

**The 6<sup>th</sup> ASEAN Regional Union Psychological Society  
(ARUPS) Congress**  
**“Driving Mental Revolution in the Psychological Century: Enhancing  
Psychological Services for a Better Future”**  
**20 -22 February 2018, Bali-Indonesia**

**Proceeding**



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**Indonesian Psychological Association**

Proceeding of The 6<sup>th</sup> ASEAN Regional Union Psychological Society (ARUPS) Congress 2018

**Driving Mental Revolution in the Psychological Century : Enhancing Psychological Services for a Better Future**

Editor : Andik Matulessy, Tjipto Susana, Mirra Noor Milla, Anrilia E M Ningdyah

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**Dilarang memperbanyak karya tulis ini dalam bentuk dan dengan cara apapun tanpa ijin tertulis dari penerbit.**

## Preface

The ARUPS Congress is a routine activity held every two years. The Congress aims to develop professional cooperation of Psychology regionally, especially among ASEAN countries and, internationally. The Indonesian Psychological Association (HIMPSI) hosted the 6th Congress. The 6th ARUPS Congress was held on 20 - 22 February 2018 at Discovery Kartika Plaza Hotel, Kuta, Bali. Activities in the Congress consist of: workshops; HIMPSI meetings with the International Union of Psychological Science (IUPsyS), the Asia Pacific Psychological Alliance (APPA), Pan African Psychological Union (PAPU); plenary and panel sessions; oral presentations; and, poster presentation.

Meeting between professional organizations of psychology aims to strengthen cooperation these organizations, regionally between ASEAN countries, Asia Pacific, and global region. Additionally, academic forums as part of the meetings aim to disseminate research results to improve the quality of psychological practices in each country. There are over 600 abstracts listed in the presentation list. For the purpose of maintaining quality, the scientific committee conducted paper selection. The result was as follows: 406 papers were selected for oral presentations and 65 papers were for poster presentations. Total number of attendances includes more than 300 people from 20 countries.

Workshops held on 20 February 2018 include:

1. Character Building Through Traditional Games with BERLIAN Method.  
Speaker: Dr. Iswinarti, M.Si. (Indonesian Association of Developmental Psychology/IPPI).
2. A Learning Culture as An Essential Organizational Capital to Face Tough Business Environment.  
Speaker: Prof. Dr. Andreas Budihardjo (Indonesian Association of Industrial and Organization Psychology / APIO).
3. ASD (Autism Spectrum Disorder) Early Identification and Intervention With TEACCH -  
Speaker: Margaretha, S.Psi., P.G.Dip.Psych., M.Sc. (Faculty of Psychology, Airlangga University).
4. Preventing Anxiety and Depression in Young People: Super Skills for Life.  
Speaker: Prof. Cecilia A. Essau (Roehampton University, England).
5. Methods and Procedures for Adapting Assessment Instruments for Psychological Research and Practices.  
Speaker: R. Urip Purwono, PhD. (Faculty of Psychology Universitas Padjadjaran, Indonesia);
6. After A Disaster: An Introduction to Key Concepts to Meet the Psychological Needs of Those Affected.  
Speaker: Associate Prof Clare Yeo and Dr. Tsao I Ting (Singapore);
7. How ASEAN Psychological Community Can Prepare Superior Human Capital for Global Competition: The Role of The Psychological Service of The Indonesian Army in Enhancing Resilience and Cultural Intelligence.  
Speaker: Colonel Drs. Gunawan, DESS (Indonesian Association of Military Psychology/APMI);
8. Rightsizing: Business Organizational Performance Improvement.  
Speaker: Dr. Sumaryono, M. Si. (Indonesian Association of Industrial and Organization Psychology/APIO);
9. Antenatal Resilience and Optimism Workshop: A Preview for Facilitator.

Speaker: Josephine Ratna, M.Psych, Ph.D, Psychologist (Widya Mandala Catholic University and Premier Hospital Surabaya);

10. Cognitive Interview: Technique to Obtain Information from Witnesses and Victims in The Criminal Justice System.

Speaker: Dra. Reni Kusumowardhani, M.Psi (Indonesian Association of Forensic Psychology / APSIFOR).

Keynote speakers gave their thoughts on February 21, 2018 after the opening ceremony, as follows:

1. Professor Nila. F. Moeloek, Minister of Health of the Republic of Indonesia.

Topic: The role of psychologist in community health services in Indonesia.

Nila Djuwita Farid Moeloek is the Minister of Health of the Republic of Indonesia since 27 October 2014. She actively participates as a speaker, resource person or moderator in a wide range of scientific meetings and workshops. She has also authored or co-authored more than 150 scientific papers and five scientific books. Dr. Moeloek also leads a number of high-profile organizations in Indonesia. Foremost among these are her positions as General Chairperson of the Indonesian Dharma Wanita (the largest women's organization in Indonesia whose members are comprised of the women and wives of civil servants throughout Indonesia), General Chairperson of the Indonesian Ophthalmologist Association, General Chairperson of the Indonesian Cancer Foundation, and Chairperson of Medical Research of Faculty of Medicine at the University of Indonesia. Dr Moeloek earned her medical degree in ophthalmology from the Faculty of Medicine at the University of Indonesia. After earning her position as a specialist consultant in ophthalmology in 1998, she devoted herself to pursuing her PhD in ophthalmology, and earned a cumlaude degree in 2003. In 2007, she earned her full professorship at the Faculty of Medicine at the University of Indonesia.

2. Dr. Sathasivian Cooper, President of the International Union of Psychological Science (IUPsyS).

Topic: The role of psychological organization at the local, regional and global levels in responding to human and social problems in psychological century.

Sathasivian Cooper is a clinical psychologist in South Africa. He plays numerous public roles, including Vice President of the International Social Science Council (October 2013-present) and President of the International Union of Psychological Science (July 2012-present). Cooper completed his undergraduate degree in psychology from the University of South Africa and his PhD at Boston University (1989). He received many awards, among others: 'Distinguished Contributions to the Advancement of International Psychology' award (2014) from the American Psychological Association and Violence Prevention Award from Roxbury Comprehensive Community Health Centre.

Plenary panel session features speakers who are experts in their fields from different countries, such as:

1. Doran French, PhD- Purdue University, West Lafayette, United States of America.

Topic: Social and emotional development of children and adolescents in four countries: China, Thailand, Korea and Indonesia.

Dr. French's research focuses on social and emotional development of children and adolescent. He has conducted research on peer relationships, friendships, conflict,

psychopathology, and adjustment (e.g., delinquency, substance use, school drop out). Over the past 17 years, he has been increasingly concerned with understanding how children develop within the context of culture. Much of his research has been in Indonesia, and also China, Thailand, and Korea. His current projects include research involving children in different cultures. He is also interested in studying Islam in Indonesia and exploring how religious involvement is associated with social competence.

2. Associate Professor Claire Thompson (Associate Professor of Clinical Psychology, Central Queensland University, Australia).

Topic: The cultural bases in the training of clinical psychologists in Asia.

Associate Professor Claire Thompson has a Bachelor of Arts (Honours) from the University of Queensland, a Masters in Clinical Psychology from Bond University, and a PhD from the University of New South Wales. She is a registered psychologist with the Australian Health Practitioner Regulation Agency (AHPRA) and the Singapore Register of Psychologists. Dr. Thompson has over 25 years of professional experience in clinical, research and teaching psychology. She has also worked in private practice, mental health service management and professional supervision of psychologists. She has taught psychology at undergraduate and postgraduate levels, at several institutions in Australia and Singapore. Her research interests, publications and conference presentations are in the area of clinical and counselling psychology, particularly mental health and cognition in older age and cultural aspects of Clinical Psychology training programs.

3. Kwartarini Wahyu Yuniarti, Prof., Clinical Psych, M.Med.Sc., Ph.D- Gadjah Mada University.

Topic: Illness perception, self-management and social support in health care in Indonesia. Professor Kwartarini Wahyu Yuniarti is the Director of Center for Indigenous and Cultural Psychology, Faculty of Psychology, Gadjah Mada University, Indonesia. She is also the Director of German Studies Center and the Country Representative of Asian Association for Social Psychology. Professor Kwartarini is on the Board of Asian Association of Health Psychology. Her key research focus is in the area of health psychology. Her research and publications include: Research on Asthma and emotion, comparative studies between those in Indonesia and in Germany; The assertiveness of passive smokers; Hygiene Behavior and Hepatitis A; Explorative Study on Health Anxiety among students in Aceh and Yogyakarta; Translating the Health Belief Model into Contextual Community Intervention A study on proper hygiene practices of mothers of children with diarrhea; Discrepancy between knowledge and behavior among mothers of children with diarrhea; Illness perception, stress, religiosity, depression, social support, and self management of diabetes in Indonesia.

4. Professor Roger Moltzen- Waikato University - New Zealand.

Topic: Creativity and talent development in Asia: Opportunities and challenges.

Professor Moltzen teaches in courses on human development, individual differences and the education of gifted children. His research interests are the psychology and education of gifted individuals. Professor Moltzen area of expertise include intelligence and creativity, talent development across the lifespan, the education of gifted and talented students, special education, teaching, learning and the curriculum and human development.

5. Dr. Cristina Montiel- Ateneo de Manila University.  
Topic: The role of psychology in creating social justice and democratic governance in Asia. Cristina Montiel is a peace/political psychologist and has been teaching at the Ateneo de Manila University for more than 35 years. She chairs the Research Cluster on Peace, Social Justice and Democratic Governance in her university. She is the recipient of the 2016 Outstanding Psychologist from the Psychological Association of the Philippines; and the 2010 Ralph White Lifetime Achievement Award from the American Psychological Association's Division of Peace Psychology. Montiel was managing editor of the Encyclopedia of Peace Psychology (Wiley-Blackwell, 2012), and editor of the volume on Peace Psychology in Asia (Springer, 2009). Her recent journal publications include Discursive construction of political categories and moral fields (Political Psychology, 2015); and Nationalism in local media during international conflict (Journal of Language and Social Psychology, 2014).
  
6. R. Urip Purwono, PhD.  
Psychometrician / Measurement Specialist, Center for Psychometric Studies Faculty of Psychology Universitas Padjadjaran Bandung, Indonesia.  
Topic: Test and the profession: revitalizing psychological testing. Urip Purwono is a senior lecturer and psychometrician at the Faculty of Psychology, Universitas Padjadjaran, Bandung, Indonesia. He received his Ph.D. (psychology) from the University of Massachusetts at Amherst, USA specializing in psychometrics, M.S. (Education) from Indiana University, Bloomington, Indiana, USA, M.Sc. (Psychology) from the University of Massachusetts at Amherst, USA, and Drs. (Clinical) in Psychology from Universitas Padjadjaran, Bandung, Indonesia. He joined Universitas Padjadjaran in 1985, founded and headed the Center of Psychometric Study, Assessment, and Evaluation. His teaching assignments includes undergraduate and graduate level courses in the area of quantitative research methodology, psychological assessment, test theories, and test construction. Urip Purwono is the author of many psychological tests used in Indonesia namely Test of Learning Ability, Comprehensive Cognitive Ability Test, General Cognitive Ability Test, and Multi Factor Personality Inventory. Currently involved in the development of CHC Based Intelligence Test in Indonesia, his research interest includes test theory, test construction, test adaptation, and structural equation modeling.
  
7. Yudi Latif, PhD., Head of the Presidential Work Unit of Pancasila Ideology- Republic of Indonesia.  
Topic: The way Pancasila engaging globalization.

Closing ceremony of the 6<sup>th</sup> ARUPS Congress was marked by Kecak dance performance which symbolizes spirit and optimism for the better future and closing speech from Mr. Urip Purwono, PhD - the newly elected President of ARUPS, focusing on the importance of continuing mutual positive cooperation between ARUPS country members and also with other international psychology organizations.

**Dr. Seger Handoyo, Psikolog**  
**President of HIMPSI**

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## Predicting Faculty Member's Work Engagement In Indonesia: Testing The Role Of Optimism, Perceived Organizational Support And Self Efficacy

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### Abstract

One of the human resources that affect the process of quality development in universities in Indonesia is lecturer. The roles of lecturer one of them is to participate in realizing the goals of national educational to create intellectual life of the nation and able to improve the quality of Indonesian's citizens become better and more civilized. The contribution of lecturers to Indonesian universities will be important, if it is done with effective actions and behave correctly, not only the effort but also the direction of the attempt, the characteristics within the lecturer, the effort or the willingness to work, and also support from universities is very important for the success of lecturers performance, thus every lecturer needs to know with certainty the main responsibility, performance, and can measure itself according to their indicators of success. One possible thing that will improve the performance of the organization is to see how well the lecturer's performance is. Some studies related to work engagement include organizational support and optimism perceptions. This research has purpose to see some psychological construct related to perception of organizational support and optimism have an effect on work engagement by using self- efficacy mediator variable at college lecturer in Surakarta. The sample used in this research was 393 lecturers of Sebelas Maret University Surakarta. Data was analyzed by using Structural Equation Modeling (SEM) using Lisrel 8.70 program. The result of the analysis showed the fit model and there is a significant influence between the perception of organizational support and optimism on the engagement of lecturer with mediated by self- efficacy, with RSMEA value: 0.082, CFI: 0.98., GFI: 0.92., SRMR: 0.045

**Keywords:** Work engagement, perception of organizational support, self efficacy, and optimism

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### Introduction

In accordance with the functions and objectives of education of Indonesia as listed in the Law of National Education System Number 20 of 2003 article 3, suggests that national education functions to develop the ability and form the character and civilization of a dignified nation in order to educate the nation and develop the potential of learners to be faithful to Almighty God, glorious, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible

citizens. In addition to the above mentioned Law on National Education, Law No. 12 of 2012 on higher education Article 4 also explains that higher education functions to develop the ability and form the character and civilization of a dignified nation in order to educate the nation's life, develop an innovative, responsive, creative, skilled, competitive, and cooperative academic community through the implementation of Tridharma; and develop science and technology by observing and applying the humanities value. In line with the above statement, higher education is a necessary form of education in the context of achieving that goal.

One of the human resources that affect the process of quality development of universities in Indonesia is lecturer. Lecturer is one of the most essential components that has a role to participate in realizing the national educational goals in the form of intellectual life of the nation and able to improve the quality of Indonesian's citizens become good and civilized. In accordance with Law Number 14 of 2005 on teachers and lecturers, the Law has been explained about the understanding of lecturers as professional lecturers and scientists with the main task of transforming, developing and disseminating science, technology and the arts through education, research and community service (Chapter 1, article 1, verse 2).

In order for organizational success to be achieved, appropriate effort is needed, in order to maintain the human resources within the organization. One effort that can be done is engagement. Engagement is the compliance of an individual in the organization concerning vision, mission and corporate goals in the work process within the organization. Working engagement within the lecturer is built through the process, it needs a long time and high commitment from leaders also from personal. For that, it takes consistent leadership in mentoring employees and lecturers. In creating work engagements, organizational leaders are expected to have some skills. Some of them are communicating techniques, giving feedback techniques or feedback on what has been done and performance appraisal techniques (McBain, 2007).

Many studies have examined the characteristics of work contexts that address the theme of work engagement. However, some personal characteristics may also affect engagement. For example, when individuals are optimistic about the future, engagement is more likely to occur (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2007). The study examined the roles of three personal resources (self-efficacy, self-esteem based organization, and optimism) in predicting employee engagement. The results showed that employees are very effectively involved, they believe that they can meet the demands faced in a set of contexts. In addition, the workers involved

believe that they will generally get good results in life (optimistic) and can fulfill their needs by participating in an organizational role. Not only that, those three personal resources also make a unique contribution to explain the variants in employee engagement over time, beyond the impact of employment sources and previous levels of engagement (Bakker, Schaufeli, Leiter, & Taris, 2008).

Some of the above studies show varied relationship with employee engagement. Our research will try to look at some theoretical constructs that can be related to work engagement, one of which is psychological capital or commonly called psychological modal. Psychological capital is the positive state of psychology of a person consisting of the characteristics of self-efficacy in the tasks, optimism, hope, and the ability to conceive and when faced with a problem (resilience) (Luthans et al., 2007).

Schaufeli & Bakker (2003) state that work engagement is basically influenced by two things, namely JD-R model (jobdemand-resources model) and psychological capital (psychological modal). The JD-R model covers several aspects such as the physical, social, and organizational environment, salary, career opportunities, supervisor support and co-workers, and performance feedback. As for the psychological capital include self-confidence (self efficacy), optimism, hope and resilience. The research we will do besides looking to see the influence between optimism and the perception of organizational support with work attachment, will also see the extent to which things related to self efficacy mediate the relationship between the two. Self efficacy is thought to mediate for the maximum achievement of psychological capital in obtaining employee engagement. Efficacy is widely known to come from 4 main sources to be submitted that fit with employee engagement. Individuals with high efficacy are usually characterized by their persistence in perseverance, driven by their belief in future success. Low Efficacy appears to predict burnout, the opposite of engagement. Therefore, the higher the self efficacy in a person then it is believed the employee's engagement to the organization will be higher too.

Research conducted by Eisenberger et al (1986) showed that perceptions of organizational support or perceptions of organizational support (POS) can improve the emotional engagement of employees to the organization. In his research, Eisenberger et al (1986) defines POS as a form of employees' belief in the organization, that the organization appreciates the contributions and efforts made by employees and care about their welfare. Employees with socio-emotional needs are met more easily committed to the organization than those who do not.

One of the major theories underlying the reason why we want to do this research is the field theory of Kurt Lewin, which emphasizes human-environmental interaction with the formula  $B = f(E, O)$ . Behavior is a function of the environment and organism. The essence of this theory is the existence of Life Space (LS) which is a constellation of the factors that determine both individual and environment. One's behavior (B) can be described as a function of the Life Space (LS) where LS consists of personal factors (P) and environment (E). In relation with this research, Behavior (B) in this research is engagement, Environment (E) in this research is perception of organizational support, and Organism (O) in this research is self efficacy and optimism.

### **Prior Model Of Work Engagement**

The concept of engagement was popularized by Kahn (1990), which relates this concept to the idea of a psychological presence. By definition, engagement refers to conditions when individuals express themselves physically, cognitively, and emotionally in their roles. Kahn (1990) argues that engagement culminates in a state called the psychological presence, a state in which the inner aspects can be fully expressed. In these circumstances, individuals do not need curb their beliefs, values, thoughts, feelings, trends, and relationships. All of these aspects are realized in behavior at work. Kirkpatrick, (2007) also defines engagement as an involvement to a job consisting of interest, enthusiasm, and employees investment in doing their work. Further Kirkpatrick argues that empirical studies have revealed that engagement is associated with positive behaviors and produces results for both employees and organizations. Schaufeli et al. see attachment in different constructs and it is defined as the fulfillment of positive, work-related circumstances and is accompanied by a thought that is characterized by vigor, dedication, and absorption. (Schaufeli, Salanova, Roma, & Baker, 2002).

Nelson and Simmons, (2003) have defined engagement more completely such as when employees feel positive emotions for their work, think that their work is meaningful, consider their workload to be managed, and have expectations about the future of their work (Attridge 2009 ).

### **The Importance of Perceived Organizational Support**

Perception of organizational support is a concept developed based on the theory of social exchange (social exchange theory). In social exchange theory it is mentioned that work as an exchange between effort and loyalty with perceived benefits (tangible benefits) such as, salary and compensation and social rewards (Gould, 1979; Levinson, 1965; Rhoades & Eisenberger, 2002).

When the individual is treated well by the other side, then the norm of reciprocity in which the individual will respond with good treatment (Gouldner; Eisenberger et al., 2001). This also applies in relationships between employees and organizations. Employees will show effort and loyalty to the organization, if the organization also shows appreciation for the contribution made by employees and care about their welfare.

Eisenberger et al. (1986) defines the perception of organizational support as a growing global belief in employees about the extent to which organizations evaluate contributions and care about their well-being. This belief emerges based on the employee's personification in viewing the treatment provided by the organization as an indication of the extent to which the organization assesses its contribution and cares for the well-being of its employees.

The perception of organizational support plays a role in meeting the socio-emotional needs of the employee and providing assurance to the employee of the need for help. This determines the organization's readiness to reward and compensate for the efforts made by employees for the benefit of the organization. The perception of organizational support is also assessed as a guarantee of the availability of assistance from the organization in times of need.

### **The Mediational Role of Self-Efficacy**

Self efficacy is defined as a person's belief in his ability to exert minds to obtain a special outcome (Luthans and Youssef, 2004). In 1998, Stajkovic and Luthans in Luthans, Youssef and Avolio (2007) gave their opinion on a broader definition of self efficacy than the prior understanding, a belief (confidence) about one's ability to urge the motivation, reason and sequence of actions needed to successfully carrying out specific tasks within a context. According to Maddux (2002), as a belief, self efficacy is declared to be the most important determinant in the selection of behaviors to bind him and how persistent a person faces obstacles and challenges. While Liam, Page and Donohue (2004) describe self efficacy simply as an openness to the challenge and the desire to spend effort in the pursuit of success.

According to Bandura (1977), self efficacy is a belief that one can execute the behaviors necessary to produce a successful outcome. In addition, Saks and Gruman (2011) research states that self efficacy is important to get individuals bound. They found a positive relationship between job fit perceptions, positive emotions and self-efficacy with employees' engagement to new employees. New individuals joining an organization with great self-efficacy will feel safer and psychologically willing to tie themselves into their new roles (Saks and Gruman, 2011).

With regard to self efficacy as a mediator variable, according to Baron and Kenny (1986); (Saks, 2006) there are three conditions that must be met to form mediation. First, the independent variable must be associated with the mediator variable. Second, the mediator must be related to the dependent variable and the third, the significant relationship between the independent variable and the variable will be reduced or no longer significant when controlling the mediator. All three conditions are theoretically fulfilled, so the model offered in this research is to make self efficacy variable as mediator from perception of organizational support and optimism to the engagement of work to lecturer in Indonesia.

### **Optimism as a Psychological Capital**

Optimism is an important part of Psychological Capital consisting of self efficacy, optimism, resilience and hope (Luthans, et al., 2007). Optimism is a positive approach to life (Myers, 2002). Optimism has important implications for both physical and psychological health (Carver and Scheier, 2009). According to the Indonesian dictionary, the definition of optimism is the attitude or outlook of life that sees all things well and expect good results as well. In psychological studies, optimism is expressed as a hopeful expectation in certain situations (Scheier and Carver, 1988; Reivich and Gillham, 2003). In general, optimism is associated with a variety of health conditions. According to Reivich and Gillham (2003), optimistic individuals will tend to experience fewer symptoms of depression and physical symptoms, as well as more effective coping strategies than non-optimistic (pessimistic) individuals.

Seligman (1990) describes optimism and pessimism associated with the tendency of individuals to think about the causes of events that occurred in his life. An optimistic individual will tend to relate the problem to something as temporary, specific and external. While pessimistic individuals will tend to connect the problem they experienced as something permanent, comprehensive and internal. Therefore, optimism is associated with higher rates of motivation, achievement and physical well-being, as well as lower rates of depressive symptoms (Reivich and Gillham, 2003).

### **Hypothesized Model**

#### *Hypothesis 1: Self Efficacy Affects Work Engagement*

The theories put forward by Bandura (1986, 1997 (Luthans et al., 2007) explain that self efficacy can be defined as one's beliefs about his ability to mobilize the motivations, cognitive resources, and actions necessary to successfully perform certain tasks in a particular context.

Individuals with self efficacy have characteristics: 1. have high goals, 2. have the ability to solve challenges, 3. have motivation, 4. invest the effort required to achieve goals and., 5 despite facing obstacles, individuals is persistent. Individuals with high efficacy is assumed to be able to work well and consciously become part of the organization.

*Hypothesis 2: Perceptions of Influential Organizational Support on Work Engagement to Self Efficacy Mediator Variables*

One that is assumed to be related to work attachment is related to the environmental conditions of the organization. Environmental conditions in the organization have a positive contribution in interpreting the lecturer's work engagement. Lecturers will have perceptions as to the extent to which organizations assess their contributions and the extent to which organizations care about their well-being (Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades, 2002). Perceptions of organizational support relate to matters expected by employees, such as rewards from the organization, favorable working environment and support, and support from colleagues and leader (Rhoades & Eisenberger, 2002). Individuals will assess how much support the organization provides to them and in response to it, they will appreciate and help achieve organizational goals (Safari, TamiziFar, & Jannati, 2012). Positive support from elements within the organization, including leader and co-workers, will make the work environment conducive so that employees will be encouraged to work better (Lusdiyanti, 2011).

*Hypothesis 3: Optimism Influences Work Engagement With Self-Efficiency Mediator Variable*

Optimism is one of the variables that can affect the quality of human life. In fact, optimism has a fundamental role in the management of adjustment to the precarious state and the achievement of goals. Through adjustment management of personal goals and development and by using active coping strategies, optimistic individuals are significantly more successful than pessimistic individuals to face undesirable events and when important goals in life have not been achieved (Worsch and Scheier, 2002). In addition, McGee (2006) in the Office of Chief Researcher (2007) emphasizes that good adaptability is one factor that can predict employee engagement.

Social issue research center (2009) also states that optimism plays an important role in human experience as a positive aspect in thinking about the future. Individuals who have optimism will evaluate outcomes within the framework of positive thinking and expect positive results as a result of the effort that the individual has performed, whereas the individual who has no optimism

(pessimism) will evaluate the outcome in a negative frame of mind and expect a neutral or negative result (Tuten and Neidermeyer, 2004).

A similar opinion is also expressed by Scheier, Carver and Bridges (1994) that optimism can make individuals more likely to have positive expectations about their future, whereas individuals who lack optimism (pessimism) will tend to have negative expectations about their future. Michelman (2004) in the Office of Chief Researcher states that one of the stimulus of employee engagement is the setting of employee expectations. An optimistic employee is an employee who has a positive expectation of the future (Carver and Scheier, 2002) so that the employee is more engaged to his or her job and company than an employee with no optimism (pessimism).

In 2003, Carver and Scheier stated that the optimistic individual assumes that the difficulties will be dealt successfully. An optimistic individual assumes that he or she is very talented, because the individual works hard, blessed, lucky, has friends in the right place or a combination of these things, so that individuals can get the desired results (Carver and Scheier, 2003). When faced with unwanted events or failures, the optimistic individual will explain that it is not because of something that is in him, not permanent and limited only to specific circumstances (Hefferon and Boniwell, 2011).

Stein and Book (2001) stated that optimism allows individuals to self talk about themselves so as to increase resilience to face failure or negative events. Optimism makes individuals believe that the obstacles arising in their lives will be handled successfully. While pessimism will make individuals expect failure to face obstacles (Carver and Scheier, 2002). Differences in attitude to face obstacles will affect the way the individual to face stress. Khalatbari's research (2012) found that optimism has a positive correlation with mental health. Individuals who have optimism in facing obstacles will tend to frame their minds with a positive mindset, thereby avoiding stress that can lead to disruption of one's mental health. Supporting these statements, optimism is a variable that provides benefits of physical and psychological well-being and is usually associated with positive psychology (Scheier, et al., 1994).

Broadly, the results of the literature review stated that optimism has a very positive impact on work attitude that is job satisfaction (Rauf, 2010a). Job satisfaction has an emotional, cognitive and behavioral component. Emotional components refer to feelings about work (boredom, anxiety and excitement), cognitive components refer to beliefs about a job (feelings about a job that is

mentally demanding and challenging), while the behavioral component refers to the action of an individual related to work (Ahmed , 2012). In the study conducted by Ahmed, it was found that optimism has a positive relation with job satisfaction. Subsequently on a review of different title, Rauf (2010b) stated that optimism fastens a sense of belonging to work. When the individual has such feelings, then the sense of responsibility towards the achievement of organizational goals will increase, which will ultimately increase productivity.

Schmidt (2004) in the Office of Chief Researcher (2007) states that job satisfaction and commitment encourage employee engagement. Individuals who are satisfied with their work and organization will tend to be more committed than individuals who are dissatisfied with their work and organization. A similar opinion is also expressed by Robinson, et al (2004) that training and development, communication and job satisfaction are decisive factors that can make the individual feel valuable, thus making him more engaged to his company. Individual satisfaction with his work is one of the items used in measurement of engagement by Wellins, et al (2008).

Based on the above elaboration, it can be seen that the optimism makes the individual has active coping, mental health, positive mood, little stress experience and positive thinking. In addition, optimism also makes individuals feel job satisfaction. Through the positive impacts of optimism in the workplace, the individual will have a feeling of joy towards his work and feel a sense of responsibility in the pursuit of organizational goals, which will ultimately increase the level of individual engagement within his organization, and ultimately the individual has an engagement to work in the organization.

## **Method**

### **Participant**

The subject of this research is 393 lecturers working at Sebelas Maret University Surakarta with the criterion has worked at least 1 year as a lecturer at Sebelas Maret University. Faculties used in this research are 10 faculties spread in Sebelas Maret University Surakarta. The sample in this research is the lecturer of the state university in Surakarta which has the following characteristics 1. Lecturer with rank/class of minimal expert assistant, 2. Minimum 2 years working period, 3. Age 30-65 years.

### **Procedure**

The researchers conducted a research-scale tryout by distributing 400 research-scale booklets to 400 lecturers working at Sebelas Maret University Surakarta. After waiting for

approximately 3 months of scale spreading, the researchers got the scale back 375 copies and 20 damaged scales, due to incompleteness in filling, so the total scale back to the researchers that researchers can do the test of differentiation and reliability as much as 355 scale. After the reliability and validity test, the researcher gets the scale to be given to the research subject of 400 lecturers. After dissemination of research scale given to lecturer, from 400 scale back 393 scale can be continued at analysis stage, while 7 pieces of scale can not be analyzed because of incomplete in filling, so that the number of sample that made as subject in this research are 393 lecturers.

### Measures

This study used four research scales, namely the scale of organizational support, the scale of work engagement, the scale of self efficacy, and the scale of optimism. The four scales are the Likert model scale, each scale has the characteristics of four alternative answers that are separated into favorable and unfavorable statements moving from highly unsuitable to very suitable. At the POS scale the item of different power index moves from 0.468 up to 0.799 with cronbach alpha of 0.965. The scale of the working engagement of the item different power index moves from 0.250 to 0.491 with cronbach alpha of 0.768. Self efficacy scale differential power index item from 0.404 to 0.655 with cronbach alpha of 0.899. The scale of optimism, the item different power index moving from 0.348 to 0.625 with cronbach alpha of 0.874. By using confirmatory factor analysis, it is found that the scale items are declared valid and reliable as following table.

Table 1. Confirmatory Factor Analysis of Work Enggement Scale

Indicator	$\lambda$	$t_{\lambda}$	$1-\epsilon$	$t_{1-\epsilon}$	Note
Engagement 1	0,98	0.46	0,04	0.01	Valid, Reliable
Engagement 2	0,62	0.28	0,61	0.12	Valid, Reliable
Engagement 3	0,66	0.35	0,56	0.15	Valid, Reliable

Table 2. Confirmatory Factor Analysis Perception Scale of Organizational Support

Indicator	$\lambda$	$t_{\lambda}$	$1-\epsilon$	$t_{1-\epsilon}$	Note
POS1	0,79	18,61	0,37	12,49	Valid, Reliable
POS2	0,87	21,53	0,24	11,10	Valid, Reliable

POS3	0,93	24,20	0,13	7,62	Valid, Reliable
POS4	0,91	22,92	0,18	9,67	Valid, Reliable

Table. 3 Confirmatory Factor Analysis of Self Efficacy Scale

Indicator	$\lambda$	$t_\lambda$	$1-\epsilon$	$t_{1-\epsilon}$	Note
EFI1	0,83	19,07	0,32	9,70	Valid, Reliable
EFI2	0,87	20,29	0,25	8,02	Valid, Reliable
EFI3	0,85	19,78	0,28	8,76	Valid, Reliable

Table. 4 Confirmatory Factor Analysis of Optimism Scale

Indicator	$\lambda$	$t_\lambda$	$1-\epsilon$	$t_{1-\epsilon}$	Note
OPT1	0,79	17,08	0,38	9,47	Valid, Reliable
OPT2	0,88	19,70	0,22	5,45	Valid, Reliable
OPT3	0,74	19,58	0,45	10,77	Valid, Reliable

From the four Confirmatory Factor Analysis, it is found that to evaluate the manifest (observed) variables that make up the latent variable can be done by testing the structural coefficient generated by t test. Besides, it also used standardize solution. The overall results of the t test and the standardize solution show a valid and reliable item.

### Results

Based on the model test conducted, it shows that the model is fit. Some characteristics of goodness of fit indicate fit can be seen in table fit model test as below.

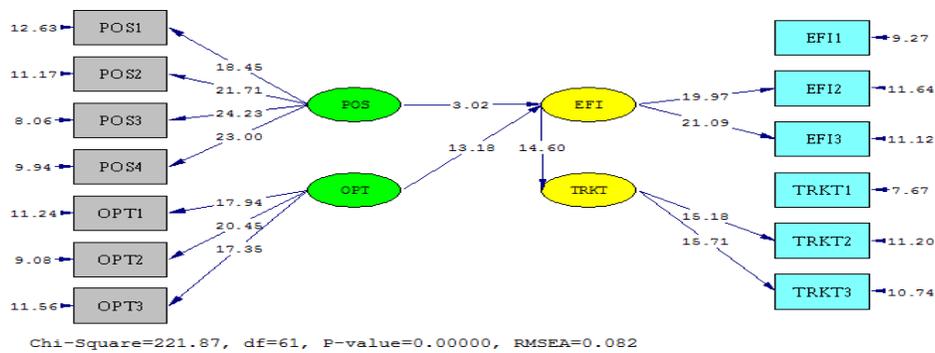
Table.1 Goodness of fit model

Statistic	Value	Criteria of Fit	Note
Chi Square	0,000	$p > 0,05$	Not fit
RMSEA	0,008	$\leq 0,1$	Fit
GFI	0,92	$> 0,9$	Fit
SRMR	0,045	$< 0,05$	Fit
AGFI	0,88	$> 0,9$	Not Fit

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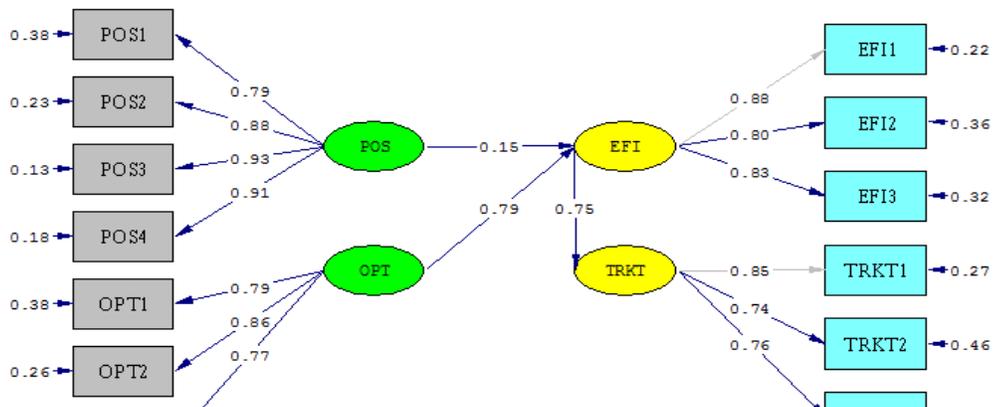
PGFI	0,62	>0.9	Not Fit
NFI	0,98	>0.9	Fit
NNFI	0,98	>0.9	Fit
PNFI	0,76	>0.9	Not Fit
CFI	0,98	>0.9	Fit
IFI	0,98	>0.9	Fit
RFI	0,97	>0.9	Fit

From the results of the above fit model, it can be seen that some fit model criteria have been met, i.e. on RMSEA, GFI, SRMR, NFI, NNFI, CFI, IFI and RFI indicated fit criteria. Test t model can be seen as the following picture.



Picture 1. T Model Test

While standardized solution can be seen in the picture as follows.



Picture 2. Standardized Solution Model

**Hypothesis Results**

1. There is a positive influence between self efficacy and work engagement with t value is 14.60, so that the more self efficacy is, the higher work engagement has the lecturer. Based on the result, hypothesis 1 is accepted
2. There is a positive influence between the perception of organizational support with self efficacy with a t value of 3.02 so that the higher the value of the perception of organizational support is, the higher the self efficacy is. Based on this result, the second hypothesis is accepted
3. There is a positive influence between optimism on self efficacy with t value of 13.08 so that the higher the value of optimism is, the higher the self efficacy is
4. Self efficacy becomes a good mediator variable between the perception of organizational support and optimism with work engagement

Table 1. Categorization of research data

Variable	Categorization				
	Very low	Low	Moderate	High	Very high
Work engagement	0	1	16	217	159
		(0,25%)	(4,07%)	(55,22%)	(40,46%)
POS	1	2	65	210	115
	(0,25%)	(0,51%)	(16,54%)	(53,44%)	(29,26%)
Self Efficacy	0	2	69	203	119
		(0,51%)	(17,56%)	(51,65%)	(20,28%)
Optimism	0	0	25	212	156
			(6,36%)	(53,94%)	(39,70%)

From the research data above, it can be seen that the work engagement has high average categorization value for 217 people (55.22%), high average POS variable for 210 people (53.44%), self efficacy variable high average for 203 people (51.65%), high optimism variable for 212 people (53,94%).

### **Discussion**

The research we have done will look at some theoretical constructs that can be related to work engagement, one of which is psychological capital or commonly called psychological modal. Psychological capital is a person's positive psychological state which consists of the characteristics of self-efficacy in all tasks, optimism, hope, and ability to survive and advance when faced with a problem (resilience) (Luthans et al., 2007).

The results of this study support what has been proposed by Schaufeli & Bakker (2003) which state that work engagement is basically influenced by two things, namely JD-R model (jobdemand-resources model) and psychological capital (psychological modal). The JD-R model covers several aspects such as the physical, social, and organizational environment, salary, career opportunities, supervisor support and co-workers, and performance feedback. As for the psychological capital include self-confidence (self efficacy), optimism, hope and resilience.

Sweetman and Luthans, (Bakker and Leiter, 2010) argue that there is a positive relationship among efficacy, optimism, hope, and resilience with work engagement. Efficacy is widely known to come from 4 main sources to be submitted that fit with employee engagement. Individuals who have high efficacy are usually characterized by their persistence in perseverance, driven by their belief in future success. Low Efficacy appears to predict burnout, the opposite of engagement. Therefore, the higher the self efficacy in a person then it is believed the employee's engagement to the organization will be higher too. According to Bandura (1977), self efficacy is a belief that one can execute the behaviors necessary to produce a successful outcome. In addition, Saks and Gruman (2011) research states that self efficacy is important to get individuals bound. They found a positive relationship between job fit perceptions, positive emotions and self-efficacy with employees' engagement to new employees. New individuals joining an organization with great self-efficacy will feel safer and psychologically willing to tie themselves into their new roles (Saks and Gruman, 2011).

On the optimism side, our research is also in line with Seligman's opinion (Seligman & Schulman, 1986) which describes optimism as an attribute measured by explanatory style. An

optimistic individual who achieves success will behave in a general way (I can succeed from scope to scope) consistently (I can always succeed) internally (I am the one who created this success). When a failure occurs, the individual will be specific, inconsistent, and externally. Another explanation of the optimism put forward by Carver and Scheier (2003) that the optimistic individual expects good things to happen to him, has significant attitude and cognitive implications. It is important to know that the psychological modes assign the value of realistic optimism, because unrealistic optimism leads to negative outcomes (Seligman, 1998). An optimistic individual is responsible for what is being done and has hope for a positive outcome. Good psychological availability will increase engagement (Kahn, 1990). Overall, the psychological capital optimism component is directly related to the devotion and absorption component of the work engagement.

In relation to educational institutions, the results of this study show that optimism is needed to make educational institutions go forward and develop well. Human resources that exist in educational institutions are also expected to have an attitude of optimism.

Studies conducted by Christian and Slaughter (2007); Halbesleben (2010); (Albrecht et al, 2010) state that some of the predictors of engagement include social support, self efficacy, optimism and organizational climate. Self Efficacy and optimism play a role in improving employee engagement with supportive organizational climate. It is obtained when employees perceive the organization to provide support to the work done by employees. The above research shows a strong influence between self efficacy and supportive optimism of our research results.

Wiley, et al (2010); Albrech, et al (2010) also found a number of facts that work engagement will be well established when the individuals within the organization feel energized and have the opportunity to develop. Organizations have a stake in providing opportunities to develop individuals, without which it is unlikely that individuals will have an engagement to the organization. The results also has relevance to the results of our research. One of the efforts that will be made by the organization to maximize the potential that exists in the company is to provide an individual opportunity to develop well, so that individuals will maximize the potential to make the organization grow rapidly.

Sweetman and Luthans (2010); Baker and Leiter (2010) state that their preliminary research indicated that among self efficacy, optimism, hope and resilience in relation to work engagement, there is a mediator variable namely positive emotions. Specifically, high positive emotions will increase the effect of self efficacy, hope, optimism and resilience to employee engagement.

Sweetman and Luthans (2010) mentioned that these positive emotions are related to the behavior of employees in the organization. Halbesleben (2010); Baker and Leiter (2010) argue that both hypotheses related to the linkage between social support, autonomy, feedback, positive organizational climate, and self efficacy are proven. From the results of his research, there is a link between autonomy and self efficacy that has a high relationship with the work engagement itself. Xanthopoulou et al (2009a); Baker and Leiter (2010) states that personal resources containing self-efficacy, confidence, and optimism, along with work resources containing work autonomy, supervisory coaching, employee performance and employee development opportunities have very close relationship with work engagement. Interpersonal resources and work resources complement each other in making a positive contribution to the development of work engagement. In another study Xanthopoulou et al (2009b) also investigated that self efficacy and optimism become two of several criterias for the meaning of the work engagement itself.

### **Implications for Reserach**

The results showed that the model fits by entering the self efficacy variable as a mediator variable. Self efficacy will be a meaningful variable in the development of the work engagement of the lecturer. The results of our research are in accordance with the research conducted by Bandura (1997) which states that self efficacy is a person's belief about his ability to mobilize motivation, cognitive resources, and actions to do which is necessary to successfully perform certain tasks in a particular context. Self-efficacy becomes a good mediator variable for organizational support perception variable and optimism on work engagement to lecturer.

### **Study Limitations**

The research we have done found some things related to the characteristics of work engagement of the lecturers at the Sebelas Maret University. The interesting thing that can be used as reference in this study is the subject of research derived from educational institutions. Some of the limitations of this study are related to the limited scope of the study, and the amount of samples that can certainly be supplemented by widening the research area. Despite its weaknesses due to the limited scope of the study, this study was able to establish several major theories related to engagement and self efficacy.

### **Conclusion**

1. Self-efficacy becomes a good mediator between the perception of organizational support and optimism, with work engagement of lecturers.

2. The higher self efficacy, optimism, and perception of organizational support are, the higher the lecturer's work engagement is.
3. The existence of the results of this study is expected to answer the controversy and uncertainty theory found in some psychological literature related to the work engagement. The problems related to lecturer professionalism related to the certification of lecturers require very deep attention, so it is interesting to be used as one of the topics in the research and the result of this research reveals that the work engagement of the lecturer will be good if accompanied by organizational support to the improvement of lecturer's performance .

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## The Influence Of Private Conformity And Authority Obedience Toward The Aggressiveness Of Political Party Partisans

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### Abstract

This study aims to determine the effect of private conformity toward the aggressiveness of political party partisans with obedience as a mediator variable. The subject of this study is 489 political party partisans in East Java. The data is analyzed by using SEM Lisrel. The results show that there is an influence of private conformity toward obedience. Obedience itself has a negative influence toward aggressiveness. The implication of this research is that private conformity has a major influence on decreasing aggressiveness in political party partisans.

**Keywords:** Aggressiveness, Private Conformity and Obedience to Authority

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### Introduction

#### Background

Humans are social creatures. This means that man cannot live alone. They always live in groups. When selecting a group, human will choose the one in accordance with the values in him. They do not merely choose the group. Ringer (2002) asserts that humans are creatures who use common sense in selecting a group. They will consciously select a group in accordance with the values within him. Likewise, when choosing the party. They will select the desired party.

Lately, Indonesian society had become more aware of the importance of choosing party which is in accordance with the values within them. Further, they will strive to reach the objectives together with other partisans. One of the objectives is when the party declaring the candidacy of the head of the government.

The parties will use various means to win the race for their candidate to lead the local area. When the direct election is enacted, in which people can choose directly their desired leader, the partisans will use various ways to win the candidate. They even attack and hurt others.

The aggressiveness emerges in almost every area of Indonesia. This is done by political party partisans when the election is held. When the election of Tuban regent is held, for example, the lost side burns the state facilities. The attack on the candidate happens also in Sumenep and Probolinggo. The partisans attack other party's candidate directly. They even ravages the candidate's house. Many examples can be cited to show that this is not in accordance with the hope of Indonesian society who can forget the difference and to be live in harmony.

Attack and harm behavior that was done deliberately referred to aggressiveness. Goldstain (2002) explains that aggressiveness is an act intended to hurt another person either physically or psychologically. Victims of this aggression will feel the pain physically or psychologically. The indicators of the aggressiveness are the behavior of beating, kicking, slamming, berate, and quipped.

Something that allegedly plays role in the emergence of the partisans' aggressiveness is private conformity. Allen, Kelman and Mascovici (in Brehm & Kassim, 1990) describes private conformity as a conformity done by changing not only the external behavior, but also the mindset. Individuals are really trying to agree and identify with group whether they are inside or outside the group. In this study, researchers will use private conformity that unifies behavior with the group because of their belief that their group is the correct one. In this private conformity, the members not only conform toward their way of thinking of the group, but also based by the belief to the behavioral rightness of the group. This belief will strongly push them to behave conformed with the group. Based on the explanation above, the researchers wish to insert the specific variable of conformity, namely private conformity.

On the other hand, the political party partisans will not just understand and believe in the party, but they will, of course, follow the instructions of the leaders. They will strive to comply with the authority figure who will guide them to achieve the party's objectives. Based on these conditions, the researchers define the objective of the study as: to investigate whether private conformity influences the political party partisans' aggressiveness with obedience as a mediator. The following is the conceptual framework proposed in the study:

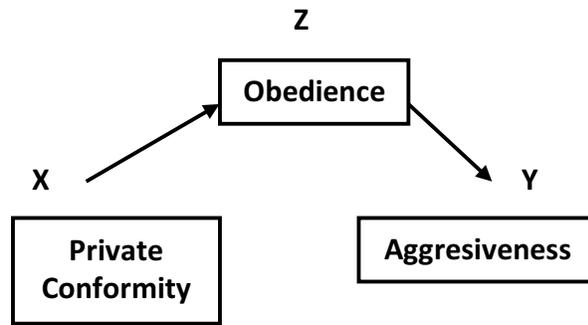


Figure 1 Conceptual Framework

The hypothesis is proposed as follows:

Private conformity influences the political party partisans' aggressiveness with obedience as a mediator variable.

### Methods

Endogenous variables : Aggressiveness

Exogenous variable : Private Conformity

Mediator variable : Obedience

### Research Population

The population in this is the partisans of political party of Golkar, PDIP, Demokrat, PPP, PKB, Nasdem, Gerindra in East Java. The location of the research is some areas in which the election will be held. The characteristics of the population are: 1. the partisans who follow one political party, composed of the registered members or sympathizers who participate during campaigns or social activities along with the party or party officials, 2. Participate in party's activities for a minimum period of 2 years. The subject was taken by using random sampling and the area selection will be in accordance with the Bakorwil in East Java.

Researchers distribute scale on each of the city. At the end, 489 research subjects can be analyzed.

The measurement scale of measurement in this study consists of the aggressiveness scale, the private conformity scale, and the obedience scale. Aggressiveness, according to Goldstain (2002), is an act intended to hurt another person either physically or psychologically. Victims of this aggression will feel the pain physically or psychologically. The operational definition of

aggressiveness is a behavior with deliberate intention to hurt other people both physically and psychologically, physically or verbally. The indicators of aggressiveness are the behavior of beating, kicking, slamming, berate, and quipped (in Goldstain, 2002). The following is the distribution of the items based on the indicators on aggressiveness scale.

Researchers will use aggressiveness scale from previously tested research (attached): The results of reliability test data show that the *corrected item-total Correlation* moves from 0.100 to 0.888. (in Amanda, 2013). The hypotheses were tested by using SEM analysis. The collected data of all variables was analyzed statistically by using *LISREL*.

## **Results And Discussion**

### **Aggressiveness Validity and Reliability Test Results**

Confirmatory Factor Analysis for Aggressiveness Factor Analysis obtained as shown below.

### **Research result**

The hypothesis states that private conformity influences the political party partisans' aggressiveness with obedience as a mediator variable. The results shows that private conformity influences obedience ( $t = 8.51$ ) and obedience negatively influences aggressiveness ( $t = -2.06$ ). This means that the higher the *private conformity*, the higher obedience and the lower the aggressiveness of political party partisans.

### **Discussion**

Private conformity positively influences authority obedience and authority obedience negatively influences aggressiveness. This means that the higher the private conformity, the members will be more obeying to authority figure. The aggressiveness will decrease. Private conformity means unifying behavior with the norms that exist within the group. In this case, the members are not only unifying themselves, but there is confidence in themselves toward the superiority of the group. The members will stick to their group even if they are not inside the group. The confidence toward the rightness of the group can influence the members' obedience toward the authority figure. The more they unify their behavior with the group, the more they obey the authority figure. And this, later on, will decrease the emergence of aggressiveness.

Intentionally making other people sick is also called aggressiveness. Goldstain (2002) explains that intentionally want to hurt other people physically such as kicking, hitting, pushing and cursing non-verbally is referred to aggressiveness. Many things affect the group aggressiveness. In this

research, the confidence of the group to unify their behavior with group, followed with the authority obedience, will decrease the emergence of group aggressiveness. Ringer (2002), in his study, explains that the key component of the group is the effective leaders who play important role in building internal arrangement level condition, such the extent of effective relationship built in the group and the experience of members of the group deals with the positive achievement of the group. This can be run if anxiety is reduced, the availability of positive hope of the future, a positive self perception in relation with other human beings, feel of loved or appreciated, and the increased awareness of self, others and the world. These things can increase the bonding in the group and the commitment to contribute in the effective ways for group.

The authority figure of a leader plays an important role in instilling the values of the group members. To uphold these values will be the same with instilling a sense of pride in the group members, so that they will trust and unify themselves with the values exist in the group. It would be easier for a leader to be followed or obeyed by members of the group. An effective leader will bring his group members to promote the good and pleasant. They will use positive ways to be followed by its members in advancing group. This shows how important the role of leader in managing party.

Positive-minded leader who appreciated the presence of members of his party will be easy to direct the member to be *private conformity* and obey the leadership. If the leader directs the positive thinking way with positive attitude, then the aggressiveness of any party can be avoided. Conversely, a negative thinking leader who ignores the existence of members will make private conformity hard to be achieved. Members become less obedient and aggressiveness will easily emerge. However, the authority figure also plays a role in the emergence of aggressiveness in political party partisans.

Forsyth (1983), in his research, explains that humans are a group of people with conflicts. The conflict occurred because of human nature to like conflict. These conflicts will make a group of people become achievers and has personally matured as forged by conflicts. On the other hand, the conflicts occurred encourage each of them to survive even if, to achieve that, they need to attack and knock the opponent so that the group's goals can be realized. The ability of the group members to resolve conflict also depends on how the leader as a figure of authority resolves conflicts which occurred in the group. The way leaders resolve internal party conflict will certainly influence the members in addressing conflict.

Party members will easily become conform to the ways of conflicts settlement in the party. Internal conflicts occurred are learning process faced by party members, in which, indirectly, teach how to resolve these conflicts. If the leaders appreciated the members and resolve the conflict in a good way, it will bring a positive impression to members who, in turn, will follow the same step shown by the leader. So, the more private conformity is supported by the members and the more they obey the leader, the group aggressiveness will decrease. Conversely, the less private conformity and obedience to authority, the easier aggressiveness emerges.

There are many things that make people avoid aggressiveness. This study mentioned that private conformity contributes to the tendency of not to be aggressive on political party partisans, if there is obedience in the process. The confidence of the members toward the values in the group will encourage them to obey the authority figure. The confidence toward the rightness of the values and the obedience toward the authority figure will encourage them to watch and develop the group. They do not have any thoughts about striking down other group that hold different values. The members will be more focus to develop the group and strengthen the values in themselves as well as new members, so it will not seek to hurt other groups. The emphasis is to build, maintain and adhere to the group as well as a figure of authority in the group in order to maintain the good name of the group. Contrarily, members with low private conformity and confidence will make them become less obedient and will easily become aggressive. This kind of members will be easily annoyed or provoked by other groups to be aggressive.

### **Suggestion**

This study is conducted toward political party partisans. There are some constraints experienced in the process of data collection. One of them is the searching for research subjects. When the researchers look for research subjects who wish to participate in the process of filling scale, there are some subjects that ask for fees before filling scale, so that the data cannot be used by researchers. This is due to different purpose of study subjects with the objective of researchers. There are some suggestions for further research.

1. The Future researchers should be consistent with the purpose or direction of research and do not use data that has a different direction and purpose to the researchers.
2. The future researchers should take account of other variables that contribute to the aggressiveness of partisan political parties. One is leadership. Based on the results that have

been found in this study, it can be seen that authority figure appears to give contribution to the emergence of aggressiveness. Next researchers should use these variables.

3. The future researchers could use the variable on tolerance and self awareness which seems to have an important role to avoid aggressiveness in political party partisans. The variable will be important for the development of different political parties in Indonesia,

4. Political parties should be more responsible in managing human resources in each party. They need to develop qualified cadres, have a high tolerance and a sense of humanity. It can be supplied with a series of training as needed.

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**Table**

Table 1 Aggressiveness Scale

NO	INDICATOR	FAVORABEL	UNFAVORABEL
1	Hit	5.6	12, 13, 17
2	Kick	3.7	
3	Slam	14	8
4	Berate	9	2, 10, 11
5	Quip	1, 4, 15, 16	
<b>Total</b>		10	7

Table 2 Aggressiveness validity and reliability test result

Indicator	$\Lambda$	$t_{\lambda}$	$1-\epsilon$	$1-t_{\epsilon}$	Information
aggressiveness 1	0.70	6.29	0.51	4.71	Valid, reliable

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aggressiveness 2	0.52	4.46	0.73	5.71	Valid, reliable
aggressiveness 3	0.57	5.01	0.67	5.52	Valid, reliable
aggressiveness 4	0.85	7.88	0.28	2.62	Valid, reliable
aggressiveness 4	0.46	3.92	0, 79	5.86	Valid, reliable

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Aggressiveness indicators 1-4 shows,  $t \text{ test} \geq t \text{ table}$  (1.96). This means that the indicator is valid and reliable. So, the aggressiveness validity and reliability test show that all aggressiveness indicators are valid and reliable.

## Three Moral Codes And Academic Dishonesty Among Undergraduate Students In Indonesia

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### Abstract

This study examined the relationship between codes of moral among undergraduate student and academic dishonesty phenomenon. It will also investigate academic dishonesty cases from someone's moral reasoning. This study also wanted to see if there was any relationship between three moral codes (the ethic of autonomy, the ethic of community, and the ethic of divinity) and academic dishonesty among undergraduate college students in Indonesia. About 471 undergraduate students, range 18 – 25 years old, were asked to fill in the Ethical Value Assessment (EVA) from Padilla-Walker and Jensen (2015) and academic dishonesty measurement from Septiana (2016). The result of this study finds a negative significant correlation between the ethic of autonomy and academic dishonesty, and between the ethic of community and academic dishonesty, but no significant correlation between the ethic of divinity and academic dishonesty.

**Keywords:** *academic dishonesty; three moral codes; undergraduate student*

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### Introduction

The global academic honesty crisis is increasingly prevalent among students both in the scope of schools and colleges. This is shown through various phenomena of academic dishonesty within the national and international range which continues to disrupt the world of education. Based on several results conducted about academic dishonesty crisis researches among students, more than 80% of students did academic dishonesty during the exam, although many mentioned that they did it occasionally (McCurtry, 2001 in Kaufman, 2008; Yuliyanto, 2015).

Genereux and McLeod (1995) defined academic dishonesty as an act by a learner to obtain the desired result through prohibited or illegal means. Kibler, Nuss, Paterson, and Pavela (1988, in Aluede, Omoregie, & Edoh, 2006) stated academic dishonesty is a form of dishonesty and plagiarism involving students to give or receive illegal assistance in academic exercises or receive

awards for something that are not the result of their academic performance. Based on student perspective, academic dishonesty is a violating act because it is against the prevailing norm and can plunge itself into negative things, and deceive oneself (Yuliyanto, 2015).

Various types of academic dishonesty according to Pavela (1978) include using materials or information during the exam, facilitating other people to do other types of dishonesty, recognizing other people's ideas as his own work without writing the source, and not contributing to group work. McCabe and Trevino (1997) added to the list about the behavior such as asking someone about the content of the exam, working with others on individual projects, and making mistakes in writing the bibliography. Furthermore, Newstead, Stokes, and Armstead (1996) categorized other types of academic dishonesty include allowing our work to be copied by others, lying about medical conditions or other matters to gain an extension of the reporting time, and negotiating among members group related to the value of group contributions.

McCabe and Trevino (1997) explained that there are individual and contextual or situational factors that can influence academic dishonesty. Individual factors such as older people, women, people who have high academic achievement, and people who are less active in extracurricular activities, are less likely to engage in academic dishonesty. While the situational or contextual factors as well as important, such as how the group behaves in a certain environment, behaviors that are not approved by the group, and how the complaints of friends in one environment. Other contextual factors also plays a role, such as type of punishment is accepted by academic dishonesty perpetrators and how the universities' knowledge and support to policies of improving academic honesty.

Academic dishonesty has short-term impact in someone's habit in daily life. He or she are easily lies or cheats in other areas, such as lying to parents, friends, or work partners. The research results from Nonis and Swift (2001) indicating that there is a positive correlation between the frequency of academic dishonesty in universities and the world of work. In addition, the individual also feel easy to underestimate the academic tasks and exams given by the lecturer during college. Then, the individual can have a disobeyed attitude to the norms and rules in his environment, whether in school, family, or community. Carpenter, Harding, Finelli, and Passow (2004) also explain that the society will feel the impact of academic dishonesty act as well. This non-ethical behavior will cause the honesty values in society becomes polluted.

A research by Husted, Dozier, McMahon, and Kattan (1996, in Gbadamosi, 2004) to MBA students in US, Spain and Mexico show that although individuals exhibit the same ethical behavior, there is the possibility of differences in reasoning about whether the behavior ethical conduct needs to be displayed or not. So when a group of individuals chooses not to engage in academic dishonesty, they have gone through different reasoning processes previously until finally they show behavior that is not academic dishonesty.

According to Shweder, Much, Mahapatra, and Park (1997, in Rozin, Lowery, Haidt, & Imada, 1999) there are three ethical groups that illustrate the individual's moral reasoning in behaving in everyday life. The three ethical groups are called three moral codes, namely ethics of autonomy, ethics of community and ethics of divinity. Shweder (nd, in Jensen, 2015) defines three moral codes is a theory of the different aspects of the self that are visible and grouped in traditions that are different from values and beliefs. These aspects are demonstrated by people in everyday life in every customary practice within the cultural community. The moral codes encourage a person to display ethical behavior or actions in accordance with the norms of society.

In the ethics of autonomy, people who use this ethical group believe in concepts such as loss, rights, and justice (Shweder et al., 1997). The goal is to protect the free zone in choosing to be individualistic and support the implementation of the will of the individual in the pursuit of his personal desires, as they see individualism is something ideal. Rozin et al. (1999) add that individuals who use the ethic of autonomy will say an action is wrong if it is directed toward hurting others or violating the rights or freedoms of individuals. Jensen (2008) explained that the moral reasoning of individuals using the ethic of autonomy centers on the moral concepts of interests, welfare, the rights of both self and others, the equality between individuals, and self-responsibility.

Shweder et al. (1997) states that individuals who use the ethics of community believe in the concept of obligation and mutual interdependence to others within a particular group. The role that a person has in a group will be an identity for that person. The goal is to protect moral integrity in various environments and on the various roles that exist in a particular society or group, which have its own identity, social structure, history, and reputation. Jensen (2008, 2011) stated that the moral reasoning centers on the moral concepts of group habits, interests, and welfare, as well as the individual's obligations to others. The goal is to fulfill obligations based on the role of individuals have for others and to function positively protecting its social group. According to

Rozin et al. (1999) individuals who use the ethics of the community will say an action is wrong if a person fails to fulfill his obligations to others in the group.

Individuals who use the ethics of divinity believes in concepts such as social order, tradition, purity, and sin. Its purpose is to protect the soul, spirit, and spiritual aspects of man and nature from things that can decrease human purity. Thus, the ethics of divinity is the concept of the self as a spiritual being connected to several purity and nature orders. In addition, the individual is also the person responsible for maintaining the exalted legacy of God. Furthermore, according to Rozin et al. (1999), an individual who uses the ethics of divinity would say an act is wrong if a person does not respect the holiness of God that causes a decrease of sanctity in a person or another person. Jensen (2008) also stated that the moral reasoning of individuals who use the ethics of divinity centers on the moral concepts of natural law and divinity, the commands and lessons learned from the scriptures, and strives to avoid the things that can lower the spiritual level and approach the things that can improve spiritually.

Based on literature search results, Jensen (2015) has conducted several researches using some ethical issues, like divorce, abortion, and suicide as a phenomenon to describe of three moral codes in the individuals. So far, research that links between the three moral codes and academic dishonesty has not been done. This research wants to explore about this relationship of these variables. The purpose of this study is to explore how the relationship between three moral codes and academic dishonesty on undergraduate students.

The assumption of this research is that there is a significant negative correlation between the three moral codes displayed by undergraduate students with academic dishonesty behavior, furthermore in the ethics of autonomy, ethics of community and ethics of divinity. As academic dishonesty is considered as bad and wrong behavior, all three moral codes will valued the academic dishonesty as behavior that can hurt other people, making chaos in community, and spoil the relationship between a person and his God. Furthermore, the null hypotheses in this research can be divided into three. First, there is no significant negative correlation between the ethics of autonomy with academic dishonesty among undergraduate student (Ho1). Second, there is no significant negative correlation between the ethics of community with academic dishonesty among undergraduate students (Ho2). Third, there is no significant negative correlation between the ethics of divinity and academic dishonesty on undergraduate students in Indonesia (Ho3).

## Methods

Gravetter and Forzano (2012) explain that correlational research uses two or more variables that are measured to obtain score data on each individual. This research also use quantitative approach and non-experimental. First, because it involves the measurement of the variables to get the score from respondents who will then be processed statistically. Second, this research does not manipulate, either to the variables studied or to the respondent itself.

This research uses non-probability sampling method in selecting research participants. This is due to the researcher's limitations in knowing the exact number of existing population in the field according to the criteria set so that not all members in the population have the opportunity to become participants (Gravetter & Forzano, 2012). In addition, the researcher's retrieval technique uses convenience sampling technique, where the selection of participants is based on the ease of the researcher in reaching the participants and the willingness of the participants to engage in the research conducted (Gravetter & Forzano, 2012).

The variables in this research are three moral codes and academic dishonesty. The operational definition of the three moral codes is the total score on the ethic of autonomy, the ethic of community, and the ethic of divinity. The total score is obtained from the sum of item scores per ethical group by using Ethical Value Assessment (EVA) developed by Padilla-Walker & Jensen (2015). Therefore, in this measuring tool will not produce a single score but the score of each ethical group in the three moral codes.

The operational definition of academic cheating is a total score derived from the sum of participant responses to each item in the measuring instrument academic dishonesty, by using Academic Dishonesty Measurement developed by Septiana (2016). The meaning of this score indicates that the higher the total score obtained by the participants shows the higher the academic dishonesty done by the participant and the lower the total score obtained by the participant the lower the academic dishonesty done by the participant.

There are two measuring instruments used in this study, namely Ethical Value Assessment (EVA) (Padilla-Walker & Jensen, 2015) and Academic Dishonesty Measurement (Septiana, 2016). EVA measuring instrument is a second measuring tool developed using Coding Manual: Ethics of Autonomy, Community, and Divinity of Jensen (2004). The purpose of the EVA measuring instrument is to measure the extent to which participants feel important to any statement reflecting three moral codes during life. In this study, researchers used a long-range EVA measuring

instrument consisting of 18 items in which each ethical group consists of 6 items. Then, EVA measuring instruments are measured using a 6 point Likert scale type that indicates how important participants are to each statement depicting the three moral codes in living today. The scale starts from very insignificant to very important. The maximum score on each ethical group in the EVA measuring instrument is 36.

The second measuring instrument is an Academic Dishonesty Measurement (Septiana, 2016). This measurement tool was a part of Septiana's dissertation research in topic of academic dishonesty. She developed the tool after surveying 398 students in Indonesia by presenting 35 items containing the types of academic dishonesty based to list made by Pavela (1978), Newstead, Stokes, and Armstead (1996), and McCabe and Trevino (1997). The result, there are 6 items that have scores below the average that causes the items are removed. Thus, the measurement of academic dishonesty becomes 29 items that describe the forms of academic dishonesty in Indonesia based on student perspective. After the researchers tested the measuring instrument, the researchers modified the measuring instrument that caused the number of items on the academic dishonesty instrument to 30 items. Then, the academic dishonesty measuring tool is measured using a 5 point Likert scale type that informs the frequency of participants' involvement in the types of academic dishonesty. The scale starts from never (0 times), once (1 time), rarely (2-3 times), often (4-5 times), and very often (> 5 times). The maximum score on this tool is 120.

Participants involved in this study were 471 participants who came from several regions in Indonesia and were in undergraduate program. The age range of participants is 18-25. The sampling technique used is convenience sampling. According to Gravetter and Forzano (2012), convenience sampling is based on the ease of getting research participants.

The data were collected using hardcopy and online questionnaires (link) starting on December 7, 2016, until December 10, 2016. The number of participants who were willing to engage and fill out the questionnaires was 486 participants, both offline and online questionnaires. Then, researchers do data selection that aims to find out how many questionnaires both hard copy and online are fully loaded. Questionnaires that are incomplete, inconsistent with the characteristics of the participants, and fill out after the closing date of online questionnaire, will not be used in data processing. Apparently, there are 15 datas that cannot be used because of the age of participants who are not in accordance with the characteristics of participants. Thus, 471 datas can be used for data processing, with offline data (100 datas) and online data (371 datas).

This study uses descriptive statistical analysis to find out the general description of sample characteristics, Pearson correlation to know the significance of the relationship between the three moral codes and academic dishonesty, and one way analysis of variance is used to see the average difference of a variable based on certain characteristics, such as gender, age, and location of a university.

### **Result**

Based on table 1, the data indicates that female participants (62.4%) are more dominant than men (37.6%). Then, the age data shows the majority of participants are 21 years old (22.7%), while the minority age data is occupied by the age of 24 years (0.6%). Furthermore, the data on the location of the college city was changed by the researchers into the location data of the college island to make it easier to see the spread of data in Indonesia. The location data of participating university island shows that Java Island (88.11%) is the most involved participant in this research. Then, continued by Sumatera Island (4.033%).

In Table 2, each ethical group has 6 items each, and the range of scores that participants may obtain in each ethical group is 6 - 36. In the ethic of autonomy has a range of scores 22 - 36 with a mean of 32.43 (SD = 2.337). Then, the ethic of community has a range of scores 16 - 36 with a mean of 31.34 (SD = 2,884). Then, the ethic of divinity has a score range of 12 - 36 with a mean of 32.50 (SD = 3.344). This indicates that the greater the score obtained the higher the level of use of each ethical group by individuals during the course of daily life today.

### **General Description of Academic Dishonesty in Participants**

In table 3, the number of items available in the academic dishonesty instrument is 30 items, then the range of scores that may be obtained by participants is 0 - 120. Based on table 3 the range of participants scores on the academic dishonesty variable is 0 - 103 with mean of 23.61 (SD = 15,948). This indicates that the greater the score obtained then the higher the level of academic dishonesty ever done by individuals during undergraduate education.

### **Correlation between Three Moral Codes and Academic Dishonesty**

Based on the results of statistical analysis using Pearson product moment to know about the relationship between three moral codes and academic dishonesty, the result that the ethic of autonomy (M = 32.43, SD = 2.337) and academic dishonesty (M = 23.61, SD = 15,948) have significant negative correlation,  $r = -0.095$ ;  $p < 0.05$ , one-tailed. This discovery successfully rejected  $H_01$  and received  $H_a1$ . The coefficient of determination ( $r^2$ ) is 0.009025. It shows that the

0.9025% variance academic dishonesty score can be explained through the ethic of autonomy on the three moral codes, while 99.0975% of the other variance is explained through other factors that are not measured and described in the study. In conclusion, there is a significant relationship with the direction of the negative relationship and the strength of the very weak relationship between the ethic of autonomy score and academic dishonesty.

The result from the ethic of community ( $M = 31.34$ ,  $SD = 2,884$ ) and academic dishonesty ( $M = 23.61$ ,  $SD = 15,948$ ) also have significant negative correlation,  $r = -0.100$ ;  $n = 471$ ;  $p < 0.05$ , one-tailed. This discovery successfully rejected  $H_{o2}$  and received  $H_{a2}$ . The coefficient of determination ( $r^2$ ) value is 0.01. It shows that 1% of academic dishonesty variance can be explained through the ethic of community on three moral codes, while 99% of other variance is explained through other factors that are not measured and described in the study. In conclusion, there is a significant relationship with the direction of negative relationships and the strength of the weak relationship between the ethic of community score and academic dishonesty.

While the result of ethic of divinity ( $M = 32.50$ ,  $SD = 3.344$ ) and academic dishonesty ( $M = 23.61$ ,  $SD = 15,948$ ) show no significant correlation,  $r = 0.044$ ;  $n = 471$ ;  $p > 0.05$ , two-tailed. The third correlation indicates that the ethic of divinity is not significantly correlated with academic dishonesty. This invention accepts  $H_{o3}$  and rejects  $H_{a3}$ . In conclusion, there is no significant relationship between the ethic of divinity and academic dishonesty.

Based on Table 5, it is known that the difference in mean score of academic dishonesty based on gender of participants shows significant with  $F(471) = 57.648$ ;  $P < 0.05$ . Then, it can be seen that men ( $M = 30.41$ ) have an average academic dishonesty score greater than female ( $M = 19.52$ ). Thus it can be argued that men have a tendency to engage in academic dishonesty rather than women and may indicate that sex can account for the occurrence of academic dishonesty.

### **Discussion**

From the result of this research, there are several points to be discussed. First, there is a negative and significant relationship between the ethic of autonomy and academic dishonesty. These negative and significant relationships occur because according to Shweder et al. (1997) the ethic of autonomy is a good moral reason because the individual has an autonomous person and has control over himself to achieve what he wants. Then, according to Jensen (2008), the moral reasoning of individuals using the ethic of autonomy focuses on the moral concepts of interests, welfare, and rights, both concerning themselves and others, as well as the importance of equality

between individuals and self-responsibility. In the case of academic dishonesty, students who use the ethic of autonomy are described as individuals who want to master and understand the science or subject matter during their education in college. Individuals do not want the time he spends during college wasted doing things that are less useful to him. Thus, individuals tend to avoid academic dishonesty by not doing any shortcuts to get high scores. Individuals will be honest in academic assignments and exams. When an individual sees another person doing academic dishonesty, he or she will not be fooled or interested in performing the action. If the individual does an academic dishonesty then he has violated the rights of others to get justice and make himself and the person experiencing a decline in welfare. If the individual continues to commit academic dishonesty, the individual will be responsible for his actions whatever his sanctions without blaming others.

Based on the above explanation, it is in accordance with the opinion of Arnett (2000) that in early adulthood, individuals began to relieve the sense of dependence on others who were first felt during childhood and adolescence. Individuals begin to take responsibility for themselves and explore the possibilities of every life choice. In the opinion of the researchers, the situation is also supported by the life of the lecture which gives many choices to the students to explore themselves and various things along with the consequences. For example, when an individual gets a chance to do a "take home" test, he has the option of working with others or working on his own. Individuals who use the ethic of autonomy will make decisions on the basis of their own desire to do so in accordance with the abilities that they possess and not cooperate with others.

Second, there is a negative and significant relationship between the ethic of community and academic dishonesty. These negative and significant relationships occur because according to Shweder et al. (1997) the ethic of community is a good moral reason because individuals become part of an organized group and have an identity or position in the social structure. Then, according to Jensen (2008) the moral reasoning of individuals using this ethical group centered on the moral concepts of group habits, interests, and welfare, as well as individual obligations to others. Based on the case of academic dishonesty, students who use the ethic of the community are described as individuals who are obedient and obedient to the rules policy set by the college. One of them is to uphold the academic honesty both when doing the task or exam. Individuals also instill the values and habits that apply in the campus environment, such as not doing lies or misbehavior that refers to academic dishonesty. Thus, the individual has at once run the role and obligations as a student

to keep the values of honesty in the campus environment. If the individual does academic dishonesty then he will reduce the level of welfare of the campus environment and considered failed in performing its role and obligations as a student.

Based on the above explanation, it is in accordance with the opinion of Shweder et al. (1997) that societies and social groups make it possible to become their main moral authority upon entering adulthood. That is, individuals have the possibility to make the values that exist in society and social groups as the basis of individuals in behaving in everyday life. In addition, these values can also be the basis for a person to make sense of what behavior is judged good and bad. Thus, individuals who have a high level of the ethic of the community then the level of academic dishonesty is low. That is, a person who often use the ethic of the community will tend not to display academic dishonesty.

Then, relating to the weak power of correlation between the ethic of community and academic dishonesty suggests an inconsistency with the statements of Guerra and Giner-Sorolla (2015). According to Guerra and Giner-Sorolla (2015) individuals undergoing a transition to adulthood are strongly defined by adopting a social role in an environment that is less highly individualistic. That is, when the individual is in transition to adulthood, the individual begins to have the desire to plunge into a particular group in his environment and take a role in it. Then, the roles that exist in the group teach the individual not to become an individualistic figure. Individuals will be taught to emphasize rules that apply in groups and interdependent to other members of the group so that individualistic levels within the self will gradually decline.

In addition, due to the weak strength of the relationship between the ethic of autonomy with academic dishonesty and the ethic of community with academic dishonesty, researchers argue that the item content in the EVA gauge is less specific to represent each ethical group. The items on the EVA gauge have ambiguous meanings and are less focused on one ethical group only. As a result, any item representing the ethic of autonomy is feared to lead to another ethical group. For example, according to Padilla-Walker and Jensen (2015) in item 4, 'taking care of my own body' is considered as a statement representing the ethic of autonomy, it allows it to refer to the ethic of divinity which God teaches to keep Cleanliness and physical sanctity of the body. Therefore, participants can not really understand the purpose of the items in the EVA measuring instrument so that the data obtained by the researcher does not describe the participants' three moral codes.

Third, there is no significant correlation between the ethic of divinity and academic dishonesty. The insignificant correlation occurs because according to the researchers there are several other factors that exist within the individual so that effect when filling the questionnaire of EVA measuring instrument. One of them is the motivation of hypocrisy. According to Batson and Thompson (2001, in Rahman, 2013), the motivation of hypocrisy encourages a person to show a moral impression without really wanting to become a moral person. That is, researchers assume that when individuals fill out the questionnaire of EVA measuring instruments and read all items, especially items representing the ethic of divinity it is feared they fill because of hypocrisy motivation. Galinsky's own hypocrisy (2010, in Rahman, 2013) is a state in which the individual expresses the importance of having a certain morality to others but personally not doing it, even breaking it. Participants allow to show themselves as a moral person and are seen to have a good relationship with God. As a result, participants do hypocrisy by filling out questionnaires on EVA gauges as if to behave in everyday life based on religious values and divinity is something that is important and important, but the reality is much different.

Fourth, based on the results of the additional analysis, it shows that there is a significant difference of mean score between women and men on academic dishonesty. That is, men have a greater tendency to engage in academic dishonesty than women. The results are consistent with Chapman and Lupton's research (2004, in McCabe, Feghali, and Abdallah, 2008) which suggest that male students in the US are more academically dishonesty than women.

Furthermore, the researcher will discuss the limitations of the existing research in this study. The data obtained by the researcher is not able to represent all the students in Indonesia because of the uneven distribution of data by using sampling technique which was not quite right. Then, the use of an online questionnaire gives researchers difficulties to control the number of participants involved from several regions and online participants can not be sure whether they really understand each item in the questionnaire. Then, the researcher did not control the data which made possible the indication of faking good of the participants when filling the questionnaire which resulted in the nonconformity of data with the daily life of the participants during their daily life. Finally, the EVA gauge has statements of items that are too general and less specific to represent each ethical group. As a result, the data that researchers get is feared do not really represent the three moral codes used by individuals when behaving in everyday life.

The advantages in this research that has not found a researcher who discusses the three moral codes in Indonesia. Moral research is often still using the theory of Kohlberg as the basis of his research. So, this study is the early stub that raised the theory of Shweder et al. (1997) that is three moral codes. In the opinion of researchers, raising three moral codes in a study is important. The reason, three moral codes is the theory that proposes the basis of a person's moral reasoning based on the values given by a particular group and the values taught by God. In contrast, Kohlberg's theory ignores matters of religiosity and community.

### **Conclusion**

Based on the results, it can be concluded that there is a significant negative relationship between the ethic of autonomy with academic dishonesty. Also, there is a significant negative relationship between the ethics of community with academic dishonesty on undergraduate students in Indonesia. In addition, there is no significant relationship between the ethic of divinity and academic dishonesty among undergraduate students in Indonesia. Thus the results successfully reject Ho1 and Ho2, and receive Ha1 and Ha2. Then, the results of research also successfully received Ho3 and rejected Ha3.

This study explores the three moral codes used by someone to perform moral reasoning. Shweder, et al (1997) explains that three moral codes evolve based on the values given by certain groups, both those relating to the well-being of themselves and others, relating to their role as members of a group, and connecting with God. Thus, the group has a major role in the development of one's moral. This is in contrast to the Kohlberg's theory of moral development which only emphasizes on human cognitive abilities in making moral reasoning. For the Asian context, the concept of three moral codes can be used further to explain how the moral development of a person in a particular community. In addition, by understanding the group's values, it can help to conduct moral-related interventions.

There are several suggestions about further research. First, further research will better be done by using the appropriate three moral codes for Indonesia. This needs to be done because the measuring tool used in this research raises some problems that turned out to threaten the results of the research to be inaccurate. Second, further research should be done in the form of a comparative study of three moral codes whose participants are two groups of people with different values. Suppose three moral codes between people living in Aceh and Dayak. This is necessary because according to the researchers, three moral codes relate to the values that exist in the environment so

as to form the values that are believed by each individual. Third, it is better to use sampling technique that is quota sampling so that the number of samples obtained by the researcher shows the proportional number representing all regions in Indonesia so that data can represent Indonesia. Fourth, the development of measuring tools of three moral codes that can be in accordance with the environment and values in Indonesia and specifically represents each ethical group so that participants can really answer correctly. Fifth, to prevent of the faking good indication that is present in the participant data can be done by including a measuring instrument to measure the social desirability of participants. Sixth, it is better to take data by using offline data to avoid things that can threaten the results of research. If the ways that can be done need to use online data, then the researchers should approach directly to participants.

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### **Declaration of Interest**

The authors report no conflicts of interest in this work.

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**Tables**

Table 1. Data of Participants

<b>Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b><u>Gender</u></b>		
Male	177	37.6
Female	294	62.4
<b><u>Age</u></b>		
18 – 20	216	45.8
21 – 23	243	51.6
24 – 25	12	2.5
<b><u>Island Location of Universities</u></b>		
Sumatera	19	4.033 %
Java	415	88.11 %
Kalimantan	15	3.184 %
Sulawesi	6	1.273 %
Maluku	2	0.424 %
Bali	12	2.547 %
The Island of Riau	2	0.424 %

Table 2. Score of *Three Moral Codes*

<b>Variable</b>	<b>Min.</b>	<b>Max.</b>	<b>Range</b>	<b>Mean</b>	<b>SD</b>
<i>The ethic of autonomy</i>	22	36	6 – 36	32.43	2.337
<i>The ethic of community</i>	16	36	6 – 36	31.34	2.884
<i>The ethic of divinity</i>	12	36	6 – 36	32.50	3.344

Table 3. Score of Academic Dishonesty

<b>Variable</b>	<b>Min.</b>	<b>Max.</b>	<b>Range</b>	<b>Mean</b>	<b>SD</b>
Academic Dishonesty	0	103	1 – 120	23.61	15.948

Table 4. Correlation between Ethics in Three Moral Codes and Academic Dishonesty

<b>Variable</b>	<b>N</b>	<b>r</b>	<b>Sig. (1-tailed)</b>	<b>r<sup>2</sup></b>
<i>The ethic of autonomy – AD</i>	471	-.095*	0.039	0.009025
<i>The ethic of community – AD</i>	471	-.100*	0.030	0.01
<i>The ethic of divinity – AD</i>	471	-.044	0.342	0.001936

\*Significant at L.O.S 0.05 (1-tailed)

Table 5. Comparison of Mean Score of Academic Dishonesty based on gender

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>F</b>	<b>Sig.</b>
Male	177	30.41	57.648	0.000
Female	294	19.52		

## Depression And Suicide Risk Among Adolescents: Exploring The Moderating Role Of Benevolence And Goal-Orientation

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### Abstract

**Objective:** Suicide risk among adolescents is relatively complex and is confounded by different factors. This study intended to examine the moderating effect of goal-orientation (personal value) and benevolence (interpersonal value) on the relationship between depression and suicide risk. **Method:** A moderation analysis was conducted to test the reinforcing role of the aforementioned values in the model. Data were collected from college freshmen (N=482) using their using College Anxiety Scale, Survey of Personal Values and Survey of Interpersonal Values. These were analyzed using Multiple Regression Analysis. **Results:** Goal-orientation was found to be a significant moderator in the relationship between depression and suicide risk, while benevolence does not influence the relationship. **Conclusion:** Personal values, such as goal-orientation, may have a very strong effect on pursuing activities relevant to the individual, thus affect well-being and weaken the potential depression-suicide link.

**Keywords:** *depression, suicide, adolescents, benevolence, goal-orientation*

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### Introduction

There are about 250 adolescents committing suicide globally every day, and this has continued to rise over the years, not to mention an even larger number of individuals who attempt suicide daily (WHO, 2002). In the Philippines, while suicide rate is relatively low compared to other countries, the projected escalation of completed suicide years from now is alarming, mostly due to depression. Apparently, a body of literature found an increased risk to suicidal behavior that is associated with depression (Apter, 2010). However, the assessment of depressive behaviors that potentially lead to suicide risk is relatively more difficult among adolescents because of the changing social and emotional characteristics, which are prominent because of bodily changes. Yet, it is believed that the rates of depression increasingly become more prevalent during this developmental age group (Fombonne, 1999).

While the relationship between depression and suicide risk has already been established, factors that reinforce this association are still being focused in most depression-related studies. The interest in studying values has just emerged again (Schwartz, 1992; Smith & Schwartz, 1997) after being abandoned for a while because of lack of consensus and clarity in defining them. Nevertheless, the attempt appears to have succeeded as there are already literature that explore these constructs. In Schwartz's theory of values (Schwartz, 2012), he set criteria to qualify a construct to be a value. The defining characteristics include having it (1) as a belief, (2) as a desirable goal, (3) transcend specific actions, (4) as standards or criteria, (5) ordered by importance and (6) guide actions. If a person then has a strong value of something, say achievement, it will definitely modify his behavior. By far, Schwartz's theory has gained acknowledgment as the most comprehensive theory of values (Oishi, Diener, Suh et al., 1999).

Gordon in 1983 as well made an attempt to concretize the theory by creating a measure that assesses both personal values and interpersonal values. *Goal-orientation*, often described as the ability to establish and stick to one's goal, was included in the six personal values, while *benevolence*, referred to as a concern for the well-being of persons, was included in the six interpersonal values. There had already been a number of studies connecting values to well-being (Emmons, 1991; Schwartz & Strack, 1991; Strupp, 1980) and showed significant results. Goal realization, for example, has been found to likely promote a positive sense of well-being (Deci & Ryan, 1995).

If values are associated to subjective well-being, then it must be somehow negatively correlated with distress and other factors detrimental to mental health. This assumption, as structured in Figure 1, has led to the investigation of the potential link among these variables, with the following objectives:

1. What is the predicting role of depression, benevolence and goal-orientation to suicide risk of adolescents?
2. Do values, specifically benevolence and goal-orientation, moderate the relationship between depression and suicide risk?

To demonstrate the model, Figure 1 (p.15) illustrates double moderation, where the conditional effect of the independent variable (depression) on the outcome (suicide risk) is equal to the slope of the two moderators (benevolence and goal-orientation), as suggested by Hayes (2013) in his process models. Therefore, this study has the following hypotheses:

$H_{1a}$ : Depression is a significant predictor of suicide risk among adolescents.

$H_{1b}$ : Benevolence is a significant predictor of suicide risk among adolescents.

$H_{1c}$ : Goal-orientation is a significant predictor of suicide risk among adolescents.

The first three hypotheses indicate the researcher's assumption that in the regression model, those three variables depression, benevolence and goal-orientation would contribute significantly in predicting suicide risk holding the other variables.

$H_2$ : Benevolence moderates the relationship between depression and suicide risk.

$H_3$ : Goal-orientation moderates the relationship between depression and suicide risk.

The predicting capacity of benevolence and goal-orientation would as well be expected to reinforce changes in the relationship between depression and suicide risk, since literature has been consistent in confirming these values as contributing to one's mental health.

## Method

### Participants and procedures.

Data were obtained from freshmen and new students of Philippine Christian University, a private ecumenical university in Manila, who took College Adjustment Scale and Survey of Personal Values as part of their assessment in college. Five hundred three college students were initially included in the sample, 424 ended up in the list. After securing necessary authorization from the university administration, data were run in *STATISTICA*©. The researcher did not control for sex, course, and year level, and obtained only scores on depression, suicidal tendencies, benevolence and goal-orientation. Only freshmen aged 15 to 18 at the time of assessment were included in the analysis.

### Instrumentation. *Depression and suicide risk.*

This study utilized College Adjustment Scale, a five-point Likert scale which were designed to assess nine areas— anxiety, depression, suicide risk, substance use, self-esteem problems, family problems, interpersonal problems, academic problems, and career problems. For the purposes of this study, only scores from depression and suicide risk were obtained. This scale was found to have a sufficient validity evidence to assess problematic behaviors among college students.

### *Benevolence.*

Values were measured using Survey of Interpersonal Values which contains 30 sets of three statements per item. SIV, developed by Leonard V. Gordon (2009), is designed to measure certain critical values involving the individuals' relationships to other people across 6 scales: support,

conformity, recognition, independence, benevolence, and leadership. This study utilized only scores obtained from benevolence, which pertains to doing good and being kind towards others.

### ***Goal-Orientation.***

Scores of participants obtained in goal-orientation scale of Survey of Personal Values were also included in the analysis. SPV assesses six general areas of values related to self which includes practical mindedness, achievement, variety, decisiveness, orderliness, and goal orientation. This study, however, made use of goal-orientation scores only.

### **Data preparation and analysis.**

The obtained data were examined for assumptions. The data were not normally distributed having  $W < 0.05$  in all variables even after mean-centering, but the residuals were normal in scatterplots which is more important in the analysis. Likewise, the presence of multicollinearity has been denied for depression ( $T = 0.958 > 0.1$ ), benevolence ( $T = 0.914 > 0.1$ ) and goal-orientation ( $T = 0.926 > 0.1$ ). The Durbin-Watson test was found to be  $1.877 > 1.74$  ( $d > d_U$ ) which means that there is no autocorrelation in the model.

Descriptive statistics was requested from the software to obtain the mean, standard deviation and correlation of each paired variables of the study. In general terms, a moderator may be a qualitative or quantitative variable that is assumed to have effects on the direction and/or strength of the relation between an independent or predictor variable and a dependent or criterion variable. As Baron and Kenny (1986) suggested, moderation model is used to conceptualize the relationship among variables where moderator effect within a correlational framework may also be said to occur where the direction of the correlation changes. Regression Analysis was then used to investigate the moderating role of two variables (benevolence and goal-orientation). An interaction term of each of the moderator and predictor (depression) was included in the model using *STATISTICA*©.

## **Result**

This study examined whether the relationship between depression and suicidal tendencies is moderated by (1) benevolence and (2) goal-orientation. Table 1 (p.15) presents the means, standard deviations and pairwise correlation coefficients between each pair of variables. Displayed is the significant correlation among most paired variables at alpha 5%.

In the first part of the analysis, all the study variables were included in the model to examine their predicting role to suicide risk and the identified regression model provides a good fit for the

data as it was found significant at alpha .01 [ $F(3,423)=80.04$ ; Adjusted  $R^2=0.359$ ,  $p=0.000<0.01$ ]. Hence, 36% of the total variation in suicide risk adjusting for the number of predictors is explained by the model, and that its  $R^2$  is considered to be of moderate effect size (Cohen, 1988). Furthermore, among the three predictors, only depression [ $r=0.815$ ;  $t(424)=14.57$ ;  $p=0.000<0.01$ ] and goal-orientation [ $r=0.411$ ;  $t(424)=-2.613$ ;  $p=0.009<0.01$ ] were found significant, while benevolence does not predict the response variable [ $r=-0.053$ ;  $t(424)=0.059$ ;  $p=0.953>0.05$ ].

Next, two assumed moderators were tested by including the interaction terms of depression and benevolence, and depression and goal-orientation in the regression analysis. However, since benevolence failed to predict suicide risk at alpha .05, it may no longer produce any effect on the relationship of depression and suicide risk. This was confirmed in the analysis [ $r=0.048$ ;  $t(424)=.252$ ;  $p=0.801>0.05$ ]. Goal-orientation, on the other hand, has shown to have a moderating role in depression and suicide risk [ $r=-0.553$ ;  $t(424)=-2.906$ ;  $p=0.004>0.05$ ]. The moderation model was found to have a good fit as it was found significant at alpha .01 [ $F(5,423)=50.55$ ; Adjusted  $R^2=0.37$ ;  $p=0.000<0.01$ ]. In here, it reveals that the goal-orientation is a moderator in the model, where it weakens the association between depression and suicide risk as indicated by the negative sign of the interaction of depression and goal-orientation. This is further discussed in the succeeding section of this paper. Figure 2 (p.16) shows the association of variables and their coefficients.

### Discussion

The interest of this study focuses on the predicting role of depression, and values, such as, benevolence, and goal-orientation, in the existence of suicide risk among adolescents. It is also of worth in this study to find out whether specified values moderate the relationship between depression and suicide risk. Regression analysis was performed to obtain the coefficients and validity of the model, and found a significant moderation only by goal-orientation.

As mentioned in the introduction, there already had been a number of studies that revealed how values can lead to positive action and in turn, may serve as tool to aid change in one's psychological functioning. In this study, it was found that goal-orientation can facilitate the relationship between depression and suicide risk. With that, it means that somehow the relationship between these two variables depend on the characteristic of one's value for goal-orientation.

***Goal-orientation as a moderator.*** One possible explanation is that the pursuit of something relevant to the individual leads to perceptions, attitudes or behaviors that, in turn, increase

subjective well-being or satisfaction- withlife, and the non-pursuit of it may have the reverse effects. Furnham and Bochner (1986) suggest, for example, that emphasizing values toward a goal, such as self-help, promotes better coping with problems which, in turn, may contribute to positivewell-being. In this explanation, orienting oneself toward a goal leads tobehaviors that are instrumental to improving one's subjective sense of well-being (McCrae & Costa, 1991; Veenhoven, 1991). It may be plausible that an increase in goal-orientation may weaken the relationship between depression and suicide risk. In Sagiv and Schwartz's (2000) study, however, they explored that not all values lead to healthy actions, as some may be detrimental to one's health. Furthermore, it is noteworthy to conclude that pursuing a goal that is not in congruence with one's belief and value may be unhealthier than healthy (Oishi et al., 1999).

