al. (2011) found that adolescents who experience child abuse tend to have lower self-esteem compared to adolescents who do not experience child abuse.

According to Rosenberg (1965), self-esteem is a positive or negative orientation of a person towards themselves or it can also be said to be a comprehensive evaluation of how a person assesses themselves which is formed in two aspects, namely self-competence and self-worthiness. In line with the opinion above, Hanani (2019) said that self-esteem is an evaluation carried out by a person either in a positive or negative way towards a specific object, namely the self. Self-esteem is related to individual cognition and is subjective, so negative and positive evaluations, as well as feelings of being belittled or harassed by self-esteem are very dependent on the individual's frame of mind (Papalia, et al., 2016). Therefore, self-esteem is considered very important in life because it is part of an individual's life and an evaluative indicator that represents a person's cognitive, affective, and behavioral aspects (Wardani & Anisa, 2021). This means that self-esteem is important to emphasize in life because it is an individual's self-assessment that not only includes their thoughts about themselves, but also involves related emotions and how they behave or act based on that assessment.

Based on the researcher's personal observations and experiences living in Sorong, the researcher found that many teenagers were educated with violence, even for trivial matters so that, when growing up, the teenagers formed their personalities into selfish people, and always had the principle that what they wanted they should always get. However, on the other hand, some of them also eventually had difficulty building good relationships with their environment or even peers because of the fear of being beaten and cursed by the environment as they got from their families. There were also some of them trying to get out of this fear by finding comfort in romantic relationships with peers (dating), but in the end they also got violence from their partners so that they felt unworthy of anyone and became individuals who always felt lacking in themselves. In addition, based on interviews conducted by the researcher with 10 teenagers in Sorong City, 9 of them admitted to having received violence when they were still children, even 2 of the 9 teenagers stated that the violence they received continues until now. The forms of violence received since childhood are physical violence such as hitting and also verbal violence such as hurting children by belittling, insulting and threatening them to obey all orders given by their parents.

The above phenomena indicate low self-esteem in adolescents who have experienced child abuse in Sorong City. Low self-esteem can be influenced by emotional intelligence. This is in accordance with the opinion put forward by Goleman (1995) who stated that having high emotional intelligence contributes to the development of positive self-esteem, so that adolescents with high levels of emotional intelligence generally have positive self-perceptions, are able to manage negative emotions, and maintain healthy social relationships. This ability helps increase self-esteem because they feel competent in facing emotional challenges and get rewards from constructive social interactions. In line with this, Guasp, et al. (2020) in their research stated that emotional intelligence generally predicts self-esteem in adolescents, in other words, emotional intelligence can determine the high and low self-esteem in these adolescents.

Emotional intelligence refers to the ability to recognize, understand, manage, and use emotions effectively in oneself and in relationships with others Mayer, et al. (1999). This is in line with Meyer (2008) further explained that when an adolescent has low emotional intelligence, the adolescent will have difficulty in recognizing, understanding, and managing emotions, and it becomes difficult to interact healthily and overcome conflict or stress. This has a negative impact on their self-esteem, which tends to be low because they feel less capable and not confident in situations that affect their self-esteem. Conversely, when adolescents with high emotional intelligence have good abilities in recognizing, understanding, managing, and expressing emotions well. They also have high emotional sensitivity to themselves and others, are able to regulate negative emotions, and have strong interpersonal skills. This has a positive impact on their self-esteem, because the adolescent feels more confident, skilled in dealing with stress and emotional challenges, and has good abilities in building and maintaining positive social relationships, so that they feel able to overcome various situations and are valued in social interactions.

The relationship between emotional intelligence and self-esteem in adolescents has been discussed by previous researchers. Research conducted by Extremera and Fernandez (2005) showed a positive relationship between emotional intelligence and self-esteem in adolescents. The results showed that adolescents with high emotional intelligence have higher self-esteem. They are better able to recognize and manage their emotions, which contributes to better levels of self-esteem and more positive self-perception. In line with this research, Dong, et al. (2008) in their study using 328 undergraduate students from a university in Northern California showed that emotional intelligence has a positive correlation with self-esteem with a value of $r = 0.50$ and $p < 0.01$. In the following years, Deniz, et al. (2018) conducted research on college students and found that emotional intelligence is positively related to self-esteem. This study shows that students who have higher levels of emotional intelligence tend to have higher self-esteem as well.

