# OPTIMISM IN ORPHANAGE CHILDREN REVIEWED FROM SELF-ACCEPTANCE AND SELF-ESTEEM

**Dina Sabila**

Faculty of Psychology and Socio-Cultural Sciences, Universitas Islam Indonesia
Email: 17320169@students.uii.ac.id

**Fuad Nashori**[*]

Faculty of Psychology and Socio-Cultural Sciences, Universitas Islam Indonesia
Email: fuadnashori@uii.ac.id

## Abstract

*Children in orphanages have different lives than children in general. Living in an orphanage certainly provides challenges for them. Despite the limitations of living in an orphanage, they are also required to continue to have dreams and aspirations for their future. This study examines the association between self-acceptance and self-esteem and their impact on optimism among orphanage children. The hypothesis posits a positive correlation between self-esteem, self-acceptance, and optimism in this particular context. The study employs three validated scales: the optimism scale developed by Scheier et al., the self-acceptance scale proposed by Berger, and the self-esteem scale devised by Rosenberg. Based on purposive sampling, the research participants were 254 children aged 12-18 living in orphanages located in Central Java. The findings reveal a significant positive correlation between self-acceptance, self-esteem, and optimism among the children in the orphanage setting, underscoring that elevated levels of self-esteem and self-acceptance among orphaned children correspond to heightened levels of optimism they possess.*

**Keywords**: *Optimism, Self-Acceptance, Self-Esteem, Orphanage, Orphanage Children*

## Abstrak

*Anak-anak di Panti Asuhan memiliki kehidupan yang berbeda dengan anak pada umumnya. Hidup di Panti Asushan tentunya memberikan tantangan bagi mereka. Terlepas dari keterbatasan hidup di Panti Asuhan, mereka juga dituntut untuk tetap memiliki mimpi dan cita-cita untuk masa depan mereka. Penelitian ini bertujuan untuk mengetahui hubungan antara penerimaan diri dan harga diri dengan optimisme pada anak-anak di panti asuhan. Hipotesis dalam penelitian ada hubungan positif antara harga diri dan penerimaan diri dengan optimisme pada anak-anak di panti asuhan. Penelitian ini menggunakan tiga skala, yaitu skala optimisme dari Scheier dkk., skala penerimaan diri dari Berger, dan skala harga diri dari Rosenberg. Subjek penelitian ini adalah 254 anak-anak yang tinggal di panti asuhan di Jawa Tengah yang berumur 12-18 tahun. Mereka dijadikan subjek berdasarkan purposive sampling. Hasil penelitian menunjukkan adanya hubungan positif antara penerimaan diri dan harga diri dengan optimisme pada anak-anak di panti asuhan. Dengan demikian hipotesis diterima yang artinya semakin tinggi harga diri dan penerimaan diri pada anak-anak di panti asuhan maka semakin tinggi juga tingkat optimisme yang mereka miliki.*

**Kata Kunci**: *Optimisme, Penerimaan Diri, Harga Diri, Panti Asuhan, Anak Panti Asuhan*

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[*] *Corresponding Author*

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## INTRODUCTION

An orphanage is a non-profit social institution that accommodates, educates, and maintains orphans and abandoned children (Karyadiputra et al., 2019). People expect orphanages to educate and care for children so that they grow up to be independent individuals and that their physical, emotional, cognitive, social, and spiritual development is optimal.

In reality, several problems occur with children living in orphanages. In orphanages, children are raised by the people who are not related. It is common for them to feel the thirst for affection from their parents. This condition differs from other children their age who live with the love of their parents. Life in an orphanage is also more challenging than one might think. There are ups and downs in it. These children must be able to live with all the limitations they have. In orphanages, children must be willing to share with other orphanage children. They must be willing to sleep side by side, eat with whatever menu is, and be able to take care of their interests because the staff or administrators of the orphanage will not be able to meet all the needs of the orphans in it.

Despite being in a different life from other children living with their parents, orphanage children are entitled to dreams. Society expects children in orphanages to still have high aspirations for their future. The ideals they have are expected to be able to make children more enthusiastic about living their lives. To realize wishes or aspirations takes hard work and surrendering to Allah SWT. Therefore, optimism is needed to encourage them to pursue what they want (Mazaya, 2011). Optimism is a form of optimistic belief that a person can achieve success and happiness in the future (De Meza & Dawson, 2021). Optimism is essential because, with this attitude, orphaned children will be more subjectively prosperous (Gunawan, 2020; Hidayat & Suprihatin, 2021). With optimism, it is also easier for anti-orphanage children to process their disbelief into solid beliefs. In addition, optimism is also needed so that children are not easily stressed thinking about the future they will live in later. Optimistic people tend to think of positive things that will happen in their lives later.