***Benevolence as a moderator.*** In the analysis performed, it was found that benevolence does not predict suicide risk, and consequently is not a moderator in the relationship between depression and suicide risk. Although studies have been outright in associating prosocial behaviors and well-being, benevolence as an interpersonal value may not always result to positive obvious actions. Some literature reviews suggest that benevolence may be possible depending on the availability of resources (Andreoni, 1990), indicating that socioeconomic status can be a contaminating variable. How an individual believes in the person in need may as well add up to the complexity of benevolence as a prosocial behavior (Decety & Cowell, 2014; Eisenberg, 2014). These explanations may lead to understanding benevolence as a value of strong beliefs about how one should act. Consequently, a person could believe in the relevance of kindness to people, but not necessarily acting it out. If that is the case, benevolence may not always lead to well-being, thus may not always prevent one from performing detrimental acts such as suicide. Furthermore, a study by Hubbard, Harbaugh, Srivastava, et al. (2016) found that benevolence mostly occurs in individuals in the later part of the life span. An adolescent may have an unparalleled level of benevolence than those of adults. This may have caused the analysis not to capture the effect of age.

### **Conclusion**

This study only focused on how personal values, such as goal-orientation, and interpersonal values, such as benevolence, resulting to an investigation of moderation among adolescents. As argued by the researcher, the role of goal-orientation in predicting suicide risk is significant, thus

we may assume that as one enhances the ability to focus on goals, the weaker the relationship there is between depression and suicide risk.

### **Limitations and Further Research Directions.**

The researcher did not intend to control for age, socioeconomic factors, gender, and other individual qualities that might influence the depression-suicide relationship. Since they are potential predictors, they may be a focus of future studies. The results may also warrant further studies as to how benevolence would really influence the link between depression and suicide risk, possibly as well by controlling for morality or religious beliefs to investigate further (Decety & Cowell, 2014). Translating the goal-orientation variable into being categorically congruent or incongruent to one's behaviors, using it as a moderator, may also clarify questions pertaining to how goal-orientation can specifically impact the depression-suicide link is worth to examine.

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### **Declaration of Interest**

The author reports no conflicts of interest in this work.

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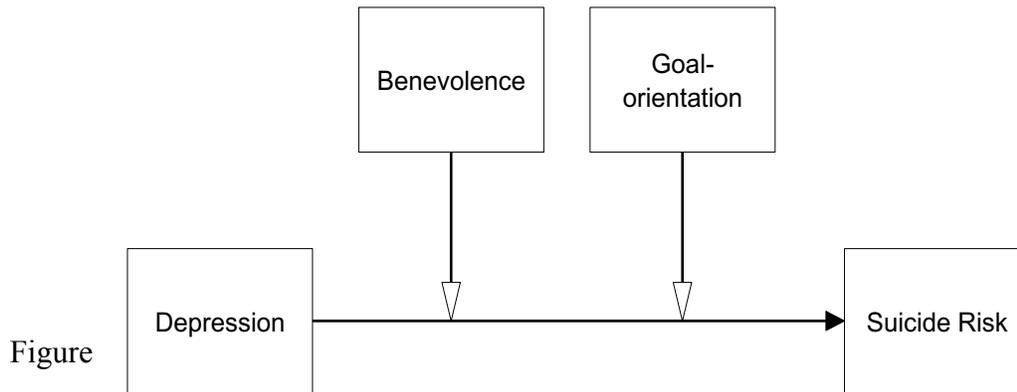
**Tables**

Table 1. Intercorrelations among the study variables

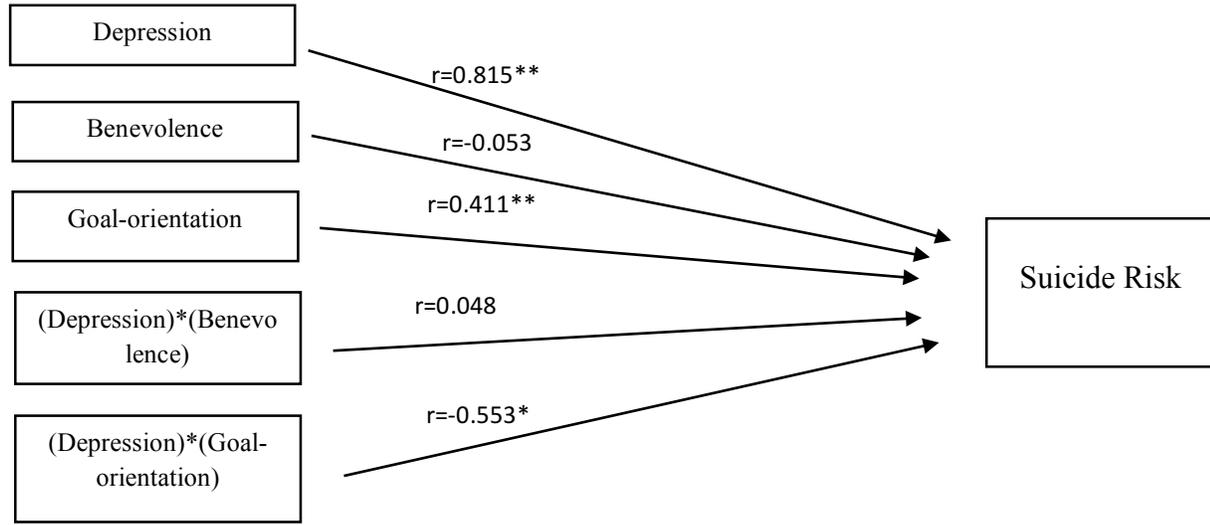
Study Variables	<i>M</i>	<i>SD</i>	1	2	3	4
Depression	23.21	5.25	1.00			
Benevolence	41.54	24.58	-0.15**	1.00		
Goal-orientation	53.23	22.97	-0.12**	-0.15*	1.00	
Suicide risk	19.15	5.24	0.59**	-0.12*	0.22*	1.00

Note: \* $p < 0.05$  \*\* $p < 0.01$

**Figures**



1. The Moderation Model: Benevolence and Goal-orientation as the Moderators



Note: \* $p < .05$  \*\* $p < .01$

Figure 2. The Coefficients of Predictors and Outcome Variable

## Sensitivity and Specificity of Indonesian Version of Hopkins Symptom Checklist-25(HSCL-25) Anxiety Subscale as a Screening Test for Anxiety Symptoms in Indonesian Adolescents

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### Abstract

Hopkins Symptom Checklist-25 (HSCL-25) is one of the most commonly used screening tools to detect the emergence of early symptoms of anxiety and depression, considering the easy administration of this instrument and short administration time. In this study, we aimed to explore the sensitivity and specificity of the Indonesian version of HSCL-25 anxiety subscale as an anxiety screening tools in Indonesian adolescents. The subscale was compared to a gold standard interview, based on the Structured Clinical Interview for DSM-IV (SCID). All instruments were administered to a sample of 40 Indonesian high school students in Jakarta. The sensitivity and specificity were calculated at a cut-off level 1.75 of the HSCL-25. Our final result shows that the Indonesian version of HSCL-25 anxiety subscale has both 50% of sensitivity and specificity. The correspondence between the diagnostic interview and the HSCL-25 was not acceptable at a cut-off level 1.75. That is, the subscale has limited ability to identify clinical syndromes of anxiety. It is also possible that SCID is less suitable as a comparison of HSCL-25. Further research is expected to shorten the time interval between the screening process and interviews, as well as consider more appropriate gold standard selection.

**Keywords:** *anxiety, HSCL-25, SCID, sensitivity, specificity*

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### Introduction

Several recent studies have demonstrated high levels of anxiety symptoms among adolescents around the world (Ndeti et al. 2008; Merikangas et al. 2010; WHO, 2011; Ivancic, Perrens, Fildes, Perry, & Christensen, 2014). In line with that, data from the Indonesia Health Profile 2013 (Ministry of Health Republic of Indonesia, 2014) shows that the prevalence of emotional mental disorder shown with symptoms of depression and anxiety is 6% for the age of 15 years old and over, or about 14 million people. This indicates that the number of patients with anxiety disorders and depression in Indonesia is quite large.

According to Fonseca & Perrin (2011), children and adolescents with anxiety were reported to have an increased risk of depression, poor school adjustment, substance abuse, and other problems including anxiety disorders when they entering adulthood. Unfortunately, most children and young people do not seek help or receive the mental health care that they need due to various factors. These include lack of attention from the surrounding (parents, schools, medical providers) to early identify and prevent mental disorders, and the lack of experts dealing with adolescent mental health problems (Murphey, Barry, & Vaughn, 2013).

Given the high prevalence and long-term effects that can be generated from anxiety in adolescents, it is important to consider an alternative way to identify the anxiety problems that can be done easily by parties around the youth (such as teachers in schools, social workers), so there will be no delayed treatment. One of the most common attempts to detect the emergence of early symptoms of psychological disorders is to use a screening test. Screening test is often used because of its ability to predict the severity of the disturbance in a measured continuum score, as well as cost-effective and time-saving in their administration (Richardson, et al, 2015).

The authors were involved in a longitudinal study of adolescent mental health to obtain the impression of the mental health status of adolescents in Jakarta, Indonesia. The preliminary study was conducted through epidemiological studies to determine the prevalence of mental disorders in high school students in Jakarta, and the results show that anxiety problems ranked first with the prevalence 84.9%. Anxiety level was measured by the Indonesian version of HSCL-25 anxiety subscale (Turnip & Hauff, 2007), considering the easy administration of this instrument and little time is lost to administration (Ventevogel, et al, 2007).

Although it has been used in several studies in Indonesia (Dewayani, Sukarlan, & Turnip, 2011; Hutahaeon, B.S, 2012, unpublished data; Listyanti, 2012, unpublished data), no studies have examined the diagnostic accuracy of the Indonesian version of HSCL-25. This study was a preliminary study to determine the diagnostic accuracy (sensitivity and specificity) of the Indonesian version of HSCL-25 anxiety subscale as a screening tool for anxiety in this population.

## **Methods**

### **Participants and data collection**

This study was conducted through two stage of data collection. The population in this study were all high school students in Jakarta, and the sample were students from five schools who were included in a longitudinal study of adolescent mental health conducted by the authors.

Stage 1 as a preliminary study consisted of a screening process with multiple instruments to assess mental health. It was carried out from March until early April 2017, included a self-administered version of the HSCL-25. 786 high school students aged 15-17 years old from five schools which selected using multi-stage random sampling to represent five City Administrative Regions of Jakarta were involved in this stage. All participants have filled out a written consent on the front page of the instrument. 163 participants were excluded for two main reasons: (1) participants did not live with their parents when the study was conducted and (2) participant's data was incomplete. 623 participant's data were used in the analysis for stage 1. An HSCL-25 anxiety score equal or greater than 1.75 was classified as "symptomatic" (Winokur, Winokur, Rickels, & Cox, 1984) and used as a cut-off point for stage 2.

Stage 2 was conducted using a double-blind technique, in which both participants and interviewer did not know the HSCL-25 anxiety score obtained by participants. The interviewer conducted a diagnostic interview with all participants, then compared the results of the interview with HSCL-25 anxiety scores. In this case, the blinding process was assisted by the research team. Initially, the research team determined the group of students who will be included on stage 2 by purposive sampling technique and divided the groups based on HSCL-25 anxiety score (score  $\geq 1.75$  considered as "high anxiety" group, and score  $< 1.75$  as "low anxiety" group). The selected participants had a pure anxiety score (not comorbid with other disorders). A total of 40 participants (22 males, 18 females) who met these criteria were then included in the diagnostic interview process (stage 2), undertaken by one of the authors as an interviewer on October until November 2017. All of the participants included on stage 2 have filled in written consent and also parental consent to participate in the interview. The interviewer used a structured clinical interview based on Structured Clinical Interview for DSM-IV (SCID) screening module, particularly the questions about anxiety.

## **Measurement**

### *The Hopkins Symptom Checklist – 25 (HSCL-25)*

HSCL-25 (Derogatis, Lipman, Rickels, Uhlenhuth, & Covi, 1974; Winokur, et al. 1984) is a screening tool used to detect the level of anxiety and depression's symptoms in the past week. Items were scored on a scale ranging from 1 (not bothered) – 4 (extremely bothered). Responses are summed and divided by the number of answered items to generate an anxiety and a depression score ranging from 1 to 4. A cut-off 1.75 on the anxiety and/or depression subscale was used to

classified participants as “symptomatic”. In this study, the authors used Indonesian version of HSCL-25 (Turnip & Hauff, 2007).

#### *The Structured Diagnostic Interview*

In this study, the authors used The Structured Clinical Interview for DSM-IV (SCID) Non-Patient Edition (SCID-I / NP) (First, Spitzer, Gibbon, & Williams, 2008) as a reference for a gold standard interview. SCID is a lengthy structured interview to assess DSM IV axis I disorders (Eack, Greeno, & Lee, 2006). To adjust the comparison with the HSCL-25 as a screening tool, the authors used a screening module of SCID instead of a full module as a gold standard. The authors developed a brief interview guideline consisted of the SCID-I overview section and all the questions related to anxiety from the SCID screening module. All of the questions were translated into Bahasa Indonesia. The interviewer asked all questions and did the probing, especially for each "yes" response given by the participants. The interviewer conducted probes related to onset, the frequency of occurrence of symptoms, duration, as well as specific symptoms related to the question to get a more comprehensive description of the anxiety situation experienced. The results of diagnostic interviews will be shown in the form of two categories ( “high” and “low” anxiety).

#### **Statistical Analysis**

The authors used descriptive statistical analysis method to describe the distribution of anxiety score based on HSCL-25, while crosstables formula was used to determine the sensitivity and the specificity. In addition, the analysis of sensitivity and specificity measurements was also complemented by Receiver Operatic Characteristic (ROC) curve analysis. The ROC curve was used to explore the optimal cut-off score for HSCL-25 anxiety subscale in this study (Ventevogel, et al, 2007).

### **Result**

#### **Description of Participants**

The distribution of the sample on stage 1 and stage 2 is given in Table 1. The majority of participants in stage 1 (N=623) were female (54.4%). The participant’s age varies between 14 – 18 years old, and around 95% were 15-16 years old. Most of the participants in stage 1 were from Senior High School D in South Jakarta. Meanwhile, the participants included on stage 2 (N=40) was dominated by male (55%) and most of them were 16 years old (75%). From the Table 1, it was also known that the majority of students included stage 2 are from High School A in West Jakarta

(45%). There was an unequal distribution of participants in each region due to the purposive technique sampling used at this stage.

### **Prevalence of Anxiety (Stage 1)**

Table 2 shows the prevalence of anxiety among adolescents in Jakarta derived from screening process (stage 1). The prevalence of anxiety was considered very high (84.9%, mean = 2.56), or 529 cases from 623 participants based on a cut-off score 1.75 from HSCL-25 anxiety subscale.

### **Prevalence of Anxiety Caseness (Stage 2)**

From the 40 participants included in Stage 2, there were 20 participants with high anxiety (mean = 2.88, SD = 0.26), and 20 participants with low anxiety (mean = 1.34, SD = 0.21) (see Table 3).

All of the 40 participants then followed the diagnostic interview process with the interviewer. Based on the diagnostic interview, 22 of them showed high anxiety, while other 18 showed low anxiety. The categorization was based on the participant's response on the interview question (based on SCID), supplemented by consideration of the interviewer's observations during the interview.

### **Sensitivity and Specificity of HSCL-25 Anxiety Subscale**

Table 4 shows that from the 22 participants who were considered to have high anxiety during the interview, 11 of them had high anxiety scores on HSCL-25 (True Positive or TP), while the remaining 11 showed a low HSCL-25 anxiety score (False Negative or FN). This shows that the anxiety subscale of HSCL-25 has 50% ability to identifying participants with true "high anxiety" correctly (sensitivity). On the other hand, from the 18 participants showed low anxiety during of the interview, 9 of them also had low anxiety scores on HSCL-25 (True Negative or TN), while the other 9 showed the opposite result (False Positive or FP). The percentage of the HSCL-25 anxiety subscale's ability in identifying participants who have "low anxiety" correctly (specificity) is also 50% ( $p > 0.05$ ). Therefore, the calculation of the discriminant ability turns out 50% as well. The proportion of the positive predictive values (PPV) was 55 % (11 out of 20 cases) and the negative predictive values (NPV) was 45% or 9 out of 20 cases. This suggests that the ability of positive predictions (of high anxiety) in HSCL-25 anxiety subscale was slightly better than the ability of negative predictions (low anxiety).

The ROC curve analysis was used to explore the optimal cut-off scores for HSCL-25 anxiety subscale in this population study. However, since it was found that the sensitivity and specificity are equal to 50%, the curve was not formed. The curve line formed a 45° diagonal line from point (0,0) to point (1,1), as shown in the following Figure 1. The absence of a curve in the ROC analysis also affects the AUC value, where the calculation results show  $AUC = 0.5$ . It means the ability of HSCL-25 anxiety subscale to correctly identify the case equals the probability prediction (Riegelman, 2005).

Furthermore, the results showed that there was a difference between HSCL-25 anxiety subscale's score and the results of anxiety assessment during the interview, followed by 50% discriminant ability. The authors then compared the mean scores on participants who's had discordant cases between screening and interview to gain an overview of participant's perceptions when answering the items of HSCL-25 anxiety subscale. Table 5 shows that in FP category participants (high score on HSCL-25, but low anxiety during the interview), item 3, 4, and 8 were 3 items with the highest average score. On the other hand, in the FN category participants (low scores on HSCL-25, but high anxiety during the interview), item 3, 4, 6, and 9 represent some items that have the lowest average. This suggests that there were inconsistency of responses to some of the items of HSCL-25 anxiety subscale, where item 3 ("Faintness, dizziness, or weakness") and item 4 ("Nervousness or shakiness inside") is perceived as a disturbing condition in participants with low anxiety, but is considered to be a less disturbing condition in high-anxiety participants.

## **Discussion**

### **Main findings**

Analysis of the sensitivity and the specificity of the Indonesian version of HSCL-25 anxiety subscale showed that the subscale had both 50% sensitivity and 50% specificity, compared with the diagnostic interview as a gold standard. These findings are a rare outcome (Candy & Breitfeller, 2013), where both sensitivity and specificity were 50% so it cannot be analyzed further using the ROC curve. The 50% sensitivity and specificity do not result in a curve of scattering distribution, so there is no Area Under the Curve (AUC) that can be further analyzed ( $AUC = 0.5$ ). These findings indicate that Indonesian HSCL-25 anxiety subscale has limited predictive diagnostic abilities if used to select individuals who must follow further investigations for diagnosing anxiety disorder. However, with 50% discrimination ability, this subscale can still provide 50% of information that is important in the diagnosis of anxiety (Riegelman, 2005). Furthermore, the

results also show that a cut-off score of 1.75 used on the anxiety subscale of the HSCL-25 instrument in this study is less than ideal for identifying individuals with anxiety problems in adolescent populations. The result of analysis using ROC curve and discriminant ability counting are not able to produce ideal cut-off score because no curve was formed on ROC analysis.

The research of diagnostic accuracy is a challenging study to design. Researchers should be aware of and carefully avoid biases in research, and there are many potential sources that allow bias in research (Zhou, Obuchowski, & McClish, 2011). In this preliminary study about the diagnostic accuracy of the Indonesian version of HSCL-25, there are several factors that may contribute to the discrimination abilities of the HSCL-25 anxiety subscale that are limited to this study population:

- 1) Participant's misperception in understanding and interpreting the instructions of the HSCL-25. This allows participants to respond differently between the question and their true condition because they were unable to understand the intent of the instruction. This possibility is also can be seen in the extreme prevalence of anxiety screening outcome using HSCL-25, reaching 84.9% in a normal (non-patient) adolescent population. The average score of participants was also beyond the cut-off limit of 1.75 (mean = 2.56).
- 2) There was a considerable time gap between screening process (stage 1) and diagnostic interview (stage 2). As described above, stage 1 was conducted on March-April 2017, while stage 2 (diagnostic interview) was conducted from October to November 2017. Thus, there was a 7-8 months time span between stage 1 and stage 2. Zhou, et al (2011) explains that in the field of medical diagnostic research, there is a bias that can occur due to the distance between taking the tests and the gold standard. The disorder may have evolved or decreased since the screening test was done, so the gold standard may identify more or less of the disorder than it did at the time the screening test was performed. In this study, it was known that the HSCL-25 items asked about the condition of participants in "the last week". Thus, the anxiety felt by the participants at the time of screening was very likely to differ (both increasing or decreasing) when compared with the anxiety during the interview.
- 3) The gold standard used in this study was considered did not match with HSCL-25, because there was a difference in the coverage of anxiety symptoms identified by the anxiety subscale of HSCL-25 and SCID screening module as a diagnostic interview guide. HSCL-25 is a continuous measurement of 25 symptoms assessed by its intensity ("how disturbing"), therefore the items

did not distinguish between important features and symptoms related to disorders (in this case, anxiety) (Sandanger, et al, 1998). Thus, the use of SCID-I as a gold standard might be considered less precise to be comparable to HSCL-25, because the SCID-I questions identify anxiety that leads to disorder that refers to the anxiety disorder category in DSM-IV TR. Most of HSCL-25 anxiety items (such as "Feeling fearful", "Faintness, dizziness, or weakness", "Nervousness or shakiness inside", "Heart pounding or racing", "Trembling", "Feeling tense or keyed up", "Headache", and "Feeling restless or can't sit still" describes an individual reaction when facing anxiety stimulus. Therefore, this reaction will not be visible if the participants did not expose to stimuli that trigger anxiety. This indicates that both instruments have different anxiety symptom coverage. HSCL-25 identifies anxiety symptoms in the form of a physical reaction, whereas SCID identifies more specific anxiety symptoms that lead to the potential presence of anxiety disorder.

Based on the discussion above, the authors concluded that the items of HSCL-25 anxiety subscale were more representative to assess somatic symptoms. This is likely contributed to a low level of sensitivity and specificity when the subscale compared with SCID that assesses anxiety disorders trends. SCID is considered less precise if used as a gold standard for comparison with HSCL-25 anxiety subscale.

### **Secondary findings**

In addition to the main discussion about diagnostic accuracy, this study also found that the prevalence of anxiety in Indonesian adolescents was very high, reaching 84.9%. Aside from the possibility of participant error in the interpretation of the screening test instruction, the authors assumed that the extreme prevalence of anxiety can also be caused by other factors. WHO & Calouste Gulbenkian Foundation (2014) mentioned that the causes and triggers of common mental health disorders such as anxiety and depression lie in the social, economic, and political environment in everyday life. In this case, stage 1 was conducted on March to April 2017. It was known that there was political upheaval due to the controversial election of Governor in DKI Jakarta during that time. Although the population in this study did not participate directly in the election, this phenomenon may have some psychological effects for them.

The authors compared the election in Jakarta with the American Presidential election in 2016, which also became public spotlight due to controversial candidates. Costello (2016) mentioned that during the campaign of the President of the United States 2016, all students (from

pre-school to high school) heard conversations at home, chatting, posting something and joking on social media about the political situation. They discussed, modeled their behavior on political candidates, and brought high emotion to school. Due to political tensions during the campaign period, students (especially minorities) feel stressed and anxious and that may affect their health, emotional well-being, and schoolwork. This suggests that a controversial political situation can also trigger anxiety in adolescents, even if they were not actively participating in the election. Thus, the phenomenon of governor elections in Jakarta is one possible cause of the high prevalence of adolescent anxiety.

### **Limitations of the study**

The present study has some important methodological limitations. Firstly, the poor sensitivity and specificity of this study likely due to the different coverage of anxiety measured by the anxiety subscale of HSCL-25 and the diagnostic interviews as the gold standard. There was a possibility that the gold standard used in this study is less precise. Future research can develop a guideline interview that is more appropriate to the coverage of anxiety symptoms assessed based on the HSCL-25 instrument. Future study can replicate this study with the shorter time intervals between screening process and diagnostic interviews, as well as the more appropriate selection of gold standards. It can be used as a validation attempt to increase the level of confidence in the use of Indonesian anxiety subscale HSCL-25 as an anxiety screening tool in Indonesian populations.

Secondly, the characteristics of participants in this study are homogeneous, especially in terms of age range, social status as a student, and residence area. The number of participants in stage 2 was also limited. Further research on anxiety and diagnostic accuracy testing of the HSCL-25 can be performed in a population with more diverse characteristics (with the broader range of age range, social status, and multiple residence areas), as well as larger sample quantities to be included in the interview. This can be used as an effort to improve the results generalization in the use of the Indonesian version of HSCL-25 as a screening tool.

Thirdly, the emergence of the extreme situation of the prevalence of anxiety in this population indicates that the measurement of anxiety with HSCL-25 anxiety subscale was strongly influenced by the surrounding conditions and subjective judgments of each subject. Future studies using HSCL-25 are expected to consider the situation that accompanies the population at the time of screening test such as social, political, and economic issues. It is also expected to pay more

attention to the time interval between stage 1 (screening tests) and stage 2 (interview) to minimize bias in the study.

### Conclusion

The Indonesian version of HSCL-25 anxiety subscale had both 50% sensitivity and 50% specificity, compared with the diagnostic interview based on SCID as a gold standard. It means that this subscale has limited ability to identify clinical syndromes of anxiety. Therefore, it is not recommended as a single screening tool for measuring anxiety disorder trends in Indonesian adolescents. Aside from the time gap between screening process and diagnostic interview conducted in this study, it is also possible that the gold standard chosen in this study is less suitable as a comparison of HSCL-25. HSCL-25 measured the intensity of the anxiety symptoms, while the SCID-I questions identifies anxiety that leads to the anxiety disorder category in DSM-IV TR. Further research can replicate this study with the shorter time intervals between screening process and diagnostic interviews, as well as the more appropriate selection of gold standards.

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### Tables

Table 1. *Participants demographic*

	Frequency	Percentage (%)
<b>Stage 1 (N = 623)</b>		
Gender		
Male	284	45.6
Female	339	54.4
Age		
14 year old	5	0.8
15 yo	345	55.4
16 yo	244	39.2
17 yo	20	3.2
18 yo	2	0.3
School Origin		
School A (West Jakarta)	171	27.4
School B (Central Jakarta)	93	14.9
School C (North Jakarta)	94	15.1

School D (South Jakarta)	181	29.1
School E (East Jakarta)	84	13.5
<b>Stage 2 (N = 40)</b>		
Gender		
Male	22	55.0
Female	18	45.0
Age		
15 years old	8	20.0
16 years old	30	75.0
17 years old	2	5.0
School Origin		
School A (West Jakarta)	18	45.0
School B (Central Jakarta)	8	20.0
School C (North Jakarta)	14	35.0

Table 2. *Prevalence of anxiety among adolescents in Jakarta*

Anxiety Caseness	Frequency	Percentage (%)
Low	94	15.1
High	529	84.9
N	623	100

Table 3. *The details of the HSCL-25 anxiety score from participants in Stage 2*

	Low	
	Anxiety	High Anxiety
N	20	20
Mean	1.34	2.88
SD	0.21	0.26
Min. Score	1.00	2.60
Max. Score	1.70	3.60

Table 4. Crosstabs of HSCL-25 anxiety subscale against diagnostic interview as a gold standard

Anxiety Diagnosis by HSCL- 25 anxiety subscale	Anxiety Diagnosis by Gold Standard Interview		Total
	High	Low	
	High	11 (50%)	9 (50%)
Low	11 (50%)	9 (50%)	20 (50%)
Total	22 (100%)	18 (100%)	40 (100%)

Table 5. Comparison of Mean Score of FP and FN on HSCL-25 Anxiety Subscale

	Anxiety Symptoms	FP	FN
1	Suddenly scared for no reason	2,38	1,36
2	Feeling fearful	2,75	1,45
3	Faintness, dizziness, or weakness	<b>3,38</b>	<b>1,09</b>
4	Nervousness or shakiness inside	<b>3,25</b>	<b>1,09</b>
5	Heart pounding or racing	3,00	1,27
6	Trembling	2,63	<b>1,09</b>
7	Feeling tense or keyed up	2,63	1,55
8	Headache	<b>3,50</b>	1,82
9	Spell of terror or panic	2,75	<b>1,09</b>
10	Feeling restless or can't sit still	3,00	1,36

Figures

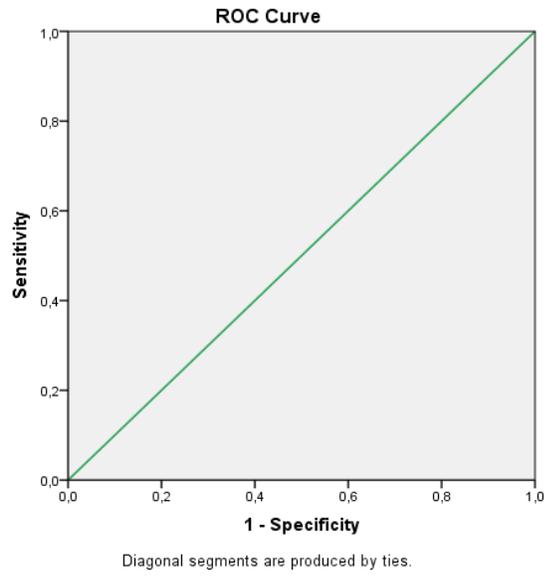


Figure 1. ROC curve for the prediction of anxiety by the HSCL-25 anxiety subscale

## Psychological Well-Being as a Mediator of The Influence of Physical Condition And Psychological Condition Of Classroom Towards Learning Qualities At Students In Mercu Buana University

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### Abstract

This study examines psychological well-being as a mediator of the influence of physical conditions and psychological conditions of class room towards learning qualities. Our study aim is to help university in developing ergonomic classroom design as an effort to improve the learning qualities. In this study, we use quantitative method with regression analysis technique. Participants are 3500 second semester students in population of UMB Jakarta. By using stratified random sampling technique, obtained 99 students as sample. Data analysis was done by using Partial Least Square (PLS) method. PLS is alternative analysis method by Structural Equation Modelling (SEM) based on variance. The advantage by using this method is estimation can be done with relatively small size of sample and assumption is not required. Instrument used is SmartPLS 2<sup>nd</sup> Version program which specifically design to estimate structural equations based on variance. Study shows if: (1) model proving if physical condition and psychological condition directly effecting positively psychological well-being. (2) model proving if psychological well-being directly effecting positively learning qualities. (3) model proving if physical condition and psychological condition indirectly effecting positively learning qualities. Based on data in this study, there is 52% simultaneously effect between endogenous variable, while the rest affected by other variables, and 68% endogenous variable of psychological well-being as mediator sebesar, while the rest affected by other variables. Whereas, physical condition of the psychological well-being can be known from the p value of 0.000 or  $p < 0.05$  with significance level of the influence can be known through the value of T-statistics are above 1.96 that is equal to 10,256, psychological condition of the psychological well-being can be known from the p value of 0.004 or  $p < 0.05$  with significance level of the influence can be known through the value of T-statistics is above 1.96 that is equal to 2.096, also psychological well-being as mediator to the quality of learning can be known from the p value of 0.000 or  $p < 0.05$  with level of significance of these effects can be known through the value of T-statistics are above 1.96 i.e. 14.702.

**Keyword:** learning qualities, psychological well-being, physical condition, psychological condition.

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## Background

Physical and psychological aspects are two interrelated aspects of human life. Along with the increasing of awareness about the idea of humanizing human beings in all aspects of life, people began to realize the importance of giving more concern on the issues related to the condition of a good physical and psychological work environment.

Basically every human being will be able to carry out its activities well and achieve optimal results if the working environment conditions where he is in support. A working environment condition can be a good work environment if human can carry out its activities optimally, healthy, safe, and safe. Unfavorable working environment conditions can require more time and energy which does not support the achievement of an efficient and productive work system.

It also happens in terms of education. Facility as a physical aspect in the condition of the learning environment has a significant effect on the success of an educational institution (Sahney, 2004). Students will be able to receive learning effectively and efficiently if the condition of the learning environment which he in favor of both the physical condition and psychological conditions, of course it will support the achievement of optimal learning outcomes.

In the university education level, the classroom environment becomes one of the factors that can determine the level of academic ability of the students. A good physical and psychological environment will have a direct impact on student behavior and can produce effective learning. However, any learning strategy pursued by educators will not be effective if it is not supported by a favorable climate or class condition or conducive. Effective learning can start from a classroom climate that can create an exciting learning environment. For that we need to consider the arrangement or arrangement of classrooms and its contents to support the learning process.

The classroom environment needs to be well laid out to allow for interaction between students and lecturers and interaction between students. There are several principles that need to be considered by the lecturer in arranging the classroom physical environment stated by Loisell (Winataputra, 2003), namely visibility, accessibility, flexibility, comfort, and beauty. Comfort in question is related to the lighting, temperature, and density of the classroom.

Sirgy, Grezeskowiak, and Rahtz (2007) developed a conceptual model of the quality of student lecture life. Based on this model, the quality of student life and psychological well-being conditions is influenced by the experience of those who are satisfied with the academic and social

aspects provided by the campus, where this satisfaction is also influenced by the services and facilities provided by the campus.

Studies conducted by Bluysen, Janssen, Van den Brink, and De Kluizenaar (2011); Felsten (2009); Huang, Robertson, and Chang (2004); Roelofen (2002) indicate that the existence of working environment to the users. In other words, the condition of the learning environment can affect student behavior, comfort, health, and productivity. All these things are very tied to the achievement of academic and also the satisfaction of the lecture life.

Learning is a process that cannot be separated from human life. Learning is a future infestation, meaning that human success will never be obtained without going through the process of learning, because in learning this man finds new knowledge and experience. Humans experience changes due to learning activities. The process of development through learning is essentially a process of actualizing the potential of human knowledge that already exists within itself. Learning or behavior change process that occurs is influenced by two factors, namely internal factors and external factors.

A student in doing learning activities requires a certain encouragement so that learning activities can produce learning achievements in accordance with the expected goals. To be able to improve student learning achievement maximal, of course need to be paid attention to various factors that raise students to learn effectively.

Learning also includes a form of work therefore the factors influencing the process of doing so are much different from the factors that exist and are studied in the work environment in the context of industry and organization.

Students are one of the important components in the university so there is a need for a deep handling of what happens to the students. This includes the implementation of policies related to the standardization of an effective and efficient learning environment that is the right of all students.

## **Literature Review**

### **Learning Qualities**

Quality has the same meaning or can be interpreted as the level or level of something. In the context of learning the definition of quality refers to the learning process and learning outcomes. In a quality "learning process" involved various inputs such as teaching materials (cognitive, affective, or psychomotor), methodology, administrative support, infrastructure and other resources and the creation of a conducive atmosphere.

From the aspect of learning climate, the quality can be seen from how much learning atmosphere to support the creation of interesting learning activities, challenging, fun and meaningful for the formation of professionalism of education. In terms of media quality learning can be seen from how effective media learning is used by teachers to increase the intensity of student learning. In terms of quality learning facilities can be seen from how contributive physical facilities to the creation of a safe and comfortable learning situation.

Conceptually, quality needs to be treated as an indicator dimension that serves as an indication or indicator in the professional development activities, both related to the effort of organizing educational institutions and learning activities in the classroom. This is necessary for the following reasons: (1) student achievement increases, (2) students are able to cooperate, (3) learning is fun, (4) able to interact with other subjects, (5) able to contextualize learning outcomes, (6) ) Effective learning in the classroom and further empowering students potential, (7) achievement of curriculum goals and targets.

### ***Psychological Well-Being***

According to Ryff (in Amawidyati & Utami, 2007), psychological well-being is a term used to describe an individual's psychological health based on the fulfillment of positive psychological functioning criteria. The definition of well-being according to Ryff (in Riyadi, 2014) is trying to achieve perfection that represents the realization of the true potential possessed by the individual. Psychological well-being is one of Ryff's overall mental health concepts (in Riyadi, 2014). Ryff (in Garcia, 2014) which mentions the aspects that make up the psychological well-being, namely: (1) Self-acceptance, (2) Positive relations with others, (3) Independence or Autonomy, (4) Environmental mastery, (5) Purpose in life, (6) Personal development. Each of these psychological well-being dimensions illustrates the challenges experienced by the individual as an attempt to function fully and to realize his unique capabilities. Lopez and Snyder (in Riyadi, 2014).

### **Working Environment**

Sedarmayanti (2009) states that in general, the type of work environment is divided into 2 namely: (1) physical work environment, and (2) psychological work environment (non-physical).

#### **1. Physical Condition**

According Sedarmayanti (2009) is a physical work environment that is all the physical circumstances that exist around the workplace where it can affect employees

either directly or indirectly. The physical work environment itself can be divided into two categories, namely:

- a. Environment directly related to employees (eg work centers, chairs, tables and so on)
- b. An intermediate environment or common environment may also be called a work environment that affects the human condition (eg temperature, humidity, air circulation, lighting, noise, mechanical vibration, odor, color and music).

## **2. Psychological Condition**

According to Duane, in Mangkunegara (2011), non-physical environments are all physical psychological aspects, and regulations that can affect satisfaction and productivity gains. Wursanto (2009) argues that the non-physical environment as something that concerns the psychological aspect of the environment therein.

Based on these notions, it can be said that the non-physical environment is called the psychological environment; the example is the situation around the place that is non-physical. Such environments cannot be captured directly with the human senses, but they can be perceived.

## **Hypothesis**

To examine and to test empirically about the psychological well-being as mediator the influence of physical condition and classroom psychological condition to the quality of learning on the student of the buana, the hypothesis is proposed as follows:

1. There is influence of physical condition on Psychological Well-Being of students in University of Mercu Buana
2. There is influence of psychological condition on Psychological Well-Being of students in University of Mercu Buana
3. There is influence of Psychological Well-Being as mediator to the learning quality of students in Mercu Buana University.
4. There is influence of Psychological Well-Being as a Mediator to the learning quality
5. There is influence of both physical condition and psychological condition towards learning qualities.

## **Methods**

The object of this research is physical condition, psychological condition, and psychological well-being toward the quality of learning at the students of Mercu Buana University, Meruya campus. The population is the sum of all objects whose characteristics are to be expected. In this study the populations are students of Mercu Buana University, Meruya campus. In this study hypothesis was testing by using Partial Least Square (PLS) method. PLS is an alternative method of analysis with Structural Equation Modeling (SEM) based on variance. The advantage of this method is that it does not require assumptions and can be estimated with a relatively small sample size. The tool used is a SmartPLS 2<sup>nd</sup> Version program designed specifically to estimate structural equations on a variance basis

#### Instruments

##### 1. Physical Condition Instrument

In this study physical condition is measured with 16 items. This self-concepts items is using Likert Scale (Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1). The distributions of items list as bellow.

Table 1. Physical Condition Instrument

No.	Indicators	Items	Total Items
1.	Temperature	1, 2, 3, 4	4
2.	Lighting	5, 6, 7, 8	4
3.	Air Circulation	9, 10, 11, 12	4
4.	Noise	13, 14, 15, 16	4
<b>Total Items</b>			<b>16</b>

##### 2. Psychological Condition Instrument

In this study psychological condition is measured with 16 items. This self-concepts items is using Likert Scale (Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1). The distributions of items list as bellow.

Tabel 2. Psychological Condition Instrument

No.	Indicators	Items	Total Items
1.	<i>Aesthetic Factors</i>	1, 2, 3, 10, 11	5

2.	<i>Feeling of Privacy</i>	4, 5, 6, 7, 8, 9	6
3.	<i>Sense of Status and Importance</i>	12, 13, 14, 15, 16	5
<b>Total Items</b>			<b>16</b>

### 3. Psychological Well-Being Instrument

In this study, *Psychological Well-Being* is measured with 14 items. This self-concept items is using Likert Scale (Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1). The distributions of items list as bellow.

Table 3. Psychological Well-Being Instrument

No.	Indicators	Items	Total Items
1.	Autonomy	1, 2,	2
2.	Environmental Mastery	3, 4, 5	3
3.	Personal Growth	6, 7,	2
4.	Positive Relation with Others	8, 9	2
5.	Purpose In Life	10, 11	2
6.	Self – Acceptance	12, 13, 14	3
<b>Total Items</b>			<b>14</b>

### 4. Learning Qualities Instrument

In this study *learning qualities* is measured with 14 items. This self-concept items is using Likert Scale (Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1). The distributions of items list as bellow.

Table 4. Learning Qualities Instrument

No.	Dimension	Items	Total Item
1.	Students achievement Increase	1, 2, 3	3
2.	Students are able to cooperate	4, 5, 6,	3
3.	Fun Learning	7, 8,	2
4.	Students are able to interact with other subjects	9, 10, 11	3
5.	Students are able to contextualize learning outcomes	12, 13, 14	3
6.	Empowering students potential	15	1

7. Achievement of curriculum goals and targets	16	1
<b>Total Items</b>		<b>16</b>

## Result

### Statistical Descriptive

Based on the results of the questionnaire, obtained a general description of research results based on the average value as well as the highest and lowest values as in table 1 follows.

Tabel 5. Statistical Descriptive of Variables

Variables	Mean	Minimum	Maximum
KF	44,62	29	60
KP	57,30	37	75
PWB	46,17	35	52
KPM	63,91	34	80

### Data Quality Test Result

The quality of data generated from the use of research instruments can be evaluated through validity and reliability test. The tests are each to know the accuracy of the data collected from the use of the instrument. Data quality test is done by using validity test done with software SPSS version 23.00 by comparing corrected item-total correlation with r table.

#### 1. Validity Test

Table 2. Validity Test of *Psychological Well-being* Variables

Variables	Item	<i>corrected</i> <i>item-total correlation</i> Score	Conclusion
<i>Psychological</i> <i>Well-being</i>	1	,375	Valid
	2	,480	Valid
	3	,506	Valid
	4	,583	Valid
	5	,419	Valid
	6	,713	Valid

7	,577	Valid
8	,611	Valid
9	,752	Valid
10	,666	Valid
11	,465	Valid
12	,453	Valid
13	,616	Valid
14	,347	Invalid

Table 3. Validity Test of Physical Condition Variables

Variables	Item	<i>corrected item-total correlation Score</i>	Conclusion
<b>Physical Condition</b>	1	,436	Valid
	2	,556	Valid
	3	,577	Valid
	4	,180	Invalid
	5	,720	Valid
	6	,708	Valid
	7	,594	Valid
	8	,610	Valid
	9	,518	Valid
	10	368	Valid
	11	,726	Valid
	12	,350	Invalid
	13	,118	Invalid
	14	,420	Valid
	15	,474	Valid
	16	,013	Invalid

Table 4. Validity Test of Psychological Condition variables

<b>Variables</b>	<b>Item</b>	<i>corrected</i> <i>item-total correlation Score</i>	<b>Conclusion</b>
<b>Psychological Condition</b>	1	,368	Valid
	2	,412	Valid
	3	,465	Valid
	4	,616	Valid
	5	,433	Valid
	6	,693	Valid
	7	,643	Valid
	8	,659	Valid
	9	,785	Valid
	10	,620	Valid
	11	,449	Valid
	12	,523	Valid
	13	,342	Invalid
	14	,633	Valid
	15	,474	Invalid
	16	,670	Valid

Table 5. Validity Test of Learning Qualities Variables

<b>variables</b>	<b>Item</b>	<i>corrected</i> <i>item-total correlation Score</i>	<b>Conclusion</b>
<b>Learning Qualities</b>	1	,797	Valid
	2	,914	Valid
	3	,658	Valid
	4	,730	Valid
	5	,503	Valid
	6	,833	Valid
	7	,589	Valid
	8	,406	Valid

9	,670	Valid
10	,813	Valid
11	,840	Valid
12	,791	Valid
13	,460	Valid
14	,656	Valid
15	,794	Valid
16	,511	Valid

Validity test is done by comparing corrected item-total correlation with r table for freedom (df) = n-2, where n is sample number, r table in this research is 0,374 with significance level 5%. If the value of r count is greater than the r value of the table and is positive then the item is valid. Whereas, if the value of r count is smaller than r table then the item is invalid or must be discarded. From the results of analysis using SPSS, it can be seen that in the variable condition of physical learning environment there are 4 (four) invalid items, namely item no 4, 12, 13 and 16.

In variables Psychological learning environment conditions there are 1 (one) invalid item that is item no 13. In psychological well being variable there are 1 (one) invalid item that is item no 14. Those items are declared invalid because the value is smaller Compared with r table (.374), so the item is deleted and cannot be used on the overall model test.

Then in the Learning Quality variable all items are valid because the value of all items is greater than r table (.374). For that in the Learning Quality variable, no items are discarded and all items can be used on the overall model test.

## 2. Reliability Test

Reliability is the test of a measuring instrument in order to see how the level of truth of the measuring instrument can be trusted, and its accuracy. Measurements were made using Cronbach's Alpha Test reliability. A study has good reliability if the Cronbach Alpha coefficient is greater than or equal to 0.70.

Table 6. Reliability Test Data Result

<b>Variables</b>	<b>Cronbach's Alpha</b>	<b>Conclusion</b>
Physical Condition	0,809	Reliable

Psychological Condition	0,910	Reliable
<i>Psychological well-being</i>	0,834	Reliable
Learning Qualities	0,764	Reliable

Based on the results of statistical tests above scale reliability The physical learning environment conditions with a total of 16 items yields  $\alpha = 0.721$ , this shows the scale The condition of the physical learning environment has a high enough reliability. While the scale of environmental conditions of psychological learning with a total of 16 items yield value  $\alpha = 0.888$ , this shows the scale of the condition of the psychological learning environment has a high reliability. Psychological well-being scale with a total of 14 items yields a value of  $\alpha = 0.873$ , indicating the Psychological well-being scale has high reliability. The Quality of Learning Scale with a total of 16 items yields a value of  $\alpha = 0.940$  which shows the scale of Learning Quality has a very high reliability.

### Test Result by Using Smart PLS

#### 1. Outer Model

Model measurements were performed to test the validity and reliability of the data. The construct validity of the model measurements with reflective indicators can be measured by outer loading and using the Average Variance Extracted (AVE) parameter. The validity of the construct is valid if the value of loading score is  $> 0.7$  or it can still be tolerated up to  $> 0.5$  (Ghozali, 2014). While to test the level of reliability can be seen based on the value of Composite Reliability of indicators that measure the construct. A construct is said to be reliable if the value of Composite Reliability is above 0.70.

Tabel 7. Outer loading

PATH COEFICIENT [OUTER MODEL]				
INDIKATOR/ITEM	KF	KM	KP	PWB
KF11	0,686			
KF13	0,684			
KF5	0,912			
KF6	0,895			
KM1		0,871		

KM2		0,927		
KM3		0,865		
KM4		0,928		
KM5		0,680		
KP3			0,946	
KP4			0,908	
KP5			0,659	
PWB1				0,880
PWB2				0,830
PWB5				0,761

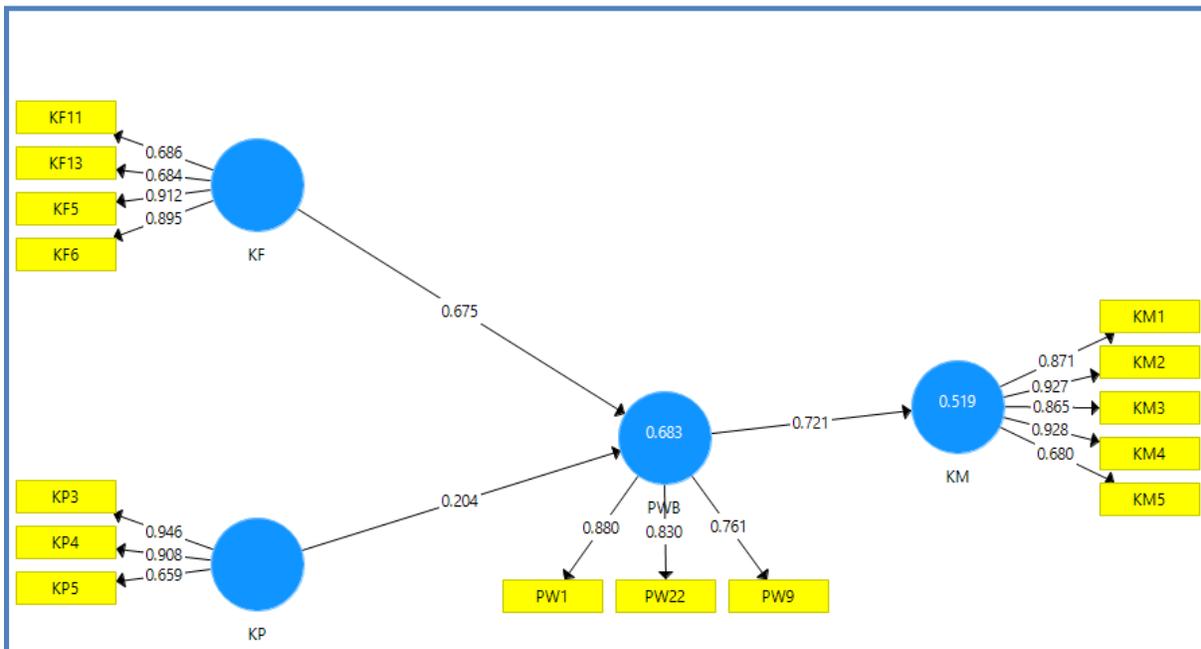


Figure 1. Weighted Relation

Based on Figure 1. it was found that the weighted relation model as follows:

- 1) Figure 1 shows the relationship weight between the indicator latent and between latent variables
- 2) KP and KF have a positive effect on PWB
- 3) PWB positively affects KM
- 4) KP and KF significantly influence KM indirectly

In addition to viewing the outer loading, the level of validity can also be measured by looking at the average extracted variance score (AVE) which each should be worth over 0.5. The result of the AVE value of the workload variable can be seen in Table 5.8.

Table 8. AVE Score

VARIABEL	AVE
KF	0,643
KPM	0,738
KP	0,718
PWB	0,681

Based on the data in table 8. it can be seen that the indicator variable physical condition has an AVE value of 0.643, the quality of learning by 0.739, psychological condition of 0.718 and psychological well-being of 0.681. Thus all indicators of the workload variable have AVE value > 0.5.

Thus it can be concluded that all these variables are declared valid. In addition to testing the validity in the outer model can also be used to test the reliability that is by looking at the value of Composite Reliability. Here is the value of Composite Reliability of the workload variable presented in table 9.

Table 9. Composite Reliability Score

KF	0,876
KPM	0,933
KP	0,882
PWB	0,864

Based on table 9. It can be seen that the value of Composite Reliability of each indicator of physical condition has a value of 0.876, the quality of learning by 0.993, psychological condition of 0.882 and psychological well-being of 0.864. Thus it can be seen that the lowest Composite Reliability value is 0.882 on the indicator of psychological condition and the highest Composite

Reliability value is 0.933 on the quality of learning. While the limit value for the variable is declared valid then the value of Composite Reliability of each indicator is > 0.7

### **Inner Model**

According to Vincenzo (2010) tests on structural models were performed to examine the relationship between latent constructs. Structural model test can be done by paying attention to the value of the Path Coefficient output. Based on the value on the hypothesis path coefficient formulated can be tested. To know whether there is influence of between exogenous variable to endogenous variable can be known based on P-value value. While to know the level of significance is measured by T-statistics. While the strength of the influence of based on nilai  $\gamma$  in the original sample. Table 10 gives information about the output on the path coefficient that will be used to test the hypothesis in the research we did.

Table 10. Path Coefficient Inner Model

<b>UJI STATISTIK PADA PATH COEFICIENT INNER MODEL</b>			
<b>RELASI</b>	<b>T-STAT</b>	<b>P VALUES</b>	<b>COEFICIENT</b>
KF -> PWB	10,256	0,000	0,675
KP -> PWB	2,906	0,004	0,204
PWB -> KPM	14,702	0,000	0,721

#### **1) The Influence of Physical Conditions on Psychological Well-Being**

Based on table 10. it can be seen that the physical condition of the psychological well-being can be known from the p value of 0.000 or  $p < 0.05$  so that the first hypothesis accepted. The significance level of the influence can be known through the value of T-statistics are above 1.96 that is equal to 10,256. This shows the effect is significant.

#### **2) The Influence of Psychological Conditions on Psychological Well-Being**

Based on table 10, it can be seen that the psychological condition of the psychological well-being can be known from the p value of 0.004 or  $p < 0.05$  so that the second hypothesis is accepted. The significance level of the influence can be known through the value of T-statistics is above 1.96 that is equal to 2.096. This shows the effect is significant.

#### **3) The Influence of Psychological Well-Being as a Mediator to the Learning Qualities**

Based on table 10. it can be seen that psychological well-being as mediator to the quality of learning can be known from the p value of 0.000 or  $p < 0.05$  so that the first hypothesis accepted.

The level of significance of these effects can be known through the value of T-statistics are above 1.96 ie 14.702. This shows the effect is significant.

#### 4) Psychological Well-Being as a Mediator to the Learning Qualities

To find the influence of psychological well-being as mediator the influence of physical condition and psychological condition simultaneously to the quality of learning can be known by taking into account the value of R2 (R Square).

Table 11. R Square

ENDOGEN	R <sup>2</sup>
KM	0,52 [52%]
PWB	0,68 [68%]

Based on the research data that has been processed, it can be seen that there is a simultaneous influence between endogenous variables of learning quality of 52% while the rest is influenced by other variables, and endogen psychological well-being variable as mediator of 68%, while the rest is influenced by other variables. T-statistical value of each variable can be seen in Figure 2.

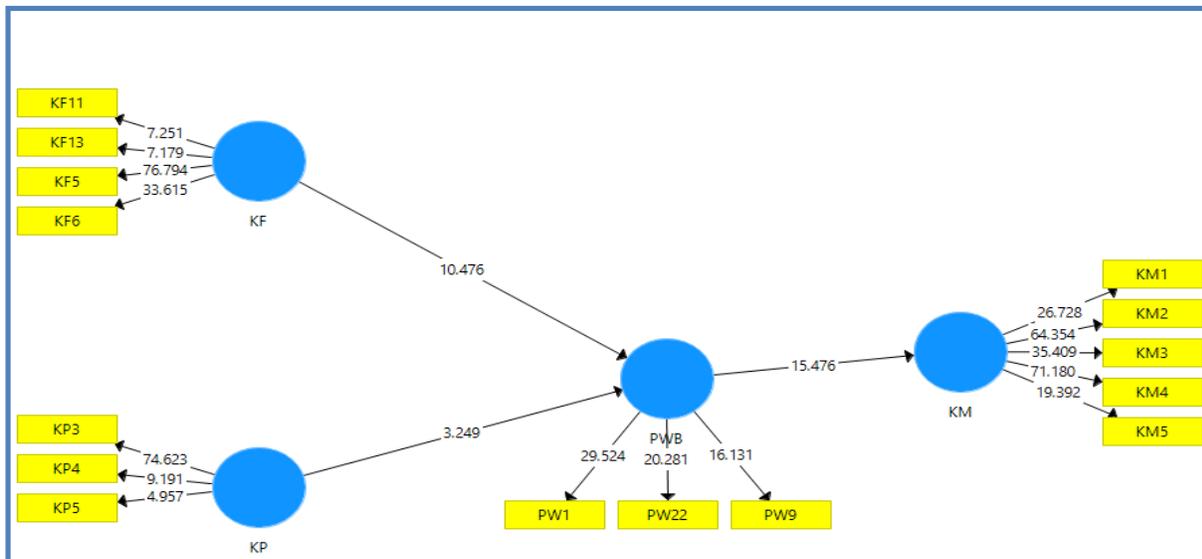


Figure 2. T-Value

Based on figure 2. T-Value Test Result as follows:

- 1) Figure 1 shows the SEM model with the resulting t-values
- 2) The resulting t-values value indicates the relation's significance (t-values > 1.96)

- 3) Table 1 shows the values of t-values for latent relations and the standard deviations of each relation. The standard deviation value shows the small value difference between the value generated and the mean.

To test the fit of whether or not the model created by the author, it can be known based on these values can be calculated values Q2 and Gof as follows:

Table 12. Goodness of Fit Hybrid Model

SRMR	0,165
d_ ULS	3,269
d_ G	7,815
NFI	0,363

In accordance with the opinion Tanenhau (2004) GoF small value = 0.10, GoF medium = 0.25, and GoF Large = 0.38. Thus the GoF value of the hybrid model of psychological well-being variable as mediator of the influence of physical condition and psychological condition on the quality of learning at medium level (medium) with GoF value is 0.363 > 0.25. Then for SRMR value of 0.165, this is not good because it is expected < 0.05.

## Discussion

### The Influence of Physical Conditions on Psychological Well-Being

From the results of this study can be seen that the physical environment has a positive and strong influence on the quality of learning. Factors that affect the quality of student learning such as lighting, air temperature, humidity, air circulation and noise. For that condition the physical environment is very influential on the quality of student learning. If the physical environment conditions are not available properly, then the learning does not work effectively. In order to achieve the goals and targets of the curriculum in the students can run well, must consider the condition of the physical environment or general environment of student learning.

### The Influence of Psychological Conditions on Psychological Well-Being

From the results of this study can be seen that the psychological environment has a positive and strong influence on the quality of learning. Factors influencing students in psychological environment conditions according to Newstrom (2002) such as smells, colors, music, classroom design, and other facilities that can support the quality of student learning can improve cooperation

and student achievement. All these factors, if created properly can give the impression of a fun learning for students so as to improve student achievement.

### **Psychological Well-Being as a Mediator to the Learning Qualities**

From the results of this study can be seen that the psychological well-being has a positive and strong influence on the quality of learning. Students who have good psychological well-being can improve the quality of learning so that students are able to contextualize learning outcomes obtained so that the quality of good learning can be achieved. Each of these psychological well-being dimensions illustrates the challenges experienced by the individual as an attempt to function fully and to realize his unique capabilities. Lopez and Snyder (in Riyadi, 2014).

### **Conclusion, Limitation, and Suggestion**

#### **Conclusion**

Based on the results of the discussion of data analysis through the proving hypothesis on the issues raised about Psychological well-being as a mediator of the influence of Environmental Condition of Physical and Environmental Conditions on the Quality of Learning at the students of Mercu Buana University, this study concludes that the three hypotheses proposed in this study are all accepted. The conclusions of this study are:

- 1) The model proves that Physical Conditions and Psychological Conditions directly affect Psychological Well-Being positively
- 2) The model proves that Psychological Well-Being directly affects the Quality of Learning positively
- 3) The model proves that Physical Conditions and Psychological Conditions indirectly affect the quality of learning positively

#### **Limitation**

We believe that this study has some limitations that can affect the results of research. The limitations are as follows:

- 1) The model should be refined with sufficient samples
- 2) Limitations of time owned researchers so that opportunities to deepen and expand the results of research is still lacking.
- 3) This research has not yet seen whether ethnic or cultural factors of diverse variety can affect the quality of learning in the students.

#### **Suggestion**

Based on the results of research, discussion, and conclusions obtained, then the suggestions can be given as follows:

- 1) Improving the sample of research with more number
- 2) Deepen and expand the results of this study by taking into account the time in future research for maximum results.
- 3) If you want to conduct a similar study, you should choose respondents consisting of different tribes or cultures in order to determine whether the condition of the physical environment, environmental conditions and *psychological well-being* in determining the quality of learning is influenced by cultural factors.

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## Fading Technique (easy, practical and, applicative) to Improve the Brushing Teeth Skill of Children with Down Syndrome: A Single Case Study

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### Abstract

Children with Down syndrome have limitations that further inhibit individuals to be independent in their daily life. The birth of a child with Down syndrome leads to big changes in the family. Families need requires direction from competent person for mentoring children with Down syndrome. Self-help is a classic problem in children with Down syndrome. Weak muscle ability is certainly a barrier for children with Down syndrome. Special strategy that is easy to understand by parents in helping children with Down syndrome is needed. Behavior modification by using fading becomes one of the easiest, practical and applicable ways applied to improve self-help in the case of teeth brushing skill in Down syndrome children. Fading is easily done by parents, caregivers or educators.

**Keywords:** *Down syndrome, self-help (brushing teeth skill), and fading.*

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### Introduction

The natural thing in a marriage is the presence of the child. When a marriage has been endowed with a child, then the next thing faced by the parent is the stage of parenting. In this stage, it can be said that parents will not be free from stress. Parenting cannot be separated from stress. Stress can emerge because of the characteristics of children (Lestari, 2012). The birth of a child with special needs has a major impact on the life of a family. The high expectation of the parents of their child is suddenly change. It takes time to reach the process so as to accept the presence of children with special needs in the family (Branden, 1996).

Down syndrome is one of the example of children with special needs. Down syndrome children are physically recognizable and have limited intelligence. Down syndrome occurs because of the excessive number of chromosomes 21 resulting in deviations of physical development and

central nervous system (Soetjningsih, 1995). Down syndrome is characterized by certain physical signs, one damage or physical disability and mental retardation (Chaplin, 1999). Children with Down syndrome alone tend to show a clear deterioration in language, memory, self-care skills, lack of observation of the environment, and the possibility of focusing on a single stimulus that makes it difficult to pay attention to environmental change and communicate (Synopsis Psychiatry, 2004).

Down syndrome was first identified by John Longdon Down in 1866. Down syndrome is very easily recognized by the public. Down syndrome occurs regardless of ethnic type. Mothers of up to 35 years old have a risk of having a child with Down syndrome but now it can be suppressed. Children with Down syndrome can be easily recognized physically, whereas mentally, they will undergo difficulties in learning and communicating. Mental abilities are mostly accompanied by learning difficulties. They have difficulty in the communication. Early intervention is important for children with Down syndrome. Effective interventions since childhood are expected to be advantageous for children with Down syndrome in their adult years. Children with Down syndrome tend to be weak because of frequent health problems. Good health in children with Down syndrome makes them live comfortably (Carr, 1995). Maintaining dental health becomes one of the important things in the ability of self-development of children with Down syndrome. A healthy tooth makes a child with Down syndrome live daily activities comfortably.

Generally behavior is often paired with activities, action, appearance, responding, response and reaction. Basically, behavior is everything that is someone done or said. The behavior of people labeled "mental abnormalities" is usually derived from comparing one's behavior to other behaviors age, skills, and educational background. Those comparison can perceive whether the individual is retarded, autistic, and having learning difficulties because of them are behavioral problems. Such behavior is deficient, exaggerated or composite of both. Label is given when someone shows abnormal behavior. The most important characteristic of behavior modification is to place emphasis on real problems on measurable or ensured behavior and to use behavioral change for behaviors to be changed (Martin and Pear, 1992). Behavior can be observed, explained and recorded. One can see a behavior. Behavior is either visible or invisible. Behavior modification is a psychological domain that can be done by analysis. Behavior modification procedures are made to change behavior instead of changing a person's character. In clinical psychology, behavior modification helps someone with personal problems (Miltenberger, 2012).

One method of behavior modification is fading. Fading is a gradual change in a goal-appropriate experiment, the stimulus controls a response so that the response appears as a partial or complete change of the new stimulus (Deltz and Malone; Rilling in Martin and Pear, 1992). The purpose of this study was to determine the effectiveness of behavior modification approach by fading technique in improving brushing ability in children with Down syndrome.

### **Method**

The participant was a girl with a Down syndrome aged 6 years 7 months. Psychological examination using the Stanford Binet test resulted that her intelligence capability included in the category of Severe Mental Retardation with IQ below 30. Mental age is 2 years 4 months. The profile of psychological examination that can be obtained using Stanford Binet were is general comprehension 20%, visual-motor ability 62,5%, arithmetic reasoning 0%, memory and concentration 33,33%, vocabulary and verbal fluency 33,33%, judgment and reasoning 75%.

The research used a behavior modification procedure with fading technique. The objective of modification behavior was participant eager to brush their teeth independently. Before the modification of behavior applied, the participant required an assistance from an adult (mother or caregiver) by using a small towel soaked in water when brushing their teeth. Interventions were performed at participants' homes for 10 meetings with duration of 30 to 60 minutes. However the researcher subsequently served as the assistant assisted by the mother or caregiver.

The earliest step in behavior modification with the fading technique was to show the equipment of tooth brushing activity. Choosing equipment that was interested and liked by the participant (glass, toothbrush, and toothpaste characterized by cartoon characters). Participant's preference could be recognized through interviews with parents or caregivers. The steps in applying fading techniques to participant were:

1. Participant was trained to hold the glass.
2. Participant was trained to take drinking water.
3. Participant was trained to take a toothbrush.
4. Participant was trained to take toothpaste.
5. Participant was trained to put toothpaste into a toothbrush.

6. Participant was trained to dip a pasted toothbrush into a glass (so that the toothbrush is rather wet).
7. Participant was trained to insert a pasted toothbrush into the mouth.
8. Participant was trained to move a pasted toothbrush into the mouth.
9. Participant was introduced to take a glass of water and hold water in the mouth (participant can not rinse) then immediately throw it away.
10. Participant was trained to wash toothbrushes.
11. Participant was trained to wash the glass.
12. Participant was trained to wipe their mouths.
13. Participant was trained to restore the brush into its place,
14. Participant was trained to return toothpaste.
15. Participant was trained to return the glass to its place.

At the every step, the researcher gave a positive emphasize such as praise and assistance if the participant facing difficulty, because this activity has never been done by the participant. The assistance can be either verbal, physical or a combination of both. The researcher always talked to the participant in a positions of facing participant and made eye contact parallel to the participants.

### **Results**

Participant conducted ten meetings to practice brushing skills with fading techniques. After ten intervention meetings, varied responses could be obtained from participant. At the first meeting participant was assisted by researcher in form of physical or verbal assistance, or both of them. At the third meeting, participant was keen to do brushing activity but in the middle of this activity, participant throw away the toothpaste and she did not want to continue. At the seventh meeting, the participant was immediately eager to do brushing activity when she saw the researcher was coming. Unfortunately, at the eight meeting brushing activities was performed for fifteen minutes while. At the ninth meeting the activity was carried out for ten minutes. The second, third, fourth, fifth, sixth, and tenth meetings were undergone by the participant with several variations of assistance.

The researcher gave the participants the opportunity to play for a moment when participant was refusing to brush her teeth. After that, the participant was persuaded to re-engage the brushing

activities. After completing the activity, the researcher did not forget to give praise to the participant.

The results of the intervention show that the fading technique is effective for teaching tooth brushing activity to the participant. The clarity of the ultimate goal and the detail stimulus make participant easily understand and respond. Moreover, giving praise every time the participant able to respond correctly, is strengthen the response.

### **Discussion**

To train tooth brushing activity using fading technique becomes one of the alternatives. The fading technique directs the child to the target behavior with full help. As time goes by, the assistance can be gradually reduced until the child is able to do without help (Handojo, 2006). Before acquire an intervention, the participant behavior was always decline to use a tooth brush, yet at the moment, she want to brush her teeth using a toothbrush. Various factors that affecting the effectiveness of fading techniques are determining the expected final stimulus, determining the initial stimulus, and determining the fading step (Martin and Pear, 2007). At the beginning of the meeting participant was shown glasses, toothbrushes and toothpaste with cartoon character so that participant was interested.

The expected final stimulus is the stimulus that want to be awakened or achieved by the participant in the end of fading technique. Nevertheless, it must be careful to determine the expected final stimulus, as the response of a particular stimulus may be central to the natural environment. At the beginning of the fading technique, it is important to determine an initial stimulus that is believed to generate the expected behavior. For that reason, prompt can be conducted. Prompt is a conveyed stimulus in order to increase the possibility of expected behavior, but it is not the end of the stimulus that is expected to control behavior. The various types of behavioral prompt are physical clues, gestures, samples, and verbs. Make prompt changes to the environment by rearranging the environment around (Martin and Pear, 2007).

During brushing activity using fading technique, the participant received assistance (prompt) from the researcher. Verbal assistance was usually carried out at the earlier step, but it will be transformed into behavioral assistance in the form of giving examples, gestures or physical instructions. That assistance is conducted when the participant looked did not understand the verbal

assistance from the researcher. The limitations of participant's communication ability, make behavioral assistance is more effective. Participant became more understand when assisted by example.

It is extremely important to closely monitor its implementation in order to determine the speed that should occur in the fading process. Fading is either cannot be too fast, or cannot be too slow. When the participant makes a mistake, it is possible that the prompt given is too quickly. In its application researcher often faced an up and down participant behavior. It is acquired appropriate approach in accordance with the results of psychological examination in which the participant's mental age equaled 2 years 4 months. As if the mental age 2 years 4 months, participants still love to play. Researcher then give participants the opportunity to play at first without forgetting the target behavior modification.

Dental health is an important issue for child growth. In Indonesia many parents are often disregard about this, especially in children with special needs (autism, Down syndrome, cerebral palsy). Children with special needs are exposed in a higher risk of dental and oral health. This happens because children with special needs have limitations in terms of mental and physical ability to optimally clean the teeth independently (Kencana, 2014).

The specific service that is personalized with the ability and potential of each child with special need is required. A care plan should involve family or caregiver in order to assist the daily activities of children with special needs. By constant effort hopefully it will become a habit. Children with special needs have a higher risk for dental and oral health problems than peers who do not have special needs (Kencana, 2014).

Children with special needs often disregard the dental care. Lack of knowledge and the existence of physical limitations becomes specific difficulties in treating dental hygiene so that they are susceptible to dental and mouth disease (Choirunnisa, Agusmawanti, Yusuf, 2015). It is important to train self-development from an early age for children with essential mental retardation. Self-development training is expected to bring children with mental retardation to adapt and be self-sufficient. Self-development training can be started by simple maintenance such as brushing your teeth twice a day.

## Conclusion

Self help (brushing teeth) in children with special needs (Down syndrome) will be effective if it is carried out using a consistent fading technique. Showing praise to children can reinforce the alteration of the targeted behaviors. Giving children time to play first can be an alternative for them to follow the procedures that has already established. Furthermore, flexible attitude of the researcher is needed since the child with special needs (Down syndrome) has a mental age under his chronological age. Cooperation among family as well as consistency, becomes this technique.

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## Self-Regulation to Buy A Car Measurement : Analysis Item with Rasch Model

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### Abstract

The purpose of this article is to examine instrument of self-regulation to buy a car items using the Rasch model. This is a pilot project to find good item. This measuring instrument consists of 28 items given to 82 respondents who just bought a car with in last 6 months. The results of the item analysis test are as follows. The data shows dimensionality (DIM) calculation with raw variance value of 24.2% indicating single dimensions. While the calculation of differential item functioning (DIF) shows there is a prob value below 0.05 ie item no 75, 85, and 97. This means the item contains bias, so it needs to be revised. Cronbach alpha reliability is 0.65. Item reliability, is 0.93. There are 4 items that misfit so must be issued or revised. Overall, the self-regulation items to buy a car can be used for satisfactory decision-making research.

**Keyword:** self regulation to consume, DIM, DIF, reliability

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### Introduction

Self-regulation refers to the sense of the intended process, to the sense of adjustment of self-correction to stay within the established goal and sense of adaptation to the individual (Gendolla, Guido, Tops, & Koole, Sander, 2015; Vohs & Tice, 2008). Self regulation to buy in consumer behavior is closely related to impulsive and compulsive spending, persuasion, the influence of making choices, and making good decisions. The varied desires and needs of consumers are unlikely to be fulfilled. Few consumers really can have what they want. Consumers should curb their consumption. Self regulation to buy is a process of struggle between impulse with restraint. Often, individuals want a particular purpose but must inhibit the response, or may even have to replace it with other goals (Baumeister, 2016; Vohs, Baumeister, & Tice, 2008). In

situations like this, the individual needs self-control to the stimulus, it takes the ability to curb encouragement, modify or even change the drive. An example of self regulation to buy when an individual needs a truck, but has not been able to afford it. The first stage of the individual will assess how much money he has and what truck he wants to buy. Individuals will make plans to save each week. Individuals will curb his desire to buy a new laptop. Individual success depends on the ability to monitor savings and the ability to curb the desire to buy. So that the individual is able to control the drive (can be action, and feeling).

Self regulation to buy includes 4 (four) aspects, namely: (1) the individual has a goal, namely saving to buy a truck. (2) the individual has the motivation to achieve the goal. The greater his desire to have a truck, the greater his effort and the sacrifice to save. (3) Individuals must monitor their progress toward the goal. (4) Individuals must have a toughness in curbing other wants in order to keep saving so that goals can be achieved (Vohs, Baumeister & Tice, 2008).

Some experts claim the term self-regulation can be exchanged with self-control. Even if there are differences in terms, self-regulation has a wider scope than self-control. Self regulation includes an unconceived response (Carver & Scheier, 2011; Vohs et al., 2008). The term self-regulation is often used refers to attempts by individuals to change their thoughts, feelings, desires and actions to gain higher goals (Carver & Scheier, 1998; Vohs & Baumeister, 2004 in de Ridder & De Wit, 2006).

Human beings are active individuals and decision-makers (Baumister, 2005 in Ridder & Wit, 2006) Self-regulation is a dynamic motivational system for setting goals, developing and setting strategies for achieving goals, assessing progress, revising goals and strategies. that self regulation also pay attention to the management of emotional response (Cameron & Leventhal, 2003 in de Ridder & De Wit, 2006). From the above exposure can be concluded that self regulation is the ability to control and buy products in accordance with the ability.

According to Bandura, individuals experience a reactive and proactive strategy. Reactive strategies are used to achieve goals, but when goals are almost achieved a proactive strategy determines a new higher goal. Individuals will motivate and guide their own behavior, create balance, in order to mobilize their capabilities and efforts based on anticipation of what is needed to achieve their goals (Alwisol, 2010). According to (Baumeister et al, 1994; Vohs, Baumeister and

Tica, 2006) self regulation contains three (3) aspects, namely: (a) Setting a goal or standard, (b) monitoring the distance from the current status to the desired end point, and (c) operation that moves itself from the current position to the goal to be achieved (Vohs & Faber, 2007; Vohs, Faber, & Faber, 2011). According to White (1959), perception of control is the need to demonstrate competence, superiority, and control over the situation. Averill's (1973) study shows that psychological control has three dimensions: (a) behavior control or ability to influence the outcome of an event, (b) cognitive control or ability to understand and predict events, and (c) decision control or the ability to select alternatives (Newell, Wu, Titus, & Petroschius, 2011).

Self regulation consists of internal and external factors. Internal factors include (a) self-observation (temporal proximity, informative feedback, motivation level, valence, focus on success or failure, and availability of behavior to be controlled); (b) the assessment process (personal standards, reference standards, activity assessments, performance attributions); and (c) self-reactions. While external factors include: (a) personal benefits, (b) rewards from society, (c) support of the model, (d) negative sanctions, and (e) support according to context (Bandura, 1986; Hergenhahn & Olson, 2008).

Self regulation is the ability to build, implement, and be flexible in maintaining a behavioral plan to achieve a goal. Miller & Brown formulates a 7 step self-regulatory model, namely: (a) receiving; receive relevant information; (b) evaluating; evaluate information and compare norms; (c) triggering; triggers change; (d) searching; looking for options; (e) formulating; formulating plans; (f) implementation; implement the plan; and (g) assessing; assess the effectiveness of the plan (Brown, 1998).

### **Measurement of self regulation**

Self-regulation instruments have been made by many experts (table 1), one of them is Self-Regulation Questionnaire. Self-Regulation Questionnaire consists of 4 (four) components: (1) planning, (2) monitoring progress, (3) doing change control when necessary, (4) reflecting on what has been done and what to do next.

Table 1. Self-Regulation Questionnaire

No.	Questionnaire	Indicator	Sample	Author
1	Academic self-regulation questionnaire (SRQ-A)	1. Why do I do my homework ? 2. Why do I work on my classwork ? 3. Why do I try to answer hard questions in class / 4. Why do I try to do well in school ?	Because I want the teacher to think I'm a good student So that the teacher won't yell at me Because I want the other students to think I'm smart Because that's what I'm supposed to do	
2	Learning Self-regulation questionnaire	1. I will participate actively in the organ systems class 2. I am likely to follow my instructor's suggestions for interviewing 3. The reason that I will continue to broaden my interviewing skills is	Because I feel like it's good way to improve my skills and my understanding of patients Because I would get a good grade if I do what he/she suggests Because it's exciting to try new ways to work interpersonally with my patients	Geoffrey C. Williams & Edward L. Deci

No.	Questionnaire	Indicator	Sample	Author
3	Tempest self-regulation questionnaire for eating (TESQ-E)	<ol style="list-style-type: none"> <li>1. Avoidance of temptations</li> <li>2. Controlling temptations</li> <li>3. Distraction</li> <li>4. Suppression</li> <li>5. Setting goals and rules</li> <li>6. Goal deliberation</li> </ol>	<p>If I am in town, I make sure that I don't go by fast-food places</p> <p>If I want to have a treat, I take a little bit and put the rest out of sight</p> <p>If I feel tempted to buy sweets. I distract myself</p> <p>If I pass a bakery, I ignore the smells of tasty foods.</p> <p>I plan to bring a piece of fruit to school</p> <p>If I want to have a snack, I try to realize that snacks are bad for your health</p>	<p>Tempest, Utrecht University</p> <p><a href="http://www.tempestproject.eu">www.tempestproject.eu</a></p>
4	Cognitive Emotion Regulation Questionnaire (CERQ)	<ol style="list-style-type: none"> <li>1. Self-blame</li> <li>2. Other-blame</li> <li>3. Rumination</li> <li>4. Catastrophizing</li> <li>5. Positive refocusing</li> <li>6. Planning</li> </ol>	<p>I feel that I am the one to blame for it</p> <p>I feel that others are to blame for it</p> <p>I often think about how I feel about</p> <p>I keep thinking about how terrible it is what I have experienced</p> <p>I think of pleasant things that have nothing to do with it</p> <p>I think of what I can do best</p>	<p>Garnefski; Kraaij, &amp; Spinhoven, 2001</p>

No.	Questionnaire	Indicator	Sample	Author
		7. Positive reappraisal	I think I can learn something from the situation	
		8. Putting into perspective	I think that it all could have been much worse	
		9. Acceptance	I think that I have to accept that this has happened	
5.	Buying Impulsiveness Scale		1. Buy spontaneously 2. Sometimes I am reckless 3. I buy without thinking 4. Carefully plan purchases 5. Adventurous with money 6. Spur-of-the-moment 7. I see it, I buy it 8. Just do it 9. How I feel at the moment 10. Buy now think later	(Rook & Fisher, 1985)
6.	Self Regulation Questionnaire	Receiving	I usually keep track of my progress toward my goals	
		Evaluating	My behavior is not that different from other people's	
		Triggering	Others tell me that I keep on with things too long	

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No.	Questionnaire	Indicator	Sample	Author
		Searching	I doubt I could change even is I wanted to	
		Implementing	I have trouble making up my mind about things	
		Assessing	I reward myself for progress toward my goals	
7.	Short Self Regulation Questionnaire	Mindfulness		Brown , K.W, Ryan, R.M., & Creswell, J.D, 2007
		Self efficacy		Luszczynska, A., Gutierrez-Dona B., & Schwarze R. (2005).  Maddux, J.E. (2009).
		Monitoring change	I set goals for myself and keep track of my progress	Watson, D.L., & Tharp, R.G. (2007)
		Goal focus	I have trouble making plans to help me reach my goals	Baumgrdner & Crothers, 2010.
		Internal locus of control	I have a lot willpower	Baumeister, S.R., Vohs, K.D., & Tice, D.M (2007)

Source: data researcher

While Vosloo et.al. (2013) created the Short Self Regulation Questionnaire (SSQR) to examine black teachers and obtain a satisfactory reliability score. Vosloo divides self-regulation over 5 (five) dimensions (Vosloo, Potgieter, Temane, Ellis, & Khumalo, 2013). Short Self Regulation Questionnaire (SSQR) has Cronbach Alpha reliability of 0.92 in 237 psychology students.

From the description above it appears that the self-regulation measure already exists for general context and education, but self-regulation measurement in buying context does not exist. For this reason, researcher considers it necessary to develop a self regulation measurement in context of purchasing products with the type of high involvement of the product, in this case buying a car.

Self regulation measurement to purchase products developed from the theory and some research among others Sokol and Muller (2007). The Sokol & Muller study (2007) showed, individuals were able to maintain autonomous and adaptive behavior even in less-desirable environments (Sokol & Müller, 2007). Self regulation allows consumers to set the steps for the process to reach the required goals to be met as well as the steps to get the needed help (Carey, Neal, & Collins, 2004). Siegel's research states that through self regulation allows individuals to flexibly adapt demand patterns (Siegel, 2007).

From the above description it can be concluded that self-regulation to buy is the psychological process of individuals controlling the response and adaptive in buying products based on various rules and standards (norms, goals, morals, rules, guidelines, and idealism), through the mechanism or mind to consume and maintain in order to consume it within acceptable limits and within reasonable parameters.

The self-regulation item analysis is using item response theory (IRT) approach using Rasch model. Through Rasch model we can measure items more accurately. This study aims to perform an item analysis of self-regulation constructed from theory. The item analysis is done using Rasch model. Data analysis was performed with winstabs program (version 3.75) (Linacre, 2012).

In Rasch model will get the misfit value, infit and standard (ZSTD). Misfit is a statistical value indicating a match between items and subjects that are not standardized and weighted. Infit is a statistic that indicates matching information between graded and degraded items and subjects.

When the data in accordance with the model, then the statistical value close to the value of  $t$  (Widhiarso, 2010). INFIT and MISFIT scores are acceptable when the mean square is 0.5 -1.5. A score less than 0.5 indicates less productive measurements, but does not degrade quality. A score above 2.0 lowers the quality of the measurement system. Item is misfit if it does not meet 3 criteria: Outfit Mean Square (MNSQ), Outfit Z Standard Value (ZSTD), and Point Measure Correlation (PT-Measure Corr.). Item is acceptable if and infit if Outfit MNSQ is within the range of  $0.5 < x < 1.5$ . Similarly, items are acceptable and infit when Outfit (ZSTD) is within the range of  $-2.0 < y < +2.0$ . Similarly, items are acceptable and infest when Point Measure Correlation is within the range  $0.4 < z < 0.85$ . Through the Rasch model, we can mapping the level of participant which have difficulty in responding items and item difficulty level (Boone, Staver, & Yale, 2014).

The Rasch model also generates a person-item map. The person-item map describes the distribution of participant answers and the distribution of the degree of difficulty statement on the instrument. The distribution is sorted from the hardest responded to the easiest response, and show participants who answer beyond the limit (Sumintono, 2015). Reliability is done with the reliability of items, reliability of person, and alpha cronbach. The item reliability score and the person under 0.67 is categorized as weak, 0.67 - 0.80 is sufficiently categorized, the score is 0.81-0.90 is categorized as good, the score 0.91-0.94 is categorized as excellent, the score above 0.94 is categorized privileged. While the cronbach alpha score below the 0.5 score is badly categorized, the score 0.5 - 0.6 is categorized ugly, the score 0.6 - 0.7, the score 0.7 - 0.8 is categorized good, and the score above 0.8 is categorized as excellent (Sumintono & Widhiarso, 2015).

## Method

### Participants

This study is a pilot study. The self-regulation measurement to buy consists of 28 items given at 82 participant. Based on the stable item reference calibration in  $\pm 1$  logit with a sample range of 27-61, the feasible sample size is 50 (Linacre, 2012). Participant used is consumers who have just bought a car for the last 6 months. The sampling technique is convenience sampling.

## **Instrument**

The measuring tool used is a questionnaire built on the theory of Vohs. Based on my knowledge, there has never been a self-regulation measurement tool that specifically measures self-regulation to buy a car. The measuring device is built using a Likert scale with 5 scales, ie (1) very unsuitable, (2) unsuitable, (3) hesitant, (4) compliant, (5) very appropriate. To get the right response from participant, use statement in favorable and unfavorable form. Indicators of this gauge are: (1) strategy, (2) control, (3) Goals, (4) flexibility, (5) evaluation, (6) progress, and (7) firmness.

## **Procedure**

The measuring tool is built from theory, then described in the indicator. To get the appropriate item validated by 5 expert judgment consisting of academics, professional researchers, consumers who just bought a car, and car salespeople. After that was compiled in the questionnaire.

All participants were informed about the purpose of this study. Prior to filling out the questionnaires, participants were given informed consent, as a sign of approval. Questionnaires are filled individually.

## **Results**

Collected data were obtained from 82 participants. From person map by gender, we can see that the answer spread, both men and woman able to respond to statement contained in item (figure 1).

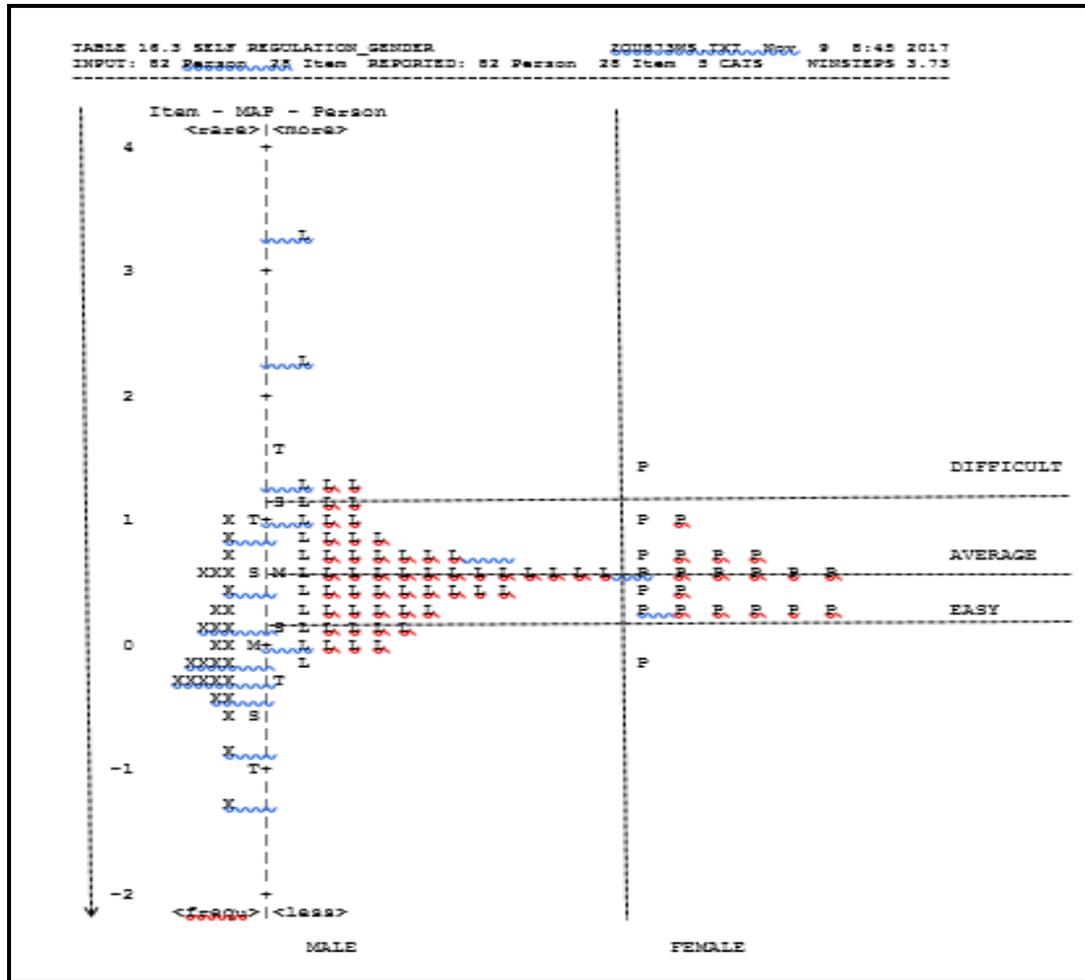


Figure 1. Person map

Description of respondents can be seen in table 2.

Table 2. Description participant

		frequency
Gender	Male	60
	Female	22
Education	Elementary	8
	Midle school	23
	High school	44
	Bachilor	2

		Magister	3
		Doctor	1
Social status	economic	High I	23
		High II	34
		Midle I	18
		Midle II	3

Source: data researcher

This study is a pilot study. The self-regulation tool for consuming consists of 28 items given to 82 respondents. Respondents obtained are consumers who just bought a car, with a maximum span of purchase time of up to 6 months. The sampling technique is done through convenience sampling. The measuring instrument used using Likert scale with 5 scale with scale: (5) very suitable, (4) accordingly, (3) hesitate, (2) unsuitable, (1) very unsuitable. Indicators of this gauge are (1) strategy, (2) control, (3) Goals, (4) flexibel, (5) evaluation, (6) progress, and (7) firmness.

### Item Analysis and Reliability Self Regulation to Buy a Car

The results of self-regulation item reliability test to buy showed item reliability of 0.92, included in very good category. Personality reliability of 0.70 included in the category is quite good. While the reliability of cronbach alpha of 0.65 which measures the interaction between persons and items included in the category (table 3).

Table 3. Item reliability

	score	Interpretation
Item Reliability	0.92	Very good
Person Reliability	0.70	Enough
Cronbach Alpha	0.65	Enough

Source: data researcher

Multi-dimensional measurement when the correlation score between residues above 0.3. The results of the item test show dimensionality (DIM) calculation with raw variance value of 24.4%, so it can be categorized that the item does not contain other dimensions. While the

calculation of differential item functioning (DIF) shows there are prob values below 0.05 ie item no 75, 85 and 97. This means the item contains bias, so it needs to be revised (table 3). The statements of these three items can be seen in table 4.

Table 4. Item analyses

description	classification	Score	Item number	Interpretation
Level of difficulty	Upper logit	.97	81	Difficult to response
	Lower logit	-1.32	75	Easy to response
DIF	Prob (< 0.05)	0.0015	75	Bias
		0.0399	85	
		0.0137	97	
DIM	< 0.3 multi dimation	24.2 %		Single dimation
Item misfit			8, 11, 13, 97	

Source: data researcher

The results of self-regulation item analysis test to buy the car found 4 (four) misfit items are item number 8, 11, 13, and 97 (table 5).

Table 5. Item analyses

No.	No item	MISFIT		PT-MEASURE CORR	Keterangan	Tindak lanjut
		MNSQ	ZSTD			
1	81	.96	-.3	.40	Fit	
2	91	.99	-.1	.44	Fit	
3	82	.82	-1.7	.51	Fit	
4	86	.89	-1.0	.40	Fit	
5	13	1.02	.2	.43	Fit	
6	85		<b>2.8*</b>	<b>.12*</b>	Fit	

1.33

No.	No item	MISFIT		PT-MEASURE CORR	Keterangan	Tindak lanjut
		MNSQ	ZSTD			
7	74	.98	-.1	<b>.30*</b>	Fit	
8	77	1.05	.4	<b>.26*</b>	Fit	
9	55	1.02	.2	.47	Fit	
10	8	<b>2.03*</b>	<b>5.5*</b>	<b>.12*</b>	Misfit	<i>Revised</i>
11	57	.79	-1.5	.56	Fit	
12	11	<b>1.72*</b>	<b>4.1*</b>	<b>-.12*</b>	<i>Misfit</i>	<i>Revised</i>
13	78	.68	-2.1	<b>.36*</b>	Fit	
14	73	1.01	.1	<b>.34*</b>	Fit	
15	80	.70	-1.9	<b>.34*</b>	Fit	
16	72	.75	-1.5	.49	Fit	
17	48	.89	-.5	<b>.32*</b>	Fit	
18	13	<b>1.88*</b>	<b>3.8*</b>	<b>-.10*</b>	Misfit	<i>Revised</i>
19	58	.91	-.4	<b>.28*</b>	Fit	
20	68	.84	-.8	.40	Fit	
21	64	1.26	1.3	.43	Fit	
22	79	.68	-1.7	<b>.25*</b>	Fit	
23	97	<b>2.08*</b>	<b>4.1*</b>	<b>-.20*</b>	Misfit	<i>Revised</i>
24	84	.85	-.7	.48	Fit	
25	83	.63	-1.9	.42	Fit	
26	5	.53	<b>-2.5*</b>	<b>.30*</b>	Fit	
27	96	1.21	.9	<b>.38*</b>	Fit	
28	75	1.50	<b>2.1*</b>	<b>.08*</b>	Fit	

Source: data researcher

Data is cleaning by removing the participant misfit. This misfit participant could be because the participant did not answer the questionnaire statement in earnest. This process found 9 participants who misfit, so after the data cleaning the number of participant become 73 people. From logit data found, Item number 81 is the most difficult item for participants to respond to. While item number 75 is the most easily responded by participants (Table 6).