Based on the description above, it is known that there are previous studies that discuss self-esteem and emotional intelligence, but researchers are interested in reviewing self-esteem and emotional intelligence, especially in adolescents who have experienced child abuse because the context of the research that the researcher conducted is different from previous studies that have been conducted, where in this study there are special conditions, namely adolescents who have experienced child abuse in Sorong City which, based on the latest data and news, is currently the focus of Komnas HAM due to the increasing cases of violence against children and women there. This study aims to determine the relationship between self-esteem and emotional intelligence in adolescents who have experienced child abuse.

2. Method

Research Design

This study uses a quantitative research type with a correlational design, to determine the relationship between emotional intelligence and self-esteem in adolescents who have experienced child abuse in Sorong City.

Research Variables

Variable X (independent variable) : Emotional intelligence

Variable Y (dependent variable) : Self esteem

Operational Definition

Emotional intelligence

Emotional intelligence or EQ is the ability to understand one's own emotions and feelings and those of others, to differentiate between them, and to use this information as a guide for thinking and behavior (Mayer & Salovey, 1999). Emotional intelligence in this study was measured using the Wong & Law Emotional Intelligence Scale (WLES) based on four aspects, namely self-emotional assessment in the form of the ability to recognize and understand one's own emotions, assessment of other people's emotions such as the ability to recognize and understand emotions in others, the ability to manage and regulate one's own emotions, the usefulness of emotions, and the ability to use emotions as a source of valuable information and to motivate appropriate actions (Mayer & Salovey, 1999). The higher the score of adolescent emotional intelligence, the higher the level of emotional intelligence, and vice versa.

Self esteem

Self-esteem is an individual's subjective evaluation of themselves, both positively and negatively (Rosenberg, 1965). Self-esteem in this study was measured using The Rosenberg Self Esteem Scale (RSES) based on two aspects, namely Self Competence which is influenced by competence and feelings of having abilities in certain areas, and Self Worthiness which refers to positive attitudes and self-worthiness (Rosenberg, 1965). The higher the adolescent's self-esteem score, the higher the level of self-esteem, and vice versa.

Population, Sample and Sampling Techniques

Based on data from the Child Protection and Empowerment Service of Sorong City, it was recorded that there were 64 teenagers in the age range of 12-21 years in Sorong City who had experienced child abuse. Therefore, in this study, the sampling technique used in this study used a saturated sampling technique, where the entire population was included in the study.

Measuring instrument

Data collection will be carried out through the process of distributing questionnaires or surveys using two scales to measure emotional intelligence and self-esteem in adolescents who have experienced child abuse.

Emotional Intelligence Scale

The scale used to measure emotional intelligence is a scale developed by Wong and Law (in Fernando & Fajrianti, 2019) based on aspects proposed by Mayer and Salovey (1999). This scale consists of 16 items with a reliability coefficient value of 0.883. This scale is compiled using a favorable statement type with 4 alternative answers from the Likert Scale, namely, Strongly Agree (SS), Agree (S), Disagree (TS), Strongly Disagree (STS). The higher the score

obtained by the participant, the higher the emotional intelligence they have. Conversely, the lower the score obtained by the participant, the lower their emotional intelligence.

Table 1.
Scores for Answer Variations

Response	Score
Strongly agree	4
Agree	3
Don't agree	2
Strongly Disagree	1

Table 2.
Distribution of emotional intelligence scale

No	Aspect	Favorable	Number of items
1	Self - Emotional Assessment	1, 2, 3, 4	4
2	Evaluating Others ' Motions	5, 6, 7, 8	4
3	Emotion Settings	9, 10 , 11, 12	4
4	Uses of Emotions	13, 14 , 15, 16	4
	Total	16	16

Self esteem scale

The scale used to measure the self-esteem of adolescents who have experienced child abuse is a scale developed by Risnawati, et al. (2021) based on aspects proposed by Rosenberg (1965). This scale consists of 10 items with a reliability coefficient value of 0.765. This scale is compiled using favorable and unfavorable statement types with 4 alternative answers from the Likert Scale, namely, Strongly Agree (SS), Agree (S), Disagree (TS, Strongly Disagree (STS). The higher the score obtained by the participant, the higher the self-esteem they have. Conversely, the lower the score obtained by the participant, the lower their self-esteem.