Several factors influence optimism, namely internal and external factors. According to Seligman (1991), the factors influencing future optimism are self-confidence, self-esteem, accumulated successful experiences, and social support. Self-esteem is a positive belief and feeling about oneself that influences behavior (Michinton, 1993). Aspects of self-esteem consist of self-competence and self-liking. Self-competence relates to a person's judgment about themselves, indicating that they have sufficient potential and ability to be reliable. They become confident in their abilities. The self-like aspect relates to feeling valuable among others because they evaluate themselves positively; that is, they are good people, not wrong people.

Various research results show that self-esteem affects optimism. High self-esteem makes depressed patients optimistic about their future (Yavari et al., 2023). Research results show that optimal self-esteem affects the future of public high school students (Sidabalok et al.,

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2019), vocational high school students (Wahyudin et al., 2021), pesantren-based vocational high school students (Naimah & Khoiruddin), college graduates (Putri & Frieda, 2015), master's students (Safarina et al. (2019).

In addition to self-esteem, another factor that influences individual optimism, in this case, for orphanage children, is self-acceptance. Self-acceptance, according to Sheerer (Cronbach, 1963), is an attitude to accept everything that exists in oneself, including one's strengths and weaknesses. The aspects of self-acceptance, according to Sheerer, consist of belief in one's ability to face life's challenges, putting oneself equal to others, not seeing oneself as superior or otherwise abnormal, not expecting others to ostracize one, not being shy or all-round afraid of being criticized by others, being willing to take responsibility for what one does, having standards in one's lifestyle and not following the crowd, accepting praise or reproach objectively, and not persecuting oneself. According to various studies, optimism is influenced by the conditions that exist in the individual, namely through self-acceptance. Research results show that self-acceptance influences optimism in orphanage children (Wini, Marpaung, & Sarinah, 2020; Aidina, Haiyun, & Arum, 2013). According to Utami and Inastasya (2018), someone who can accept themselves well has a lower tendency to experience anxiety and fear about the future they face, both personally and professionally. Research by Fatinah et al (2024) shows that high self-acceptance makes individuals able to adapt.

Both self-esteem and self-acceptance are factors that influence a person's optimism. In orphanage children, building optimism is one of the challenges that determine how they can live their lives in the future and become the next generation of a brilliant nation. So far, research on orphanage children links self-esteem and optimism. However, as far as can be traced, no one has examined the relationship between self-acceptance and optimism in orphanage children. Therefore, this study aims to find out the joint effect of self-acceptance and self-esteem of children living in orphanages on their optimism. The hypothesis proposed is that there is a relationship between self-esteem and self-acceptance with optimism in orphanage children.

## METHOD
### Respondents

The study used a purposive sampling method of children living in orphanages with a vulnerable age of 12-18 years or the equivalent of children in grade 5 or 6 of elementary school to adolescents in high school in Central Java. These criteria refer to the developmental tasks of adolescence, according to Hurlock (1993), who describes that these ages are crucial times when a person should be able to transition from a child to an adult. Thus, knowing how these three variables relate is essential to fulfilling their developmental tasks.

Based on the data in the following table, there are 254 respondents in this study:

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Table 1
Description of Research Respondents
Based on Gender (N=254)

|  | Frequency | Percent |
|---|---|---|
| **Male** | 125 | 49.2 |
| **Female** | 129 | 50.8 |
| **Total** | 254 | 100.0 |

Based on Table 1 above, the distribution of data based on gender in this study shows a slight difference between male and female respondents. The number of males is 49.2% or 125 people, while females are 50.8% or 129.

## Data Collection

This research uses a quantitative approach. The data collection technique used three scales, namely the optimism scale, self-esteem scale, and self-acceptance scale. Researchers prepared three scales using Google Forms, which all respondents filled out. The following is the scale used by researchers:

First, Researchers used an optimism scale compiled by Scheier, Carver, and Bridges (1994) and modified by Wahid, Larasasti, Ayuni, and Nashori (2018). There are five aspects of optimism measured on this scale, namely having good self-esteem and internal attitudes, having protective factors when facing difficulties in life that attack the individual's body, having reasonable coping strategies/stress control, being easy to seek social support, and being accessible to suppress emotions. This scale consists of 10 question items with positive, negative, and distracting aspects. Researchers retested the scale on research

participants with an alpha coefficient of 0.772.