Tabel 6. Item analyses after data cleaning

Source: data researcher

Description	classification	skor	No item	keterangan
Participant difficulty level in answering	Highest Logit	.97	81	Items with the highest difficulty level for the participant to approve the statement
	Logit lowest	-1.32	75	The easiest item for the participant to approve the statement
DIF	Prob(above 0.05)	0.0269	75	Item contains bias
		0.0326	85	
DIM	Raw variance explained by measures	25.5 %		Item contains no other dimension

After data cleaning the number of participant to 20 women and 53 men, figure 2 shows both male and female participants are able to respond to the given statement.

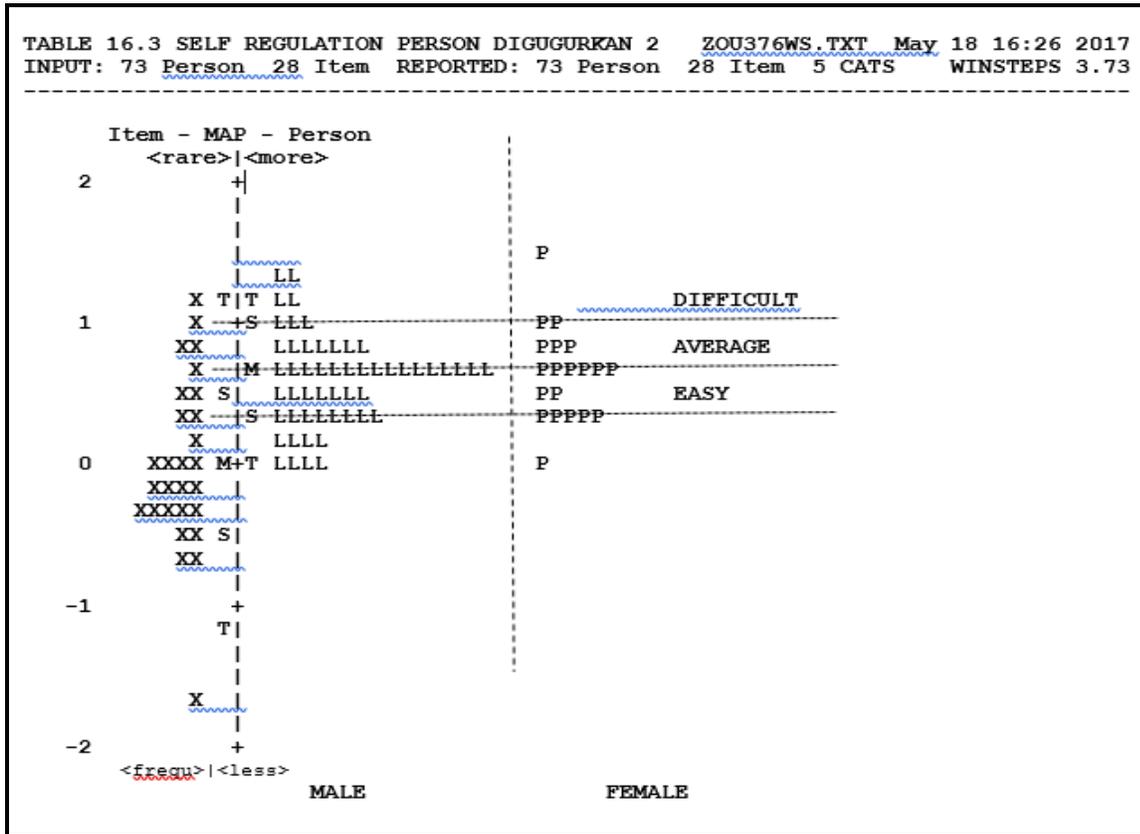


Figure 2 . Person map after data cleaning

Multi-dimensional measurement when the correlation score between residues above 0.3. The results of the item test show the calculation of dimensionality (DIM) with the raw variance value of 25.4%, so it can be categorized that the item does not contain other dimensions. While the calculation of differential item functioning (DIF) shows there is a prob value below 0.05 ie item no 75 and 85. This means the item contains bias, so it needs to be revised. The statements of both items can be seen in table 7.

Tabel 7. Item bias

No.	No item	Statement	Follow up
1	75	I customize the type of car I want with the existing finances	Revised

2 85 Although I am already interested in one type of car, I am still interested in considering other brands Revised

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Source: data researcher

### Conclusion

Based on the results of the item analysis test, overall self-regulation tool to buy a car is quite good. Through analysis of this Rasch model can, it can be known which items are worthy of use and which participants can be used.

### Acknowledgment

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## Exploratory Study on Eating Behavior and Obesity of Selected 9- 12 years School-Aged Children in Metro Manila

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### Abstract

Obesity has become a serious global public health problem. The International Obesity Task Force reported that approximately 155 million school-aged children are overweight or obese worldwide. In the Philippines, the growth of obesity is evident among public school students within Metro Manila. A child who is overweight and obese has the risk for chronic diseases. The study focuses on the behavioral factors eating habit, food intake and emotional pattern of eating among school-aged children. The study is a descriptive design. Participants consisted of 126 school-children aged 9-12 years who were recruited from a public elementary school in Metro Manila. Information was obtained from their parents using the Child Eating Behavior Questionnaire (CEBQ) which determines the eating behavior of the children. The school age children's BMI, anthropometric measurements and biochemical examinations, including blood tests are also measured. A total of 59 (46.8%) of the 126 children were overweight, 25 (19.8%) are obese, 9 (7.14%) are underweight while 7 (5.5%) fall within the normal weight. According to the CEBQ test results among the participants were food responsiveness (mean 1.61, SD 0.91), emotional over-eating (mean 0.53, SD 0.71), enjoyment of food (mean 2.10, SD 0.83), desire to drink (mean 2.03, sd 0.89), satiety responsiveness (mean 2.32, SD 0.81), slowness in eating (mean 2.03, SD 0.86), emotional under-eating (mean 0.79, SD 0.75), food fussiness (mean 1.22, SD 0.76). Overall score of the CEBQ imply that overweight and obese school-aged children's' eating behaviors are poor, thus, these unhealthy lifestyle makes them at risk of a more health problems.

**Keywords:** *Eating behaviors, Obesity, Child Eating Behavior Questionnaire*

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## Introduction

Obesity has become a serious global public health problem. The International Obesity Task Force reported that approximately 155 million school-aged children are overweight or obese worldwide (International Obesity Taskforce, 2010).

Obesity had become a very significant concern in low and middle income countries like the Philippines. The number of obesity case increased by 400% from 1989 to 2013 according to WHO and UNICEF data. This alarming number was further validated in the latest 8<sup>th</sup> National Nutrition Survey (NNS). It was shown that the prevalence of overweight among Filipino children aged 0-5 years old has significantly increased from 1% in 1989 to 5% in 2013. The prevalence of overweight Filipino children between 5 and 10 years old which was 5.8 % in 2003 jumped to 9.1 % in 2013. On another statistics among the school-aged and adolescent groups, overweight prevalence increase at an average of 0.33%-points and 0.34%-points per year. The estimate increase will be very significant within 10 years a time (8<sup>th</sup> NNS, 2013).

This phenomenon of obesity among school-aged children can also be linked with the increasing consumption of processed food that is sugar and fat concentrated. Filipinos change their diet according to the food and agricultural organization (FAO). The choices of food selection are influenced by media. Fast-food, processed food and high fat diets are accessible anywhere where children enjoy consuming. Lifestyle and sedentary activities adds up to the risk of obesity in children. They enjoy spending time with computer or play computer games than doing sports-related task. Access to Wi-Fi, internet network and availability of tablets and smart phones provide fewer avenues for socialization. The online media engulf their pastime that leads to unhealthier lifestyle. The malnutrition arising from the poor diets which give rise to obesity in the poorest areas are considered hidden hunger from micro nutrient deficiency. Previous studies have suggested that weight problems in children can, to some extent, be explained by individual differences in eating style (Barkeling et al., 1992). It would be important to identify early behavioral eating traits that promote overeating and obesity in order to address this in multifaceted interventions directed to parents (Kral & Rauh, 2010)

School plays a major role in educating the children to eat healthy. The study aims to explore the eating behaviors of selected 9-12 years of school-aged children studying in selected public school in Metro Manila. It aims to strengthen awareness among parents on how their food preparation and knowledge on nutrition can bridge the gap between normal healthy children and

overweight / obese children. Moreso, through this endeavor, it can serve as platform for more local researches for Obesity study. The trend for more local researches in this field can further leads to outcome base intervention, policy making and prevalence data for overweight and obese children.

### **Methods**

The study is a descriptive design. Participants consist of 126 school-children aged 9-12 years who were recruited from a public elementary school in Metro Manila.

The study used the Children's Eating Behavior Questionnaire, CEBQ. The CEBQ is a multi-dimensional, parent-reported questionnaire measuring children's eating behavior related to obesity risk. It consists of 35 items which were derived from the interviews with parents about their children's eating behaviors. It covers eight dimensions of eating style namely, 'enjoyment of food' (EF), 'food responsiveness' (FR), 'emotional overeating' (EOE), 'desire to drink' (DD), 'satiety responsiveness' (SR), 'slowness in eating' (SE), 'emotional under eating' (EUE) and 'food fussiness' (FF). Each item of the CEBQ was answered using a Fivepoint Likert Frequency Scale (1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = always). The scoring includes getting the mean score of the responses from the self report. Any missing CEBQ data was handled using the median substitution method (in total 7 missing responses, no item and no individual had several missing responses). Five of the items were scored reversely, due to opposite phrasing, according to instrument instructions. CEBQ was commonly used tool in obesity health researches because of its internal consistency, adequate test-retest reliability and construct validity (Carnell S, & Wardle J. 2007).

Prior to the proposal, an approval from the Research Ethics committee was sought. In the actual data gathering, permission from the Superintendent of the public school in Metro Manila was sought. Upon the approval of the office, proper endorsement was send to each identified school within the area of study. The Principal of school appointed the school nurse and class adviser of the grade level to work along with the team for the implementation of the research. Parents or guardian of the students were provided with a consent forms. Those who agreed to participate were enlisted to become part of the study. Before the data gathering, the team set up the materials and the biometrics inside the school clinic. The children, together with their parents register to validate their informed consent. After their registration, the children will go to the biometric area to get their BMI while the parents are interviewed using the CEBQ.

Descriptive analysis was done to present the demographic data of the children and parents. Frequency and Percentages were computed for gender, parents' occupation, parents' raters for CEBQ while mean and standard deviation was done in BMI, age, height and weight. Statistical Package for Social Science (SPSS) version 20 was used as software for the data synthesis.

### Results

Table 1 shows the demographic characteristics of the children. Children's heights and weights were measured to calculate BMI (kg/m<sup>2</sup>). For analysis purposes the converted BMI scores are in accordance with WHO standard. The overall body mass index mean of the school-aged children 9-12 years old is 22.23 with a standard deviation of 4.89. A total of 59 (46.8%) of the 126 children were overweight, 25 (19.8%) were obese, 9 (7.14%) were underweight while 7 (5.5%) fell within the normal weight. Male comprised 46.8 percent and Female 53.7 percent. Their age mean was 10.15 years, 52.38 % of them were in grade 4. The average height in centimeters was 141.01 with a standard deviation of 8.96, while the weight average was 45.19 with a standard deviation of 13.91.

Parents answered the CEQB Questionnaire at home and submitted the questionnaire to the school clinic the next day. The CEQB submitted report turnover was 100 percent. Eighty seven (87.30%) were percent filled up by the mother, 12.69% by the father. Almost half (43%.) of the mothers who completed the CEQB are housewife. The fathers are working with a minimum average monthly salary of Php 11,490.15 income. The range of work occupations came from blue collar jobs like utility, street sweeper etc. The highest percentages of work are public school teacher (8.73%) and security guard (7.93%) (*See table 2*).

According to the CEBQ test result, the children's food responsiveness mean is 1.61 with standard deviation of 0.91. This shows that children are not picky eater. They eat what their parents feed them. They even buy food at their own convenience without considering if the food is healthy or not. The emotional aspect of choice they attached to their food was also low. The sub scale for emotional over-eating (mean 0.53, *sd* 0.71) and emotional under-eating (mean 0.79, *SD* 0.75) confirm that they just eat as they please. Children also maintain a normal desire to drink (mean 2.03, *SD* 0.89). Their satiety responsiveness (mean 2.32, *SD* 0.81) was under control. This shows that the children can regulate their eating and self- indulgence to food. There was no peculiarity observed in their choice of food to eat. Food fussiness mean is 1.22, standard deviation of 0.76 and the scores for slowness in eating is within the average mean is 2.03 and standard deviation is 0.86.

Overall score of the CEBQ implies that overweight and obese school-aged children eating behaviors are poor. Thus, this unhealthy lifestyle makes them at risk of more serious health problems. (*See table 3.*)

### **Discussions**

Eating behaviors of children as rated by their parents were connected with child nutritional status. The use of CEBQ as a research tool to describe the pattern of eating responses of Filipino school-aged children reflects the way their habits were formed and also affects their body mass index.

The etiology of obesity is multidimensional. The dramatic increase in obesity during the past several decades suggests that environmental factors predominate over genetic effects (Newby, PK. 2007). Not just genetics but also dietary intake is the culprit of the overweight and obesity especially in children. The diet that composed for sugar sweetened beverages (SSB) over water and dairy milk, and consumption of take-out or fast foods over home cooked , nutrient meals. (Gross et al, 2005). They are consumed in larger quantity yet it compromises nutrients need for growth and development. The same is true with the CEBQ scale for food responsiveness (FR) and enjoyment of food (ER). Literature explained that the scales food responsiveness (FR) and enjoyment of food (EF) as a response to environmental cues are found to increase in overweight or obese children (Carnell S, & Wardle J. 2008). In the present study, the environmental factors like smell, likeness of food and the presentation of the foods do not appeal much on Filipino participants. These children are not selective with the food they eat. They respond to the food primarily on the feeling of hunger. The consumption of the food varies depending on their physiological need. Children who came from the public school and economically-challenged only eat food that they can afford. They usually eat processed food like instant noodles, canned sardines and fast food. They only eat vegetables, lean meat and fish during pay day or whenever their parents have extra money to buy them new dish.

On the emotional overeating (EOE) and emotional under-eating (EUE) scale it can be characterized by either an increase or decrease in eating in response to a range of negative emotions, such as anger and anxiety (Carnell S, & Wardle J. 2008). Emotional overeating has been found to be positively related to child BMI, whereas emotional under-eating was negatively related to child BMI (Braet & Van Strien, 1997). Comparing the EOE and EUE with the present findings, Filipino school-aged children responses on CEBQ sub scale for emotional over-eating and emotional under-

eating are low. The children's emotional responses did not affect their eating habits. The increase or decrease of consumption depends on the availability of the food that they can eat on every meal. Parents who answer the CEBQ had not observed any change in their children's appetite. On the non tacit way, they perceived the food as a blessing and they have to eat with "gusto" or increased appetite. The gratitude attitude that there is a meal every time on the table serves as a motivating factor to eat without affecting one's emotion.

Jansen et. al., (2003) in their work on overweight children observed that the food intake after preload or after prolonged smelling of food shows no reduction in their appetite whereas to normal BMI children appetite was reduced. The external component of the food in itself can trigger external motivation of overweight and obese to increase their food consumption. Another study was conducted by Viana et al., (2008) on the association of BMI among Portuguese children. In their study, they found out that overweight and obese children exhibit weaker satiety responses and stronger appetite responses to food compared with normal children. Whereas in the present study findings as shown in the Filipino school aged children satiety responsiveness that they can control their eating urges. The increased BMI fall on the kind of food ingested that makes the children susceptible to increasing weight gain. Furthermore, there was no peculiarity observed in choosing what food to eat, their food fussiness (FF) scale is within the lower mean average among Filipino children, they are not selective on their diet and can eat variety of foods. Their score in slowness in eating (SE) scale shows that Filipino school-aged children usually eat within the normal pacing. In contrast to other studies, the sub-scales Slowness in Eating (SE) and Food Fussiness (FF) are lower than the average mean. The decrease thought to reflect a lack of enjoyment and interest in food. These have been associated with underweight children when assessed by their own parental (Douglas & Bryon, 1996). In another study of Rodriguez dos Passos, D. et al., (2014) suggest that eating behavior was strongly associated with the child's dietary status. Children with excess weight had higher scores at all CEBQ subscales that reflect "interest in food", and lower scores at the subscales that reflect "lack of interest in food", when compared to normal weight children. Moreover, in the present study, the respond of parents using the CEBQ in which they rated food fussiness and slowness in eating less likely to impact the weight gain of their children. Obesity is more inclined to food selection and nutritional component they consumed every day.

The scale Desire to Drink (DD) reflects the desire of children to drink and to carry sugar-sweetened beverages. Jansen et al (2003) studies found that BMI was positively associated with

frequent consumption of sugar-sweetened drinks and a decline in soft drink consumption would result in a reduction of overweight and obese children (James, Kavan, & Kerr, 2004). In the present study, Filipino school-aged children also maintain a normal desire to drink. The consumption of soda and readily available canned soft drinks increases the school aged children consumption of sweetened drinks. The supersized drink options in fast-food restaurants and the habit of drinking soft drinks every meal heightens the increasing weight gain among Filipino school-aged children. Parents also validate during the interview that they are not strict with the consumption of soft drinks. They allow their children to drink sodas and bring some pack juices for snack in the school than bringing bottles of water.

Obesity and mental health are linked together. The emotional and psychological issues of eating can precipitate excessive weight (Russell-Mayhew, et al., 2012). Supporting this link Cornette, C. et al., (2008) as cited in the work of Russell-Mayhew, et al., 2012, reviewed 10 published studies over a 10-year period (1995–2005) with sample sizes greater than 50. In the findings shown all participants reported some level of psychosocial impact as a result of their weight status. The younger participants who are female with an increased perceived lack of control over eating seemed to heighten the psychosocial consequences (Russell-Mayhew, et al., 2012).

Sedentary lifestyle like less physical activity and leisure connect with weight gain. Anderson et al., (2010) noted that the presence of television, computers and video game consoles for young children has increased the amount of sedentary screening time engaged in per week since 1980. The strong relationship of TV with overweight and obesity in children was also supported in the study of Ah, H. et al., (2011) when they compared obese and normal weighted children. Result shows that the time spent watching TV tended to be higher in the overweight group than in the normal-weight group, and this difference reached marginal significance ( $p = 0.07$ ). About half of the obese children spent 2 hours per day watching TV, whereas about 25% of the others spent that much time watching TV. The rate at which children ate differed significantly different between the normal-weight and overweight groups. In the present study, TV and other social media distract children in eating and at the same time makes up for sedentary leisure activity creating greater health risk for higher BMI.

Parent's social economic status narrow down the choices of the food selection they prepare for their children. The budget they spent for a day's meal cut across the nutritional needs of their children and result to weight gain or weight loss. Brisbois, T. et al., (2011) conducted the study on

the impact of socio economic status (SES) and weight of children. The study showed a direct correlation on the SES and overweight and obese children. Association on Parents weight and obesity of their children are explored. This data supports the present study. The SES of parent's is below the averages salary of regular employee in the Philippines. The amount spent for food allocation is limited to their budget for a week or monthly basis. In another study by Svensson, V. et al, (2011) the findings revealed there was significantly higher relative weight among children having one obese or two obese parents. Parents' lifestyle and genetic predisposition highly correlates the vulnerability of overweight and obesity with their children.

Epidemiological data on obesity prevalence are very limited in the other foreign literature. The first epidemiological study was conducted by Barbu, C. et al, (2015) in Romania and he highly recommended localization of the data for obesity study. The insufficient local literature on the field can also mirror the existing concern in the Philippines. There is a higher need of comprehensive studies on health especially overweight and obesity for children and adolescences group that can be a platform to strengthening localized prevalence epidemiological data for future research in the field.

The present study has several limitations that should be acknowledged. First the scope of the study is limited to explorative experience of parents related only to CEBQ component. Although the CEBQ as a psychometrically sound tool (Sleddens V. et al., 2008) for assessing children's eating behaviors in Dutch children. CEBQ factorial analysis evaluation confirmed its applicability in overweight-related studies that can be suited to different setting. Utility of CEBQ in the Philippines in obesity research are also limited even with its strong psychometric value. Furthermore little endeavors are being undertaken in health research which focuses only on healthy lifestyle (i.e., nutrition and physical activity). Incorporating psychosocial or personality traits variables and the impact on overweight and obesity among children can create a very holistic approach in obesity study (Wardle & Cooke, L, 2005). Second consideration is the limited sample size of participants that was utilized. The selected area of population was limited to public schools in Metro Manila. Third is to strengthen collaborative efforts by taping clinical and community base manpower to broaden the research impact factor within the community.

### **Conclusion**

CEBQ is a psychometrically sound tool to measure eating disorders. The overall rating of the parents CEBQ shows that overweight and obese school-aged children eating behaviors are poor and these unhealthy eating habits makes them more susceptible to other health problems.

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**Tables**

Table 1. Anthropometric and Demographic Characteristic of the Children (n= 126)

<b>Demographic Characteristics</b>	<b>Mean</b>	<b>SD</b>
Children Body Mass Index	22.23	4.89
Children Age	10.15	1.05
Weight	45.19	13.91
Height	141.01	8.96

<b>Demographic Characteristics</b>	<b>Frequency</b>	<b>Percentages</b>
Gender		
Male	59	46.8
Female	67	53.2
Educational Grade Level		
Grade 4	66	52.38
Grade 5	28	22.22
Grade 6	32	25.39

Table 2. Anthropometric and Demographic Characteristics of the Parents (n=126)

<b>Demographic Characteristics</b>	<b>Frequency</b>	<b>Percentages</b>
Monthly Income	11490.15 (Mean)	9035.78 (SD)
<b>CEBQ Parents Raters</b>		
Mother	110	87.30
Father	16	12.69
<b>Parents Occupation</b>		
Street Sweepers	2	1.58
Overseas Contact Worker	4	3.17
Factory Worker	2	1.58
Security Guard	10	7.93
Government Employee	6	4.76
Collector	1	0.79
Delivery Boy	1	0.79
Photographer	1	0.79

Teacher	11	8.73
Driver	4	3.17
Secretary	1	0.79
Carpenter	3	2.38
Sales Woman	1	0.79
Business Woman	4	3.17
Bindery	1	0.79
Admin Office	6	4.76
Utility	2	1.58
Technician	6	4.76
Soldier	2	1.58
Policeman	1	0.79
Sewer	1	0.79
Vendor	4	3.17
Seaman	1	0.79
Messenger	1	0.79
Housewife	55	43.65

Table 3. CEBQ Characteristics of the Children (n=126)

CEBQ Domains	Mean	SD
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Food Responsiveness (FR)	1.61	0.91
Emotional Over Eating (EOE)	0.53	0.71
Enjoyment of Food (EF)	2.10	0.83
Desire to Drink (DD)	2.03	0.89
Satiety Responsiveness (SR)	2.32	0.81
Slowness in Eating (SE)	2.03	0.86
Emotional Under-Eating (EUE)	0.76	0.75
Food Fussiness (FF)	1.22	0.76

## Service Quality and Consumer Loyalty : A Meta Analysis Study

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### Abstract

Consumer loyalty is one of the competitive advantage to survive in the intensive competition era. The result of previous study is not conclusive enough. Many studies were emphasized only in one particular industry, lack of deep repeated measurement, and the total number of the participants were very small. The aim of this study is to understand more comprehensively the relationship between service quality and consumer loyalty. The research method is meta analysis using sampling error and error of measurement artifacts. The result from two artifacts showed the correlation of service quality and consumer loyalty indicated positive correlation. It is important for companies to highlight this result and improve service quality in order to grab consumer loyalty to survive in the competition.

**Keywords:** *consumer loyalty, service quality, meta analysis*

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### Introduction

Business world is very competitive. Every company strives to win the competition moreover Indonesia which enters Asean Economic Society so that competition occurs both among businessmen inside and outside the country. If they lose the competition, there will be negative impact such as decreasing profit and production, debt that cannot be paid by due date bad debt, even employees layoffs. The paralyzed business world in the macro scale can be a bad precedent to a country because it will increase a number of unemployment, add a number of poverty (Grigore & George, 2014), lack of working field (Caree & Thurik, 2002), and deteriorating of economic growth (Ernst & Young, 2011).

By the lack of working field, it will affect to psychological side, like the rise of depressions symptoms (Bolton & Oatley, 1987; Freese & Mohr, 1987), pathological behaviour (Claussen,

Bjorndal & Hjort, 1993; Hammer, 1993) and the declining number of welfare (Graetz, 1993; Iversen & Sabroe, 1988).

One of solutions to answer the competitive challenge by having competitive advantage. Competitive advantage will lead to good economic growth (Rehn & Taalas, 2004; Henderson, 1989; Sufrin, Kirbrandoki, Nurmalina, 2016). One of competitive advantage in business world is consumer loyalty (Cater & Cater, 2008; Lam, Shankar, Erramili, Murty, 2004). Consumer loyalty bring big benefits because the cost to maintain the old customers is less than seek new customers (Russo, Confente, Gligor, Autry, 2015). Payne & Frow (1999) stated that cost to seek new customers are 5 times more expensive compared to maintaining the remain customers. Especially, with the development of technology consumers nowadays has more choices, references, can compare prices (Agyei & Kilika, 2013) and can be persuaded by other competitors. Hence, loyalty becomes very important to make business run (Kurniasih, 2012). The loyal consumer will repeat buying and not sensitive to price, even becomes a marketing advocate for the company by recommending it to others. Repeated buying by loyal consumers will increase profit and ensure the company sustainability (Sufrin, Kibrando, Nurmalina, 2016; Lam, Shankar, Murthy, 2004; Davis, 2006; Giovanis, Athanasopolou, Tsoukator, 2013)

Loyalty is a commitment to buy products/ services repeatedly which in the end develops psychological engagement (Shen Chiou & Droge, 2006). Consumers loyalty consists of two dimensions such as behaviour loyalty and attitude loyalty. Behaviour loyalty is repetitive and consistent buying. Attitude loyalty is emotional and psychological and involvement when buying, having positive attitude, willing to recommend it to others. Loyal consumers will give feedback and not easy to change to other companies (Chodzaza & Gombachika, 2013).

One of influencing factor is service quality, which is evaluation on how good the service given or fulfill consumers' expectation. (Davis, 2006). According to Kaura, Prasad, Sharma (2014) service quality aspects such as facility service quality (more on physical aspect), and service quality that is interactive with product/ service provider. Chen-Hsien (2005) & Kaura, Prasad, Sharma (2015) stated that service quality is an antecedent of consumers' loyalty. If consumer feels that the service quality is good so satisfying feeling will increase and then will be loyal. Different from Butcher, Sparks, O Callaghan (2001) who explained that service quality only significantly influenced toward consumers loyalty if good relation between buyers and sellers mediated it.

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Research on service quality and consumers loyalty is not a new term and has been done by some experts, for example in the context of financial industry. (Nurfaizah, 2013), telephone industry (Amalina, 2010), automotive industry (Van Es, 2012) but the number of participants sometimes do not fulfill the requirements, and focus only on 1 type of industry. Azlina & Othman (2012) suggested the importance of research on service quality and consumers loyalty across industry so the conclusion can be made comprehensively. Because of it, this research used meta analysis that can give contribution related to consumers loyalty research more thoroughly and not partially. Hunter & Schmidt (2004) said that the basic of science is a group of existing research results and knowledge development. Nowadays, publicity is easy to read with information technology. The existing research should be organized with a good format and coherent so the result can be useful and can solve problems in the society.

The objective of this research is to find out the relation between service quality and consumers loyalty. Hypothesis of this research is a positive relation between service quality and consumers loyalty.

### **Method**

Data was obtained from search through *google scholar.com* and *perpusnas.go.id* (national library website) with service quality, consumers' loyalty as the keywords. Journals that can be used are those which stated a number of subjects, correlation ( $r$ ), score  $F$ , score  $t$ . With those criteria, in the beginning there were 39 journals but after they were verified, the journals that met the criteria were only 21 journals. Other eighteen (18) journals did not state completely on a number of subjects or correlation or score  $F$  or score  $t$  so that they were not used in this meta analysis study.

Steps of data analysis that were done are as follows (Hunter & Schmidt, 2004) :

1. Do  $F$  score conversion or  $t$  into correlation score ( $r$ )
2. Count sampling errors after identifying population correlation estimation, inter study variance, inter study standard deviation, mean  $N$ , sampling error variance, correlation variance estimation on population level, correlation standard deviation estimation on population level, top and bottom estimation margin on population level that have corrected by sampling error, reliability, and variance percentage that are caused by sampling error artifact.
3. Count error of measurement after identifying mean corrected error on  $x$  and  $y$  variable, mean of error corrected measurement, correlation estimation on population level after corrected by error of measurement, variance coefficient quadrat  $x$  and  $y$  variable, a number of coefficient variance

quadrat number, variance caused by error of measurement artifacts, residue variance with consideration on error of measurement, the real correlation variance, the real deviation standard, bottom margin on the correlation on population level, percentage variance caused by error of measurement artifacts, and variance percentage that cannot be explained.

### Result

Research that were analyzed in this meta analysis were 21 studies with a number of participants 2934. The characteristics are as follows, based on table 3, it can be identified that population correlation estimation is 0.559, reliability interval 95% is  $0.025 < \bar{r} < 1.092$ , SD score is 0.278 and sampling error variance is 0.003. Data also showed that variance impact caused by sampling error artifacts is 4.398 %. It shows that different correlation between mean population and meta analysis study mean caused by sampling error is 4.398 %. It means 95.602 % caused by other factor beside sampling error.

Based on table 4, it can be identified that population correlation mean after being verified with error of measurement 0.676; variance caused by error of measurement artifacts 0.003; real population correlation 0.104 and real SD 0.322. Reliability interval 95% is  $0.044 < \bar{r} < 1.309$ , it indicated that correlation 0.676 still in the range of accepted reliability. Variance percentage caused by error of measurement artifacts 4.09 %. It showed different correlation between population mean and meta analysis study mean caused by error of measurement is 4.09 %.

### Discussion

This meta analysis research result showed that the real population correlation after being verified by sampling error is 0.559. Sampling error variance is 0.003; SD is 0.272 ; the real population correlation is 0.074. Reliability range 95% is  $0.025 < \bar{r} < 1.092$ , so that correlation on 0.559 include in the range of accepted reliability. Variation in sampling error is 4.398 %

The real population correlation after being verified by error of measurement is 0.676. The real variance is 0.104. Reliability variance 95% is  $0.044 < \bar{r} < 1.309$ , so correlation at 0.676 include in reliability interval. Sampling error variation is 4.09%. The total percentage variation caused by two artifacts is 8.49%. It shows that other unspecified factors is 91.51 %.

Based on verified sampling error and error of measurement, it can be identified that service quality is positively correlated with consumers loyalty. Hopkins in Kortlik, Williams, Jabor (2011)

stated that correlation coefficient between 0.50 to 0.70 showed high/ major correlation. This result shows that this research hypothesis is acceptable.

Research on service quality and consumers loyalty were mostly done in business management perspective. There were psychology experts who researched this topic in their journals that combine psychology with marketing. However, research on this topic from psychology perspective is still minimum whereas consumers are actually human. Every human behaviour, and also their role as consumers, will have special behaviour pattern. Thus, psychology needs to contribute to understand that consumers behaviour, which in the end it can help improve competitive advantage for the businessmen.

Johnson & Johnson (2006) stated that social interdependence theory can explain relation between buyers and sellers in the business context. Interdependence characteristics are usually indicated by complementary role between two parties, goal that should be reached together, resource needed to reach the goal. Bantham, Celuch, dan Kasourf (2003) also stated similar opinion, interdependence arises when every party interacts each other, influences each other, and there is an outcome as a result. Interdependence between buyers and sellers reveals from complementary role between one another. A company provides goods and services and attempts to give the best service for consumers. On another side, consumers get solution from the product or service resulted from a company. If service is qualified, consumers will get satisfied and then loyal (Chen-Hsien, 2005; Kaura, Prasad, Sharma, 2015).

The existing researches reveal that there is positive correlation between service quality and consumers loyalty. Unfortunately, those study mostly focused on 1 field of industry, or with few number of participants. This meta analysis study consists of many researches from across industry, for example automotive industry (Van Es, 2012), telephone industry (Amalina, 2010), financial industry (Nurfaizah, 2013). Besides, there is also industrial consumers, i.e. (Javadin, Shafie & Adbollahi, 2012; Chodzaza & Gombachika, 2013) and individual consumers (Lamidi, 2010; Karundeng, 2013). Number of participants in this meta analysis study is varied, from N = 50 (Kurniawan, 2005) to N = 354 (Javadin, Shafie, Adbollahi, 2012). The research sample of this study is also varied, which are from The Netherlands, Iran, Malaysia, Ghana, Malawi, and Indonesia. By this research result, it answers the existing gap, that focuses on one industry and only one area. The result shows that service quality and consumers loyalty has positive correlation. Therefore, this research result is in line with previous researches. The research result confirms

Chen-Hsien's approach (2005) and opposite with the research result of Butcher, Sparks & O Callaghan (2001) which stated that service quality only significantly influenced consumers loyalty if it was mediated by good relation between buyers and sellers.

### **Conclusion**

The research result shows that there is positive correlation between service quality and consumers loyalty. Therefore, this research hypothesis that mentioned that positive correlation between service quality and consumer loyalty is proved. Hence, companies are able to use the research result to improve competitive advantage in business world. Research findings show that service quality is closely related with consumers loyalty. Thus, companies can consider it to improve their service quality.

The weakness of this meta analysis study is the limited number of study, which is 21 researches. It is caused by not-complete data in the journals found in the beginning. If the number of researches are more than that, the result will be better. This study focuses only on 2 variables; service quality and consumers loyalty. It will be better that there are more than 2 variables used in the further research so that dynamic of the relation appears. Then, the meta analysis result with more than 2 variables can be used as a basis to make more comprehensive model study. This meta analysis study only research 2 artifacts that are sampling error correction and measurement error correction. Next researcher should consider analysis with more artifacts i.e. range of variation in independent variable, attrition artifact, construct imperfect validity, and report error.

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### Tables

Table 1. *Research Sampling Characteristics*

Stud y	Year	Researchers	N	r	Characteristics
1	2012	Seyedreza Seyed Javadin, Hessam Shafie & Behzad Adbollahi	354	0.648	Consumers of software company in Iran
2	2012	Noor Azlina & Abdul Kadhir Othman	279	0.726	Consumers of telecommunication company in Malaysia
3	2013	Paul Mensah Agyei & James M Killika	313	0.470	Students in Kenya
4	2012	R.A.J. Van Es	114	0.943	Consumers of automotive

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					industry in The Netherlands
5	2013	Gilbert E Chodzaza S. H & Harry Gombachika	92	0.650	Consumers of electricity industry in Malawi
6	2011	Abdul Majeed Iddrisu	311	0.762	Consumers of <i>mobile phone</i> in Ghana
7	2014	Sandriana Marina, Andi Darmawati & Indra Setiawan	100	0.647	Consumers of airplanes in Indonesia
8	2013	Irfa Nurfaizah	60	0.264	Bank consumers in Jepara, Indonesia
9	2010	Camelia Hanifah Amalina	70	0.417	Citizen in Indonesia
10	2010	Rinny E Kalalo	71	0.501	Departement store consumers in Indonesia
11	2011	Setyani Sri Haryanti & Ida Dwi Astuti	60	0.694	Bank consumers in Sukoharjo, Indonesia

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12	2012	Indah Dwi Kurniasih	100	0.766	Motor dealers consumers in Semarang, Indonesia
13	2015	M.Azmi Abdurrohman, Ratih Tresnati, Dede R Oktini	100	-0.580	Cafe consumers in Bandung, Indonesia
14	2010	Ernani Hidayati	100	0.652	Post office consumers in Malang, Indonesia
15	2014	Basuki Sri Rahayu & Endang Saryanti	88	0.407	BPR consumers in Boyolali, Indonesia
16	2005	Hartanto Kurniawan	50	0.806	Workshop consumers in Surabaya, Indonesia
17	2007	Edwin Japarianto, Poppy Laksmono & Nur Ainy Khomariyah	272	0.421	Hotel consumers in Surabaya, Indonesia
18	2012	Syarifa Zahra & Andik Matulesy	100	0.648	Consumers in clinic laboratory, Malang Indonesia

19	2012	Lamidi	100	0.479	Restaurants consumers in Surakarta, Indonesia
20	2013	Nadia Hanum Amirrudin	100	0.061	Airlines consumers, Indonesia
21	2013	Feibe Permatasai Karundeng	100	0.758	Restaurant consumers in Manado, Indonesia

Table 2. Data Summary

NO	$N$	$r$	$Nr$	$(ri - r)$	$(ri - r)^2$	$N(ri - r)^2$	$rxx$	(a)	$ryy$	(b)
1	354	0.648	229.32	0.088	0.01	2.82				
2	279	0.726	202.554	0.166	0.03	7.81	0.995	0.997	0.906	0.952
3	313	0.470	147.11	-0.090	0.01	2.46	0.617	0.785	0.839	0.916
4	114	0.943	107.502	0.383	0.15	16.83	0.95	0.975	0.914	0.956
5	92	0.650	59.8	0.090	0.01	0.77			0.81	0.900
6	311	0.762	236.982	0.202	0.04	12.85			0.793	0.891
7	100	0.647	64.7	0.087	0.01	0.78				
8	60	0.264	15.84	-0.296	0.09	5.21	0.879	0.938	0.876	0.936
9	70	0.417	29.19	-0.143	0.02	1.41	0.736	0.858	0.749	0.865

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10	71	0.501	35.571	-0.059	0.00	0.24				
11	60	0.694	41.64	0.134	0.02	1.10				
12	100	0.766	76.6	0.206	0.04	4.30	0.783	0.885	0.64	0.800
13	100	-0.580	-58	-1.140	1.30	129.67				
14	100	0.652	65.2	0.092	0.01	0.87				
15	88	0.407	35.816	-0.153	0.02	2.03	0.939	0.969		
16	50	0.806	40.3	0.246	0.06	3.06				
17	272	0.421	114.512	-0.139	0.02	5.16				
18	100	0.648	64.8	0.088	0.01	0.80				
19	100	0.479	47.9	-0.081	0.01	0.64				
20	100	0.061	6.1	-0.499	0.25	24.77				
21	100	0.758	75.8	0.198	0.04	3.97				
Total	2934	11.140	1639.309			227.530	6.407			7.216
Mean	139.71		0.559							0.901
	4									
SD							0.076			0.052
Varia nce						0.0775	0.006			0.003
N							7		6	

Table 3. *Corrected Sampling Error*

Note	Formula	Computation	Result
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Population correlation estimation	$r = \frac{\sum Niri}{\sum Ni}$	(1)	$\frac{1639.309}{2934}$	0.559
Study Variance	$\sigma^2 r = \frac{\sum N(ri - \bar{r})^2}{\sum Ni}$	(2)	$\frac{227.53}{2934}$	0.078
Study standard deviation	$\sigma r$	(3)	$\sqrt{0.078}$	0.278
	$r^2$	(4)	$(0.559)^2$	0.312
	$1 - r^2$	(5)	$1 - 0.312$	0.688
	$(1 - r^2)^2$	(6)	$(0.688)^2$	0.473
Mean N	$\bar{N}$		$\frac{2934}{21}$	139.714
	$\bar{N} - 1$		$139.74 - 1$	138.714
	$\sigma^2 e = \frac{(1 - r^2)^2}{N - 1}$	(7)	$\frac{0.473}{138.714}$	0.003

Sampling error

*Variance*

<p>Variance Estimation on population level</p>	$\sigma^2 \rho_0 = \sigma^2 r - \sigma^2 e \quad (8)$	<p>0.078-0.003</p>	<p>0.075</p>
<p>Deviation correlation estimation standard on population standard</p>	$\sigma \rho_0 = \sqrt{\sigma^2 r - \sigma^2 e} \quad (9)$	<p><math>\sqrt{0.075}</math></p>	<p>0.272</p>
<p>Correlation estimation Bottom margin on population level that has been verified by sampling error</p>	$\bar{r} - 1.96 \sigma^2 \rho_0 \quad (10)$	<p>0.559 - (1.96 x 0.272)</p>	<p>0.025</p>

Correlation estimation top margin on population level that has been verified by sampling error	$\frac{\sigma^2 e}{\sigma^2 r} 100\%$	(11)	$0.559 + (1.96 \times 0.272)$	1.092
Variance Percentage caused by sampling error artifacts	$\frac{\sigma^2 \rho o}{\sigma^2 r} 100\%$	(12)	$\frac{0.003}{0.078} 100\%$	4.398
Variance Percentage caused by other than sampling error artifacts.	$\frac{\sigma^2 \rho o}{\sigma^2 r} 100\%$	(13)	$\frac{0.075}{0.078} 100\%$	95.602
Reliability	$\frac{\sigma^2 \rho o}{\sigma^2 r}$	(14)	$\frac{\sigma^2 \rho o}{\sigma^2 r}$	0.956

Table 4. *Corrected Error Measurement*

Note	Formula	Computation	Result
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Mean of corrected error measurement on variable x and y	$\bar{A} = Ave(a)Ave(b)$	(15)	0.915x0.901	0.825
Correlation estimation on population level after being corrected by error of measurement	$\bar{\rho} = \frac{\bar{r}}{\bar{A}}$	(16)	$\frac{0.559}{0.826}$	0.676
Quadrat coefficient variance x variable	$v1 = \frac{\sigma^2 a}{\bar{a}^2}$	(17)	$\frac{0.006}{(0.915)^2}$	0.006
Quadrat coefficient variance y variable	$v1 = \frac{\sigma^2 b}{\bar{b}^2}$	(18)	$\frac{0.003}{(0.901)^2}$	0.003
Quadrat number coefficient variance	$v1 + v2$	(19)	0.0069 + 0.0032	0.0101

Variance caused by error of measurement artifacts	$S^2_2 = \rho^2 A^2 V$	(20)	$(0.676)^2 \times (0.825)^2 \times 0.010$	0.003
Residue Variance with considering error of measurement	$s^2_{res} = \sigma^2 \rho^2 - s^2_2$	(21)	$0.074 - 0.003$	0.070
Real correlation variance	$\sigma^2 \rho = \frac{s^2_{res}}{A^2}$	(22)	$\frac{0.070}{(0.852)^2}$	0.104
Real correlation standar deviation	$\sqrt{\sigma^2 \rho}$	(23)	$\sqrt{0.104}$	0.322
Bottom margin of correlation on population level that has been corrected by error of measurement	$\rho - 1.96\sigma\rho$	(24)	$0.676 - (1.96 \times 0.322)$	0.044

Top margin of correlation on population level that has been corrected by error of measurement

$$\rho + 1.96\sigma_p \quad (25) \quad 0.676 + (1.96 \times 0.322) \quad 1.309$$

Variance percentage caused by error of measurement artifacts

$$\frac{s^2 e}{\sigma^2 r} 100\% \quad (26) \quad \frac{0.003}{0.078} 100\% \quad 4.098$$

Variance Percentage caused by all artifacts

$$\frac{\sigma^2 e}{\sigma^2 r} 100\% + \frac{s^2 e}{\sigma^2 r} 100\% \quad (27) \quad 4.098 + 4.398 \quad 8.496$$


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## Understanding personality structure using semantic relationships: a new lexical approach to personality trait modelling.

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### Abstract

This paper sets out a technique that may provide an alternative to factor-analysis for assessing personality structure using the semantic relationships between schedonyms rather than factor loadings to map out the scope and content domain of personality traits. Using lexical data from six ASEAN region languages spanning the Austroasiatic, Austronesian and Tai-Kadai language families this study assesses the robustness of the H 6/1 Honesty-Humility factor of the HEXACO model (Ashton, Lee, & de Vries, 2014) and its construct validity with respect to Agreeableness and Neuroticism. The H 6/1 Honesty-Humility factor is shown to overlap the Agreeableness domain, but when the trait adjectives of both domains are revised along semantic lines both traits are shown to be independent. The implications of the findings of this study and the potential applications of this new technique are briefly discussed.

**Keywords:** *BFM, HEXACO, Honesty-Humility, schedonyms, Asian languages, personality structure.*

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### Introduction

Amongst personality researchers the “Big Five” traits of Extraversion, Agreeableness, Conscientiousness, Neuroticism, Openness to Experience are almost universally agreed to constitute the fundamental basis of human personality (Hodgkinson & Gill, 2015). This Big Five Model (BFM) is said to be biologically-based (Yamagata et al., 2006) and to constitute a human universal that has been found across all continents and that transcends all cultures and language (Schmitt et al., 2007).

The BFM was developed from the factor-analysis of adjective lists and items from a range of personality questionnaires (Digman, 1990). However, from its inception the BFM has had its critics claiming in some cases that it is too complex (Eysenck, 1992) or not complex

enough (Cattell, 1995). More recently some have argued that the original factor analytic studies with adjectives used lists that were too short and that when longer adjective lists are factor analysed a six factor Honesty-Humility, Extraversion, Agreeableness, Conscientiousness, Emotional Stability and Openness (HEXACO) model emerges (Ashton, Lee, & Boies, 2015). However, as the models advocated by various researchers ultimately rely upon methodological decisions made when carrying out the factor analysis of personality test items, and there are no universally agreed and objective criteria for the manner in which a factor or principal components analysis should be conducted, the number of factors that should be extracted and how the chosen factors should be rotated, there is considerable scope for disagreement about which approach(es) may or may not be correct and which is the optimum number of factors to be extracted. This means that how valid any particular set of factor analytic findings or any model of personality so derived may or may not be is, in many cases, largely a matter of personal judgement.

However, the BFM, HEXACO and other competing models were all developed within the lexical hypothesis which proposes that important personality characteristics will be encoded in language as a single word (John, Angleitner, & Ostendorf, 1988). Although there may be different opinions about factor-analytic techniques, the overall factor-analytic approach to personality rests upon the basic assumption that when participants rate themselves using trait adjectives the ratings will show some consistencies because the trait adjectives are synonyms or descriptions of closely related aspects of personality which are semantically and psychologically related, as explained by Saucier and Goldberg (1996):

*[i]mportant phenotypic personality attributes [should have] a dense cluster of loosely synonymous terms. When used in ratings of oneself or others, these terms will be highly inter correlated and therefore, along with their antonyms, they will tend to define a semantic 'factor'. 'Of course, these synonym clusters are not simply redundant re expressions for the same attribute, but rather bundles of related concepts likely to have a family resemblance structure. . . . In short, we assume a correspondence between lexical representation and substantive importance. (pp. 26–27)*

However, the lexical argument should also be considered alongside the private language argument (PLA) advanced by Wittgenstein, which proposes that language can only exist in the public domain where semantic relationships of meaning are publicly agreed. Trait adjectives are

the publicly agreed terms for psychological characteristics that may be broadly related, but these terms cannot be precisely synonymous because it would be illogical to have many different terms for the same thing and it would be difficult to publicly agree a single meaning for multiple words. Thus, even if trait terms are related they are unlikely to describe precisely the same aspect of personality and it might be more helpful to consider them not as synonyms, but as schedonyms, terms that are close but not identical in meaning.

The logic of the PLA also means that if an aspect of personality is universal, then all languages will have a distinct word to describe it. Over time as a language evolves the descriptions of personality will become more precise and this will mean that large numbers of schedonyms will enter the lexicon. The schedonyms will be representative of distinct behaviours or inner states, which themselves may tend to arise from combinations of stable underlying neurological and/or psychological factors, and this would explain why particular clusters of schedonyms tend to be true of particular individuals or even groups of people. That said, because similar behaviors and inner states can be manifested at varying levels of intensity and in response to multiple underlying causes, trait adjectives that are schedonyms may be rated quite differently by participants and a few such apparently idiosyncratic ratings in a sample of a few hundred people may explain some of the apparent inconsistencies and lack of fidelity found in factor analytically derived personality models. Any language is a sample of millions people making meanings over millennia, so understanding the semantic relationships of trait adjectives is the key to understanding the universal structure of human personality. As personality trait adjectives should be related in broadly the same ways across different human languages, it follows that any trait adjective used in one language when translated into a second language should yield a word or words with similar and related meanings to the word from the first language. Thus, translating from a first or meta-language into a second language and then translating back into the meta-language should yield the original word and a list of closely related schedonyms. These schedonyms should act as semantic markers showing how words in the first and second languages are related to each other because the number of schedonyms that any two or more trait adjectives share will show how closely the two adjectives are related. If a personality trait is distinct it would be expected that the trait adjectives specifying the trait domain would share a large number of schedonyms. Similarly, it would be expected that trait adjectives in separate and distinct traits would share few or no schedonyms. In short, counting the number of schedonyms shared between trait adjectives could be used to assess the extent to

which those trait adjectives fall within the same or different personality trait domains. The present study aims to test this proposition by examining the HEXACO H 6/1 Honesty-Humility trait. The Honesty-Humility trait is considered to be derived from variance that is usually ascribed to the BFM Agreeableness and Neuroticism traits (Ashton et al., 2014), but it is hypothesized that the Honesty-Humility trait will be found to be semantically distinct from the two BFM traits.

### Method

Given that the three factors of interest were the HEXACO Honesty-Humility factor, and BFM Agreeableness and Neuroticism factors, 10 trait adjectives were identified for each factor from the lists provided by Saucier & Goldberg (1996) and Ashton et al. (2015) as shown below.

\*Note: the trait adjectives *kind* and *compassionate* were also potential representative terms for the Honesty-Humility trait, but as this would have immediately meant a perfect match between 20% of the available trait adjectives it was decided to select alternative terms for the Honesty-Humility trait.

The Honesty-Humility trait has been found in factor analytic studies conducted in Asia (Ashton et al., 2004) so the present study used English as the first or meta-language and the English trait adjectives were translated into six languages from three language families – Austroasiatic, Austronesian and Tai-Kadai – spoken in South East Asia. Selecting target languages from three distinct language families ensured a broad spread of trait adjectives for back translation and also boosted generalizability.

The trait adjectives were translated into the target languages using 20 public domain bilingual dictionaries and then back translated into English to generate lists of schedonyms for each initial trait adjective.

### Results and Discussion

The number of schedonyms yielded by back translation for each initial trait adjective for each language are shown in Tables 3, 4 and 5.

The Honesty-Humility trait adjectives yielded a reasonable number of schedonyms, with the most commonly spoken languages of Bahasa Indonesia, Filipino and Thai having the largest number of schedonyms. The trait adjective yielding the largest number of back translated schedonyms was *honest* followed by its close antonym *deceitful*, both of which might be considered anchor terms of the Honesty-Humility trait. However, it should be noted that Lao yielded

comparatively few schedonyms for this and the other two personality trait domains because the relative paucity of bilingual dictionary resources made back translation challenging.

The Agreeableness trait adjectives yielded more schedonyms from the back translations than the Honesty-Humility factor, with Bahasa Indonesia, Filipino and Thai again yielding most schedonyms. The largest number of schedonyms was generated for the factor-term *rude* followed by *kind*, but the terms *cooperative*, *antagonistic* and *egotistical* generated relatively few back translations. This may have been because *cooperative* is generally translated as a noun across many bilingual dictionaries and because *antagonistic* and *egotistical* are comparatively uncommon words in English so few translations have been yet been generated by lexicographers in the target languages.

The Neuroticism trait adjectives yielded fewest back translated schedonyms, though the proportions of schedonyms yielded across the six languages was broadly consistent with the schedonyms generated for the other two factors. The greatest number of back translated schedonyms was generated for the factor-term *earthy* followed by *brave*, but the terms *temperamental*, *emotional* and *relaxed* generated relatively few schedonyms. This may be because they are comparatively uncommon words in conversational speech so few translations have been generated in the target languages.

#### *Schedonyms Shared Within Factors*

As the trait adjectives within each personality domain should be semantically related, it follows that the trait adjectives should yield many of the same schedonyms, that is the schedonyms generated for each trait adjective of a trait domain should be repeated among many of the other trait adjectives within the same the domain. Thus, the first task was to establish the number of times a schedonym occurred intra-trait, that is the number of times the same schedonym was found within each personality factor. The intra-trait schedonym counts for each personality factor are shown in Tables 6, 7 and 8.

As Table 6 shows, the Honesty-Humility factor produced a relatively large number of intra-trait schedonyms around the four trait adjectives, *sincere*, *honest*, *trustworthy* and *loyal* which suggests that these trait adjectives may be at the heart of this trait domain. The trait adjective *generous* showed very few intra-trait schedonyms suggesting it is not closely related to any of the other trait adjectives and that it may not be part of the Honesty-Humility trait domain. The trait adjectives *greedy*, *deceitful* and *superficial* yielded very few intra-trait schedonyms suggesting that

they may not be closely related to each other, but as they are antonyms for Honesty-Humility it is not surprising that they share no schedonyms *sincere, honest, trustworthy* and *loyal*.

Overall, the Agreeableness factor yielded a very large number of intra-trait schedonyms suggesting a high degree of semantic relatedness and that most of the trait adjectives are drawn from the same trait domain. However, the trait adjectives *antagonistic* and *egotistical* were notable exceptions and did not appear to be closely related to any of the other trait adjectives, suggesting that they may not be part of this trait domain. That said, the fact that both these trait adjectives yielded relatively few schedonyms via the target languages may have attenuated semantic relationships that might have been stronger had other languages been sampled.

The Neuroticism factor-terms did not yield as many intra-trait schedonyms as the other two factors, but there were still some strong relationships between some trait adjectives, most notably *moody, touchy, temperamental* and *irritable*. However, the trait adjectives *patient* and *brave* yielded very few intra-trait schedonyms with the other trait terms at the ‘positive’ Emotional Stability pole of this trait suggesting that this end of the Neuroticism trait domain may not be particularly well defined by the original trait adjectives.

Overall, these findings suggest that there are some semantic consistencies at the core of each of the three personality factors being assessed. However, the low number of intra-trait schedonyms found for some of the trait adjectives suggests that the initial factors may not be particularly semantically distinct and that some of the trait adjectives may not be part of the trait domains to which they were initially allocated.

#### *Schedonyms Shared Between Factors*

Having established that the three factors under review might contain trait adjectives from domains different to those initially identified, the next task was to assess the number of inter-trait schedonyms shared across the three factors, that is the number of schedonyms related to trait adjectives in more than one trait domain, as shown in Tables 9, 10, and 11.

Table 9 shows that most of the Honesty-Humility factor-terms have a low number of inter-trait schedonyms with the Agreeableness trait adjectives as would be expected of a cohesive set of adjectives from a single trait-domain. The zero inter-trait schedonyms for *deceitful* and the very low number of inter-trait schedonyms for *superficial, greedy, loyal, trustworthy* and *sincere* suggests that these Honesty-Humility trait adjectives are not related to the trait adjectives of the Agreeableness trait domain. The trait adjectives *deceitful, superficial* and *greedy* also had a low

number of inter-trait schedonyms with the Honesty-Humility factor, and this suggests that they may not belong in either the Honesty-Humility or the Agreeableness domain. The Honesty-Humility trait adjective *generous* had very few inter-trait schedonyms with the other Honesty-Humility trait adjectives, but did have a very large number of relationships with the Agreeableness trait adjectives, suggesting that it may actually belong in the Agreeableness trait domain.

Most of the Agreeableness trait adjectives yielded relatively low numbers of inter-trait schedonyms with the Honesty-Humility trait adjectives, although *kind* does appear to have a relationship with both domains. The trait adjectives *antagonistic*, *abusive* and *cooperative* have very few schedonyms shared with the Honesty-Humility factor suggesting they are not part of that domain, though earlier findings suggest that *antagonistic* does not fall within the Agreeableness domain either. It is also noteworthy that *egotistical* appears to share more schedonyms with the Honesty-Humility domain than with Agreeableness, suggesting that it may be part of the former trait. As Table 11 shows, the Honesty-Humility and Neuroticism trait adjectives have very few shared inter-trait schedonyms. Similarly, as Table 12 shows, the Neuroticism and Honesty-Humility trait adjectives have share very few inter-trait schedonyms. The data presented in Tables 11 and 12 suggest that there are no strong semantic relationships between the trait adjectives in the Honesty-Humility and Neuroticism factors and that the trait adjectives for each domain are drawn from different personality traits.

#### *Personality Trait Domain Robustness*

The findings reported above suggest that each of the three personality factors under consideration have core trait adjectives that are closely semantically related to each other within the domain, but that each factor also has some trait adjectives that may actually be more closely related to the trait adjectives in other factors. This can be statistically tested by comparing the mean number of intra-trait schedonyms (that is, schedonyms shared by trait adjectives within the original factor) against the mean number of schedonyms shared inter-trait (that is, schedonyms shared with trait adjectives across different factors). If a factor is robust, then the mean number of intra-trait schedonyms within the factor should be significantly higher than the mean number of inter-trait schedonyms shared with other factors. Given that the initial number of schedonyms generated for each trait domain could affect the relative distribution of schedonyms compared within and across the factors, the counts of inter and intra-trait shared schedonyms was standardised

by dividing the number of schedonyms shared within and between the traits, by the original number of schedonyms generated for each trait adjective.

Once the standardised number of shared schedonyms had been calculated the Kruskal-Wallis test was used to determine whether or not the total number of intra-trait schedonyms shared by the trait adjectives within each personality factor was significantly higher than the number of inter-trait schedonyms shared by the trait adjectives across the factors.

The Kruskal-Wallis test result contrasting Honesty-Humility and Neuroticism showed statistically significant differences, first between the number of intra-trait shared schedonyms within the Honesty-Humility factor and the number of schedonyms shared across the Honesty-Humility and Neuroticism factors ( $H(2)=10.64$ ,  $p<0.001$  with a mean rank of 14.80 for Honesty-Humility and 6.20 for Neuroticism; secondly the number of intra-trait schedonyms within the Neuroticism factor was significantly different to the number of schedonyms shared across the Neuroticism and Honesty-Humility factors ( $H(2)=11.57$ ,  $p<0.001$  with a mean rank of 15.00 for Honesty-Humility and 6.00 for Neuroticism. This showed that there was a significantly greater number of intra-trait schedonyms shared within the Honesty-Humility trait than the number of inter-trait schedonyms shared between the Honesty-Humility and Neuroticism traits. This suggests that the trait adjectives within each factor were drawn from different trait domains and that the Neuroticism and Honesty-Humility trait adjectives represent at least two distinct and robust trait domains.

In contrast, the results of the Kruskal-Wallis tests comparing the number of inter-trait schedonyms shared within and between the Honesty-Humility and Agreeableness factors were not significant. This suggests that the number of intra-trait shared schedonyms within the Honesty-Humility factor was not significantly different to the number of schedonyms shared between the Honesty-Humility and Agreeableness factors. This indicates that some of the trait adjectives in each factor may well be more closely semantically related to the trait adjectives in the other factor, suggesting that the trait adjectives in the Honesty-Humility and Agreeableness factors are not drawn from two distinct personality domains.

As the original schedonym counts indicated that the trait adjective *generous* was more likely to be part of the Agreeableness factor than the Honesty-Humility factor, this adjective and its schedonyms was transferred to the Agreeableness factor. At the same time the terms *antagonistic* and *egotistical* were deleted from Agreeableness factor because they had been shown

to have very few intra-trait schedonyms shared with the other Agreeableness trait adjectives. This change made two revised personality factors each of 9 trait adjectives. The number of intra-trait schedonyms within the revised Honesty-Humility factor was 1109 and the number of intra-trait schedonyms within the revised Agreeableness factor was 1760. The number of inter-trait schedonyms shared between the revised Honesty-Humility and revised Agreeableness factor was 109 and the number of inter-trait schedonyms shared between the revised Agreeableness and revised Honesty-Humility factor-terms was 419. Mann-Whitney tests showed that these differences were significant indicating that the number of intra-trait schedonyms shared within the revised Honesty-Humility factor was significantly greater (median = 8.02) than the number of inter-trait schedonyms shared between the revised Honesty-Humility and revised Agreeableness factors (median = 0.15),  $U = 4.00$ ,  $p < 0.01$ . Similarly, the number of intra-trait schedonyms shared within the revised Agreeableness factor was significantly greater (median = 21.25) than the number of inter-trait schedonyms shared between the Agreeableness and Honesty-Humility factors (median = 1.83),  $U = 3.00$ ,  $p < 0.01$ . This showed that there was a significantly greater number of intra-trait schedonyms shared within the revised Agreeableness trait than between the revised Honesty-Humility and revised Agreeableness traits. This lent support to the contention that the trait adjective *generous* is indeed part of the Agreeableness trait domain and that the remaining trait adjectives of the revised Honesty-Humility factor and revised Agreeableness factor were drawn from semantically distinct and, therefore, different personality domains.

### General Discussion

The present research was intended as a small pilot study to examine the robustness of the Honesty-Humility factor using a new technique that might offer an alternative to factor-analytic methods to establish personality trait domains and their relationships.

Although the trait adjectives used in the present study were drawn from what might be considered 'master-lists' for the BFM and HEXACO (Ashton et al., 2015) only a small number were actually used and this means the findings presented above must be viewed as extremely tentative, pending further verification. Nevertheless, a range of strong relationships between the trait adjective schedonyms for the Honesty-Humility factor suggests that this trait does have a reasonably robust core. Similarly, the fact that the schedonyms generated for the Honesty-Humility trait adjectives were not extensively shared with the Neuroticism and Agreeableness traits suggests that the robust core of this trait is distinct from those two traits. Given that these relationships were

established using trait adjective schedonyms derived from six South East Asian languages representative of three major language groups suggests that the findings reported here are generalizable and that the Honesty-Humility factor is semantically valid.

Of equal significance was the finding that some of the core trait adjectives within each personality domain also had weak relationships with other trait adjectives in the same putative domain, most notably *generous*. Indeed, the expectation that the Honesty-Humility factor would share some variance with Agreeableness appeared to be supported when it was found that *generous*, a term putatively within the Honesty-Humility domain, was actually a better fit within the Agreeableness domain. When *generous* was transferred to the Agreeableness trait the schedonym counts within and between the factors changed significantly, increasing the semantic divergent validity of both factors and also showing how *generous* may have blurred the factor analytic apportioning of variance in other studies (eg. Ashton et al., 2014). The impact of moving *generous* suggests that the Honesty-Humility domain, and for that matter any other personality trait domain, can be semantically well-defined both by what it includes and what it does not. Ultimately, this means that it may be possible to apply this technique to much larger collections of trait adjectives in order to establish not only the robustness and semantic integrity of any given personality trait domain, but also the number of personality traits actually represented in any set of trait adjectives.

The other major objective of the present research was to pilot a technique using semantic relationships to assess the validity of personality trait domains. Although very modest in scope, the findings presented here suggest that a technique using translations of trait adjectives to generate schedonyms may have some merit in future studies to establish the boundaries and number of personality trait domains. There are several areas in which the technique requires further refinement, the most obvious being in terms of size, both of the initial trait adjective pool and of the resources used for translation and back translation to generate schedonyms. Increasing the number of trait adjectives used in future studies would have many benefits including the sampling of broader domains, greater scope for comparisons across traits and more powerful statistical analyses. If an increase in the number of trait adjectives available could be combined with more effective translations then it might be practical to make truly valid global comparisons of personality structure and even to establish the universal domains of human personality, should such domains actually exist. If this is the ultimate goal of personality research, then it is to be hoped that this paper provides a modest map for the journey ahead.

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### Tables

TABLE 1. TRAIT ADJECTIVES REPRESENTATIVE OF HONESTY-HUMILITY, AGREEABLENESS AND NEUROTICISM

<b>Honesty-Humility</b>	<b>Agreeableness</b>	<b>Neuroticism</b>
<b>Trait Adjectives from</b>	<b>Trait Adjectives from</b>	<b>Trait Adjectives from</b>
<b>Ashton et al. (2015)</b>	<b>Saucier &amp; Goldberg (1996)</b>	<b>Saucier &amp; Goldberg (1996)</b>
sincere	Sympathetic	moody
generous	kind*	touchy
honest	Cooperative	temperamental
trustworthy	Courteous	irritable
loyal	compassionate*	emotional

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snobbish	Harsh	relaxed
greedy	Rude	patient
deceitful	Antagonistic	brave
conceited	Abusive	casual
superficial	Egotistical	earthy

Table 2. Target languages and language families used for translating trait adjectives

<b>Austronesian</b>		<b>Austroasiatic</b>		<b>Tai-Kadai</b>	
		<b>(Mon-Khmer)</b>		<b>(Zhuang-Tai)</b>	
Indonesian	Filipino	Khmer	Vietnamese	Lao	Thai

TABLE 3. BASELINE NUMBER OF BACK TRANSLATED SCHEDONYMS GENERATED FOR HONESTY-HUMILITY TRAIT ADJECTIVES ACROSS THE SIX LANGUAGES

<b>Honesty- Humility Trait Adjectives</b>	<b>Indonesian</b>	<b>Filipino</b>	<b>Khmer</b>	<b>Vietnamese</b>	<b>Lao</b>	<b>Thai</b>	<b>Total</b>
sincere	12	5	5	5	5	15	47
generous	8	13	8	8	5	23	65
honest	20	34	13	8	8	30	113
trustworthy	5	6	11	5	3	11	41
loyal	8	36	5	5	7	10	71
snobbish	5	4	7	3	6	7	32
greedy	4	5	7	8	6	17	47

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deceitful	15	14	12	15	4	20	80
conceited	26	8	8	15	6	13	76
superficial	5	6	9	6	2	15	43
<b>TOTALS</b>	<b>108</b>	<b>131</b>	<b>85</b>	<b>78</b>	<b>52</b>	<b>161</b>	<b>615</b>

TABLE 4. BASELINE NUMBER OF BACK TRANSLATED SCHEDONYMS GENERATED FOR AGREEABLENESS TRAIT ADJECTIVES ACROSS THE SIX LANGUAGES

<b>Agreeableness Trait Adjectives</b>	<b>Bahasa Indonesia</b>	<b>Filipino</b>	<b>Khmer</b>	<b>Vietnamese</b>	<b>Lao</b>	<b>Thai</b>	<b>Total</b>
sympathetic	10	5	2	8	2	13	40
kind	46	29	14	4	3	25	121
cooperative	2	6	1	2	2	1	14
courteous	33	14	4	26	8	21	106
compassionate	15	8	2	4	2	29	60
harsh	42	30	5	11	2	25	115
rude	55	33	4	25	5	43	165
antagonistic	1	3	2	6	2	6	20
abusive	28	17	2	10	2	57	116
egotistical	16	2	2	2	1	4	27
<b>TOTALS</b>	<b>248</b>	<b>147</b>	<b>38</b>	<b>98</b>	<b>29</b>	<b>224</b>	<b>784</b>

TABLE 5. BASELINE NUMBER OF BACK TRANSLATED SCHEDONYMS GENERATED FOR NEUROTICISM TRAIT ADJECTIVES ACROSS THE SIX LANGUAGES

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<b>Neuroticism Trait Adjectives</b>	<b>Bahasa Indonesia</b>	<b>Filipino</b>	<b>Khmer</b>	<b>Vietnamese</b>	<b>Lao</b>	<b>Thai</b>	<b>Totals</b>
moody	36	12	3	22	2	7	82
touchy	20	15	1	15	2	2	55
temperamental	3	5	2	8	5	7	30
irritable	28	19	2	16	3	13	81
emotional	14	5	2	4	2	2	29
relaxed	5	3	4	6	1	4	23
patient	14	6	1	7	2	5	35
brave	25	27	4	8	3	23	90
casual	30	5	3	12	1	2	53
earthy	57	4	10	3	3	44	121
<b>TOTALS</b>	<b>232</b>	<b>101</b>	<b>32</b>	<b>101</b>	<b>24</b>	<b>109</b>	<b>599</b>

TABLE 6. NUMBER OF INTRA-TRAITS CHEDONYMSSHARED WITHIN THE HONESTY-HUMILITY TRAIT ADJECTIVES ACROSS THE SIX LANGUAGES

<b>Honesty- Humility Trait Adjectives</b>	<b>Bahasa Indonesia</b>	<b>Filipino</b>	<b>Khmer</b>	<b>Vietnamese</b>	<b>Lao</b>	<b>Thai</b>	<b>Totals</b>
sincere	53	20	34	30	38	67	242
generous	0	0	0	0	3	4	7
honest	49	101	49	18	30	96	343

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trustworthy	23	10	57	5	5	18	118
loyal	23	121	36	20	39	58	297
snobbish	8	9	14	1	5	7	44
greedy	0	0	1	1	11	0	13
deceitful	2	3	3	2	1	3	14
conceited	16	3	11	8	2	7	47
superficial	0	1	0	0	0	0	1
<b>TOTALS</b>	<b>174</b>	<b>268</b>	<b>205</b>	<b>85</b>	<b>134</b>	<b>260</b>	<b>1126</b>

TABLE 7. NUMBER OF INTRA-TRAITSCHEDONYMSSHARED WITHIN THE AGREEABLENESSTRAIT ADJECTIVES ACROSS THE SIX LANGUAGES

<b>Agreeableness Trait Adjectives</b>	<b>Bahasa Indonesia</b>	<b>Filipino</b>	<b>Khmer</b>	<b>Vietnamese</b>	<b>Lao</b>	<b>Thai</b>	<b>Total</b>
sympathetic	30	21	9	23	5	40	128
kind	48	64	28	13	12	48	213
cooperative	1	18	1	1	1	1	23
courteous	48	15	4	22	4	23	116
compassionate	38	33	6	13	7	83	180
harsh	38	37	15	55	13	40	198
rude	81	37	16	36	10	57	237
antagonistic	0	0	0	0	1	1	2
abusive	39	13	13	50	11	99	225

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egotistical	1	0	0	0	0	0	1
<b>TOTALS</b>	<b>324</b>	<b>238</b>	<b>92</b>	<b>213</b>	<b>64</b>	<b>392</b>	<b>1323</b>

TABLE 8. NUMBER OF INTRA-TRAITSCHEDONYMSSHARED WITHIN THE NEUROTICISMTRAIT ADJECTIVES ACROSS THE SIX LANGUAGES

<b>Neuroticism Trait Adjectives</b>	<b>Bahasa Indonesia</b>	<b>Filipino</b>	<b>Khmer</b>	<b>Vietnamese</b>	<b>Lao</b>	<b>Thai</b>	<b>Total</b>
moody	13	14	4	9	3	32	75
touchy	23	28	0	15	0	4	70
temperamental	10	11	3	13	3	33	73
irritable	43	31	1	13	5	14	107
emotional	6	7	2	7	3	2	27
relaxed	7	0	1	1	0	7	16
patient	4	0	0	1	0	0	5
brave	2	2	0	0	1	0	5
casual	22	3	4	6	3	3	41
earthy	16	2	5	1	5	16	45
<b>TOTALS</b>	<b>146</b>	<b>98</b>	<b>20</b>	<b>66</b>	<b>23</b>	<b>111</b>	<b>464</b>

TABLE 9. NUMBER OF INTER-TRAITSCHEDONYMSSHARED BETWEEN THE HONESTY-HUMILITY TRAIT ADJECTIVES AND THE AGREEABLENESS TRAIT ADJECTIVES ACROSS THE SIX LANGUAGES

<b>Honesty- Humility</b>	<b>Bahasa Indonesia</b>	<b>Filipino</b>	<b>Khmer</b>	<b>Vietnamese</b>	<b>Lao</b>	<b>Thai</b>	<b>Total</b>
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<b>Trait Adjectives</b>							
sincere	5	2	1	0	1	4	13
generous	26	23	25	16	36	98	224
honest	5	8	13	1	11	10	48
trustworthy	0	0	4	0	0	8	12
loyal	0	6	1	0	2	2	11
snobbish	3	1	4	0	8	8	24
greedy	0	6	1	1	0	0	8
deceitful	0	0	0	0	0	0	0
conceited	18	11	5	9	9	11	63
superficial	2	0	0	0	0	3	5
<b>TOTALS</b>	<b>59</b>	<b>57</b>	<b>54</b>	<b>27</b>	<b>67</b>	<b>144</b>	<b>408</b>

TABLE 10. NUMBER OF INTER-TRAITSCHEDONYMSSHARED BETWEEN THE AGREEABLENESS TRAIT ADJECTIVES AND THE HONESTY-HUMILITY TRAIT ADJECTIVES ACROSS THE SIX LANGUAGES

<b>Agreeableness Trait Adjectives</b>	<b>Bahasa Indonesia</b>	<b>Filipino</b>	<b>Khmer</b>	<b>Vietnamese</b>	<b>Lao</b>	<b>Thai</b>	<b>Total</b>
sympathetic	11	5	3	12	1	11	43
kind	33	29	14	12	15	14	117
cooperative	0	6	0	0	0	1	7
courteous	31	3	2	4	1	3	44
compassionate	12	10	2	3	8	54	89

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harsh	5	0	0	0	0	6	11
rude	2	2	6	0	0	1	11
antagonistic	0	0	0	0	0	0	0
abusive	0	0	0	0	0	5	5
egotistical	53	4	4	4	3	13	81
<b>TOTALS</b>	<b>147</b>	<b>59</b>	<b>31</b>	<b>35</b>	<b>28</b>	<b>108</b>	<b>408</b>

TABLE 11. NUMBER OF INTER-TRAIT SYNONYMS SHARED BETWEEN THE HONESTY-HUMILITY TRAIT ADJECTIVES AND THE NEUROTICISM TRAIT ADJECTIVES ACROSS THE SIX LANGUAGES

<b>Honesty- Humility Trait Adjectives</b>	<b>Bahasa Indonesia</b>	<b>Filipino</b>	<b>Khmer</b>	<b>Vietnamese</b>	<b>Lao</b>	<b>Thai</b>	<b>Total</b>
sincere	1	0	0	0	0	0	1
generous	3	0	0	0	0	7	10
honest	1	5	0	0	0	4	10
trustworthy	0	0	2	0	0	0	2
loyal	0	4	0	0	0	2	6
snobbish	0	0	0	0	0	0	0
greedy	0	0	0	0	0	0	0
deceitful	0	0	0	0	0	0	0
conceited	0	0	0	0	0	0	0
superficial	0	0	9	0	0	2	11
<b>TOTALS</b>	<b>5</b>	<b>9</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>40</b>

Table 12. Number of inter-traits hedonym shared between the Neuroticism trait adjectives and the Honesty-Humility trait adjectives across the six languages

<b>Neuroticism Trait Adjectives</b>	<b>Bahasa Indonesia</b>	<b>Filipino</b>	<b>Khmer</b>	<b>Vietnamese</b>	<b>Lao</b>	<b>Thai</b>	<b>Total</b>
moody	0	0	0	0	0	0	0
touchy	1	2	0	0	0	0	3
temperamental	0	0	0	1	0	0	1
irritable	0	2	0	0	0	0	2
emotional	0	1	0	0	0	0	1
relaxed	1	0	0	0	0	1	2
patient	3	5	0	7	0	2	17
brave	1	1	0	0	0	1	3
casual	5	1	1	1	1	1	10
earthy	0	0	0	0	0	1	1
<b>TOTALS</b>	<b>11</b>	<b>12</b>	<b>1</b>	<b>9</b>	<b>1</b>	<b>6</b>	<b>40</b>

## **Influence of Aggression Management Program in Reducing Aggressive Behavior of Filipino Children in Conflict with the Law (CICL)**

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### **Abstract**

Aggression is a behavior that intent to hurt others. Despite collective researches about aggression, there is a dearth in fully established psychosocial programs for the Children in Conflict with the Law (CICL) and evaluating program directed to aggressive behavior in the Philippines. Eight CICL housed in an institution under the supervision of the DSWD-Dasmariñas were the primary source of data. The study seeks to describe the pre-and-post mean scores of aggressions and determine the significant difference in aggression reduction before and after exposure to AMP. Employing the quasi-experimental design, the researchers administered the intervention and conducted repeated-measures to measure the effectiveness of AMP thru combined approaches of CBT-EFT in reducing their aggression level. Findings revealed that their aggression in the areas of physically aggressive responses, and verbally aggressive reactions were diminished after participating in the AMP, with the inclusion of counseling sessions in addressing problematic concerns related to aggressive behavior.

**Keywords:** *aggressive behavior, Aggression Management Program (AMP), Filipino, Children in Conflict with the Law (CICL)*

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### **Introduction**

The children in conflict with the law or CICL, which is used to be known as juvenile delinquent, refers to a person under the age of 18 years who is alleged as, accused of, or adjudged as, having committed an offense under Philippine laws (Mosquito, 2009; [www.dswd.com](http://www.dswd.com)) Although the population of CICL across the country seems to have decreased ([www.pnp.com](http://www.pnp.com)), it remains a major concern among authorities, The continuing participation of children abetted by media hype to crimes, especially those below 15 years old, is an upsetting concern not only to the members of the juvenile justice system but also to the whole Philippine society.

Accordingly, public and private social institutions have been devising ways to provide necessary intervention in handling these children in conflict with the law. The Juvenile Justice and Welfare Act 2006 also known as Republic Act 9344, for example, ensures the protection and safety of juveniles who commit crimes. RA 9344 states that when a juvenile in custody is under the age of 15, the juvenile is released to parents, guardian or closest relatives. The intension of the Republic Act is to avoid placing the juvenile in the jail system. However, in some cases where the family admits inability to handle the children, social institutions like the DSWD handle these children. Here, the CICLs face a diversion system that provides rehabilitation for the offense, including counseling, court-ordered activities or education to address their needs while they are away from their families. The goal of these rehabilitations is to prepare them for reintegration later on. Meanwhile, those who are 15 years and above but below 18 and who are already legally liable for the offenses committed, are dragged in institutions while waiting for the resolution of their cases. During their stay, these children are given intervention programs so that after the cases filed against them are resolved, they are deemed capable of handling life challenges outside the institutions.

However, there are instances where even with the prolonged stay in sheltered institutions for several months, these children continue to commit crimes. Schumacher and Kurz (2000) call these children recidivists. These recidivists put the efficacy of intervention programs in question. Questions persist as to the actual effect of these programs to decrease if not totally eradicate recidivists. More to the point, questions also linger if aggressive behavior between and among CICLs can actually be addressed by these programs. Studies on effective intervention programs for serious juvenile offenders (Cothorn, Lipsey, & Wilson, 2000; MacKenzie as cited in Adams & Gullota, 2005), indicate that quite often these programs and trainings are aimed at developing interpersonal skills. Moreover, behavioral methods with reinforcements for clearly identified, overt behaviors have the most positive effects for the institutionalized serious offenders.

Although anger is seen by some researchers (Cornell et al. as cited in Goldstein et al., 2007) as neither essential nor adequate to produce aggressive behavior, they recognize its role in escalating aggressive behavior. Hence, anger management is included as one of the intervention programs appropriate for young offenders. Beck and Fernandez (1989) summarized the central features of anger management into three phases. The first phase includes Identification of situational triggers that precipitate the onset of the anger responses and rehearsal of self-statements intended to reframe the situation and facilitate healthy responses. Phase two includes acquisition

of relaxation skills and coupling cognitive self-statements with relaxation after exposure to anger triggers with clients attempting to mentally and physically soothe themselves. Phase three includes rehearsal phase, exposure to trigger utilizing imagery of role play, and practicing cognitive and relaxation techniques until the mental and physical responses can be achieved automatically on cue.

Though there is at large a hanging suspicion as to the effectiveness of intervention to control, manage or eradicate aggression among young people in both macro (across various places in any given time) and micro (specific institutionalizes areas), still the efforts persist (Farrington, Loeber & Kalb, 2007). In general, the idea of introducing anger management to crime offenders did not begin with juvenile offenders but with adults' offenders, specifically in relation to managing disruptive and often times criminal behaviors in prison cells (Towl, 1994).

The development of anger management in US prison cells gained momentum in the late 1980s where the initial aim was to address anger and aggression among prisoners, and was expected to reduce disruptive behaviors (Hughes, 1993; Hunter, 1993). From the reports of Hughes (1993) and Hunter (1993) success of such programs was documented. Succeeding studies also pointed to successful intervention. An example of this study was conducted among 87 prisoners who were initially assessed for a possible anger management intervention (Ireland, 2004). The result showed that the experimental group used in the study showed significant improvements in all the measures of anger management intervention as compared to the controlled group.

Similarly, other previous studies showed successful results. An evaluated progress report, for example, among 50 adult prisoners using and pre and post measure analysis showed significant reduction of angry feelings that eventually resulted in successful anger management (Towl & Dexter, 1994). Similar studies and interventions were also deployed among youth offenders. Escamilla (1998), for example, evaluated the impact of a anger management intervention among a sample of 16 juvenile offenders who completed a six-session group intervention. The data showed that 25% of the sample population was not re-convicted for any offense, while 50% has re-offended but were not convicted of an aggressive offense. However, another 25% were convicted of an aggressive offense.

Between genders among youth, similar positive results of anger management programs were identified (Hermann & McWhirter, 2003; Goldstein et al., 2007). In Hermann and McWhirter (2003), an anger management program called SCARE was deployed to a group of high school

students who were considered as adolescents-at-risk for anger and aggression problems. The group of adolescents at risk with aggression was randomly assigned as experimental and control groups. The results showed the efficacy of the SCARE intervention program in addressing and preventing violence and aggression among youth at risk. Using female samples, on the other hand, Goldstein et al (2007) reported similar successful data using an anger management program for 12 girls in a juvenile institution. Although the researchers noted the limitations of the few samples, they however, noted that significant differences between the control and experimental groups leading to a positive result of anger management program. Further, the research also noted the promise of a larger-scale efficacy of the study.

Looking at various anger management programs deployed to children and adolescents, there are different models based on theoretical underpinnings as well as the area or type of aggression being identified. Such anger management programs include antecedent-behavior consequence model, skills training, rehearsal application, problem-solving, goal-setting, parent and teacher training, and other similar cognitive-behavioral therapies (Smith, Larson, Debaryshe, & Salzman, 2000; Larson, Calaman, West, & Frevert, 1998; Lochman, FitzGerald, & Whiidby, 1999; Reid & Webster-Stratton, 2001; Bank, Marlowe, Reid, Patterson, & Weinrott, 1991).

Within the restorative frame of rehabilitation as specified by RA 9344, Cognitive-behavioral therapy can be a good source of intervention, especially in areas of cognitive, affect and behavioral rehabilitation of the child. In essence, cognitive-behavioral therapy is an action-oriented form of psychosocial therapy that assumes that maladaptive, or faulty, thinking patterns cause maladaptive behavior and negative emotions among CICL. Other approaches which are found effective in managing anger are Emotion-Focused Therapy and Stress Inoculation Training. In a study attempting to decrease anger in male juvenile delinquents in Tehran (Sedrpoushan et al., 2012), anger management interventions called Emotion-Focused Therapy (EFT) and Stress-Inoculation Training (SIT) were deployed. The results were successful at some areas but were inconclusive in other areas of anger management. The results showed that the approaches were effective in decreasing state anger (emotional response to an immediate emotional stimulus) and verbal anger expression tendency. The results however showed that the anger management programs (EFT and SIT) did not have any effect on the rates of angry feeling and physical anger expression tendency. In addition, the results showed that the management approaches did not have any effect on the rates of anger trait (stable individual characteristics) and the two subscales: angry

temperament and angry reaction. The use of Emotion-Focused Therapy (EFT) has been visibly deployed in handling anger however, there are quite various settings with equally varying respondents that EFT was used.

In the Philippines, few studies have been deployed primarily to describe the situation of children in conflict with the law, identifying risk factors, and risk-taking behaviors among Filipino adolescents and causes of delinquency (Templa et al., 2004; Alampay, De La Cruz, & Liwag, 2009; Alampay, 2010). These researches provide significant findings about the profile of CICL including factors that contribute to their aggressive behaviors. Limited studies however, have been conducted to assess the effectiveness of cognitive behavioral modification program for aggressive children in conflict with the law. Corado (2004), for example, found that the aggression level of adolescents was reduced after teaching them skills in recognizing and managing anger, problem solving, as well as training them to use appropriate judgment in dealing with different social situations. Findings from this study confirm that aggressive behaviors may be managed. However, the challenge remains as to perform researches on the evaluation of theories and intervention implemented to children in conflict with the law considering the crucial impact of these studies in understanding the prevention to commit crimes among CICL.

In response to the aforesaid challenge, this research was performed. Specifically, the researchers intended to determine if the level of aggression of the CICL will be reduced by their participation in the Aggression Management Program.

### **Methods**

The research design of the study is quasi-experimental design due to limited group for comparison and no random assignment made. Working with AMP (as the independent variable) using modular approach, the researchers intentionally manipulate a single treatment group known as reversal design or ABA method. While, aggression serves as the outcome measure the researchers used to assess the change in behavior (Myers & Hansen, 2014).

#### **Participants**

There were 31 CICL who were housed at Bahay Kalinga at the time the study was conducted. However, only 12 CICL who met the criteria set by the researchers participated in the study using purposive sampling. According to McBurney (2001), this sampling technique is appropriate with participants who are selected non-randomly based on the characteristics that they possess. The criteria were: (1) participants have case histories filed at the justice office of the City

of Dasmariñas or are still waiting for the determination of their discernment; (2) residents of BK for at least two weeks; (3) children in the age bracket 15-17; (4) got high average to very high scores in the total AQ and in any of the five subscales of Aggression Questionnaire (AQ). While the program was ongoing, four of the participants were released to their family. Hence, only eight CICAL residents of Bahay Kalinga became the final participants of the study. Table 1 presents the profile of the participants about age, educational attainment, ordinal position, number of siblings and parents' marital status.

### Measures

The following instruments were utilized: Aggression Questionnaire (AQ) as the standard measure and interview guide to validate the rate of aggression as the condition of timing progress.

Aggression Questionnaire (AQ). This was used to assess the aggression level of the participants before and after the implementation of the intervention. The AQ is a test made by Arnold H. Buss and W. L. Warren, an updated version of the Buss-Durkee Hostility Inventory (Buss & Durkee, 1957), which is a long-time standard for assessing anger and aggression. The test is a brief measure consisting of 34 items scored on five scales- physical aggression, verbal aggression, anger, hostility, and indirect aggression. The AQ manual indicated that AQ items describe a characteristic related to aggression, and the individual taking the test rates the description on a scale from 1= "Not at all like me" to 5= "Completely like me." The items can be read and understood easily by anyone with at least a 3<sup>rd</sup>-grade reading ability. The test is considered helpful in clinical settings mainly for treatment planning since it provides scores in five subscales: Physical Aggression (includes eight items that focus on the use of physical force when expressing anger or aggression), Verbal Aggression (it has five items that pertain to quarrelsome and hostile speech), Anger (includes seven items that describe aspects of anger related to arousal and sense of control), Hostility (it has eight items that represent attitudes of bitterness, social alienation, and paranoia), and indirect aggression (with six items that measure the tendency to express anger in actions that avoid direct confrontation). It can be utilized to examine improvement of clients during intervention. The AQ Total score is based on the responses to all 34 AQ items. "It is considered as a good summary measure of the general level of anger and aggression the individual has reported and is highly related to all of the five subscales, but is most closely associated with the Physical Aggression and Anger subscale. The AQ Total score is based on statements pertaining to both the frequency.

Interview Guide. There were two sets of questionnaires written in Filipino language and with English translation. The first was used to gather in-depth information about the participants. It contained two open-ended questions. The first question aimed at extracting information about the life of the CICL before they were brought to Bahay Kalinga. By telling their stories, children revealed the circumstances that led them to commit their offenses. The second question was used to gather information about their problems and condition in Bahay Kalinga. On the other hand, the second questionnaire was utilized in the interview with the peers and the house-parents. The first part contained three open-ended questions which primarily derived information about the participants' behavior before the implementation of the intervention, based on the observation of the peers and the house-parents. The second part of the questionnaire had three open-ended questions which tried to collect information about the changes in the participants' behavior after their participation in the three modules (psychoeducational group activities) and individual counseling sessions.

#### Procedures

The research ran for three months from the administration of the test to the implementation of AMP.

#### **First Phase: Preparatory Stage.**

The researchers sought permission to conduct the study from the head of the Dasmariñas City Social Welfare and Development Office (Ms. Rose Abuan) in Dasmariñas-Cavite. We coordinated to schedule the pre-test measure using AQ. Initially, it was administered to 31 resident CICL in BK. During the administration, the researchers read each item in English, translated in Filipino and explained per word to ensure that the children understood the meaning of each item clearly. This was done throughout the test administration. The researchers attended to each participant to ensure that each item was answered and all unnecessary marks were completely erased and that only the final answer to the 34-item test. The researchers scored and interpreted the pre-test. Only those who got high average to very high scores in the total AQ and in any of the five subscales of the test were included as participants of the study to eliminate the threat for regression. Initially, a total of 12 CICL qualified as participants. As call for ethical considerations, the researchers provide consent and ascent despite of the limited contacts with their parents. They affixed their signatures as a sign of agreement to participate in the program.

### **Second Phase: Implementation of AMP.**

An orientation regarding the AMP was conducted. The participants were given information about the goals of the program, the schedule (i.e., dates and time) of the sessions and an overview of what is going to happen for the next eight weeks. To secure their commitment towards the study, they were requested to set their expectations from, self, peers, and from the facilitators before the first activity of AMP begins. The AMP composed of three modules was implemented through 11 sessions of skill-building group activities. The sessions were scheduled twice a week. Module-1 (anger management training) was implemented for five days and lasted for three weeks. While Module-2 (social skills building) emphasized on teaching the participants the skills in social problem-solving and conflict resolution strategies. It was implemented for three days and ran for one and half weeks. Module-3 (psychoeducational group activities) was on perspective-taking training. It provided the participants with the knowledge about hostility and empathy and helped them to become sensitive to other's feelings and thoughts and to develop non-biased judgment of their environment. All modules follow the essential activities like lecture, group discussion, feedback giving, modeling and dialogue rehearsal were utilized to accomplish the objectives included in each module. Likewise, the AMP included the individual counseling, which utilized the three phases of CBT-EFT. It was conducted to facilitate deeper processing of the participants' problematic feelings and thoughts, which are shared during the group sessions. Verbal and nonverbal attending behavior of the researchers were the main techniques used to facilitate openness and disclosures of the participants during the sessions. One hour was the maximum time spent for each counseling session.

### **Third Phase: Post Measures to Test the Influence of AMP.**

The AQ was administered to measure their post-test aggression level. Likewise, the researchers simultaneously did the recording, notetaking, and observation of the participants' experiences and reactions to the various activities of the AMP. Using a recorder, the counseling sessions with the eight participants were noted. The recorded sessions were transcribed verbatim for analysis and validation. Likewise, to record the participants' disclosures about their experiences in the group sessions, as well as their nonverbal reactions to the different activities, note taking and observation were performed by the researcher. All the data that were collected from the transcripts, notes, and observations about the participants' reactions and experiences during the eight weeks implementation of the AMP, were integrated and used in the analysis. The interview guide serves

as validation of the statements elicited from their peers and the house-parents. It consists of two parts, with each part containing three open-ended questions. The goal of the first interview was to identify the aggressive behavior manifested by the participants, prior to their participation in the program which took place for two days. While the objective of the other items was to describe the behavioral changes they exhibited after their participation in the three modules using the AMP intervention. Take note that the AQ was administered to the participants one week after the culmination of the AMP and re-administered after one month to validate if their aggression level relapsed.

#### Data Analysis

The study adheres to measure the aggression of eight CICL housed in Bahay Kalinga using AQ test by Buss and Warren (2008). The scores on the timing conditions such as pre-test (level 1), post-test (level 2), and delayed post-test (level 3) were determined using the repeated-measures of ANOVA (Gravetter & Forzano, 2012).

#### Results

Eight case files were grouped together to get a full picture of the gathered data. The background of the participants was established as well as the history of offenses, to gain information about how the participants have developed their aggressive behavior leading to their offense. ABA or reversal method in single-subject design was delivered to gather data before and after the implementation of the program.

#### Level of Aggression Before and After Exposure to AMP

AQ test by Buss and Warren (2008) was utilized to obtain the reactions of each participant. This took part on showing the difference of the pre-test and post-test within the same group design.