Table 3.
Scores for Answer Variations

Response	Item	
	Favorable	Unfavorable
Strongly Agree (SS)	4	1
I agree (S)	3	2
Disagree (TS)	2	3
Strongly Disagree (STS)	1	4

Table 4.
Distribution of self-esteem scale

No	Aspect	Favorable	Unfavorable	Number of Items
1	Self Competence	1, 2, 3, 4	6,	5
2	Self-worthiness	5	7, 8, 9, 10	5

Measuring Instrument Testing Emotional Intelligence Scale

The results of the emotional intelligence scale item selection test were carried out in 1 round. In the first round, out of 16 items, all items passed. The total range of correlation items

moved between 0.304-0.631 and the Cronbach's Alpha value was 0.839 which was classified as very reliable.

Self Esteem Scale

The results of the self-esteem scale item selection test were carried out in 1 round. In the first round, out of 10 items, all items passed. The total range of correlation items moved between 0.303-0.652 and the Cronbach's Alpha value was 0.801 which was classified as very reliable.

Data Analysis Methods

This study uses a statistical correlation method in the data analysis process, which aims to test the relationship between two variables. The data analysis technique used in this study is Pearson Correlation to find a relationship between emotional intelligence and self-esteem in adolescents who have experienced child abuse in Sorong City. Before testing the hypothesis, a normality assumption test was first carried out using the One Sample Kolmogorov-Smirnov Test, and a linearity test using the Test of Linierity. Data calculations will be assisted using the IBM SPSS (Statistical Packages for Social Science) version 23.0 for windows program.

3. Results and Discussion

Descriptive Statistics Results

Table 5.

Categorization of Emotional Intelligence

Interval	Category	N	Presentation
$x \geq 56$	Tall	13	20.3%
$44 \leq x < 56$	Currently	43	67.2%
$x < 44$	Low	8	12.5%
Amount		64	100%
Min = 35 ; Max = 64 ; Mean = 50.09 ; SD = 6.192			

Based on the descriptive statistical data of the emotional intelligence variable in Table 5, there are 13 participants who have emotional intelligence scores in the high category with a percentage of 20.3%, 43 participants have emotional intelligence scores in the medium category with a percentage of 67.2%, and 8 participants have emotional intelligence scores in the low category with a percentage of 12.5%. The scores obtained by the participants moved from a minimum score of 35 to a maximum score of 64, with a standard deviation value of 6.192. Based on the average score of 50.09, most participants have an emotional intelligence level in the medium category.

Table 6.

Self Esteem Categorization

Interval	Category	N	Percentage
$x \geq 36$	Tall	1	18.8 %
$27 \leq x < 36$	Currently	2	71.9 %
$x < 27$	Low	4	9.4 %
		6	
		6	
Amount		6	100%
		4	
Min = 18 ; Max = 40 ; Mean = 31.39 ; SD = 4.417			

Based on the descriptive statistical data of the self-esteem variable in Table 6, there are 12 participants who have self-esteem scores in the high category with a percentage of 18.8%, 46 participants have self-esteem scores in the medium category with a percentage of 71.9% and 6 participants have self-esteem scores in the low category with a percentage of 9.4%. The scores obtained by the participants moved from a minimum score of 18 to a maximum score of 40, with a standard deviation value of 4.417. Based on the average score of 31.39, most participants have a level of self-esteem in the medium category.

Assumption Test Results

Normality Test

The normality test in this study was carried out by looking at the results of the Kolmogorov-Smirnov test.

Table 7.

One-Sample Kolmogorov-Smirnov Test

		To Emotional Intelligence	Self Esteem
N		64	64
Normal Parameters ^a	Mean	50.09	31.39
	Std. Deviation	6,192	4,417
	Most Extreme Differences		
	Absolute	0, 071	0, 095
	Positive	0, 051	0.055
	Negative	-0, 071	-0, 095
Kolmogorov-Smirnov Z		0, 071	0, 095
Asymp. Sig. (2-tailed)		0, 200 ^{c,d}	0, 200 ^{c,d}

Based on the results of the tests that have been carried out, the emotional intelligence variable has a KSZ value of 0.071 with a probability (p) or significance of 0.200 ($p > 0.05$), so the loneliness variable is normally distributed. The self-esteem variable has a KSZ value of 0.095 with a probability (p) or significance of 0.200, which shows that the self-esteem variable is also normally distributed.