Second, The self-acceptance scale is a measuring instrument used to reveal individual self-acceptance. Berger created this scale based on the theory proposed by Sheerer (Denmark, 1973), and it has been translated into Indonesian by researchers involving linguists and psychologists. Aspects of self-acceptance measured on this scale include (1) attitudes and behavior based on one's values and standards rather than based on pressure from outside oneself, (2) having confidence in one's abilities in facing life, (3) having the courage to take responsibility take responsibility for his behavior, (4) accept praise and criticism objectively, (5) do not try to deny feelings, (6) consider himself worthy and equal to others, (7) do not expect others to reject or exclude him, (8) does not consider himself to be different from other people or his reactions are abnormal, (9) is not shy or has low self-esteem. The questions or items in the self-acceptance scale consist of 8 favorable and 28 unfavorable items. The researchers retested the scale on research subjects with an alpha coefficient of 0.846.

Third, a measurement tool often used to measure self-esteem explicitly is the Self-esteem scale proposed by Rosenberg (1965). The self-esteem scale designed by Rosenberg has been translated into Bahasa Indonesia by researchers involving linguists and psychologists. The self-esteem scale (Rosenberg scale) consists of 10 statements about self. There are two aspects that this measuring tool measures, namely self-competence and self-liking.

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The researchers retested the scale used on research participants with an alpha coefficient of 0.681.

## Data Analysis

We used statistical methods to analyze the data. Researchers used Statistical Program for School Science (SPSS) software version 25.0 to support this research. The data analysis used a normality test, linearity test, and hypothesis testing. The hypothesis test used multiple regression to determine whether a relationship between two independent variables in the study correlated with one dependent variable.

## RESULT

### Descriptive Results of the Research Data

Researchers described the data to determine the minimum, maximum, average, and standard deviation of Self-Acceptance, Self-Esteem, and Optimism. Based on Table 2, we describe the research data to determine the categorization based on the scores on the research data. The purpose of categorization is to see the scores on each respondent's variable.

Table 2
Research Data Description (N=254)

| | Self-Acceptance | Self-Esteem | Optimism |
|---|---|---|---|
| N | 254 | 254 | 254 |
| Range | 115.00 | 37.00 | 38.00 |
| Minimum | 59.00 | 12.00 | 10.00 |
| Maximum | 174.00 | 49.00 | 48.00 |
| Mean | 116.6457 | 29.7205 | 27.2126 |
| Std. Deviation | 20.00535 | 7.03609 | 7.48451 |

Based on the categorization norm formula in the table, we grouped 254 research respondents into five categories. The following is the calculation of the Mean and Standard Deviation for the Self-Acceptance item (X1):

$X_1$ min : 59
$X_1$ max : 174
Range: Xmax-Xmin
: 174-59 = 115
Mean : (Xmax +Xmin)/2
: (174+59)/2 = 116,5
SD : Range/6
: 115/6 = 19,17
1,5SD = 28,76
0,5SD = 9,59

Table 3
Self-Acceptance Categorization $(X_1)$

| | Frequency | Percent |
|---|---|---|
| Very Low | 19 | 7.5 |
| Low | 56 | 22.0 |
| Medium | 82 | 32.3 |
| High | 86 | 33.9 |
| Very High | 11 | 4.3 |
| Total | 254 | 100.0 |

Based on the results of Table 3, the Self-Acceptance of orphanage children is mainly included in the "High" category, which is 33.9% (86 children), the "Medium" category is 32.3%
Alternatively, for 82 children, the "Low" category is 22.05% or 56 children, the "Very Low" category is 7.48% or 19 children, and the "Very High" category is 4.33% or 11 children.

Table 4
Self-Esteem Categorisation $(X_2)$

| | Frequency | Percent |
|---|---|---|
| Very Low | 22 | 8.7 |
| Low | 65 | 25.6 |
| Medium | 118 | 46.5 |

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| | | |
|---|---|---|
| High | 19 | 7.5 |
| Very High | 30 | 11.8 |
| Total | 254 | 100.0 |

Based on the results of Table 4, self-esteem is primarily included in the "Medium" category of 46.5% or 118 children, the "Low" category of 25.6% or 65 children, the "Very High" category of 11.8% or 30 children, the "Very Low" category of 8.7% or 22 children, and the "High" category of 7.5% or 19 people.