Table 2 shows the mean scores and standard deviation as standard measures of the cases' (n=8) scores. The aggression level accumulated a pre-test mean score of 61.375 (SD=3.25) which indicated high aggression level. Case 2 was even highlighted with his distinctly high aggression as observed by his house-parent and peer. They said,

*“he frequently engaged in fights, getting even when hurt, always saying vulgar words, cursing, telling jokes to make fun of others, keeping personal grudge.”*

While the garnered post-test mean score of 41.250 (SD=7.59) specified low average. This led to a significant mean difference (MD=20.125). The change was evident in Case 5. His peers said,

*“Mapagbiropero di nakakasakit, mabait at mapagbigaynasiya, at hindinasiyanananakit”.* (He loves to joke but it was not offensive, he is even kind and generous, and no longer causes harm.) The house-parents mentioned, *“Marunongmakibagay, di biyolente at di nakakapanakitsasalita o sapisikal man.”* (He knows how to conform, is no longer violent, and does not cause harm physically nor verbally.)

#### Influence of AMP to Aggression Reduction

After every session, as they are significant in determining the impact that the program has created upon the latter, the changes in the behavior of the participants were assessed collectively using the AQ scores to measure the effectiveness AMP in reducing their aggression using modular approach. Repeated-measures of ANOVA was applied to determine the significant difference or change in aggression levels among participants after the intervention, since the data given (i.e. aggression) was repeatedly measured with the same participants. The intent of showing is to determine if everything is constant as far as individual difference is concerned, and the only source of variance is the aggression level.

Table 3 underscores the obtained value  $F_{obt}(2,14) = 97.438, p < .0001$ . The  $p_{value}$  marks the distinction of significant difference was found among different assessment timing among the source of data such as: pre-test, post-test, and the delayed post-test scores on the aggressiveness of the participants. This can be validated using the assumed Sphericity test. Conversely, table 4 depicts the within subject contrast confirming that aggression levels after the intervention was significantly lower compared to aggression levels before the intervention,  $F_{obt}(1,7)=76.40, p < .001$ . Although, not statistically significant, aggression levels dropped one month after (delayed post-test) the given intervention, with the level of significance nearing the critical level,  $F_{obt}(1,7)=5.31, p = .06$ .

Figure 1 illustrates the extreme *level on the shift of aggression reduction* or diminished aggression level after being exposed to AMP that implies a significant difference. Alternatively, the dependent variable tends to post a *trend* that exhibits a gradual decrease that is not significant. This means that the state of aggression level among the participants diminished gradually after being exposed to the AMP.

#### Discussion

Results indicate that the participants' level of aggression dropped from high to average and low which are indicative of relative absence of violent behavior and a strong capacity for self-

control which was achieved by the participants with the aid of the intervention. Specifically, it signifies that participants acquired the ability to manage physically aggressive impulses. The improvement in the participants' ability for self-control was confirmed in an interview with the house-parents and the peers, who noted a number of behavioral changes of the participants which include lack of involvement in trouble, and increased self-control manifested when exposed to teasing and/or bullying.

Furthermore, participants manifested the reticence to engage in verbal disagreements" (p. 14) and developed understanding to the thoughts and feelings of others, thus becoming more contented of their environment and more secure in establishing a relationship with other residents built with trust and support for each other. After conducting the perspective taking training, no report of participants getting involved in fighting incidents due to misinterpretation of the other residents' action was noted. This verifies that participants already developed sensitivity, which is essential in establishing a healthy relationship.

Notably, participants who experienced anger also showed some capacity to keep their reactions under control. They said that they tried to contain themselves from showing their anger because they did not want to be put in the isolation room and have more bad records. Results also signify that the participants have learned to express their anger in a more appropriate manner. This was indicated by reports of the house-parents and peers regarding participants' less frequent to absence of instances when they were observed as irritable and easily getting angry, which may be attributed with the anger management skills that they learned from the program.

Participants displayed capacity to deal with conflicts in a straight forward manner than indirect means, which was proven by the house-parents and other residents of the center. The participants have recognized that communication and listening to people who are involved are appropriate ways to handle conflicts.

The National Youth Violence Prevention Resource Center and Glick (1996) indicate that aggression is a serious and mounting concern among teens and that precarious behavior occurs during the late teen years and in early adulthood. Owen and Fox (2011) added that one of society's most serious concerns is youth offending and that it is necessary that this issue must be understood. The latter emphasized the necessity for intervention programs to address aggression of the participants as they are in their adolescent stage, the period which as mentioned is the time when they could be engaged in more risky behaviors.

Nonetheless, findings about the level of aggression indicate that after the implementation of the AMP, a downward trend in the participants' T scores in the total AQ and in the five subscales of AQ have occurred. The results suggest that the aggression level was reduced from very high and high to average, low and very low levels. The reduction in the level of aggression of the participants may be attributed to the effectiveness of the combined approaches of CBT and EFT that were utilized in teaching the participants the appropriate emotional expression, self-control, emotional change, sensitivity, and to use adaptive behaviors in dealing with problematic and conflicting social situations. The findings about the changes in the aggression level could prove to the effectivity of AMP in improving the participants' behavior specifically in reducing aggression which is significant in preventing repeated offending was supported in the numerous studies using the cognitive behavioral approach. For example, Escamilla (1998) evaluated the impact of an anger management intervention among a sample of 16 juvenile offenders who completed a six-session group intervention. The data showed that 25% of the sample population was not re-convicted for any offense, while a large 50% re-offended but were not convicted of an aggressive offense. However, another 25% were convicted of an aggressive offense.

Still a more recent study confirmed the findings that improvements in the participants' aggressive behaviors were achieved after intervention. Rohde, Jorgense, Seeley, and Mace (as cited in Guerra et al., 2008) found that incarcerated youth after having subjected to cognitive intervention have achieved "significant improvements relative to controls, for a number of skills as well as for externalizing problems, which are most closely linked to antisocial behavior" (pp. 85-86). This result was observed in the present study. The participants who had been externalizing their loneliness, boredom, anger, and worry by teasing or bullying that quite often led to fighting, have learned to use more effective ways of releasing their unpleasant feelings through breathing and relaxation, positive imagination, talking to other residents who they already learned to trust, writing in their diary, and doing chores at BK. In responding to the residents' teasing or bullying, and in dealing with miscommunication with the peers and the house-parents, the participants have learned to use effective social problem-solving such as communication and listening, diffusion, and avoidance.

The positive outcome of CBT in the present study is also supported by a local study involving institutionalized adolescents with aggression. Corado (2004) found that after teaching the adolescents the skills in recognizing and managing anger, problem solving, as well as training

them to use appropriate judgment in dealing with different social situations, their aggression level has reduced. In the study, the evidence that the aggression level of the participants was reduced are indicated by the houseparents' and peers' report of less frequent to relative absence of physical and verbal aggressive behavior manifestations such as involvement in fights, getting even when hurt, saying bad words, arguing, and contradicting when dealing with the other residents, which may be attributed to greater emotional control that the participants have achieved after their participation in the AMP.

On the other hand, very few researches were found to support the positive outcome of combined CBT and EFT to adolescents with aggression. The study of Sedrpoushan et al. (2012) noted that the combined approaches of Emotion-Focused Therapy and Stress Inoculation Training improved the adaptive and coping skills of some juvenile delinquents in Tehran Correction Reformatory House. As a result, the children acquired increased capacity for controlling anger and reduced expression of anger.

Limbadan (2012) found that after using EFT in a 12-session group activity to select adolescents with high scores in anger, their posttest scores concerning the principles of emotional awareness and emotional regulation have both increased from average to high average, indicating a higher and increased level in emotional awareness, regulation and transformation. The higher overall posttest mean suggests effectiveness of the therapy. In this study, the effectiveness of the program can be measured through the disclosures of the participants indicating pleasant feelings, which were further established by their yearning to modify their behavior through increased practice of the skills that they learned concerning control of emotional reactions as they experience negative affect.

Although the study contributed additional knowledge in the field of research particularly on the issue of children in conflict with the law, it has still more areas for improvement. The researcher therefore recommends to those who would want to dwell on the issue of CICL particularly related on this study, to conduct an experimental study where more participants would be enjoined and where groupings would be based on the kind of intervention being received such as CBT alone, EFT alone, combined CBT-EFT, and no intervention, for the purpose of establishing the effectiveness of intervention embedded in the AMP.

### Conclusions

The implementation of the psycho-educational group activities and individual counseling sessions resulted in the remarkable changes in the children's behavior as exhibited by the absence of aggressive behaviors which were made more obvious by the development of positive traits. CBT components are useful in teaching the CICL adaptive behavior, whereas EFT is a helpful therapy for processing the CICL's unresolved anger as well as in altering other unpleasant emotions.

### Declaration of Interest

Please disclose any potential conflicting interest that might influence or bias the research.

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### Tables

Table 1. Profile of the Participants (n=8)

Cases	Age	Educational Attainment	Ordinal Position	Number of Siblings	Parents' Marital Status
Andy	15	Grade 6	Youngest	5	Separated
Bert	17	Grade 2	Youngest	3 from first marriage 6 stepsiblings	Separated
Brad	17	2 <sup>nd</sup> Year HS	Second	3	Living together
Conrad	16	Grade 1	Second	2 from first marriage 3 stepsiblings	Separated
Denis	16	Grade 4	Youngest	5	Mother deceased Father remarried

Levy	16	Grade 0	Second	5	Father deceased Mother remarried
Orly	16	1 <sup>st</sup> Year HS	Second	1 from first marriage 1 stepsibling	separated
Toper	17	Grade 5	Youngest	1	Separated

Legend: HS – High School, Brgy - Barangay

Table 2. Descriptive Statistics of the Aggression Level

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	8	57.00	66.00	61.3750	3.24863
Posttest	8	30.00	55.00	41.2500	7.59229
Delayed	8	31.00	48.00	36.8750	6.31184
Valid N (listwise)	8				

Table 3. Repeated Measures of ANOVA (Within-Subjects)

**Tests of Within-Subjects Effects**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.

factor1	Sphericity Assumed	2731.750	2	1365.875	97.438	.000
	Greenhouse-Geisser	2731.750	1.459	1872.922	97.438	.000
	Huynh-Feldt	2731.750	1.745	1565.705	97.438	.000
	Lower-bound	2731.750	1.000	2731.750	97.438	.000
Error(factor 1)	Sphericity Assumed	196.250	14	14.018		
	Greenhouse-Geisser	196.250	10.210	19.222		
	Huynh-Feldt	196.250	12.213	16.069		
	Lower-bound	196.250	7.000	28.036		

Table 4. Test of Within-Subjects Contrast (Comparison)

**Tests of Within-Subjects Contrasts**

Source	factor1	Type III Sum of Squares	df	Mean Square	F	Sig.
factor1	Level 1 vs. Level 2	3240.125	1	3240.125	76.399	.000
	Level 2 vs. Level 3	153.125	1	153.125	5.310	.055
Error(factor 1)	Level 1 vs. Level 2	296.875	7	42.411		

Level 2 vs. Level 3	201.875	7	28.839		
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Legend: Pretest (level 1) at Post-test (level 2), Delayed post-test (level 3)

### Figures

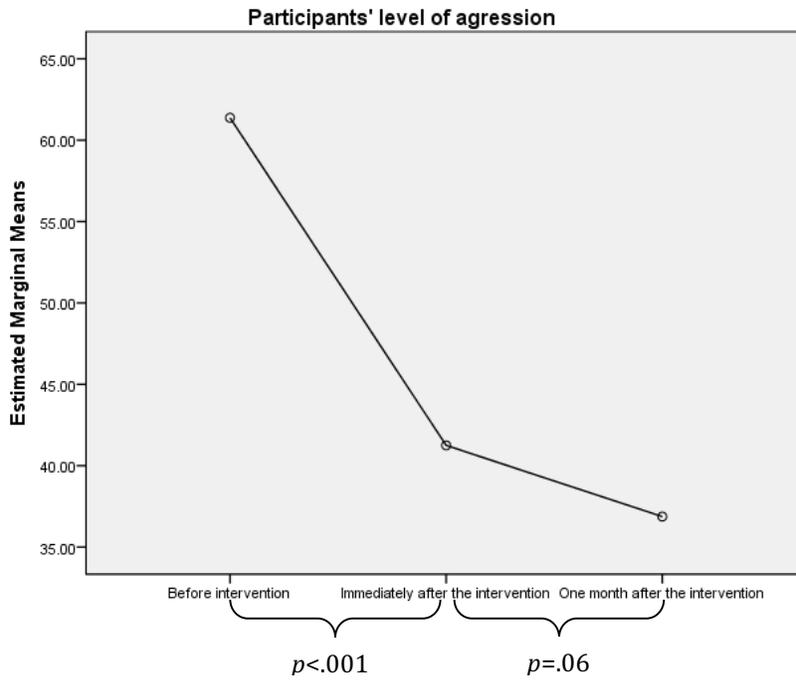


Figure 1. Participants Overall Level of Aggression

## The Application Of Neuroscience In Early Childhood Education

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### Abstract

The application of neuroscience in the Early Childhood Education is still minimum. The learning process is inseparable part with the brainwork system in processing the information, as a way to make it absorbable, understood, and applied in behavioral form that is expected in the learning process itself. This writing aims to express the importance of neuroscience application in the learning process of early childhood phase. This study used library research method. The application of neuroscience in Early Childhood Education learning is based on the brain-based learning and brain-based teaching theories, so it can optimize all of the early childhood developmental aspects in the Early Childhood Education. The problem formulation in this study is the learning form of Early Childhood Education and how the neuroscience application works in the Early Childhood Education. The summary is that neuroscience very important to be applied in Early Childhood Education. This study has a contribution for the neuroscience-based learning in Early Childhood Education.

**Keywords:** *neuroscience, brain-based learning, brain-based teaching, early childhood education*

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### Introduction

As the research in neuroscience is more developing, the more visible the tight relationship between the neuroscience and the education, especially for early childhood education. The understanding in neuroscience helps the educators to understand and apply the children's brain work system better in learning process, in which the learning given should suit the brain work system of the children based on their age.

Nowadays, there are so many researches that discuss the relationship between neuroscience and early childhood education. Jazariyah (2017) explained the importance of the brain-based learning in the learning application in Early Childhood Education. The research benefits in describing the significance in applying the brain-based learning concept to maximize the children's

brain potential. However, the research did not explain how to apply such method in Early Childhood Education. Qudsyi (2010) stated that the knowledge quality of the educators in Early Childhood Education is still far from sufficient; hence the learning process in Early Childhood Education is not appropriate with the children's characteristics. From his explanation, it can be seen that the learning for the Early Childhood Education is not suitable for early childhood's brain system, thus the development is not stimulated optimally. In reality, the education given for early childhood should be applied according to the brain-based learning and brain-based teaching. Nevertheless, the learning method in Early Childhood Education is not always succeeding in creating the learning atmosphere that may challenge its learner's critical thinking, or creating the fun learning environment, as well as creating the active meaningful learning situation for its pupils.

Therefore, this study aims to describe how neuroscience application should be applied, which is suitable for the brain-based learning and brain-based teaching concept in learning process in Early Childhood Education.

### **Method**

This study used the library research method; the data obtaining technique used was examining the books, literatures, notes, and reports related to the problem that is meant to be solved. The library research method includes identifying theories systematically, book finding, and document analysis that contained information related to the research topic.

### **Result**

Neuroscience is very important to be applied in Early Childhood Education. By applying the brain-based learning and brain-based teaching, the teacher can implement a learning method that is suitable for the early childhood development characteristic and create a learning atmosphere that can challenge the pupils' thinking ability, fun atmosphere, as well as create the active and meaningful learning process for the pupils.

### **Discussion**

The application of brain-based learning and brain-based teaching in the early childhood education means that the teacher can apply a learning method that is suitable for the characteristics of early childhood development.

According to Qudsy (2010), the knowledge quality owned by the teachers in Early Childhood Education in Indonesia is still categorized as poor; it can be inferred that the learning

process in Early Childhood Education is not suitable for the characteristics of child development, which are:

### 1. Playing

The development of various abilities in children is a process. It can be encouraged by giving the simulations that suit the early childhood development, which is in activity of playing. Playing is the activity for early childhood (Chugani, 2009). The learning itself is the process to obtain intelligence or knowledge (Suyadi, 2009). This study is in line with Irawati's statement (in Yuliani Nurani Sujiono and Bambang Sujiono, 2010), that playing is necessary for every children; especially those within 3-6 years old age range. Playing is an activity performed by children with or without using tools that may generate understanding and information, give pleasure, and develop imagination of the children spontaneously without feeling burdened.

Based on those opinions of above, it can be concluded that it is children's nature to play, and playing cannot be separated from the children. Playing is important for early childhood, because in playing, all of the childrens' developmental aspects can be stimulated well. Children can improve their developmental aspects through several kind of playing activities. Therefore, the term 'playing while learning' is commonly known in the concept of early childhood education.

In his book, *Metode Pengajaran di Taman Kanak-kanak* (Teaching Methods in Kindergartens), Moeslichatoen R, (2004), there are several playing points for children that relate to the introduction of knowledge and the forming of morals for early childhood:

- 1) Playing gives freedom to children to act. In playing, children's abilities are stimulated in thinking while playing the games by themselves.
- 2) Playing gives a world of imagination that can be composed by children. Playing in such imagination for early childhood also needs thinking ability. When a child imagines himself as a bird, he should own the knowledge about the bird and how to act as the bird itself.
- 3) Playing is one of the ways for children to investigate something

Playing can be benefit for children in investigating something. A child who plays cooking usually uses leaves around as the vegetables to be cooked. To cook, children will find seeds to be pounded, as if it is spices to cook. Children may find various kinds of seeds. Some of them are soft and easy to be pounded, and vice versa, some of them are hard and difficult to be pounded. When finding hard seeds, they will find out why the seed is hard and difficult

to be pounded. The curiosity starts to grow in the children, and there is desire to investigate everything related to the seeds. The curiosity and the desire to investigate will eventually improve childrens' knowledge on plants and seeds.

4) Playing is a dynamic way to learn

Suited to the early childhood learning concept, learning while playing, when playing, children will play various concept of science and understand the importance of having good attitudes to their mankinds.

5) Playing will clear the children's judgement

Playing as seller and buyer will add knowledge to the children about buying and selling process to children. The children who act as sellers will consider which goods need to be sold in expensive price and which goods need to be sold in cheaper way because they are less good than the other goods.

Jazariyah (2017) describes the importance of applying the brain-based learning concept in empowering the children's brain potentials. Thus, the application of neuroscience in the early childhood education is suitable for the brain-based learning theory presented by Jensen (2008), that it is a learning process aligned with brains why that is naturally designed to study.

The stages of planning the Brain-based Learning delivered by Jensen in his book is the pre-exposure, preparation, initiation and acquisition, elaboration, incubation, and memory encoding, verification and confidence check, and the last is celebration and integration. Those stages of learning using Brain-based Learning method explained by Jensen in his book are:

**a. Pre-exposure**

Pre-exposure helps the brain to build a better conceptual map. In this stage, the teacher of Early Childhood Education can give explanation about previous material that is already known by the children that is related to the upcoming material. Using the method, a good conceptual map will be formed in children's brain. For example, if previously the teacher has taught about various marine animals, the teacher may ask to the children again about what animals live in the sea, followed by the teacher teach information about sea fish.

**b. Preparation**

In this stage, the teacher will set up both curiosity and pleasure. The teacher can proved a concrete learning media related to the material that will be taught, so it will form the higher curiosity for children as well as pleasure for them to learn. This can be done by the teacher

by bringing one of sea fish to the classroom, so when they see the fish, the curiosity will be formed, and children will be more delighted in learning when they see the uniqueness of the fish.

**c. Initiation and acquisition**

This stage is the stage of forming connection, when the neurons “communicate” with each other. When teacher explains about something supported by a concrete object, children will understand more about the characteristic of sea fish while observing the fish directly.

**d. Elaboration**

Elaboration stage gives chance an opportunity to the brain to sort out, investigate, analyze, test, and deepen the learning process. This is the stage where a teacher design the learning process by involving the children directly in their physical activities. The teacher may ask the student to draw the shape of fish, describe the fish they have seen, feed the fish, and other activity that may engage the children in knowing the characteristic of the fish more.

**e. Incubation and memory encoding**

This stage emphasize that the resting time and recall time are important. Resting is important in learning activity because in this moment, the brain encodes the new information that is retrieved from its surrounding.

The brain-based teaching theory

Brain-based teaching theory suggests the natural learning process of the brain, which consists of several elements that are related in the learning, which are emotional, social, cognitive, physical, and reflective learning (Given, 2002:7).

a. Emotional Learning System

The behavior of educator in emotional learning is as the model, which is the person who provides stimulation and directs the fun and enjoy learning process emotionally, thus the students have desires to learn. The appearance and the way teachers interact significantly affect the desire of the children in learning. Therefore, the educators are required to be able to design and plan the learning process to be as interesting as possible. The emotional learning system is very appropriate to be implemented in kindergartens, for example, before the learning begins, teachers can start the learning activity by giving the joy to the children through singing, dancing in the song, playing games that are expected to bring the spirit of the kindergarten students to

start the learning activity. As stated earlier, children will absorb information more easily if given in pleasant atmosphere.

b. Social Learning System

The educators can create social learning system by creating tight relationships with the students. Children will feel close and a positive social relationship will be formed between the mentors and their students. The social learning can also be created using a cooperative and joyful teamwork. Through this social learning system, the kindergarten students will be more facilitated to develop their social skill. With this learning system, children will be accustomed to interact in accordance with the social demands of their society.

c. Cognitive Learning System

From brain-based learning perspective, besides asking, another effective way to teach thinking skills is by combining the real-world problem with authentic conditions. The cognitive learning system is a learning process that aims to find out. The cognitive learning system in kindergarten is more used by teachers in kindergartens compared to other learning system. This is because they assume that the learning process should be identical with cognitive aspect.

The cognitive learning provided by the teachers in kindergartens can be done by facilitation the students to explore through visual, audio, or kinesthetic learning conducted in classroom or outside the classroom. Besides, the material is systematically delivered; in cognitive learning system, the learning should begin by introducing, filtering, combining, processing, evaluating and storing for subsequent use. The cognitive learning is the information processing system in brain. This system absorbs the input from the outside and other systems, interpretes those inputs, and guides the problem solving and decision making process.

d. Physical Learning System

In physical learning system, the activity of the students is done through several real acts. Such activity can be done not only in the classroom, but also in the schoolyard using various tools or media and learning resources. By doing real activity, students are expected to directly phase the phenomena related to the materials they are about to learn, thus these activities are meant to create an active learning process.

e. Reflective Learning System

The reflection activities can be done by asking the students to re-examine the materials they have learned in details using their own language. Furthermore, it can also be done by asking the student what benefits they retrieve by learning those materials. The reflection can also be continued by asking the children to describe the interesting thing about the materials they have learned. The brain absorbs information from surrounding environment, both consciously and unconsciously. Therefore, the classroom should be designed in such way that may stimulate the activity of the brain. Arranging the learning environments, such as the colors, images, natural lighting is one of the best thing that affects the learning process.

f. Verification and Confidence Checks

In this stage, the teacher can check whether the child is familiar with the material that has been learned or not. The students also need to know whether they have comprehended the material or not. This stage is done by asking about what things they may have already known about the characteristics of sea fish and what learning that they obtained from several drawing activities. Through this activity, the teacher can find out whether the information given is successfully understood by the children or not.

g. Celebration and integration

This stage introduces all the necessity to love the learning process. This stage can be done by presenting students all the benefit that they get by knowing the characteristics of the sea fish for their everyday life. By realizing this, students will be more delighted in learning because their knowledge are increasing related to anything they have had learned.

### **Conclusion**

The learning method that is most suitable for the early childhood is the learning while playing, in which the children can learn anything through fun activities. Brain-based learning and brain-based teaching are the appropriate neuroscience applications that can be applied in the early childhood education so the children can learn optimally according to their brain work system characteristic.

### **Acknowledgement**

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### **Declaration of Interest**

The authors report no conflicts of interest in this work.

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## Bullies in School: How Does Their Social Information Processing Work?

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### Abstract

Bullying might incur due to an error in the stage of individual cognitive during interpretation and or be deciding what action one has to take in a social situation. Social information processing explains how the cognitive stage in individual gives an evaluation of the situation faced. The purpose of this research is to capture social information processing shown by bullying teenagers at school. The research was executed and limited to five teenagers within the age range of 12 and 13 years old in one of the Junior High School. The measurement used was Culture Fair Intelligence Test which has the purpose of finding out the intelligence of each participant. Social information processing measured by vignette method was used whereby a chain of stories from the daily interaction activities are used, and the participants are requested to give their response to the vignettes. Results obtained from the measurements are the five participants have the intellectual ability in the Average Category (CFIT Scale) and the low scores of their social information processing in the dimension of responses chosen. The dynamic of social intelligence and its stages in social information processing was also discussed.

**Keywords:** *bullying, bullies, social information processing, adolescence, student, school, aggression.*

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### Introduction

Aggression has become an increasing general problem within the years all over the world, such behavior can bring serious effects on the individual and the social environment (Neto 2005). The most outstanding aggression which brings the attention of Indonesian society is the violence scandal within students i.e. bullying. In 2016, shocking information was announced by the Indonesian Child Protection Commission (ICPC) that numbers of bullying by students at school has increased compared to the previous years (Setyawan, 2016). Prevailing of the bullying students

are within the age range of 11 to 13 years old (Neto, 2005). Bullying is defined as aggression repeatedly done by certain individuals or group with the purpose of attacking due to imbalance of power between the bully and victim (Surilena, 2016). The same definition was mentioned by Olweus (...?) saying that bullying is an aggression repeatedly done by group of people or individual toward the victims who do not have the power of defending themselves (Menesini & Salmivalli, 2017). The usage of this imbalance power includes physical strength, knowledge and social acceptance to hurt and/or to exclude the victim (Edery, 2016). Characteristics of the bully are hyperactive, aggressive, impulsive, dominating other children or teenagers, easily offended and very low tolerance level towards frustration (Surilena, 2016). Whereas the main characteristic of bully is the difficulty in processing social information which results in wrong interpretation of others' behavior as the act of enemy (Surilena, 2016). In understanding the aggression, few researchers find out that the individual cognitive stage plays important role in interpreting situation and/or in deciding what action to take in the situation faced (Runions & Keating, 2007; Calvate and Orue 2012; Bowen, Roberts, Kocian, Bartula, 2014; Lestari, 2016). Even though individual cognitive factor plays important role in aggression, it is a pity this factor is not sufficiently explored empirically by other researchers (Bowen, Roberts, Kocian & Bartula 2014). Crick & Dodge (in Bowen, Roberts, Kocian & Bartula 2014) introduced the theory of social information processing (SIP) which considers the emotional role in individual cognitive decision making. S.I.P. explains how the stage of individual cognitive gives the evaluation of the situation faced, until the theory can be used to understand the individual thinking process when showing aggression. Social Information processing consists of few stages. Crick & Dodge explains the six stages that the individual has to pass before showing reaction or behavior in social situation (Bowen, Roberts, Kocian, & Bartula 2014) i.e. : (1) in stage 1, the individual will do encoding from the cues he gets from existing situation (Lansford et al in Bowen, Roberts, Kocian, & Bartula 2014); (2) stage 2 is interpretation. This stage is considered complicated as individual interprets cues of situation happening at this moment with the cues that is already recorded in their memory database. (Bowen, Roberts, Kocian & Bartula 2014); (3) The next stage is to clarify the purpose of existing situation. Crick & Dodge (in Bowen, Roberts, Kocian & Bartula 2014) say that each individual will bring a purpose to a social situation, but they can improve or build another purpose from a response in the social situation; (4) While the stage 4 is processing, the individual can access the possibility of response which he might take from the memories, or built a new behavior to respond to the social

situation; (5) In the stage 5, individual determines responses they will give, he will also evaluate responses given previously. Decisions on the responses to be shown consist of few factors, such as (a) expectation from previous experiences (b) self efficacy (c) evaluation of similar responses. Lemerise & Arsenio (in Bowen, Roberts, Kocian & Bartula 2014) explains that individuals who reacted negatively will have difficulties in evaluating responses effectively; (6) The last stage, individual will response or behave according to their purpose in the social situation (Losel et al in Bowen, Roberts, Kocian & Bartula, 2014). These cognitive stages happened before a person give response to a social situation (Crick and Dodge in Castro 2004). Aggression happens when individual is thinking negative, capture a stimulant as a threat, and treat it as negative information, evaluates negatively, have a strong tendency to act, and lack of control when responding (Castro 2004). When an individual cannot pass the stages well, undesirable response will appear, which is in aggression. More than 100 researches find that social information processing significantly affecting on the teenagers aggression (Fite, Bates & Holtzworth 2008). Based on the exposures of relation between bully and social information processing, this research carries the purpose to capture social information processing and its stages of bully teenagers at school.

### **Method**

Method used in this research is descriptive (Creswell, 2013) which define the result of measurement and elaborates with the participants. Sampling techniques used in this research is non probability sampling. Non probability sampling technique is a sampling technique which is determined according to the characters of participants in the research.

#### *Participants*

Participants in this research are five students in private Junior High School. Characteristic of participants are male teenagers within the age range of 12-14 years old, reported by the teachers as bully at school; with average and above-average intelligence level based on the Culture Fair Intelligence Test 2A or 3A justified to the age of participants. Measurements done classically in Junior High School X in April 2017 with the explanation of the purpose of measurements and confidentiality to maintain the well-being of the participants as well as informed consent from researchers.

#### *Measurements*

##### *Culture Fair Intelligence Test*

Culture Fair Intelligence Test (CFIT) is a non-verbal test towards fluid intelligence invented by Raymond B. Cattell. The purpose of CFIT is to measure fluid intelligence in the pattern freed from culture effects (Anastasi & Urbina, 2010). This test is designed to give an estimated intelligence freed from effects such as language, culture and difference in level of education (Kaplan & Sacuzzo, 2005). Culture Fair Intelligence Test itself has the validity of 0.83 and reliability of 0.92 (Kplovie & Emekene, 2016).

### *Social Information Processing*

Measurement of social information processing is adapted and dissertated Arsiwalla (2009) titled "the interplay of positive parenting and positive social information processing in the prediction of children's social and behavioral adjustment". There are errors in the stages of social information processing by individual with aggression, this measurement will measure four aspects of S.I.P. in one individual which is encoding, attribution and interpretation, deciding responses and evaluate the responses. Arsiwalla (2009) combined the stages in S.I.P. by Crick & Dodge (2008). In the S.I.P. by Crick & Dodge (2008) there are six stages i.e. encoding, interpretation, determining purpose, deciding responses or anticipated responses, evaluation of responses, and respond according to their purpose. Whereas in the stages of S.I.P. by Arsiwalla (2009) combines interpretation and determining purpose as one stage.

### **Result**

Based on the statistical result of S.I.P. measurement of all participants, it is noted that "mean" in stage 1 is 10.40 which is good. The higher the score in Stage 1, the better chance of participants in capturing social cues (Arsiwalla, 2009).

In the stage 2, it was noted benign has mean= 3.20 and hostile has mean= 4.80. Based on the mean result, it is noted that participants have the ability to interpret clues in a friendly situation (benign). According to Arsiwalla (2009), in stage 2 the lower the mean score, the better ability the participant has.

Stage 3 is the possibility of determining responses, aggression with mean 14/20 indicates that the participant treats aggression as their primary response to be performed in social situation. Aggression dominates the choices of responses out of the other two possibilities which are silent or assertive behavior.

Stage 4 is evaluation of responses. It is noted that evaluation of assertive behavior shows mean= 73.00. This result indicates that participants are able to evaluate the behavior he should show in social situation.

Based on the statistical test results, it can be summarized that the ability of social information processing of all participants to be improved is at stage 3, possibility of choosing responses. Participants treat aggression as primary behavior they will choose and act in facing daily social situation.

### **Discussion**

In accordance to the main character of bully, the five participants in this research have difficulties in processing social information they have, thus they treat aggression as main behavior in social situation (Surilena, 2016). Results of research show the low level of social information processing ability of all participants at stage three, possibility of responses. Individuals who failed in this stage will treat aggression as main behavior to act on and also carry revenge in him (Parker, 2014). Crick and Dodge said that the mistake in the stage of choosing responses is influenced by the past experiences they had (Bowen, Roberts, Kocian & Bartula 2014). Lack of experience and knowledge influenced their decisions in choosing the behavior, thus individuals only identify the behavior they often see as the right behavior. In accordance with Fontaine, Burks, and Dodge (in Parker 2014) which say that the aggressive individual believes that the behavior they show will bring positive result. From the research, it is noted that choosing the undesirable behavior is making the bully showing unacceptable behavior by society in general, which is bullying behavior. Bully behavior chosen by participants is due to their limited experience and knowledge. This matter is disclosed when participants discussed their life background whereby their daily activities are always with other bully friends and lack of communication with parents. Participants informed that their parents are too busy working and do not have time for family gathering. Lack of guidance and monitoring by parents resulted in participants not knowing that bully behavior is a wrong response in social situation.

In this research, there are also limits which also intervenes the results. Limits mentioned is that the research is only reviewing conditions of five participants and it cannot be generalized to other teenager students.

Social Information Processing plays important role in aggression whereby in this research, the choice of possible response of all participants dominates for aggression as their prime response.

Low level of social information processing ability is affected by the minimal experience in facing social situation. Other factor playing role in a bully in this research is family factor as well as similar-aged friends. This research recommend the need of parents sharing their time with the children in order to create a harmony in the family.

It contains explanation of the results based on comparison with previous research findings and advanced literature review. Authors should critically analysis their findings to draw meaning from the research result. Any difference and/or similarity with previous research finding should be highlighted to justify the contribution of the research for knowledge advancement. Uncommon abbreviations and acronyms should be explained and should not use full stop (e.g. ARUPS). The usage of italics is encouraged rather than underline. Discussion part must make up about 30%-40% of the entire article.

### **Conclusion**

Based on the data collected of all five participants in this research, we noticed few similarities of all participants resulting in them behaving aggressively or bullying other students. First finding is their average intelligence ability which indicates participants have the ability to understand and find problem solution with average teenager ability in his age. Neto (2005) said that bully is individual with low intelligence. Even though there is no problem in intelligence ability of the bully participants, there are other factors affecting their aggression.

The second finding is family factor has important role in the participants' aggression. Dynamic family can affect child's behavior, such as disharmony between parents, lack of family gathering time and minimal communication in the family (Lestari 2016). The five participants admit they feel lonely at home due to lack of family gathering time. There are also disharmony in the family resulting in parents quarreling often. In accordance with Edery (2016) who said that the loneliness in a child can result in him becoming a bully.

Factor of friends with similar ages also contributes in the aggression of bully. Benites and Justicia (...?) expressed that a group of similar aged friends behaving undesirably will bring impacts on other students, such as influencing other students to behave undesirably as well (Lestari 2016). Few participants admitted that they just followed the undesired behavior of other bully friends with the reason that they look interesting and are respected by other students. This is further emphasized by the statement of Sarlito that aggression becomes a pride within teenager students

and they take it as a stepping stone to "upgrade their pride" in front of other friends/students (Aulya, Ilyas & Ifdil, 2016).

### **Acknowledgement**

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### **Declaration of Interest**

The authors report no conflicts of interest in this work.

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**Tables**

Table 1. *The Result of Social Information Processing (N = 5)*

<b>Descriptive Statistics</b>				
	Mean	Std. Deviation	Minimum	Maximum
Stage 1	10.40	1.673	9	13
Stage 2 - Hostile	4.80	1.095	3	6
Stage 2 - Benign	3.20	1.095	2	5
Stage 3 - Aggression	14.20	3.347	12	20
Stage 3 - Silent behaviour	5.00	2.449	2	8
Stage 3 - Assertiveness	4.80	3.701	0	10
Stage 4 - Aggression	61.60	14.11737	50.00	78.00
Stage 4- Silent behaviour	56.00	8.00000	46.00	65.00
Stage 4- Assertiveness	73.00	4.18330	68.00	77.00

*Table 1 explains results of measurement of S.I.P. of the give participants*

## The Relationship of Self-Esteem, Parents' Ethnic Socialization on Ethnic Identity Development of Java's Children

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### Abstract

The present study aims to explore the role of self esteem and parents' ethnic socialization contributes to the ethnic identity development of Java's children in Surabaya. A total of 100 ethnic Java children (age range = 10 years old to 14 years old; mean age = 12.65 years, SD = 0.88) participated in the present study. The modified version of Multidimensional Inventory of Black Identity (MIBI), The Adolescent Racial and Ethnic Socialization Scale (ARESS) and The Rosenberg Self-Esteem Scale (RSE) were used in this study. The results showed that: a) self esteem and parents' ethnic socialization was a strong predictor of ethnic identity development of Java's children; b) self-esteem was not a significant predictor of ethnic identity development of Java's children; c) parents' ethnic socialization was a significant predictor of ethnic identity development of Java's children. The results of this study showed that ethnic information from parents about how they should perceive their ethnic group and the meaning of their ethnicity to themselves play an important role in shaping children's ethnic identity. Thus, a positive practice of ethnic-racial socialization by the parents would develop a strong and positive ethnic identity in their children.

**Keywords:** *Ethnic Identity development, Parents' Ethnic Socialization, self-esteem, Java's Children*

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### Introduction

Diversity or multiculturalism is one of the main realities that must be faced by society in the past, now and in the future. Multiculturalism can be simply understood as the recognition that a country or society is diverse and plural. Indonesia is one of the multicultural countries. There are at least 300 ethnic groups (Geertz in Sanjatmiko, 1999; Suryadinata, 1999) who inhabit the whole archipelago. All of the ethnic groups formed the state of the Republic of Indonesia.

Surabaya is one of the most important cities in Java and one of the oldest cities in Indonesia. In colonial times, the city grew and became one of the modern cities. Although Java is the majority

tribe (83.68%), Surabaya also consists of various tribes, including Madurese (7.5%), Chinese (7.25%), Arab (2.04%), And other ethnic groups such as Bali, Batak, Bugis, Manado, Minangkabau, Dayak, Toraja, Ambon, and Aceh or foreigners. In the twentieth century, Surabaya developed into a large and commercial city. This can be seen from the variety of people who live in Surabaya. The diversity of the population in Surabaya has an impact on the social changes.

That changes brought goodness and progress to the society. But behind all the success, change also entails negative impacts on the natural environment, social as well as people's behavior. The choices and commitments that individuals make with their communities makes it difficult for individuals to find out who they are. This situation makes a significant contribution to the confusion of identity determination. The rapid flow of information, which also struck on the Javanese ethnic civilization increasingly experienced a shift. There is a tendency for young Javanese today to stop implementing Javanese cultural rituals as tight as the previous generation. This suggests that there was a cultural break between the young Javanese and their predecessors. If between each generation have a continuity of value, undoubtedly the individual will have a foothold which at the same time be the basis of something new on it. That is, if between young people and the elderly have a cultural inheritance interaction, then young people will not be difficult to find his identity. Conversely, the breakup of intergenerational interactions, make the younger has a difficulty to determining their identity.

Individuals will always identify and define themselves based on their social group (Turner, 1991, Hogg, 1996, in Myers, 1999) that merged in an ethnic identity. To achieved the identification and definition of the self is required a certain process. Turner and Tajfel (in Myers, 1999) stated that there are three things that humans do in the process: a. categorization; b. identification; c. compare. In social categorization, humans simplify the social world by classifying various things that are considered to have the same characteristics into a particular group (Hogg & Vaughan, 1998 in Sarwono, 2006). Some of the most common social groupings are race (based on physical characteristics, skin color, hair contour, eye color etc.), ethnic (based on custom, tradition, local language, etc.), religion (based on belief in the Almighty) , Gender (by sex) and social status (based on rich, poor, rural, educated-less educated, upper-lower caste, etc.). The next step the individual will incorporate himself into one of the groups that she/he has already imagined.

Anyone in society needs a social recognition of his existence in interaction. Interaction makes individual develop their identity and potential. The development of identity is an important factor in individuals. For example, identity can affect the course of one's life in terms of career, hope and aspirations in the future. Adolescence is a critical period for identity formation because at this time evolved the necessary elements (ie, physiological growth, mental maturation, and social responsibility) to establish their identity (Erikson, 1968; Marcia, 1994). In addition, identity formation involves the integration of a number relational contexts (Josselson, 1994). In this context, individuals establish their identity in relation to others especially in a groups (Josselson, 1994). Markstrom-Adams (1992) states that membership in an ethnic group influence the formation of identity. The lack of children experience of social interaction, making a self-identity difficult and complicated for children, moreover ethnic identity.

Ethnic identity is the individual's understanding of who is she/he, the emotional attachment between individuals and their groups, a confidence of being in a group, and a strong commitment to the group and together doing the same customs or habits. In some articles it is stated that ethnic identity is defined as an ethnic component of social identity as defined by Tajfel (1986) that is part of an individual's self-concept derived from his knowledge of a membership in a particular social group (or group) in line with values and an emotional aspect that is significantly attached to the membership.

Martin and Thomas (2004) defined ethnic identity as a set of ideas on membership and ethnic groups involving several dimensions: (1) self-identification; (2) knowledge of traditions, customs, values and ethnic behavior; (3) sense of belonging. Furthermore, ethnic identity is closely related to one's experience to cultural group and knows everything that is inherited. That is places the family as the main group in the formation of ethnic identity, which is supported by the same cultural community that surrounds it. This confirms that childrens need their social environment to shape and develop their identity, including their ethnic identity. Furthermore, ethnic identity is inherent in individuals within cultural groups.

The Javanese ethnic in Surabaya is a cultural group that can be considered as a majority group. This affects on how the next generation develop their ethnic identity. Martin and Thomas (2008) state the development stages of ethnic identity in the majority group are: (1) unexamined identity; this stage is characterized by a lack of individual exploration of ethnicity, so the emerging

identity is usually influenced by teenagers and friends; (2) Acceptance; At this stage, adolescents accept and internalize the values that exist in society without feeling confused in identifying dominant values and norms. At this stage, the individual tends to avoid interaction with the group he or she considers to be a minority; (3) Resistance, at this stage adolescents strengthen and seek social support through majority groups, and regard minority groups as the source of social problems. Although adolescents can develop positive or negative attitudes, adolescents at this stage tend to develop an exclusive attitude that is accompanied by behavioral changes and tends to avoid communication with those who are not considered members of the group; (4) redefinition and reintegration, are more positive stages towards their ethnic groups and even with other ethnic groups.

Ethnic identity is very important because it has direct impact on the formation of identity (Phinney & Rosenthal, 1992; White-Stephan, 1992). The development of one's ethnic identity can be a challenging task for every member of the ethnic group. That's because ethnic identity can affect several important aspects of an individual's life such as self-esteem (eg, Phinney, DuPont, Espinosa, Revill, & Sanders, 1994; Rotheram-Borus, Dopkins, Sabate, & Lightfoot, 1996) and psychosocial adjustment (Marcia, 1980; Whaley, 1993). Self-esteem is one of the main components of self-concept (Rosenberg, 1979). Self-esteem has proven to be particularly vulnerable during adolescence. During adolescence, individuals become increasingly alert to how others perceive them, and this will affect the increase in self-awareness (Rosenberg, 1979).

To develop their ethnic identity, children also need a positive social value strengthening that can be obtained from the parents' socialization. Traditional studies indicate that parents and families are the main source of social influences, which will serve as role model and communicate values to their children (Bensn, Donahue & Erickson, 1989, Steinberg, 2001 in O'Bryan, Fisbein & Ritchey, 2004). Socialization defined as the readiness of a newcomers to face life situation such as social, economic, physical, cultural or extraclical environment (eg, a particular society) (Johnson, 1981). So the concept of socialization refers to a process of changes or development that occurs in the individual as a result of their learning process to the social role and the impact of social interaction (Richardson, 1981). Socialization can also be defined as the readiness of a child to accept the role of an adult and be responsible to society by learning about the beliefs, values and patterns of behavior that exist in society (Boykin & Toms, 1985 in Thomas & Speight 1999).

Socialization by the family have a significant influence to the development of child competence in its function as a human (Harrison et al, 1990). One aspect that children gain in family familiarization is the socialization of ethnicity, which prepares them for ethnic differences in their social life. Knight et al (2008) has studied the role of ethnic family background and ethnic socialization in the context of the development of social cognition in relation to the ethnic identity of Mexican-American children. Aspects of the socialization of ethnic identity are tested in children aged of 6-10 years and their mothers. The scale measured of parental generation of migration, parenting education, mother's cultural orientation, what mothers taught about Mexico's culture, ethnic pride and discrimination, objects of Mexican nuance in the home, and children's ethnic identity. As predicted, socialization serves as a mediator for the influence of ethnic backgrounds of families with children's ethnic identity. Therefore, this study aims to determine the relationship between self-esteem, parents' ethnic socialization with the development of ethnic identity in Java's children in Surabaya. This study also examined corellation between ethnic identity and self esteem, as well as parents' ethnic socialization and ethnic identity.

## **Method**

### **Participants**

The characteristics of the praticipants on this study are: 1) children aged 10 - 14 years; 2) elementary and junior high school; 3) Javanese, 4) have a complete parents; 5) willing to provide information. Participants, all of whom identified as Javaness. A total of 100 ethnic Javachildren (age range = 10 years old to 14 years old; mean age = 12.65 years, SD = 0.88).

### **Measures**

*Ethnic Identity.* Measurement of childrens' ethnic identity can be done using three approaches: doll study, paper and pencil, and projective / qualitative techniques. In this study ethnic identity was measured by paper and pencil approach. The scale of ethnic identity in this study was developed based on the theory of identity of Stryker (Sellers and Nguyen, 2008). The ethnic identity scale was originally developed by Sellers et al (1998; in Byrd, 2010) called Multidimensional Inventory of Black Identity (MIBI). The MIBI is an instrument created to measure racial identity as amultidimensional construct. Sellers et al., (1997) described the three dimensionsmeasured by this instrument: centrality (the extent to which a person's identity is definedby race), regard (a person's affective and evaluative judgment of their race), and ideology(how the individual's beliefs, opinions, and attitudes about their race influence theirbehavior with regards to life-philosophies

such as nationalism, assimilation, and humanism). Regard was further divided into private regard (individuals' beliefs about their ethnic group as well as their feelings about their belongingness to their ethnic group) and public regard (individuals' perceptions of society-at-large's opinions and beliefs about their ethnic group). In this study ethnic identity scale consists of 22 Likert-type items, with a 4-point scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*). An example item is: "I have a strong sense of belonging to my own ethnic group." A higher mean score indicates a stronger ethnic identity. The range of corrected item-total correlation was about 0.310 – 0.715. The Cronbach's alpha for ethnic identity scale was 0.913.

*Self esteem.* The participants completed the Rosenberg Self-Esteem Scale (Rosenberg, 1965). The participants responded to the 10 items on a four-point scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*). An example item is: "I feel that I have a number of good qualities." A higher mean score indicates higher self-esteem. The range of corrected item-total correlation was about 0.550 – 0.615. The Cronbach's alpha for self-esteem scale was 0.771.

*Ethnic socialization.* Ethnic socialization scale in this study is a modification of the Adolescent Racial and Ethnic Socialization Scale (ARESS) (Brown, T.L., Krishnakumar, A, 2007). ARESS has a multidimensional construct and includes the socialization of youth regarding: (a) African American cultural values (i.e., the transmission of messages related to African American worldviews and intra-cultural interactions), (b) African American cultural embeddedness (e.g., exposure to cultural literary works, artistic expressions, and artifacts representative of the African American experience), (c) African American history (i.e., providing knowledge on the historical struggles and experiences of African Americans'), (d) celebrating African American heritage (i.e., providing activities and opportunities to commemorate the African American experience), and (e) promotion of ethnic pride (i.e., promoting positive feelings about Blackness and being African American). According to ARESS in this study to measure ethnic socialization using 5 dimension: a. The cultural attachment of the parents, indicates the existence of activities or behaviors related to ethnic culture; b. The history of the Javanese tribe, parents encourage their children to learning about the history of ethnic / tribe their owned; c. Javanese cultural heritage, parents encourages children to know and love their ethnic heritage; d. Javanese cultural values, parents teach the values that possessed and developed by their ethnic culture; e. Pride as Javanese ethnic, parents encourage

their children to be proud to be members of the ethnic group. The range of corrected item-total correlation was about 0.410 – 0.784. The cronbach's alpha for ethnic identity scale was 0.935.

## Result

### Major Hypothesis

The major hypothesis in this study was there are relationship between self-esteem, parents' ethnic socialization with the development of ethnic identity in Java's children in Surabaya. Multiple regression was computed to determine if parent's ethnic socialization and self-esteem was associated with the ethnic identity. The results of the model testing revealed that the model was significant ( $p = .001$ ), with an  $F = 62.073$ . Therefore, the hypothesis was supported: there are a very significant relationship between self-esteem and ethnic socialization to ethnic identity.

### Minor hypothesis

*1<sup>st</sup> Minor Hypthesis.* We examined correlation between parents' ethnic socialization and ethnic identity. The result of the model was significant  $p = 0.000$  ( $p < 0.001$ ); with an  $r = 0,688$ . This means that partially there is a very significant relationship between ethnic socialization with ethnic identity. This results support the hypothesis.

*2<sup>nd</sup> Minor Hypothesis.* This study also examined correlation between ethnic identity and self esteem. The result of the model was not significant  $p = 0,370$ ; ( $p > 0,05$ ); with an  $r = 0,091$ . This result didn't support the hypothesis that there are correlation between ethnic identity with self esteem.

## Discussion

The results of this study prove that there was a significant relationship between self esteem, socialization of ethnic parents with ethnic identity. In other words, self esteem and parents' ethnic socialization was a significant predictor of the development of ethnic identity in children. One of important task during adolescence is to develop a sense of identity, and this is play an important role in the development process (Erikson, 1968). The concept of identity was first put by Erik Erikson (Rice and Dolgin, 2008). Theoretically, there are many forms of identity include the ethnic identity which is most prominent during the adolescence period (French, Seidman, Allen & Aber, 2006; Huq, 2012).

The ethnic identity refers to the identity of the individual or the sense of I-ness as a member of an ethnic group accompanied by the feelings as a result of the membership to an ethnic group (Phinney, in Huq, 2012). The ethnic identity is an important contributor to building the well being

of an individual that emerged from a positive attitude of individual to their membership on ethnic group (Phinney & Ong, 2007). The ethnic identity can also be defined as the sum of the members' feelings to the symbols, values, and histories that give the identity of their group as a distinct groups (Rice & Dolgin, 2012). The Ethnic identity has been studied through various perspectives including sociology, social psychology, cross-cultural, and developmental (Phinney, 1990). The study of ethnic identity is based on Erikson's (1968) development theory on Ego Identity and empirical research by Marcia (1966). Ethnic identity can be grouped as part of the ego identity in the development of ethnic identity in minority youth. The term of ethnic identity has many meanings. According to Tajfel (1981), ethnic identity is a part of an individual self-concept derived from the knowledge or information that individuals held about their ethnic group and embodies the value and emotional attachment to the group.

The above description shows the importance of the development of ethnic identity in the individuals. Ethnic identity is often studied mainly against ethnic minority groups. This studies have been proved that ethnic identity correlates to well being and others psychological attribute. Importantly, minority children need to understand their own ethnic/racial identity (self-concept) as well as developing positive attitudes toward members of other racial/ethnic groups. Similarly, majority children also need to understand their own identity while also learning about other ethnic/racial groups (Priest, et al, 2014). Therefore, it is also important to recognize that children from all ethnic and racial groups, including the ethnic majority, receive messages in some form about issues of race and ethnicity, including cultural heritage, group social status, prevalence of stereotypes, racism and discrimination, language and other group characteristics.

Ethnic, religious and cultural diversity has become a reality in many countries around the world. This diversity forces both citizens and authorities to deal with the thorny question of identity. Many debates address to multiculturalism, pluralism, and enhanced diversity and these developments pose numerous new questions for the authorities. Individuals have also struggle with differences and similarities. People from ethnic minorities, for example, are confronted with the question of just what their ethnic background entails and how they should act towards members of not only their own group but also the majority and other minorities. The consequences of that diversity and the choices made by ethnic minorities constitute a rich source for reflection and discussion. Especially young people from ethnic minority groups try to give their own meaning to their ethnic background. The world of their parents often does not correspond to their position and

future in the country in which they live. Furthermore, a situation of feeling unaccepted or partially accepted by (persons from) the majority group hampers an orientation toward that group. The ethnic identity of members from the majority group is typically more self-evident, since it is linked to their dominant social position. Members of this group often do not have to think about their ethnicity and what it consists of. In a multicultural situation, majority group identity has become vulnerable and problematic. It's because the multiethnic situation confronts people directly with the question of boundary construction and with the value and meaning of what is considered typical of one's own group (Verkuyten, 2005).

In this study ethnic identity is more directed to members of the majority group of Javanese in Surabaya. The Javanese ethnic in Surabaya is a cultural group that can be considered as a majority group. The impact of multicultural interaction, the openness of various information that can be absorbed from various media leads to a shift in the norms of life and the vagueness of one's ethnicity. The current phenomenon shows that many young people are generally not interested in their own culture (local culture), and tend to be perceived as "old-fashioned" and more interested in "western" cultural offerings. In the process of developing the ethnic identity of childhood through adolescence, they will be confronted with questions about the meaning and role of culture in their lives (Phinney, 1989). By recognizing the culture, it will develop a sense of belonging to ethnic groups, ethnic differences with each other, customs and behaviors typically displayed, and their perceptions of stereotypes and discrimination.

In this global context, children and young people must acquire skills and capacities to negotiate multicultural contexts within their everyday lives (Hughes et al., 2006; Levy & Killen, 2008; Priest et al., 2014). In order to create and promote harmonious societies, children and young people need the skills and attitudes to think positively about racial, ethnic and cultural diversity. As attitudes and behaviours towards people who are different to oneself are learnt in childhood (Katz, 2003; Kelly et al., 2007; Ramsey, 2008; Priest et al., 2014), we must better understand the processes by which children and young people learn about and negotiate racial, ethnic, and cultural diversity (including issues of racism and prejudice) so that positive skills and attitudes might be promoted and negative ones can be countered. Parents, families, educators, and communities must also be able to successfully navigate these increasing levels of cultural diversity in order to foster supportive and nurturing environments for children and young people from both majority and minority racial and ethnic groups (Priest et al., 2014).

Socialization conducted by the family can be said to have a significant influence and have a strong impact on the development of child competence in its function as a human (Harrison et al, 1990). One aspect that children gain in family familiarization is the socialization of ethnicity, which prepares them for ethnic differences in their social life. In this study ethnic socialization will be more focused on parents' socialization. The parents' ethnic socialization refers to how parents transmit information, values, and perspectives on race and ethnicity in their children (Hughes et al., 2006). This information may include such things as the history of ethnic groups, customs and traditions, ethnic pride, discrimination awareness, trust and distrust among groups, and respect for diversity and equality among groups (Seok, et al., 2012).

The familys' ethnic socialization defined as the extent to which family members (eg, grandparents, parents, relatives, and other relatives) expose, discuss and perhaps directly teach the children about their ethnic background (Phinney & Chavira, 1995; Umaña-Taylor and Fine, 2004). This is in line with Ruggles (1994) suggests that childhood socialization agents can also be performed by all members of the nuclear family such as grandmother, grandfather, uncle or aunt, who also have a similar role in the socialization process. Although children have obtained information about their ethnicity from various sources (eg; peers, media, etc.), researchers agree that families play a central role in this process (Harrison, Wilson, Pine, Chan, & Buriel 1995, Knight et al., 1993; Phinney & Rosenthal, 1992). Several studies of familys' ethnic socialization, indicating that this socialization can be done both covertly and openly (Umaña-Taylor & Fine, 2004). The hidden familys' ethnic socialization, parents inadvertently try to teach their children about ethnicity through everyday activities such as decorating a home (decorating a house with objects from their culture). Meanwhile, openly familys' ethnic socialization refers to family members who deliberately and directly try to teach the children about their ethnicity (for example, buying books about their culture and asking children to read it) (Umana-Taylor and Yazedjian, 2006).

This study also examined the correlation between ethnic identity with self esteem. Ethnic identity and self-esteem are often correlated and predict each other over time, which many researchers suggest indicates an interactive effect. According to Phinney, a clear positive sense of one's background may contribute to positive self attitudes. At the same time, high self-esteem may provide the confidence needed to explore difficult issues, such as the questioning of stereotypes that leads to an achieved ethnic identity. From the 1980s through 1998, Phinney performed

extensive research on adolescents from several ethnic groups to identify the significance of ethnic identity to academic achievement. She found that the process of ethnic identity development has clear implications for overall psychological adjustment. This work suggests that the process of ethnic identity development, not minority group membership, is the key factor to understanding the self-esteem and adjustment of minority youth (Terrel, 2005).

Previous research have been showed that there was significant relationship between ethnic identity and self esteem. But this finding is contrast to our findings regarding ethnic identity and self-esteem. In the present study conclude that there's no relationship between ethnic identity and self esteem, which means that ethnic identity does not affect one's self esteem. Some studies that link the two variables are also getting varied results. This suggests that the relationship between ethnic identity and elf esteem depends on the context of the situation, minority-majority groups, variables and the use of research instruments.

Prior to the mid-1980s, a majority of researchers examined ethnic identity by studying self-identification of group membership. The expectation was that members of groups who were viewed negatively (e.g., Latinos) by people in society would, in turn, have a lower self-esteem than those who were members of groups that were viewed positively (i.e., European Americans) (Rosenberg, 1979; Uman~ a-Taylor, 2004). Thus, the research examining the relationship between ethnic identity and self-esteem among Latinos was initially limited to comparisons between the self-esteem of adolescent Latinos and the self-esteem of members of other ethnic groups. Findings from this research have been mixed; some researchers found that Latinos had lower self-esteem than majority group members (Fu, Hinkle, & Korslund, 1983; Grossman,Wirt, & Davids, 1985; Hishiki, 1969; Petersen & Ramirez, 1971; Zirkel & Moses, 1971; Uman~ a-Taylor, 2004), but in some studies there were no significant differences in self-esteem among the ethnic groups (Cooper, 1971; Healy & DeBlassie, 1974; Martinez & Duk es, 1991; Uman~ a-Taylor, 2004). One possible explanation for this inconsistency is that the findings are dependent on the way that self-esteem has been measured. Some researchers have relied on their own measurement of self-esteem in which a set of adjectives are rated; other researchers have used established self-esteem measures such as the Rosenberg Self-Esteem Scale and still others have focused on self-esteem in relation to particular aspects of the self such as perceived intelligence and satisfaction with self (Uman~ a-Taylor, 2004).

Many previous studies have examined the relationship between ethnic identity and self esteem focused in ethnic minorities (e.g., blacks) rather than the majority ethnic group (e.g., white) (Priest, 2014). This study focuses on the children of the Javanese tribe in Surabaya, which as explained before the Javanese tribe is the majority tribe in Surabaya. It is likely that this study results do not show any correlation between ethnic identity and self esteem. One possible explanation as the majority group the Javanese children do not experience social pressure as ethnic minority groups. As Verkuyten (2004) points out, majority groups tend to be more confident because they are in a dominant position. Therefore the ethnic identity of a child from majority group does not affect the development of their self esteem. This is very different from what is experienced by minority groups. Conceptualization of Ethnic Identity in pluralistic societies (e.g., the United States) in which multiple ethnic groups with differential minority statuses (e.g., non-White U.S. minorities) exist, the process of ethnic identity development involves a minority person's attempt to simultaneously locate himself or herself psychologically and socially to one's ethnic group and the majority group (Smith, 1991; Sadowsky et al., 1995). Thus, ethnic identity represents a socialpsychological outcome that is based on an assessment of the "fit" between a minority person's ethnic self and other ethnic social systems in the environment (Smith; Spencer & Markstrom-Adams, 1990). Specifically, the process of ethnic identity development is moderated by the extent to which (a) an ethnic minority person accepts or rejects the majority group, (b) members of the majority social system accept or reject the ethnic minority person, (c) an ethnic minority person experiences a sense of belonging to his or her ethnic group, and (d) an ethnic minority person perceives how members of the majority group locate him or her in interethnic relations (Sadowsky et al., 1995). Consistent with the social identity theory (Tajfel, 1981), the selfdefinition of racial and ethnic minorities is not only personally situated but also socially derived.

When studying ethnic majority adolescents (i.e., White), however, researchers have only found a significant positive relationship between these two constructs when White adolescents are in a minority or ethnically diverse context (i.e., Whites make up a small percentage of the population in their schools; e.g., Phinney, 1992; Phinney et al., 1994, 1997; Roberts et al., 1999). As a result, it has been suggested that the relationship between ethnic identity and self-esteem holds only for adolescents for whom ethnicity is salient (Phinney, 1991). In addition, scholars suggest that ethnicity and, in turn, ethnic identity is more salient for ethnic minority adolescents than for

adolescents who are members of the ethnic majority (Martinez & Dukes, 1997; Phinney, 1992; Phinney & Alipuria, 1990). In fact, researchers who have compared the ethnic identity of White adolescents and ethnic minority adolescents have found support for this idea, as White adolescents consistently score significantly lower on measures of ethnic identity than their ethnic minority counterparts (e.g., Branch, Tayal, & Triplett, 2000; Phinney & Alipuria, 1990; Phinney et al., 1994). Researchers suggest that perhaps the lower scores are an indication of the lower salience that ethnic identity has for ethnic majority group members. Although significant, these differences have been moderate; for example, mean item differences between White adolescents and ethnic minority adolescents on ethnic identity have ranged from 0.29 to 0.52, for items rated on a 4-point Likert scale (Phinney et al., 1994). Nevertheless, they consistently demonstrate a possible lower salience of ethnicity.

According to social identity theory (Tajfel, 1981), individuals' self-concepts are derived from knowing that they are members of particular social groups. Furthermore, if individuals evaluate the ethnic group they belong to favorably, their self-esteem may be enhanced via membership in that group (Lorenzo-Hernandez & Ouellette, 1998). In line with these ideas, researchers have consistently found a positive relationship between ethnic identity and self-esteem among ethnic minority adolescents (e.g., Asian, African American, Latino, Native American; Carlson, Uppal, & Prosser, 2000; Martinez & Dukes, 1997; Phillips Smith, Walker, Fields, Brookins, & Seay, 1999; Phinney, 1992; Phinney & Alipuria, 1990; Phinney, Cantu, & Kurtz, 1997; Phinney & Chavira, 1992; Phinney, Chavira, & Tate, 1993; Phinney, Dupont, Espinosa, Revill, & Sanders, 1994). Specifically among Latino adolescents, this relationship has been consistently positive. Thus, although the relationship has been consistent, the demonstrated effect has been small to moderate.

### **Conclusion**

Mostly research on ethnic identity has been focused on ethnic minority groups. However, this research tries to see how the formation of ethnic identity in children of ethnic group majority that is Java tribe in Surabaya. This is because even though it comes from a dominant ethnic group that is relatively unaffected by the existence of its ethnic group, modernization and globalization often pose a threat to the formation of ethnic identity as a part of an individual's identity. Therefore it is important to understand how the formation of ethnic identity in the children of the majority group. The results of this study indicate that there is a significant correlation between parents'

ethnic socialization and self esteem to the formation of ethnic identity in Java children in Surabaya. Consistent with a growing body of research, our findings suggest that is parents' ethnic socialization an important correlate of ethnic identity in Javaness children in Surabaya. This findings confirmed the previous theories that the ethnic identity formation of a children is strongly influenced by how parents in socializing their ethnic values, norms and culture. However, this study does not show evidence of a relationship between ethnic identity and self esteem. This is contrast to previous studies which show otherwise. This probably because a relationship between the two variables is strongly influenced by the context. In addition, several studies have shown a consistent relationship between ethnic identity and self esteem, however the effect has been small to moderate.

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### **Declaration of Interest**

The authors report no conflicts of interest in this work.

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## The role of identity in well-being and life engagement

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### Abstract

According to self-identity theory distinction among social groups initiates intergroup processes and affects the self that influences behaviour. If social identity helps individuals to find a sense of meaning and belonging, it leads to positive psychological consequences. It is now widely accepted that psychological well-being is in part dependent upon the sense of social identity. The aim of the study is to test whether different types of identity predict well-being in the Asian context. Aspects of Identity Questionnaire, Warwick-Edinburgh Mental Well-Being Scale and Life Engagement Test were used for Singapore sample (n=280) aged 16-35 years old. Multiple regression analysis shows that both well-being and life engagement are significantly predicted by identity orientations. Personal identity is the main contributor to well-being, relational identity to life-engagement. Contrary to assumptions, social and collective identities are not significant predictors whereas research shows that individuals with a stronger collective identity reported higher levels of well-being.

**Keywords:** *identity, life engagement, well-being*

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### Introduction

It is now widely accepted that psychological well-being is an essential part of a healthy life (World Health Organisation, 2014). Subjective well-being is commonly determined through the presence of positive affect, the absence of negative affect and high level of life satisfaction (Diener & Biswas-Diener, 2008; Sheldon & Niemiec, 2006). It is so called hedonistic tradition that focuses on the personal subjective perception of happiness so promotion of well-being can be done through maximizing one's feelings of happiness. Deci and Ryan (2008) suggest that subjective reports about happiness are not necessarily a reliable evidence of psychological well-being, and propose the other perspective that states that well-being is a process, not an outcome, which allows individuals to fulfil their potential through active life and actualisation of human potential. This

kind of well-being is under the eudaimonic tradition which is focused on the meaningful and deeply satisfying way of living (Deci & Ryan, 2008; Schueller & Seligman, 2010).

Life events have a different influence on both affective and cognitive well-being (Luhmann, Hofmann, Eid, & Lucas, 2012). According to Kahneman and Deaton (2010), income and education are closely related to thoughts that people have about their life, whereas health factors care giving and loneliness stronger predict the emotional quality of an individual's everyday experience. Three main factors have an impact on subjective and objective well-being which are pleasure, engagement and meaningful activities, however, the last two have a stronger influence on well-being (Schueller & Seligman, 2010). It has been also shown that satisfaction of basic psychological needs is a strong predictor of well-being (Diener, Ng, Harter & Arora, 2010; Sheldon & Niemiec, 2006). Interestingly, even culture plays role in subjective well-being. Eastern and Western cultures differentiate the psychological meaning of positive and negative affect and its role in events' evaluation. It was shown that Westerns recall more positive aspects of past experience and link life satisfaction with positive events caused by themselves, whereas Eastern people tend to recall both positive and negative affect and correlate life satisfaction with negative events caused by others (Wirtz, Chiu, Diener & Oishi, 2009).

More complex approach to study well-being raises necessity to consider other factors that contribute to it. Firstly, an activity that fulfils individuals' potential can be defined through the ability to identify valuable goals and capacity to achieve it, which can be broadly considered as the purpose of life. Secondly, active life implies involvement in different social groups that leads to the development of the diverse social self. So psychological well-being is in part dependent upon individuals' sense of social identity (e.g., Bratt, 2015; Friedman & Kern, 2014; Greenaway et al., 2015; Outten & Schmitt, 2015).

The original definition of social identity states that it is a part of the self-concept resulting from group membership which has the value of the person and determines in-group and out-group communication (Tajfel, 2010). The concept of identity implies that the self is reflexive and can categorize and classify itself in relation to other social categories or classifications (Burke & Stets, 2009). Breakwell (2015) has stated that identity structure is determined by two types of process: firstly, absorption of new elements both personal (e.g. values, attitudes) and social (e.g. group membership, interpersonal networks) and adaptation it to existing structure of the self. The second process is an evaluation of incorporated elements based mostly on self-interest rather than

accuracy. Thus, identity is the result of self-categorization and allocation of values to identity parts (Breakwell, 2015; Burke & Stets, 2009). The structure of identity may influence the self-concept and regulate the nature of relationships between self and others.

Social identity appears to satisfy psychological needs in a global sense (Greenaway et al., 2016) and because it helps individuals to find a sense of meaning and belonging it is associated with a range of positive psychological consequences (e.g., Haslam et al., 2009). On a psychological level, social identity has direct individual benefits by engendering a sense of self-esteem (Jetten et al., 2015) or fostering the belief that individuals can cope with adverse events better (Khan et al., 2014). The benefits of high self-esteem fall into two categories: enhanced initiative and pleasant feelings. Using praise to boost self-esteem as a reward for socially desirable behaviour and self-improvement (Baumeister et al., 2003). Membership in multiple important groups boosts personal self-esteem because people take pride in, and derive meaning from, important group memberships (Jetten et al., 2015).

Social identity is based on group membership and this membership may also be directly beneficial because it allows individuals to draw upon social support networks. Indeed, there is increasing evidence that group membership and the strengthening of cognitive social networks may lead to better health and increased well-being (Yamaoka & Yoshino, 2015) in a range of situations including recovery from depression (Cruwys, Haslam, Dingle, Haslam et al., 2014; Cruwys, Haslam, Dingle, Jetten et al., 2014; Cruwys, South et al., 2014), stroke (Haslam, et al., 2008), and cancer (Harwood & Sparks, 2003).

There are some contradictive findings in terms of the influence of social connections to health and well-being. Howell et al. (2014) find out that social ties in an emerging network can be beneficial for psychological well-being but harmful for physical health. Participants who were more central in the emerging network experienced less stress during strenuous tasks were happier and felt more efficacious compared to less involved participants who were less central in the network. But at the same time, the first group of participants had some negative effects on physical health: e.g. engagement of excessive alcohol consumption, experienced greater symptoms of illness (e.g. cold) and had higher physiological reactivity to a stressor.

Group membership may also help to enhance well-being through increasing individuals' sense of personal control, helping them to develop coping strategies and changing the ways in which they interpret negative life events. Haslam, O'Brien et al. (2005) found strong positive

correlations between social identification, and social support and life satisfaction, and a strong negative correlation between social identification and stress, while Greenaway et al. (2016) reported that identification with political, academic, community and national groups made people feel good, capable and in control of their lives.

Outten & Schmitt (2015) described two individual stress coping options: 1) appraisals about personally being able to avoid potential instances of discrimination (proactive avoidance), and 2) being able to successfully regulate the negative emotions stemming from perceived discrimination (emotion regulation); as well as two intergroup coping options: 1) appraisals about one's ethnic group working together to better their status (collective action), and 2) in-group members being able to effectively deal with negative societal beliefs about their group (social creativity). These four coping strategies were studied among South Asian Canadians to the appraisal of coping options in response to discrimination and psychological well-being. Findings showed that collective action and social creativity were simple mediators of the relationship between ethnic identification and life satisfaction. The results provide further evidence that group identification promotes well-being for minorities, in part, because it encourages beliefs about one's group effectively responding to discrimination (Outten & Schmitt, 2015). Social Identity fosters positive attributions. People with stronger social identities were less likely to attribute negative events to internal, stable, or global causes and subsequently reported lower levels of depression. Social identities can protect and enhance mental health by facilitating positive interpretations of stress and failure (Cruwys, South et al., 2014).

These findings suggest that group membership confers a range of benefits that enable people to counter factors which otherwise could reduce well-being. Overall, it can be concluded that the social identity can positively influence on the well-being and life satisfaction (Greenaway et al., 2016; Kiang et al., 2006; Haslam et al., 2005, Yamaoka & Yoshino, 2015). Social identity has multiple sources and the identity approach distinguishes between those aspects of an individual's self-concept that are based upon perceived membership of a particular social group and those aspects which are derived from self-categorisation within a particular group (Postmes & Branscombe, 2010). Identity has more elements than just group-membership so four different types of identity will be considered: personal, social, relational and collective identity (Cheek & Briggs, 2013).

Personal Identity (the individuated self) is the lowest level of categorization of the self – those characteristics that distinguish an individual from other in the given social context and represent the uniqueness of the individual (Burke & Stets, 2009; Knowles & Gardner, 2008).). In the other words, personal identity can be described in traits, values, and abilities based on personal aspirations and standards (Cheek, Smith, Troop, 2002). This type of identity is associated with a sense of personal agency, independence from others and the social context. Ashmore, Deaux & McLaughlin-Volpe (2004) defines personal identity as a construct that refers to characteristics of the self that purpose not to share with a group of others but mostly to highlight the uniqueness of personality.

Relational identity refers to interpersonal level and focuses on one's role-related relationships (Sluss & Ashforth, 2007) or interpersonal self-descriptions and characteristics that referred to a specific relationship (Brewer & Chen, 2007). Ties with specific others and the quality of these relationships emphasizing relatedness, intimacy and interdependence define relational identity (Kashima & Hardie, 2000). It relates to people whom we personally know and with whom have direct contact on a regular basis with mutual benefits (Cheek, Smith, & Troop, 2002; Kashima & Pillai, 2011).

Social identity relates to intergroup relations: how people see themselves as members of groups in comparison with other groups (Burke & Stets, 2009). According to Cheek, Smith & Troop (2002), social identity links to social roles and reputation and should be based on public recognition. Most individuals are members of various social groups at the same time, and if the overlap of multiple ingroups is perceived to be high, the social identity structure is simple, whereas, in the situation of low convergence between multiple group memberships, individuals may face identity conflicts and deal with social identity complexity (Roccas, Sagiv, Schwartz, Halevy & Eidelson, 2008).

Practically, there is still no clear borderline between relational and social identity. Lickel et al. (2000) distinguish four types of social groups that can assist in the understanding of different types of identity. Two groups (intimacy and task groups) are characterized by face-to-face interaction among group members and based on personal ties among group members, so this social identification can be closer to relational identity. In contrast, the large identity groups (social categories and loose associations) develops mostly through symbolic attachment than personal connections between members. Shared membership is also linked to collective identities that

represent self-categorisation in terms of large social groups (Lickel et al., 2000). Different factors can influence the number of identities individuals have and how complex is their hierarchy and structure, and one of the factors is being in multicultural society that may enhance awareness of the gap between ethnical and national identity as well as increase salience of social identities relate to large social groups (Roccas et al., 2008). Besides of subjective perception of importance and positive evaluation of social identity that leads to better psychological functioning (Sellers et al., 2006), the congruence between identities plays a significant role in well-being. If behavioural expectations and resources for different identities are in conflict, it leads to lower psychological well-being (Brook, Garcia, & Fleming, 2008) and difficulties with adaptation to the new social environment (Phinney, 2010).

Ashmore, Deaux & McLaughlin-Volpe (2004) made an attempt to distinguish different types of identity and to focus on the multidimensional structure of collective identity. According to them, collective identity takes origin from the categorical membership that relates to labelling our characteristics as salient and important for the self-concept. There are controversial results on the role of identification with large social groups in maintaining well-being. On the one hand, individuals with a stronger collective identity reported a higher level of well-being (Dimitrova et al., 2014), and those who highly identified with their ethnic group stated greater satisfaction with their lives (Outten & Schmitt, 2015). Even multiple cultural identities positively related to well-being but only in a case when individuals can identify with their different cultures simultaneously (Yampolsky, Amiot & de la Sablonnière, 2016). However, some research showed no support for causal effect from ethnic identity or national identity on mental health and life satisfaction (Bratt, 2015). Cultural differences should also be considered in studying the role of identity in well-being as, for example, it could influence life satisfaction (Kreuzbauer et al., 2014) and comparative research showed that the strength of the social network and sense of social support were much closer related to health and well-being outcomes in Asian countries (Yamaoka & Yoshino, 2015).

There is little work on how different parts of identity may affect well-being. The present research sets out to look at four areas of social identity and life engagement to assess their individual contribution to well-being in the Asian context. It was hypothesised that all types of identity will significantly predict well-being, and life-engagement will moderate these relationships.

## Method

### *Variables and measures.*

*Well-being.* 14 items Warwick-Edinburgh Mental Well-Being Scale (Stewart-Brown & Janmohamed, 2008) was used to measure well-being based on criteria how participants have felt during the last two weeks. All questions are positively stated and evaluate both affective (e.g. “I have been feeling cheerful”) and cognitive (e.g. “I have been thinking clearly”) components on a Likert scale from 1 (“none of the time”) to 5 (“all of the time”). The overall score is a sum of all items, with minimum score 14 and maximum score 70 for an individual.

*Life Engagement.* The Life engagement test has been used to measure purpose in life in terms of the extent to which a person engages in activities that are personally valued (Scheier et al., 2006). It consists of six questions, three of them positively stated (e.g. “To me, the things I do are all worthwhile”), and three are reversed (e.g. “There is not enough purpose in my life”) and uses Likert Scale from 1 (strongly disagree) to 5 (strongly agree). The overall score is a sum of all items, with minimum score 6 and maximum 30.

*Identity.* Aspects of Identity Questionnaire (IV) was used to measure identity where four identity orientations are tested (Cheek & Briggs, 2013) through Likert Scale from 1 (“not important to my sense of who I am”) to 5 (“Extremely important to my sense of who I am”). The for identity orientations are personal (e.g. “My personal goals and hopes for the future”), relational (e.g. “Being a good friend to those I really care about”), social (e.g. “My reputation, what others think of me”) and collective (“My race or ethnic background”) subscales each between 7 to 10 items, so overall result for each scale was averaged. Besides of the identity orientations, the questionnaire contains 10 special items that are not included in any scale and aimed to provide a single item assessment of the subjective importance of another dimension related to the self (Cheek & Briggs, 2013).

*Demographic variables.* The demographic variables include age, gender, ethnicity, educational level and marital status. The last two variables have been added to control potential confounds as it has been shown that educational level and relationship status can influence well-being (Kahneman & Deaton, 2010).

### *Participants and procedure.*

The sample consists of 139 females and 141 males from 16 to 35 years old ( $n=280$ ,  $M=23.59$ ,  $SD=4.65$ ). The majority of participants are Chinese (44.3%), following Malay (31.8%), Indian (17.1%) and others (6.8%). 52% of respondents have Diploma level, 29% A-level or lower,

17.5% Bachelor's Degree and 1.4% postgraduate education. Only 17.1% of participants are married, 24.6% indicated that they are in relationships, 2.1% in divorce and 56% are single.

Snowball sampling has been used to recruit participants residing in Singapore at least one year (to avoid a possible effect of stress related to relocation). Prior to participation, all respondents had been given an information sheet with necessary details about the study and a consent form, and after signing the form proceeded to complete the questionnaire.

### ***Method and analysis.***

Quantitative correlational research design has been used in this research with online and face to face survey as the main method. The questionnaire consists of the information sheet, the consent form, the demographic data. Aspects of Identity Questionnaire (IV) where four identity orientations are measured (Cheek & Briggs, 2013), Warwick-Edinburgh Mental Well-Being Scale (Stewart-Brown & Janmohamed, 2008) and The Life Engagement Test (Scheier et al., 2013). Spearman correlation, multiple regression and stepwise regression analysis have been used to test the study's hypotheses.

### **Result**

The well-being scores vary from 14 to 70 ( $M=47.45$ ,  $SD=9.62$ ) for the current sample ( $n=280$ ,  $M=23.59$ ,  $SD=4.65$ ), the life engagement scores have a range from 10 to 30 ( $M=21.89$ ,  $SD=3.67$ ). The averaged identity orientations scores show that Relational identity is more salient ( $M=3.89$ ,  $SD=0.69$ ) compare to personal ( $M=3.78$ ,  $SD=0.65$ ), social ( $M=3.30$ ,  $SD=0.72$ ) and collective that has the lowest mean and highest standard deviation ( $M=3.07$ ,  $SD=0.77$ ).

The first hypothesis states that there is correlation between all six study variables. Spearman correlation analysis showed that there are positive correlations between all four types of identity and mental well-being: personal,  $r_s = .27$ ,  $p < .001$ ,  $R^2 = 0.07$ , relational  $r_s = .22$ ,  $p < .001$ ,  $R^2 = 0.05$ , social  $r_s = .24$ ,  $p < .001$ ,  $R^2 = 0.06$ , collective  $r_s = .25$ ,  $p < .001$ ,  $R^2 = 0.06$ . There are positive correlations between all four identity orientations and life engagement: personal,  $r_s = .24$ ,  $p < .001$ ,  $R^2 = 0.06$ , relational  $r_s = .20$ ,  $p < .001$ ,  $R^2 = 0.04$ , social  $r_s = .13$ ,  $p = .03$ ,  $R^2 = 0.02$ , collective  $r_s = .19$ ,  $p = .002$ ,  $R^2 = 0.04$ . There is also positive correlation between well-being and life engagement,  $r_s = .48$ ,  $p < .001$ ,  $R^2 = 0.23$ .

Thus, four types of identity orientations as well as life engagement are positively associated with well-being. The highest percentage of shared variance is between well-being and life engagement, 23%, whereas all identity orientations share less than 10% of variance.

According to the second hypothesis, all four types of identity orientations are predictors of well-being. A multiple regression analysis had been conducted to test the second hypothesis. The result shows that well-being is significantly predicted by all types of identity,  $F(4, 275) = 13.8$ ,  $p < .001$ . However, it was found that none of the identity orientation appears to be a significant predictor of well-being. The main contributor is personal identity ( $\beta = .16$ ,  $p = .06$ ) following by social ( $\beta = .13$ ,  $p = .09$ ), relational ( $\beta = .11$ ,  $p = .14$ ) and collective ( $\beta = .098$ ,  $p = .15$ ). The overall model fit was  $R^2 = 0.17$ , so all four identity orientations share only 17% of the variance with well-being.

Additionally, a multiple regression analysis shows that life engagement is significantly predicted by the four identity orientations  $F(4, 275) = 6.62$ ,  $p < .001$ , and similar to well-being, there is no one significant predictor out of four, however, the relational identity has higher impact on life engagement ( $\beta = .13$ ,  $p = .08$ ) than social ( $\beta = -0.3$ ,  $p = .67$ ) that is opposite in the case of well-being. Personal identity orientation is the main contributor as well ( $\beta = .15$ ,  $p = .09$ ), and collective identity is the least meaningful contributor ( $\beta = .096$ ,  $p = .18$ ). The overall model fits  $R^2 = 0.09$ , so the identity orientations and well-being share only 9% of the variance.

Stepwise regression analysis has been conducted to test the third hypothesis that the life engagement moderates effect of the identity orientations on well-being. The regression model demonstrates that life engagement is the main predictor of well-being ( $\beta = .39$ ,  $p < .001$ ) that moderates relationships with the identity orientations. Moderation effect has changed the priority of the identity orientations in terms of contribution to well-being: social identity becomes the dominant predictor ( $\beta = .17$ ,  $p = .01$ ) and personal is the second significant one ( $\beta = .16$ ,  $p = .02$ ). Two identity orientations have been excluded from the model: relational ( $\beta = .06$ ,  $p = .35$ ) and collective ( $\beta = .07$ ,  $p = .30$ ). It suggests that only two types identity orientations – social and personal – predict well-being significantly.

The results show that all five study variables (life engagement, personal, relational, social and collective identity) contribute to well-being. This provides support for the eudemonic theory that engagement and meaningful activities are associated with well-being and psychological well-being is in part dependent upon social identity.

### Discussion

The aim of the study is to test whether different types of identity predict well-being in the Asian context and what role the life engagement plays. The overall results demonstrate slightly

lower level of well-being among Singaporean young people aged 16 to 35 ( $M=47.5$ ) compare to England sample ( $M=51$ ) (Stewart-Brown & Janmohamed, 2008), however, in another study done by Maheswaran, Weich, Powell & Stewart-Brown (2012), the average well-being score among 12 studies was 44. So it is possible to state that the level of mental well-being is moderately high among Singaporean youth. Regarding the life engagement, Singaporeans exhibit less involvement in meaningful activities ( $M=21.9$ ) compared to the original sample ( $M=24.6$ ) (Scheier et al., 2013). It is fairly consistent with previous research findings that have shown that Singaporeans have quite a low level of enjoyment feelings as well as achievement, however, have high scores on happiness (Kuan & Jiuan, 2011). On the other hand, despite a stable economic growth, young Singaporeans face challenges related to their future, government policies and their involvement in community life (Tan & Tambyah, 2016) that may explain slightly lower life engagement.

Next, the contribution of the four identity orientations to well-being should be discussed. The multiple regression analysis has demonstrated that altogether four types of identity orientations significantly predict well-being. The stronger sense of belonging to groups the higher probability to feel mentally well. There are a number of explanations for this finding.

First of all, psychological needs satisfaction plays a great role in well-being (Deci & Ryan, 2008; Diener et al., 2010; Sheldon & Niemiec, 2006). According to Smith (2007), psychological well-being arises from experience of feeling competent, autonomous and related the contribute to a subjective sense of happiness, positive mood and fewer physical symptoms. Competence and relatedness needs have a substantial effect on job and relationship satisfaction, respectively, and influence negatively on well-being when these needs are not satisfied (Hofer & Busch, 2011). The decline in psychological needs satisfaction may lead to a decline in overall well-being that has been demonstrated in a longitudinal study (Sheldon & Krieger, 2007). So what is the role of identity in linking psychological needs and well-being? According to Greenaway, Cruwys et al., (2015), social identities satisfy psychological needs in a global sense, especially, the need to belong and the need for meaningful existence. It means that expanding social network and developing meaningful connections increase a chance of having balanced needs satisfaction that will enhance well-being. Moreover, identification with social groups not only satisfy relatedness need but also can boost the sense of autonomy through making people feel capable and in control of their life. A study across 47 countries showed that group identification is a great predictor of perceived personal control (Greenaway, Haslam et al., 2015). The perception of control is essential for psychological

functioning and is an adaptive strategy to changing the environment. Ability to produce desired results can positively contribute to competence and autonomy needs satisfaction that is essential for individual's well-being. Perceived personal control can be considered as a psychological and biological necessity as it influences cognition and behaviour via moderation of motivational processing and emotional regulation (Leotti, Iyengar, & Ochsner, 2010). Although psychological needs and identity are strongly associated with well-being, research shows that they have an independent impact on feeling good. For example, a study of the combined effects of social identity and autonomy on attitudes and health behavioural intentions revealed that the effects of perceived autonomy support and social identity constructs were independent (Chatzisarantis, Hagger, Wang, & Thøgersen-Ntoumani, 2009).

Secondly, identity can enhance individual's capacity to handle stress through gaining social support and enriching coping mechanisms. Having established identification with a number of social groups increases probability of getting adequate and appropriate help (Haslam, Reicher & Levine, 2012), provides coping options in cases of group discrimination (Outten & Schmitt, 2015), and produces sense of meaning and purpose dealing with challenging situations (Haslam et al., 2009). Social identification can change individual's judgements on self-efficacy related to stress, however, it may also have non-desirable outcomes related to health and illness symptom perception (Khan et al., 2014). Social identity gain includes changes in cognitive and affective aspects of self-perception, provides additional resources for coping with potential stressors and expands the range of behavioural response in different social context. However, multiple identities will benefit subjective well-being only when all of them are in harmony with each other or have a hierarchy of identities based on importance and social context (Brook et al., 2008; Jetten et al., 2015).

Furthermore, social groups have the capacity to maintain and protect health that impacts well-being as well. There is a number of research done on how social identification can reduce depression symptoms conceptualizing the role of social relationships in alleviating negative effects of mental disorders. It has been shown that social identity can assist in changing attribution style for life events towards more positive when facing stress or failure (Cruwys et al., 2015). Inclusion in community recreational groups facilitates recovery from depression on the grounds of a sense of belonging to a group (Cruwys, Haslam, Dingle, Jetten et al., 2014). Feeling connected with people and participating in a range of group activities boost positive emotions that impact the

treatment of depression, increase happiness and may lead to better health (Friedman & Kern, 2014; Santos et al., 2013) as well as predict longevity (Xu, J., & Roberts, 2010).

The next aim of the current study is to investigate what type of identity orientation (personal, relational, social, and collective) is the main contributor to well-being. The statistical analysis showed that overall identity is a significant predictor of well-being, however, none of the identity orientation has significant input in the shared variance. Nevertheless, personal identity is the main contributor to mental well-being following by social identity. Personal identity in nature is the individual self that distinguishes a person from others, gives a sense of autonomy and establishes own values. It creates a sense of control on what choices and outcomes individuals will obtain as a result of different behavioural strategies. The dominant role of personal identity in personal well-being can be explained through the mechanism when group identification enhances perceived control that positively impacts well-being (Greenaway, Haslam et al., 2015). Social identity is associated with intergroup relationships and is linked to social roles and social norms. It has been discussed that there are two factors that influence on the positive or negative role of social identity. The first factor is how strong identification with the particular group is. Based on the original theory about the nature of social identity (Tajfel, 2010), individuals experience a cognitive change in self-representation on the categorization stage, then affective component appears after identification with group members. So just being a part of a social group is not enough to develop a strong sense of social identity, it has to be supported by positive emotions related to inclusion to the group. Once the sense of belonging is based not only on cognitive categorization but also an emotional attachment to the group, social identity becomes salient and it promotes well-being. Group norms guide behaviour with positive health outcomes only in a case of strong identification with a group (Chatzisarantis et al., 2009). The importance of social identity can also be demonstrated by health benefits. Individuals with an extensive social network have a higher probability to live longer with less cognitive decline, greater resistance to infectious illness and better coping strategies with chronic of life-threatening diseases (Cohen & Janicki-Deverts, 2009).

The four identity orientations also significantly predict life engagement, however, with a little shared variance (9%). Relational identity looks the most significant predictor of life-engagement and personal identity as well. Relational identity deals with individual's perception of roles in interpersonal relationships, quality of relationships with significant others whom we interact on an everyday basis (Brewer & Chen, 2007; Kashima & Pillai, 2011; Sluss & Ashforth,

2007). According to Kreuzbauer et al. (2014), relational identity signalling is accompanied by higher life satisfaction which cognitive component of well-being that has been measured by the life engagement test for Asians.

The stepwise regression analysis with well-being as the criterion variable and life engagement and the four identity orientations as the predictors showed that life engagement moderates relationships between the identity orientations and well-being. Life engagement correlates with dispositional optimism, social network size, and emotional expression style, which are known to link to health outcomes (Scheier et al., 2006), so the moderation effect could be explained by these factors. The regression model with life engagement as a constant variable brings up the social identity orientation and puts the personal identity on the second place. Actually, the strength of the social network and sense of social support were much closer related to health and well-being outcomes in Asian countries (Yamaoka & Yoshino, 2015) so that in conjunction with life engagement may enhance the effect of social identity.

Interestingly, the collective identity orientation has the lowest contribution to the well-being and life engagement. There are controversial pieces of evidence about the role of collective identity on well-being (Bratt, 2005; Dimitrova et al., 2014; Outten & Schmitt, 2015; Yampolsky, Amiot & de la Sablonnière, 2016), however, collective identity orientation's input into overall well-being may be not really significant because of its' complexity. Dimitrova et al. (2014) include ethnic, religious, familial identities into collective one that may lead to controversial results in the assessment of collective identity. Roccas et al. (2008) emphasized that identity with large social groups can be largely symbolic rather than based on interpersonal relationships so it has some features. They distinguish the four aspects of collective identity that should be considered during analysis: 1) importance (how much I consider a group as a part of my self-concept); 2) commitment (how much efforts I would like to put to benefit a group); 3) superiority (is my group superior to other groups?); 4) defence (how much I contribute to maintaining group standards). So complex approach may require an additional research on how different components of collective identity interact with well-being.

Life events have a diverse effect on both subjective and objective well-being, however, the effects on cognitive well-being are stronger and more consistent (Luhmann et al., 2012). The influence of life events, especially, major life transitions (Iyer, Jetten, Tsivrikos, Postmes & Haslam, 2009), impact the individual's well-being based on the ability of a person to adapt and to

respond the social context. Analysing Singaporean sample, it can be noticed that based on economic criteria, Singaporeans should enjoy a good quality of life (Tan & Tambyah, 2016), however, there is a tendency to lose social ties and to develop a sense of isolation from community identity that may lead to lack of meaningful activity and poor social identity.

### **Conclusion**

Well-being is a psychological construct that includes two main components. The first one is subjective well-being that can be explained as the perception of happiness and positive emotional experience in everyday life. The second component is a meaningful and active lifestyle that contributes to life satisfaction. Being a part of social groups and having not only cognitive but also affective ties with social groups may contribute to well-being and health. Contrary to assumptions, collective identity does not play a significant role in predicting well-being whereas some research shows that individuals with a stronger collective identity reported higher levels of well-being.

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### **Declaration of Interest**

The authors report no conflicts of interest in this work.