Linearity Test

The linearity test is carried out to determine whether the independent variables and dependent variables being tested have a significant linear relationship or not.

Table 8.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Self Esteem * Emotional Intelligence	Between Groups	(Combined)	1156,803	24	48,200	25,953	0, 000
		Linearity	1 107,614	1	1107,614	596,388	0, 000
		Deviation from Linearity	49,190	23	2,139	1,152	0, 341
	Within Groups		72,431	39	1,857		
Total			1229,234	63			

From the results of the linearity test, the F difference value was obtained as 1.152 with sig = 0.341 ($p > 0.05$) which shows that the relationship between emotional intelligence and self-esteem of adolescents who have experienced child abuse in Sorong City is linear.

Hypothesis Test Results

Table 9.
Correlation Karl Pearson

		Lonely	Psychologica l Well-being
Emotional Intelligence	<i>Pearson Correlation</i>	1	0.949 **
	<i>Sig. (1-tailed)</i>		0.0 00
	<i>N</i>	64	64
<i>Self Esteem</i>	<i>Pearson Correlation</i>	0.949 **	1
	<i>Sig. (1-tailed)</i>	0.0 00	
	<i>N</i>	64	64

Based on the results of the correlation test calculation, the Pearson correlation value was obtained at 0.949 with sig. = 0.000 ($p < 0.01$). These results indicate that there is a positive relationship between the emotional intelligence variable and the self-esteem variable in adolescents who have experienced child abuse in Sorong City. The emotional intelligence variable contributes 90% to the self-esteem variable (r^2).

Discussion

The results of the study indicate that the hypothesis in this study is accepted where emotional intelligence has a positive relationship with self-esteem. The results of the hypothesis test show a Pearson correlation value between emotional intelligence and self-esteem of 0.949 with a significance level of 0.000 ($p < 0.01$). This means that the higher the emotional intelligence, the higher the self-esteem, and vice versa, the higher the self-esteem, the higher the emotional intelligence of adolescents who have experienced child abuse.

This result is in line with the findings of Peng, et al. (2019) in their research results which stated that emotional intelligence has a positive relationship with self-esteem, where high emotional intelligence plays an important role in forming positive self-esteem. The relationship between these two variables is also explained by Mayer and Salovey (1999) that emotional intelligence affects self-esteem by helping individuals understand and manage their own emotions.

Based on the results of descriptive analysis, it is known that the self-esteem of adolescents who have experienced child abuse in Sorong City is in the moderate category with a percentage of 71.9%, the results of descriptive statistics that place self-esteem in the moderate category indicate that these adolescents have a balanced self-view. They have positive beliefs about their abilities and self-worth, but not excessively. Research by Baumeister, Smart, and Boden (1996) shows that balanced self-esteem can act as a protective factor against stress and mental disorders, individuals with self-esteem in the moderate category have the ability to face challenges without feeling too inferior or too confident.

One of the factors that can influence self-esteem is emotional intelligence. Self-esteem of adolescents in Sorong City who have experienced child abuse in this study is influenced by

emotional intelligence. Based on the results of descriptive statistics, the emotional intelligence of adolescents who have experienced child abuse in Sorong City is also in the moderate category. The moderate category of emotional intelligence describes the balance in managing emotions. Research by Salovey and Mayer (1990) states that individuals with moderate emotional intelligence can adapt well in social environments and have the ability to understand their own emotions and those of others.

In addition, the research results also show that the emotional intelligence variable provides an effective contribution to self-esteem of 90%, this means that emotional intelligence is a very important variable in its influence on the self-esteem variable.

Although in this study the effective contribution given by the emotional intelligence variable to self-esteem is classified as very large, the participants in this study were only focused on adolescents in Sorong City who had experienced child abuse, so the generalization of the results of this study requires additional consideration related to contextual variations and different participant characteristics.

4. Conclusion

The conclusion of this study is that there is a negative relationship between emotional intelligence and self-esteem in adolescents who have experienced child abuse in Sorong City. Emotional intelligence and self-esteem in adolescents who have experienced child abuse in Sorong City are in the moderate category. Emotional intelligence provides an effective contribution of 90% to the self-esteem of adolescents who have experienced child abuse in Sorong City. This indicates that emotional intelligence is the main and important factor related to the level of self-esteem of adolescents who have experienced child abuse in Sorong City .

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