Table 5
Optimism Categorisation (Y)

| | Frequency | Percent |
|---|---|---|
| Very Low | 35 | 13.8 |
| Low | 72 | 28.3 |
| Medium | 92 | 36.2 |
| High | 31 | 12.2 |
| Very High | 24 | 9.4 |
| Total | 254 | 100.0 |

Based on the results of Table 5, optimism is mainly included in the "Moderate" category of 36.22% or 92 children, the "Low" category of 28.35% or 72 children, the "Very Low" category of 13.78% or 35 children, the "High" category of 12.20% or 31 children, and the "Very High" category of 9.45% or 24 people.

**Assumption Testing Results**

The assumption test consists of the Normality, Linearity, Multicollinearity, and Heteroscedasticity Test. The regression model consists of assumption requirements that must be met to be processed into Multiple Regression

Analysis (Ghozali, 2018). The reason for using Multiple Regression Analysis is that researchers use two independent variables, namely Self-Acceptance (X1) and Self-Esteem (X2), on one dependent variable, Optimism (Y).

First: Normality Test. The Kolmogorov-Smirnov Normality Test determines whether the data is typically distributed. This test uses SPSS (Statistical Product and Service Solutions) software version 28.0. With the One-Sample Kolmogorov-Smirnov Test method. The basis for decision-making is if the probabilistic significance value> 0.05 or 5%, then it can be normally distributed, and if, on the contrary, the data is not normally distributed.
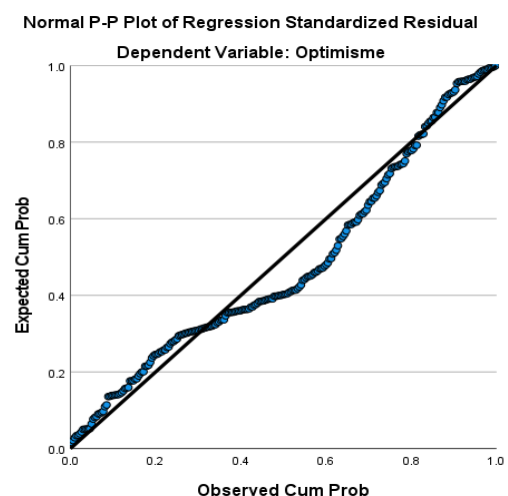


Figure 1. Normality Test SS Plot

Based on the graph above, the data set follows the diagonal line, so it can be concluded that the data is usually distributed.

Second: Linearity Test. The Linearity Test in this study is used to determine the effect of the independent variable with the dependent variable linear or not. The results of the F test calculation of self-

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acceptance data with optimism show the price of Fcount = 1.755 with a significant value of 0.001 <0.05. It can be interpreted that the Fcount has a significant value above 5%, so the data is declared non-linear. Then, the results of the F test calculation of self-acceptance data with optimism obtained the price of Fcount = 1.230 with a significance value of 0.193> 0.05. It can be interpreted that the price of Fcount has a significant value above 5%, so the data is declared linear.

Third: Multicollinearity Test. The multicollinearity test tests whether the regression found a correlation between the independent variables. A good regression model does not experience multicollinearity symptoms between independent variables. It can be seen in each variable's Tolerance and Variance Inflation Factor (VIF) values to determine the presence of multicollinearity symptoms. The basis for decision-making is if VIF ≥ 10, Tolerance < 0.1, then multicollinearity occurs. If VIF < 10, Tolerance> 0.1, there is no multicollinearity. The Multicollinearity Test results show that the results of the Multicollinearity Test above the VIF value of the Self-Acceptance (X1) and Self-Esteem (X2) variables is 1.094 < 10 and the Tolerance value is 0.914 > 0.1. Thus, it can be concluded that the data does not occur in multicollinearity.