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Tables

Table 1. Mean, Standard Deviation and Intercorrelations between Study Variables

Variables	<i>M</i>	<i>SD</i>	1	2	3	4	5	6
1. Well-being	47.45	9.62	<b>.90</b>					
2. Life engagement	21.89	3.67	.47**	<b>.69</b>				
3. Personal Identity	3.78	0.65	.27**	.24**	<b>.85</b>			
4. Relational Identity	3.88	0.69	.22**	.20**	.57**	<b>.88</b>		
5. Social Identity	3.30	0.72	.24**	.13*	.52**	.34**	<b>.82</b>	
6. Collective Identity	3.07	0.77	.25**	.19**	.46**	.32**	.50**	<b>.79</b>

Note:  $n = 280$ . Scale reliabilities are on the diagonal in bold.

\* $p < 0.05$ ; \*\* $p < 0.01$

## Business Success Among Javanese Women Entrepreneurs

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### Abstract

Business success is crucial for all entrepreneurs, including women who own and run business. This study aims to explore the meaning of success of Javanese women entrepreneurs who manage small business in Yogyakarta. There were 222 respondents participating in this research. Data were analyzed and grouped (categorized) into several themes. The results show that most Javanese women entrepreneurs consider family as the main focus of their business success. They perceive successful if they can support family finances, create happiness for the whole family, send their children to school and support their husbands. They also feel that the meaning of their success comes from their business, relationships with business partners and their personal needs. These results suggest that Javanese women entrepreneurs have strong relationship with their families, and consider family as the main source of success, beyond business or personal interest.

*Keywords:* entrepreneurs, success, women

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### Introduction

In developing countries, women have great contributions in the world of work. They have a role in managing the work, which is done with others or working independently. According to Badan Pusat Statistik report, the number of working women in Indonesia is 45,468,346 people, and that is only about 18% of Indonesian population (BPS, 2016).

Yogyakarta Special Region provinces have a high potential of labor force. According to the National Work Force Survey in 2015 and 2016, it was found that the number of women employed reached 911,000 people, and the most sought-after sector was the trade, retail, restaurant, and wholesale (31%). The next sectors are agriculture (25%), services (23%), processing industries (16%) and small sectors such as finance (2%) transportation (2%), communications, construction / building and mining 1%). The reports also revealed that most of the working women were as

laborers (36.11%), self-employed (16.04%), employed with permanent or temporary employees (25.45%). Self-employment status means the name for entrepreneur, so it can be said that the number of female entrepreneurs is quite large when compared with other work.

As previous report, wholesale, retail, and restaurant are the top job choices. This seems to transform the paradigm for working women, because today women are more free to decide what they want to do for living, not only "traditional / domestic" or "feminine", "cultural" jobs. On the other hand, traditional and cultural occupations such as agriculture in the province of Yogyakarta still remain the next choice. Employment in agriculture reminds that DIY province is a cultural center (especially Javanese culture), which has a long history in the field of agricultural work.

In the past, Yogyakarta which identical with the Javanese community, had typical jobs such as farming done by the whole family. The public is unfamiliar with other types of work because they do not have information due to illiteracy conditions so that work is done to the extent that is known and is generally a hereditary work or inheritance. The new wage job was known after western capitalism entered Java by commercial plantation procurement in the 19th century. Entering the 20th century inherited or hereditary work patterns began to change with the flow of urbanization and people began to recognize different types of jobs, such as trade, transportation and entrepreneurship (Raap, 2013). Various types of work performed by men and women, and in some historical inscriptions found that women also have a major contribution in doing work outside the activities of domestic activities in the household, such as inter-island merchants, or market traders and so on (Nastiti, 2016).

Currently, women entrepreneurs in Yogyakarta are spread across all districts of Yogyakarta with the classification of micro, small and medium enterprises. They have great potential in contributing to the welfare of the people. They grow and develop for various reasons. Kartajaya and Mahatrisni (2010) mentioned that for women, earning personal income becomes a fun thing, in addition to having financial independence, helping family finances or helping to support themselves. For women who have children, especially with the conditions of at least quality time they have if they have to work professionally, they want to be close to their children, so these things are the basic reason to be an entrepreneur. This suggests that women are individuals who have the ability to do something between many of their functions in the exercise of nature as women.

On the one hand, women have great potential in managing the business, but on the other hand there are many obstacles found. Many women entrepreneurs do not have access or knowledge

support to establish new business fields. International Finance Corporation (2016) also find a series of obstacles faced by women entrepreneurs, such as the double responsibility of self and family, lack of property ownership, lack of previous business experience, limited mobility and greater dependence on husband and family are some factors inhibit the growth and development of women's businesses.

Actually, in general, Indonesia has a number of successful women entrepreneurs, such as Mutiara Fatimah Djokosoetono, founder of Blue Bird taxi group (Suara Karya Online, 2012), Mooryati Sudiby, Martha Tilaar, Retno I.S. Tranggono, who own the cosmetics industry, and Wendy Yap who has Sari Roti bread brand. Yogyakarta also has successfully women entrepreneurs Bu Citro with *gudeg kendil* and *gudeg kaleng*, Nyonya Suharti with her famous fried chicken. These examples illustrates that women in the region are also able to excel when choosing a profession as an entrepreneur. Unfortunately, the current number of women entrepreneurs in Yogyakarta is not known because there is no integrated data for all districts. Some of the available data only shows the growth of business units. In 2015, the overall number of women entrepreneurs has increased significantly, reaching more than 500 people (Disperindagkoptan, 2015), and this is a positive indicator of business growth managed by women in the region.

Success is the things that are expected by an entrepreneur, including the women entrepreneurs. No activity or process of running a business that is not aimed at achieving success, therefore success becomes important in an entrepreneur's activity. The success of a business has a different meaning for each individual, has a subjective meaning so it is difficult to find specific criteria to define a business success. For a small business, for example, the role of the individual who runs the business is very important, since most small businesses are managed individually. This means that an entrepreneur has a considerable personal contribution to successful business management. In general, the smaller the scale of the business is managed or owned, the business will be more identical with the individual, because all policies and direction of business is determined by the individual, and of course the role of individual entrepreneurs become larger because it serves as a key business success. Psychological approach is one alternative that can be used to understand entrepreneurial behavior and because entrepreneurship is a multidimensional process (Hunter and Kapp, 2003), then the psychological approach needs to be revitalized considering the future interests of small business owners.

So far, success has interpreted as a success in the financial aspect, which is immediately known, and this is often use as the basis for consideration to mention the success of businesses, such as profit (Frese, Van Gelderen and Ombach, 2000; Chattopadhyay and Ghosh, 2002), or other indicators which are easily known as capital or investment and income. On the other hand, this financial indicator is recognized to contain weaknesses as it relates to memory when reporting or confusion due to the emergence of social desirability (Frese, Van Gelderen and Ombach, 2000). As a counterweight, personal indicators become important considerations considering that individual factors are a key in business management. This non-financial, -personal perspective-, is highly specialized, unique and only exists at a particular level of individual or community, even very culturally.

Referring to some opinions, it turns out success can be seen from various perspectives. Olakitan and Ayobami (2011) mention success in business is characterized by the ability to maintain two or three years in business. Mehta (2011) mentions success is the achievement of goals in any part of human life. Fenwick and Huttons (in Rani and Hashim, 2017) mentioned that business success is the freedom to choose daily activities, the ability to balance work and family, contribute to society. Some of these opinions indicate the diversity of business success. One of the most interesting opinions on this business success indicator is from Djivre (1998). He mentioned that the indicators of business success can be seen from a financial, personal and cultural perspective. Financial perspective can be measured through growth rates, profit, sales in the first year, the comparison between profit and family financial needs. Personal success is seen from creativity and independence, job satisfaction and gender. Cultural success sees how the business environment culture defines success. This shows that culture will affect the way entrepreneurs perceive the success of their business.

The Javanese women entrepreneurs who live in Yogyakarta, have unique personal characteristics. Javanese women are known for stereotypes *nrimo*, patient, submissive, delicate, faithful, and filial (Adrianto, 2006). These characteristics are objectively different from the current conditions. These modern Javanese women present themselves in a different way. In various roles, Javanese women can show firm stance, initiative, and even more agile than men. They also dare to refuse something if it does not fit with their view. They also do not hesitate to express their opinion when deemed necessary. These changes will likely also affect the way they work and run the

business. This study aim is to know how Javanese women entrepreneurs describe their business success.

### **Method**

This research uses survey opinion method to one question related to the meaning of business success for Javanese women entrepreneur. Respondents who participated in this study amounted to 222 women entrepreneur who runs small scale business in five area in the province of Yogyakarta, namely Kotamadya Yogyakarta, Sleman, Bantul, Kulonprogo and Gunung Kidul. The answers given by respondents are descriptive data, and the answers are then categorized based on relevant themes.

### **Result**

Based on the data collected, obtained the demographic information of respondents as follows. The data indicate that the largest percentage of respondent age is 46-60 years age range which is productive age. The education level of most of the respondents is high school, and almost 90 percent are married and have children. Based on business type, the following information is obtained. The type of business that the respondents mostly occupied is the type of food and beverage business including the manufacture of herbal medicine.

The opinions expressed by respondents about the meaning of business success, can be categorized based on emerging themes, namely the meaning of success related to personal, family, relations and business itself. The summary of the results can be find in the table and picture below.

Based on the data, it appears that the success in running a business is interpreted high when it can meet its own needs, feel the satisfaction of life, can be charitable, independent, able to balance the time for family and work, can save and at the initial goal of establishing a business is achieved. Actually the meaning of meeting the needs of life itself is similar to independence, but is meant here is a need that is financially, or economical, earn their own income. The autonomy meant a wider meaning, including psychological independence. The success seen from the satisfaction of life. Balancing work and family time, saving and achieving an initial goal is also less important in meaningful success. It seems that the ability to become economically independent is a priority of women entrepreneurs in Yogyakarta, meaning that the economic motive in running a business is quite strong. Below is a distribution of the meaning of success related to the family.

The significance of business success from family themes shows that support the family's economy be an important indicator of success for women entrepreneurs. This indicators followed

by the conditions when they can make happy for their family, sending children to school and support the husband. Below is the meaning of success related to the relations as follows. Based on the data, it appears that helping others and benefiting others is two things that are important enough to declare a success. Employee prosperity is also an important indicator of perceiving success, although the amount is not as big as helping others, but the orientation is also in helping others. The meaning of subsequent success lies in the addition of friends.

The success of the business for women entrepreneurs is also interpreted from the point of view of customer satisfaction though in a small percentage, as well as the ability to empower the community and get the trust of employees. This is because entrepreneurs focus more on helping others or benefiting others in general. If referred to the previous results, which meant other people including his family, so the possibility of the scope does not reach the wider community. Therefore only a few entrepreneurs who feel able to arrive at community empowerment activities. Succeeded by gaining the trust of employees is also expressed by one person only, because the possibility of focus is not on employees. Below is the meaning of success in terms of business itself, which can be seen in the table below.

The data shows that a successful business will be interpreted the highest when women entrepreneurs earn an increased income. Associated with the previous explanation, there appears to be considerable emphasis on self-sustaining aspects of self-sufficiency. The fulfillment of these needs is through increased income, so that it can be used for family purposes. Furthermore, when no debt and can open a new business branch or open a new workforce. This response emerges in a small percentage because if reviewed the profile of research subjects, most are not involved in the process of debt, either to the Bank or from other parties. They mostly run businesses because they have their own capital or from family, so do not rely on loans or debts. Next is still related to the business continuity, the meaning of the success response is shown when the profit and orders increase, the sales rise, the capital can return in quick time, the business can continue to survive, there are additional capital and business can continue to be developed. Judging from the percentage, these aspects tend to be small and considered less meaningful. Much of it is focused on increased income. When compared to some of the themes above, it will look like in the table below.

### **Discussion**

From the history traces, it appears that in Javanese society, it has been since ancient times, even in ancient inscriptions shows that the Javanese women pursue various jobs such as

entrepreneurship. Nastiti (2016) writes several Javanese women's professions in the past such as retail traders, mature food vendors and herbalists even in Kamalgyan inscriptions mentioned Javanese women also become big merchants, and trade between islands. In addition, women also become crafters of household appliances for their environment. Thus the image of Javanese women is close to the various work and self-managed, and this activities more utilized for the benefit of the family. One thing that also can be noted, it seems that women who used to do work as mentioned earlier are women from rural or periphery or social class "common people". There is no record that the Javanese women of the nobility did such work, since in those days the nobility generally regarded the negatives of the job as a merchant, as stated in the ancient manuscripts of Wulangreh fiber depicting the bad behavior of a merchant that should be shunned (Pitoyo, 2008). In contrast to current conditions, women have a great opportunity to express themselves in developing job options, including in the field of trade.

The meaning of personal-oriented success in Javanese women entrepreneurs is apparent, but the orientation of the family seems larger. Working to meet personal needs is unavoidable, but behind the activities there is also a family happy mission. Educating children is also a part of meaningful success, meaning education is also a benchmark, children can go to school well and thoroughly give positive perceptions and become an indication of success in running a business. One interesting thing is to help husbands interpreted only by a small portion of Javanese women entrepreneurs as a success. This is probably because helping a husband is not special, so that when these women can help the husband through entrepreneurial activity, it is common practice. If linked with the previous phrase, which is to help the family economy, then success will be more meaningful when an entrepreneur can help the family economy as a whole, not just the husband alone.

The Javanese families according to Handayani and Novianto (2011) have been used to be control centers, household managers, generally financial holders, and decisive enough in decision-making. At a critical moment such as economic hardship or natural disaster, a mother will defend her family. The explanation gives an idea of the importance of the role of a woman, a mother in a family, so that with independence will provide a perception of success when able to help the family.

Helping others and benefiting others is also one of the meanings of success. Both are actually two adjacent things, the difference is to help seem more active doing something for others, while the benefits may be passive. Behavioral models of helping others as individuals and

communities are typical of Javanese society, which upholds the value of togetherness through helping activities (Mulder, 1973), including trade. It is reminiscent of the Javanese concept called "tuna sathak bathi sanak" which means that when trading is not a problem if it is a bit of a loss, but it increases siblings (Pitoyo, 2008; Department of P & K, 1984). This concept is sometimes deemed incompatible with modern business principles for "fighting" the purpose of profit, but in the hands of the Javanese society becomes different things, because interpreted as one way to consider harmony in relation with others.

Relationships and business also become themes that appear related to the meaning of business success. Business aspects that are usually close to the entrepreneurial terminology are also found here such as increased profits, rising incomes (in line with research by Van Gelderen and Frese, 1998; Paige and Littrell in Kader, Mohammed, and Abraham, 2009; Gray, 1999) and rapid rate of return (in line with Chong's research, 2008), but each percentage is not so great.

Based on the themes that arise, the family is the theme that becomes the most important factor then followed by business, relationships and personal. If in general people who run a profit-oriented business as one of the benchmarks of success (Chattopadhyay and Ghosh, 2002; Hatton, 2014; Aldana and Thiagarajan, 2016), but women entrepreneurs in Yogyakarta instead place the family as a benchmark of success, how to contribute economically, make family happy, send their children to school and help their husbands. Several times the answers show that families for Javanese women have a high significance and serve as a source of harmony.

### **Conclusion**

An interesting phenomenon that can reinforce the previous statement about Javanese women in running a business is that interpreting the highest success is from the family side, and the last-placed meaning is the personal aspect. This shows that the family becomes the most important party that becomes the benchmark, defeating personal interests. It seems to be one of the characteristics of Javanese women to endure "to suffer" or to resist self-desire for the sake of the family (Handayani and Novianto, 2011) including in running a business, even though it personally determines the meaning of success lies in the business side and fulfills personal needs, but the family remains a major concern. This is certainly an opportunity to strengthen the family position for Javanese women entrepreneurs in order to grow their business, grow and create success.

### **Acknowledgement**

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#### Declaration of Interest

The authors report no conflicts of interest in this work.

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### List of tables and figures

Table 1. Demografic data

	F	%
<b>a. Age</b>		
Under 31 years	16	7.21
31-45 years	93	41.89
46- 60 years	98	44.14
Over 60 years	13	5.86
No response	2	0.90
<b>b. Education</b>		
Elementary school	15	6.76
Junior high school	25	11.26
Senior high school	101	45.50
University(D2,D3,S1,S2)	75	33.78
No response	6	2.7

**c. Married status**

Married, without children	11	5.00
Married, with children	199	89.64
Widow, without children	1	0.45
Widow, with children	9	4.05
No response	2	0.90

Table 2. Business types

<b>Business types</b>	<b>f</b>	<b>%</b>
Food	57	25.68
Fashion product	31	13.96
Craft (including Batik)	28	12.61
Services (bridal, <i>catering</i> , education services, studio, decoration, boutique, automotive, laundry, fotocopy, <i>wedding organizer</i> )	45	20.27
Store ( elektronik, gold)	40	18.02
Others	21	9.46

Table 3. Business success meaning

<b>Business success meaning</b>	<b>f</b>	<b>%</b>
---------------------------------	----------	----------

Meet own needs	11	37.93
Feeling life satisfaction	5	17.24
Charity	4	13.79
Autonomy	3	10.34
Balancing work – family	2	6.90
Saving	2	6.90
Achieving the initial goal	2	6.90
	29	100

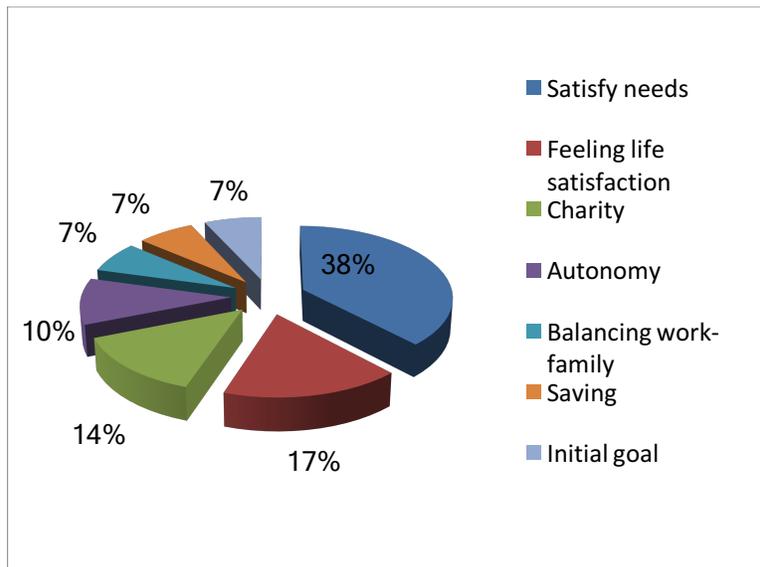


Figure 1. Business success meaning – personal

Table 4. Business success meaning - family

Success meaning	f	%
Helping the family economy	35	58.33

Make family happy	11	18.33
Educate children	10	16.67
Support the husband	4	6.67
	60	100

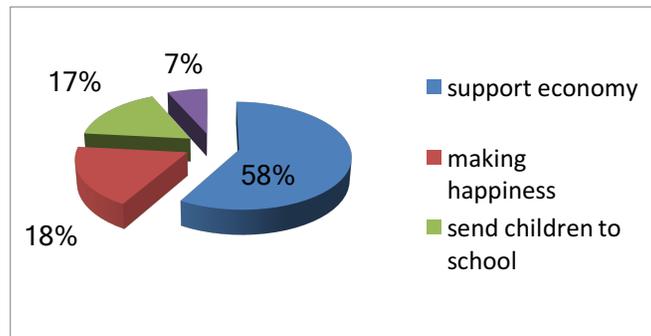


Figure 2. Business success meaning - family

Table 5. Business success meaning - bisnis -relation

Success meaning	f	%
Helpful to others	12	31.58
Benefit for others	9	23.68
Employee prosperity	7	18.42
Friends	5	13.16
The customer is satisfied	3	7.90
Empowering the community	1	2.63
Got trust from employee	1	2.63
	38	100

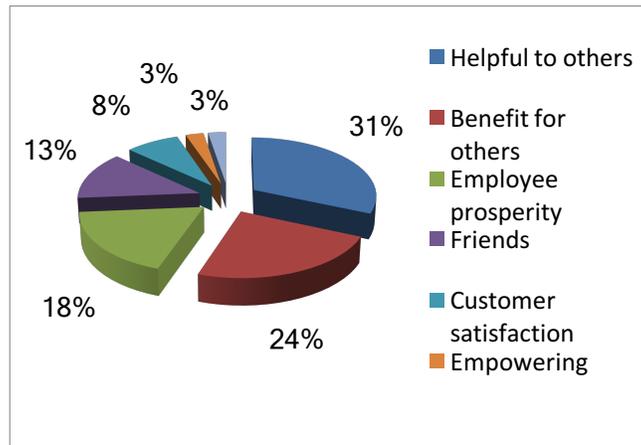


Figure 3. Business success meaning - relation

Tabel 6. Business success meaning – bisnis itself

Success meaning	Jumlah	%
Income	11	26.82
No debt	7	17.07
Open a new area	7	17.07
Profit are increasing	3	7.32
Order increases	3	7.32
Sales rise	2	4.88
Capital return quickly	2	4.88
Survive	2	4.88
The customer increases	2	4.88
The capital increases	1	2.44
Able to continue	1	2.44
	41	100

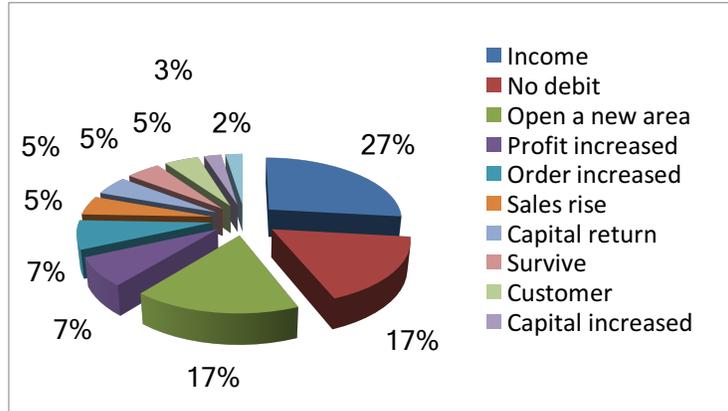


Figure 4. Business success meaning - business itself

Table 7. Overall business success meaning

Themes	%
Personal	17.26
Family	35.71
Relation	22.62
Business	24.41

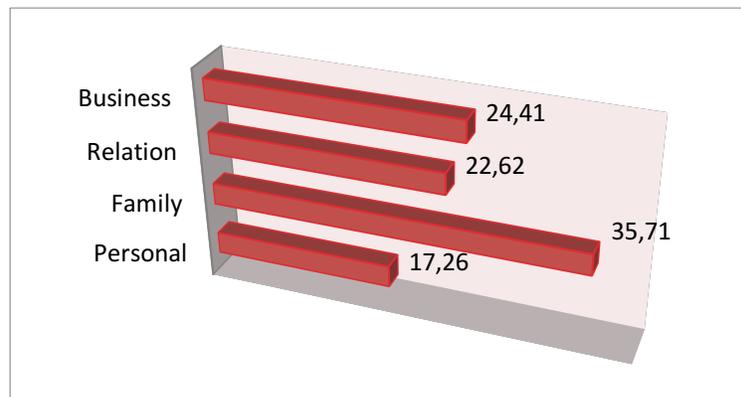


Figure 5. Overall business success meaning

## Social Media Engagement And Self Regulated Learning of University Students

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### Abstract

Social media is frequently used among university students for several purposes. Students find that social media as a source of social support for academic purpose. Some researches state that social media can enhance students' interest to engage in academic tasks. On the other hand, frequency of social media engagement is assumed to be related with students' self regulated learning. Students who have long duration in accessing social media will have difficulty in controlling social media use. This current research aims to explore social media engagement among university students and its effect on their self regulated learning. Subjects are 180 psychology students and data were collected using social media engagement questionnaire and self regulated learning strategy scale. Results show that most of subjects using social media related to relationship and getting information regarding academic tasks. Refer to the result, students should get more guidance in using social media more for academic tasks.

**Keywords :** *social media engagement, self regulated learning, university students*

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### Introduction

The number of internet using is increasing every year and it is in line with the number of smart phones connected to the internet. Tsai et al., (2009) mentioned that there are around 1.133 billion people using the internet around the world and it become unseparable to people's daily life. Ministry of Communication and Information of Indonesia (Kominfo) states that number of internet users in Indonesia reached more than 120 million people (Kominfo, 2016). Furthermore, internet users in Indonesia mostly access social media such as Facebook and Twitter. Indonesia position regarding social media use is ranked number four after USA, Brazil and India (Kominfo, 2013).

Refer to the social media using, university students are people who access the most of social media. University students is considered to be heavier user of social networking in the internet because freedom from parental monitoring (Walsh, Fielder, Carey & Carey, 2013). University students use internet access including social media as means to communicate, to get information and entertainment (Lepp, Barkley & Karpinski, 2014; Alt, 2015; Lau, 2017; Khan, 2017). However, inability to control the frequency of social media access will lead to negative effect (Alt, 2015). Students are not able to complete academic tasks such as reading learning material, finishing project and even reading for text books. Lau (2017) mentioned that most students use social media in multitasking way. Social media multitasking (SMM) is defined as engagement in more than one task in some period of time such as accessing social media while exploring music websites or finding information in the websites simultaneously (Lau, 2017). Using media multitasking is assumed to influence academic performance of university students (Walsh, Fielder, Carey & Carey, 2013).

Considering academic performance of university students, self regulated learning is regarded as one of the factors that related to succesful academic performance (Kitsantas, Winsler, & Huie 2008; Cazan, 2012; Cho & Cho, 2013). Self regulated learning even regarded as one of important factor for academic success since high school before individu enroll in university level (Zimmerman & Schunk, 2011; Effeney, Carroll & Bahr, 2013). Strategies regarding self regulated learning varies from students and some strategies are considered to be frequently used by students such as self evaluation, organizing and transforming, goal setting and planning, seeking information, keeping records, environmental structuring and seeking social assistance (Effeney, Carroll & Bahr, 2013). Furthermore, Kadioglu, Uzuntiryaki & Aydin (2011) mentioned that some strategies of self regulated learning are motivation regulation, planning, effort regulation, attention focusing, task strategies, using additional resources and self instruction. Refer to seeking information and using additional resources could be activities such as looking for information out of textbooks by accessing information in the internet. In order to reach the goal of getting information out of text book, university students can engage in social media as their strategy of self regulated learning.

Students with higher self regulated learning can limit internet use only for academic purpose such as discussing academic tasks with friends or getting information for learning. To these students, their goals to engage in social media is to get information to complete academic

tasks. On the contrary, students with lower self regulated learning may engage in social media for non academic purpose. The use of social media that can lower student's academic performance stated by Kirschner & Karpinski (2010). University students who engage often in *Facebook* tend to spend less time for study and cause lower academic achievement (Kirschner & Karpinski, 2010). However, another study about student's social media use conducted by Junco, Heiberger & Loken (2011) describe that students who engage often in social media directed by the teacher tend to have better grades. Using social media in educational settings encourage students more in learning involvement (Junco, Heiberger & Loken, 2011). Thus, study regarding self regulated learning and social media engagement should be addressed in different population. Regarding that purpose, this study aims to explore self regulated learning and social media engagement of university students in Indonesian context.

## **Method**

### **Participants and Procedures**

Participants are students who actively enrolled in Faculty of Psychology Widya Mandala Catholic University Surabaya (N=180). Number of male participants were 37 and female participants were 143. Participants are students in the course of Statistic, Psychology of Learning and Community Psychology. The participants ranged from first year students, second year students and third year students and their age ranged from 18 – 24 years old. The scale and questionnaire are given to the participants during class break of the lectures.

### **Measures and Data Analysis**

Data were collected using Self Regulatory Strategic Scale (SRSS) in Bahasa Indonesia adapted from SRSS scale of Kadioglu, Uzuntiryaki & Aydin (2011) with alpha cronbach coefficient 0.887. SRSS scale measured indicators of self regulated learning including motivation regulation, planning, effort regulation, attention focusing, task strategies, using additional resources and self instruction. Social media engagement data were collected using questionnaires with question "How much time do you spend on social media everyday?". Regarding this questions six respond categories were applied for participants answers, ranging from 1 = more than 2 hours; 2 = 1 – 2 hours, 3 = 30 minutes – 1 hour; 4 = less than 15 minutes; 5 = never access social media. Another questions in this questionnaire including "What is your purpose using social media?" and "What site of social media do you often use?". Participants are also asked to report their cumulative Grade Point Average (GPA) regarding to their academic performance. Data

were analyzed using Statistical Package for Social Sciences (SPSS) for Windows with Spearman Rank Correlation to assess the frequency of social media engagement and self regulated learning. Descriptive statistic were also applied for Cumulative Grade Point Average (GPA), self regulated learning indicators and frequency of social media use.

### **Result**

Result shows that there is no significant correlation between self regulated learning and social media engagement ( $r=.08$ ,  $p<.05$ ). Self regulated learning also does not correlate with cumulative Grade Point Average ( $r=.13$ ,  $p<.05$ ) among the participants. However, social media engagement is significantly correlated with cumulative Grade Point Average ( $r=.18$ ,  $p<.05$ ). Descriptive statistic with mean and standard deviation were  $M=96.94$ ,  $SD=11.78$  for self regulated learning;  $M=1.72$ ,  $SD=1.02$  for social media engagement and  $M=3.15$ ,  $SD=0.43$  for cumulative GPA. Regarding the self regulated learning (SRL) indicators that significant correlation is only found between social media engagement and task strategy whereas there are no significant correlations between social media engagement with motivation regulation ( $r=-.01$ ,  $p<.05$ ); planning ( $r=.04$ ,  $p<.05$ ); effort regulation ( $r=.07$ ,  $p<.05$ ); attention focusing ( $r=.06$ ,  $p<.05$ ); additional resources ( $r=-.04$ ,  $p<.05$ ) and self instruction ( $r=.12$ ,  $p<.05$ ).

Regarding the reasons of using social media, results show that communication with friends (46%) and interacting with new people (31%) are the most common reasons for participants to use social media. Getting information about academic tasks has the lowest rate of response from the participants (1%). Type of social media using by participants are Line (93%) and Instagram (93%). WhatsApp is used by 76% of the participants followed by Youtube with 72% of the participants and Facebook by 48% of the participants.

### **Discussion**

In this study self regulated learning is not correlated with social media engagement among participants. This result shows that students with high self regulated learning may engage in social media as much as students with low self regulated learning. Students with high self regulated learning use social media for academic purpose as one of the SRL strategy such as looking for information for their academic tasks. On the other side, students with low self regulated learning also use social media frequently with other purposes such as connecting with friends or interacting with new people. This finding is supported by Lau (2017) research regarding social media use that social media multitasking (SMM) is very common among university student. It is possible that

both high and low self regulated learning students are social media multitasking and the difference might be only their purpose of social media use. Kirschner & Karpinski (2010) describe that Facebook users and non Facebook users spend the same amount of time in internet access. It can be also represent that both of high and low self regulated learner will also access the internet with the same frequency of time.

Refer to the self regulated learning indicators, task strategy is correlated with social media engagement. Task strategy is defined as strategy used by students to finish academic tasks (Kadioglu, Uzuntiryaki & Aydin, 2011). Accessing social media can be one of the strategy for students to complete academic tasks. They can communicate with friends to get information as solution for academic problems. This finding is supported by Kirschner & Karpinski (2010) that most of the participants who enroll in Midwestern University claimed for academic purpose as the major reason to access social media.

Result of this study also shows that there is a significant correlation between social media engagement and cumulative Grade Point Average (GPA). This finding is in line with research done by Kirschner & Karpinski (2010) mentioned that university students who engage more time in social media has lower academic achievement. It can be explained that students with lower grades tend to access social media with non academic purpose. This finding is also supported Walsh, Fielder, Carey & Carey (2013) state that social media multitasking can influence student's academic performance. Descriptive statistic in this study show that getting information for academic tasks is the lowest respond of the participant. This can be an explanation why students who engage often in social media prefer to use social media for non academic purpose.

There are some limitation of this study and it can be considered for future research in the area of social media. First, social media engagement measuring tools should be improved to get precisely response from the participants. Scales or behaviour checklist can be considered as tools for assesing social media engagement variable. Second, demographic data such as gender, age and distance of living place should be considered as variables when analyzing the data. Future research also can broaden number of participants and compare participants from different Faculty to enrich the findings.

### **Conclusion**

Findings in this study describe that significant correlation is found between social media engagement and cumulative Grade Point Average (GPA). Students with ability to control social

media use tend to have better academic performance than students who access social media frequently. Result also shows that there is no significant correlation between self regulated learning and social media engagement. It can be concluded that there is no difference of social media engagement between students with high and low self regulated learning. Furthermore, self regulated learning does not correlate with academic performance of the participants. Limitation of this study such as social media engagement measurement tools and demographic data to explore the relationship among variables should be considered for future research. Regarding to the findings in this study, the university should conduct programs that can improve students social media skill in order to be more focus on academic tasks while using social media. Workshop or group learning combined with practical learning material can be used to teach university students to have social media skill in which enhance their academic performance.

#### **Acknowledgement**

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#### **Declaration of Interest**

The authors report no conflicts of interest in this work.

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## Tables

Table 1. Mean, standar deviation and correlation of SRL, SME and cumulative GPA (N=180)

	Mean	SD	SRL	SME	GPA
Self regulated learning (SRL)	96.94	11.78	---	0.08	0.13
Social media engagement (SME)	1.72	1.02	0.08	---	-0.18*
Cumulative GPA	3.15	0.43	0.13	-0.18*	---

\* Correlation is significant at the 0.05 level (2-tailed)

Table 2. Mean, standar deviation and correlation of between SME and SRL indicators (N=180)

Self Regulated Learning (SRL) Indicators	Social Media Engagement (SME)
Motivation regulation	-0.01
Planning	0.04
Effort regulation	0.07
Attention focusing	0.06
Task strategy	0.15*
Additional resources	-0.04
Self instruction	0.12

\* Correlation is significant at the 0.05 level (2-tailed)

Table 3. Reasons using social media (N=180)

Reason using social media	Number of participants*	Percentage
Communication with friends	83	46%
Finding and interacting with new people	55	31%
Sharing ideas and discussion	22	12%
Status updates	13	7%

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Getting information about other individu	4	2%
Getting information for academic tasks	2	1%

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\*Participants respond more than one category

Table 4. Social media used by participants (N=180)

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Social Media	Number of participants*	Percentage
Facebook	87	48%
Instagram	167	93%
Twitter	40	22%
Path	27	15%
Whatsapp	137	76%
Line	175	97%
Blog	15	8%
Youtube	130	72%

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\*Participants respond more than one category

## Assertiveness Training For Support Quality Of Work Life (QWL)

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### Abstract

Employees play a role in facilitating the activities that exist in companies such as setting the plan and goals to be achieved. Without employees other resources can't be utilized and much less managed. Therefore the company must really pay attention to the Quality of Work Life (QWL). QWL is a number of circumstances and practices of organizational goals and a form of employee perception that they want to feel secure, relatively contented and have the opportunity to grow and develop as human beings. According to The European Foundation for the Improvement of Living and Working Condition (EWON, 2002) there are several dimensions of QWL namely Health and Wellbeing, Job Security, Job Satisfaction, Competency Development, and Work and Non Work Balance. This research was conducted in a cement and concrete manufacturing company in East Java. The results of the Pre-Assessment show that there are 5 dimensions of QWL in which there are 2 dimensions that need to be studied deeper i.e. Competency Development and Work and Non-Work Life Balance. This 2 dimensions still need to be developed so that the five dimensions of QWL are balanced. Problems that occur in PT.X that employees have constraints in terms of expressing opinions frankly, firmly and positively, it is influenced by the existence of a working collectivism culture. Therefore, this research will give intervention in the form of assertiveness training as an effort to improve assertive attitude on employees with the aim to support the formation of Quality of Work Life. This study included quantitative experimental research with the design of One Group Pretest - Posttest Only Design which in its implementation added follow up. Population in this research is the supervisor of the company.

**Keywords:** *Quality of Work Life (QWL), Training, Assertiveness.*

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### Introduction

PT.X which is a cement and concrete manufacturing company. The company also needs to take action for its employees with good quality, because then this company will be able to survive and compete in the world of similar businesses. Quality of working life (quality of life) is able to increase the participation of members or employees of the organization. Previous research has shown a positive and significant quality of life for the company's performance (Gupta, 2014). The quality of working life also fosters the desire of employees to remain in the organization. According to Luthans (2007) QWL can be described as the impact of human and organizational beliefs combined with accuracy in process and decision making. The importance of the quality of working life is not yet able to be globally given the lack of dimension standards in its measurement and the existence of support constructs that must be adapted to the type of work. Therefore, so far the quality of life can be predicted through constructs that have a relationship with the quality of work life, as one of them is a work culture.

The European Foundation for Condition Living and Work Improvement (EWON, 2002) has a concept related to QWL that has five dimensions or aspects of the quality of life can be grouped into 5, namely health and welfare aspects (health & welfare), job security (job satisfaction), Job satisfaction (job satisfaction), competence development (development competence), balance of work and non-life life (Rethinam & Ismail, 2008). To see the outline of the quality of work life in PT.X then conducted a preliminary research (pre assessment) on all employees Head Office PT.X through a questionnaire adapted from the dimensions of EWON (2002) by the research team. The use of this EWON definition is reliable and reliable in the Asian context by some researchers, in Japan (Fujigaki, Asakura and Haratani, 1993), Singapore (Leu et al., 2001), Malaysia (Rethinam, Maimunah, Moses and Bahanam, 2004).

From the pre-assessment results, there can be seen two dimensions that need to be done. Health and welfare, Job Satisfaction and Work Life & Non Working Balance. Therefore, to create the same dimension, it is necessary to develop the three dimensions. Nevertheless, from the discussion with the company wants the development in two aspects, namely Competency Development and Work & Non-work balance, taking into account both aspects are closely related to the existing culture in PT.X is a very strong guyub culture, So appear sesame Belongs to Yang according to James Gilmore (2005) in Vadi, Allik & Realo (2002) states that "The sense of belonging is a feeling of being connected and accepted in one's family and society." A culture that has become an organizational culture in PT.X since the established organization.

The attitude of friend or kinship owned by PT.X is very strongly rooted and has become a distinctive feature of PT.X. What is apparent is that the employees of PT.X are less able to do normative things and also show the sacrifices in this field of work as a form of professionalism in the work environment. This can be seen from the weakness or lack of SWOT aliensis column, that is, the non-harmonization of some employees which is the work style. The existence of a conflict of interest so one of life must be sacrificed.

Therefore, the researcher chose to solve the problem that happened to PT.X employee which focused on professionalism formation. The preferred form of intervention is with training progress. The target of the training is the knowledge or skill aspect. It must make for the employees of PT.X understand and apply it communicate the intent and purpose assertively so that it can have a positive implication on its performance.

### **Method**

This research is an experimental quantitative research supported by qualitative data. The research design that will be used is One Group Pretest - Posttest Only Design. In this research is focused on one variable of research that is training asertivitas for employees PT.X in head office. According to Creswell (2007), quantitative study is a study to develop knowledge, implementing strategies such as experiments and surveys by collecting data through predetermined instruments and generating statistical data. This research has three stages: pre-assessment phase, assessment stage and intervention stage.

### **Result**

This research uses interventions in the form of training asertivitas, where asertivitas training carried out in the hope to reduce and prevent negative impact caused by culture guyub in PT.X so as not to impact on the company. This training of Assertiveness is divided into two sessions. The first session will introduce participants to what is meant by assertive communication to be performed by lecturing and video methods. Then in the second session will explain related to how to communicate the assertive appropriately by using lecturing, roleplay, and video methods. In one session will be held approximately 120 minutes.

### **Discussion**

Assertivity training in this research has not been implemented and as planned will be implemented this year. Implementation of the training is carried out with the approval of the company. Assertivity training itself is chosen as a form of intervention that researchers use to

provide knowledge and skills to employees to be assertive when communicating with colleagues, superiors or with family. Based on the research result from Kulkarni (2013) on the role of training on the improvement of employee performance proves that the training can improve the knowledge, skill and attitude of the employees, so that more effective in solving the gap that happened in the company. The hope of employees can express the desire of his heart to his interlocutor without hurting or offending his opponent. Assertive is not an aggressive, passive, submissive or destructive behavior. Assertive can be interpreted with the attitude of "Active, Reformative, Objective, Gentleman, Attractive, Normative, Selective and Innovative owned every employee in carrying out their duties and responsibilities carrying the mandate of work institutions.

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## Meaning in Life and Proactive Coping : Two Meaningful Variables Related with Academic Stress Among College Student

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### Abstract

Academic stress took a commonplace problem among college students but its psychological cause still specifically unidentified. Student with academic stress refer to academic and personal problems. Several studies showed that academic stress appertain with low coping skill and lack of meaning in life. Currently there is a developing phenomenon among youth in Indonesia about a new terminology that illustrates the individual confusion about life and do not know where they headed to, called 'galau'. This student confusion condition is vulnerable, both to their personal and academic life. Two mental processes that play important roles in managing stress are having meaning in life and the proactive coping abilities. Meaning in life involves one's feeling about their life that matters to them. People with high meaning in life promote a happier life and less stressful condition. Meanwhile, proactive coping enable people to anticipate or detect potential stressor in far future. This article tries to examine the link between meaning in life and proactive coping with academic stress among college student. Data in this article is collected through theoretical and previous study review. The implication of this study to academic stress in college student will be discussed later.

**Keywords** : *Meaning in life, Proactive Coping, Academic Stress, College Student*

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### Introduction

The new millennium year 2000 become a starting point of a massive digital era where lives become faster and easier. Humans' lives were connected to virtual networks that makes it possible to integrate many aspects in life, from work to social life. The future has come. The millennials (aged 18-33) are recent generation that very digital native and tech-savvy (Pickett, 2017). Along

with it, raised more uncertain, erratic, and fickle events in life demanding people to vivaciously adapt to the alteration. People who always connected to their smartphone, particularly millennial generation who depend on technology have higher level of stress (APA, 2017). Although technology usage can also bring student to have high life satisfaction, but continuously high academic demands, shorter attention span, and reduced of time spent to learn may cause the stress remain (Coccia & Darling, 2014). These situations had become more stressful, including to students which are susceptible generation. About 73% of 804 teachers and lecturers in UK believe nowadays children are more under pressure than 10 years behind (Lipsett, 2008). This global stress phenomenon on student bring negative impact to their subjective well-being (Denovan & Macaskill, 2017), mental health, scholastic (Sadri & Marcoulides, 1997), even academic performance (Baker, 2002). Stress in adolescent can also influence psychological, physiological, and behavioral aspects in their lives (Poon, Lee, & Ong, 2012).

Adjustment and adaptation in university life had become issues for years (Denovan & Macaskill 2017; Baker 2002). Peer attachment has more influence to adolescent adjustment rather than parent attachment (Laible, Carlo, & Raffaelli, 2000). Parental support and parental academic aspiration may have greater influence to students with low academic aspiration (Gerard & Booth, 2015). College student who experience difficulties in adjustment and encounter stress exposure are having lower level of life satisfaction (Denovan & Macaskill, 2017). These problems of adjustment in student certainly need proper approach.

During few decades, proactive coping has emerge as one from many techniques in order to overcome stress and trauma (Vernon, Dillon, & Steiner, 2008). Proper coping strategy may also promotes adaptive and positive psychological outcome (Smith, Saklofske, Keefe, & Tremblay, 2015). Alongside with the exploration of effective coping strategies that focused on future orientation and time perspective, more substantial perspective were conducted. One of the most primary and fundamental key element which underlie human motives and needs is the concept of meaning in life. Frankl (1959/2006) stated, "the striving to find meaning in one's life is the primary motivational force in man." In consequences of human search for meaning, an individual can unfreeze themselves from their limited perspective (Pattakos, 2010). Meaning in life becomes more interesting because it benefits to psychological well-being (Waytz & Hershfield, 2015). Individual who already find his meaning in life lead to better well-being. The process itself in search for meaning begin in adolescence, continuing across life span (De Vogler & Ebersole, 1981; Steger,

Oishi, & Kashdan, 2009). The more individual have meaning in life presence, the more they experience well-being (Steger, Oishi, & Kashdan, Meaning in life across the life span: Levels and correlates of meaning in life from emerging adulthood to older adulthood, 2009). Purpose of this study is to explore literally the connection between meaning in life and proactive coping with academic stress as an effort to reveal another perspective to obtain human well-being.

### **Method**

This research is an attempt to discover relationship between meaning in life, proactive coping, and academic stress through theoretical and literature review from previous empirical study, in order to underlie the future empirical research. Meaning in life construct abstracted from Viktor E. Frankl perspective, aligned with positive psychology approach. Proactive coping viewed as one of effective coping strategy that promotes positive psychological outcome. Both are discussed as two meaningful construct to overcome stress in academic setting, notably to college students.

### **Result**

#### ***Academic stress***

Stress in psychological term can be defined as an interaction between individual and their environment, consist of causal antecedent, mediating process, and effect as a complex process of emotion (Schwarzer & Taubert, 2002). At least, there are three perspectives about stress as a mental process: (a) *response-based theory*, it focuses on the way how body reacts as an alarm, called 'fight or flight' response to counter short-term circumstances; (b) *stimulus-based theory*, it pays more attention to specific characteristics of the stressors and believe that each life events has unique demands to cope with; (c) *cognitive-transactional theory of stress*, it sees stress as on-going process as an interaction of human and it environment, managed and controlled by cognitive judgment as a resistance resources (Schwarzer & Taubert, 2002).

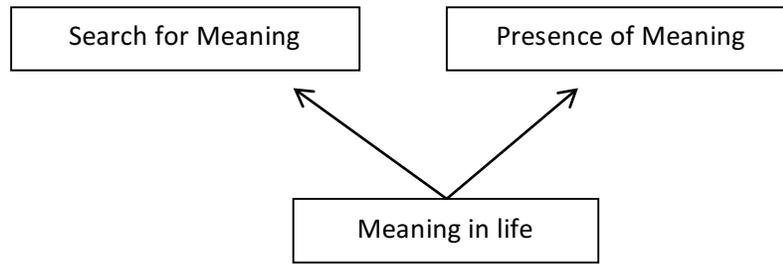
Sources of academic stress could cause by interpersonal relationship, academic workload, frustration, conflicts, and changes (Poon, Lee, & Ong, 2012). Individual with type-A behavior experienced higher level of academic stress (Sadri & Marcoulides, 1997; Fuente, Vicente, Salmeron, Vera, & Elawar, 2016). Depression, anxious, low self-esteem, pessimistic, headache, shortness of breath, gastrointestinal problems, loss of appetite, easily feeling tired during the day, and changes in sleeping time are the outcomes of academic stress that could affect students health

and performance (Poon, Lee, & Ong, 2012). Academic stress negatively correlated with student GPA (Sadri & Marcoulides, 1997).

### *Meaning in life*

There are several perspectives about meaning in life. First perspective believe that people's search for meaning are sign of positive mental health process (Frankl, 2006; Pattakos, 2010). Frankl (2006) stated that, "...man's search for meaning may arouse inner tension rather than inner equilibrium. However, precisely such tension is an indispensable prerequisite of mental health". Meanwhile, second perspective viewed meaning in life occurs to people whose been frustrated about their needs (Baumeister, 1991). It also proposed that searching for meaning ensued to people who have meaninglessness in life such as inadequate and excessively aversive goals (Klinger, 2012). Third perspective perceived both views, that meaning in life is implicit and takes personal experience to give meaning to everyday life (Reker & Chamberlain, Exploring Existentials Meaning: Optimizing Human Development Across the Life Span, 1999). Fourth perspective proposed search for meaning as different individual underlying motivation, in consequence it may bring vary mental process as individual differences (Steger M. F., Kashdan, Sullivan, & Lorentz, 2008). This paper refer to positive psychology perspective, hence the definition will lead to human function optimization in order to achieve well-being and enhance quality of life.

Meaning in life indeed is a long life time process (Frankl, 2006; Klinger, 2012). It can be divided into two dimension of process that can be assessed separately; (1) in search for meaning and (2) presence of meaning (Steger, Frazier, Oishi, & Kaler, The meaning in life questionnaire: Assessing the presence of and search for meaning in life, 2006), displayed in picture 1. In term of search for meaning, an individual may carry anxious and unhappy feelings, yet in the other hand, also may bring them to more curious and receptive state (Steger, Kashdan, & Sullivan, 2008). The raise of search for meaning would lead to higher presence of meaning (Steger M. F., Kashdan, Sullivan, & Lorentz, 2008). High presence of meaning and low search for meaning were associated with better mental health and well-being outcomes (Battersby & Phillips, 2016). Decrease of presence of meaning was associated with increase of searching for meaning; and increase of search for meaning linked with greater report of psychological distress (Schulenberg, Strack, & Buchanan, 2011).

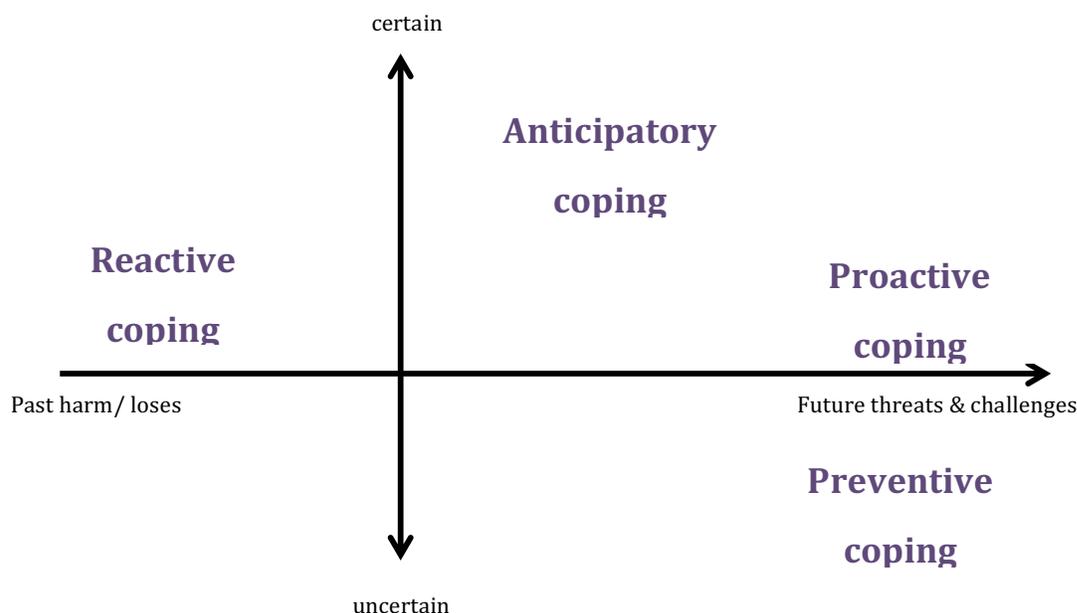


**Picture 1.** *Dimensions of Meaning in Life* (Steger, Frazier, Oishi, & Kaler, The meaning in life questionnaire: Assessing the presence of and search for meaning in life, 2006)

Different with meaning in life, purpose in life focuses on making plans and anticipations of the future; and people in search for meaning in life are less likely to plan and making anticipation for their future (Steger M. F., Kashdan, Sullivan, & Lorentz, Understanding the search for meaning in life: personality, cognitive style, and the dynamic between seeking and experiencing meaning, 2008). Purpose in life has positive association with self-image and has negative association with delinquency (Hill, Edmonds, Peterson, Luyckx, & Andrews, 2016). Purpose which derived from meaning carried action mediated the relationship between self-regulation and life satisfaction (Nieuwenhuis, Oherrek, & Scheier, 2017). Individual who's more likely to approach positive transition into adulthood can be understood by purpose in life (Hill, Edmonds, Peterson, Luyckx, & Andrews, 2016). Adolescents with low levels of meaning in life reported increase level of drug use, sedative use, unsafe sex, lack of diet control, and lack of exercise (Brassai, Piko, & Steger, 2011).

### ***Proactive coping***

Proactive coping was not preceded by negative mindset. On top of that, it was considered as an attempt to build up internal resources toward personal growth and challenging goals. It sees future with vision full of risk and opportunities, but not as a threat or harmful things (Schwarzer & Taubert, 2002). Picture 2 showed the outline of coping strategies which showed site of proactive coping.



**Picture 2.** Outline of Proactive Coping Theory (Schwarzer&Taubert, 2002)

Three fundamental strategies of coping: problem solving, seeking social support, and avoidance (Amirkhan, 1990). Proactive coping is different with preventive coping. Whilst they have similarities in relation of being active and future oriented, yet both are uni-dimensional construct (Drummond & Brough, 2015). Proactive coping is related to conscientiousness and openness to experience of Five-Factor Models of personality (Straud, Cassill, & Fuhrman, 2015). Future orientation, which leads to well-being outcomes, can predict low level of maladaptive coping (Chua, Milfont, & Jose, 2014).

In spite of that, proactive coping emerge as a significant predictor of life satisfaction in early adulthood (Dwivedi & Rastogi, 2017). Active coping strategies are very useful for less proactive individuals to help them increase their tenacity to solve problems (Park & DeFrank, 2016). Active coping is more often relied upon by individuals who have personal and environmental resources instead of avoidance coping (Holahan & Moos, 1987). Coping strategy and social resources identification attenuated the relationship between personal functioning and stressful life events (Billings & Moos, 1981). Response consistency to the same stressful circumstances and variability reactions to other stressful circumstances were characterizing causal attributions and coping with stress (Compas, Forsythe, & Wagner, 1988). Other study finds that individual with high level of proactive coping and optimism was linked with lower burnout level (Chang & Chan,

2015). It can be interpreted that there is a strong relationship between proactive coping and specific personality domain (Hambrick & McCord, 2010)

***Model of interaction between academic stress, meaning in life, and proactive coping***

Occurrences in life, especially those that are beyond our control, not only verify our will and coping skills, but also afford us to seriously search deeper meaning of our lives (Pattakos, 2010). Some people can choose to see it as an empowering or destructive moment depends on their attitudes and personalities. Beside those two variables, there is also relevancy between temporal perspectives and meaning in life; and for adolescents, relationship with family, partner, and friends are the most contributing sources of meaning in life (Shterjovska & Achkovska-Leshkovska, 2014). Indubitably, this process will take so much time and consistency to make it work. The significant investment that would facilitate discovery of 'the silver line' in every crisis was time, self-examination, and self-discovery (Pattakos, 2010). Stressful situation can bring some advantages, because when individuals are under stress, the benefit of the stress is greater than in normal circumstances. (Ong, Bergeman, Bisconti, & Wallace, 2006).

Stress has negative correlation with coping (Rahe & Tolles, 2002). It (stress) was a mediating effect between maladjustment and proactive coping (Gan, Hu, & Zhang, 2010). Proactive coping strategies can anticipate stress and associated with life-satisfaction that considered being health resources (Kalka, 2016). Proactive coping also positively related with well-being (Sohl & Moyer, 2009). It also acts as a moderator variable between resources and outcomes towards life satisfaction (Stanojevic, Krstic, Jaredic, & Dimitrijevic, 2013). In some cases, proactive coping can intensify positive attitude, such as optimism and self-esteem, toward future events (Griva & Anagnostopoulos, 2010). Trait factors on proactive coping partly lean on the characteristic of future stressors; and goal orientation was also significantly correlated with proactive coping (Ouweland, Ridder, & Bensing, 2008). It can be assumed that proactive coping is an effective strategy to overcome stress and aim to better well-being and life satisfaction.

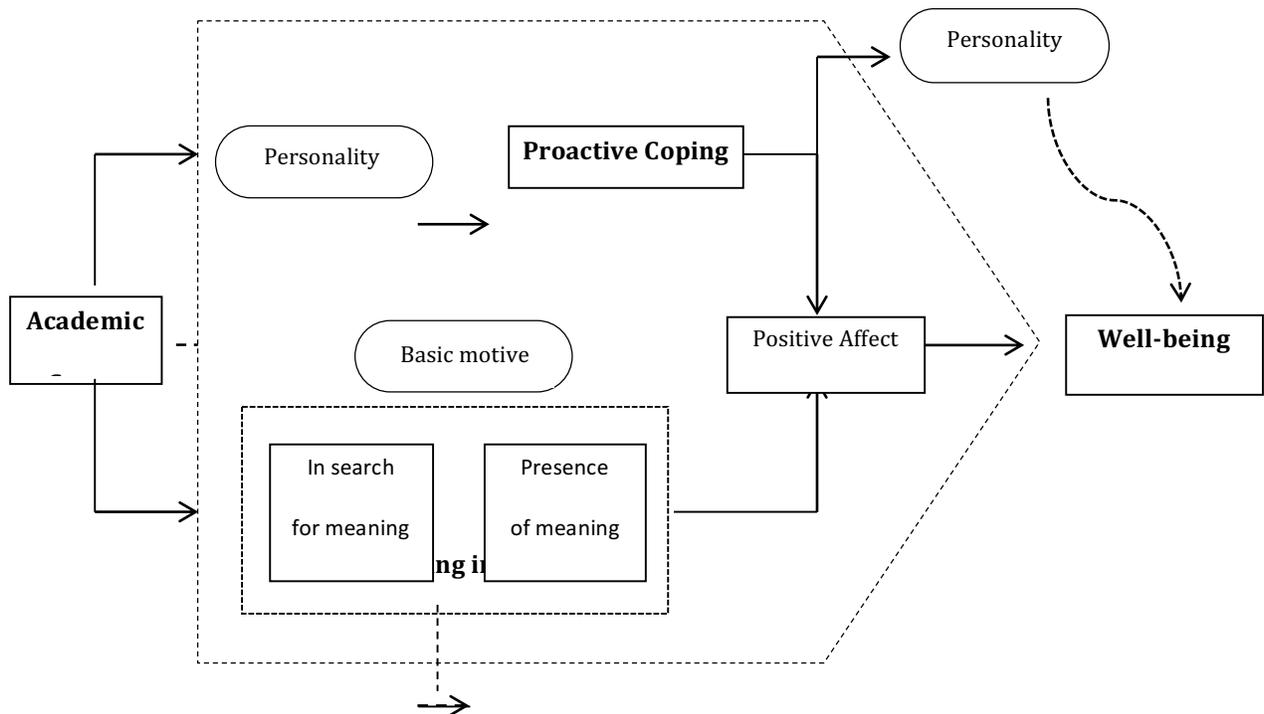
Previous study showed personality as a moderating factor between stress and proactive coping. Proactive coping is related to Conscientiousness and Openness to Experience of Five-Factor Models of personality (Straud, Cassill, & Fuhrman, 2015). This is aligned with recent research, individual with high Openness and has Approach certain personal traits, such as locus of control, type A, optimism, hardiness, and neuroticism, appear to be moderating variable of stress (Parkes, 1994).

There are many paths to overcome stress; meaning in life is one of the most fundamental way. By constructing meaningful interpretation, it can be an effective coping strategy for dealing with stressors (Park & Baumeister, 2016). Meaning in life and curiosity have significant role in motivation and well-being raise in academic setting (Garrosa, Donoso, Cobo, & Jimenez, 2016). Meaning in life, as intrinsic motivation encourage the tendency to explore the environment (Garrosa, Donoso, Cobo, & Jimenez, 2016), and optimism can enhance adjustment in school (Denovan & Macaskill, Stress and subjective well-being among first year UK undergraduate students, 2017).

As noted before, meaning in life was divided into two dimensions: 'in search for meaning' and 'presence of meaning'. People searching for meaning had opposite relation with presence of meaning; and may be more focused on the past and present than particularly concerned about the future (Steger M. F., Kashdan, Sullivan, & Lorentz, Understanding the search for meaning in life: personality, cognitive style, and the dynamic between seeking and experiencing meaning, 2008). Presence of meaning were led by the search for meaning, and basic motive moderate the relation between search for meaning and the presence (Steger M. F., Kashdan, Sullivan, & Lorentz, Understanding the search for meaning in life: personality, cognitive style, and the dynamic between seeking and experiencing meaning, 2008). Basic personality disposition plays an important role in understanding the search for meaning (Steger M. F., Kashdan, Sullivan, & Lorentz, Understanding the search for meaning in life: personality, cognitive style, and the dynamic between seeking and experiencing meaning, 2008). The interaction between two constructs of meaning in life; in search for meaning and presence of meaning, might have significant contribution for well-being (Steger, Frazier, Oishi, & Kaler, The meaning in life questionnaire: Assessing the presence of and search for meaning in life, 2006). High level of presence of meaning was linked with low level of anxiety; meanwhile high level of searching for meaning was associated with high level of anxiety (Yek, Olendzki, Kekecs, Patterson, & Elkins, 2017). Orientation (less Avoidance Approach) has positive correlation between his searching of meaning and the presence of meaning (Steger M. F., Kashdan, Sullivan, & Lorentz, 2008). These findings show that meaning in life may indicate a significant role in coping with future life stress (Miao, Zheng, & Gan, 2016).

The relationship between meaning in life and proactive coping was mediated by positive affect (Miao, Zheng, & Gan, 2016). The capacity of Positive Affect (PA) to nourish widen

perspective would allow an individual to experience meaning in life(Hicks & King, 2007). The relation of variables mentioned before can be seen in picture 3.



**Picture3.** Interaction of Meaning in life, Proactive coping, and Academic stress

### Discussion

Concept of meaning making and its' impact on stress and coping is theoretically rich and important(Park & Folkman, 1997). This study is one effort to ameliorate perspectives about two meaningful variables in order to overcome stress in academic setting that can lead to well-being and life satisfaction. Since this model is merely literature review from recent studies, it can be a basis for future research to dig deeper empirical correlation between variables. The causal effect of meaning in life and proactive coping to decrease academic stress could also be investigated through experimental study. There are other variables that influence this scheme, either direct or indirect. These latent variables connected each other in a complicated way, showing that human is an abstruse yet astonishing.

Self-regulation and self-control plays a significant role in explaining human behavior. Control is an influential variable in explaining stress with variety settings(Steptoe & Poole, 2016).Locus of control has become mediating factor between academic stress and life satisfaction in college student(Karaman, Nelson, & Vela, 2017). Self-regulation refers to individual process to initiate,

interrupt, adjust, terminate, or other actions to develop achievement of one's plans, goals, or standards (Heatherton & Baumeister, 1996). Meanwhile self-control operated in one personality as a potential strength; can be weak after an exertion, replenish with rest, and become stronger with repeated exercise, and also has connection with personal well-being and reduced social problems (Baumeister & Exline, Self-control, morality, and human strength, 2000). Emotional regulation and self-regulation as basis of proper coping strategies have long-term impact to academic outcomes (Thomas, Cassady, & Heller, 2017). Self-control can facilitate success in life in many forms and can be improved through adulthood (Baumeister, Vohs, & Tice, The Strength Model of Self-Control, 2007).

Meaning in life and gratitude seen as two personality strengths that can motivate individuals with depression to behave positively and generate more empowering life events (Disabato, Kashdan, Short, & Jarden, 2016). Those who reported having a greater sense of meaning in life reported lower current stress (Park & Baumeister, 2016). Meaning in life, personality traits, and hope have significant correlations with positive mental health (Halama & Dedova, 2007). Meaning in life is an independent predictor with life satisfaction and self-esteem (Halama & Dedova, 2007). In the other hand, meaning in life has strong relation with well-being, and have impactful association with positive than negative well-being (Zika & Chamberlain, 1992). The similar variable: purpose in life can foresee well-being during adulthood (Hill, Edmonds, Peterson, Luyckx, & Andrews, 2016). Meaning in life and self-esteem can be an appropriate intermediate trestle for highly impulsive individuals (Zhang, Mei, Li, Chai, Du, & Weinstein, 2015). Positive emotions usually occur among high-resilient individuals; and low level of psychological resilience lead to negative emotion regulation difficulty and tend to respond reactively to daily stressful events (Ong, Bergeman, Bisconti, & Wallace, 2006). Optimism was also seen as an aspect that can buffer stress overcome (Denovan & Macaskill, 2017). Besides meaning in life, coping stress also have been a research object for more than ten years. Coping stress was founded does not predict social status of the individual (Boersma, Smeltzer, Scottz, Scheurink, Tamashiro, & Sakai, 2017). Proactive coping, along with open communication with parents, have become significant positive predictors of social well-being (Zambianchi & Bitti, 2013).

For future research, it is also alluring to explore demographic empirical evidence which this study offered, between male and female, different life stages, cross-cultural and ethnic identity (Kiang & Fuligni, 2010), and intrinsic religiosity (Park & Yoo, 2016). The captivating

finding from previous study was Personal Meaning Index (PMI) would remain across age and gender invariant overall, but in one item analysis showed more young males do not see themselves as having very clear goals and aims (Reker, 2005). Level of meaning in life among resident in different country with different background of violence (ongoing, recent past, distant past) may vary (Toussaint, Kalayjian, Herman, Hein, Maseko, & Diakonova-Curtis, 2017). People who are really satisfied by the choice they have made continue to be involved in meaningful and passionate lives; meanwhile, they who are not satisfied with their life and resistant to change tend to have lack of meaning and less passionate lives (Baum & Robert, 1990). This finding has similar cross line with other study stated that presence of meaning was steadily connected with well-being across the life stages; while searching for meaning sharply correlated with well-being deficit at later life stages (Steger, Oishi, & Kashdan, 2009).

### **Conclusion**

Stressful events, including in academic setting for college student, can be conquered by several ways, either connect it to one specific counseling method or to other psychotherapies. But not many of these techniques use deeper cognitive level into meaning. Thus, the presence of proactive coping and meaning in life can be effective strategy in psychotherapy, to decrease stress and achieve better level of well-being. Proactive coping emerged as an alternative perspective to anticipate future stressful events, so that individual can be more prepared to encounter obstacles and optimizing their potentials accordance with their goals. Those who can integrate meaning in cognitive and spiritual level, apply it to attitude and behavior level, have much more resources to overcome problems in life. The concept of meaning in life arouse as an remarkable topic to experienced, notably in the psychotherapy setting (Hill, et al., 2015). Nietzsche (in Frankl, 1959/2006) said, "He who has a *why* to live for can bear almost any *how*." Meaning in life answered *why*, and proactive coping answered *how*.

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## Career Path System For Supporting Quality Of Work Life (QWL)

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### Abstract

In the era of globalization the company's growth is so fast and tight in competition. Companies that can produce goods and services with high quality, that can enter and Compete in the global market. Employees are one of the internal factors that have a role in producing goods and services. As a worker, he needs to be responsible for demonstrating the best abilities in their work. Which is affected by his or her quality of work life. The dimensions of QWL that used are derived from the European Foundation for the Improvement of Living and Working Conditions (EWON). Dimensions QWL are Health and Wellbeing, Job Security, Job Satisfaction, Competency Development, Work and Non-Work Balance. This research is conducted in a company the which engaged in the manufacturing of cement and concrete. Participants in this study were the head office employees at a company in East Java. The pre-assessment results have done that the dimension of job satisfaction is not good enough. Basically, employees feel less to see equality and fairness in giving awards, bonuses, employee promotion and lack of clarity about a career path in the company. Therefore the intervention will give career path system. This research using research and development method.

**Keywords:** *Career Path, Quality of Work Life.*

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### Introduction

Employees are a valuable asset to the company. Employees is one internal factor that was instrumental produce quality goods and services. Employees who are able to work optimally will have a good quality performance and will lead him to success. Personal success in the work force not only for himself but will impact the success of the organization. As a worker, he needs to be accountable to demonstrate the capabilities of the best in their work (Reilly, 2012). Arifin (2012) says that the things that can affect an employee's performance is the quality of working life. Quality of work life is defined as a feeling that employees have to work, to colleagues, and to the organization that can bring the growth of the organization (Heskett, Sasser, & Schlesinger in

Rethinam & Ismail, 2008). Quality of working life (quality of life) is able to increase the participation of members or employees of the organization. Previous research has shown a positive and significant quality of life for the company's performance (Gupta, 2014).

Kirk dkk (2000), define a career path as the path (track) in a corporate career that will give direction to planning a career (career planning) individuals / employees in the organization. Preparation of a career path or career path map on the organization can be used job competency required and also refers to data-based job description skills and knowledge of (a part of an individual's competence) as the basis for designing a career path. Besides structuring and setting career paths in the organization, in general, can also be done by looking and are based on the position group or field (job family) in a company (Hollmann & Elliot, 2006).

Brayfield, Artur, and Rothe (in Reza, 2015) says that a satisfaction of a job well earned. There are several factors that influence a person's satisfaction in his work, including the salary earned, organizational culture, relationships with colleagues, supervision and career development. One of the factors that may affect job satisfaction is the career path system (Saragih, 2013). Based on the results of research conducted by Tien Hartini (2007) says that the system of career development is positively and related *significantly* to job satisfaction (Gillies, 2000). Research conducted by Saragih and Lala (2013) also shows the results of a significant relationship between careers with job satisfaction of nurses. The results of other researchers who performed in hospitals Banyumas also stated that there is a relationship between career and job satisfaction and performance (Suroso, 2011). Correspondingly Reza (2015) also states that there is a connection between the perception of careers with motivation of nurses and there relationship perception of career and job satisfaction of nurses.

PT. X is a company engaged in the manufacturing of cement and concrete industry. One of the tasks of PT. X is the development of professional life working. Management effectiveness working environment supports the creation of a good quality of working life will have an impact on employee productivity PT. X. With a good quality of working life, workers of PT. X can work optimally and grow together with the company's goals. PT. X has to make corrections during the second period beginning in 2015 in order to improve the quality of working life of employees.

Pre-assessment conducted by previous researchers on all employees of Head Office PT.X through the questionnaire that was adapted from the dimensions of the European Foundation for the Improvement of Living and Working Condition (EWON, 2002). Research by distributing

questionnaires to 115 employees *Head Office* comprising up to operational management level employees implementers. Results of research on the quality of working life and dimensions get results on the dimensions of *Health & Well Being* has a value of quality of work life of 62.08696, the dimensions of *the Job Security* has a value of quality of work life amounted to 77.3913, the dimensions of *Job Satisfaction* has a value of quality of work life of 60.52174, dimensions *Competency Development* has a value of quality of work life of 94.26087 , and the dimensions of *Work and Non-Work Life Balance* amounted to 59.82609.

From the results of the questionnaire, there are 3 dimensions have less value, ie the dimensions of *Health & Well Being*, *Job Satisfaction* and *Work and Non Work Life Balance*. In this study, researchers will focus on the dimensions of *Job Satisfaction*, because the two dimensions of *Health & Well Being* and dimensions *Work and Non Work Life Balance* has been studied by previous researchers, but it is also due to the policy of the company is focusing on the topic. Examines more deeply related to *jobsatisfaction*, on previous research conducted analysis *SWOT* obtained from the results of quality of work life questionnaires, interviews and focus group discussions. *SWOT* analysis of the results can be seen that some employees feel less saw their equity and fairness in the award, bonus, or promotion of employees. In addition, the employee stated that the lack of clarity regarding career at the company in which it affects employee satisfaction at work.

Based on the above data support the researchers focused on *job satisfaction* (job satisfaction) as one of the dimensions of *quality of work life/ QWL* by way of making a *career path* (career path) that fits on PT.X.

### **Method**

In this study, there is one variable that research will be focused to be analyzed and compiled namely Career Paths map (*CareerPath*) to the non-operational part that is at the *head office*. Participants in this study were PT.X employees who are at the head office which consists of seven parts, namely the Human Resources & General, Internal Audit section, part of ICT, Management Development Department, part of the Finance, Accounting parts, parts procurement and warehousing. This research is the study of *research and development* (R & D). Methods of *research and development* (R & D) is a research method that is used to produce a particular product, and test the efficacy of such products (Sugiyono, 2014). In the method of *research and development* (R & D) there are 10 steps, the excavation potential and problems, data collection, product design, design

validation, the revised design, product testing, product revision, user testing, product revision, and mass production. But in this study is limited to the testing stage product due to arrive at the application stage in the company should be on further in-depth consideration of the management company.

The process of data collection phase of the assessment conducted by interview and data analysis at this stage of this assessment will be done qualitatively. At this stage of the intervention, the process of data collection is done through a method of corporate documents and studies analyzed qualitatively with the review and evaluation through integration efforts, benchmarking, or equalization of data or documents that the company acquired.

### **Result**

The career path that suits PT.X is the career path network. The career path network contains both vertical sequence of work and a series of horizontal opportunities. The career path network recognizes the exchange of experience on some level and individual needs to expand his experience at one level before being promoted to a higher level. The career path network more suitable for application to PT.X than other types of career paths for employees on the career path network can scroll vertically and horizontally, as well as a network of career path can be used for structural position. Later career paths in PT.X will be prepared based on job competency readiness and job specification. The career path in PT.X not prepared based on a job description for an existing job description in very specific PT.X lead to the respective positions, so it is not possible to create a career path based on the job description. Once the design is created career paths, researchers will create tools to be used as step implementation of a career path. These tools will be tested to some employees PT.X.

### **Discussion**

This study will be conducted in September 2017. In this study it was not until the measurement of job satisfaction for intervention is limited to design a career path and has not reached the implementation of career paths so that the measurement of job satisfaction can not be done. In addition this study is limited to the testing stage product due to arrive at the application stage in the company should be on further in-depth consideration of the management company.

### **Conclusion**

Based on the problems encountered in PT.X, researchers drafting a career path to support the quality of work life in PT.X. The career path is expected to be useful to be able to support the

quality of work life (QWL) through one of the dimensions of quality of work life namely job satisfaction.

#### **Declaration of Interest**

Researchers can not report a conflict of interest in this work because it has not been this research.

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## The Relationship between Attitudes about Husbands Violence Against Wives on Attribution Error to Victim of Domestic Violence

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### Abstract

This study aims to determine the influence of attitudes about the violence against wives by husband on victim blaming. In addition, this study also analyzes the effect of demographic factors on the violence against wives by husband and victim blaming. Demographic factors that are intended are gender, religious beliefs, and marital status. The study was conducted on 458 university students aged between 18 to 32 years. Measurements were made using two measuring instruments namely IBWB (Inventory of Beliefs about Wife Beating) and DVBS (Domestic Violence Blame Scale). Data analysis using correlation resulted in relationship between attitudes about violence against wives and victim blaming ( $r=-.41, p=.00$ ). ANOVA and Independent t test shows that men have higher level of gender role bias than women, but there is no significant difference in marital status or religion on victim blaming. This could lead to victim blaming in domestic violence cases. Implication of the finding is also discussed.

**Keywords:** *domestic violence, victim blaming, wife abuse*

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### Introduction

Domestic violence is one of the serious violations of human rights. Various reports from existing research indicate that domestic violence, especially violence against women, occurs in different parts of the world and involves people from various socio-demographic backgrounds (Garcia-Moreno et al., 2006). Based on the law on domestic violence as stipulated in Indonesian Law in 2004, the meaning of domestic violence is: every act against a person, especially a woman, resulting in misery or suffering physically, psychologically and / or neglecting the household including threats to commit acts, coercion or deprivation of liberty unlawfully within the scope of the household.

Domestic violence occurs in many countries. Approximately 21-55% of Asian women report physical and / or sexual abuse committed by their partners (Yoshihama & Debby, 2014). In

other countries such as India and Pakistan, research was conducted on 160 South Asian women. As a result, 40.8% of participants reported physical / sexual abuse by their partners. 15.8% of participants even reported serious injuries caused by the violence of their spouses (Yoshihama & Debby, 2014).

The phenomenon of domestic violence also has a fairly high prevalence in Indonesia. Women's Crisis Center database in 2011 shows that 8 out of 10 women who came to WCC Women's Crisis Center (82.30%) experienced violence perpetrated by their husbands and ex-husbands.

Furthermore, according to LBH APIK based on data of CATAHU 2016, East Java ranks second in the level of violence against women in Indonesia. Jakarta has 3,320 cases of violence against women or as many as 20% of 16,217 cases. East Java alone has 1,785 cases or 11%. This shows that the phenomenon of domestic violence is no longer a foreign thing experienced by the community, especially in East Java that embraces patriarchal culture.

Wives who experience domestic violence are at risk of physical injury, sexual and reproductive organ damage, and suicidal tendencies (Heise & Garcia-Moreno in Boyd et al., 2015). They also tend to experience anxiety, depression, and low levels of confidence (Boyd, Johnson, & Bee, 2015). Based on research conducted in Massachusetts in 2000, of 115 women who experienced domestic violence, 1 in 3 women sought help in the form of therapy or counseling and 1 in 6 sought medical help because of the violence they experienced (Hathaway et al., 2000). Furthermore, 9 out of 10 women in Indonesia are affected by violence in term of mental health including a suicide attempt, this does not include the impact on physical health and reproductive health (Mitra Perempuan Women's Crisis Center, 2012). In Java Island alone, Jakarta, East Java and West Java occupy the top three rankings in reporting cases of violence against women in 2016 (CATAHU, 2016). However, this number has not yet included other cases of unreported domestic violence.

Indonesia is a country with a dominant patriarchal culture. Patriarchy refers to a social system that places men in a dominant position in terms of political, legal, economic, and religious institutions (Sakalli, 2001). This means, patriarchy demands adherence from women in various fields. The male as the dominant party is expected to have the authority to control his wife and children. On the other hand, women act as care giver and keep their family members and obey their husbands to maintain the integrity of the family structure (Sakalli, 2001). The desire to keep the

family and ensure family stability can make the men use various means to maintain their reputation and households in the eyes of society (Nilan & Demartoto, 2012). One of those way is to use violence. In Indonesia, 87.2% of the total 258,316,051 people are Muslims (The World Factbook, 2017). In addition, as many as 40.1% of the total population is Javanese. (Hermawati, 2007). The combination of Javanese culture and culture in Islam laden with patriarchal values will form a unique environment for the climate of violence against women.

The statistics above have not shown the actual number of victims of domestic violence. This can happen because most incidents of domestic violence are not reported to the authorities. One interesting phenomenon is; There is a tendency of society to form assumptions that make the victim guilty (Capezza & Arriaga, 2008). After suffering experienced, the victim is considered to be the trigger or cause of such violence to occur, so she or he is to blame.

Victim blaming is a degrading act that occurs when the victim of a crime or incident is held responsible (in part or in whole) of the crimes committed against them (Schoellkopf, 2012). The handling of physical and emotional abuse suffered by the victims requires treatment that also involves the factors in domestic violence they experience. Unfortunately, hospital workers usually do not pay attention to aspects of domestic violence or even unwilling to provide assistance to victims (Meyer, 2015; Humphreys & Thiara, 2003). In addition, the decision of the victim to remain with her violent husband is also one of the reasons why the social services or police officers are reluctant to provide assistance (Meyer, 2015). The lack of understanding on the procedures that should be done on the incidence of domestic violence makes it even more difficult for victims to report violations of their rights (Humphreys & Thiara, 2003).

This is what makes victims of domestic violence more difficult to make a report. Making domestic violence even more difficult to be identified and stopped. Not only from the side of the observer of domestic violence, but also from the side of the professional who helped the victim to recover. Such as psychologists, counselors, police, and health workers.

Most societies tend to identify the cause of an event or try to understand the reasons behind one's behavior (Heider in Johnson, Mullick, & Mulford, 2002). There are several theories in describing the attribution of the error to the victim. One of the popular theories is belief in a just world, the belief that the world is a relatively safe and good place. Thought like this will lead the individual to believe that good things will happen to good people, and evil things will happen to

bad people, and that everything that happens to a person happens because the person is "fit" to experience the event (Johnson, Mullick, & Mulford, 2002).

Some victims of domestic violence also have concerns when reporting the violence they are experiencing. Victims feel embarrassed to get involved in domestic violence where they become victims. Socially, the victim feels that they will get stigmatized as a weak, cowardly, and complainer if they report the violent acts (Felson, Messner, Hoskin, & Deane, 2002).

### **This Study**

Each case of domestic violence is a unique case because it is experienced by people who have different backgrounds. How societies view domestic violence in a social environment can influence whether the phenomenon of domestic violence will be more prevalence or not (Gracia & Herrero, 2006). The attitude that blames the victim and gives excuses to the perpetrator in the situation of domestic violence can cause inconvenience to the victim and make it more difficult in the fight against domestic violence. Furthermore, as observers, how one sees the case of domestic violence would also be influenced by situations in which and how domestic violence can occur. This too will be able to impact how they perceive the guilty party in a particular case. This means there many factors can lead to how a person perceive domestic violence and who to blame. This study aimed to study the relationship between perceptions about husband violence against wife and victim blaming in domestic violence among common people in Surabaya.

### **Method**

#### **Participants**

This study has the limitations of early adult population aged 18-40 years old and is a student in one of the university in Surabaya. The study consisted of 458 subjects with ages 18 to 32 years. Most of the subjects are unmarried Muslim women.

Individuals in early adulthood are at the formal operational cognitive stage. At this stage the individual also begins to abandon idealistic thinking and become more realistic and develops his own perceptions of himself and the environment systematically. In addition, early adult individuals have tendency to form intimate interpersonal relationships, whether in the form of a platonic friendship or romantic relationship. Early adult individuals were expected to evaluate matters relating to interpersonal relationships in this study with their autonomous thinking (Santrock, 2011).

## Procedure

The data collecting for this research took place from July to August 2016. The data were collected using questionnaires in six faculties at the university. We then collected all the completed questionnaires and compute the data. We continued filtered out the questionnaire sheets that can be use in the study. From around 672 sheets of questionnaires distributed, only 458 sheets of questionnaires can be used. This is due to the incomplete questionnaire or filling it with the wrong number. Descriptive statistics correlational analysis was conducted using IBM SPSS version 22.

We will use one-way ANOVA analysis method, t test, and Pearson Product Moment correlation test. One-way ANOVA analysis and t test are used to understand the demographic variables (gender, religion, and marital status) effects on the two main variables. While Pearson correlation method is used to determine the strength of the relationship between the two main variables.

*Inventory of Beliefs about Wife Beating.* Inventory of Beliefs about Wife Beating (IBWB) will be used to measure the views of husbands' violence against wives. This instrument was formed by Saunders and colleagues in 1987. There are 36 items on this scale with 5 subscales; 1) Wife Beating Is Justified (WJ); 2) Wives Gain from Beatings (WG); 3) Help Should Be Given (HG); 4) Offender Should Be Punish (OP); 5) Offender Is Responsible (OR). On this study used a shortened version of the IBWB scale consisting of 11 items. This short version scale consists of only two IBWB dimensions, namely; WJ and HG. These items are measured on a scale of "1" referring to "strongly agree" to "6" referring to strongly disagree ". The higher the score obtained then the subject is more likely supportive of husband abuse of wife (Cho, 2007).

*Domestic Violence Blame Scale.* Domestic Violence Blame Scale (DVBS) was created to measure the blame attribution in female victims of Domestic Violence (DV). This scale was designed by Bryant & Spencer in 2003. The items in this study refers to a previously established study by Petretic-Jackson and colleagues in 1994.

Blame attribution in domestic violence as measured by DVBS are attributed to situations, perpetrators, communities, and victims. When errors are attributed to situations, subjects tend to blame the situation or context for domestic violence. When the offender is blamed, the subject believes that the perpetrator is an individual suffering certain disorder and thus cannot control their violent behavior. If attribution of errors is made to society, social values are considered as the cause of domestic violence. If the attribution of the error is made to the victim, the subject blames the

victim for inviting or provoking the violence that occurred to him, deserving of the violence, or simply exaggerating the violence that occurred on him. This scale focuses the notion of domestic violence as a physical assault or violence that occurs between married couples, with husbands as perpetrators of violence and wives as victims. The questionnaire consists of 23 items. The items in this scale measure the variable with a scale of 1 to 6. The '1' score shows a very 'strongly disagree' and 6 is 'strongly agree'. The higher the score, the more the subject agrees to the items. We use only 7 items from this scale to focus the research on the error-contributing dimension of victims in domestic violence.

## Results

### Descriptive Statistical Analysis

This study was conducted using the subject of early adult individuals who were in the age range of 18 to 40 years old. From the 458 subjects in this study, there is an age range of 18 to 32 years old. The average age of the subject is 21 years old. This research is conducted in Indonesia with the majority religion is Islam. This is in accordance with the majority religion followed by the participants in this study. As many as 82.10% of subjects in this study were women, and the rest were men. As many as 97.82% of the participants are not married while the rest are married or divorced. This study has two variables measured by using scale. Wife beating (WB) variable is measured using the Inventory of Beliefs about Wife Beating (IBWB), and victim blaming (VB) variables is measured using Domestic Violence Blaming Scale (DVBS). Both scales have the same range. Based on the analysis, it was found that in range 1 to 6, variable WB has a mean value of 3.61, this indicates that the subjects of the study tend to have an attitude that justifies the phenomenon of violent acts of the husband against wife. Furthermore, variable VB has a mean value of 2.67 on a scale of 1-6, this means that participants tend to have less attitude of blaming victims in the phenomenon of domestic violence.

Variable VB has a standard deviation value of 4.90, this variable has a skewness value of .06 with a standard error of .11 and kurtosis -.33 with a standard error of .23. While the variable WB has a standard deviation value of 4.89. Skewness value for this variable is .04 with standard error .11 and kurtosis value is -.11 with standard error .23.

Assumption testing is done as a form of preliminary testing which will then determine the statistical techniques to be used in analyzing research data. Assumption test that will be done in this research is; Normality test, linearity test, and homogeneity test.

Normality test is done to see the spread of the data, whereas can be known whether the data meet the assumption of normal distribution or not. Normal data is data that has a symmetrical data distribution, has a bell shape, has the most frequencies in the middle, and the smallest frequency at the edge (Pallant, 2010). Normality can also be seen through the value of skewness and kurtosis of a data, by looking at the shape of the histogram, or by plots. In this research we will do normality test by determining the value of skewness and kurtosis of our data.

Normality test in this research is done by calculating the value of z-skewness and z-kurtosis. The z-skewness and z-kurtosis values for WB variable (wife beating) were .56 and -1.42. Furthermore, the z-skewness and z-kurtosis values for the VB variables are .36 and -.46. Both variables have values of not less than -1.96 and not more than 1.96. This means both variables are categorized as normal.

Table 1. *Descriptive Analysis*

Variabel	M (SD)	Skewness (SE)	Kurtosis (SE)	Min	Max	Mean Item
WB	39.66 (4.90)	.06 (.11)	-.33 (.23)	27	53	3.61
VB	18.72 (4.89)	.04 (.11)	-.11 (.23)	7	34	2.67

N= 458, M=Mean, SD= Standard Deviation, SE= Standard Error, WB= Wife Beating, VB= Victim Blaming.

The linearity test is used to determine whether the variable is tested has a significant linear relationship. Good data should have a significant linear relationship between the variables (Pallant, 2010). The data in this study has a significance value of 0.00. This means that the data in this study has a significant linear relationship between variables.

Homogeneity test is performed to test whether there is an equation in some populations. This homogeneity test is performed as a condition for conducting independent sample t test and ANOVA analysis. If the significance value is less than .05, it can be said that variant of two or more groups of data population is not the same. Conversely, if value of significance is greater than .05, it can be said that the variant of two or more population data groups are the same. Based on the analysis, it was found that the research data has a significance value of .13. This indicates that the data has homogeneity.

### Correlation Analysis

Correlation is a number that indicates the direction and strength of the relationship between two or more variables. Direction is expressed in the form of positive or negative relationship, while the strength of the relationship is expressed in the magnitude of the correlation coefficient (Sugiyono, 2013). The relationship between the two variables can be stated positive if the value of one variable is increased, then the value of other variables will also rise. Conversely, the correlation is negative if the value of one variable is increased, it will decrease the value of other variables (Sugiyono, 2013). Strong correlation values between variables expressed in coefficients 1. Correlation coefficient of value 1 is a perfect positive correlation, on the contrary, the correlation coefficient of value -1 is a perfect negative correlation. While the correlation coefficient of 0 indicates no correlation at all in these variables (Sugiyono, 2013). There are many techniques to test the correlation of a relationship between variables, The technique to be used is adjusted to the type of data you have and will be analyzing. The data collected for this research meets the normality test, thus Pearson Product Moment correlation technique will be used to test the correlation between variables. Pearson Product Moment correlation techniques are used to find relationships or to test the significance of associative hypotheses when each associated variable is an interval or ratio in parametric statistics (Sugiyono, 2013).

Table 2. *WB and VB Correlation*

		1	2	3	4
1	WB total	-			
2	WB (WJ)	.91**	-		
3	WB (HG)	.13**	-.30**	-	
4	VB	-.43**	-.50**	.20**	-

\*\* . Correlation is significant at the .01 level (2-tailed).

After testing the correlation of both variables, the result of the correlation is -.43. In addition, we also tested the value of correlation between dimensions in WB variables. Negative correlation value indicates relationship which is opposite between variables, while the value of .43 indicates correlation strength. Based on these guidelines the correlation value is -0.43 in the two correlations test of the main variables show moderate correlation strength. The correlation value is 0.91 between WJ dimensions with WB scales as a whole shows accuracy of the items in this

dimension to measure justification in husband abuse against wife phenomenon. Conversely, a correlation value of 0.13 indicates weak items in the HG dimension to contribute to the overall WB scale.

One-way ANOVA was also used to test religious and marital status variables. From ANOVA One Path and post hoc test results, it was found that the religion followed and marital status did not make a significant difference in perception about husband violence against wife, or attribution of blaming to domestic violence victims.

Three demographic factors were examined in this study. Of the three demographic factors tested with the two main variables, only gender variable that has significant differences in perception of wife beating and victim blaming. This suggests that compared to females, males have a higher tendency to attribute errors to victims of domestic violence. However, group comparison on wife beating shows that women tend to justify husband violence against wife compared to men

Table 3. *One-way ANOVA and Independent T Test Result*

Demographic Factors	Victim Blaming			Wife Beating		
	Mean	SD	Sig.	Mean	SD	Sig.
Gender			.00*			.00*
Female	18.34	4.77		39.99	4.85	
Male	20.46	5.04		38.13	4.84	
Religion			.32			.38
Islam	18.81	4.82		39.51	4.86	
Catholic	18.17	4.47		40.10	5.22	
Protestant	15.70	5.03		41.80	3.58	
Hindu	19.30	5.03		41.50	4.69	
Buddha	-	-		-	-	
Others	19.75	11.32		41.00	8.71	
Marital Status			.54			.28
Not married	18.69	4.84		39.75	4.89	
Married	19.00	7.34		35.38	3.70	
Divorced/Widowed	22.50	.70		36.50	.70	

\*. The mean difference is significant at the .05 level.

### **Discussion**

The variables in this study were attitudes regarding wife beating, victim blaming, and demographic variable such as, gender, religion and marital status. The findings in this study indicate that factors such as marital status and religion do not have a significant effect on attitudes towards WB or VB. These findings are reinforced by other studies conducted by Gracia and Thomas (2014) that examine factors such as age, gender, education level, marital status, and others on the attitude of blaming victims in domestic violence. In addition, Gracia and Thomas (2014) found that the attitude of blaming the victim was more inclined to appear on older respondents (age range 30 to 80 years), have low levels of education, and view themselves as people who are in low social stratum. Furthermore, the tendency to blame the victim appears to be higher among respondents who consider that violence in women is normal and often occurs in society, thinking that violence in women is okay to do, and know someone who is a victim of domestic violence (Gracia & Tomas, 2014).

There are other studies that take into account demographic factors on attitudes toward victims of DV. Research conducted by Nagel and colleagues (2005) revealed differences in attitudes between men and women against victims of rape. Men are found to be less sympathetic towards victims of rape compared to women. This can be due to the tendency of women to be victims of violence, both in the form of rape or physical / verbal violence from her husband. This matter raises feelings of sympathy as a party that tends to be a victim (Nagel, Matsuo, McIntyre, & Morrison, 2005). The men can also show a less sympathetic attitude because men are less able look at themselves as victims. This can happen because the role of gender and sexism culture that put men as parties who is more powerful and aggressive (Lindsey, 2016). In addition, findings Nagel and colleagues (2005) also showed significant effects on age, sex, level of education, and the amount of income as a predictor of attitudes toward victims of rape. Research by Nagel and colleagues is not a research on attitudes toward victims of domestic violence, but the violence of husbands against wives and rape of a woman is in the realm violence against women. Another study by Sakalh (2001) on attitudes related to violence against wife performed on students in a state that tends to be patriarchal and collective, namely Turkey. Sakalh (2001) found that men tend to show attitudes of acceptance of the phenomenon of domestic violence was followed by tendency to blame the victim.

Further more in the study, the female participant in the Sakahl (2001) study showed an extreme negative attitude to domestic violence. However, this is not the same as attribution-related attribution in cases of domestic violence; women in Sakalli's study (2001) tend to have the attitude that women are more to blame for upsetting her husband or neglecting domestic work. Sakalli's research (2001) findings is in contrary with the results of this study, where domestic violence is not viewed negatively and the attribution of errors is not imposed on the victim. This can be due to a more rigid and patriarchal division of gender roles. The role of the male as the dominant party places the male as the party has authority over women (Lindsey, 2016; Sakalli, 2010).

Based on various research above, it can be concluded that there is a tendency for men not to sympathize or not to blame victims in cases of violence against women. Meanwhile, another factor tested in this study; marital status and religion do not have a significant difference in influencing one's view towards victims of domestic violence. This does not rule out the possibility that there are other factors sociodemographic such as educational background and financial background in affecting the attribution of errors to victims.

The subject of this study was an average age of 21 years old and the majority are Muslim. From 458 subjects, most of the subjects are female and unmarried. All subjects are undergraduate or graduate students from various faculties and departments at University X. How is society looking at and acting against the phenomenon of domestic violence can have great impact in the development of domestic violence. Especially in the early adulthood life as a party that has a great influence in shaping environment. The public view can be forming a social climate where domestic violence occurs, so that the behavior of supporting or letting the domestic violence is a social factor that can increase the high number of cases of domestic violence (Gracia & Tomas, 2014). In this study, it was found that the study subjects had the tendency to demonstrate attitudes that justify domestic violence, more specific; violence by husband towards wife. Other findings in the study is that the subjects of study tend not to attribute errors on victims in cases of domestic violence. One interesting discovery is related to the two main variables are that the attitude of blaming women victims of domestic violence has a positive and significant relationship with the acceptance of domestic violence

In research conducted by Gracia and Herrero. Furthermore, countries that uses Gender Empowerment Measure (GEM) used to identify gender inequality, indicating more acceptable levels of domestic violence higher than those with low GEM (Gracia & Herrero, 2006). Preece

(2008) also conducted exploratory research on counselors related to domestic violence. Various predictor variables such as just-world beliefs, attitudes against women, attribution of errors, personal violence experiences, and demographic variables are used to predict counselor attitudes toward female victims of violence. In line with this study, Preece (2008) found that counselors in her research that puts attribution of mistakes on female victims of violence tends to have an attitude of accepting domestic violence. Furthermore,

There is also the possibility that counselors have a tendency to minimize the behavior of domestic violence, less able to recognize abusive behavior. This may affect the intervention provided for victims of cases of domestic violence (Preece, 2008). Preece (2008) puts the attribution error as a predictor in his research, but it cannot be denied that attitude about husbands' abuse of wives has relevance to attribution error against victims of domestic violence.

Another study by Yamawaki and colleagues (2012) resulted in an expansion of thoughts to be considered related to domestic violence issue. Participants tend to blame victims of domestic violence if the victim decides to return to her partner after experiencing violence. In addition, participants who believe that victims of domestic violence indirectly want and like that violence, this people tend to blame the victims of domestic violence (Peters, 2008; Yamawaki et al., 2012). This shows that how one views about domestic violence and the circumstances surrounding it have a relationship with how it is happen affecting whether the victim is to blame or not. Aside from that, it was found that the WJ dimension in the WB scale has a weak relationship against victim blaming. This can happen because the individual who views the victim as a party to blame assumes that the victim do not need to get help. It is also related to how one views the domestic violence itself (Peters, 2008).

In general, the study found that subjects tend to justify the occurrence of domestic violence, but not blame it on victim, where it indicates that the error could have been inflicted on other factors such as actors, situations, and values that exist in the related community. These findings and other related findings create out-of-sync results, shows that more research is still needed, or it takes a perspective that is more sensitive to other factors that can affect on attitudes toward domestic violence and attribution of errors. This study was conducted with certain limitations of the researchers, this can then be a valuable lesson ahead for other researchers involved in the same topic. That domestic violence is not only a problem in one family, but it is a social disease rooted in the inequalities in perceiving roles of gender respectively.

### **Conclusion**

Based on data analysis in this study, we then obtained conclusion that attitudes about husbands' violent acts against wives have a correlation with the attribution of errors to victims of domestic violence. The existence of bias and error thinking in perception of domestic violence and its victims this can cause an aura of acceptance in cases of domestic violence. In addition, victim blaming can reduced or even eliminate our sense of responsibility to help and provide legal justice to victims of domestic violence. Many factors can affect the perception related to domestic violence and its victims. This show that we needed a broader understanding of this phenomenon.

The results of this study indicate that there is still justification against the behavior of domestic violence even at the level of society that should have more comprehensive understanding of this. Although there is a tendency not to blame the victim, but attitude of the acceptance of domestic violence should still be considered to design a form of more appropriate interventions. The contributions of all parties, not just perpetrators and victims can help to reduce the number of cases of domestic violence in the long term and help the victim to recover in the short term. Difficulty in obtaining adequate literature and data about domestic violence in Indonesia, especially East Java contributed in doing a qualified research. DV as something that is still considered family problems mean there is a difficulty to document the phenomenon this complex. However, with the existing literature and experience, the author tries to start a step from a long journey to reveals the phenomenon of domestic violence by doing research truthfully and use all the means to get the most results appropriate for this study.

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### **Declaration of Interest**

The authors report no conflicts of interest in this work.

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## **Making Meaning, Making Change: A Case Study of Women Social Entrepreneurs' Trajectory from Personal Narrative to Community Development**

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### **Abstract**

Through collaborative research and action, community psychology seeks to understand and to enhance quality of life of individuals, communities and the society. Using narrative psychology as strategy of inquiry and action research as approach, this preliminary qualitative research aims to describe a case study of three women entrepreneurs - from Circa, Du'Anyam and TorajaMelocommunity-based enterprises -to empower women communities of doll crafters in Cihanjuang West Java, indigenous wicker weavers in LarantukaEast Nusa Tenggara and traditional textile weavers in Toraja North Sulawesi. Semi-structured interviews with these purposively-sampled subjects in February-April 2017 reveal the process they have undertaken as results of their meaning-making process, which concludes in their trajectory from personal narrative to community development. This research recommends follow-up studies to capture trajectory patterns of a larger sample as well as communities, to generate effective model for community intervention.

**Keywords:** *action research, community psychology, community development, narrative psychology, social entrepreneurship,*

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### **Introduction**

The background of this research is as follow. Community psychology, according to Dalton et al (2001) and Kagan and Burton (2001) in Nelson and Prilleltensky (2010) and Orford (2008), concerns with the relationship of the individual to communities and society. Through collaborative research and action, community psychologists, seek to understand and to enhance quality of life of individuals, communities and the society. One way to examine community psychology is through community-based enterprise.

Community-based enterprise (CBE), according to Peredoand Chrisman (2006), is a community acting corporately as both entrepreneur and enterprise in pursuit of the common good, built upon the collective skills and resources of the community, with multiple social and economic goals, managed collectively in participatory structure. Whereas the community is typically treated

in the literature as an exogenous part of the environment for entrepreneurship, an emergent point of view is to treat the entrepreneurs and the enterprise as embedded in a network of relationship.

Community-based enterprise has been recognized as one form of social entrepreneurship. Unlike traditional 'business' entrepreneurship, social entrepreneurship is defined as the innovative use of resource combinations to pursue opportunities aiming at the creation of viable socioeconomic structures, relations, institutions, organizations and practices that yield and sustain social benefits (Mair & Noboa, 2006). Social entrepreneurship is viewed as a set of interlocking opportunity-based activities pursued by competent and purposeful individuals who – through their actions – can make a difference in society and at the same time, generate profit.

To better understand how social entrepreneurs around the world use business to help tackle social problems, Thomson Reuters Foundation conducted the world's first experts' poll in 2016. According to nearly 900 experts in social enterprise, Indonesia is among top 10 ranking in the world as the best place to be female social entrepreneurs. Tang and Yi (2016) encapsulate this as follows: "Social entrepreneurs are inherently driven by improving people's lives, lifting people out of poverty. Women social entrepreneurs are better at doing this than their male counterparts."

Hence, based on this literature review, it can be concluded that examination on the role of women social entrepreneurs through community-based enterprises would contribute to the growing body of knowledge advancement of community psychology – especially in Indonesia, which has been considered as a fertile ground for this initiative.

To do so, this research zooms in on the meaning-making process undertaken by women social entrepreneurs of community-based enterprises. This focus is based on the examination on the model of social entrepreneurial intention formation proposed by Mair and Noboa (2006). Developed from the existing work on entrepreneurship literature, this model conceptualizes a process that involves individuals (in this case, women social entrepreneurs) engaging in a specific behavior with tangible outcomes (in this case, community-based enterprise).

The above-mentioned model has identified a research gap on that very core "specific behavior" that connects intention and outcome. This gap suggests a focus on trigger events or social problems that interact with individual emotional and cognitive variables. This research aims to mend the gap by focusing on this meaning-making process. It is because in recent years, the interests in meaning have proliferated in many areas of psychology (Park, 2010). Meaning is defined as a "mental representation of possible relationships among things, events and

relationships. Thus, meaning *connects* things.”According to Stelter (2007), meaning is a continuous interpretative process based on individual’s previous knowledge, experiences, emotions, beliefs and attitudes toward an actual situation - shaped through narratives that describe the focus person’s life practice. A focus on meaning-making process allows a vantage point to examine issues around temporal agency, which enables investigation on the nature, the scope and the ongoing relational process undertaken by Indonesian women social entrepreneurs in working with their community-based enterprises. Meaning-making process, according Garud and Gulliani (2013), emerges in and through interactions amongst individuals and communities involved, depending upon their recollections of past experiences and their future aspirations, each try to shape unfolding processes, in particular directions by framing entrepreneurial ventures and opportunities, which sit at the intersection of such distributed efforts, and it is in the interactions between the different frames that a venture progresses over time.

This angle echoes with what Peredo and Chrisman (2006) highlight in their examination on community-based enterprises – that communities involved in collective venturing are stimulated to join in an interpretative process, in which a variety of aspects are interdependent and interconnected, which contribute to an effort to understand its significance, or in other words: meaning-making process. This also resonates with what Busenitz et al (2003) suggest, that in the abundance of opportunities as the field of entrepreneurship moves through its emergent stage, scholars should focus efforts on the nexus of enterprising individuals or teams and mode of organizing within the overall context of dynamic environments. Furthermore, this aligns with the calling that has long been launched by Banyar and Miller (1998) that community psychology’s nearly exclusive reliance on quantitative methods has limited the capacity to fully understand the complex challenges and problems that confront the communities.

Further consideration is that in the examination over 152 articles on social entrepreneurship over the 18-year of time span, Short et al (2009) identifies the lack of psychology as a discipline to contribute to the development of social entrepreneurship research body of knowledge, as well as the lack of representation of ASEAN countries in their sample of examined articles. To address this issue, a case study with qualitative nature would serve as a preliminary stepping stone to better understand this newly emerging knowledge advancement through the lens of community psychology. It is hoped that this research would benefit policy-makers and practitioners as well,

given the growing interest in entrepreneurship and sustainability as tools for local development in impoverished local communities in a variety of settings.

### **Method**

The variable examined in this research is the meaning-making process of women social entrepreneurs of community-based enterprises. Approach used in this research is action research - a process of developing practical knowing in the pursuit of worthwhile human purposes, grounded in a participatory worldview, which seeks to bring together action and reflection, theory and practice, in the pursuit of practical solution to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities (Brydon-Miller et al, 2003). Narrative psychology is used as strategy of inquiry because it allows an inside path to understand how individuals connect together aspects of their life and world, in a way that valorizes the complex experience of persons while holding true to the kind of systematic observation required by science (Schiff, 2012).

Semi-structured interview, ranging from 1-3 hours each, is used as a tool due to its sufficiency in structure to address specific dimension of research while also leaving space for participants to offer new meanings to the topic of study (Galleta, 2013). Research subjects are purposively-sampled – they are all resource persons for a series of financial literacy workshop for women (see Table 1). All share similar characteristics: they are women social entrepreneurs, in their adult years, who previously worked in non-entrepreneurial settings, then later decided to work with community-based enterprises. Such homogeneity suits with the aim of this research: to describe their meaning-making process. Data collection is conducted prior to the workshop, from February to April 2017, documented in audio-visual recording, then transcribed in verbatim within 1-2 weeks. Triangulation is then conducted for clarification, verification as well as expansion of findings, through the workshops attended by a total of 120 participants, each took place during the same months, all transcribed in verbatim as well.

The analysis technique follows narrative analysis steps as proposed by Murray (2015), in which transcribed verbatim interviews are organized into:

1. The Beginning: comprising on their personal account of their life before embarking into social entrepreneurship initiative – as described in various aspects of their life such as childhood, education, career and family life.

2. The Middle: comprising on their personal account on their life as social entrepreneurs and in working with the community.
3. The End: comprising on their reflection on their past and present, as well as expectation toward the future.

### Result

Based on narrative analysis of the interviews transcripts, the result of this research is as follow:

#### The Beginning

This part comprises of the personal account of the life led by the research subjects before embarking into social entrepreneurship– as described in various aspects of their life such as childhood, education, career and family life. The beginning part of three research subjects is summarized in the Table 2. Triggering events experienced by the subjects and emulated into their meaning-making process are described as follow:

UK (personal communication, March 28, 2017)

*Most of the women in Cihanjuang quitted their education in junior high school. Some got married very young and soon their husbands left them, some experienced domestic violence, some are prone to trafficking and prostitution.... To survive such challenges, women had to have strong self-esteem... One might be born in a poor family, life might seem like an uphill battle, sometimes one might need to cry her heart out from time to time and it is okay – but then one must find ways to get out from poverty...*

AA (personal communication, February 15, 2017)

*When I was pursuing my Master's degree in Public Health, I took a course that required a field study to urban slum areas in Mumbai India on public sanitation issues... When we conducted our interviews with young mothers in one of the houses, we were confronted with a middle-aged woman around her 60s... In Hindi language, she expressed her anger at us and threw us out from her house... Our interpreter explained that she disliked having strangers come into their house, asked questions about their daily life, and left - then nothing changed... At that point, I understood her feeling...*

DJ (personal communication, March 16, 2017)

*In 2007, I returned to my husband's hometown in Toraja, planning to retire and write books... One day I went for a walk to a nearby kampong, full of babies – all looked like Chinese decent... Later I found out that their mothers worked abroad in Malaysia to look for jobs, and then went home pregnant, then gave birth to Chinese-looking babies - out of wedlock... I said to myself, I had to do something about this.*

Based on the above-mentioned quotations, these three subjects observed problems in the community levels. It should be considered that their observations were influenced by their education background and/or work experience. These social capitals seemed to increase their level of sensitivity toward the problem faced by the community.

These observations then led the research subjects to experience empathy towards the community. The problems of the community became their personal problems as the narrative of the community became their own.

It is worthy to point out that these research subjects showed empathy toward fellow women members of the community. Gender similarity seems to facilitate the development of bond between the individuals and the communities, going beyond their differences in socioeconomic status (SES) and subjective social status (SSS).

Informed observation and empathy were then followed by the urge to improve the quality of life of the community through empowerment. In their views, empowerment was essentially a rooted experience, in which the sense of identity of the community should remain intact and firmly attached to their own cultural contexts.

The urge for change led these three research subjects move forward to the middle part of their narrative, in which they embarked into the journey of social entrepreneurship and community-based enterprise, as encapsulated in Table 3. This table summarized challenges they face in working with the community.

### **The Middle**

This part comprises of their personal account on their life as social entrepreneurs and in working with the community. Excerpts of the transcripts below showed the milestones of this part of the journey.

UK (personal communication, March 28, 2017)

*To me, it all started with appreciating yourself and your work ... For example, the price of the doll is X rupiah, due to the cost of this and that parts, its clothes and so forth... The*

*crafters in Circa gradually began to understand the value of things, of their work they poured into the making of the dolls and of themselves... Once they were able to see these, they began to understand that there were resources available around them that they could work with in order to be productive.*

AA (personal communication, February 15, 2017)

*I began to see that due to the circumstances they faced, they led a life of a constant here-and-now: today is for today and tomorrow is another day... Since there was no concept of the future, there was no need of planning... To educate them with this concept, direct experience was needed... Once they had access to cash, they began to understand that they no longer needed to ask for money from their husbands, they were well-prepared should family members get sick and needed medication and they could save up for their children's education.*

DJ (personal communication, March 16, 2017)

*In a way, they were not exactly poor because they could survive with what was available around them... Hence, they felt that they did not need to change.... Yet for them, it was important for their own sense of pride if they were able to bring pigs or bulls as offerings for their traditional ceremonies... They needed to be sure that this community change would help them achieving that goal, otherwise, it was not worth doing. It is a totally different logic compared to us, yet it was as it was.*

Based on the narrative they offered, particularly in dealing with challenges summarized in Table 3, these three research subjects undertook their meaning-making process by first revisiting their own. In reflecting how the communities made meanings, they understood and then appreciated the differences between themselves and the members of the communities. These research subjects began to grasp that “What X means for me” might be very different than “What X means for the community.”

The above-mentioned meaning-making process occurred throughout the process of community development. In this phase, the products produced by the communities – dolls, wicker weaving and textile weaving – experienced a series of appropriation to better suit with the demand of the outside market (e.g. different hair styles of the dolls, different weaving techniques for the

wicker, different color for the threads to be woven to create traditional textile). Challenges occurred throughout the process were essentially due to the differences of meaning-making process between the research subjects and the communities.

The trajectory of their meaning-making process from personal narrative to community development was marked on the moment when they began disbanding their own versions of reality and started adopting the ones of the communities. These women social entrepreneurs did so by empowering the communities to attain what were considered as valuable, important or meaningful for the members of the communities. UK did so by establishing partnership with doll crafters-turned-vendors, AA did so by introducing grading system for different qualities of product, and DJ did so by facilitating knowledge transfer from older, master weavers to the younger generation. This practice of negotiation was partly facilitated by cultural similarity and/or physical proximity between these social entrepreneurs and the communities they worked with. Next, the middle part of their narrative as women social entrepreneurs then led to the final part, or the end – summarized in Table 4.

### **The End**

This part comprises on their reflection on their past and present, as well as expectation toward the future. Besides putting together a business plan for the future, as summarized in Table 4, all three research subjects elaborated their version of “success” as the end part of their narrative. In their description, the past was reflected and the present was celebrated. Excerpts of the transcripts detailing this particular part can be seen below.

UK (personal communication, March 28, 2017)

*One of Circa's crafters had a baby. She and her husband decided to continue working for Circa. After careful consideration, they decided to employ a domestic helper to help take care of the baby. I was surprised because it added cost to their household. Then she explained that she understood that she had valuable skills for Circa and she did not want to lose her opportunities to be productive. When assisted by a domestic helper, she would be able to ensure a stable stream of income while taking care of the baby. This is what success mean to me – to see women empowered to take control over the course of her own life.*

AA (personal communication, February 15, 2017)

*One of Du'anyam wicker weavers chose not to take the money she earned from her product. She asked us to keep the money for her. She was saving her money so she could have enough money to buy herself a mobile phone. It might not be ideal – as for some, this could be considered as consumptive purchase. Yet it can be argued that now she understood the concept of the time as well as the future, and she planned for it.*

DJ (personal communication, March 16, 2017)

*One day, Torajamelo was approached by one of the community leaders. He asked, “Please “torajamelo” us.” I was confused at first. It turned out that he wished that their local textile weavings could be transformed in such a way so they could access the global market, just like Torajamelo. To see the noun “Torajamelo” was transformed into a verb was extraordinary for me.*

Based on the above-mentioned transcripts, it could be seen that these research subjects narrated the end of their narratives by going beyond typical metrics used to measure business success. Changes of behavior were used to illustrate the concluding part – showcasing the merge between the success attained by the communities and their own. Empowerment achieved was described as the capacity to control personal destiny, to master the future, even to change a noun into a verb. Such transformation showed the creation of new meaning - made by the research subjects through their engagement with the community.

It can be concluded that the analysis of the meaning-making process from the beginning to the middle and the end of the journey as narrated by these research subjects had revealed the trajectory from personal narrative into community development via the avenue of social entrepreneurship. It can be seen that meaning-making process emerges in and through interactions amongst individuals and communities as ventures progress over time.

### **Discussion**

The result of this research shows the meaning-making process undertaken by three women social entrepreneurs in their work with the community through Circa, Du'anyam and Torajamelocommunity-based enterprises. Critical analysis of the finding shows the role of education background, work experience, gender, cultural similarities and physical proximity in the meaning-making process, leading to the trajectory from personal narrative to community development. While the issue of challenges in the middle part of the narrative is typical in any entrepreneurial journey, empathy in the beginning and transformation in the end are the differences

identified in this research. This research envisages that follow-up studies, using quantitative methods, would enable the identification of trajectory patterns of a larger sample. When cascaded to the large scale of community, an effective model for community development through social entrepreneurship as intervening variables might be generated.

### **Conclusion**

This research begins with a research question: how three women social entrepreneurs undertake the meaning-making process through their work with the community through Circa, Du'anyam and Torajamelocommunity-based enterprises. This case study shows that in the beginning, the narrative identifies how informed observation and empathy, seemingly facilitated by gender similarities, led to the urge to improve the quality of life of the community. In the middle part, there was a merge of the narrative of the community and their own, taking place throughout the process of appropriation of the product and process - starting from the point when these women social entrepreneurs let go parts of their own versions of reality and adopted the ones of the community. The trajectory from their personal narrative is identified as the objectives pursued are the ones meaningful for the community. Finally, the end part of their narrative was marked by changes of behavior showcasing the merge between the success attained by the communities and their own; and empowerment achieved showed the creation of new meaning.

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### **Declaration of Interest**

In carrying out the roles as interviewer and moderator of Chic Chat Financial Literacy Workshop with Permata Bank, the author is independent in carrying out the research. This was made possible due to the difference of objectives; whereas this research aimed to describe the meaning-making process of the research subject, the workshop aimed to build the capacity of financial literacy skills of the participants. The author reported no conflicts of interest.

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### Tables

Table 1. Research subjects

No	Initial	Age	Marital Status	Organization	Work Area	Community
1	UK	51	Married	Circa	Cihanjuang, West Java	Doll crafters
2	AA	28	Single	Du'Anyam	Larantuka, East Nusa Tenggara	Indigenous wicker weavers
3	DJ	61	Married	TorajaMelo	Toraja, Sulawesi	North Indigenous textile weavers

Table 2. The Beginning

No	Subject	Summary
1	UK	UK's childhood hobbies are crafts – she made dolls and their clothing in her leisure time. Her academic background in Anthropology sparked her interest in culture. In 2010, her family moved to Cihanjuang, a village in West Java well-known for its plantation area. where she observed cases of child marriage, domestic violence and women trafficking. Emulating her work experience in cosmetic industry in which she campaigned for women empowerment, she started Circa in 2009. Through crafts, UK planned to offer alternative source of income for women which is suitable to the demands of the household.

2	AA	AA comes from a family of entrepreneurs. Her childhood aspiration is to become an adventurer. Her academic performance leads her to pursue her education in the US in the field of applied science (molecular biology and public health), in which she was first exposed to social entrepreneurship and community enterprises. Her trigger event is during her field trip to India's slum area – which leads her to consider social entrepreneurship as solution. It inspired her to re-connect with her high-school friend, a native East Nusa Tenggara, who work with local community there. To AA, social entrepreneurship via community-based enterprise can be used to address public health issues, particularly on pregnant mothers. AA's work experience in business consultancy in Boston, US, and her network with MIT students enabled her to access an investment opportunity via Global Poverty Initiative project to work with the community in 2014 through Du'anyam.
3	DJ	DJ's work experience encompasses banking and micro-finance, training consultancy and women's right advocacy. In 2007, she returned to her husband's hometown in Sadan, Toraja and observed how poverty has led women to seek for jobs abroad. DJ envisaged that could be eradicated by revitalizing local weaving home industries. DJ uses her social capital of access to fashion industries and capacity building to later set up Torajamelo in 2010,

Table 3. The Middle

No	Subject	Summary
1	UK	Challenges comprises of changing the mindset, capacity building, quality control and partnership building. This is exemplified by training crafters to negotiate with vendors, to conduct presentation regarding research and development outputs and market potentials.
2	AA	Challenges comprises of trust building, capacity building, standardization of process and quality control. This is exemplified to the ability of the community

		for commitment to orders made by clients, the level of articulation and the capacity for negotiation, knowledge transfer between weavers from different generations.
3	DJ	Challenges comprises of trust building, resistance to change, access to resources and quality control. This is exemplified by hindrance of using different type of threads, negotiation with vendors to different colours of threads, weaving with different patterns.

Table 4. The End

No	Subject	Summary
1	UK	The future direction is to strengthen Circa's marketing
2	AA	The future direction is to explore export opportunities
3	DJ	The future direction is to expand to other regions outside Toraja

## The Effectiveness of Basic Counselling Skills Training

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### Abstract

The purpose of this study is to design and describe the effectivity of basic counselling skills training on family planning counsellor. Participants are from civil servants, contract workers, religious leaders, and other stakeholders. Design of this report used one group pre-test and post-test. The reason for using this design is to define the target behaviour before and after the training. Instruments in taking the data in this study came from the observation of observer and psychologists (also as trainer) throughout the training and analysed using visual and qualitative analysis. From two analyses which conducted in this study is indicated that there is an increasing skill of family planning counsellor South Kalimantan in their skills. These changes are not only perceived in the classroom but also when they are on duty in the field. It can be described following all that counselling is a term used to describe the relief relationship.

**Keywords:** *counselling skills, training, quasi-experimental design*

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### Introduction

Counselling is the vehicle of development, change and life enhancement in individuals' life. Therefore, in counselling process, a skilful counsellor can help clients who want to develop themselves and make changes in their lives. For an effective counselling process, a skilful counsellor should have some professional skills. These professional skills include different types of skills such as relationship, helping or counselling, case conceptualization, diagnosis, strategies, and interventions (Cormier & Hackney, 2012). These skills are described as competencies ranging from the basic and simple level to the more advanced and complex, therefore more challenging level and examined in different ways (Whiston & Coker, 2000). Whiston and Coker operationalized these skills in the dimensions of (a) technical skills, (b) therapeutic approaches and interventions, (c) counsellor cognitive skill development. Technical skills are defined as what a counsellor say and do in counselling process to help his/her clients. The term technical skills apply to those communication skills, listening skills/responses, basic interviewing skills, helping or

counselling skills. These skills involve different types of skills such as questions, reflection of feeling, confrontation and self-disclosure. Cognitive skills refer to the level of cognitive complexity of a counsellor (Duys & Hedstorm, 2000). Seligman defined these skills as conceptual skills. Conceptual skills are those that influence how clinicians think about their clients and to identify effective ways to help their clients. Therapeutic approaches and interventions include counselling theories and the skills to implement the different strategies, interventions and techniques of those theories (Seligman, 2006). In summary, it is expected that effective counsellor should be qualified in each skill dimension and integrate this competence with his/her work successfully. In this respect, the most important work of counsellor is to teach these skills to the novice counsellors.

The definition of counselling skills and the development of counselling skills training programs were all based loosely on the foundation of Rogers' (1992) contribution to the counsellor education (Daniels, 1994; Hill & Lent, 2006). Since 1960's, numerous counselling skills training programs have been developed to teach discrete counselling skills (Baker, Daniels, & Greeley, 1990; Carkhuff, 2000; Hill, 2004; Hill & O'Brien, 1999; Ivey & Ivey, 2003). Counselling skills training programs classify counselling skills using three stage frameworks: (a) self-exploration, (b) understanding/insight, (c) action (eg. Carkhuff, 2000; Hill, 2004). For example, Hill classify skills as exploration skills (e.g. attending, open questions, reflection of feeling), insight skills (e.g. challenges, interpretation, self-disclosure), and action skills (e.g. information and direct guidance (Hill et al., 2008) Besides, counselling skills are also arranged in two dimensions: (a) basic counseling skills, (b) advanced/influencing/ higher order counselling skills (Bradley & Fiorini, 1999; Cormier & Nurius, 2003; Ivey & Ivey; Whiston & Cooker, 2000). Basic counselling skills include attending, questions, encouraging, reflection of content, reflection of feeling, and summarizing. Advanced counseling skills also include confrontation, self-disclosure, interpretation, immediacy, information, feedback, and directives (Bradley & Fiorini; Cormier & Nurius; Ivey & Ivey; Whiston & Cooker).

Since 1960's, numerous systematic and structured counselling skills training programs have been developed to teach counselling skills to the novice counsellors. The main goal of counsellor seems to discover the effectiveness of training programs and the best methods for training. As a matter of fact, varied in their views of learning, approaches to training and their empirical support, four stand out as most useful to counsellor: Carkhuff's Human Relations Training (HRT), Ivey's

Micro-counselling/Micro-training (MC), Kagan's Interpersonal Process Recall (IPR), and Hill's Helping Skills Program (HSP) (Ladany & Inman, 2008).

It is believed that the key components of counselling skills training programs are specific methods of counselling skills training. The specific methods of counselling skills training are (a) instruction (brief didactic information about the target skill), (b) reading-programmed texts (reading about the skill), (c) modelling (demonstrations of appropriate ways to perform the target skill), (d) rehearsal-practice (practice the target skill-role-playing), (e) self-observation (watching oneself on videotape/transcribing and coding taped role-play/session), (f) self-assessment (reflect on experiences), and (g) feedback-supervision (Daniels; Hill & Lent; Hill et al. 2007; Ivey & Ivey, 2003; Ivey, Packard, & Ivey, 2006). Each specific method has unique functions and contributions to teach counselling skills. The research found that multimethod training outperforming single-method training (Hill & Lent). At the same time, the literature reveals significant interest in the use of multimedia instruction in counsellor (Hayes & Robinson, 2000; Hayes, Taub, Robinson, & Sivo, 2003). The concrete indicator or evidence of effectiveness of counselling skills training is the assessment of counselling skills after training. For measuring/assessing counselling skills, the paper-pencil tests (written examinations) and/or performance based tests (simulation/role-playing tests, video tests) are conducted. However, the paper-pencil tests seem to be most suitable for the efficient assessment of knowledge while performance based tests are more suitable for the efficient assessment of insight and skill (Baker, O'Neill, & Linn, 1993; Smith & Van Der Molen, 1996a, 1996b). To make an adequate assessment, it is recommended the use of performance based tests in combination with paper-pencil tests (Hill & Lent; Smith & Van Der Molen, 1996a, 1996b).

Today, population problems faced by developing countries include Indonesia in general, large population, high growth, uneven distribution, and low quality. To overcome the problem of population development, there needs to be a government regulation and policy. For economic development and improvement of people's welfare to be implemented well must be balanced with the regulation of population growth through the success of family planning programs that must be implemented, because if the program is not implemented properly will lead to unbalanced population rate and impact on various important aspects of development sources human power, and national development.

The problem is very complex and related to each other to cause growth of the population becomes unbalanced. The problem is decomposing like in a region and big cities, and generally

there are still many people who have lack understanding of the important National Family Planning program. If we examine more deeply the problems of population in an area can be decomposed like, when the population is increasing because the higher of occupation level and the lower public awareness of the Family Planning Program, the area will experience a condition where the population will be very crowded, when the population is very crowded and not balanced with good mobility aspects such as health aspects, economic aspects and even employment Limited course will lead to poverty and even more than that people will live with conditions that are not conducive to the future. This becomes an important evaluation and a difficult task for the government, therefore the government is expecting a community contribution on the National Family Planning program to be well realized.

In terms of population problems, National Population and Family Planning Board (BKKBN) of South Kalimantan has a responsibility to control the population. BKKBN Province of South Kalimantan has a role to carry out the government's policy on the community and in cooperation with district or city in South Kalimantan to build, guide, provide facilities and infrastructure to support the National Family Planning Program. In every sub-district, there are Family Planning Counsellor (PKB) who plays an important role as manager, mobilizer, empower and give approach to society and all parties that take part in the implementation of family planning program. In practice, PKB often finds many problems in the community. A common problem commonly encountered is a lack of community understanding of family planning programs well. Communication problems are often a review, for example how a PKB should be able to change the mind-set of people in a region or village to use the family planning program.

As we know that communication becomes a very important initial capital in a socialization of Family Planning Program for family planning counsellor (PKB) to the people. The way of counsellor to communicate of course the message submitted to people, they should have a good message content and of course be persuasive. Persuasive itself is more like to invite, and this is emphasized by family planning counsellor and their role sometimes always get some barriers when socialize their program in district or sub-district. Community insight that is still considered unfamiliar and less familiar with the National Population and Family Planning program makes a very big indication in constraints of counsellor to socialize the program.

Presently, many family planning counsellors today is faced the emotional problem of their clients that they can see daily. The ability to be a good 'helper' or counsellor depends on knowing

own feelings and thinking deeply about how you behave. One of the most important instruments you should work with as a counsellor is yourself as a person. In preparing for counselling, you will acquire knowledge about the theories of personality and psychotherapy, learn assessment and intervention techniques, and discover the dynamics of human behaviour. Such knowledge and skills are essential, but by themselves they are not sufficient for establishing and maintaining effective counselling relationships. To every counselling session we bring our human qualities and the experiences that have influenced us. The human dimension is one of the most powerful influences on the counselling process.

Because counselling is an intimate form of learning, it demands a practitioner who is willing to shed stereotypes and be an authentic person in counselling relationship. It is within the context of such a person-to-person connection that the client experiences growth. If we hide behind the safety of our professional role, our clients will likely keep themselves hidden from us. If we become merely technical experts and leave our own reactions, values, and self out of our work, the result is likely to be sterile counselling. It is through our own genuineness and our aliveness that we can significantly touch our clients. If we make life-oriented choices, radiate a joy for life, and are real in our relationships with our clients, we can motivate them to develop these same life-enhancing qualities. This does not mean that we are self-actualized persons who have “made it” or that we are without our problems. Rather, it implies that we are willing to look at our lives and make the changes we want. Because we affirm that changing is worth the risk and the effort, we hold out hope to our clients that they can change and truly like the person they are becoming.

In this research, researchers want to see the effectiveness of counselling skills training for Family Planning Counsellor (PKB) at South Kalimantan, and it can specifically describe the differences in the field when the counsellors have attended counselling skills training. The research subjects were counsellors or workers from districts or cities in South Kalimantan who attended counselling skills training at the Department of Training and Development, National Family Planning Board (BKKBN) South Kalimantan.

Previous projects on counselling skills training have been conducted by the Centre for Public Mental Health at the Department of Psychiatry and Mental Health University of Cape Town in 2010 published under the title Basic Counselling Skills: A guide for health workers in maternal care, at the Perinatal Mental Health Project These skills and approaches in counselling are used by mental health nurses to help many depressed women. After the nurses receive counselling training

from the Perinatal Mental Health Project, it shows how important it is to be able to extract stories from clients we are dealing with and can listen to their stories without any desire to judge or blame the actions of clients. Other research related to counselling skills training also been done by Buser and friends whose the writing was put in *Journal of Counsellor Preparation and Supervision* on April 2012. This study assessed the impact of mindfulness practice, incorporated alongside a five-week counsellor skills training model, on the counselling skills development of master's-level trainees (N = 59). Three groups of counselling students were studied: those who engaged in no mindfulness practice; those who engaged in a brief amount of mindfulness practice (five mindfulness practice sessions); and those who engaged in an extended amount of mindfulness practice (11 mindfulness practice sessions). The results showed improvements in counselling skills associated with mindfulness practice, although the brief and extended intervention groups did not significantly differ from one another.

There are other studies related to counselling skills training which is conducted by Digan from Professional Doctorate in Counselling in Faculty of Humanities University of Manchester in the year of 2014. This thesis is about the counselling skills used by adult nurses in their everyday, normative interactions with patients and health workers. He has chosen to focus on adult nurses specifically, because this group of professionals, when they are “learning their trade” as students, are encouraged to think about the communication skills they bring to the caring encounter through the “lens” of counselling. He is involved in this teach process and interested in whether this approach “works”. All Nurse training programs in their country incorporate a focus on communication skills.

Other research about counselling skills training has also been done by Adalag (2013) from Educational Consultancy and Research Centre Ege University. This study was aimed to describe counselling skills pre-practicum training at guidance and counselling undergraduate programs in Turkey. A descriptive study was conducted based upon qualitative data. The research group of this study consisted of 11 guidance and counselling undergraduate programs voluntarily participate into study. The Survey Form developed by the researcher and consisted of 10 open-ended questions was used. A content analysis was carried out. The results showed that undergraduate programs mostly aimed to teach therapeutic conditions and reflection of content/feeling skills in the course; did not use a counselling skills training program as a base and mostly used instruction method to teach counselling skills; and implemented paper-pencil tests to assess counselling skills. Teaching

basic counselling skills and developing professional identity and self-efficacy were mostly emphasized as an importance of course for counsellor. One of the main problems of undergraduate programs regarding pre-practicum counselling skills training course was excessive number of students. In the light of results, it could be stated that the counselling skills pre-practicum training was not conducted in a qualitative manner within the scope of counsellor education in Turkey. The results were discussed regarding counselling skills training and counsellor education and suggestions were provided.

Researchers have not found research that examines the effectiveness of counselling skills training for Family Planning Counsellor especially in Indonesia. Thus, the researcher is interested to do this research. Heed to the previous research about counselling skills training, doubt the researcher's knowledge there has never been any previous research that examined "Counselling Skills Training for Family Planning Counsellor", unless the researchers make as an introduction and which is written in the bibliography. The differences in this study with previous studies is the training subjects are more given to nurses, health workers, counselling and guidance workers, medical workers, whereas in this study researchers will see the direct effect of training given to the Family Planning Counsellors (PKB).

### **Literature Review**

According to Beck (1963) "In prehistoric societies, guidance in its broadest sense was aid given to one person by another, by a group to its members in seeking what was the best course of action in terms of the survival of the individual or the group". Such communication between individuals has existed throughout the ages and it is difficult, therefore, to pinpoint when this became counselling". Shertzon & Stone, (1974), indicate that if this first definition of counselling is accepted - that counselling is one person giving aid or advice to another - the point at which man first sought and received verbal aid marks the beginning of counselling.

There is an abundance of evidence that, through history, humankind has sought advice and counsel from those possessing superior knowledge, insights and experience to themselves. It could therefore be suggested that chieftains and elders of tribes thus were the first counterparts of counsellors. The sharing of economic and survival enterprises in such times limited the need for career and occupational guidance counselling services. However, as skills became more important and recognized, inheritance became how occupations were determined, that is, skills and trades being passed from father to son and mother to daughter. Studies show that although conflict over

career choice was then absent, there were indications of pride and pleasure taken from developing and demonstrating skills and fulfilling ones' potential.

Belkin (1975) points out that the ancient Greeks formulated concepts of counselling dealing with the interaction of people with one another and the environment. Within Grecian society, great emphasis was placed upon the education and development of the individual towards role fulfilment to the greatest potential for oneself and society. The Greek philosopher Hippocrates rejected demonology as the explanation of disordered behaviour and argued such problems to be the result of disturbed body fluids. He maintained that the mentally ill should be treated by humane methods. Belkin's studies (1975) show Plato to be the first philosopher to organize psychological insights into a systematic -theory. Plato's interests involved moral, educational and developmental aspects of psychology. His method sets the way for a modern counselling relationship; he used a dramatic method - profound questions set and dealt with through the dynamics of human interactions. Aristotle made significant contributions, instigating and directing studies of people interacting with each other and the environment. Individuality and the right of self-determination were elements of present day counselling disciplines which were assumed in the ancient Hebrew society, while within the early Christian society, the emphasis was on humanistic ideals which formed the basis of modern democracy and of today's counselling movement.

There are several definitions of counselling in circulation. Some are exclusive to counselling, some are inclusive of all the talking therapies and some seek to differentiate between the various talking therapies. Most of the definitions of counselling below are written by professional organizations and reflect the views of their members; or by organizations and government agencies and reflect the services on offer. The first two British Association for Counselling/British Association for Counselling and Psychotherapy (BAC/BACP) definitions from 1978 and 2013 illustrate the development of counselling during that time.

*“1978 Definition by the Standing Conference for the Advancement of Counselling/British Association for Counselling: ‘Counselling takes place when one person accepts responsibility for helping another to decide upon a course of action or to understand or change patterns of behaviour which distress, disturb or affect his social behaviour.’ The definition continues to describe when counselling takes place and states that counselling may be ‘incidental to the other functions of the professional’ for example a teacher and pupil. It may be ‘educational and vocational guidance,*

provided by a specialist service for particular problems or within voluntary agencies' (Standing Conference for the Advancement of Counselling 1978).

Counselling is a general term for exploring emotional problems by talking them through with a trained counsellor or therapist. The term covers a considerable range of approaches. In its simplest form, this can be supportive and sympathetic listening in the form of weekly sessions over a small number of weeks. This sort of counselling is suited to people with fundamentally healthy personalities who need help in addressing a current crisis in their life or relationships. Some more experienced counsellors, who have had further training in any of a large range of theoretical approaches, work in a deeper way, and are able to help people with more complex problems. ([www.rcpsych.ac.uk/counsel](http://www.rcpsych.ac.uk/counsel))

It can be seen from these definitions that counselling can have different meanings. For example, Burks and Steffle (1979) stress the idea of the 'professional' relationship, and the importance of 'self-determined' goals. The BAC definition places emphasis on exploration and understanding rather than action. Feltham and Dryden (1993) highlight the areas of overlap between counselling and other forms of helping, such as nursing, social work and even everyday friendship. The existence of such contrasting interpretations and definitions arises from the process by which counselling has emerged within modern society. Counselling evolved and changed rapidly during the twentieth century, and contains within it a variety of different themes, emphases, practices and schools of thought. The cultural and historical context that lies behind these definitions is examined in detail. It is important to be aware that the definitions of counselling listed here share one important feature in common: they are framed from the point of view of the *counsellor*. What this means is that they largely reflect the aim of professional bodies to establish counselling as a professional specialism within contemporary society. It can be argued that 'counselling' is a term in everyday use, and as such carries meanings that transcend such 'professionalized' definitions. After this period, an 'everyday' or 'user-oriented' definition of counselling is offered.

In these definitions, we can conclude that counselling is a term used to describe a helping relationship. One person, 'the client', has an issue or a problem, something that he or she cannot deal with alone. The 'client' approaches the 'counsellor' for help in a formal confidential relationship. The purpose of this relationship is to help the 'client' address or deal better with his or her issues. If we associate about the counselling skills for family planning counsellors is related

to the ability of counsellor to communicate the use of contraceptives tool to acceptors, to assure acceptors to choose the contraceptive that suits for them, and how to understand their thoughts, feelings and emotions when choosing the tools.

Underpinning the diversity of theoretical models and social purposes discussed above are a variety of ideas about the aims of counselling and therapy. Some of the different aims that are espoused either explicitly or implicitly by counsellors are listed:

- *Insight*. The acquisition of an understanding of the origins and development of emotional difficulties, leading to an increased capacity to take rational control over feelings and actions (Freud: 'where id was, shall ego be').
- *Relating with others*. Becoming better able to form and maintain meaningful and satisfying relationships with other people: for example, within the family or workplace.
- *Self-awareness*. Becoming more aware of thoughts and feelings that had been blocked off or denied, or developing a more accurate sense of how self is perceived by others.
- *Self-acceptance*. The development of a positive attitude towards self, marked by an ability to acknowledge areas of experience that had been the subject of self-criticism and rejection.
- *Self-actualization or individuation*. Moving in the direction of fulfilling potential or achieving an integration of previously conflicting parts of self.
- *Enlightenment*. Assisting the client to arrive at a higher state of spiritual awakening.
- *Problem-solving*. Finding a solution to a specific problem that the client had not been able to resolve alone. Acquiring a general competence in problem-solving.
- *Psychological education*. Enabling the client to acquire ideas and techniques with which to understand and control behaviour.
- *Acquisition of social skills*. Learning and mastering social and interpersonal skills such as maintenance of eye contact, turn-taking in conversations, assertiveness or anger control.
- *Cognitive change*. The modification or replacement of irrational beliefs or maladaptive thought patterns associated with self-destructive behavior.
- *Behaviour change*. The modification or replacement of maladaptive or self-destructive patterns of behaviour.
- *Systemic change*. Introducing change into the way in that social systems (e.g. families) operate.

- *Empowerment.* Working on skills, awareness and knowledge that will enable the client to take control of his or her own life.
- *Restitution.* Helping the client to make amends for previous destructive behaviour.
- *Generativity and social action.*

We can determine that counselling is a form of helping that is focused on the needs and goals of the person. The popularity of counselling reflects the strain and fragmentation of life in contemporary society. There exist many definitions of counselling, each of which emphasizes different aspects of the counselling role and process. Counselling is like, and different from, other forms of helping, such as psychotherapy, social work and psychiatric nursing. There are many competing theories of counselling, and a variety of settings for counselling practice. The diversity of counselling is also reflected in its roots in disciplines such as philosophy, religion and the arts, as well as psychology and psychiatry. The diversity and heterogeneity of counselling is a strength, reflecting the sensitivity of counselling to the enormous variations in human experience. The common elements within the great diversity of counselling provision can best be understood by defining counselling from a socially oriented, user-focused perspective.

On the other hand, we should know what is the means of Family Planning Counsellor (PKB). Family Planning Counsellor is who works and given a special training by the National Population and Family Planning Board (BKKBN). Their task is help to give some information of contraceptives tool which provided by BKKBN. Those who become counsellors are graduated from any bachelor majors or high school students. Their duties are:

1. Formal and Informal Approaches (Cross sectoral)

Cooperative relationships with formal leaders: Head of the Office of Religious Affairs and informal leaders, community leaders, religious figures and customary leaders who aim to gain political support while providing knowledge and skills for the person to provide support for operational implementation The National Family Planning Movement at the village or kelurahan level in accordance with the agreed work plan.

2. Establishment and affirmation of the agreement

It is a systematically implemented process to reach the politician and technical agreement on the cultivation of GKBN (National Family Planning Movement) as well as establishing formal and informal leaders to play an active role in their respective roles.

3. IEC (Information, Education, and Communication)

Conduct counselling, give some information, and education involving religious leaders and community leaders who explain about the definition of family planning and the use of family planning tools directly to the community at the time of worship activities such as in the Mosque and Church.

4. Kader Preparation and Rural Community Institution Growth

That is the formation of cadres of family planning officers in the field called PPKBD (Family Planning Counsellor Assistant Village) where the family planning agency provides KIE and counselling to the Kader who will then be presented to the community. Where counselling is a process that runs, and integrates with all aspects of family planning services. By counselling means the officer helps the client in giving an information about contraception, choosing and giving them a way by their selves for deciding which type of contraception will be used in accordance with his choice, in addition it can make the client feel more satisfied.

Counselling done on:

- a. Family Planning Counsellor Field officer: implemented by family planning officers in the field, i.e. Family Planning Counsellor Officer (PPLKB), Family Planning Counsellor Field (PLKB), Family Planning Counsellor (PKB), assistant gets standard counselling training. The main task is centred: understanding of the benefits of family planning programs; the process of healthy pregnancy or reproduction; tell the correct information on contraceptives (how to work, benefits, possibilities, side effects, complications, failures, contra indications, common place of contraception, referrals, and costs) (Saifudin, 2006).
- b. Family Planning Counsellor Clinic: conducted by medics and paramedics trained in the clinic of midwives, nurses and midwives KB officers. Counselling services conducted at the clinic are attempted to be given individually in a special room. Counselling services at the clinic are conducted to complement and strengthen the results of counselling in the field that includes: provide more detailed KB information as client needed; ensure that the client's choice of contraception is appropriate of their health condition; helps choose other contraceptives if the selected ones turn out not in accordance with his/her health condition; appoint a client in case the selected contraception is not available at clinic or if the client needs medical help from an expert in case of other health problems; and provide counselling on re-visits to ensure that the client does not experience any complaints in the use of his or her preferred contraceptive.

5. Coordinating the Implementation of Family Planning Services

This process of activities is undertaken by counsellor of family planning officers in preparing technical services to the target in accordance with the type of service provided.

6. Doing Recording and Reporting

Namely activities to record things related to the program either input, process or the results of activities that have been done and poured in the form of reports using the existing raw form.

### **Method**

This research is a quasi-experimental research. The design used in the study was the one-group pre-test and post-test design, which was part of the experimental design performed on a group of subjects without comparison groups and measured before and after the experiment. Comparisons are made on the same subject at different times, i.e. baseline conditions or conditions in which the measurement of behavioural targets is conducted in the circumstances before any intervention is given, and the intervention conditions in which an intervention is provided, and the behavioural targets are measured under those conditions (Shadish, Cook, & Campbell, 2002). The reason for using the O X O design on the following quasi-experimental research compared to other designs is to define the behavioural target as an accurately measurable behaviour, measure and collect data at baseline (O1) conditions repeatedly until the trends and data levels become Stabilized according to the researcher, provided intervention after stable baseline data trend, measured and collected data at intervention phase (X) with certain period of time until data stabilized, and after trend and level of data in phase intervention (X) stable then measured at phase after Intervention (O2) (Barlow & Hersen, 1984); (Sunanto, Takeuchi, & Nakata, 2005). The subjects in this study were, family planning counsellor workers from district or city who participated in counselling skills training that scheduled by Department of Training and Development at the National Population and Family Planning Board (BKKBN) South Kalimantan. Methods of data collection in this study are: observation, depth-interview, and documents in the form of pre-test and post-test. Besides, data analyses used in this study are: visual and descriptive analysis.

### **Result**

In this study the researchers used various methods, namely in-depth interviews to obtain preliminary data on the condition of family planning instructors obtained from the Department of

Training and Development at the National Population and Family Planning Board (BKKBN) South Kalimantan, observation or behavioural observation during training, and documentation to get the data. After the researcher get information through in-depth interviews, researchers will make observations, through observation researchers get a fairly clear picture of field conditions related to the counselling skill of family planning counsellor.

Observations are considered important because researchers will find facts in the field how the actual conditions experienced by the counsellors or workers. The next step is the researcher doing documentation study in the form of additional information such as written data obtained from the field/office, the data is not only in the form of information obtained from the field, but such as pre-test and post-test of skills training counselling and skills change report Counselling before and after the training that can be a review material to add information to be gained by researchers.

Family planning counsellor do an approach to the community using several ways such as routine counselling at posyandu, either at times such as national family days or counselling conducted once a month. Family planning counsellor also do an extension to the community is not alone, assisted by some Post or Sub family planning in each city or village, and Village Midwife, Family Planning Counsellor provide understanding and input to the community who want and new to enter the fertile age couple. Family planning counsellor will do a counselling explains every contraception tools which to be used as a contraceptive, after explained the mothers have the right to choose contraception tools which will be used to follow family planning program.

Some of the things done in the extension activities, including introduction of contraceptives to couples of childbearing ages, control of contraceptives for participants family planning remains and some activities such as counselling. If counselling is in a group, counselling is more of an interpersonal communication. Many of the few mothers or couples of childbearing ages are very reluctant to find out information about contraceptives in public forums such as counselling because they rate family planning is personal.

The counselling process is an important part of providing information, support, and providing an opportunity for acceptors to choose their own problem solving from what they experience. Can be concluded that the existence of a family planning counsellor is very important in the success of family planning program, but sometimes the nature of some people who think that family planning program including "haram or forbidden" often give a big enough effect to the community. People will be afraid of what they choose because they join the family planning program. Plus, the issue of family planning is often raised by some religious leaders who do not support the family planning program, so it takes the skills of family planning instructors to convince and change the mind-set that has been there in the community, especially in South Kalimantan. A significant difference between the pre-test and post-test results proves that effective counselling skills training is applied to family planning counsellor in below:

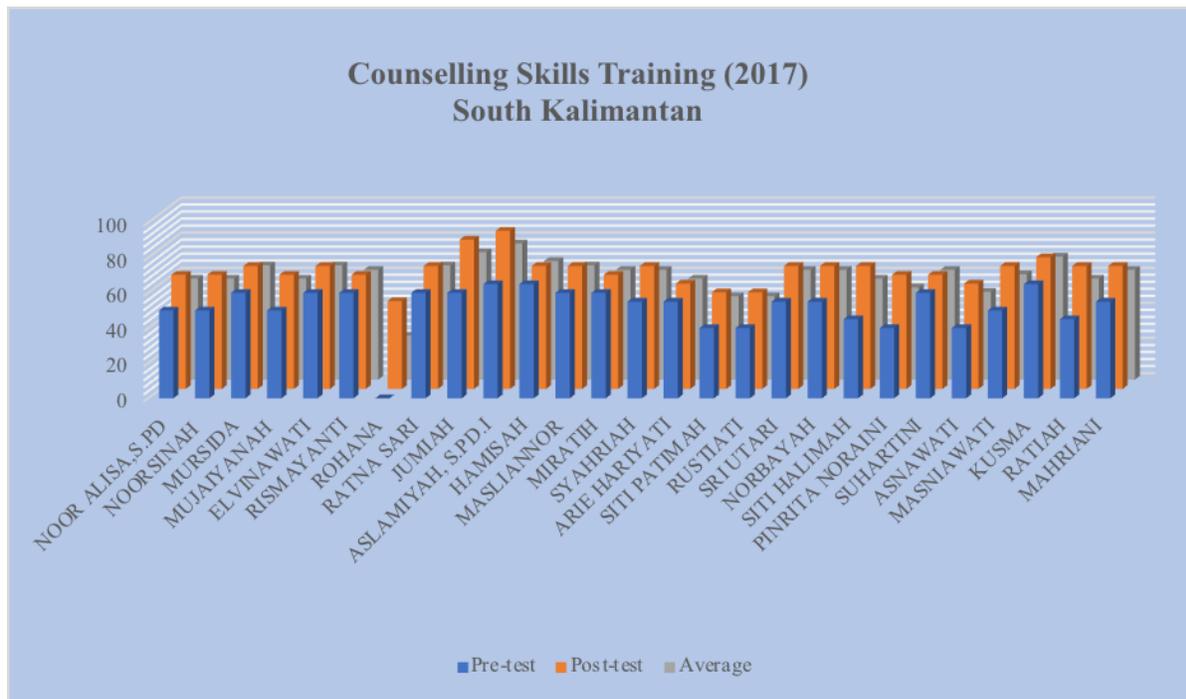


Figure 1. Visual Analysis on Evaluation of Participants' Knowledge

In this result we can see that as a family planning counsellor should be able to provide a good and accurate understanding to the communicant (which means the acceptor), throughout counselling process. It is closely related to when a person does something must be affected by factors in himself or environmental factors.

### **Discussion**

Family Planning Counsellor (PKB) acts as the person in charge of managing the implementation of activities related to the role of a family planning counsellor himself. The counselling is conducted to provide an understanding of the importance of attending family planning program, counsellor is usually done once a month following Posyandu schedule, but family planning service is not only done at Posyandu schedule, generally in cooperation with Department of Training and Development at National Population and Family Planning Board (BKKBN) South Kalimantan, and sometimes family planning counsellor and workers will perform services according to work program. Obviously, the barriers to counselling must be considered, when a counsellor finds obstacles in communication to his/her client then there will be a lack of understanding of the message delivered. The message given will not be clearly understood so that the communicant or acceptor will be difficult to digest the message given by the counsellor. Such problems are often faced by family planning counsellor in conducting some counselling activities in the field.

Many of the few communities living in districts or municipalities in South Kalimantan are still lacking the mastery of formal languages or common languages such as Bahasa Indonesia. Many of its citizens still use their own local languages. The location of the problem is not only in the communicant or acceptors of course, but as family planning counsellors should have the skills in implementing the counselling process, a counsellor should make adjustments in counselling the community. Accordingly, of that a counsellor should immediately take action to improve counselling ability. After the training of family planning skills increased so that when they are in obligation he/she as a counsellor can play an active role and use their skills effectively in activities organized by the National Population and Family Planning Board (BKKBN) South Kalimantan.

### **Conclusion**

This study involved family planning counsellor from civil servants, contract workers, non-governmental organizations, religious leaders, traditional leaders, and other several stakeholders, with divided into several batch as subjects.

It was found that counselling skills training is one of the effective programs implemented as an effort to improve the skills of family planning counsellor in conducting counselling to the community. In this way the counsellors are trained to improve their counselling skills. From the indicator of counselling skills training, it is illustrated that their skills have improved in their

application so that when they are on the field their skills when faced with clients / acceptors can help them to understand the information provided about the contraceptives, support the decisions made by clients, and provide opportunities for clients to choose your own problem solving.

Counselling skills of family planning counsellors have been shown to increase through counselling skills training conducted by Psychologists. This is evidenced from the pre-test and post-test data provided to the trainees. Illustrated from the average scores obtained by each trainee. In addition, the other positive things gained during counselling skills training is that the trainers' skills are increasing in terms of communicating and counselling with clients or acceptors. Thus, counselling skills training on family planning instructors means that this training can be one of sustainable and continuous work programs with other work programs for Department of Training and Development at National Population and Family Planning Board (BKKBN) South Kalimantan.

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#### **Declaration of Interest**

“The authors report no conflicts of interest in this work.”

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## The Role of Talent Management in Enhancing Job Satisfaction, Commitment, and Work Engagement of Generation Y Employees

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### Abstract

The existence of generation Y has become dominated in the world of work. Various researches show that generation Y has different characteristics compared to the previous generations. Thus, talent management program, which is one of the strategies in managing employees, must pay attention to this condition in order to be functioned effectively. This paper attempts to illustrate the role of talent management in enhancing job satisfaction, commitment, and work engagement of generation Y employees. The subjects in this study were 105 employees of banking industry. The measuring instrument that was used was based on the talent management scale by Armstrong (2006), job satisfaction scale by Spector (2008) and work engagement scale by Schaufeli and Bakker (2003). The results of the analysis using Spearman's rho product moment technique showed that there is a significant relationship between talent management and job satisfaction, employee commitment and work engagement.

**Keywords:** *Talent Management, Job Satisfaction, Employee Commitment, Work Engagement, Generation Y*

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### Introduction

Every organization has its own goals. To achieve the goals, organization has to face many challenges. As the key element of organization, human resource can be one of the strategies to accomplish organizational goals. In order to obtain, maintain and retain the qualified human resources who have similar vision with the organization, organization must have a high sense of competitiveness towards other organizations.

Various methods are used by the organization to keep their employees commit to them. The high commitment of employee will be obtained when they are satisfied and feel tied to the organization. Commitment is one of the most important things in progressing and developing the company. Furthermore, the other aspects to create the bonding between employee and organization are engagement and job satisfaction.

The ideal condition in organization is when the values and goals of employees meet the goals of organization that later, it will create the commitment of employee to the organization. Thus, the organization must create an environment that encourages employees desire to maintain their relationship with the organization (Allen & Meyer, 1990). This statement is supported by Luthans (2006) that said the commitment of employee to the organization is defined as a strong desire to remain as a member of the organization, to strive and certain beliefs, as well as the acceptance of the values and organization goals. Mathis and Jackson (2011) defined the employee commitment to the organization as the level of trust and acceptance of employees to organizational goals and their desire to remain in the organization, which is reflected in the low level of delays, absenteeism and employee turnover. It is also supported with Luthans (2006) that stated employee commitment to the organization will reduce withdrawal behavior like lateness, absenteeism, daydreaming, turn over and also it will have an impact in the development and achievement of company goals. Mowday, Steers, and Porter (1979) acknowledged that commitment is not only a passive loyal to the organization, but it is also an active relationship with organization such as, the willingness of employees to provide all of their capacity and competence to contribute on the progress of the organization. According to Tobing (2009), the employee commitment is described as the value orientation of individual in organization that demonstrate through their highly thought of prioritizing the work and organization. In that sense, employee will try to give all the efforts and ability to help organization achieve the goals.

Employee commitment and work engagement are two different things. According to Macey, Scheinder, Barbara and Young (2009), work engagement is the extent to which employees are engaged in their work and commit to their work emotionally. Furthermore, Robinson (2009 in Markos & Sridevi, 2010) defined work engagement as a positive attitude that employees of the organization should have and be able to implement the values that exist in the organization. The study also explained that employees who engaged to the organization will be aware of their work. Thus, they will work hard and make improvements for the advantage of organization. When people engaged and committed to the organization, they should be satisfied with certain condition, situation or benefit. This premise is supported by the research conducted by Gallup (Govindorajo, Kumar & Ramulu, 2014) that stated work engagement is a condition in which employees feel comfortable with their job, productive, and loyal to the organization, whereas if employees do not have engagement to their organization, they will not be happy with their work, and it will increase

the number of absenteeism. The high absence of the employees indicates that employees have no satisfaction and commitment, and also a high intensity to leave the company (Govindorajo, Kumar & Ramulu, 2014). Another research also said that work engagement is how an employee can put himself fully to his work, has a vigour, dedication, and absorption (Schaufeli & Bakker 2003). Bakker, Schaufeli, Leiter, and Taris (in Khalid & Saba, 2015) stated that a highly engagement of employees also try to create resources for their own work and can offer the competitive advantage to their organization. Taylor (in Khalid & Saba, 2015) underlined that employee engagement can help organization in increasing commitment and satisfaction level of employees.

Job satisfaction is the most variable used in research. The diversity of these studies resulted in the different definition of job satisfaction. According to Tiffin (in Anoraga, 2005), job satisfaction is associated with employees' stance toward the work itself; including the work situation, cooperation between management and fellow employees. Furthermore, Luthans (2006) defined job satisfaction as the result of the employees' perception of how well the organization provides the things that are important. On the other sides, Locke (in Luthans, 2006) defined job satisfaction as a reaction or attitude that includes cognitive, affection and evaluation. The study also stated that job satisfaction is the emotional state of positive emotion that comes from work experience. Spector (2008) defined job satisfaction as an attitude variable that reflects how a person feels about their work as a whole. The study conducted by Harter et al. (in Abu-Shamaa, Al-Rabayah & Khasawneh, 2015), with the involvement of 7,939 business units in 36 companies, tested the relationship between employee engagement and the business-unit outcomes of customer satisfaction, productivity, profit, employee turnover and accidents. The study showed that employee satisfaction and engagement are strongly related to the business-unit outcomes. So, it can be concluded that job satisfaction and employee engagement will increase employee commitment to the organization.

Nowadays, organization has a difficulty in managing generation Y employees who begin to dominate the population of organization. According to Myers and Sadaghiani (2010), human resource management has difficulties to motivate and keep employee loyal to the organization. Various studies also underlined that generation Y has different characteristics compared to the previous generation. Survey conducted by Jobstreet.com in December 2015 found that from 3,500 generation Y employees studied, 65.8% of them choose to leave their job after working for 12 months with a variety of reasons. The first reason is because they are not happy at work. This

condition occurs because generation Y employees want their ideas to be accomplished or at least to be understood by their organization. Secondly, generation Y employees want to have good benefit. In this case, it is not only the financial aspect, but also good health insurance and safety guarantee. Besides, generation Y employees feel that the working environment is too rigid and not flexible.

Another study conducted by Swiggard (2011) stated that the generation Y employees are twice more likely to change job within a year compared to generation X. It occurs because there is an essential difference between the working attitudes of generation Y with the previous generation. Generation Y employees have a low commitment to the organization. They tend to move from one to another job. This situation becomes a problem for organizations since it will cost them a lot of money to hire new employees. The loss of financial side is not only problem that will occur, but the work process within the organization will also change because the lack of person in some positions. Moreover, it also cost their time since there is a gap between the vacancy position and recruitment process. Hence, organization has to consider how to recruit and maintain their generation Y employees, so they can be the strength of organization (Meier & Mithcell, 2010).

Some researchers showed that creating commitment, engagement, and satisfaction can be applied through talent management program. Talent Management is one of the strategies used by companies to overcome these problems. According Stefko and Sojko (2014), talent management is defined as the systematic and dynamic process of discovering, developing, and maintaining the talent. The process depends on the context and how the organizations implement it. Talent management includes placing the right people in the right position to enhance the competitiveness of organization (Karuri & Nahashon, 2015). In talent management, there are several aspects such as training and development, auditing talent, performance management, total rewards, career development and retention. The implementation of talent management programs supports the company to find a match between the needs of employees and organization, so that talent management program can assist the organization to anticipate the possibility of less commitment and engagement of employee to the organization.

Many researchers found that organization with good attention in talent management is a way more successful than the one that does not consider on it. Another reason of implementing talent management is because it covers the organizational culture, organizational structure, stress management, and employee retention. Employee retention is the strategy to retain employees.

Organization is also accused to manage human resources more proactive, so that employees are satisfied and engaged to the organization. Proactive talent management includes the identification, selection, development, and preserves the super-keeper.

Super-keeper is a group of employees in a small numbers. Super-keepers are able to demonstrate superior performance, which can motivate other employees to achieve superior performance as well, which is really able to realize the competence and values of the organization (Berger, 2007). Super-keeper needs to be carefully selected and well prepared as candidates for future leader in the company. In order to develop and maintain the super-keeper that dominated by generation Y, organization needs to manage their super-keeper. Therefore, the purpose of this research is to illustrate how talent management role in enhancing job satisfaction, employee commitment and employee engagement among talent generation Y.

### **Method**

The subjects in this study are the talents from generation Y in Indonesia, both male and female, who work in banking industry. The total respondents in this study are 105 employees. The range of subjects aged between 20-37 years with a minimum education bachelor degree. Methods of data collection in this study were calculated by using a scale. Primary data in this study were obtained through various forms of measurement instruments, which is a psychological scale to measure the subject report. The respondents were asked to respond a number of statements in accordance with their situation. This study used a talent management scale by Armstrong (2006). The scales comprises 60 items with a five point Likert scale (ranging from 1 is “strongly disagree” to 5 is “strongly agree”).

Employee commitment was assessed by using measurement tool from Allen and Meyer (1990). The scale consists of 13 items with a five point Likert scale (ranging from 1 is “strongly disagree” to 5 is “strongly agree”). Job satisfaction was measured by using Spector’s Job Satisfaction Survey (JSS). It includes 26 items with a six-point Likert scale (ranging from 1 is “strongly disagree” to 6 is “strongly agree”). Work engagement was assessed using 17 items with a five point Likert scale (ranging from 1 is “strongly disagree” to 5 is “strongly agree” which is adapted from Schaufeli and Bakker (2003).

### **Result**

This study attempts to understand the relationship among talent management, employee commitment, job satisfaction and work engagement. Table 1 displays the linearity of all variables.

Linearity test is performed to determine whether the two variables have a linear relationship. The relationship between the two variables is linear if the P value of the F linearity is less than 0.05 ( $p < 0.05$ ) and the P value of deviation from linearity is greater than 0.05 ( $p > 0.05$ ). It is shown in the table that all of deviations from linearity with P value are more than 0.05 and P values from F linearity are less than 0.05. So, it can be concluded that all data in this study are linear. Table 2 displays the normality of all variables and Table 3 presents the correlations of all variables.

Based on the results, these findings indicate that employees would achieve a higher level of commitment, work engagement, and job satisfaction if organization has well-improved their talent management process. The correlation matrix shown in Table 3 exhibits that talent management and employee commitment, job satisfaction, and work engagement are significantly related concepts. The result moderately supports hypothesis 1 ( $R=0.771$ ), which states that components of talent management are positively related to employee commitment. It is concluded that employees would achieve a higher level of employee commitment if organization has well-improved their talent management. Another result also support hypothesis 2 ( $R=0.156$ ), which states that talent management is positively related to job satisfaction. These findings indicate that employee would achieve a higher level of job satisfaction if organization has well-improved their talent management. Accordingly, the result moderately supports hypothesis 3 ( $R=0.885$ ), which states that talent management is positively related to work engagement. Among three variables used by researcher, work engagement has the biggest effect on talent management. Thus, it can be concluded that talent management has significantly effects employee commitment, job satisfaction, and work engagement. In short, the results of this study support all hypotheses.

Table 1. Linearity

Variable	Statistic (df)	P	Information
Talent Management*Employee Commitment	219.195	0.000	Linear
Talent Management*Job Satisfaction	539.787	0.000	Linear
Talent Management*Work Engagement	7.185	0.011	Linear

Table 2. Normality

Variable	Statistic (df)	P	Information
Talent Management	0.980	0.118	Normal

Employee Commitment	0.912	0.000	Abnormal
Job Satisfaction	0.953	0.001	Abnormal
Work Engagement	0.980	0.122	Normal

Table 3. Results of the correlations

Variable	R	P	r <sup>2</sup>	Information
Talent Management*Employee Commitment	0.771	0.000	0.594	Significant
Talent Management*Job Satisfaction	0.885	0.000	0.783	Significant
Talent Management*Work Engagement	0.156	0.006	0.024	Significant

Table 4. Categorization

Categorization	Talent Management	Employee Commitment	Job Satisfaction	Work Engagement
	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)
Very Low	0 (0%)	0 (0%)	1 (1%)	2 (2%)
Low	2 (2%)	2 (2%)	1 (1%)	4 (4%)
Moderate	17 (16%)	15 (14%)	20 (19%)	19 (18%)
High	41 (39%)	34 (33%)	30 (29%)	46 (43%)
Very High	45 (43%)	54 (51%)	53 (50%)	34 (33%)
Total	105 100%	105 (100%)	105 (100%)	105 (100%)

### Discussions

The purpose of this study is to investigate the correlation between talent management and employee commitment, job satisfaction, and work engagement on generation Y employee in Indonesia. From overall categorization, it shows that perceived talent management on generation Y employees reach 43% of the subject, the employee commitment 51%, job satisfaction 50% and work engagement 33%. From this result, it can be concluded that talent management has a relationship with employee commitment, job satisfaction, and work engagement. There is no very low category in talent management. The result of this study shows that the correlation between

talent management and job satisfaction is stronger than the correlation between the talent management with employee commitment and work engagement.

Based on the data, job satisfaction has a high relationship with talent management which is shown in Table 3. The Multiple R was 0,885 and the Multiple R<sup>2</sup> was 0.783 that indicate the job satisfaction variable is about 78.3% of the variance in talent management. Thus, talent management has a strong relationship in enhancing job satisfaction. It occurred due to one of the talent management aspects has a high correlation with one of job satisfaction aspect which is relationship and communication, with a total correlation is 0.719. This result is accordance with the research conducted by Khah, Nezhad dan Moradi (2014) that revealed there is a positive significant between talent management and job satisfaction with  $p < 0,001$  and correlation score 0.533. Khah, Nezhad dan Moradi (2014) also stated that if the organizations desire to achieve their organizational goals they also have to think about job satisfaction of their employee in order to remain them to commit and give their contribution to the organization. Additionally, Elahinejad and Gholami (2015) stated that talent management is an effective factor in enhancing job satisfaction that can be used to improve the recruitment process and apply talented people so that they can become a part of the organization. Talent management is also able to put the employee in the right position and in the right time.

Another result of this study is that there is a relationship between talent management and employee commitment. The Multiple R was 0.771 and the Multiple R<sup>2</sup> was 0.594 which indicate that the employee commitment variable is about 59.4% of the variance in talent management. It means that talent management has a strong relationship in enhancing employee commitment. So, it can be concluded that the more effective talent management in organization will increase the level of employee commitment to the organization. This finding is similar to the study conducted by Nobarieidishe, Chamanifard, and Nikpour (2014) which stated that there is a positive relationship between talent management and employee commitment in Tejarat Bank. According Nobarieidishe, Chamanifard, and Nikpour (2014), talent management is one of important activities to achieve the successful of an organization. Another research conducted by Suharmono (2016) also found that there is a positive and significant relationship between talent management and employee commitment to the organization. This study also showed that there is a positive and significant relationship between employee commitment and employee performance. This research

shows that the more effective talent management program in the company, the higher employee commitment and employee performance to the company.

Work engagement also has a relationship with talent management, but the relationship is not as strong as the job satisfaction and employee commitment. The Multiple R was 0.156 and the Multiple R<sup>2</sup> was 0,024. It indicates that the job satisfaction variable is about 2.4% of the variance in talent management. This result is similar to the study conducted by Sadeli (2012) that revealed the company's talent management practices provide positive influence on employee engagement. Sadeli (2012) also stated that with having good employee engagement, employee will feel have an obligation to provide feedback to the company. Through the implementation of talent management, the high potential can be well managed, thus it will also guarantee the success of company performance. Roper (2009) also found there is a significant correlation of employee perception of talent management and employee engagement. The study stated that through a talent management program, employee will have a high level of engagement. It means that the effectiveness of talent management on the organization could predict the employee commitment, job satisfaction, and work engagement on the organization.

### **Conclusion**

This study examines the role talent management on employee commitment, job satisfaction, and work engagement. The results indicate talent management has positive and significant effects on employee commitment, job satisfaction, and work engagement. These findings highlighted the critical roles of talent management on employee commitment, job satisfaction, and work engagement. The practical implication of the results is that organizations need to actively improve their talent management process, so that employees would achieve their higher level of commitment, satisfaction, and engagement. However, this study has also some limitations. The number of respondent obtained in this study was rather small. A larger number of responses would probably give more accurate findings.

In addition, since this study investigates Indonesian generation Y employees, so the findings and conclusions described from this research are representative of Indonesian employees only, and the findings may not explain to other geographic regions or cultures. Future studies can also examine the proposed relationships in other countries. The second limitation is the subjects of this study are from different organization, so the perceived talent management in one organization

is different to another organization. Thus, the next future research can provide respondent to a specific company, so it can give more exact result.

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Tables

ANOVA Table

			Sum of	Mean			
			Squares	df	Square	F	
						Sig.	
Talent management*Job Satisfaction	Between	(Combined)	120363.664	71	1695.263	8.793	.000
	Groups	Linearity	104073.897	1	104073.897	539.787	.000
		Deviation from	16289.767	70	232.711	1.207	.280
		Linearity					
	Within	Groups	6362.583	33	192.806		
Total			126726.248	104			
Talent management*Employee commitment	Between	(Combined)	34821.740	71	490.447	4.489	.000
	Groups	Linearity	23947.016	1	23947.016	219.195	.000
		Deviation from	10874.725	70	155.353	1.422	.133
		Linearity					
	Within	Groups	3605.250	33	109.250		
Total			38426.990	104			
Talent management*Work Engagement	Between	(Combined)	16053.390	71	226.104	1.212	.275
	Groups	Linearity	1340.484	1	1340.484	7.185	.011
		Deviation from	14712.907	70	210.184	1.127	.360
		Linearity					
	Within	Groups	6156.667	33	186.566		
Total			22210.057	104			

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Talent Management	.089	105	.038	.980	105	.118
Job Satisfaction	.123	105	.000	.953	105	.001
Employee Commitment	.198	105	.000	.912	105	.000
Work Engagement	.096	105	.019	.980	105	.122

a. Lilliefors Significance Correction

**Correlations**

		total item talent management	total item komitmen SKOR karyawan	skot total item katerikatan karyawan		
Spearman's rho	total item talent management	Correlation Coefficient	1.000	.885**	.771**	.156
		Sig. (1- tailed)	.	.000	.000	.056
		N	105	105	105	105
SKOR		Correlation Coefficient	.885**	1.000	.848**	.091
		Sig. (1- tailed)	.000	.	.000	.177
		N	105	105	105	105
total item komitmen karyawan		Correlation Coefficient	.771**	.848**	1.000	.200*
		Sig. (1- tailed)	.000	.000	.	.021
		N	105	105	105	105
skot total item katerikatan karyawan		Correlation Coefficient	.156	.091	.200*	1.000
		Sig. (1- tailed)	.056	.177	.021	.
		N	105	105	105	105

\*\* . Correlation is significant at the 0.01 level (1-tailed).

\* . Correlation is significant at the 0.05 level (1-tailed).

## Prosocial behavior on commuterline passengers: Personality do matters

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### Abstract

Prosocial behavior occurred when someone realized that there was another person in need for help. The aim of this study was to investigate the relationship between big five personality and prosocial behavior on commuter line passengers. 100 passengers of commuter line in Depok, West Java were used to be the subjects of this study. Prosocial behavior scale and the big five personality scale was used to collect the data, and statistical regression method was used for data analysis. The findings show that there is significant correlation between prosocial behavior and big five personality. Biggest contribution given by agreeableness to prosocial behavior and the least contribution is openness to experience.

**Keywords:** *big five personality, prosocial behavior, commuterline passengers*

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### Introduction

Commuter Line is one of the strategic transportation facilities in the heart of Jakarta Capital City and surrounding Bogor Depok Tangerang Bekasi. Increasing quality of government services to passengers of the Commuter Line, should be followed by the level of care and tolerance by fellow passengers in order to create travelling comfortness.

Indonesian is known as a society that has a friendly attitude, courtesy, and mutual help, but the facts sometimes not completely appropriate. Indonesian people, especially passengers of Commuter line is not always friendly or help each other. There was news about a woman admitted being harassed and threatened using knives by foreign passengers inside the commuter line. No one of the passengers who were in the train at the time of the incident willing to help her. After the lapse of three stations, there was a male passenger who realized then invited her to sit and away from the perpetrators (Sanjaya, 2016). Another reports shows woman's fights for a seat on the commuter line (Dharma, 2017). Even there is some viral news from passengers of commuterline

writing on social media for her complained about her experienced giving her seat for pregnant woman (Rahmadi, 2014; Mandiri & Aban, 2017).

When someone gives a seat, allowing passengers to come down first, not sitting on the floor of the train and not standing in front of the door as it interferes with other passengers going up or down, these are forms of prosocial behavior on Commuter Line passengers. Yahaya, Latif, Hashim, & Boon (2006) classify three things that affect the individual to help that is related to background, traits personality, and personality norms.

Some research results on the differentiating aspects of those who like and do not like to help, where they are primarily aspects of personality. Individuals who help to develop a feeling of high morality. According to McCrae & Costa (2003), personality is a relationship between factors consisting of various properties that are interconnected with each other, which then will affect the pattern of individual behavior concerned in dealing with problems in the environment.

Wilkowski, Robinson, and Meier (2006) conducted research on agreeableness and the prolonged spatial processing of antisocial and prosocial information. This study shows that individuals who have high agreeableness personality exhibit difficulty breaking away from prosocial stimuli. Conversely, individuals who have a low agreeableness personality exhibit difficulty breaking away from antisocial stimuli. Then, research on the influence of psychosocial factors in helping behavior on Benue University students conducted by Makurdi (2013) shows that agreeableness positively affects help behavior and neuroticism negatively affects help behavior. This study also shows that extraversion, conscientiousness, and openness are not significant factors in helpful behavior. Almost similar results are research conducted by Ashton, Paunonen, Helmes & Jackson (1998) shows correlations with adjective markers of the Big Five indicated that the Empathy/Attachment factor was related positively to Agreeableness and negatively to Emotional Stability, whereas the Forgiveness/NonRetaliation factor was related positively to both Agreeableness and Emotional Stability.

Prosocial behavior is behavior that has positive social consequences for others (Neuberg & Cialdini, 1998). Vaughan & Hogg (1996) define prosocial behavior as a broad category referring to positive action, appreciated by society, and contrasting only with antisocial behavior.

Prosocial behavior is defined as a helpful act that benefits others without having to provide a direct benefit to the person performing the action, and may even involve a risk to the helpful person (Baron & Byrne, 2005). Baumeister & Vohs (2007) defines prosocial behavior as

voluntary behavior that aims to benefit others, such as helping, sharing, or providing other comforts. Darity (2008) Prosocial behavior refers to any behavior that benefits someone other than oneself, regardless of the motivation involved. Prosocial behavior is unlimited behavior for sharing, donating, volunteering, entertaining, cooperating, and altruism (Matsumoto, 2009). Prosocial behavioral aspect according to Eissenberg&Mussen (1989) which consists of sharing, cooperation, helping, charity and acting honestly as the basis of measurement. The authors chose to use aspects of pro social behavior according to Mussen (in Asih&Pratiwi, 2010) because it reflects more prosocial behavior as a whole.

According to Matsumoto (2009), personality is a dynamic organization in the general nature of individuals, patterns of behavior, values, interests, plans and motives, self-understanding and common views, abilities, and emotional patterns that determine behavioral and mind characteristics. Meanwhile, Feist &Feist (2012) says that personality is a pattern of certain characteristics and characteristics that are relatively permanent and provide both consistency and individuality in one's behavior. Dimensions in Big Five Personality by McCrae & Costa (2003), namely: (a) Extraversion, (b) Agreeableness, (c) Conscientiousness, (d) Neuroticism, (e) Openness to Experience.

Based on the above description it can be concluded that various personality types have a relationship with prosocial behavior. A person who has a passion for relations with outside world, openness to new experiences, self-awareness, and the tendency to agree with the views of others, tend to have a willingness to take action aimed at benefiting others such as helping, sharing, or providing comfort other.

The main purpose of this study is to examine the relation of big-five personality to prosocial behavior. Previous journals shows, many prosocial behaviors are shown in high scores of extraversion, agreeableness, conscientiousness, and openness to experience while the high score on neuroticism does not describe the existence of prosocial behavior. Beside this evidence there is also findings shows that neuroticism has negative relations to prosocial behavior and openness to experience has no relation to prosocial behavior. Second purpose of this study is to examine empirically significant contribution from big-five personality to prosocial behavior.

### **Method**

This study is based on availability sample of 100 male and female participants of commuter lines passengers using regular seats. Subjects were asked to indicate how true these statements

described themselves using a 5-point Likert scale (1-very untrue, 2-somewhat untrue, 3-neither true nor untrue, 4-somewhat true, 5-very true).

Prosocial behavior scale consist of 27 item based on prosocial behavior aspect : (a) sharing, (b) cooperative, (c) helping others, (d) generosity, (e) honesty) ( $r= 0,878$ ). Big five inventory was used to measure big five personality. It was consist of 36 items based on dimensions of big five personality: (a) extraversion, (b) agreeableness, (c) conscientiousness, (d) neuroticism, and (e) openness to experience ( $r= 0,894$ ). To asses the relation and contribution of variables in this study used regression linear statistics.

### **Result**

Descriptive statistics and intercorrelations are reported in Table 1. In general, the bivariate correlations reflect expected relations and provide confidence that the measures functioned properly at the individual level of analysis. Results for the regression analysis of big five personality are presented in Table 2.

The main purpose of this study is to examine relationship between the big five personality and prosocial behavior on commuter line passengers. From the results of the study note that there is a significant positive relationship between extraversion and prosocial behavior on commuter line passengers ( $r = 0.440$ ,  $p < 0.01$ ).

### **Discussion**

Extraversion personality traits can be seen through the breadth of an individual's relationship with the surrounding environment and the extent of individual's ability to connect with others, especially on facing a new environment. Characteristics of individuals with high extraversion is caring, cheerful, talkative, easygoing, and fun. Commuter line passengers with high extraversion tend to be easy to interact with others. Conversely, passengers who have low scores on the extraversion tend to limit the relationship with the surrounding environment. Subjects in this study have extraversion personality in medium category ( $M=20,34$ ). Based on these values can be interpreted that the subject in this study has a positive tendency in the formation of prosocial behavior. Oda et.al (2013) describes with the exception of extraversion, which commonly contributed to altruistic behavior toward all three types of recipients, the particular traits that contributed to altruism differed according to recipient. Conscientiousness contributed to altruism only toward family members, agreeableness contributed to altruism only toward friends/acquaintances, and openness contributed to altruism only toward strangers. As Reynolds &

Karraker's research (2003) shows an interactive relation between an individual's behavioral trait tendencies and the different facets of a situation to which he or she may respond. Given a complex situation with multiple response options, a person will respond to the part of the situation most salient to him or her at that time.

The study results revealed that there is a significant positive relationship between agreeableness with prosocial behavior on the commuter line ( $r=0,554$ ,  $p<0,01$ ). This results supported by Hill's research (2016) which said that agreeableness was the only personality variables related to altruism. As appropriate to personality characteristics based on McCrae & Costa (2003) identifies dimensions of agreeableness as the most promising dimension to explain prosocial behavior. According to McCrae & Costa (2003), agreeableness establish personalities which is to be gentle or rude, trusting or suspicious, and helpful or uncooperative. Subjects in this study has high scores in agreeableness ( $M= 27,36$ ). It shows capability and tendency to have a prosocial behavior in life. This score indicates that the subject as a commuterline passenger has good prosocial behavior. It is a good news, as we knows having a high agreeableness would be able to help the individual perform his role as a social being who likes to help others, especially in public transportation with many people with diverse backgrounds and needs. Oda et.al (2013) research result said that agreeableness indeed contributes prosocial behavior on friends and or acquaintances. This describes why in commuterlines sometimes prosocial behavior on individuals doesnt occur whereas they have high scores on helpfull point or we could say helpfull people. Still often happens when someone pretends not to know that others need help. For example when in the commuter line there are pregnant women, mothers carrying babies or the elders who do not get a seat, although there has been an appeal from the officer that passengers are expected to give priority to others who have those needs, there are still those who do not care. But this would be different when the person who does not get the seat is a well known person or a family member.

The results of the study note that there is a significant positive relationship between conscientiousness with prosocial behavior on commuter line passengers ( $r=0.441$ ,  $p < 0.01$ ). Based on the personality characteristics of conscientiousness according to McCrae & Costa (Feist & Feist, 2012), individuals with high scores on the conscientiousness dimension tend to be hardworking, careful, timely, and able to survive. Individuals who are low in conscientiousness tend to be irregular, careless, lazy, and have no purpose and are more likely to give up when they start having difficulty in doing something. Subjects in this study have personality conscientiousness in the

medium category (M= 32.15). This matter describes scores of prosocial behavior in this study are high (M=106,68) which is subjects has capacity to survive and able to deal with hardwork and also a clear purpose in life.

Result also shows that there is significant negative relations between neuroticism with prosocial behavior on commuter line passenger ( $r = -0,326$ ,  $p < 0,01$ ). This suggests that the lower neuroticism of the passenger made higher the prosocial behavior. Based on the characteristics of neuroticism according to McCrae & Costa (2003), individuals who score high on the dimensions of neuroticism tend to be full of anxiety, temperament, self-pity, self-aware, emotional, and prone to stress-related disorders . In contrast, individuals who have low neuroticism scores are usually calm, not temperamental, self-satisfied, and unemotional. Neuroticism scores in this study are in the medium category (M=22.30).

Our data shows that there is no positive relationship between openness to experience with prosocial behavior on commuter line passengers ( $r = 0,155$ ,  $p > 0,05$ ). According to McCrae & Costa (2003), individuals with an openness to experience personality have a proactive and rewarding nature of experience, as well as tolerance and exploration of the unusual. Subject in this research have openness to experience personality in medium category (M= 20,85). This results supported by Sarwono & Meinarno (2012) research that said altruism is a genuine help (prosocial) to help the welfare of others. Even if one's scores of openness to experience high or low, when individual are in a perfect circumstances prosocial behavior could occur.

Pursuant to result of this research, prosocial behavior at commuter line passenger are in high category (M= 106,68). This can be assumed that research subjects in this study have high prosocial behavior, willing to help others and have no difficulty in sharing and have a very good social empathy. The results of this study describes that there is still a sense of empathy and mutual respect. Personality will enable the individual to be able to deal with good or bad situations along the way using the commuter line. Sometimes the full and crowded train atmosphere and tiredness after work contribute a negative impact on the individual emotional state. This is where the personality plays a role in creating an emotional stability in every individual.

Based on the analysis, it is known that among the big five personality agreeableness have the biggest contribution to prosocial behavior ( $\Delta R^2 = 30\%$ ) and neuroticism also has an impact to prosocial behavior ( $\Delta R^2 = 11\%$ ). This result has a strong similarity with Ashton, Paunonen, Helms

and Jackson (1998) research. It said that personality traits that may underlie kin altruism should be related to high Agreeableness.

Openness to experience has very small amounts of contributions ( $\Delta R^2 = 1\%$ ) whereas it has no significant relations to prosocial behavior. This result also affirms previous research by Makurdi (2013), which is the personality type of agreeableness positively influences helpful behavior. The personality type of neuroticism negatively affects helpful behavior and it shows that personality type extraversion, conscientiousness, and openness are not significant factors on helpful behavior. There is a little difference from Makurdi's result on extraversion and conscientiousness but it has the same conclusions about openness to experience.

Our data show that there is no difference in prosocial behavior between men and women, both married and unmarried. Interesting results were indicated by differences in neuroticism in both male and female individuals ( $t = -3.379, p < 0.05$ ). Likewise for married and unmarried individuals has differences in neuroticism levels ( $t = -0.299, p < 0.05$ )

### **Conclusion**

This study demonstrates that prosocial behavior influenced by individual personalities, especially extraversion, agreeableness, neuroticism, and conscientiousness. Biggest contribution to prosocial behavior given by agreeableness personality. Openness to experience has proven not related to prosocial behavior and also doesn't have any significant contribution to prosocial behavior. It is also describe that in some conditions people will react a different respond. According to individual personalities, when one has high agreeableness it will describes he or she tend to have helping attitudes and feel disposed to make other happy.

### **Declaration of Interest**

The authors report no conflicts of interest in this work.

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### Tables

Table 1. Correlation between extraversion, agreeableness, conscientiousness, neuroticism, openness to experience and prosocial behavior.

	1	2	3	4	5	6
1						
2	0,440**					
3	0,554**	0,529**				
4	0,441**	0,521**	0,498**			
5	-0,326**	-0,539**	-0,432**	-0,691**		
6	0,155	0,383**	0,206*	0,303**	-0,346**	
M	106,68	20,340	27,360	32,150	22,30	20,850
SD	10,005	3,426	3,674	4,425	4,611	3,531

Note: 1 = prosocial behavior; 2 = extraversion; 3 = agreeableness; 4 = conscientiousness; 5 = neuroticism; 6 = openness to experience

\*\* . correlation is significant at the 0,01 level (2-tailed)

\*. Correlation is significant at the 0,05 level (2-tailed)

Table 2 . Regression analysis on Big Five Personality<sup>a</sup>

	<b>extraversion</b>	<b>Agreeableness</b>	<b>conscientiousness</b>	<b>neuroticism</b>	<b>openness to experience</b>
<b>R<sup>2</sup></b>	0,210	0,307	0,228	0,123	0,028
<b>ΔR<sup>2</sup></b>	0,202	0,300	0,220	0,114	0,018
<b>F</b>	23,463	43,381	28,992	13,700	2,842
<b>Df</b>	1	1	1	1	1

Note: a. Dependent variable: prosocial behavior

Table 3. Comparison between variables based on sex and marital status.

	<b>1</b>	<b>2</b>	<b>t-score</b>	<b>3</b>	<b>4</b>	<b>t-score</b>
	<b>N (34)</b>	<b>N (66)</b>		<b>N (13)</b>	<b>N (87)</b>	
<b>Extraversion</b>	21,17 (3,83)	19,9 (3,14)	.ns	21,92 (3,2)	20,01 (3,41)	.ns
<b>agreeableness</b>	27,55 (3,85)	27,25 (3,6)	.ns	28,30 (2,8)	27,21 (3,77)	.ns
<b>conscientiousness</b>	33,26 (4,29)	31,57 (4,41)	.ns	33,61 (4,89)	31,93 (4,33)	.ns
<b>Neuroticism</b>	20,23 (4,06)	23,36 (4,54)	-3,379 (p<0,05)	19,61 (5,09)	22,7 (4,42)	-2,299 (p<0,05)
<b>openness to experience</b>	22,64 (2,6)	19,92 (3,59)	3,906 (p<0,05)	19,69 (3,77)	21,02 (3,48)	.ns
<b>prosocial behavior</b>	105,79 (11,7)	107,13 (9,05)	.ns	111,23 (10,05)	106 (9,87)	.ns

Note: 1 = Male, 2= Female, 3= Married, 4= Unmarried

.ns = not significant

## Community Psychology: Breakthrough Indonesia Free Prisoner's Stocks

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### Abstract

Mental health policy is a system created in order to achieve the welfare of the Indonesian people. One of them is Law No. 18 of 2014 which regulates the rights of people with mental disorders. But the policy hasn't been known and the strong negative stigmas about mental disorders further aggravate the situation. This is evident from the practice of deprivation that occurred in Indonesia. The solutions can be offered community psychology is not only personally but also handling a wide scale. Stocks practice problems will be solved through social intervention on the family and the environment of the victim. As a form of preventive future, in a personal scale community psychology acts as a medium through cadre promotion. Whereas a national scale community psychology to realize by deploying mental health issues through the mass media. Promotion of community-based psychology is implemented by Act No. 18 of 2014. The methods used to discuss the deprivation, mental health policy and the role of community psychology is through literature review approach. The finding in this paper refers to the role of community psychology in enforcing the rights of people with mental disorders by supporting and promoting mental health policies in Indonesian society.