Fourth: Heteroscedasticity Test. The Heteroscedasticity Test aims to test whether there is an inequality of variance from the residuals of one observation to another in the regression model. If the residual variance from one observation to the next is constant, it is called homoscedasticity, and if it is different, it is

called heteroscedasticity. The results of the heteroscedasticity test using the scatter plot graph can be seen in the image below:
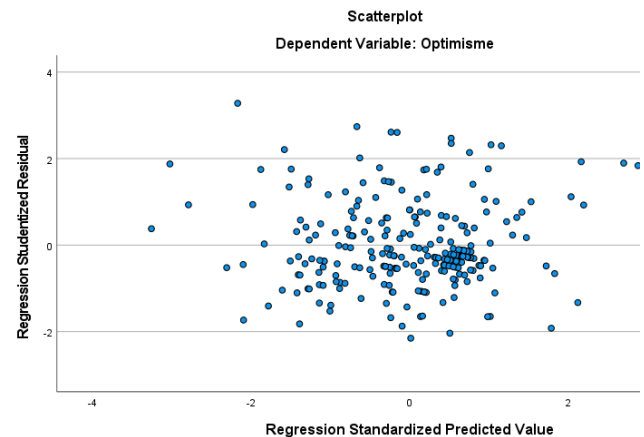


Figure 2. Heteroscedasticity Test Scatter Plot

Based on the Scatterplot output above, it is known that the data points spread above and below or around the number 0. Then, the points do not collect above or below. Furthermore, the distribution of data points does not form a wave pattern, widening then narrowing, then widening again, and the last is the distribution of data points is not patterned. Thus, the research data does not experience symptoms of heteroscedasticity, so the conditions are excellent and ideal for the Regression Testing.

### Hypothesis Testing Results

Hypothesis testing proves whether the researchers' hypothesis is accepted or rejected. Hypothesis testing uses multiple regression techniques because the analysis measures the influence of more than one independent variable on the dependent variable. The hypothesis proposed in this study is that there is a positive relationship between self-

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acceptance and self-esteem with optimism in children in orphanages.

Table 6
Coefficient of Determination Testing (N=254)

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|
| ,446ᵃ | ,199 | ,188 | 3,84071 |
| **Predictors: (Constant), Self-Acceptance, Self-Esteem** | | | |

Based on the results of Table 6, the summary model obtained a correlation strength value of 0.446, which means moderate, and a coefficient of determination (R square) of 0.199, which means that self-acceptance and self-esteem affect optimism by 19.9%. The remaining 80.1% optimism is influenced by other independent variables, not in this study.

Table 7
Regression Testing (N=254)

| | Sum of Squares | df | F | Sig. |
|---|---|---|---|---|
| **Regres-sion** | 550,286 | 2 | 18,652 | ,000 |

The sig value is obtained based on the ANOVA results was 0.000, meaning that, in general, the model used is good enough to predict the outcome variable. Therefore, based on the results of multiple regression tests, it can be concluded that Ha is accepted or that self-acceptance and self-esteem affect optimism together.

Table 8
Minor Hypothesis Test (N=254)

| Model | Standardized Coefficient | t | Sig. |
|---|---|---|---|
| | Beta | | |
| Constant | | 4.077 | <,001 |
| Self-Acceptance | .240 | 3.838 | <,001 |
| Self-Esteem | .156 | 2.502 | .013 |

Dependent Variable: Optimism

Based on Table 8, we can interpret it as follows. First, the first hypothesis made by the researchers is that there is a positive relationship between self-acceptance and optimism. This hypothesis can be accepted by the processed data results shown by the calculated t value of 3.838, more significant than the t table 0.67687, and the significance value <0.05, namely 0.001. Second the second hypothesis made by researchers is that there is a positive relationship between self-esteem and optimism. This hypothesis can be accepted by the processed data results shown by the calculated t value of 2.502, which is greater than the t table 0.67687, and the significance value <0.05, which is 0.013.

The regression equation is as follows:
$$Y = 11.801 + 0{,}090\ X_1 + 0{,}166\ X_2 + e \quad \text{........ (1)}$$
Note:
Y : Optimism
X1 : Self-Acceptance
X2 : Self-Esteem
e : error

Based on equation (1), we can interpret it as follows: First, the constant value of equation (1) is 11,801, which illustrates that self-acceptance and self-esteem have a value of zero, meaning that optimism has a value of 11,801. Second: The coefficient value of self-acceptance is

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0.090 and positive, meaning that every increase in self-acceptance by 1 level will increase optimism by 0.090, assuming other independent variables are zero. Third: The self-esteem coefficient value is 0.166 and positive, meaning that every increase in self-esteem by 1 level will increase optimism by 0.16, assuming the other independent variables are zero.