**Keywords:** Mental Health, Mental Health Policy, Community Psychology, Effort Promotive, prisoner's stocks.

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### Introduction

In 2016 according to government data quoted by the BBC shows 18,800 people still stuck in Indonesia. Whereas the government has banned the practice of deprivation since 1977, but this is still neglected and there are still many families and social institutions that still practice this against people with psychosocial disability. Then in 2014 the government launched the "Free Indonesia Pest" movement (BBC, 2016). Then the government also has made the Law of Mental Health in 1966 then revised in 2014 as a form of government attention to mental health in Indonesia. The government also issued guidelines for community mental health services through the Ministry of Health in 2009. However, the challenges faced by Indonesia in the implementation

of community mental health services today is not yet has an effective service model, affordable and in accordance with the problems and conditions faced by communities in the field . Meanwhile, the prevalence of mental health problems continues to increase both in terms of various problems and their impact (Minister of Health RI No. 406, 2009).

According to Article 86 of the 2014 UU KESWA Law on any person who deliberately undermines, neglects, violence and / or instructs others to impose, neglect, and / or violence against ODMK (people with psychiatric problems) and ODGJ (people with mental disorders) Or other acts that violate the human rights of ODMK and ODGJ, are subject to criminal offenses in accordance with the provisions of laws and regulations. This has reflected the seriousness of the government in the effort to free the statues in Indonesia, in addition according to data KEMENKES RI (2015) there have been five provinces in Indonesia who have passed the rules about the statue are:

1. Qanun Aceh No. 4 Year 2010 on Health, which contains the efforts to overcome the brackets in the province of NAD.
2. Central Java Governor Regulation no. 1 Year 2012 on Countermeasures of Pasung in Central Java Province.
3. West Nusa Tenggara Governor Regulation no. 22 Year 2013 on Trouble Control in NTB Province.
4. Regulation of the Governor of Bangka Belitung Islands. 49 of 2014 on the Implementation of Free Handling of Parrots in the Province of Bangka Belitung Islands,
5. Circular Letter of East Java Governor No. 460/11166/031/2014 on the release of victims of schizophrenia sufferers who are deprived.

The community psychology is one of the efforts in overcoming the problems of society in widespread (communal) and emphasizes prevention and promotion efforts in developing social competence and increase public awareness of the positive power that is shared. According to Korchin in (Hidayah, 2007) the approach of community psychology uses these preventive efforts in three levels, namely primary prevention, secondary prevention, and tertiary prevention. Primary prevention is an effort to prevent the emergence of certain diseases and then socialized to the public to prevent the emergence of certain diseases. Secondary prevention is an effort to prevent the emergence of certain diseases in a group of communities at risk of disease. While tertiary prevention is the prevention of disease that has been experienced by a group of people with certain diseases in order not to recur.

While the promotion of mental health by Lahtinen et al (2005) is a concrete and effective mental health promotion is done through direct community action. Planning strategies and applying them to the community to achieve better mental health. Promotion is done by community empowerment. Sturgeon and Orley (2005) revealed that mental health promotion activities should revisit mental health problems in involving people from other cultures. So it will help in shaping the concept of a particular action or behavior in terms of mental health. This is in accordance with the efforts of the Government of the Republic of Indonesia in the Law of the Republic of Indonesia number 18 of 2014 on mental health. It is explained that mental health effort is every activity to realize optimal mental health status for every individual, family, and society with promotive, preventive, curative and rehabilitative approach which is held comprehensively, integrated and continuous by government, local government and / Or community.

### **Method**

The method used in this research is literature research (library research) or literature review (literature review, literature research). Research by this method is carried out through the collection of literature data (books, encyclopedias, scientific journals, newspapers, magazines, and documents) or research as its object. It aims to examine critically the knowledge, ideas, or findings contained in the body of academic-oriented literature, and to formulate its theoretical and methodological contributions to a particular topic

### **Result**

The barriers to mental health in Asia and especially in Indonesia come from a lack of understanding of the community regarding mental health itself. The number of people who think that mental illness is a negative thing to cause prejudice that leads to discrimination, even persecution and penyasungan. Not a few people who consider that mental illness suffered is the act of the genie and so forth. People who experience mental illness are considered very bad and embarrass the surname. This resulted in many families who do not want treatment for fear of being considered abnormal, mentally ill, or insane.

In this case, community psychology serves as the main medium in providing preventive and curative action. One of the preventive measures done is promotion. While curative efforts are done by giving intervention to families who do the act of pemasungan, provide understanding and help the victim develop positive values rather than questioning the negative values. This is in accordance with the efforts of the RI law on mental health in realizing the mental health status of the Indonesian

people with promotive, preventive, curative and rehabilitative approaches that are carried out comprehensively, integratedly and sustainably by the Government, Local Government and / or the community. So the concept that community psychology offers in community development through psychological intervention and community empowerment that is able to build prosperity and happiness of individual Indonesian society.

### **Discussion**

The results of the study (Sari, 2017) found that the overall participant in the experience of the decision of the pit is a sequential process. The process of mental patient disposal is a complicated process. Starting from the stigma of the environment that triggers the decision of the family then the family feel depressed. From here the family experiences stress because of prolonged stressor. Then when the family is experiencing stress the approach of deliberation is done to take the decision of the stock. After carried out the family is still trying to cure the patient. So that emerged modification of care by the family of patients mental disorders. When the modification of care from the family does not work out then the family will tend to re-apply by the family. The results of the research could be one of the reference for ODGJ handling with community psychology based.

### **Conclusion**

Problems of the practice of the statue can be solved through social intervention on the victim's family and environment by involving all levels of society. Mainly involves the family as the person most familiar with the ODGJ background. Add a little more.

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## Manifestations Of The Psychological Effects Of Alcoholic Parents And Coping Strategies Of Their Children

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### Abstract

Alcoholism is not just an individual's problem but a sickness of the whole family. In familial affairs, children are the most vulnerable to carry the psychological burden and manifest in ways which may hinder normal way of living. Through social case studies, thematic analysis and data triangulation, the researcher looked into the lives of children of alcoholics. Nine manifestations of the psychological effects of the alcoholic parents were ascertained: Anger, Fear Due to Violence, Shame, Helplessness and Mistrust, Frustration Over Unmet Needs/Seeking Affection, Failure in School/Truancy, Aversive Transmission Effect, Learned Drinking and Aggression, and Low Self-Esteem. As means of coping, all participants ran away from home to either escape the father's violence or look for ways to provide for their needs. Some engaged in delinquent behaviors, resorted to substance use/abuse and fantasy.

**Keywords:** children of alcoholics, alcoholism, manifestations, coping

### Introduction

Although there is an increasing awareness about a disease such as alcoholism, the impact of the alcoholic to the family members he/she is staying with remains untapped. Cardenas (1986) affirmed in her study on the psychological effects of alcohol ingestion that there is denial on alcoholism's impact on the poor Filipino family. Elizabeth Stark (1987) referred to the children of alcoholics as "forgotten victims", and others refer to the tragedy of being unnoticed as "hidden tragedy" or "neglected problem". Alcoholism studies have been existent for many decades but the alcoholic family remains unnoticed and no interventions are carried out.

Alcoholism is defined as a disease condition due to excessive use of alcoholic beverages (Random House Dictionary of English Language 1966 as cited by Heffner, 2003), simply put, alcoholism is addiction to alcohol (Colman, 2009). The primary symptom of having it is telling everyone – including oneself – that he/she is not an alcoholic. According to the Diagnostic and Statistical Manual of Mental Disorders 4<sup>th</sup> Edition, Text Revision and Fifth Edition (2000, 2014) as cited in Mayo Clinic (2015), alcoholism is a progressive disease that includes problems controlling drinking, being preoccupied with alcohol, continuing to use alcohol even when it causes

problems, having to drink more to get the same effect (physical dependence), or having withdrawal symptoms when rapidly decreased or stopped. In further discussions, alcohol abuse is manifested in (a) recurrent use of alcohol resulting in a failure to fulfil major role obligations at work, school, or home; (b) recurrent alcohol use in situations in which it is physically hazardous; (c) recurrent alcohol-related legal problems; (d) Continued alcohol use despite having persistent or recurrent social or interpersonal problems caused or exacerbated by the effects of alcohol.

### **Alcohol in the Filipino Culture**

Ackerman (1987) mentioned that the norms of the society must be considered in studying alcoholism. According to Ricardo Zarco, a Filipino sociologist, alcohol addiction is one of the toughest problems and is most common form of addiction among Filipinos (Olarde, 2006). The *tagay culture* of the Filipino people might have something to do with alcohol addiction. In some *barrios*, small groups start drinking in the middle of the day and the number gradually increases as passersby are invited to join the drinking. Alcohol drinking has become a part of the Filipino tradition as it gained notoriety by the celebration of Oktoberfest, a beer-month where beer festivals are celebrated in major cities of the country with performance famous rock bands. These celebrations can also be traced back in Philippine history wherein Roman Catholicism from the Spanish colonizers has entrenched not just religion but a culture with collective joyous festivities followed by dining, drinking and merrymaking (Labajo, 2010).

In a report released by the Geneva-based World Health Organization, Alcohol Statistics (Manila Bulletin, 2011) people are warned about excessive alcohol use saying that its toll in human lives has become increasingly alarming. In the Philippines, a number of cases of sexual and drug abuse, suicide and violence among Filipinos have been caused by habitual drunkenness or alcohol intoxication. (Valbuena, Alcohol and Media – the Situation in the Philippines, 2001).

Dr. Joselito Pascual, a toxicologist and Psychiatrist of the Philippine General Hospital (PGH) as cited by Olarte (2006), said that alcoholism is a disease that is hard to diagnose because alcoholics usually deny that they have a problem to begin with. Alcoholism is not also considered a medical problem by Filipinos. Majority of alcoholics do not submit to medical treatment even if their condition is chronic – even if they are aware that it could lead to serious illnesses. Dr. Lynn Panganiban of Philippine General Hospital related that the problem with alcoholics is somewhat the same with other addictions. “They cannot suddenly stop it”, she stated (Olarde, 2006). The reason is because after eight to ten hours without alcohol, a patient starts to feel uneasy and irritable,

experience tremors, sweating, and nausea, something that could lead to convulsion without medical condition. Alcoholism is a substance-abuse that is the most difficult to cure not only because the withdrawal period is longer than that of *shabu* (methamphetamine) but it also continues to be the top most poisoning agent in the Philippines for 19 years (Labajo, 2010).. Alcoholism is a cunning disease; no one knows exactly what causes it. Yet it affects the body, mind, spirit – it affects the individual, the family and the society.

### **The Alcoholic Family**

Sharon Wegscheider-Cruse (1983) mentioned that an alcoholic home tends to be unhealthy, inhuman and rigid. There are family rules in an alcoholic family. One of which is: alcohol is not the cause of the family problems, someone or something else is at fault; alcoholism is not the problem. The *status quo* must be maintained at all costs, and everyone must take over the alcoholic's responsibilities, cover up, protect, accept the rules and not rock the boat. No one may talk about what is happening, and no one may say how she or he is feeling. To abide by these rules is to be safe, to break the rules is to cause disaster (Gravitz and Bowden, 1987). In the book *Recovery: A Guide for Adult Children of Alcoholics* by Gravitz and Bowden (1987), it was mentioned that the children of alcoholics, at an early age, begin to ignore their own feelings. To cope with the situation and hide the fear of having no one to turn to, children of alcoholics learn to build a façade of strength and competence.

Children of alcoholics are people who have been robbed of their childhood (Silverstein, 1990). In an alcoholic home, children are taught to disown what their eyes see and what their ears hear. The denial negated children's perception of what is actually happening. As a result, they learn to ignore and distrust their own experience. Growing up, the child's primary source of self-worth is his/her parents. Gravitz and Bowden (1987) noted that when the people who love them most hurt them, children often conclude that there must be something dreadfully wrong with them. In this sense, the children of alcoholics learn to distrust both themselves and others. They learn to endure, to suffer, and to resent. They survive distancing themselves from their feelings and denying their needs, that way, they can tend to the alcoholic parent and support the other who is not. To acknowledge their needs and feelings is too dangerous and too painful. Instead, these children learn to control; they learn to pretend or to lie or both. As a result, they learn to blur, distort and confuse (Greenleaf, 1981). Love becomes confused with caretaking, spontaneity with irrationality, intimacy with smothering, anger with violence. Just as alcoholics blur their view of the world due

to alcohol, children blur the boundaries of feelings, thoughts, and behaviours due to the alcoholism of the parents (Gravitz and Bowden, 1987).

### **Transgenerational Alcoholism**

Alcoholism tends to run in the family. It is generational. And because it is generational it affects the future (Goodwin, 1976). Lettieri et.al (1980) suggests that genetic and other biological factors, as well as personality and social-environmental factor contribute to familial alcoholism or the continuous use/abuse of alcohol within the family.

Ogborne (2004) discussed that the repeated use of alcohol and other drugs can change the body's ability to adapt in the presence of these substances. People become less sensitive to the substance and so there is a need to increase the dosage to obtain the desired effects. This loss of sensitivity is called *tolerance*. It has been suggested (Health Canada, 1999) that all addictive behaviors may be the result of common physiological or biochemical actions in the brain focusing on the neurotransmitter, dopamine. Pleasurable activities, including alcohol use, result from the release of dopamine in the specific areas of the brain and encourage the further use of it. Consequently, these changes may be transferred from a parent to his/her offspring. Evidence also suggests that people with substance use/abuse problems have a genetically determined brain disorder involving the prefrontal lobes (Tarter et al., 1988). The relevant neurological disturbances may involve the brain's "executive" functions of planning and goal formulation, persistence, self-monitoring and self-evaluation which are very much related to personality traits. Tarter et al. (1988), suggested that problem drinking can be determined through people who have alcohol problems from an early age (late teens to early 20s) and strong antisocial tendencies.

The relationship between substance abuse problems and various types of mental illness has also been considered in a number of studies (Miller, 1994; Health Canada, 2002). The study of Reiger (1990) suggests that people who qualified for a diagnosis of substance abuse also had one or more mental disorders at some point during their lifetime. Most common were anxiety disorder (28%), depression and other mood disorders (26%), antisocial personality disorder (18 %percent) and schizophrenia (7%).

The use of alcohol and other drugs activates two basic learning mechanisms. Sherman (1988) identified the first as *classical conditioning*, this occurs when an initially neutral stimulus eventually produces the same responses as an existing stimulus with which it has been paired. Classical conditioning has been used to account for increased tolerance of the effects of alcohol

and other drugs. The second learning process activated by substance use is *operant conditioning* (Mello & Mendelson, 1965). This occurs when behaviours are shaped by their consequences. Positive reinforcements (rewards) are used to increase the frequency of specific behaviours in specific situations, and negative reinforcement (withholding of rewards) or punishments are used to decrease or eliminate behaviours. All drugs used for pleasure can act as positive reinforcers (Ogborne, 2004). One apparent problem with this view of substance-use is that many people continue to use alcohol and other drugs despite negative consequences such as hangovers, ill health, and social and legal problems. However, negative consequences do not occur immediately after alcohol or other drug consumption. The immediate effects (the effects of the substance and the relief of withdrawal symptoms) continue to be positive and reinforcing. The reinforcing effect of alcohol can also be related to stress-reduction. Cohen and Baum (1995) stated that the use of alcohol and other drugs can relieve stress, which may motivate and sustain a person's consumption. In *Social Learning Theory* (Bandura, 1977), which emphasizes that learning takes place through modelling, and is shaped by consequences under the control of the individual, a child who sees an alcoholic parent seeking relief through alcohol may learn the association of alcohol drinking and stress-reduction. Marlatt and Gordon (1985) have also given rise to the notions of *learned helplessness* (belief in loss of control) and *abstinence violation effects* ("I have relapsed and so all is lost").

Alcoholism tends to run in families. Children of alcoholic parents are more at risk for alcoholism and other drug abuse. Many researchers have considered various reasons why alcoholism tends to run in the family, a term more commonly known in the field as "transgenerational familial alcoholism". In 1960s it was suggested that people intimately involved with the alcoholic may also have a parallel disease which was later referred to as co-alcoholism or co-dependency (Gravitz and Bowden, 1987). As the alcoholism continues to dominate inside the family, there will be a parallel breakdown. Family systems theory views individuals' behavior as being determined and sustained by the dynamics and demands of the key people with whom they interact (Pearlman, 1988). Goplerud (1990) listed some family-related factors that can contribute to the onset and maintenance of alcohol abuse, this includes: poverty, membership in a group devalued by the larger society, alcohol and other drug problems among family members, parental abuse and neglect, parental separation, low cohesion and low mutual support.

### **Effects of Alcoholism to Children and Family**

The family of an alcoholic is inconsistent, unpredictable, arbitrary and chaotic (Gravitz and Bowden, 1982). In a family where there is an alcoholic father, the father's addictive behaviour disrupts the whole family environment: the compulsive loss of control, the withdrawal symptoms, the blackouts, the abnormal alcohol tolerance, the physical effects, the psychological effects, and the social effects all have great implications on the family (Martin, 1988). The environment thus ceases to be nurturing, growth-enhancing and consistent. Marital relationships in alcoholic families are said to be chaotic and problematic (American Psychiatric Association, 1980 as cited by Tuason, 1994). The children and the non-alcoholic parent are described as powerless and without control of their own lives and of situations in the family (Estes and Heinemann, 1977). Children and other family members are taught to maintain silence. When feelings are expressed, it is done in a judgmental and blaming tone (Black, 1981). The stresses in the family produce an abnormal amount of separation among brothers and sisters (Estes and Heinemann, 1977). There is an escalation of negative feelings and distrust, and these are what family members learn. In an alcoholic home, the basic mood is mostly angry, antagonistic, hopeless, or in despair.

The profile of a Filipino alcoholic family as stated in the case study of Tuason (1994) is often characterized by a father who turns into alcohol for a sense of power in his otherwise powerless situation. The effects of alcohol make him violent. Most of the wives ignore or deny their husband's drunkenness, preferring to remain quiet and do whatever their husbands' desire. The other wives fight back and lose control as well. The children are generally afraid thus they remain quiet and obey everything they are made to do. They are cautious and hardly speak. They serve as support systems to the mother and in the process of being neglectful of their own needs and feelings; they cushion the blows in the home. The wives and children feel they suffer from the alcoholic's loss of control, his anger outbursts, the violence he expresses, the hurt and the fear he inflicts, the demands and the forcefulness, the shouting and the fights. The fathers become unavailable and inaccessible to their families. They are unable to help in the household and to support their wives in all their problems and struggles. The wife learns to earn the money, take care of the children by herself, and is relied on for every concern in the house. She covers up for the absentee father and sacrifices for the good of everyone else. The mother assures, sometimes even beyond her capacities, the survival of everyone. She is now known as the *taga-salo* (Carandang, 1981). Thus she is also suffering from the parallel disease which was mentioned earlier as co-dependency (Beattie, 1987).

The editorial staff of *The Bohol Standard* (an online news publication) tried to call the attention of Filipinos by publishing the article “Alcoholism is Destroying Filipino Families” (2012). The article pointed that the Philippines has a very serious problem on alcoholism. The fact is whenever and wherever there is a drunk in any situation, murder is likely to happen. This article also quoted that in the Philippines, “alcoholism is killing our people, destroying our families, hampering our march of progress”. The effects of alcoholism ranges from a simple blackout into family disruptions and violence.

For both males and females, witnessing paternal perpetration predicted family violence perpetration and witnessing reciprocal violence predicts victimization. Boys who grow up in the families where the father or grandfather physically abuses the mother or grandmother will learn this behaviour and develop into wife-beaters. A similar experience in girls might increase the risk of being battered wives later in their lives; the girls might also become alcoholic and violent like their mothers (Hill & Hruska 1992). Jayaseelan (2004) found evidence in a study in India among 506 married women in Lucknow that those who witnessed their fathers beating their mothers during childhood were at higher risk of spousal abuse. In the book “The Path to Healing: A primer on family violence” of Dr. Carandang (2004), the case studies of the Catapang and Panata families showed intergenerational transmission of almost all kinds of abuse.

Studies conclusively indicates that children from alcoholic family systems are more prone to develop life-long psychological and/or behavioural problems than children from non-alcohol-focused family systems (Black, 1981; Crespi, 1990; Jacob et.al, 1999; Woititz, 1985,1983). The children call it as sadness, and adults call this depression. They are common emotional reactions to parental drinking and to ensuing family conflict (Clair & Genest, 1987; Moos & Billings, 1982). Children who are suffering from the alcoholic family have tendency to feel insecure, embarrassed, confused, and guilty often believing themselves to be responsible for their parents’ problems. The children may suffer from feelings of inadequacy and may have problems developing trust (Cork, 1969). The children are robbed of attention, consistent discipline, and a trustworthy environment (Estes & Heinemann, 1977; Benson & Heller, 1987).. Tuason (1994) stated that the children are always scared because of the unpredictability of the situation inside the home. No one knows what will happen. Anything can happen. It is not allowed to relax – or be a child.

Children of alcoholics have a high rate of behavioural problems such as: lack of empathy, decreased social adequacy and interpersonal adaptability; and lack of control in the environment.

They avoid peer activities, especially in the home out of fear and shame. Children of alcoholics are at risk for abuse, eating disorders, conduct disorders, alcoholism, communication problems, relational deficits, and problems with intimacy (Whipple et.al., 1995; Chassin et.al., 1991; Jacob et.al., 1991; West & Prinz, 1987). Woititz (1983) identified thirteen long-term after-effects of alcoholics to adult children of alcoholics (ACOAs) characterized by: guessing what normal behavior is, difficulty finishing projects, lying, self-judgment, difficulty having fun, taking themselves seriously, difficulty with intimate relationships, overreaction to situations they have no control, seeking approval and affirmation, feeling different from other people, responsible and irresponsible, extremely loyal and impulsive. Externalizing psychopathology may emerge as “acting out” characterized by rule breaking, defiance, aggression, inattention and impulsivity. In a sampling of developmental research conducted on children of alcoholics at different stages of development reveals that pre-school and young children have demonstrated behavioral problems, vulnerabilities to aggressive and delinquent behavior, and difficulties in such areas as academic achievement and cognitive functioning (Puttler et.al., 1998); adolescents have demonstrated negative academic performances in English and Math, as well as negative psychological and substance abuse outcomes (McGrath et.al., 1999; West and Prinz, 1987); and increased marital conflict, decreased family cohesion, and role distress has been reported in a middle-aged sample (Domenico and Windle, 1993).

In the book “The Forgotten Children” by Margaret Cork (1969), it was mentioned that for the majority of the children, school held little sense of adventure or achievement. When children did poorly in school, they were castigated or belittled by their parents and when they did well, they receive little recognition at home. It is difficult for children to study at home where chaos is a norm. Anxiety is a common interference in an unpredictably, violent home. And even though most parents would demand good grades from their children, they do little to provide a supportive environment at home. Cork (1969) noted that often, alcoholism zaps 90 percent of children’s energies and they may only have 10 percent to give in the classroom. Children become so preoccupied with maintaining calm and sanity at home that they may never think of school. All the energies they have are dedicated to the alcoholic parent and trying to control and stabilize their situation. Children of alcoholics attend more schools yet are found out to absent more because of having sleepless nights or staying at home to protect the non-alcoholic parent, usually the mother, from the alcoholic parent (Wilson and Oxford, 1978).

### **Coping Strategies of Children and Family Members**

According to Tuason (2004), the non-alcoholic parent and children cope with alcoholism by not doing and not talking about the alcoholism. Family members should not express their reactions, they have to keep quiet, and they have to keep their thoughts and emotions inside. They cope by acting like parents. Acting out their parents' roles and fulfilling their parents' wishes.

Ackerman (1987 and 2001), listed phases of coping among COAs: Reactive, Active, Alternative and Unity Phase. During the reactive phase, most family members become extremely cautious of their behavior in order to avoid or further complicate the existing problems. Denial is functional for the continuation of drinking. Verbal coping strategies do a lot to raise anxiety and sometimes are interpreted as "nagging" or persecution on the side of the alcoholic. Behavioural coping strategies on the other hand are actions knowingly or unknowingly done by non-alcoholic members to cope with their situation which includes hiding alcohol, refusing to buy alcohol, marking bottles, avoiding the alcoholic, or other family members, staying away from home, and isolating oneself. Children become socially disengaged from friends, family, community and themselves. This is because the family feels that it must protect itself, has been embarrassed, or fears future encounters with others where the alcoholic is present. The non-alcoholic parent takes a job away from the problem to maintain financial security yet risks the fact of being absent in the family.

The second phase is the attempt of non-alcoholic members to gain some control over their own lives. They recognize the problem and they need help. They begin to become involved in educational, counselling, and self-help programs that are available to them. The non-alcoholic parent supports the children to become involved in school and group activities, encouraging family conversations and sharing of feelings. Alternative Phase is the third. This begins when all else failed and when separation becomes the only viable alternative to survive alcoholism. Family members begin to withdraw from each other and are often forced into "choosing sides". More often accompanied by feelings of confusion, torn loyalties, fear, resentment, anger and increased isolation. Separation from the alcoholic will bring change. Children might find themselves with added responsibilities. Unity Phase an ideal phase wherein very few families have reached.

Wegscheider (1976) and Black (1982) proposed different coping strategies of children of alcoholics. One becomes The Hero or Responsible child whose good performance in school is a façade to cover of inadequacy and poor self-esteem. This child has an overdeveloped sense of

competence and accomplishment. Some might become the Scapegoat of Acting Out Child who thinks he cannot compete with achievements so he takes the attention of the family by internalizing frustrations and getting into trouble. Being social misfits, they become outcasts who are outwardly destructive yet angry, scared, lonely and deeply hurt inside. The Lost Child or the Adjusters are children who do not know where they fit in the family or in school. These children play alone, stare at the ceiling, daydream and stay quiet. Sometimes, they turn their anger inward and hurt themselves through suicide or drug abuse. The Mascots are the children who take off the spotlight from the alcoholic by being cute and acting silly. Their role is to lighten the family's burden by diversion through humor and fun. Yet the jovial nature is only cover up for opposite feelings of fear and sadness that they harbour from the alcoholic parent's daily verbal and physical abuses. Lastly, the Placater begins to diffuse the tension in the room and as much as possible resolve to negotiations. They work hard in taking care of everyone's feelings and needs – everyone except their own. At home, they support the mother who is typically the non-alcoholic and pleases the alcoholic parent.

In 1984 Lazarus and Folkman proposed two kinds of coping. *Problem-focused* can be directed outward to alter some aspect of the environment or inward to alter some aspect of the self. *Emotion-focused coping strategies* are directed toward decreasing distress. These tactics include such efforts as distancing, avoiding the alcoholic, selective attention, blaming, seeking social support and venting emotions. The emotion-focused coping strategy is in-line with the study of Estes and Heinemann (1977), it was observed that family members of alcoholics deal with problems by finding their own means of escape, immersing themselves in work or hobbies, or sinking into apathy and depression.

### **Statement Of The Problem**

The study aims to describe the life of the children of alcoholics. Specifically, the study seeks to identify: (1) the manifestations of the psychological effects of alcoholic parents to their children and family, and (2) the coping strategies of children inside and outside their homes in order to adjust and survive their situation.

### **Methods And Procedures**

The research is qualitative in nature with the aim of determining the psychological effects of alcoholic parents to their children. A total of 11 male participants (11-17 years old) were invited

in the study. The participants are currently residing at the People’s Recovery Empowerment Development Assistance (PREDA) – a therapeutic center for children in conflict with the law.

Table 1. *Sociodemographic Profile of Child Participants*

Category		Frequency
Average family size		8
Average number of children in the family		5
Father employed (driving, construction, fishing, farming, vending)		91%
Mother employed (housemaid, manicurist, laundry, vending)		35%
With other kin (grandparents, aunts)		36%
Parents’ relationship	(a) Separated (legally or not)	46%
	(b) Living together	45%
	(c) One parent deceased	9%
Community of the family wherein	(a) Squatter’s area (slums and other depressed regions)	55%
	(b) Fishing/Farming community	36%
	(c) Others (Resettlement and far-flung areas)	9%
<b>Characteristics of Children</b>		
Mean age (years)		15.4
With high school education		9%
With elementary education		55%
With history of scavenging, theft, vagrancy and substance use/abuse		100%

The social worker inquiry aided in selecting the children who fit the characteristics of the participants needed in the study as per criterion based on the DSM IV-TR and DSM-5 and also in clarifying the documents in the Social Case Profiles of the participants. Social Case Profiles were studied and guide questions for the semi-structured interview were formulated. During the interview, follow-up questions emerged from immediate circumstance and were asked for further inquiry and clarification. The data gathered was enriched by home visitations and observation of the condition of the alcoholic family was recorded in a journal.

Thematic analysis was done to explore and discover the reality of the participants without fitting the realities into a predetermined theoretical perspective. The information gathered from the sources were put together to produce a detailed description by coding emergent themes. The statistics shown in figures and percentages were calculated in the purpose of giving precise details and are used as descriptive rather than quantitative. Social case profile summaries, interview audio transcription and summaries were sent to one more researcher for triangulation. Triangulation is an approach in social researches. It refers to use of more than one approach (document and investigator triangulation) to the investigation of a research question in order to enhance confidence in the ensuing findings. Since much social research is founded on the use of single research method and as such may suffer from limitations associated with the method or from specific application, triangulation offers the prospect of enhanced confidence (Brymann, 2004). This is also a strategy for increasing the validity of evaluation and research findings (Yeasmin and Rahman, 2012).

## **Results And Discussions**

### **Profile of the Alcoholic Fathers and the Family**

The study depicted a picture of an alcoholic father and their families drawn from the shared experiences of the children of alcoholics who participated in this study. Most of the fathers have menial jobs as construction worker, taxi or tricycle driver, farmer and fisherman. Some of them are separated from their wives and some, even though still living together, are constantly in arguments and fights resulting to physical abuse. These fights frequently stem from the suspicion of the father about a possible affair of the mother and financial difficulties because the father's inability to provide for the family. This is due to the fact that he was not able to go to work caused by hangover or the income that he earned from work was used to buy alcohol or to gamble.

Many times, even if the fathers have jobs, they allot more time in drinking alcohol with their *compadres*, consuming *Emperador*, *Red Horse* and *Gin* (local alcoholic beverages). The alcoholism of the father also becomes the concern of the mother and children. When the father comes home drunk, it is either he berates the mother and children, or stumbles on things and be taken care of or the home becomes chaotic. The parents shout at each other and throw things, breaking plates and glasses and hit each other with a plank of wood. Oftentimes they are seen yelling at each other outside the house. On conditions when the father and children lives with the grandmother (mother of the alcoholic), the father argues and talks back to the grandmother when

his drinking behaviour is being noticed. In some circumstances, the fathers run amok in the neighbourhood.

### **Manifestations of the Psychological Effects of Alcoholic Parents to Their Children**

*Anger.* Participants in the present study expressed deep anger towards their fathers brought about by their experiences in the hands of the parent. The children talked about the constant argument their parents have and the incidents when they were subjected to beatings. They harbor anger and blame their alcoholic fathers for the family situation expressing that the father's alcoholism hindered his ability to work and provide for the family. The beatings were done with objects, often brooms and thick woods. Arguments were done in public. There was an attempt of retaliation and fighting back but was suppressed due the thought that it was the father who is providing for the family.

*Fear Due to Violence at Home.* Fear is often experienced by the children due to constant exposure to verbal and physical abuse. All of the physical abuse (beating with a wood, hitting with a belt and towel, punching, pushing against the wall and kicking) and verbal abuse (constantly scolding the child and telling him that he is useless) occurred whenever the father is drunk. The participants were not the only ones subjected to violence but also their siblings and mother. Some children thought of stopping their abusive father but the terror overwhelmed them and even asked if there is a possibility of getting used to the abuses. The hostility of the alcoholic fathers is also evident during home visitations when one slammed the door upon seeing the social workers. The other intoxicated father talked to the social workers, enraged and blaming his child for the child's current condition.

*Feelings of Shame.* The children felt embarrassed or ashamed regarding their fathers' alcoholism and the current condition of their family especially when the neighbors witness the usual fights between their alcoholic fathers and the mothers. The arguments inside the house were heard by neighbors due to thin walls or close house distances. Children choose to keep quiet and not talk regarding their present situation. They believe that speaking about the family warrants other children to tease them. On some circumstances, their neighbors shout at them for disturbing the neighborhood which in turn causes embarrassment to the members of the alcoholic family. They cannot tell their story because there is a possibility that people will talk about them. Actions of the alcoholic parent caused humiliation to the children – stumbling on the ground when drunk, being in debt for constant store credits usually alcoholic beverages and shouting at random people

on the street. The children are the ones making excuses for them when they missed work because of being drunk the night before.

*Helplessness and Mistrust.* Children of alcoholics admitted surrendering to their current situation. They believe they have no power as constantly being told so by their mothers and fathers. The family has no problem; there is no action to be done. Even if there is, calling out to other people will not make any difference. Telling the teachers about the family situation will only result to sympathy but no action. Neighbours are just bystanders whenever there is a violent abuse happening inside or outside the house. Other people tend to shut their windows and close their doors to avoid getting involved. Stopping their alcoholic father from beating up their mother causes more turmoil and they ended up being the subject to more severe beatings. Due to this, the children learned there is nothing they can do about the situation. They cannot trust themselves in handling the situation and they cannot trust other people when it comes to helping them.

The alcoholic home is extremely chaotic, characterized by the parents' unpredictable mood swings, sudden anger, fast cooling period and moments of silence. Seldom, when the alcoholic parent is in good mood, it is usually a premonition of something bad that will happen next. It is difficult to respond to the family situation because the mood is always unpredictable. When mothers were asked why they were crying, they answer that nothing is wrong. When asked if the father is sick, the mother answers that the father is fine. When promises for food on the table never materialized – when parents are emotionally dishonest, the children assume they cannot be trusted.

*Frustration Over Unmet Needs and Strong Need for Affection.* There is an expression of disappointment among children of alcoholics because their fathers were not able to provide food and other basic needs for the family. This is due to the fact that the father is either preoccupied with drinking or the money earned from the job was spent on buying more bottles of alcohol. When the mother is away, it is often the sister or grandmother who takes care of the siblings and the drunken father. When the mother is absent, food is usually given by concerned neighbors. COAs acknowledge their longing for care and attention from both their parents which rarely happens. The alcoholic father is fixated on alcohol and the non-alcoholic mother is either away because of her job or too busy keeping the family together. Role reversal is typical. The self is often compared to families with normal homes and non-alcoholic parents and eventually results to jealousy and longing.

*Failure in School/Truancy.* Difficulty performing in school is one of the manifestations of the effects of an alcoholic father. Children of alcoholics cannot concentrate in school because of hunger. There is no food at home because the father was not able to provide. Other COAs were forced to quit school because the grandmother cannot afford to send the children and the alcoholic father takes no responsibility for his child. The children are often absent-minded and lack sleep due to the fights happening the night before. Some worries about their mother's situation at home and other COAs cannot even go back to their homes to get their school things since they are afraid of meeting the alcoholic father and possibly being subjected to more abuse.

*Aversive Transmission Effect.* Children of alcoholics expressed their refusal to become alcoholic just like their fathers. This is despite the fact that they were able to drink alcohol in certain occasions (i.e. birthday celebration of friends). In an aversive transmission, children of alcoholics try to moderate their alcohol drinking because they think they have higher risk of getting addicted.

*Learned Drinking and Aggression.* COAs disclosed that they have learned drinking from their alcoholic fathers. These children were invited during the father's drinking session and were permitted to drink with them. The father's alcoholic behavior is an excuse for stress relief and relaxation, thus the child learned the association between the two. Aggression, characterized by beatings and kicking is associated with discipline and anger. Thus, the children learned to beat their siblings when disciplining. They were never taught that anger does not have to be abusive or terrifying. They learn to communicate the way their parents communicate – always angry and shouting.

*Low Self-Esteem.* Sadness and a sense of insignificance are always felt by children of alcoholics. They are often told by their alcoholic father that they are unworthy and useless and blamed for the mother leaving them. The children were scolded for not being able to take care of the siblings. They are punished for not being able to prepare the father's food on time. The neighbours curse them for not being able to manage their father's outburst. Alcoholic parents have great effects on their children. As a result, these children have adapted certain coping strategies which allowed them to adjust in their situation.

### **Coping Strategies of Children**

*Flight Mode.* Children of alcoholics tend to avoid their alcoholic father when the latter comes home drunk. In order to divert attention away from them, the children tend to answer the alcoholic parent's questions in short, definite sentences and by pretending that they were doing

something else. This is due to the fact that the father usually hurt the wife and the children when he is under the influence of alcohol.

When there is a disturbance inside the home, children choose to stay outside to avoid getting hit by thrown plates and other things. Some of the children reported they wanted to get away but they were afraid of leaving their mothers behind. In other cases, children leave the house so that they will not witness the beatings that their mothers were subjected into.

The alcoholic father's accusations regarding his wife's infidelity, his constant berating and his violence made most non-alcoholic mothers leave home. This also holds true for the siblings. Because they live in a small fishing town, some children seek comfort by being near the sea. Many times, they sleep in *bancas* (small fishing boats) because they cannot sleep in their house with their father being noisy and quarrelsome. Since there was too much violence at home or there was no care given, the children of alcoholics chose to stay in the company of other children on the streets away from the alcoholic parent. If there were no other children, they see staying away from home as form of comfort and freedom from the situation inside the house.

*Delinquent Behaviors.* Children of alcoholics discovered the convenience of being on the street with other children. Because there is no food at home, they learned scavenging from peers and took the opportunity to make money. They steal scrap metals and bicycle to buy food. COAs were even caught stealing food in the public market. They learned to steal things that their parents were not able to give them. The participants learned delinquent behaviours on the streets. They learned smoking from peers and stayed on the streets for eight months, sleeping only under flyovers and gasoline stations. Some COAs did these to seek attention from their alcoholic fathers but to no avail. They became vagrant, disturbing the neighbourhood and piling court cases for stealing.

*Substance Use/Abuse.* COAs related that the traumatizing situation in an alcoholic home pushed them to believe that there is a way to forget. These children sniffed solvents such as vulcaseal (sealant) and rugby (adhesive) when they were on the streets. Other participants disclosed drinking alcohol. These are the most common ones because they are readily available and are sold in small portions. The effect of sniffing solvents and drinking alcohol causes such high enough for these children to forget even for a short moment the current situation of their homes. When solvents and alcohol are not enough, they turn to marijuana and eventually get arrested for illegal possession.

*Resorting to Fantasy.* A child of an alcoholic talked about a certain friend he described as almost five feet tall with hair dropping to the shoulders. He first saw this friend when he suffered his father's worst beating. Usually, he sees this person near the sea where he seeks comfort from his father's rage. When he transferred to the center, the friend was often seen under the windmill. The social worker and the psychotherapist of the center confirmed that all his stories about the friend were always the same. This means that either it is true for some inexplicable reason or the child strongly believe it is true. However, this fantasy can also be accounted to the child's lack of cognitive skills as a result of several attempted abortion by his mother with the use of different medicines. Having an imaginary friend also gives a support system to the children of alcoholic. Because they distrust other people, it is more convenient to think of a friend who will always be there in times of need, who does not have any prejudice and judgment and can sympathize in the child's family situation.

Children of alcoholics related they often daydream at school, thinking of a perfect family. The father has a stable job to provide for the family and the mother takes care of the children. For some short moments, school becomes a place of solace before going back to their realities. Coping this way is better because it is predictable and controlled by the child.

The decision to opt for marijuana use is also related to the purpose of forgetting. It is cheaper than methamphetamine and more accessible for the children. Stealing a few things from random people would suffice for a brief instance of solitude brought by the effects of marijuana.

The homes of children of alcoholics vary from slightly mad to extremely chaotic characterized by constant arguments, violence and disturbances caused by the alcoholic father. Without the supervision of their parents, the children have no real frame of reference, seldom knowing what is good or bad. Because they were always afraid, they do not have the liberty to ask questions. They believe that fairy tales are real. Knowing their lives could never be the same as tales told, they spend a lot of their time yearning it could be.

### **Conclusions**

Alcoholic parents usually hold menial jobs like driving, vending, farming, fishing and construction labors which are not enough to provide for the family. Often, the salary from the job is spent to buy alcohol. Most alcoholic Filipino families live in slum areas and small farming and fishing communities.

The alcoholic father's violence towards the mother and children brought deep anger for the children. This is exacerbated by the inability of the father to provide for the family's basic needs, pushing the mother and children to look for their means of living. The children's exposure to the father's violence caused fear and terror to the point that they cannot even go back to their homes. These children felt shame which kept them from telling other people the situation inside the home, often fearing that people might judge them and other children might tease them. The disturbances inside the alcoholic home hindered the COAs in trusting themselves and other people. Because they usually see people as bystanders, they believed that these people will not be able to help them. Their inability to change their current situation rendered them to feel helpless. Frustration and sadness were felt by these children due to the alcoholic father's failure to provide for the basic needs of the family. The alcoholic father was not able to live up to what is expected by the children and the COAs learned to take over the alcoholic parent's responsibilities. They felt inferior to other children who have complete families and hoped for their lives to be like them. Children of alcoholics learned to drink and hit their siblings from their alcoholic father. Some have their self-esteem depleted often from being told useless and unworthy by the father, usually blaming them why the mother had left them.

Children of alcoholics fail to perform well in school. They are often truant; incur low grades and high number of absenteeism. They are sleepy and have poor concentration due to hunger and other things to think of.

The children of alcoholic parents ran away from home to either escape the father's violence or look for ways to provide for their basic needs. As a result of violence and constant arguments at home, COAs opt to avoid the father and the home due to fear of being subjected to physical abuse. Those who cannot get away from their alcoholic fathers have resorted to the use of alcohol, solvents such as vulcaseal and rugby and illegal drugs like marijuana. Some children built their own fantasy in order to forget the reality of their circumstances.

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## How to improve the elderly's psychological well-being? Community-based in implementing the six PWB's modules

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### Abstract

Biopsychosocial changes have affected the elderly's psychological well-being (PWB). Therefore, anykind of interventions were needed to increase the elderly's PWB. This research aimed to evaluate the implementation of a set of six modules based on the six dimensions of PWB according to Riff & Keyes (1995). This study used participatory action research design that conducted in three elderly communities in Surabaya, done in two phases: modules implementation, and evaluation of the implementation. Data were obtained through observation, interviews, questionnaires then be analyzed quantitatively and qualitatively. Results of this study indicated that before being implemented, the modules must be customized to the needs of each community. In general, the interventions perceived by the elderly could increase their PWB in each of the six dimensions of PWB. Before these intervention modules were implemented in other communities, they were necessary to be adjusted according to the characteristics of the target community.

**Keywords:** *community psychology, elderly, intervention modules, psychological well-being (PWB)*

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### Introduction

The pyramid of the Indonesian population, including the city of Surabaya showed that the number of elderly people was increasing from year to year. Data Dispenduk Kota Surabaya (Surabaya City's Office of Demographic Affairs) showed that in 2015 the number of elderly population (60 years and over) the city of Surabaya was 276,346 people or 9.4% of the total population of Surabaya. The city of Surabaya was one of the cities with a quite high composition of elderly people, as shown in the Population Pyramid of Surabaya City 2015 at Figure 1.

The problems of elderly in Surabaya were: the increasing of elderly population (2011: 9,1%); city productivity decreased so that the city load increased; the number of poor elderly reached 11,7% and the socialization of elderly was still limited (Komda Lansia Kota Surabaya, 2015). In relation to the above issues, the Surabaya City Government has established the *Komda*

*Lansia*, with an activity program in 2015, namely: the coordination program of elderly commissions, the development of *UPTD* for the elderly, skills training, supplementary feeding, health screening services, gymnastics and health competitions, and coaching activities.

In order to gathering the data about the effectiveness of above programs for the elderly that have been implemented by the Surabaya City's Government, the researchers from the University of Surabaya has conducted a preliminary research in 2015 (Setiawan, Pudjibudojo, Tondok, 2017). The study was conducted on 97 elderlies who came from 9 urban villages in Surabaya namely: Sukolilo Baru, Kendangsari, Rungkut, Medokan Ayu, Penjaringan Sari, Kedung Baruk, Rungkut Kidul, Kali Rungkut, Tenggilis Mejoyo. The result of the research showed that the intervention program conducted by Surabaya City's Government through *Karang Werda* has not fully meet the elderly's biopsychosocial needs because the program been designed using top-down approach, rather than based on empirical findings.

As follow up of the previous research, the same researcher team from University of Surabaya (Pudjibudojo, Tondok, Setiawan, 2016) conducted further research in order to developing intervention modules based on the empirical findings. The study involved 59 people consisting of 16 elderlies, 20 elderly cadres, and 23 representatives of Surabaya City's *Dinas Sosial* as well as from the management of Surabaya City's *Paguyuban Lansia*. The outcomes of the research were 6 modules of intervention to meet the needs of elderly biopsychosocial needs that been developed from the six dimensions of PWB according to Ryff and Keyes (1995): autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance.

Ryff and Keyes (1995) defined PWB as an individual's impulse to explore his/her potential of the individual as a whole. Such encouragement, in one hand, could cause an individual to become resigned to a state that made his/her PWB be low. On other hand, the impulse encouraged the individual in seeking improvement of his/her living conditions that finally would make the individual's PWB in higher level.

People in high level of PWB were the people who satisfied with their life, fulfilled with positive emotional states, be able to overcome negative emotional states, had positive relationships with others, be able to determine their own destiny, taking control the condition of the immediate environment, having a clear purpose in their life, and be able to develop themselves (Ryff, 1989). Consequently, according to Ryff (1989) there were six dimensions that form PWB i.e. *self-acceptance, positive relation with others, autonomy, environmental mastery, purpose in life,*

and *personal growth*. In carrying out the six modules for improving elderly's PWB, we implement the community psychology approach. According to Kloss et al. (2012:12) "*community psychology concerns the relationships of individuals with communities and societies. By integrating research with action, community psychology seeks to understand and enhance quality of life for individuals, communities, and societies*".

The community psychology approach could be used in this research because the three groups of Karang Werda that being partners in this research, were community. By Kloss et al. (2012:177) community term referred to "Gemeinschaft" concept of Ferdinand Tönnies, a German sociologist. Therefore, a community was group or an association of individuals that characterized chiefly by a strong sense of community identity, close personal relationships, and an attachment to traditional and sentimental concerns.

Karang werda that that been established by Surabaya Government could be categorized as community, that characterized by common and shared identity, personal relation, as well as strong social support among the members. Karang werda community was formed due to the similarity or proximity of the residence of its members (as locality), as well as the existence of characteristic similarity as the elderly underlying interpersonal interaction among its members (as a relational group) (Bishop, 2002, Kloss et al., 2012). In relation to the concepts, karang werda was a community combined between community as locality and community as relational groups. Based on the above explanations, this study aimed to: 1) knowing how to implement the six PWB module using community-based in improving elderly's PWB; and 2) encouraging capacity building of the karang werda in managing assets owned by the community based on the principle of "from the elderly, by the elderly, for the elderly".

## **Method**

### **Research Desain**

This research used participatory action research (PAR) design. Through PAR approach researchers engaged with participants to take collective action toward social change (Nelson & Prilleltensky, 2005). Through this research, the researchers together with the three communities implemented the six modules for increasing PWB in elderly. This study applied the principle: from the elderly, by the elderly, and for the elderly. This meant that the implementation of the elderly PWB improvement module was conducted through activities designed based on the elderly's notion, and doing by the elderly, and targeted for the elderly.

### Setting and Participants

This research was conducted on three community of *karang werda* located in Surabaya. Participants of this study acted as coactor or coresearchers came from three communities that were: 1) Karang Werda Temen Tinemu at Kendangsari Village, 2) Karang Werda Yudistira at Tenggilis Village, and 3) Karang Werda Sukolilo Baru at Sukolilo Baru Village. Each community got 3 modules of the six PWB dimensions. In each implementation of the modules, the host community was asked to invite 11-15 elderly members in their community. Two other elderly groups sent three representatives as participant in each program implementation.

### Procedure for implementation of the modules

This research was a follow up of previous research conducted on the three communities of *karang werda*. In previous research, researchers had designed six modules for improving elderly's PWB. The modules were developed from the six PWB dimensions developed by Ryff and Keyes (1995), namely self-acceptance, positive relation with others, autonomy, environmental mastery, purpose in life, and personal growth. The implementation of the six modules for increasing PWB in elderly in this study were conducted from January 2017 until March 2017, in the following four steps.

- 1) Module distribution. At the beginning of this study, researchers invited three people from each *karang werda* community to explain the objectives, mechanisms of implementing the PWB modules. At this meeting, the modules were distributed randomly and each *karang werda* community got two modules. The distribution of the modules was as follows: a) Karang Werda Tinemu got purpose in life, personal growth modules, b) Karang Werda Yudistira got positive relation with others, environmental mastery modules, c) Karang Werda Sukolilo Baru got autonomy, self-acceptance modules.
- 2) Activity design. Each community after obtaining the modules, was given 2 weeks for discussing in their community the form of activity that perceived appropriate to stimulate the increase of PWB in the elderly based on predetermined PWB dimensions. The chosen activities were expected in link with the asset or resources having by each *karang werda*.
- 3) *Activity implementation*. Implementation of activities were conducted in turns among the three *karang werda* communities in 6 meetings. The elected community acted as host in implementing the module. Each meeting was attended by the elderly of the host community as well as by three

elderlies from each two other communities. Implementation of the modules were done alternately on the schedule as shown at Table 1.

- 4) *Activity evaluation*. Evaluation on module implementations were done 6 times at the end of each meeting. The evaluation of module implementation consisted of 3 aspects, namely: a) suitability of activity with the PWB's dimension, b) suitability of activity with the objective to be achieved, and c) benefit of the activity.

### **Measures and procedure for evaluation of the modules**

Data in this research were obtained through observation, interview, and questionnaire. The three methods of data collection were intended to find out the process of module implementation in increasing the elderly's PWB, and to get input how the elderly community could manage their assets based on the principle: from elderly, by elderly, and for the elderly. Assessment of each module implementation using questionnaire with descriptive quantitative data. Each participant was given an evaluation sheet with a score range from 1 to 5 in which: 1 = poor; 2 = below average; 3 = average; 4 = good; 5 = excellent. Evaluation of the module implementation was analysed by using descriptive quantitative analysis, as well as qualitative descriptive.

### **Result**

To find out how the six PWB modules were implemented and the results were presented as follows.

#### **1. Autonomy**

Implementation of autonomy module by Karang Werda Sukolilo Baru demonstrated by how to make various handicrafts using clamshell and scrap wood. Clamshell made for place of tissue, mirror frame, and keychain. Meanwhile scrap wood made for vehicle miniature. The final objective of this activity was to increase the spirit of the elderly to be more productive and independent individuals although his/her physical and psychological condition decreased. Table 2 showed the evaluation from the participants for the implementation of autonomy module. According to Table 2, total mean showed that all of the three aspects rated average to good. Compared with other aspects, benefit of the activity perceived most positively by total mean score of 3.70.

#### **2. Environmental mastery**

Environmental mastery module implemented by Karang Werdha Yudhistira Tenggilis in a way of utilization of vacant land around house or using pot to cultivate family medicinal plants; and

household waste recycling. At the time of implementation, Karang Werdha Yudhistira displayed several family medicinal plants and explained how to plant and benefit from the plant. In addition, Karang Werdha Yudhistira also featured some items of household waste recycling from used bottle such as handphone casing, cup lamp and so on. Karang Werda Yudhistira performed this activity because they saw amount of waste materials surrounding them that could endanger the elderly's health. The purpose of this activity was to create a safe and clean physical and non-physical environment for the elderly by applying the 3R principle of Reuse, Reducing, and Recycle.

During the implementation of this activity, all participants were actively involved. Here are the evaluation results from the participants who attended the event held by Karang Werdha Yudhistira Tenggilis Village. Followings were the evaluation from the participants for the implementation of environmental mastery module, as shown at Table 3. Results on Table 3 based on total mean showed that all of the three aspects rated average to excellent. Compared with other aspects, benefit of the activity perceived most positively by total mean score of 4.23.

### **3. Personal growth**

Karang Werda Temen Tinemu, Kendangsari implemented personal growth module by demonstrating activity of making 'ongol-ongol' cakes and soy essence. Some reasons why Karang Werda Temen Tinemu selected these activities because according to them, in elderly period, the elderly experienced some changes such as whitened hair, wrinkled skin, weight loss, tooth dislodged. In addition, there were several changes experienced by the elderly that related to psychological life such as feeling been marginalized, no longer been needed, unacceptable of new realities such as palliative diseases. Two other changes that should be faced by elderly, namely social and economic changes. Social change included changing roles, the death of a spouse or close friends. The economic change concerned the financial dependence on pension salary as well as on child or family compassion. Followings at Table 4 were the evaluation from the participants for the implementation of autonomy module by Karang Werda Temen Tinemu, Kendangsari. Table 4 showed that based on total mean, all of the aspects rated average to excellent. Compared with other aspects, benefit of the activity perceived most positively by total mean score of 4.05.

### **4. Positive relation with others**

Implementation of positive relation with others module by Karang Werda Yudhistira, Tenggilis Mejoyo exhibited in elderly gymnastics and singing with elderly. Some of the reasons why these activities were chosen because the community found that the elderly in their community

often showed feelings of loneliness, being not considered by the younger, being unappreciated, failing to establish good relationships among the elderly and with the younger. Our observation as researchers during the implementation of the activities concluded that all participants actively involved and look be happy. Followings were the evaluation from the participants of elderly gymnastics and singing with elderly activities as the implementation of positive relation with others module, as shown at Table 5. Based on Table 5, total mean showed that all of the three aspects rated average to excellent. Compared with other aspects, benefit of the activity perceived most positively by total mean score of 4.22.

### **5. Purpose in life**

Implementation of the purpose in life's module by Karang Werda Temenemu, Kendangsari stimulated by using discussion activity. Their reason for choosing this activity because they found in their community there were many elderlies did not understand the purpose of life in elderly period so they considered themselves to be weakness and helplessness. The absence of purpose in life for the such elderlies had impact on feeling been uncalm, unhappy, and unpeaceful. During this discussion, some elderly asked questions and other elderly responded to the questions so that there were sharing of opinions and experiences among the elderly. We interviewed two participants and overall, they felt that by the sharing among elderly they were encouraged and found social support in finding their purpose in life so that they became more optimistic in fulfilling their life. Table 6 showed the evaluation from the participants for the implementation of purpose in life module by Karang Werda Temen Tinemu, Kendangsari. Table 6 revealed that based on total mean, all of the aspects rated average to excellent, and the suitability of activities with PWB's dimension rated be highest aspect by total mean score of 4.00.

### **6. Self-acceptance**

Implementation of self-acceptance dimension module was done by Karang Werda Sukolilo Baru and the community chose two activities that were making broses from shell and having recreation together to Taman Pelangi (Rainbow Garden) located at Kenjeran Beach. The reason Karang Werda Sukolilo in choosing these activities was to increase the productivity of the elderlies in filling their spare time, so that they could be happy and not often daydreaming about his life in old age. The purpose of this activity according to one member Karang Werdha Sukolilo was "to train elderly to remain productive so that he/she is not dependent on others". Table 7 showed the evaluation from the participants in implementation of self-acceptance module by Karang Werda

Sukolilo Baru. Results on Table 7 displayed that one of the three aspects rated below average to excellent. Compared with other aspects, benefit of the activity perceived most positively by total mean score of 3.96.

### **Discussion**

In line with the purposes of this study, there were two points as the focus of discussion related to the results of this study. The first was the process of implementing the modules, and second was the evaluation of the modules' implementation.

#### **1. Process of module implementation by using community approach**

In this study, community based approach was designed based on the idea of the elderly, done by the elderly, and finally for the elderly. In other words, this research used participatory action research approach based on elderly community. Participatory action research (PAR) is an approach to research in communities that emphasizes participation and action. PAR seeks to understand the world by trying to change it collaboratively. PAR emphasizes collective inquiry and experimentation grounded in experience and social history. Within a PAR process, "communities of inquiry and action evolve and address questions and issues that are significant for those who participate as co-researchers" (Reason & Bradbury, 2008).

In this study, PAR approach was purposefully chosen because the we as researchers assumed that the improvement of the elderly's PWB should be done together by the elderly as a community. The elderly were actors who had power and actively involved in increasing PWB among themselves.

One of the challenges experienced by us as researchers in applying this PAR approach was how to transform the paradigm or mindset of the elderly from the old paradigm to the new paradigm. The old paradigm, which has so far been used in interventions for the improvement of elderly's PWB was top-down models. The elderly's PWB improvement programs, so far using top-down model done Surabaya Government such as: supplementary feeding, monthly health check-up, competitions among elderly communities.

Another considerable challenge was how to manage elderly communities to be a solid community in building collective action to increase PWB among them. In building an elderly community as a solid community, we as researchers done collaboration with the partner communities to build a strong social identity in our partner elderly community by several activities as well as shared symbols. Social identity is a person's sense of who they are based on their group membership

(Tajfel, 1979). Karang Werda which each elderly belonged to, become an important source of pride and self-esteem among the elderly.

Based on our empirical experience as co-participants along with the elderly community, through intensive and positive interaction process within the three Karang Werda groups, groups and communities perceived by the elderly could provide a sense of social identity, a sense of belonging to the social world. With such processes, the elderly became proud to be the members group of karang werda, mostly because they in their group can provide meaningful things to themselves and to others around them. In relation to the PWB theory, the elderly in such conditions found themselves instate of self-acceptance, positive relation with others, autonomy, environmental mastery, purpose in life, and personal growth (Ryff, 1989).

In the process of empowering the elderly community through the implementation of modules for the improvement of PWB, researchers elaborated the ABCD approach (asset based community development). ABCD is a strategy for sustainable community-driven development (Dureau, 2013). Based on participatory processes in the three-selected elderly community partners, this ABCD approach in our points of view has not been fully implemented because of the limited of time and resources in group accompaniment.

## **2. Evaluation toward module implementation**

Program evaluation helps to determine whether community programs effectively attain their goals and how they can be improved (Kloss, et al., 2012). Evaluation result of implementation program for every aspect of PWB, stated in table 2-7 covering three aspect that are suitability of activity with the PWB's dimension, suitability of activity with the objective to be achieved, and benefit of the activity.

From the results of the evaluation it could be known that the implementation of the program on the six dimensions of PWB, generally perceived positively in all of three aspects of evaluation. In general, program implementation for the improvement of PWB on positive relation with others dimension was perceived higher than other programs. Activities such as elderly gymnastics and singing among fellow elderly were selected by Karang Werdha Yudistira in order to create togetherness, giving pleasure and happiness. Nevertheless, we as researcher evaluated that the activities carried out by Karang Werdha Sukolilo Baru to implement self-acceptance module was quite good, but the activities were less appropriate with the theme of self-acceptance dimension in the elderly. This dimension of self-acceptance should be more directed to the readiness of the

elderly to accept the changes that occur in him either physical changes, psychological and social changes.

One other limitation of this research was in evaluating the effectiveness of program implementation since from designing of the impact of program implementation, we as researchers did not use quantitative measurement of pre-test and post-test design. Therefore, although all the program implementations were perceived positively, but their impact on increasing elderly's PWB could not be simply concluded only by using data at the end of each program. Consequently, further measurements are needed so that the sustainability impact of the programs can be accurately monitored.

### **Conclusion**

Based on this research findings, there were two main conclusions that could be proposed related to the process and results.

1. According to this research process, the community-based approach used in this study could be proposed as an alternative intervention in empowerment of the elderly community in particular, and other communities in general. A community-based approach (bottom up) could be combined with a top-down approach, and vice versa. However, a community-based approach needed to consider the dynamics in each partner community; different dynamics of course requires a different approach.
2. The results of this research revealed that the increase of PWB in elderly could be done by using intervention modules. However, the result of increasing PWB elderly required sustainable intervention process and more accurate measurement both quantitatively and qualitatively.

### **Acknowledgement**

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#### Glossary:

Dinas Sosial	: Social Services Bureau
Dispenduk	: Dinas Kependudukan or Office of Demographic Affair
Karang werda	: Elderly's community
Komda Lansia	: Komisi Daerah Lanjut Usia or Regional Commission for the Elderly
LPPM	: Lembaga Penelitian dan Pengabdian Masyarakat or Research and Community Service (LPPM)
PWB	: Psychological well-being
UPTD	: Unit Pelaksana Teknis Daerah or Local Government Technical Implementation Bureau

**Tables**

Tabel 1. Modules implementation's schedule

No.	Module/Dimension of PWB	Date	Host Community
1	Purpose in life	January 20, 2017	Temen Tinemu, Kendangsari
2	Positif relation with others	February 3, 2017	Yudistira, Tenggilis Mejoyo
3	Autonomy	February 17, 2017	Sukolilo Baru, Sukolilo
4	Personal growth	March 10, 2017	Temen Tinemu, Kendangsari
5	Environmental mastery	March 16, 2017	Yudistira, Tenggilis Mejoyo
6	Self-acceptance	March 31, 2017	Sukolilo Baru, Sukolilo

Table 2. Evaluation toward autonomy's implementation module

Rated Aspects	Average (=3)		Good (=4)		Excellent (=5)		Total	
	N	f	N	f	N	f	N	Mean
1. Suitability of activities with PWB's dimension	6	18	4	16	0	0	1 0	3.4 0
2. Suitability of activity with the objective to be achieved	8	24	1	4	1	5	1 0	3.3 0
3. Benefit of the activity	4	12	5	20	1	5	1 0	3.7 0

Table 3. Evaluation toward environmental mastery's implementation module

Rated Aspects	Average (=3)		Good (=4)		Excellent (=5)		Total	
	N	f	N	f	N	f	N	Mean
1. Suitability of activities with PWB's dimension	3	9	16	64	3	15	2 2	4.0 0
2. Suitability of activity with the objective to be achieved	4	12	16	64	2	10	2 2	3.9 1

3.	Benefit of the activity	2	6	13	52	7	35	2	4.2
								2	3

Table 4. Evaluation toward personal growth's implementation module

Rated Aspects	Average (=3)		Good (=4)		Excellent (=5)		Total	
	N	f	N	f	N	f	N	Mean
1. Suitability of activities with PWB's dimension	6	18	13	52	1	5	20	3.7
2. Suitability of activity with the objective to be achieved	12	36	6	24	2	10	20	3.5
3. Benefit of the activity	5	15	9	36	6	30	20	4.0

Table 5. Evaluation toward positive relation with other's implementation module

Rated Aspects	Average (=3)		Good (=4)		Excellent (=5)		Total	
	N	f	N	f	N	f	N	Mean
1. Suitability of activities with PWB's dimension	5	15	15	60	3	15	23	3.9
2. Suitability of activity with the objective to be achieved	2	6	16	64	5	25	23	4.1
3. Benefit of the activity	3	9	12	48	8	40	23	4.2

Table 6. Evaluation toward purpose in life's implementation module

Rated Aspects	Average (=3)		Good (=4)		Excellent (=5)		Total	
	N	f	N	f	N	f	N	Mean

**The 6<sup>th</sup> ASEAN Regional Union Psychological Society (ARUPS) Congress**

1.	Suitability of activities with PWB's dimension	4	12	7	28	4	20	1	5	<b>4.0</b>
2.	Suitability of activity with the objective to be achieved	4	12	8	32	3	15	1	5	3.9
3.	Benefit of the activity	4	12	9	36	2	10	1	5	3.8
										7

Table 7. Evaluation toward self-acceptance's implementation module

Rated Aspects	Below average (=2)		Average (=3)		Good (=4)		Excellent (=5)		Total	
	N	f	N	f	N	f	N	f	N	Mean
1. Suitability of activities with PWB's dimension	0	0	9	27	15	60	0	0	24	3.6
2. Suitability of activity with the objective to be achieved	1	2	14	42	7	28	2	10	24	3.4
3. Benefit of the activity	0	0	6	18	13	52	5	25	24	<b>3.9</b>
										<b>6</b>

**Personology of Children in Conflict with the Law (CICL) Jemerson N. Dominguez**

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**Abstract**

In the Philippines, afar from the usual attachment, a child sometimes leads to offend out of survival necessity that leads to total separation from their family explains a phenomenon of conflict to the law. Aiming to describe the profile and personology of CICL in Bahay Kalinga; and its correlates. Case research was used in analyzing violations, family structure and personology among 20 participants. In-house CICL's profile depicted: *15 years and 9 months* as average age; substantial number of *boys* committed offences than girls; commonly falls *below poverty rate*; majority *stop schooling*; all own *adysfunctional family*; and affirmed *4-5 family members*. There were seven personology traits, and three types developed as result of the thematic analysis. Descriptions and measures of their profile and personology could determine the risk of being CICL. Replicate the study to establish Philippine norm of cases associated with conflict of the law.

**Keywords:** *personology (self-concept, self-image, self-esteem), CICL case research*

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**Introduction**

A child can continue to grow at a steady pace. Its final growth spurt begins at the start of puberty between ages 9 and 15 years old wherein nourishment needs to correspond with changes in growth rates if appropriately given by their healthcare providers. If so, each child can advance skills that may move away widely in physical, language, emotional, social and alike. Contrarywise, children who are unable to express themselves well may be more likely to have aggressive behavior or temper tantrums. Imagine these needs are not sufficed by the providers because of lack of awareness toward their child's thinking, expression, feelings, perceptions, values, desires, interest, and personality as well as the self-concept, self-image, and self-esteem.

Since then, one of the focal concerns of several parents revolved on problems concerning their child's behavior and development. Frequently, conflicts occur between parents and children over socialization tasks, relationship concerns, and gaining compliance from the latter. Many situations that are termed "normal" behavior problems are that of the adult and not of the child. (NLM,

2007) Each element either in terms of unit or member, representing the family reflects dynamic characteristics. With this, personology explains and correlates these essential variances and dynamics with behavior, thus revealing the key to personality (PRDCI, 2010).

As a framework, the descriptions of the participants' profile and the personology of self gives clarity to the current issues through case research. This study is a child-focused framework. Despite of numbers of approaches, the child is still seen in the context of own family and community. Nowadays, the family has distinct characteristics which contributed the child to be the product of their environment. The situation emulated the child's realities of their family, community and society.

According to official estimates of the National Statistics Office (NSO) as of 2000, the Filipino family puts much quality on the welfare of the child's family is increasingly breaking down amid the struggle for survival. In the process, children are unintentionally being sacrificed. As noted, the child relies on sensitive parental attention and care for the growth of their well-being and sense of self-worth. This attention often diminishes when a parent is preoccupied with the consequences of a relationship break up, and is engaged in conflict with the other parent leaving behind the legions of families whose incomes cannot catch up which serves as an aspect (PREDA, 2004).

Children themselves also impact their situations and try to cope either positively or negatively. The child is not mere inactive accessories but has increasingly been important thespians in the survival of their families. At times, parents can no longer be able to care for their children, so the older ones take charge of their younger siblings, or they are left to fend for themselves. In some cases, children ended up on the streets where they find "alternative families" among their peer groups or gangs. In some cases, minor crimes against property establish survival strategies.

In the study of Alicia R. Bala (2007) entitled Community-Based Options in Handling Children At-Risk and Children in Conflict with the Law, there are 4,039 CICL nationwide (as of July 2007). A child who is at risk is vulnerable of committing criminal offenses because of personal, family and social circumstances. A child at risk is a street child, victim of abuse, an abandoned or neglected child, a product of family, out of school youth, a member of a gang, a dweller in a community with an elevated level of criminality, or an accomplice in situations of armed conflict. Whereas, a child in conflict with the law is alleged as, accused of, or adjudged as

having committed an offense under Philippines laws or the fundamental law of the land. If so, our children now are at the risk of conflict to the law or worst becoming future criminals. Among those considered “high-risk” are abandoned and neglected children who have not been taken in by existing DSWD facilities, children deliberately used in criminal activities and children of prostituted women. Such is the context of children who become vulnerable to circumstances where they come into conflict with the law (Bala, 2007).

Children in the Philippines can be arrested and detained like adults as early as nine years old. The Council for the Welfare of Children reported that from 1995 to 2000, around 52,756 children have conflicted with the law at which many of these cases involved the detention of minors (UNICEF Philippines, 2003). Similarly, with the statement mentioned by Sec. Leila L. De Lima (2011) of Department of Justice, “the topic of children is highly emotive, not the least because, by their very nature, they are the most defenseless members of society and their vulnerability is inherent.

Even goes beyond the definition, personology is a widespread language for learning about oneself. Through this, an individual can alter one’s learning, thinking, expressive and perceptual style, feelings and emotions, values, desires, interests and physical action needs. It is a documentation of the person’s own trait patterns and their connections that produce one’s innate talents, skills and failures; documentation presented in simple language that will allow a person to put this knowledge into use in one’s own self-enfolding. It provides every individual with a self-portrait that is uncannily accurate. Many people claim that the profile recognizes them in entirety. It can validate the child’s sensibilities, preferences and values. It provides an orthodox description of “self”. Personology applies to everyone. It can be used to improve communications, counseling, parenting, services and placement, as well as self-appreciation and acceptance.

Undoubtedly the most significant and eloquent voice in self-concept theory was that of Carl Rogers in 1947 (UNICEF Philippines, 2003) who announced an entire system of aiding built around the importance of the self. He believes that self-concept has three components: *the view one has about self (self-image)*, *the value one places on self (self-esteem)*, and *the desire of one’s really likes (ideal self)*. Self-concept is simply what one understands about himself. It differs from self-image because it involves one’s social abilities and character, physical appearance and body image, and thinking. On the other hand, self-image is the mental picture of how one sees self. According

to Kuhn (1906), the tendency to be judgmental of self-image includes the following: how one sees self physically (body image), what others think of self or what one perceives them to think of, and what one thinks about personality, one's status, and the kind of person thinks. Another essential element of personology is self-esteem as popularized by Alfred Adler. This derived the conclusion that all children begin life in an inferior position. He puts forth the theory that most of a child's early social life consists of learning to cope with feelings of inferiority. Self-esteem must be developed during the early years by way of positive reinforcement and praise. With that, the identity theory of self explains the connection of self as composed of multiple identities that reflect the various social positions that an individual occupies in the larger social structure. Meanings in an identity reflect an individual's conception of himself or herself as an occupant of that position or "self-in-role" (Stryker, 1980). However, in this study, these elements of personology are very essential for it can put clarity to the child's reasons of becoming in conflict with the law.

Despite other studies, the researcher believes that there is an existing gap which this research tries to fill-in. As limitation, it shall not dwell on appeals to so-called "parental instincts." Likewise, it is not bound to change any provisions stipulated in the comprehensive reform of the system of administration of juvenile justice in the Philippines. The present study describes the significant concerns about the participants' stance being CICL. Specifically, to describe the profile of CICL residing in Bahay Kalinga; and define their personology traits and types using the patterns of self.

## **Methods**

### **Participants**

CICL under the custody of Bahay Kalinga in Dasmariñas City were the participants. A purposive technique, with 20 selected children who have incurred offenses or pending cases from the center. The participants were selected accordingly: (1) have been staying in the center for about one to three months, since this is the minimum required stay for offenders with pending case/s, and (2) with age bracket from 12 to 17 years old as stipulated in the center's guidelines. The study also considers the participation of any of the key informants: ancillary personnel, helping professionals, and parents/guardian/significant others.

Case research was delivered to gather the needed information in accordance with the nature of the situation based on existing data at the time of the research for use in exploring the etiologies of the

phenomena (Joven, 2002). While the University of Minnesota Libraries Publishing (2016) stated that it is particularly appropriate for exploratory studies for discovering relevant constructs in areas where theory building at the formative stages, for studies where the experiences of participants and context of actions are critical, and for studies aimed at understanding complex, temporal processes like why and how rather than what factors or causes with richer, more contextualized, and authentic interpretation of the phenomenon by its ability to capture a rich array of contextual data from the perspectives of multiple participants and using multiple levels of analysis. Specifically, this employs thematic analysis which intensively considers multiple cases or a limited number of atypical, interconnected cases, and thus, contributes to the occurrence of certain events (Tan, 2007). This thematic analysis concerns the child's profile including personal circumstances and violations, status, and personology of self and its patterns.

### **Measures**

Specialized and qualitative methods were established in examining the variables and analyzing its measures. The specialized methods comprise the measures of self, which collectively assess the description of the child's Identity Theory of "Self". The measures were translated by experts from the Filipino Department to be used as mother-tongue and validated accordingly.

*Pasao Self-Concept Inventory.* It is an indigenous instrument developed by Myrna Pasao which measures the total beliefs, thoughts, and feelings of a person that defines the "self's" attributes as object of the society. The instrument uses a five-point frequency scale.

*Self-Image Inventory.* A tool developed by Dr. Christopher Evans (1977) that aims to assess the aspect of self, deals with wants (would or wish). The items obtained with an overall cronbach alpha of 0.82. It includes the following components: discrepancy between what is known as "self" and "other" perception, feelings of guilt, powerlessness, and punishment, and feelings of total power and unrealistic fantasy.

*Rosenberg Self-Esteem Scale.* This aims to measures the evaluation whether positive or negative thru self-esteem by referring to most general or overall positive evaluation with a cronbach alpha of 0.87 (Gecas 1982; Rosenberg 1990; Rosenberg et al. 1995). It is a ten-item likert with a four-point scale-from strongly agree to strongly disagree.

*Kinetic Family Drawings.* Is a standardized projective test which was developed by Burns and Kaufman (1970). It employs a method to draw the members of their families including

themselves doing things and in mobility to depict the primary disturbances, conformity, defensiveness, sophistication, and other genuine and intangible aspects of the child (ages 9 onwards) as well as his family which can explain the type of family (dysfunctional or not) the child has in the context of family dynamics.

*Qualitative in-depth interview.* The qualitative method employs a self-constructed tool that can record within 45-60 minutes, and validate the facts about the participants. It includes questions which can provide narrations related to their incurred cases and significant contribution towards the personology of self. Since, the center does not allow the session to be videotaped; an audio recording was used as alternative. Upon transcription, the researcher performed a content analysis to analyze the data. Kahn and Cannell (1957) describe interviewing as “a conversation with a purpose.” It may be the overall strategy or only one of several methods employed (Miller, 2006). The purpose of using this method is to generate more like conversations than formal events with predetermined response categories. The researcher tries to explore a few general topics to help uncover the participants’ views, otherwise respects how the participant frames and structures the responses. Similarly, the researcher reviewed the responses and gathered psychometric and stated results to identify relevant information essential to the study of their personology and the phenomenon of being CICL. Similarly, Chan and Wong (2012) allows the researcher to develop categorization and possible determinants of becoming in conflict with the law by marking all the relevant parts and linking them into significant socio-psychological themes.

## **Procedure**

The researcher came up with case profiles. Hence, before data collection, written consent explaining the aims and nature of the study was obtained from the participant. The researcher also informed the participant that no risk is involved in participating throughout the study. The participant joined the study voluntarily. The participant agreed to join the study by signing their individual consent letter prepared by the researcher and approved by the DSWD head and house-parents’ confirmation. Following the ethical guidelines, anonymity and other rights were considered being the participants of the study. Gathering the secondary data include the participants’ nature and daily routine. Likewise, all ancillary personnel and parents/guardians have vital contribution in data collection and data analysis. The research continued based on the review of secondary data. Data from records of various key informants (KI) involved with CICL

comprised a substantial part of the data and aided in establishing the trends in their situation using a semi-structured interview. Followed by, administration of specialized tests. These tools included the measures of self as self-concept, self-image, and self-esteem tests, and Kinetic-Family-Drawing to measure the family type of each participant. Lastly, conduct an in-depth interview. A series of question were given in each case to enable valid facts, to share their collective experiences, sentiments and concerns which confirms the participants narrations. The recordings were transcribed combining the recordings creating 20 individual transcripts.

### **Data Analysis**

The data analysis used both quantitative and qualitative measures. The data of the participants' self-concept, self-image, and self-esteem were measured separately including their profile as descriptive statistics. Then, thematic analysis of the individualized interview and narration were elicited from the 20 cases. The narratives were transcribed. Since the participants are in conflict by the law, the researcher was given preliminary precautions not to use a video recording. The researcher performed a content analysis of the transcriptions to analyze the data. This process consists of examining categorizing, tabulating, or otherwise recombining the evidence to address the initial propositions of a study (Polit & Beck, 2004; Yin, 1994).

### **Results**

The researcher made use of the pairwise comparisons between categories and responses from the participants to ensure that the “voice” of the participant by extracting the narrated statements using thematic analysis. It was applied to the transcripts and generated key concepts that were evident in the data.

#### ***CICL Stance***

There were four types of offences observed to be common as their trend of offending—*eight offences against property* that involves theft and/or robbery; *five agitated physical offences* like frustrated murder, physical injury, libel, and cruelty to animals; *four sexual offences* similarly with acts of lasciviousness and rape; and *three drug-related offences*. Their stance was underscored with two facets: *profiling the CICL* and *personology patterns*. These categories are viewed as essential in determining the interpretation of personology and their stance being CICL that never made up of isolated concepts but are all relative to each other. There are features of the participants' attributes that overlap across these categories.

### **Profiling the CICL in Bahay Kalinga**

This theme is defined by the ability of all the participants in describing their profile. Table 1 presents the profile of the participants such as age, sex, socio-economic status, educational attainment, family type and family size as uniquely described by 20 participants from BK using the evidence from their transcripts.

*Age.* The average age of offenders is 15 years and 9 months. There were handfuls of children under the age of 14, detained and kept custody in the center. Rare cases, children as young as eight or nine were handed over to the Department of Social Welfare and Development (DSWD) or other referring center catering young children.

*Sex.* There were vast numbers of boys who tend to have in conflict with the law as compared to girls, however, girls also contributed number to commit offences. This has been found true among the CICL in Bahay Kalinga with 18:2 (boys:girls) ratio of offenders.

*Socio-Economic Status (SES).* In most country belonging to a third world status, poverty marks as one of the underwriting factors, also known as below poverty rate. In the context of Bahay Kalinga, 2 participants (10%) were categorized as above poverty rate, while majority with 18 out of 20 (90%) falls the category of below poverty rate.

*Educational Level.* 11 participants have been mainstreamed and have experienced going in grade school, specifically Grade 2 (or 5 out of the 20 participants). This indicates that majority of the children in the center are school dropped out at eight years old and acquired formal education but needs to stop schooling because of the lack of financial support from their family or guardian, as well as peer influence. On the other hand, the remaining nine of the participants set on secondary level but had to leave school because of their case.

*Family Type.* Using the KFD, all CICL residing in Bahay Kalinga disclosed a dysfunctional family. There are 16 children who discussed negative descriptions about their family background while the other four children provided defensive representation of family which was validated thru in-depth qualitative interview.

*Family Size.* CICL in Bahay Kalinga usually comes from families with an average of 4 to 5 members. About more than half or 65% (13 out of 20) of CICL covered by the study lived with

parents, 10% (2 out of 20) with the mother alone, 15 % (3 out of 20) with father alone, and only 5% (1 out of 20) with relatives and another 5% (1 out of 20) with grandparents.

### **Personology traits and types**

The patterns of personology were focused through the information of their extracted statements. Personology traits and types play a vital role in the concepts described by the 20 cases. Table 2 describes the extracted narratives from the in-depth interview. There were seven themes that build up the collection of personology as precedents of traits and patterns.

*Reflected despondency* describes unmotivated actions and sadness that leads the person to be in silence or failed to respond, as stated by Case7.

I lack the drive to dream, I lost it!...because I am just inside this center, so I do not need to dream if I do not know until when I will stay here.

*Limited beliefs and attitudes in engaging with others and family* demonstrates some of the participants' description on limitation in engaging with others, persistent quietness and reservation. Case1, a girl mentioned,

Before I can say that it is easy for me to have friends and be with them, but not most of the time. Yes, I tell stories with them, but most the time I tend to be quiet because I am just new here.

While Case 4 utters that it can prime total detachment from their family.

...everyone shows no time for me. My mom works although my dad does not have work, he is always not at home. I am the youngest, but they do not show it. I graduated elementary but they did not come. With that, I always get out of the house.

Some *holds dynamic existence* that describes comparison, and giving judgment to others, as well as appraisal of self whenever with friends. Case11 acquires huge extent of self-confidence especially with his peer. This allows him to gain strength and do things beyond his control.

...if you do things, you will be compared. Like at home, I am always being compared to our eldest sister. Our eldest and youngest are the favorites. But it's okay, I am used to it...I will go out of the house and go to my friends, there I am the lead!

*Identical picture of free self* explicitly defines finding means to get-even as it relates to dismay for diminutive instances, striving for recognition, and displaying strength or power. Case6's criminal misdemeanor is an offense against property. It is just an affirmation of what his family would try to employ him, a boy who displays strength and aggressiveness, also known as 'angst.'

If others make fool of me, I get angry and look for means to get-even...I was being compared to my brother, he is rascal, and I am weakly. That is why I show them that I am also rascal. So that they would not belittle me!

*Appraising the controlled self* exhibits matching one's actions to one's behavior as indication to depict strengths and power, intense desire to inflict change, recognition of failure and detachment from the source of problem. Selected participants affirm this, both Case11 and Case18.

...I usually act and talk like this. Because I need this so that others could not put me down...more than having a peer, I still need to look strong.

If there is a problem, I will try to give solution, however, I still mess up. At home, if there is a fight, I will just go out and get away from the problem.

*Devaluating self* becomes evident to a few. This centers on the collective assessment of self that lead to degraded self or devaluated self, constrained freedom or regulated freedom, and ill-mannered label. Case7 causes him to depict a deprived behavior. This indicates a non-motivated and shaken by others in attempting to protect 'self' in social situation, specifically within his community. Likewise, he has trouble coping with his personal problems. This becomes clear when he describes his situation.

Because I do not have anything to be proud of, right? It is obvious, I am not free, and our neighbor knows about this and they are gossiping about me. Even before, if they would see me playing with cats, they would have blurted that I am an animal slaughterer and I would become a criminal

*Constructive representation of self* validates the perspective of some participants. Explaining their views for equality (parity), and optimism to change. Certain number of participants affirm, like Case2 who shows an overlapping typical behavior of mostly motivated in attempting to protect the 'self' in social situations. He narrated,

Yes, because all who are here are equal. Even if I am here in BK because of my rape case, I believe even if I have this offense, I am not the only one who has it. Everyone who are here has criminal offense. And we all can change, right?

Communal with the traits, there were three personology types (table 4) attained in this study. Table 3 describes the personology patterns inclusive of the following attributes presented by CICL from BK: activity level, adaptability, approach/withdrawal, sensitivity, intensity of emotional response, quality of mood, and persistence (grit and determination).

*Agile Personology.* Possesses dynamic with approachable and positive attributes on activity level, adaptability, sensitivity, and persistence or grit to change. These include receptive child (DID), resistant child (DIC), superficial child (DAD), and integrated child (DAC). A limited value of 5% (1) was attributed to this type.

*Rigid Personology.* Reveals inferiority and restrictiveness in adaptability, slow in activity level, withdrawn in new settings, and are shy, although they can still alter oneself to adapt well if given time. Consisting of volatile child (RID), skeptical child (RIC), at-risk child (RAD), and reticent child (RAC). About 30% (6) were identified with this type.

*Reserved Personology.* Exhibits moderate activity, adaptability and intensity of emotional response, and are interested in new things indicative of their persistence (grit and determination). This comprises the sensible child (LID), rational child (LIC), restrained child (LAD), and adaptive child (LAC). With 65% (13) fall under this type.

## Discussion

The results highlighted essential attributes that would further explain the 20 participants' stance being CICL by understanding their profile and personology patterns. It was stated that their profile clearly describes their stance being CICL, often imparted by their peers, family, or significant others. Hence, it seems that they confirmed many knowledge-based studies related to CICL were not in direct context to the child's behavior alone. Working with the results allow us to expound beyond the child's ordinary self.

### *Inclusive understanding on the CICL Stance*

The profile concerning the nature of offense, age, sex, socio-economic status, educational level, family size, and family type are some of the attributes that provided clear cut of their behavior and belief's conflicting with the law.

Beyond the familial background, the essential component of self among the participants personology patterns become responsive to a wide array of their traits. Seemingly important, in terms of personology traits regarded the value of activity level, adaptability, approach/withdrawal, intensity of emotional response, quality of mood, and persistence or determination (grit). The theme on *identical picture of free self* associated with the activity level of some CICL from Bahay Kalinga that explains their extent of movement and body activity. A boy with a criminal misdemeanor of offense against property confirms the same behavior he exhibits just to meet the image, which his family used to know him. Like any other study on CICL, adaptability tends to be one of the essential aspect in social reconstruction. Hence, the *constructive representation of self* appertains the pace of change in routine and ability to overcome an initial negative response thrown by the others. What seems particularly important, in terms of being adaptable is that participants have an opportunity to view the process of being persistent that outlines the grit or determination in keeping the self integrated at a difficulty activity without giving up. True to the case of a boy with sexual offense, his ability to handle typical response towards social situation and tagged as a “rapist”, he still seems to handle his case with civility and maintain a consistent view of his self-worth. In terms of *limited beliefs and attitudes in engaging with others and family* sets as an approach that initially retorts to a new person or unfamiliar situation. A girl with demeanor of physical injury/libel intended to get the satisfaction of exercising the stability to wash feelings of social impotence that she cannot earn from the family, to her environment, or the people she gets along with. She becomes withdrawn and hostile, motivated to cloak self with superficial friendliness. Similarly, a boy with sexual offense has a shaken behavior who feels inadequate and tends to be inferior whenever with a group and towards his family. While both themes *hold dynamic existence* and *devaluating self* express the intensity of emotional response that describes some participants’ reactions to positive/negative situations that depicts the energy level of mood expression. A boy with a drug-related offense displays an overall progressive behavior that indicates exceptional self-evaluation, who is motivated in attempting to represent his own attributes. A confidence originated from substance abuse. Relating to emotional response, a boy known for his cruelty to animals and physical agitated offense depict an unmotivated and deprived behavior within his community. This has contributed him to poor degree in competencies to ‘fit in’ and feels unworthy towards his family. Likewise, he has trouble coping with his personal problems. In a psychological perspective, low esteem is a consequence of the self’s incapacity for reflexivity,

that is, the ability to look at oneself and to evaluate what one sees either to positive or negative self-feelings, such as pride or shame. Lastly, the two themes on *appraising the controlled self* and *reflected despondency* affirms the participants quality of mood as illustrated on the amount of pleasant and cheerful behavior (positive mood), as contrasted with fussy, sad and unpleasant behavior (negative mood) become evident to them. A boy participant simply understands himself more as compared to others. He even stated that his ability to adjust or change is intended just to fit in and feel belongingness.

The key finding of this study is that it is evident that the CICL's stance being in conflict with the law receive more categorical themes that measures beyond adaptability, instead it adds more such as value of activity level, approach/withdrawal, intensity of emotional response, quality of mood, and persistence or determination. The research highlights the participants' understandings on the patterns of self, whereas the personology traits and types.

#### *Comparison with Past Researches*

In terms of personology, a global construct in some researchers and others might agree that the self-concept, self-image, and self-esteem shared and composed of multiple levels. The objective of this study was to explore participant's understandings of being in conflict with the law in terms of profile and personology traits and types; they were considered vulnerable considering their stance as CICL. To meet this objective, thematic analysis was employed and the analysis produced key themes. There is no rich constructs concerning the patterns of personology as associated to CICL's stance in this domain and it was for this reason thematic analysis was chosen to analyze the data. The method proved to be particularly useful in generating these exploratory data that were discussed in prior part of the study. Although, separately, Harter (1999) mentioned about some of roles and traits related to self-concept that may clash such behavior of warmth and friendliness with peers, moody and being unresponsive with parents. Moving to adolescent stage, the cognitive capabilities enable the child to integrate these roles and clashing components into a coherent sense of self. Likewise, Patricia Linville (1985, as cited by Hutt, 2009) a complex self-concept leads to more stability in affect or emotion, which is associated with better mental health, but when a negative event occurs in an area related to one self-aspect like the self-concept; the individual is likely to experience negative affect or emotion in that area (International Encyclopedia of the Social Sciences, 2008). In terms of self-concept of a mentally healthy person is consistent with his/her thoughts, experiences, and behavior. However, people may maintain a

self-concept that is at odds with their true feelings to win the approval of others and "fit in," either socially or professionally. This has been supported by Patricia Linville (1985), a complex self-concept leads to more stability in affect or emotion, which is associated with better mental health (Hutt, 2009). Indeed, throughout the next epoch of study whether among Children in Conflict with the Law (CICL) or alike, self-concept was examined to emphasize both internal characteristics and external influences. Thus, the cases' experiences either successes or failures are closely related to the ways the participants learned to view themselves and with others. Self-concept even perceives as personal self, social self and self-ideal based on the described cases of the participants residing in Bahay Kalinga. It is also becoming clear that self-concept has possible assumptions that it can be learned, organized, and dynamic. Whereas, the self-image competence deals with cognitive construction corresponding to the opinion that each of us is subject to on the cognitive, social, and physical levels, and the interactive feeling of self-esteem (Meffre, 2005). Another, self-esteem serves as the evaluative and affective aspects of the self. It also describes how "good" or "bad" an individual feel about himself (International Encyclopedia of Marriage and Family, 2003). These self-feelings make self-esteem important both experientially to constitute some of our strongest emotions and motivationally to seek positive self-feelings and to avoid negative self-feelings Tice (1993). Despite of vast reseachers about self, there were no qualitative research that highlighted the CICL's stance focusing on the their attributes and personology patterns.

Thus, the study is limited to: (1) Bahay Kalinga that caters CICL within Cavite and its nearby provinces and cities, (2) the norms of the CICL profiles aside from nature of offending, age, sex, SES, educational level, family size and type among CICL in CALABARZON area; and (3) the other measures of personology self.

### Conclusion

Findings showed empirical evidences supportive of the information to identify the bases of being CICL using their profile and personology types. Nevertheless, it appears that central to concern are the multiple discourses that exist about CICL's adaptability and social reconstruction in the context of their behavior. Undoubtedly, the participants' stance beyond adaptability served as a basis of societal acceptance. Although, every CICL has the power or freedom to make their own choices not to commit any form of offense, with responsibility to control and ensure that individuals are able to act accordingly and still determined to change.

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### Declaration of Interest

The author reports no conflicts of interest in this work.