## DISCUSSION

This study aimed to determine the relationship between self-acceptance and self-esteem with optimism in orphanage children. Based on the results of multiple regression tests, the sig value is 0.000, which can be concluded that Ha is accepted or there is a positive relationship between self-acceptance and self-esteem with optimism in orphanage children. The correlation strength value obtained is 0.446, which means moderate, and the power value of the coefficient of determination (R square) is 0.199, which means that self-acceptance and self-esteem affect optimism by 19.9%. The remaining 80.1% optimism is influenced by other independent variables not in this study.

The results showed that (1) there is a positive correlation between self-acceptance and optimism and (2) there is a correlation between self-esteem and optimism. The explanation of the research results is as follows:

### Self-acceptance (X1) and Optimism (Y)

The hypothesis testing results showed a positive and significant relationship between self-acceptance and optimism of orphanage children. According to Seligman (2018), optimism is an overall view of seeing good things, thinking positively, and quickly giving meaning to the self. Optimism is influenced by self-acceptance. Self-acceptance is the ability to accept everything that already exists in oneself, both the advantages and disadvantages that are owned, so that when unpleasant events come, individuals can think logically about the sound problems that occur without causing hostility, feelings of inferiority, shame, and insecurity.

The results of this study support several previous studies. The results of this study support the results of research by Darsono (2023), Wini, Marpaung, and Sarinah (2020), Wahid, Larasati, Ayuni, and Nashori (2018), Aidina, Nisa, and Sulistyani (2013). The results of this study also support the results of Wini et al. (2020), which shows a positive relationship between self-acceptance and optimism. The study's results on 118 people living in orphanages in Banda Aceh showed that the contribution given by self-acceptance to optimism was 32.2%; other factors influenced the rest.

This study also supports the results of Aidina, Nisa, and Sulistyani's research (2013), which shows a positive relationship between self-acceptance and optimism in orphanage children. Aidina et al. researched 56 children aged 15 to 18 living in orphanages. The contribution given by self-acceptance to the optimism of orphanage children is 39.8%.

Supporting this study, the results of Wahid, Larasati, Ayuni, and Nashori's research (2018) show that gratitude has a positive relationship with optimism in orphanage children. A critical element of gratitude is accepting whatever is in the individual and whatever the individual

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receives. Wahid et al. conducted a study involving 243 orphanage children in Yogyakarta. Sampling was done using a proportional sampling technique. This study's results indicate a significant positive relationship between gratitude and optimism in orphanage children. The contribution of self-acceptance to optimism is 9.1%. The more self-acceptance, the higher the optimism of orphanage children.

Meanwhile, this study's results align with those of previous studies. The research hypothesis reads that there is a positive relationship between self-acceptance and optimism among orphanage children in Central Java. Data were collected by purposive sampling on 254 orphanage children. The contribution of self-acceptance to the optimism of orphanage children is 9%. The higher the self-acceptance, the higher the optimism of orphanage children.

The results of this study indicate that the strength of the contribution of self-acceptance to optimism is relatively weak, with a contribution of only 9%. Even though it is weak, referring to expert opinion (Hjelle & Zeigler, 1992), when individuals have high self-acceptance, they will be more able to direct themselves to think positively in viewing various things in their lives even though these things are not happy. When children in orphanages are directed to think positively about various things, including their lives without parents or parents who are there but unable to love them. Concerning this view, it is essential for the orphanage children who are the subjects of this study to develop self-acceptance.

## Self Esteem (X2) and Optimism (Y)

The results of hypothesis testing that there is a relationship between self-esteem and optimism show that hypothesis 2 is accepted. So, there is a positive and significant relationship between self-esteem and optimism in orphanage children. Self-esteem influences the optimism of orphanage children. The definition of self-esteem, according to Stuart (2014), is that self-esteem is an individual's assessment of the targets achieved by analyzing how far behavior meets his ideal. Self-esteem describes the extent to which the individual assesses himself as capable, meaningful, valuable, and competent. Meanwhile, according to Gilmore (Tirtawinata, 2022), "... *self-esteem is a personal judgment of worthiness that is expressed in the attitude the individual holds toward himself*". This opinion explains that self-esteem is an individual's assessment of honor, expressed through attitudes towards himself.

The results of this study support several previous studies, the results of research the results of research by Pambayun, Susanto, and Pratiwi (2023), Naimah and Khoiruddin (2021), Wahyudin, Dimala, Rohayi (2021), Sidabalok, Marpaung, and Manurung (2019), Putri and Frieda (2015). Naimah and Khoiruddin's research (2021) used quantitative methods with a sample of 50 Vocational High School students. The sample was selected using a random sampling technique. The contribution of self-esteem to optimism is 12.2%. The results showed a positive relationship between self-esteem and optimism in

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students. The higher the level of self-esteem, the higher the student's optimism.

The results of this study support the research of Wahyudin, Dimala, and Rohayi (2021). Their research was conducted using quantitative methods with a sample of 107 Vocational High School students selected using the quota sampling technique. The contribution of self-esteem to optimism is 48.1%. The results showed a positive relationship between self-esteem and optimism in students. The higher the level of self-esteem, the higher the student's optimism.

The results of this study support the research of Sidabalok, Marpaung, and Manurung (2019). Their research used quantitative methods with a sample of 251 high school students in Medan who were selected using disproportionate simple random sampling techniques. The contribution of self-esteem to optimism is 42.5%. The results showed a positive relationship between self-esteem and optimism in students. The higher the level of self-esteem, the higher the student's optimism.

The results of this study also support the results of research by Putri and Frieda (2015), which shows a positive relationship between self-esteem and optimism among college graduates. This study was conducted on college graduates in Semarang. Sample determination was done by incidental sampling. The research was conducted by distributing questionnaires to respondents, who totaled 193 respondents. Data analysis techniques in this study used assumption tests, descriptive analysis, and interferential analysis using the Pearson Product Moment correlation test. The

results showed that the higher the self-esteem, the higher the optimism of college graduates.

The results of this study support previous research. One of them is the research results of Safarina, Munir, and Nur'aini (2019). Their research used quantitative methods with a sample of 75 postgraduate students in Medan who were selected using simple random sampling techniques. The contribution of self-esteem to optimism is 40.9%. The results showed a positive relationship between self-esteem and optimism in graduate students. The higher the level of self-esteem, the higher the optimism of graduate students.

Thus, the theory that self-esteem affects optimism has been empirically proven in various settings, namely orphanage children (this study), public high school students (Sidabalok et al., 2019), vocational high school students (Wahyudin et al., 2021), pesantren-based vocational high school students (Naimah & Khoiruddin), college graduates (Putri & Frieda, 2015), master's students (Safarina et al., 2019).

The process of forming optimism starts with oneself. According to Brissette's research (Murray & Fortinberry, 2004), optimism can be conditioned by oneself and groups of people who support each other. The self that most sustains optimism is good self-esteem. With high self-esteem, individuals, in this case orphanage children, will have optimism. Individuals with high self-esteem believe they are helpful to others, leading to more self-confidence and feeling strong in pain and various challenges, ultimately leading

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orphanage children to be confident about their future.

There are several areas for improvement and obstacles in this research. Among them is the lack of supporting tools or devices the orphanage owns to fill in the Google Form. This lack made the children in the orphanage have to take turns using a makeshift device. As a result, the time to collect data became much longer. In addition, data collection was also carried out during the month of Ramadan. The orphanage also had busy activities that month. As a result, data collection could have been improved because of this.

Researchers could also not go directly to collect data because some orphanages wanted to avoid direct data collection due to vigilance against COVID-19. Orphanages and researchers prefer to collect data online using Google Forms in order to prevent transmission of COVID-19.

## CONCLUSION

Based on the research results, the researchers conclude that there is a positive relationship between self-acceptance and self-esteem with optimism in orphanage children. The results of further research also concluded a positive relationship between self-acceptance and optimism, as well as self-esteem and optimism. The positive correlation from this study can be interpreted as the higher the student's self-acceptance, the higher the level of student optimism, and the higher the student's self-esteem, the higher the student's optimism. This also applies vice versa; if students' self-acceptance is low,

the level of student optimism is lower, and if students' self-esteem is low, the level of student optimism is lower.

There are several suggestions. Firstly, Advice for orphanage managers. Maintaining and increasing the sense of optimism in orphanage children is essential. The results of the study show that optimism develops with self-esteem and self-acceptance. Therefore, it is necessary to initiate programs to increase self-esteem and self-acceptance in orphanage children. The orphanage manager can collaborate with other institutions, such as the government and other parties committed to improving the quality of orphanage children. Second: Suggestions for future research. Future research can add email restrictions for filling out questionnaires so that there is no repeated filling by the same respondent.

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