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Tables

Table 1. Demographic Profile of the Participants in Bahay Kalinga

**N=20**

Variable	Frequency (f)	Percentage (%)
<b>Case</b>		
offences against property	8	40.0
agitated physical offences	5	25.0
sexual offences	4	20.0
drug-related offences	3	15.0
<b>Age</b>		
14 yrs. Old	1	5.00
15 yrs. Old	8	40.0
16 yrs. Old	3	15.0
17 yrs. Old	8	40.0
<b>Sex</b>		
Male	18	90.0
Female	2	10.0
<b>Socio-Economic Status</b>		
Above poverty	2	10.0
Below poverty	18	90.0
<b>Educ. Attainment</b>		
Primary Grade school (Grades 1, 2 & 3)	5	25.0
Intermediate Grade School (Grades 4, 5 & 6)	6	30.0
Secondary School		
Freshmen	4	20.0
Sophomores	1	5.00
Juniors	1	5.00
Seniors	3	15.0
<b>Family type</b>		
Non-dysfunctional	0	0.0
Dysfunctional	20	100.0
<b>Family Size</b>		
3 and Below	5	25.0
4-5 members	11	55.0
6-7 members	3	15.0
8-9 members	1	5.00

Legend:  
 Socio-Economic Status (DOLE by 2005) - (APR) Above Poverty Rate; (BPR) Below Poverty Rate;  
 Family type (determined using Kinetic Family Drawing, i.e. dysfunctional and non-dysfunctional);  
 Family size (criteria established by WHO in 2008)

Table 2. Dimensions and Interpretation of Self-Image-Obtained codes and themes of Personology

Themes	Coding
<b>Reflected despondency</b>	-Reticence to respond  -Unmotivated actions and despondency
<b>Limited beliefs and attitudes in engaging with others and family</b>	-Limitation in engaging with others  -Remain quiet and reserved towards others  -Detachment from family

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<p><b>Holds dynamic existence</b></p>	<ul style="list-style-type: none"> <li>-Comparison to others</li> <li>-Judgment to others</li> <li>-Appraisal of self whenever with friends</li> </ul>
<p><b>Identical picture of free self</b></p>	<ul style="list-style-type: none"> <li>-Finding means to get-even</li> <li>-Striving for recognition</li> <li>-Displaying strength or power</li> <li>-Dismay for being diminutive</li> </ul>
<p><b>Appraising the controlled self</b></p>	<ul style="list-style-type: none"> <li>-Matching one's actions to one's behavior</li> <li>-Projects/depicts strengths and power</li> <li>-Intense desire to inflict change</li> <li>-Detachment from the source of problem</li> <li>-Recognize failure</li> </ul>
<p><b>Devaluating self</b></p>	<ul style="list-style-type: none"> <li>-Degrading self/devaluating self</li> <li>-Constrained freedom/regulated freedom</li> <li>-Ill-mannered label</li> </ul>
<p><b>Constructive representation of self</b></p>	<ul style="list-style-type: none"> <li>-Views for equality (parity)</li> <li>-Optimism to change</li> </ul>

Table 3. Personology traits and types

Personology Type	Personology Patterns
Agile Personology	Receptive Child (DID): <b>D</b> ynamic existence, <b>I</b> dentical picture of free-self, <b>D</b> evaluating self Resistant Child (DIC): <b>D</b> ynamic existence; <b>I</b> dentical picture of free self; <b>C</b> onstructive self Superficial Child (DAD): <b>D</b> ynamic existence; <b>A</b> ppraising controlled self; <b>D</b> evaluating self Integrated Child (DAC): <b>D</b> ynamic existence; <b>A</b> ppraising controlled self; <b>C</b> onstructive self
Rigid Personology	Volatile Child (RID): <b>R</b> eflected despondency; <b>I</b> dentical picture of free self; <b>D</b> evaluating self Skeptical Child (RIC): <b>R</b> eflected despondency; <b>I</b> dentical picture of free self; <b>C</b> onstructive self At-Risk Child (RAD): <b>R</b> eflected despondency; <b>A</b> ppraising controlled self; <b>D</b> evaluating self Reticent Child (RAC): <b>R</b> eflected despondency; <b>A</b> ppraising controlled self; <b>C</b> onstructive self
Reserved Personology	Sensible Child (LID): <b>L</b> imited beliefs/attitudes; <b>I</b> dentical free self; <b>D</b> evaluating self Rational Child (LIC): <b>L</b> imited beliefs/attitudes; <b>I</b> dentical free self; <b>C</b> onstructive self Restrained Child (LAD): <b>L</b> imited belief and attitude; <b>A</b> ppraising controlledself; <b>D</b> evaluating self Adaptive Child (LAC): <b>L</b> imited belief and attitude; <b>A</b> ppraising controlled self; <b>C</b> onstructive self

Table 4. Summary of Personology Types and Traits

Personology Type	Personology Pattern (Traits)	CASES																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Agile	DID (Receptive Child)																		
	DAD (Superficial Child)																		
	DIC (Resistant Child)																		
	DAC (Integrated Child)									√									
Rigid	RID (Volatile Child)						√	√			√					√			√
	RAD (At-Risk Child)																		
	RIC (Skeptical Child)																		√
	RAC (Reticent Child)																		
Reserved	LID (Sensible Child)			√		√						√	√	√					

The 6<sup>th</sup> ASEAN Regional Union Psychological Society (ARUPS) Congress

LAD (Restrained Child)																			√	
LIC (Rational Child)	√	√	√		√					√	√								√	
LAC (Adaptive Child)																				

## From One Kapwa to Another: Exploring the Giver's Experience and Feelings of Generosity

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### Abstract

The issue of what drives generosity has been a focus of considerable research in social psychology. However, what happens after the giving has been done is still unexplored. Using exploratory sequential design for research and Sommerfeld's Experience of Generosity Scale (2010), this paper looked at the giver's experiences and feelings of generosity. The role of Filipino Psychology and indigenous concept of *kapwa*, defined by Enriquez as togetherness and shared identity (Marcelino & Pe-Pua, 2000) was also acknowledged in this study. From a hundred narratives emerged five themes – what full experience is composed of, intangible returns of giving, empathy, and the cognitive aspect of giving. The paper also provides summary tables of how such diverse experiences contributed to feelings, and then concludes by highlighting opportunities for future research.

**Keywords:** generosity, giver, *kapwa*, feelings, experience

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### Introduction

Philippines dropped by 31 points in the World Giving Index in a span of 4 years— from 16th rank in 2013 to 47th rank in 2016 (Charities Aid Foundation, 2016). Despite those numbers, everyday heroes still exist among Filipinos. Philippine Red Cross or PRC Chairman Richard Gordon once said that just as they honor Jose Rizal's heroism, they see the value of selflessness through humanitarian works and generosity exemplified by their volunteers (2016). Previous researches support the effects of predispositions such as age and gender (Dufwenberg & Muren, 2006), and other contexts such as location and family income (Furnham, 2014) on the likelihood of behaving generously. There were also correlations of generosity tendency with the giver's personality particularly their attachment styles (Gillath, Atchley, Imran, & El-Hodiri, 2016). In

attempt to quantify aspects of generosity, various scales have emerged like Interpersonal Generosity Scale (Smith & Hill, 2009), and Mental Representation of Caregiving Scale (Reizer & Mikulincer, 2007). Cole(2009)mentioned in his text that in an allied health profession, generosity is considered a valuable human attribute as it enables practitioners to offer the best of who they are and what they have for the benefit of the other.

### **Development of Generosity**

Infants showed preference to adults that show prosocial behavior (Cowell, Lee, Smith, Selcuk, Zhou, & Decety, 2015) As they reach toddlerhood, Piaget theorized that they tend to focus on their own viewpoints (Berk, 2007). It suggests that recognizing needs of others a skill yet to be developed. Sharing behavior is known to be developed at 5-6 years old as children then become less egocentric. This time they would have broader and more empathetic view of the world, making them more likely appreciate the joy in giving (Poole, Church, & Miller). Finally, Gelfand(1980)suggests that prosocial virtues and tendencies generally get stronger as people get older.

### **The Giver's Experience of Generosity**

In a 2007 interdisciplinary research in Social Psychology, generosity was defined as a disposition and practice of freely giving of one's financial resources, time, and talents, and dedicating gifts for the welfare of others or the common good (Collett & Morrissey, 2007). In the Philippines, Quitain(2010)defined generosity as a passion to help others for society's common good, without any consideration of being rewarded in return. Reyes also (2015)cites in his paper what the father of Filipino Psychology, Virgilio Enriquez once said that *kapwa*, is manifested through an act of generosity or *kabutihan*. Furthermore, such generosity must come from the person's goodness of heart or *kabaitan*.

### **The gift: What was given?**

Giving comes in many forms. World Giving Index, an annual survey since 2013 inquired whether their participant donated money, or helped a stranger, or rendered volunteering hours (Charities Aid Foundation, 2016). It could also be a material or experiential gift, with the latter known to produce greater improvements in relationships (Chan & Mogilner, 2016). Schaefer

(2007) had a different classification of gifts called typology of resources using criteria of duplicability and transferability. Duplicable items can be used in multiple exchanges while transferable items can be utilized in subsequent exchange. Non-duplicable, transferrable resources are tangible, material goods while the rest comes in intangible forms. For example, duplicable, nontransferable resources include emotional support, promises and favors. Non-duplicable, nontransferable items are awards, vows, and votes (Schaefer, 2007).

### **The *Kapwa*: To whom it was given?**

In 1978, Virgilio Enriquez considered *kapwa* or shared identity as the core concept in Filipino Psychology (Marcelino & Pe-Pua, 2000). Under *kapwa* are two categories. First is *ibang-tao* or not one-of-us, such as beggars and other strangers. Second is *hindi-ibang-tao* or one-of-us like family, friends and classmates. Filipinos have different expectations on attitudes towards and interaction between the said *kapwa* categories. Marcelino & Pe-Pua (2000) also elaborates this in their paper. For *ibang-tao*, it could be as simple as *pakikitungo* (transaction / civility with) which is similar to collectivist notion explained by Forsyth (2010) text where exchange orientation occurs. Similarly, Gomez, Kirkman, and Shapiro (2000) said that both collectivists and individualists value equity norm or exchange relationship. Among the other expectations ranges from *pakikisalamuha* (interaction with) to *pakikisama* (being along with). Lynch defined *pakikisama* as maintaining smooth interpersonal relations or SIR (Marcelino & Pe-Pua, 2000). As for *hindi-ibang-tao*, more is expected like *pakikipaglagayang loob* (being in rapport with, understanding) and *pakikisangkot* (getting involved). The highest level of interaction in this category is *pakikiisa* (being one with). Since both *hindi-ibang-tao* and *ibang-tao* are both regarded as *kapwa*, shared identity still applies. This presents much potential as Cryder's (2011) research found out that people respond more generously to identified victims compared to abstract victims. However, De Waal, Leimgruber and Greenberg (2008) observed in their experiment that social closeness increases prosocial preferences.

### **The Giver**

There are predisposed characteristics and situational components that affect our generosity. Although both men and women are capable of helping, there are differences on such behaviors.

Males predominate in chivalrous, bold, heroic prosocial behaviors while females were more relational oriented therefore more nurturing and caring (Eagly, 2009).

Meanwhile, research on social class and generosity suggests that higher-income individuals are less generous than poorer individuals. The same study by Côtéa, Housea, & Willberb(2015)also acknowledged that inequality in country's wealth distribution may have contributed to it. Conversely, Australian donors were found to be in higher income groups (Alessandrini, 2007). At a country level, despite global GDP falling during 2015, levels of donating money have remained relatively stable since 2014 at 31.4%. (Charities Aid Foundation, 2016).

The impact of situational factors like place of rearing cannot be overlooked. Forsyth (2010)differentiated attitudes toward giving between members of collectivist and individualist society. Collectivists tend to focus on nurturing and harmonious relations with others hence distributing goods on the basis of need. On the other hand, individualists are more concerned of maintaining equity in relations with others. Also, people in rural areas are more likely to offer help than city-dwellers (Furnham, 2014). In China, people who grew up in rural area were more generous than urban dwellers(Ma, Pei, & Jin, 2015).

Finally, people also tend to give more as they age (Bekkers, 2007). This trend however is also generally considered to correspond to increasing disposable income (Charities Aid Foundation, 2016).

### **The Giver's Feelings of Generosity**

Apart from prosocial and gratifying feelings, a person may also feel burden and guilt after giving something. After factorial analysis, Sommerfeld's(2010)study uncovered four feelings of generosity. First is prosocial orientation which is considered as measures of empathy, sympathy, and prosocial behavior itself (Eggum, 2011). Second is the emotional cost and burden Sommerfeld(2010) defined as personal cost of helping or feeling of being exploited. Guilt and self-accusation happens when negative emotional arousal after witnessing another's suffering is reduced by helping the sufferer (Feign, 2014). According to Gino & Flynn(2011),givers tend to assume that gifts will be equally appreciated, regardless whether they are solicited and unsolicited. This is related to the Sommerfeld'sfourth factor in her study,(2010), narcissistic gratification which happens when one feels good about helping.

### Theory of Planned Behavior and ABC model of attitudes

Icek Ajzen's Theory of planned behavior states that one's attitudes and feelings, along with perceived social norms can determine one's intentions, and later on guides behavior (Myers & Twenge, 2017). Indeed, it is useful to understand the role that emotions play in prosocial behaviors, agreed by Mikulincer & Shaver (2010). On the other hand, behaviors can shape attitudes as well as supported by Stern's Affective-Behavioral-Cognitive or ABC model of attitudes (Myers & Twenge, 2017). The authors also quoted Aristotle in their text, "we become just by the practice of just actions. Cognitively, when primed with mental representations, our supportive behavior increases our empathy, compassion, and generous responses to others in need (Mikulincer & Shaver, 2010).

### The Current Study

This study explores how the participant's profile, along with their experience of generosity translates into feelings. For the experience part, the type of gift, situation and recipient or indigenous concept Enriquez' *kapwa* (Marcelino & Pe-Pua, 2000) was taken note of. Using the Experience of Generosity Scale or EGS by Sommerfeld (2010), this study measured the feelings of the givers.

It was hypothesized by the researcher that (1) older participants will report higher levels of generosity, (2) females would feel more generous than the counterpart, (3) Filipinos would be more prosocially oriented, (4) Participants belonging in a family with higher-income level will find giving more gratifying (5) giving to either *hindi ibang-tao* or *ibang-tao* will yield a relatively similar levels of feelings of generosity, and (6) type of resources given will result to greater feelings of generosity.

On a practical note, understanding the givers' findings can help organizations improve on reaching out and retaining different donors (Anish, Neville, Raimondo, & Lei, 2013). Ultimately, this study would serve as a tribute to the givers, also the givers within us, so that their experiences on this social exchange may be acknowledged and that their feelings toward their generosity may be heard. This paper also highlights the Filipino core values such as *pakikisama* and *kabutihan* as the givers experience and feel the essence of generosity – from one *kapwato* another.

### Method

To provide a better understanding of generosity phenomenon, exploratory sequential design was used. Such mixed method combines qualitative and quantitative data in a single or series of researches (Cameron, 2011).

## Participants

There were 156 student participants, ages 18-40 years old, from a tertiary educational institution in Makati. The sample composed of students from three different allied medical health programs enrolled during the school year 2017-2018. Convenience sampling was used on the study. Students 17 years old and below were excluded in the sample.

## Instruments

Both quantitative and qualitative data were gathered using Sommerfeld's (2010) tool, Experience of Generosity Scale (EGS). It is a 34-item questionnaire designed to understand the meaning of individual differences in the participants' experiences and feelings of generosity. Factorial analysis resulted to  $\alpha = .88$  for Emotional cost and burden,  $\alpha = .89$  for Prosocial orientation,  $\alpha = .72$  for Narcissistic gratification, and  $\alpha = .68$  for Guilt and self-accusation. Averaging at a score of  $\alpha = .79$ , tool presents good validity and reliability. Answering the questionnaire took around 20 minutes. Each item was presented in likert scale and scored 1-7, ranging from "not at all" (1) to "very much" (7). The 4 dimensions or factors are Emotional cost and burden (numbers 4, 7, 12, 15, 17, 18, 21, 23, 26, 27, 29, 31, and 34), Prosocial orientation (numbers 1, 6, 8, 9, 14, 16, 19, 22, 25, and 28), Narcissistic gratification (numbers 3, 5, 11, and 32), and Guilt and self-accusation (numbers 2, 10, 13, 20, 24, 30, and 33).

Due to richness and availability of information, researcher treated the essay answers qualitatively and from there extracted three information—(1) type of situation (2) gift given, (3) recipient.

## Procedures

After the Dean of College of Psychology approved the research proposal, the researcher got permission from the Deans of other colleges to gather data from their students. For ethical considerations, participants were asked to sign the informed consent before taking the test. There were two parts in the survey – essay and likert scale. The researcher personally retrieved and encoded the completed research instruments using Microsoft Excel and Statistical Package for the Social Sciences (SPSS).

## Result

### Demographics: Profile of the giver

Table 1 displays frequencies of the participants' age groups. Majority of the sample were later adolescents with 69 students or 44.2% of the sample. This is followed by the adolescents with 46 students at 29.5%. Lastly were 41 young to middle-age adults at 26.3%.

Table 2 presents the frequencies of the respondents' genders. Majority were female at 71.2% or 111 members while male counterparts at 28.8% with 45 members.

Table 3 shows the frequencies of the respondents' citizenship. Majority were Filipinos at 85.3% with 133 members while 23 students were non-Filipino citizens at 14.7%.

Table 4 shows the frequencies of the respondents' monthly family income level. 33 students had a family income of PhP 60,000-PhP 99,000. This is followed by 29 members belonging in the PhP 250,000 and over family income. Next are the 27 respondents having PhP 40,000-PhP 59,000 family income. Followed by 24 respondents with family income levels PhP 100,000-PhP 249,000. Finally, there are 16 members belonging to family with PhP 40,000 monthly income.

### **Themes of the Giver's Experiences and Feelings of Generosity**

The following themes emerged from the participants and the observations of the researcher. They were asked to recall an event in which they felt generous toward another person.

#### **Theme 1: Motivation, action, and emotional consequences**

As seen in the narratives of the participants, motivation, action, and emotional consequences are the common components of their generosity experiences. This follows the theory of planned behavior by Icek Ajzen (Myers & Twenge, 2017). It starts with motivation like the giver witnessing a moment of distress, like "a street child rode the jeep and gave each one of the passenger an envelope" as shared by P78. This then triggers that individual to share, help, or give like "I put some coins inside the envelope" as continued by P78. Finally comes the positive emotional consequences like "*it felt good to help others especially street children*", as concluded by P78. P151 also narrates, "Her parents doesn't support her [...] i just paid for her meal [...] It made me happy that I was able to see her and help her". P14 also added, "When my nephew got an accident [...] I paid most of the bill in the hospital [...] that was a great feeling when you help someone."

#### **Theme 2: What givers get from giving**

Giving is rewarding in itself. In evolutionary perspective of morality, De Waal & Suchak (2010) explained that sharing enabled social species to survive. Also, helping and sharing among humans is often accompanied by a sense of satisfaction (De Waal, Leimgruber, & Greenberg, 2008). Among such stories are "giving a small amount of money (coins) to beggars on street [...] I always *feel something special inside* when doing this." by P1. P23 shares the same, "I

gave a little sandwich and a small amount of money [...] I felt light and really happy.” P65 also could not agree more, “I brought her a bus ticket and food [...] I feel so good, it's like saving someone's life.”

Even intangible gifts such as assistance and emotional support. P76 who simply picked up a piece of a stranger's medical insurance reported it felt “fulfilling to say the least.” Intense feeling was shared by P88, “My friend who is only a sophomore right now, is in need of help with paper works [...] It just made me *feel like I had a purpose in life*; to be able to help anybody who is in need of any help.”

### **Theme 3: Givers' experiences sympathy and empathy**

From numbers of experiments of Dr. De Waal, he concluded that many animals sympathize with each other's distress or danger (Greater Good Science Center, 2015). This explains why some participants recalled negative emotions upon witnessing other's distresses. P133, P94, and 14 said “I felt bad”, “*it breaks my heart*”, and “I always feel sorry towards them” respectively. Feeling these negative emotions becomes the basis of empathy. Empathy as defined in text of Myers (2017) is the vicarious experience of another's feelings. As P95 shared, “watching them eat somehow already made me full”. When empathy is high, people helped regardless of the costs and rewards. P102 adds, “I could easily determine that she's having a hard time carrying all those stuff.” P76 can also put himself in another's shoe as he said, “I felt that if I were the person that lost something, I would be very appreciative if someone would call my attention about it.” Along with empathy is understanding the others' situation. P146 can also agree as he mentioned that he was “generous because it was like they needed it badly”. One of the channels of empathy is understanding how hard the situation is. Understanding makes a lot of difference as much as transforming one's behavior. Some respondents proceeded with giving upon understanding the other. P49 shares, “At first I wasn't too keen on giving her money until she explained to me that she's trying to make enough money to pay her tuition next year.” Empathy is also related to *kapwa*'s concept of shared identity which can further turn into *pakikiramdam* or shared feelings. Relatedly, P39 expressed that she only helped after hearing that “the reason she (helper) took the job was because her daughter recently died so no one would be left to support her granddaughter”.

### **Theme 4: Givers are reminded of themselves or someone close**

Before behaving generously, the giver usually witnesses a person in distress first. From the narratives of the participants, this applies to both *hindi ibang-tao* (one of us) and *ibang-tao* (not one

of us). P27 shares during written interview that he helps others, "especially senior citizen because I imagine them being my grandmother / mother". P150 also have the same sentiments as he mentioned giving to "an old woman on the street cause she reminded me of my grandmother". In addition to this, P146 said that "I especially have fondness over senior citizens as it reminds me of my grandparents." Finally, the recipient of P156 reminded him of himself as he, "shared my life experiences to a troubled co intern [...] he *reminded me of the same things that I've been through.*" Yet in the experiments of Ruttan and McDonnell(2015), it has been found out that people who endured challenges in the past were less likely to show compassion for someone facing the same struggle.

### **Experiences of Generosity**

Table 5 presents the top 15 occurring words from the respondents' narratives. When asked to recall their experiences of generosity, they remembered their action the most. Among those action words that made it on the top were "help" with 59 occurrences, followed by "gave" with 56, and then "give" at 33. The next category among their choices are what they have shared like "money" that was mentioned 42 times, followed by "food" at 40. Also, several type of recipients has been said like "friend" that had 30 mentions, followed by "person" at 18, "people" at 13, "someone" at 13, and lastly "beggar" at 12. The feelings from generosity experiences were also stated like "felt" at 23, and "feel" at 16. Other frequently occurring word included those that describes situation contexts such as "street" at 21 occurrences.

Table 6 presents the frequencies of the type of recipients of the gifts. Majority were given to *toibang-taor* not one of us, which was occurred 71 times at 54.6% of the narratives. The other group, *hindiibang-taor* one of us occurred 59 times at 45.4% of the narratives.

Table 7 presents the frequencies of situation types of generosity. 101 instances or 67.3% of the generous behavior was brought about by a moment of distress. Next is 26 regular occasions at 17.3%. This is followed by 12 instances of charity initiative at 8%. Finally, there are 11 special occasions at 7.3% of the narratives.

Table 8 presents the frequencies of the gifts given. Majority were in intangible form at 71 or 54.6%. This includes emotional support, assistance to school tasks, taking care of others, accommodation, and other errands. The other form were tangible gifts like money and food at 54.6% or 71.

Table 9 presents the mean scores of feelings of generosity per category. Overall, participants agreed that they felt prosocial orientation after giving to others at 6.04 mean score. They also agreed about feeling narcissistic gratification at 5.35 mean score. This is followed by the feeling of guilt and self-accusation where they agreed somewhat at 4.63 mean score. Finally, they disagreed somewhat that they felt emotional cost and burden at 3.44 mean score. The scores from of the negative feelings were the ones widely distributed. Guilt and self-accusation had a standard deviation of 2.498 and Emotional cost and burden at 2.562. Considering the factors such as recipient, situation and gift given, sample respondents differed in feelings of cost & burden and guilt & self accusation.

Table 10 presents the summary coefficient of the feeling of emotional cost and burden. At  $R=.288$ , the diverse components of generous experience were a weak determinant in contributing to the burdensome feeling.

Table 11 presents the coefficient of the regression analysis of emotional cost and burden. Furthermore, age group is the only significant influencer of the said feeling brought about by the generosity experience. Based on the data, as the participants grown older, the less burdensome they felt as they gave to others. Also, at .068 Sig, income level is still a discernable predictor of feeling emotional cost and burden. As income level increases, there is a decrease of feeling emotional cost and burden upon giving,

Table 12 presents regression analysis of prosocial orientation. At correlation  $R .319$ , the components of generosity were not a strong predictor for the feeling of prosocial orientation.

Table 13 presents the coefficient of regression analysis of prosocial orientation. Gender is a significant predictor for the feeling of Prosocial Orientation at Sig .004. Females generally feel more inclined at giving to others especially that most of the mentioned sharing were simple, humbler form of generosity, not the heroic type. In the reports, no one got hurt badly, physically, psychologically or any other aspects.

Table 14 shows the summary of regression analysis of narcissistic gratification. At correlation  $R .196$ , data suggests that the components of experience had the least impact on this type of feeling.

Table 15 presents the coefficient of the regression analysis of narcissistic gratification. As explained at the previous table, the experience as a whole was not that indicator of how proud the respondent felt after giving. This is also true if such components were taken individually. Still, the

item that got the lowest mark at sig level at .188 was citizenship. This implies that non-Filipino participants experienced more pride upon giving.

Table 16 presents the summary of regression analysis of guilt and self-accusation. Given the diverse components of giving, such as the individual profile of the participant, the recipient of the gift, what was given, and what the situation was, it still managed to get a correlation R of .447 for the feeling of guilt and self-accusation. This makes this guilt the most predictable feeling given the components under study.

Table 17 presents the coefficient of the regression analysis of guilt and self accusation. Among the components of generous experience, gender had the most significant effect on guilt at .003 Sig. In addition, both situation and the type of gift was a statistically discernable predictor at Sig. .071 and Sig .091 respectively.

### Discussion

This study explored different stories of generosity, focusing on experiences and the feelings it brought to the givers. After analyzing their narratives, it was broken down into three components such as what was given (intangible vs tangible), what type of recipient or *kapwawas* it given (*hindi ibang-taovs ibang-tao*), and what type of situation (*distress, special occasion, regular occasion, charitable initiative*) have they encountered.

Five themes of generosity then emerged from their stories. First is that in a typical experience, giving is motivated by or starts with a situation of distress, which then triggers the person to take action by giving or helping, where they end up feeling better. Such sequence is similar to the relationship of affect, attitudes, and behavior as both stated in Icek Ajzen's Theory of planned and Stern's Stern's Affective-Behavioral-Cognitive or ABC model of attitudes (Myers & Twenge, 2017). Relatedly, emotional memory supports the notion that thoughts trigger emotion just as the activation of emotion creates cognitions (Lewis, 2008).

Next theme is that giving is self-rewarding. It gives intangible returns such as positive emotion of happiness and self satisfaction. However, Aknin, Norton and Dunn (2009) also remind us that research in psychology, economics, and neuroscience only explored the benefits of giving as largely correlational and not causation.

Third is that the theme of empathy is seen on several experiences shared by the respondents. Even in the experiment of Klimecki, O. M. *et al.* (2016), increased empathy predicted over 40% of the increase in sharing behavior. They concluded that empathy is a central motivator of helping others in need, pain, or distress.

The last theme is the cognitive aspect in giving. It can be a deliberate decision, or is triggered by a memory of others or themselves. Levy and Anderson (2002) adds that such information in the form of memories may interfere with current goals such as giving, for the sake of this study.

After organizing the said themes, the feelings of generosity gathered from the Sommerfeld's tool, Experience of Generosity Scale (2010) were measured using linear regression analysis. This part revisited and validated the prosocial and other positive feelings brought by their generous act. In addition, this part also uncovered some unsaid and lesser occurring feelings of the giver especially guilt, self accusation, emotional cost, and burden. Generally, both age group and gender were good predictor of specific feelings of generosity. However, other components of the generosity experience such as type of gifts and situation were statistically discernible.

There were four feelings of generosity analyzed together with the experience of generosity. First is the emotional cost and burden where age group is the only significant predictor. Based on the data, as the participants grown older, the less burdensome they felt as they give or shared. Like Gelfand (1980) said, we get more prosocially-oriented we get older.

Meanwhile, income level is still a discernable predictor of the burdensome feeling. As income level increases, there is a decrease of emotional cost and burden upon giving. Relatedly, it has been mentioned that higher income increases the likelihood of behaving generously (Furnham, 2014).

Among the components of the generosity experience, data shows that the gender type is the only significant predictor of the feeling of prosocial orientation or willingness to give. Eagly (2009) adds that females are more relational oriented and therefore felt more identified with their person in need.

However, the components of generosity explored and analyzed on this study had little effect of feelings of narcissistic gratification. An explanation to this could be that there is an expected sense of satisfaction accompanying our generous behaviors as De Waal, et. al (2008) mentioned. That is why most of the participants agreed on feeling proud of giving to other with whatever whatever they gave, to whoever they did, and to whatever type of situation. All it takes is just give. However, if we still look at the strongest somehow among the variables is the citizenship at Sig .188. This implies that the participants that were not Filipino citizens experienced more pride with the giving experience. Being in a foreign or individualistic society, Forsyth (2010) mentioned that they typically look after themselves compared to other, hence making giving to others a bigger deal than their collectivist counterparts.

Meanwhile, the feeling of guilt and self accusation was the most predictable feeling given the variables in study. This can be attributed to the Filipino virtue, *hiya* or shame. Lasquety-Reyes (2016) concluded in her study that *hiya* makes Filipinos prevent others in distress from suffering any further. However, they also added Quito's criticism that the same virtue, *hiya* may also contribute to inaction as not intervening may bring peace of mind and lack of stress by not even trying to achieve or give.

A limitation of this study is that the independent variables, or narratives are based on the participant's memory. It also must be noted that there is only one open-ended essay question in the standard EGS tool. Still, it exposed very rich and diverse experiences. To further improve this study, future researchers can consider follow up questions or concentrate on a specific component of giving. They can focus on the type of gift or *kapware* recipient. Finally, they can also simulate a situation which could provide opportunity and controlled options for generosity. Finally, based on the results, future researches can examine further how age group and gender predict feelings of guilt and accusation since they've got the highest correlation and significance level.

### **Conclusion**

There were five themes that surfaced from this study – a pattern of the giving experience, what the givers get from giving, and the role of empathy and cognition in generosity. *Kapwa* core values were also apparent from their experiences. When asked about their story, feelings of pride and willingness to help came up. However, when inquired using the EGS tool, negative feelings

uncovered such as guilt, self-accusation, emotional cost, and burden. Also, when computing how generosity experiences translates into feelings, guilt and self-accusation appeared to be the most predictable. Among the components of the said experience, age group and gender were the strongest predictors of both positive and negative feelings of generosity.

For future research on generosity, it is advisable to include more participants as there are predictors that are already statistically discernable predictors of the feelings of generosity. Finally, further studies can also opt to experiment on specific component of the giving experience to learn more about its predictability.

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**Tables**

Table 1. *Age group of respondents*

	Frequency	Percent
Adolescent (18 and below)	46	29.5
Later Adolescence (19-21)	69	44.2
Young to Middle-Age Adult (22-40)	41	26.3
Total	156	100.0

Table 2. *Gender of respondents*

	Frequency	Percent
Male	45	28.8
Female	111	71.2
Total	156	100.0

Table 3. *Citizenship of respondents*

	Frequency	Percent
Filipino	133	85.3
Non-Filipino	23	14.7
Total	156	100.0

Table 4. *Family income level of respondents*

	Frequency	Percent
Under PhP 40,000	17	13.1
PhP 40,000 - PhP 59,000	27	20.8
PhP 60,000 - PhP 99,999	33	25.4
PhP 100,000 - PhP 249,999	24	18.5
PhP 250,000 and over	29	22.3
Total	130	100.0

Table 5. *Top 15 most occurring words*

	Frequency
Help	59
Gave	56
Money	42
Food	40
Give	33
Friend	30
Asked	25
Felt	23
Street	21

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Person	18
Home	18
Feel	16
People	13
Someone	13
Beggar	12

Table 6. *Frequency of the types of recipients*

	Frequency	Percent
<i>Hindi ibang- tao</i> (One of us)	59	45.4
<i>Ibang- tao</i> (Not one of us)	71	54.6
Total	130	100.0

Table 7. *Frequency of the Situation Types*

	Frequency	Percent
special occasion	11	7.3
regular occasion	26	17.3
Charity initiative	12	8.0
distress	101	67.3
Total	150	100.0

Table 8. *Frequency of the gifts given*

	Frequency	Percent
Tangible	59	45.4
Intangible	71	54.6
Total	130	100.0

Table 9. *Summary of the Mean Scores of Experience of Generosity*

	Mean	Standard deviation	Qualitative interpretation
Prosocial orientation	6.04	1.539	Agree
Guilt and self-accusation	4.63	2.498	Agree somewhat
Narcissistic gratification	5.35	1.999	Agree
Emotional cost and burden	3.44	2.562	Disagree somewhat

Table 10. *Regression Analysis of Emotional Cost and Burden*

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.288 <sup>a</sup>	.083	.030	1.11120

Table 11. *Coefficient of the Regression Analysis of Emotional Cost and Burden*

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Model		Unstandardized		Standardized		t	Sig.	Qualitative Interpretation
		Coefficients		Coefficients				
		B	Std. Error	Beta				
1	(Constant)	3.719	.364			10.205	.000	
	AgeGroup	-.273	.130	-.186		-2.094	.038	Significant
	Gender	.187	.226	.074		.827	.410	Not significant
	Citizenship	-.122	.276	-.041		-.443	.658	Not significant
	IncomeLevel	-.141	.077	-.168		-1.843	.068	Discernable
	Situation	.021	.075	.028		.286	.775	Not significant
	Gift	.061	.229	.025		.268	.789	Not significant
	Kapwa	-.059	.236	-.026		-.251	.802	Not significant

Table 12. Regression Analysis of Prosocial Orientation

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.319 <sup>a</sup>	.101	.050	.89370

Table 13. Coefficient of the Regression Analysis of Prosocial Orientation

Model	Unstandardized		Standardized		t	Sig.	Qualitative interpretation
	Coefficients		Coefficients				
		B	Std. Error	Beta			

1 (Constant)	5.470	.293		18.665	.000	
AgeGroup	-.041	.105	-.034	-.392	.696	Not significant
Gender	.538	.182	.264	2.965	.004	Significant
Citizenship	-.048	.222	-.020	-.215	.830	Not significant
IncomeLevel	.002	.062	.002	.027	.979	Not significant
Situation	.058	.060	.093	.955	.342	Not significant
Gift	.290	.184	.145	1.574	.118	Not significant
Kapwa	-.090	.190	-.049	-.475	.636	Not significant

Table 14. *Regression Analysis of Narcissistic Gratification*

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.196 <sup>a</sup>	.039	-.017	1.21528

Table 15. *Coefficient of the Regression Analysis of Narcissistic Gratification*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Qualitative interpretation
	B	Std. Error	Beta			

1	(Constant)	5.585	.399		14.012	.000	
	AgeGroup	-.084	.142	-.053	-.588	.557	Not significant
	Gender	-.200	.247	-.075	-.811	.419	Not significant
	Citizenship	-.399	.301	-.125	-1.323	.188	Not significant
	IncomeLevel	.081	.084	.090	.968	.335	Not significant
	Situation	-.016	.082	-.020	-.196	.845	Not significant
	Gift	.131	.250	.050	.521	.603	Not significant
	Kapwa	-.203	.258	-.084	-.787	.433	Not significant

Table 16. *Regression Analysis of Guilt and Self Accusation*

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.447 <sup>a</sup>	.199	.153	1.05501

Table 17. *Coefficient of the Regression Analysis of Guilt and Self Accusation*

Model		Unstandardized Coefficients		Standardized	t	Sig.	Qualitative interpretation
		B	Std. Error	Beta			
1	(Constant)	3.856	.346		11.146	.000	
	AgeGroup	-.080	.124	-.054	-.646	.519	Not significant
	Gender	.639	.214	.250	2.979	.003	Significant
	Citizenship	-.156	.262	-.051	-.596	.552	Not significant
	IncomeLevel	-.054	.073	-.063	-.739	.461	Not significant
	Situation	.130	.071	.168	1.821	.071	Discernable
	Gift	-.370	.217	-.149	-1.703	.091	Discernable
	Kapwa	.306	.224	.133	1.365	.175	Not significant

## The Dynamics of White-Collar Crime

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### Abstract

White-collar crime is violation committed by a professional or someone with a strategic position in his work. White-collar crime also brings negative impact on the economic and social life of the community. This study aims to determine and understand the factors driving and the dynamics of white-collar crime. The researcher used the meta-ethnographic method of synthesizing 20 journals on white-collar crime and validating with professional judgment. The results showed that three factors drive the occurrence of white-collar crime: economic and social motives. These three factors encourage the emergence of an individual's intention with his authority support. This crime is reinforced by encouraging intention of the individual that is then supported by his authority.

**Keywords:** *White-Collar Crime, Corporate Crime, Deviant Behavior in the Workplace*

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### Introduction

An industrial world in Indonesia is currently growing rapidly. The increasing number of industries or business in Indonesia both large, medium, and small corporation scales indicates this. In 2014, these industries in Indonesia amount to 24,529 units. By 2015, these industries rapidly increase to 26,322 units in Indonesia (BPS, 2014). However, amid the development of economic activity, issues of crime-related corporations arise that began to become the attention of practitioners and academics. Police Headquarters noted an increase in criminal acts committed by government corporations in Indonesia as much as 35.28%. In 2010, there were 10,444 crimes and

increased to as many as 16,138 cases in 2011 (LPSK, 2012). The cases of violation and crime committed within government and private corporations cannot be separated from the interference of those people who have power in each of these organizations. Those officials in an organization usually have special powers used to carry out their duties, but they often use it for their personal or group interests. With their high position in an organization, those people will become more generous in doing such transgressions (Irawan, 2011).

White-collar crime covers violation involving the holder of the office in an organization. Cleff, Naderer, and Volkert (2012) explain in their research that 61 percent of 500 large business experience at least one case of corporate violation and white-collar crime become the most common. Edwin H Sutherland first coined the concept of white-collar crime in 1940. He defines white-collar crime as a violence committed by respectable people with high social status in matters related to his work. White-collar criminals are people with well-established economies, have higher education, have high social status and work or become part of a large organization (Gottschalk, 2012). Boddy, Ladyshewsky, and Galvin (2010) use the corporate psychopath term, whereas Zones, Minoja, and Coda (2012) use the corporate scandal termin their research to explain the white-collar crime issue. Their concept explains the scandals of fraud committed by the managerial or psychopaths who work within the corporation. Sutherland's research shows crimes committed not only by people with low socioeconomic but also by respectable individuals with high socioeconomic status. Even the criminal acts committed by these honorable officials cause a wider negative impact on society. In general, white-collar crime is an offense committed by professionals or people with high social status and strategic position in their workplace (Gottschalk 2012). This is a crime that occurs in the context of legitimate work (Friedrichs, 2010). The perpetrator's economy benefits usually motivate white-collar crime. Their actions cause negative impacts on the social, economic and community environment as widely as they have violated victim's human right (Friedrichs, 2010; Kamasa, 2014; Gottschalk, 2012; Dayan, Warman, Kamelo, 2008; Blau, Moncada&Moncada, 2007). White-collar crime causes direct economic losses for the concerned country or organization and indirect economic losses such as the rising prices of goods and services, the raising taxes or insurance costs. This type of crime can cause trauma to the victim as well as physical losses such as deaths and injuries due to pollution, dangerous working conditions, or unsafe product sale. (Friedrichs, 2010).

Forms of white-collar crime can vary as security and safety violations of workers and consumers, monopolies, bribery, tax offense, embezzlement, credit fraud, corruption, forgery, or the use of an empty check (Friedrichs, 2010; Barnett, 2002; Irawan, 2011). One of the white-collar crimes in Indonesia is the criminal act of corruption. In Indonesia, white-collar crime cases can occur in various organizations, both government and private. Anti-Corruption Clearing House (2017) shows since 2004 to 2017 happened 670 graft cases in Indonesia. Individuals from various professions and positions carried out these cases, as many as 25 heads of institutions/ministries, 18 judges, 7 commissioners, 4 ambassadors, 178 private employees, 156 persons with the echelon I, II and III, 135 members House of Representatives (DPR) and Regional House of Representatives (DPRD), and 83 Governors, Mayors, Regents and Deputy (Anti-Corruption Clearing House, 2017). White-collar crimes such as Criminal Act of Corruption (TPK) continue to increase. In 2015 there were 1,573 gratuities cases and 5,694 affairs of public complaints related to TPK (KPK, 2015). In 2016 cases increased of 1,948 gratuities affairs and 7,271 public complaints related to TPK in Indonesia (KPK, 2016). These corruption acts consist of several types, namely Money Laundering, levies, licensing, budget misuse, procurement of goods or services, and bribery (KPK, 2015).

A real example of white-collar crime cases is the case (AT) as Director General of Sea Transportation - Ministry of Transportation allegedly receiving a bribe from (AK) as Commissioner of PT AdhiGunaKeruktama related to the dredging project of Tanjung Mas Port, Semarang. Indonesia's Corruption Eradication Commission (KPK) arrest (AT) at his residence along with 33 bags containing money with various currencies such as rupiah, US dollar, pound sterling, euro, also Malaysian Ringgit with the value of Rp 18,9 billion. KPK also seized a bank account that contains a balance of Rp 1,174 billion. Total confiscated funds from KPK are as much as Rp 20,74 billion. To submit a bribe, (AK) opens a bank account under the name of a person alleged to be fictitious. The account had then filled gradually. Once AK fills the bills, he gave the ATM of that account to AT, so AT can use the money in accordance with the requirements or withdraw those (Belarminus, 2017). Nevertheless, if it examined more deeply, (AT) has the enormous amount of wealth. Until August 1, 2016 (AT) has a wealth of Rp 2,79 billion. This wealth consists of immovable property valued at Rp 559.20. (AT) also has movable assets worth Rp 310 million, precious metals valued at Rp 166 million and other mobile objects of Rp 33 million. (AT) also has a current account with the total cash equivalent of Rp 1,723 billion.

From that case, it shows an economic motive is behind the violations committed. The motive for this economic gain does not match with the socioeconomic conditions of these white-collar criminals. In fact, every perpetrator has a high-value property. With their wealth, the perpetrators of white-collar crime will not live deficiency and can meet all the needed necessity. Nevertheless, in fact, with abundant wealth, white-collar offenders are still trying to gain advantage from the violations they did. This indicates the economic motive is not the only factor driving the occurrence of white-collar crime. Unfortunately, information on how the development of white-collar crime is still very limited. Most research on white-collar crime more focused on discussing a criminal case in a company (Chikudate, 2000; Conroy & Emerson, 2006). The research rarely discusses and explains in depth about how the dynamic development of white-collar crime, what the factors that can encourage this offense, how the implementation and what the impact of white-collar crime.

### **Method**

This research uses a qualitative method with the meta-ethnography approach. Meta-ethnography is an approach to synthesize interpretative studies (Noblit & Hare, 1988). Noblit and Hare developed the meta-ethnography method to synthesize ethnographic research. However, other interpretive studies may use this method through rigorous stages (Noblit & Hare, 1998; Smith, Pope & Botha, 2005). It aims to reinterpret the formulations, interpretation outcomes or explanations of former research results. By synthesizing the findings of the previous study, the results of meta-ethnography will be better and more conceptually richer than individual research (Campbell, 2011). The results of qualitative research became the main data source in this study such as ethnography, case studies, phenomenology, biography, or grounded theory about the white-collar crime as well as some cases related to the abuse of authority connected to employment, incentives, processes, and impacts. Some criteria to choose data source are as follows.

1. Data sources use study in the form of field research rather than a literature review
2. Data sources use the research result in the form of qualitative or narrative rather than quantitative or statistical statements.
3. Data sources use the study themes related to the research topic (in this analysis is about abuse of authority).
4. This study uses the officially published research as a reference.

In this study, from 466 journals found through free text search, the research analyzed as many as 20 journals. To do the analysis, this research uses grounded theory approach. Strauss and Corbin (1990) developed three stages of coding namely open coding, axial coding, and selective coding. However, in this study, researchers only do the process of open coding and axial coding. In this study, researchers also conducted triangulation using more than one data source and validated the results of the study with professional judgment. Researchers use professional judgment to evaluate the results of study whether relevant to the techniques and research objectives. The expert informant is an academic or scientist conducting research or in-depth studies on white-collar crime topics or similar topics as well as practitioners handled white-collar crime cases in their work.

### **Result**

From the results of open coding, 44 themes relate to the form of driving factors, characteristic offenders, rationalization techniques, and the impact of white-collar crime. Then, researcher categorized those 44 themes into nineteen mutually exclusive categories. The researcher will use these categories to answer research questions. In this research will be arranged about how the occurrence dynamics of white-collar crime, but first, it needs to be understood in advance, about what the definition of the white-collar crime. Based on the results of categorization, white-collar crime is an offense committed by people with a strategic position in their work or a professional worker. This strategic position is indicated by the magnitude of one's access to the resources, assets, or information and authority of a person in decision-making in his work, as well as the power to control and influence others in his work. A professional worker is a person with a specific skill or ability in his work. Some of the characteristics that explain in detail the white-collar crime are as follows:

1. Misuse of authority

The powers possessed by these white-collar criminals reflect the trust given to them in carrying out their work. White-collar criminals use the authority given to access assets or resources as well as confidential information in their work and utilize them for their own benefit. White-collar criminals will access the information and resources without the knowledge of others and manipulate them according to their needs. Their manipulation deals with important data such as financial statements, falsifying checks and signatures, and manipulating assets such as

changing the amount of stock or money. They use their authority to obtain facilities and benefits to the maximum extent beyond the reasonable limits of those who need them. With their authority, white-collar criminals will more easily deceive others and make decisions that can benefit them. The deceitful lies and foul actions perpetrated by these white-collar criminals are a violation or abuse of trust that they get.

2. *Sophisticated*

White-collar crime is an offense that is difficult to detect and done with a very well-considered plan. Behavior or action classified as a white-collar crime mingles with work or daily activities, so other people will not know that white-collar criminals have committed illegal acts. Sometimes white-collar crime also lacks clear boundaries with legal action. The perpetrator feels These Illegal acts are reasonable action or step done in the business world. They will assume most of the people in their workplace also do the same. The perpetrators regulate the execution process of a white-collar crime. So, they can commit the crime in an orderly and systematic manner. They do the transaction or communication in secret and also always use the guise in implementing their plans. Victims of white-collar crime are also widespread, but frequently the tolls do not feel that they are becoming victims of this offense.

3. Collective action

White-collar crime is a collective action. This crime is committed by cooperation or coordination between two or more persons commit this crime, or an offense carried out by a group. The structure within the group of white-collar criminals marks this collective action. White-collar criminals have their own roles and duties in carrying out this crime. They even share the profit earned. In carrying out the white-collar crime, the perpetrators will ensure that they have a strong connection either in law or their work. Their connections are those people with enormous power and authority or influential individuals in the workplace and in the legal field.

Furthermore, from the data analysis process it shows three factors that drive a person to commit white-collar crimes, namely:

1. Organizational factors

Culture, values, and goals of the organization can bring a boost in self-employees to commit white-collar crimes. Some organizational cultures tolerate the perceived violations committed by employees to be commonplace. Organizational values internalized by employees can also

affect their actions. Organizational goals too difficult to fulfill can also encourage employees to commit offenses so they can achieve that target from the organization. Poor control systems can also increase an employee's opportunity to commit the white-collar crime.

2. Group factors

The perpetrators have a social role they must fulfill, such as the role of a breadwinner or a skilled family head. They want people to see them as successful individuals in the workplace or in their personal life and receive recognition and respect from those around them. Then, the social status will increase from the success gained as well. In addition, the perpetrators also want to affiliate and want to promote and prosper the group.

3. Individual factors

Individual factors describe their living conditions, such as the necessities of life, lifestyle, and moral values within them. By committing an offense, the perpetrators of this white-collar crime can obtain additional income in large numbers outside of the basic salary. Income earned from this crime they use to suffice their luxury lifestyle. White-collar criminals commit these crimes to succeed or save their business. They will bribe or manipulate the data to influence decisions in the corporation, accelerate business processes and beat their competitors. Even the existence of an urgent need in his life can also cause a person to commit a white-collar crime. This need can affect the individuals' life, so they must fulfill it as soon as possible. Low moral values in the perpetrator's self also encourage the emergence of intentions within them to do the crime.

White-collar crime has three classifications of impacts. Either the victims or the perpetrators can undergo these impacts. These impacts are:

1. Psychological impact

The victims of white-collar crime will feel angry and hurt when they were deceived. They will be anxious and afraid of being cheated again. The victims also blame themselves for feeling careless and unwary or stupid for being gullible. The deep sense of loss and sadness also causes the victims to experience stress. On the other hand, the perpetrators of white-collar crime will feel satisfaction inside himself when successfully performing this offense. However, the perpetrators also experience a dilemma, because sometimes they must violate the values within themselves when committing this crime. They may also feel guilty and anxious about the crime

impact that they have committed. Even the perpetrators sometimes also feel embarrassed and angry when he saw injustice because of their action.

2. Economic impact

Victims experience unstable economic conditions, where they have no deposit and no fixed income so they cannot plan for the future well. They lose assets and can't meet their needs. Actually, the perpetrators get an enormous advantage and gain wealth in large numbers and in an effortless way. They can maintain and develop their business.

3. Social impact

White-collar crime victims will experience a crisis of confidence. They will continue to feel suspicious and afraid of being cheated again. They become distrustful of government or public officials. The victims felt that they can easily give bribes to the people in the government and there is no more justice in their favor. However, tolerance in society arose toward this white-collar crime. This tolerance can be seen from the act of bribery perpetrated by the public when taking care of identity card, driving license, or when dealing with government staff. On the other hand, the perpetrators also get the social benefit from the offense that they perpetrate, because indirectly they can improve their social status by getting the achievement from this crime.

### **The Occurrence Dynamic of White-Collar Crime**

White-collar crime is a frequent offense. In this study, researchers found that white-collar crime is a collective offense in the form of authority abuse perpetrated by a strategic position or a professional (See Figure 1).

White-collar crime is an act of authority abuse committed by people having strategic positions and a professional. Misuse of this authority may arise due to the jurisdiction possessed by individuals in their work and the intention of within them to abuse their power. Authority is indicated by the flexibility of individuals to access resources or important information in their work and also shown by the flexibility of them in making decisions. The jurisdiction possessed by these people is then supported by the existence of an individual intends to commit a power abuse. The intention describes motivation or encouragement of self to perform an action. The intention to commit the authority abuse can be driven by three factors: organizational factors, group factors, and individual factors. Organizational factors indicate organizational conditions such as culture, values, organizational goals, and control systems that can affect the perpetrator's intention. The

group factors illustrate the need for recognition and the need for affiliation, whereas individual factors describe the conditions of life and moral values within the offender's self.

The norms and values embedded within the people can also affect the emergence process of the individuals' intention of committing authority abuse. When the individuals have great values and norms, they will not commit a crime to meet their needs or solve the obstacle, although they have any economic and social motive or any heavy problems encountered. Conversely, when the malicious value embedded within the individual, the possibility intention emergence to commit a crime will be greater.

The interaction between the power and intention of these people ultimately leads to the emergence of abuse behavior of authority on the individual. Less strict laws reinforce this emerging opportunity also. Shortly after committing acts of abuse the authorities of white-collar criminals will rationalize their actions. The perpetrators will feel that their actions are not a serious offense, or they will state that there are no victims of their acts. They also argue that many others do the same act in their workplace or feel that they are entitled to take such action in return for their hard work. The culture in their country or organization that tolerates the crime also supports this rationalization.

When the perpetrators succeed in committing acts of authority abuse, they will feel the advantages of their actions. White-collar criminals will feel the satisfaction of being able to solve the problems they face, able to meet the poverty they need. They also feel satisfied because they managed to earn greater income from the people around them without spending more effort. The absence of sanctions they receive after committing a crime also strengthens their actions. The perpetrator experience earning more revenue without the hard work and the support of ineffective law enforcement create a sense of inner addiction. Rationalization, non-assertive law, and a supportive culture serve to strengthen this crime. This success provides reinforcement for the offender and creates a sense of addiction, making the perpetrator have the intention to repeat the crime.

This shows the learning process experienced by the perpetrator. The learning process experienced by this perpetrator will then develop and other individuals will undergo it also. An individual may commit a white-collar crime because of the learning process of a coworker or those closest to them. Seeing coworkers or their closest people committing a crime and obtaining satisfactory results from their actions, but do not get sanctioned for their deeds, raises a sense of

interest and curiosity in the individual to carry out the same. This learning process continues to grow in the society where a sense of tolerance appears. Society has a stereotype that white-collar crime is a natural case happening in government agencies. Public attitudes that conduct small bribes to administrative staff when administering files in government offices reflect this tolerance. Indirectly, this suggests some elements in society also provide reinforcement for white-collar crime. The white-collar crime itself also widespread affects the victims and society, both from the economic, psycho-social, and social side.

### **Discussion**

White-collar crime is one of the increasingly widespread social phenomena occurring today, both in the government and private sectors. These white-collar crime cases come in various forms such as corruption, bribery, embezzlement, manipulation or fraud committed by authorized people in their work (Pedigo, 2008; Shover, 2004; Irawan, 2011). This white-collar crime shows that criminal acts are not only identical to those of the lower socioeconomic class, but people of the highest-socioeconomic class can commit it also (Sutherland, 1940). In the business world, respectable and high social status people refer to managers or executives within the company (Gottschalk, 2012).

Even so, in this study, trusted people do not always refer to them with high social status, but rather focus on their freedom of access to their work. This trusted person may come from middle socioeconomic circles, but he has access to important resources or information on his work. For example, a bank administrative officer has access to information about their clients' data that it can be traded illegally. Although this administrative clerk is not a high-ranking person, he has access to important information he can misuse. The perpetrators of this white-collar crime can come from the strata of ordinary employees, managers, directors, to high officials of the state (Indonesia Survey Institution, 2017).

People having authority can commit this white-collar crime in their work. With their strategic position, the perpetrators have access, opportunity and power to make them freely in committing crimes that others cannot (Piquero & Benson, 2004; Irawan, 2011). Fishbein and Ajzen (1975) explain that a person's behavior is a function of individual intention in doing the act. One's intentions cause someone to commit a crime. Clearly, deviant behavior cannot be classified as a crime, but the attitudes and minds of the perpetrators which contribute to the violation (Clinard & Meier, 2008).

After committing acts of authority abuse, the perpetrators of white-collar crimes will rationalize their actions. They will claim their act as a natural activity and their actions do not cause casualties. Even, they will assume what they get is indeed their right. A rationalization is a form of the defense mechanism of perpetrators by developing sensible reasons for their acceptable behavior. This rationalization is the justifications perpetrated by the culprits, which protect them from the emergence of self-blame or feelings of guilt by others (Sykes & Matza, 1957).

Sykes and Matza (1957) explain the justification perpetrated by these actors as naturalization techniques. In this study, the culprits performs some naturalization techniques such as by minimizing damage or losses caused by his act (denial of injury), by stating that the victims are not worthy to be defended (denial of the victim), by denying that their actions are not motivated by personal desire but their obedience or adherence to a particular party (appeal to higher loyalty), by arguing that everyone take the same act so the action does not constitute a violation (normality of action), or by stating that they have the right to take these actions because the situation is very pressing, or the victim has made (claims to entitlement) (Sykes and Matza, 1957).

The results show that white-collar crime can develop because of the learning process from within the perpetrator, the people around the culprit, as well as the community. Social learning theory explains that basically behavior is formed from reinforcement, punishment, and consequences or by seeing the results received by others (conditioning). Respect and avoidance of punishment can reinforce behavior, and this behavior may weaken because of unpleasant stimuli or loss of rewards (Arkens, Krohn, Kaduce, Radosevich, 1979). Nuttin and Greenwald (2014) describe success as an intrinsic consequence, whereas reward is as an extrinsic outcome of behavior. Sutherland explains that criminal behavior is learned through interaction and communication with others. This behavior is learned from the closest people or from the small community through face-to-face meetings, therefore a group of friends or family is the most effective source in influencing the initiation process of a person's criminal act (Sutherland, 1940).

In this research note that the perpetrators get reinforcement from the social environment with the tolerance and culture that also claim the crime. Besides, rationalization and unassertive law also give them reinforcement. From those, the closest people to the perpetrators will also learn and imitate the offense, and the society stereotype makes individuals tolerate this white-collar crime in the end. The community behavior shows this tolerance considered increasingly strengthen white-collar crime. A total 30,4% of people in Indonesia believe that gratification or giving of

money or gifts to facilitate business when dealing with the government is normal, while 35,2% consider that collusion is also a natural occurrence (Indonesia Survey Institute 2017).

The results of Indonesia Survey Institute (2017) indicate that the more often people experience the occurrences of being asked for money by employees in the government, the more people will do gratuities actively without being asked on other occasions. The survey results indicate that a learning process experienced by the community, the more often the government apparatus acts corruptly against the public, the more often the public demonstrates corrupt behavior by following the government apparatus will.

### **Conclusion**

The act of white-collar crime is the result of a function between the intention and one's authority in the workplace. There are three factors that led to the emergence of people's intention to abuse their authority, such as organizational factors, group factors, and individual factors. White-collar crime can develop because of the learning process, namely the existence of reward and there is no punishment for the perpetrator. Reward obtained by the offender is not only material, but it also increased social status and inner satisfaction due to success. Then, this sense of satisfaction encourages the perpetrator to repeat the crime. Others can learn this white-collar crime through the modeling process, so new white-collar criminals will emerge. In addition, the victims also experience the learning process that causes the emergence of the tolerance effect in the society that makes the community indirectly also perform the corrupt behavior and provide reinforcement for the acts of white-collar crimes in the future. White-collar crime also brings widespread psychological, economic and social impact to perpetrators, victims, and society.

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### **Declaration of Interest**

The authors report no conflicts of interest in this work

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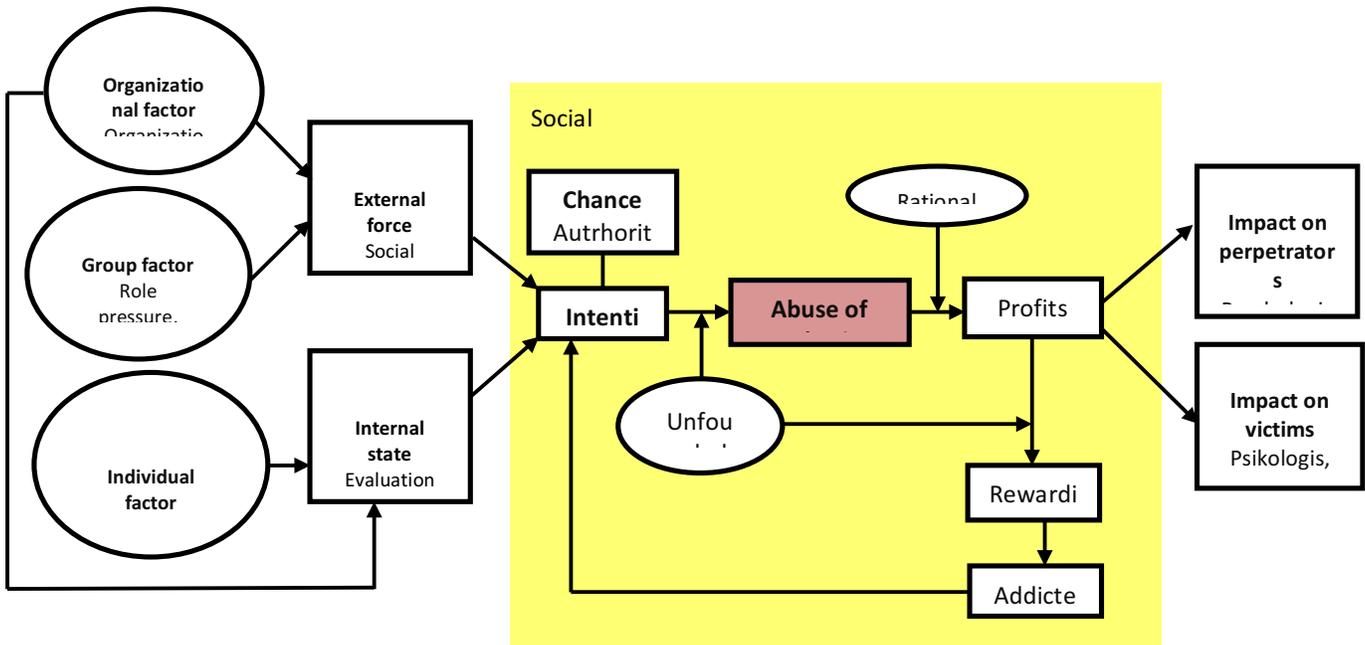
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Figures



## The Social Cognitive Model Of Smoking Initiation Prevention In Adolescents

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### Abstract

This study was aimed to test the effectiveness of social cognitive model for the prevention of smoking initiation among adolescents. The hypothesis of this study was: the social cognitive model was effective to reduce the smoking initiation among adolescents. The subjects were 94 students of junior high school in Bantul, divided into 47 students as experimental group and 47 students as controlling group. The initiation to smoking was revealed by the scale of smoking initiation with different power-item ranged from 0.228 to 0.618 and the reliability coefficient  $\alpha = 0.851$ . Data were analyzed by independent sample t test and paired sample t test. The results of independent sample t test showed the difference smoking initiation between the experimental group and the controlling group. The experimental group had lower smoking initiation scores than the controlling group. The results of paired sample t test to the experimental group showed the smoking initiation after treatment was lower than before treatment. In addition, there were no differences in the controlling group before and after treatment. The analysis also showed that the average of gain score in the experimental group was higher than controlling group. It can be concluded that the social cognitive model was effective to prevention of smoking initiation among adolescents.

**Keywords:** social cognitive model, prevention, smoking initiation, adolescents

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### Introduction

Smoking as one of health risk behaviors was becoming increasingly conspicuous among young people and even early adolescents (Sarafino and Smith, 2011). There was a tendency of young people to initiate smoking earlier. The results of the survey of Central Bureau of Statistics showed that there was drastic increase in the number of the smokers of 5-9 years of age from 0.4% in 2001 to 2.8% in 2004 and the number of the smokers of 10-14 years of age drastically increased from 9.5% to 17.5%. The results of the study by Astuti (2010) in various Junior High Schools in

Bantul district showed that there were 199 students of 584 students who were smokers, consisting of 99 experimenting smokers and 100 frequent smokers. They also showed that smoking initiation age also varied with the youngest was 8 years old. If they have smoked since they were 8 or 10 years old and smoking became habitual for them, it might be predicted that 10-12 years later they would grow into high risk individuals for certain diseases (Aditama et. al., 1998). The results of the survey by Quit Tobacco Indonesia showed that 16% of the students of Junior and Senior High Schools in Yogyakarta was experimenting smokers and 4% was regular smokers ([http://ugm.ac.id/berita/16% siswa smp dan sma di kota Yogyakarta perokok](http://ugm.ac.id/berita/16%_siswa_smp_dan_sma_di_kota_Yogyakarta_perokok)). The high smoking rate in the early adolescent group deserved special attention because they represented susceptible group because they were potential of being long term smokers (Soerojo, 2004).

Smoking had significant impact on health. Smoking initiation at early age was more dangerous than the initiation at older age because there were in general predictors of some problems in early adolescence such as drop-out, unhealthy sexual behavior, and delinquency. Additionally, it represented the first gate to drugs abuse (Steinberg, 2002). Some cross-sectional studies showed that smoking related to alcoholism and drugs abuse (Astuti, 2004; Sequer & Brook, 2003). Also, according to Sheridan & Radmacher (1992) cigarettes and various tobacco products were addictive because of the nicotine content of tobacco. Nicotine was addictive psychoactive substance with the same addictive effect that was also found in other substances such as cocaine and heroine. More important was that the cigarettes had significant impact not only on the smokers, but also on those around them (i.e., passive smokers). The passive smokers living together with smokers were at higher risk of chronic diseases (Emmons et. al., 1994). It was also the case of children exposed to cigarette smoke. They were more likely to suffer under respiratory track disorders and decrease in lung capacity (<http://indotel.blogspot.com/2007/04/mitos-vs-fakta-seputar-tembakau.html>).

Considering the negative impact of cigarette for both physical and psychological health it was urgent to overcome the problems resulting from smoking. There were many influencing factors of adolescents' smoking behavior. Sarafino and Smith (2011) identified some influencing factors of the involvement of adolescents in smoking behavior that had negative impact on their health. They were among others learning factor, social and emotional factors, attitude and cognitive factors. According to Marks et. al. (2002) the adolescents' smoking behavior was generally influenced by demographic, social, interpersonal and personal factors. The results of the study by

Astuti (2007) showed that there were three important predictors of smoking behavior of early adolescents. They were self efficacy, peer group influence and family influence. Based on the results it might be concluded that adolescents' smoking behavior was influenced by many internal and external factors. Therefore, it was necessary for prevention programs of adolescents' smoking behavior to consider the influencing factors. Social cognitive model (Bandura, 1986) described that a behavior in this case smoking behavior could be influenced by personal factors, consisting of self efficacy, expectancy, smoking effect, and belief in smoking and social environment factors, consisting of peer influence, family and cigarette advertisement. The results of the study by Astuti (2010) showed that the social cognitive model consisting of perceived smoking risk, expected smoking effect, self efficacy and smoking peer group were important predictors of adolescents' smoking behavior.

According to Hawkins, Catalano, & Miller (1992) there were many psychosocial factors that represented risk factors and protective factors related to adolescents' smoking behavior in its progress from initial use to regular use. The factors were socio-demographic, contextual, behavioral, psychological and biologic variables. In the social cognitive approach (Bandura, 1986), addictive substance abusive behavior included smoking and it was considered as the result of reciprocal interaction between personal and environmental factors. In Anderson, Wojcik, Winett & William (2006) the social cognitive approach was recommended by *Surgeon General* in United State of Amerika to organize and to understand health behaviors. It represented a working framework to explain health behaviors by involving personal and environmental factors that influenced each other.

Some studies of health behaviors that used the social cognitive approach gave various results. The results of the study by Schwarzer and Renner (2000) showed that perceived risk, expected effect and self efficacy represented the predictors of the intension to consume health nutrition and the intention for certain behavior and coping self efficacy was the predictor of behavior. Graves (2003) suggested that intervention with more social cognitive components had more significant impact than that with less or no social cognitive component. Meanwhile, the study by Anerson, Wojcik, Winett & William (2006) showed that social support, self efficacy and self regulation collectively contributed 40% to fitness activities, but expected effect did not have any significant impact on the fitness activities.

According to Bandura (1986, 1997) human behavior represented dynamic interaction of personal, behavioral and environmental factors. It was further explained that the personal factor included among others: cognitive, affective and biological factors. The personal factors included expected effects, self efficacy, and overcoming response to emotional problems. The environmental factors included physical environment and social environment such as family, friends and colleagues. Environment would provide models and social support for individuals. Using observational learning mechanism individuals would form certain behavior following the models extant in the surrounding areas ([www.twc.utwente.nl/theorienoverzicht](http://www.twc.utwente.nl/theorienoverzicht)).

The social cognitive model in the study described that adolescents' smoking behavior resulted from personal and environmental factors of the adolescents. The adolescents with low self efficacy, positive expected effect of smoking and low perceived smoking risk and supported by family and peers, were more likely to involve in smoking behavior. It was consistent with the results of the study by Robinson, Klesges, Zbikowski, & Glaser (1997); Etter, Kenford, & Welsch (2004) suggesting that self efficacy, perceived smoking risk, expected effect of smoking, peer group and family influences represented important determinants of the adolescents' smoking behavior. Low perceived risk of smoking would correlate to positive expected effect of smoking and it would increase the possibility of smoking among the adolescents. The study by Wetter, Kenford, & Welsch (2004) showed that expected effect of smoking was the predictor of smoking behavior among students. Additionally, positive expected effect of smoking was also important predictor of smoking relapse among ex-smokers (Dijkstra & Borland, 2003).

Also, adolescents living together with smoking family would assume that their family was the source of support and the reinforcement of their smoking behavior (DeGruy, Dickinson, Staton, & Weiss, 2002). It was further explained that smoking parents would be the models for their adolescents to involve in smoking behavior and they are usually permissive toward the smoking behavior of their children. The adolescents with smoking parents were at higher risk of being smokers than those with non-smoking parents.

Additionally, the majority of smoking peers or the perception that there were many smoking friends would increase the tendency of adolescents to involve in smoking behavior (Wills & Cleary, 1999). There was positive correlation between peer group with negative behavior and troubled behavior among teenagers. The negative peer group had direct impact on troubled behavior,

including smoking and drugs abuse (Goldstein, Davis-Kein, & Eccles, 2005). Affiliation with peers who involved in health risk behavior would motivate individuals to involve in the same health risk behavior, and those who have involved in such health risk behavior could increase their involvement (Wills & Cleary, 1999). Peer group was considered to be the place to exercise deviant behaviors such as smoking and drugs abuse (Curran, Stice, & Chassin, 1997). Peer group was one of the important predictors of smoking behavior of Junior High School students in China in addition to smoking parents and teachers (Zhang, Wang, Zhao, Vartiainen, 2000). The bigger was the number of the smoking peers, the higher the tendency for adolescents to smoke would be (Astuti, 2004a). The results of metaanalysis study of the role of peer group in the health risk behavior of adolescents were indicative of positive correlation between the peer group and the health risk behavior (Astuti, 2004b).

Other social factor that had significant impact on adolescents' smoking behavior was cigarette advertisement. Advertisement represented a media to disseminate information of a product and persuaded prospective customers to buy the product or reminded people of a product and sent non-personal information of a product and brand name (Kotler, 1995). The cigarette advertisement displayed in mass media or advertisement boards and banners in public space often triggered adolescents to smoke. According to Widyatama (2005) the cigarette advertisement contained logic attraction consisting of price, quality, and package form and also emotional attraction describing impression and image that were created by the product. Both logic and emotional evaluation of the advertized cigarette product would influence the tendency of people to smoke. The high exposure of the cigarette advertisement could increase positive expectancy of the cigarette. The results of the study by Afifah (2014) showed that there was positive correlation between perceived cigarette advertisement and adolescents' smoking behavior. The adolescents perceiving that cigarette advertisement was something interesting would be more likely to smoke.

Based on the theoretical model above a preventing effort of the adolescents' smoking behavior could be made by providing the adolescents with adequate understanding of the risk of smoking, establishing belief in or expectancy among them of the effect of smoking, strengthening self efficacy of smoking among them, and improving adolescents' skills to deny social influence of smoking. The prevention model of smoking initiation among adolescents in the study contained information of negative aspects of smoking behavior from the point of view of physical and

psychological health, economic and social impacts of smoking, information of cigarette advertisement, and assertive training to improve the skill to deny social influence and pressure to smoke.

The presence of education of negative impact of smoking on physical, psychological and social health could improve adolescents' understanding of the negative impact of smoking for individuals. The highly perceived risk of smoking correlated to low expectancy of smoking (Astuti, 2010a). The highly perceived smoking risk and the adequately expected smoking effect played an important role in preventing adolescents to smoke (Adioetomo, 2000; Croz & Dunn, 2003). Also, the results of the study by Astuti (2012) showed that the perceived smoking risk and the expected smoking effect collectively correlated to self efficacy in smoking, and high self efficacy in smoking negatively correlated to adolescents' smoking behavior (Astuti, 2010b). Concerning with social factor, adolescents were able to express their intention to deny smoking invitation of their friends related to their ability to deny smoking temptation or referred to as self efficacy in smoking (Velicer et. al., 1990).

Based on the aforementioned description, following hypotheses of the study were formulated:

- a. There was a difference in the smoking initiation of the group with prevention program (experiment group) and the group without prevention program (control group).
- b. There was a difference in smoking initiation among adolescents before the prevention program (pre-test) and after the prevention program (post-test).

### **Method**

The study used the variable of smoking initiation as dependent variable and the social cognitive model as independent variable.

Smoking initiation was adolescents' tendency to smoke for the first time, representing critical stage of individuals to be smokers. The variable was measured using smoking initiation scale with high score indicative of high smoking initiation and low score indicative of low smoking initiation.

Social cognitive model was a smoking prevention model containing educational materials of smoking dangers, expected smoking effect, influencing factors of smoking and training to deny social influence and pressure to smoke.

Subjects of the study were 94 Junior High School students meeting the criteria of having smoking initiation score in moderate category and in risk group as indicated by having smoking or smoking relatives and also smoking peers. They were classified into experiment group of 47 students and control group of 47 students.

The study used smoking initiation scale to collect data. It was the modified version of Brahmaditya and Astuti's smoking intention scale (2008) compiled on the basis of Ajzen's intention aspects (2005), consisting of behavioral, situational, target and time elements.

The smoking initiation scale had item differentiation coefficient in the range of 0.228-0.618 and reliability coefficient = 0.851. Smoking behavior scale consisted of 23 items with following 4 alternative answers: very appropriate (VA), appropriate (A), inappropriate (I), very inappropriate (VI).

The study was of quasi experimental one with *pre-test-post test control group design*. There were two groups, viz.: experiment group and control group. The experiment group was given a treatment of smoking prevention program, while the control group was not given any treatment.

There were four materials in the treatment given to the subjects:

- a. Information of the danger of smoking that was given in audiovisual media (i.e., film). The screening of the film aimed at establishing awareness of the subjects of the danger of smoking for physical, psychological and social health.
- b. Audiovisual presentation of cigarette advertisement. It aimed at establishing awareness of the subjects of the content and the marketing function of the advertisement. The awareness of the function of the advertisement would result in the subjects who were not easily influenced by the advertisement.

- c. The materials of assertive behavior aimed at training the subjects to be able to deny other's influence. It was given using speech and role playing methods to train the subjects to be assertive.
- d. The materials of denying social influence to smoke. They contained knowledge of how to deny social influence to smoke, while at the same time playing a role to improve the denial skill.

The collected data was analyzed using quantitative analysis method. The analysis was made using *independent sample t-test* to find out the difference in smoking initiation of the experiment group and the control group. Meanwhile, *paired sample t-test* was used to find out the difference in smoking initiation before (pre-test) and after treatment.

## Results and Discussion

### a. Data Description

The results of the measurement of the smoking initiation scale might be seen in Table 3 below.

Table 3. The description of the smoking initiation data

	Hypothetic
	Empiric Data
	Experiment Group
	Control Group
	Pre-test
	Post-test
	Pre-test
	Post-test
Mean	

The 6<sup>th</sup> ASEAN Regional Union Psychological Society (ARUPS) Congress

	57.5
	48.89
	32.49
	45.43
	44.53
Min. Score	
	23
	25
	23
	23
	23
Max. Score	
	92
	76
	53
	76
	71
SD	
	11.5
	10.827
	8.75
	488

15.277

14.305

The table above showed that there was a significant difference in the smoking initiation mean (pre-test-post-test) and the experiment group had bigger smoking initiation mean than the control group. It meant that there was a change in the smoking initiation score (i.e., a decrease in the score) of the experiment group before and after the treatment of the training.

### **b. Hypotheses Test**

The hypothesis (1) was tested using *independent sample t-test* with *gain score*. The analysis gave  $t = 3.797$  at  $p < 0.01$ . It meant that there was significant difference in the smoking initiation between the experiment group and the control group with *mean difference* of 9.83. The smoking initiation of the experiment group was lower than that of the control group. Thus, the hypothesis that there was a difference in the smoking initiation between the experiment group and the control group was confirmed.

The hypothesis (2) was tested using *paired sample t-test*. There results were analyzed by determining the difference in the scores of the pre-test and the post-test. The analysis gave  $t = 9.118$  at  $p < 0.01$ . It meant that there was significant difference in the smoking initiation of the experiment group before and after the treatment (i.e., social cognitive module). The smoking initiation of the subject group after the treatment was lower (mean = 32.49) than that before the treatment (mean = 48.89). Thus, the hypothesis (2) was confirmed.

The results of the study showed that there was significant difference in the smoking initiation of the experiment group and the control group. The smoking initiation of the experiment group was lower than that of the control group. Thus, the social cognitive model had significant impact on the decrease in the adolescents' smoking initiation. The effectiveness of the treatment could be seen in the *gain score* mean of the experiment group and the control group (Seniati et. al., 2008). The effectiveness of the social cognitive model based treatment could be found out by seeing the *gain score* mean of the experiment group (9.83), which was higher than that of the control group (0.72).

The results of the study also showed that there was significant difference in the smoking initiation of the experiment group before and after the treatment (i.e., social cognitive module). The smoking initiation of the group of the subjects after the treatment was lower (mean = 32.49) than that before the treatment (mean = 48.89). Meanwhile, the control group did not show any difference in the smoking initiation before and after the treatment as indicated by  $t = 0.969$  at  $p > 0.05$ . The mean of the smoking initiation before the treatment was 45.43 and that after the treatment was 44.53.

The results of the study showed that the social cognitive model was effective to prevent the smoking initiation among adolescents. The adolescents who were given the information of the negative impact of smoking would have adequate perception of cigarette. Additionally, the training of assertiveness and adequate understanding of cigarette advertisement could improve the denial ability of the adolescents of the smoking (i.e., smoking self efficacy) and high smoking self efficacy correlated to lower smoking behavior. It was indicated by the correlation between the smoking self efficacy and the smoking initiation with  $r = -0.542$ ,  $p < 0.01$ . It meant that the higher was the smoking self efficacy, the lower the tendency to smoke was.

The results of the study were consistent with those of prior studies suggesting that the highly perceived smoking risk correlated to the low expected smoking effect (Astuti, 2010a). The adequately perceived smoking risk and the expected smoking effect played an important role in preventing adolescents to smoke (Adioetomo, 2000; Cruz & Dunn, 2003). The results of the study by Astuti (2012) also showed that the perceived smoking risk and the expected smoking effect collectively correlated to the smoking self efficacy and the high smoking self efficacy correlated to negative smoking behavior among adolescents (Astuti, 2010b). Concerning with the social factor, the adolescents were able to express their intention to deny friends' invitation to smoke and it correlated to smoking self efficacy (Velicer et. al., 1990).

The social cognitive model of smoking initiation prevention corroborated the social inoculation model developed by Prabandari (2005) that could decrease adolescents' knowledge of cigarette, the intention to stop smoking and improve their skill to deny social influence to smoke. The results of the study also corroborated the social cognitive construct effectiveness in the prevention program of smoking behavior among adolescents (Langlois et. al., 1999). The model had significant impact on the efficacy skill to deny social influence and positive smoking

expectancy. Also, the results of the study corroborated the finding of the study by Chalella et. al. (2007) that the smoking prevention model among adolescents should include strategy to change positive attitude and belief in smoking by providing the adolescents with information to counteract direct psychological advantages of smoking and to strengthen the negative expectancy of cigarettes. Additionally, the adolescents should be given the skill to deny cigarettes in social and psychological situations that could increase the risk to smoke. The study by Chalella et. al. (2007) was also based on a psychosocial model of human behavior as in the social cognitive model.

### Conclusion

Based on the results of the study and the discussion above it could be concluded that the social cognitive model was effective to prevent smoking initiation among adolescents. The group that was given the treatment in the social cognitive model had lower smoking initiation than the group with no treatment. The results also showed that the smoking initiation of the experiment group after the treatment was lower than before the treatment. Meanwhile, the control group did not show any difference in the smoking initiation before and after the treatment. The adolescents in the treatment were given adequate information of negative impact of smoking on physical, psychological and social health, adequate information of the impact of cigarette advertisement and the training of assertive behavior to deny social influence and pressure to smoke. Consequently, the smoking initiation of the adolescents after the treatment decreased.

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## Mindfulness And Well-Being In A Filipino College Sample

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### Abstract

In recent decades, mindfulness based interventions has been shown to be a very effective as well as economical approach in treating psychological disorders, with the literature from studies in the Western world, presenting study after study of the significant effects of this treatment. On the other hand, mindfulness interventions in the Philippines are just beginning, with almost no studies published regarding its efficacy. This study is one of the first exploratory investigations on the potential of mindfulness based strategies for young Filipino sample. The findings suggest that the use of an adapted mindfulness based cognitive therapy approach on a college population can bring about changes in the areas of stress, depression, anxiety and over-all psychological well-being. This study suggests that mindfulness interventions might be a universally effective approach and leads the way for more studies within the Filipino culture and context.

**Keywords:** mindfulness, college sample, culture

### Introduction

Attending college is meaningful for many young adults (Wilt, Bleidorn & Revelle, 2016). This period is marked by physical, emotional, and psychological changes that can have both positive and negative effects on college students. The last two decades has seen an alarming increase in the number of college students who suffer from mental health conditions such as depression, suicide, anxiety and alcohol abuse (Kirsch, Doerfler, & Truong, 2015). In the 2014 National Survey of College Counseling, results confirmed the trend towards a rise of students with severe psychological problems. Data from the past five years showed that anxiety disorders ranked first in prevalence among college students (Gallagher, 2014). According to the American College Health Association (2014), 14% of college students reported depression, 23% reported anxiety and 32% reported stress as factors affecting their functioning in the past 12 months. Unfortunately, the severity of the problem cannot be adequately addressed due to the limitations of college counseling resources. It is recommended that actions to support the students' wellbeing must be creative and evidence-based (Greeson, et al., 2014). Research suggests that a mindfulness based intervention may be an effective strategy to address mental health conditions among college students.

Kabat-Zinn (1995, p. 4) defined mindfulness as “paying attention in a particular way; on purpose, in the present moment, nonjudgmentally”. For the past 20 years, mindfulness interventions have been used to treat eating disorders, anxiety, depression, and substance abuse, just to name a few. Furthermore, mindfulness meditation, which includes practices such as attention regulation, body awareness, emotional regulation, and changes in self-perspective, has been used in the treatment of posttraumatic stress disorder, pain relief, and substance abuse treatment (Holzel et al., 2011; Vujanovic, Niles & Abrams, 2016; Zeidan et al., 2015; Himelstein, Saul & Garcia-Romeu, 2015). Matos Machado, and Costa (2015) interviewed experienced mindfulness practitioners regarding the outcomes and processes of the interventions. Subjects reported perceived efficacy of the treatment in that there were improvements in behavioral, cognitive, and emotional processes as a consequence of long-term mindfulness practice. Aside from its effectiveness, mindfulness-based interventions are cost-efficient. In a study of the cost-effectiveness of mindfulness-based stress reduction methodology, results showed that mindfulness training is effective for short-term reductions in health care use and continuing the formal practice of mindfulness will maintain the reductions in health care utilization (Knight et al., 2015).

Given the positive outcomes of the mindfulness approach in the treatment of various disorders, there has been an increase in research on how mindfulness may be effective in addressing the needs of the college population.

### **Efficacy of Mindfulness Approach Among College-Age Individuals**

In 2016, Ramler et al. found that MBSR helped first-year students adjust to the challenges of college life. This approach was also found to have wide-ranging positive effects including stress and anxiety reduction (Canby et al., 2015; Greeson et al., 2014; Huang, 2014). Practicing mindfulness resulted in clinically significant reductions in depression and anxiety of college students and young adults (McIndoo et al., 2016; Preddy, McIndoo & Hopko, 2013; Shearer et al., 2015). Students who engaged in mindfulness exercises like meditation had more adaptive emotional outcomes when dealing with depressive symptoms, anxiety symptoms, affective instability and distress intolerance, compared with students who have no mindfulness practice (Pearson et al., 2015). Dispositional mindfulness when used as an emotional regulation strategy was also found to help adolescents recover from depression, anxiety, rumination and dysfunctional attitudes leading to positive mental outcomes and better quality of life (Chambers et al., 2015).

Physiological stress responses have also been found to be positively affected by mindfulness practice. In a study with college students, brief mindfulness intervention led to their ability to modulate their heart rate, which suggests that mindfulness training can help manage stress related to academic and cognitive challenges (Shearer et al., 2016). In a study done by Greeson et al., in 2014, they also reported that mindfulness intervention addressed sleep problems in the university setting.

Mindfulness based interventions are also effective in treating clinical disorders. Bodenlos, Noonan, and Wells (2013) examined the relationship between mindfulness and alcohol problems. They concluded that MBSR was useful in decreasing alcohol problems on college campuses. This was supported by the findings of Mermelstein and Garske (2015) that a brief mindfulness-based intervention was effective in addressing binge drinking problems among college students. Mindfulness based psychological interventions are also effective for adolescents with clinical heterogeneous mental health diagnoses. After a 5-week mindfulness-based intervention, adolescents from a mental health clinic reported significant decreases in psychological distress and increases in mindfulness and self-esteem (Tan & Martin, 2013).

### **Mindfulness in the Young Asian Population**

The benefits of practicing mindfulness are validated across different cultures. In the Gulf Arab region, a Mindfulness-Based Stress Reduction program was implemented among Emirati students and results showed that participants were able to manage their responses to daily life stress better (Thomas, Raynor & Bahussain, 2016). Researchers predicted that mindfulness practices would play an important role in reducing the prevalence of depressive illness in the region.

Xu and Liu (2013) asserted that mindfulness approaches can be especially effective in promoting individual well-being when practiced within the Chinese culture compared to the Western culture. In Malaysia, mindfulness-based cognitive therapy was developed to help medical students cope with stress and the study yielded positive outcomes (Phang et al., 2016). College students in Thailand were taught mindfulness meditation techniques to treat anger and aggressive behavior. The study showed that this type of intervention could prevent violence among the Thai youth (Wongtonkam et al., 2014). In a 2015 study conducted by Ozawa-de Silva, results indicated that Naikan, a Japanese mindfulness practice which asks participants to recollect the kindness of others, significantly improved positive mental health, perceived connection with others, and perceived meaning in life lowering the risks of depression and suicide.

### **Potential Effectivity of Mindfulness in a Filipino population**

There has been little literature on the effectiveness of mindfulness approaches in the Philippine setting. Early in 2016, Klanin-Yobas et al. published a structural equation model including mindfulness. Mindfulness was measured using Brown and Ryan's Mindful Awareness Attention Scale. The model confirmed that mindfulness was the strongest predictor of positive psychological well-being for Filipinos.

Walsh and Shapiro (2006) assert that at the heart of many religious and spiritual traditions, such as Buddhism, Islam and Christianity, is mindfulness (Walsh & Shapiro, 2006). Religion is an integral part of the Filipino culture. According to the 2011 Pew Research and Religion and Public Life Project, 87% of Filipinos are Christians, and that the Philippines is the fifth largest Christian country in the world. Religiosity generates a sense of spirituality among Filipinos (Conde, 2004). Spiritual practices include hearing mass and praying the rosary, among others. These practices have a meditative quality, which is characteristic of mindfulness. As such, mindfulness meditation is potentially effective, given the Filipino religious character

This study is an exploratory investigation of the efficacy of mindfulness in a Filipino college sample. There are few, if any, research on the efficacy of mindfulness in a Filipino sample, let alone a school sample. The need for interventions for psychological issues is very pressing for a developing country like the Philippines. Cagande (2013) cites cost, the lack of facilities, and the low numbers of trained professionals among the many issues facing mental health interventions in the country. Furthermore, the need to attend to the young people of the Philippines is crucial as well. A study by the University of the Philippines in 2014 cites how 10.9% of adolescents age 15-24 years old in the nation's capital have considered suicide, with one in 20 having attempted suicide in the previous ten years (DRDF & UPPI, 2014). Unquestionably, it is necessary to find an efficacious yet affordable intervention for the young Filipino population. Mindfulness interventions within a group setting, is a potentially effective possibility.

### **Method**

#### **Participants**

The participants of the study were Filipino graduating Psychology Majors from ages 18-22 who enlisted in two different classes in Psychology, a counseling class with a mindfulness

component and a counseling class without one. All of the participants did not engage in any form of mindfulness practice at the beginning of the study. There were 19 students in the mindfulness group, and 9 students in the control group.

### Measures

**Perceived Stress Scale.** The Perceived Stress Scale is the most widely used psychological instrument for measuring the perception of stress. It is a measure of the degree to which situations in one's life are appraised as stressful. Items were designed to tap how unpredictable, uncontrollable, and overloaded respondents find their lives. The PSS is rated on a 10-point Likert Scale ranging from 0 (Never) to 4 (Very Often).

**Mindfulness Attention Awareness Scale.** The Mindfulness Attention Awareness Scale (MAAS; Brown & Ryan, 2003) is a 15-item self-report measure designed to assess a core characteristic of dispositional mindfulness, namely, open or receptive awareness of and attention to what is taking place in the present. Each item is scored on a 6-point Likert Scale ranging from 1 (Almost Always) to 6 (Almost Never).

**Five-Factor Mindfulness Questionnaire.** The Five Facet Mindfulness Questionnaire (FFMQ; Baer, Smith, Hopkins, Krietemeyer, & Toney, 2006) is a 39-item questionnaire that measures five facets of mindfulness: observe, describe, act aware, nonjudgment and nonreactor. Each item is scored on a 5-Point Likert Scale ranging from 1 (never or very rarely true) to 5 (very often or always true).

**Depression Anxiety and Stress Scale.** The DASS 21 (Lovibond & Lovibond, 1995) is a 21 item self-report questionnaire designed to measure the severity of a range of symptoms common to both Depression and Anxiety. In completing the DASS, the individual is required to indicate the presence of a symptom over the previous week. Each item is scored on a 3-point Likert Scale ranging from 0 (did not apply to me at all over the last week) to 3 (applied to me very much or most of the time over the past week).

**Schwartz Outcome Scale.** The Schwartz Outcomes Scale-10 (SOS-10; Biais et al., 1999) is a 10 self-report items that measures psychological health and well-being. Psychological health is conceived as an overarching construct that encompasses life satisfaction, interpersonal

effectiveness, positive self-appraisal, optimism, and the absence of psychiatric symptoms. Each item is scored on a 10-point Likert Scale ranging from 0 (Never) to 6 (All or Nearly All the Time).

### Procedure

Undergraduate students enlisted in two different Psychology classes, a Counseling Class with a Mindfulness component and a Counseling Class without a Mindfulness component. Students of both classes were given a battery of tests that measures stress, depression, anxiety, well-being, and mindfulness. In the span of 5 weeks in the middle of the semester, the students involved with the class with mindfulness underwent an adaptation of the Mindfulness-based Cognitive Therapy curriculum (Segal, Williams, & Teasdale, 2013). All the students then answered the same group of tests after the five weeks. The pre test and post test scores of students to investigate the effects of mindfulness.

### Mindfulness Intervention

The Mindfulness-based Cognitive Therapy curriculum was facilitated in the Mindfulness class. Each session ran for 2 hours, twice a week for 5 weeks. Activities in each session of the curriculum were facilitated by two people, a professor with a PhD in Psychology, who is certified in Mindfulness Based Cognitive Therapy, and a graduate student in Psychology. The other class was ran by a professor with a Master’s Degree in Counseling Psychology. Both professors have been practicing therapy for around 20 years.

### Results

Table 1 shows how to combine results from several paired-samples t-tests performed for the same groups of participants.

Table 1. *Mindfulness Counseling Class*

Paired Samples Test							
Paired Differences					t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				

Paired Samples Test										
					Lower	Upper				
Pair 1	Perceived Stress Scale	0.58	0.49	0.11	0.35	0.81	5.32	19	0.00	
Pair 2	MAAS	-0.40	0.57	0.13	-0.67	-0.13	-3.09	19	0.01	
Pair 3	DAAS	0.39	0.73	0.16	0.04	0.73	2.36	19	0.03	
Pair 4	FFMQ	-0.51	0.49	0.11	-0.74	-0.29	-4.74	19	0.00	
Pair 5	Schwartz Outcome Scale	-0.94	0.83	0.19	-1.32	-0.55	-5.04	19	0.00	

As displayed in Table 1, there are statistically significant differences, at the .05 significance level, in pretest to posttest scores for Perceived Stress Scale, Mindfulness Attention Awareness Scale, Depression Anxiety and Stress Scale, Five Facet Mindfulness Questionnaire, and Schwartz Outcome Scale. Results show that dispositional mindfulness (MAAS), five facets of mindfulness: observe, describe, act aware, nonjudgment and nonreactor (FFMQ), and psychological health and well-being (Schwartz Outcome Scale) increased, perception of stress (PSS) and severity of a range of symptoms common to both Depression and Anxiety (DAAS) decreased, after exposure to mindfulness intervention.

Table 2. *Counseling Class*

Paired Samples Test		
Paired Differences	t	df

Paired Samples Test									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	Lower	Upper		Sig. (2- tailed)
Pair 1	Perceived Stress Scale	-0.25	0.48	0.15	-0.59	0.09	-1.64	9	0.13
Pair 2	MAAS	0.17	0.30	0.09	-0.05	0.38	1.77	9	0.11
Pair 3	DAAS	-0.10	0.17	0.05	-0.22	0.02	-1.79	9	0.11
Pair 4	FFMQ	-0.18	0.32	0.10	-0.41	0.04	-1.84	9	0.10
Pair 5	Schwartz Outcome Scale	0.23	0.24	0.07	0.06	0.40	3.08	9	0.01

As displayed in Table 2, Results show that psychological health and well-being (Schwartz Outcome Scale) decreased, perception of stress (PSS), dispositional mindfulness (MAAS), severity of a range of symptoms common to both Depression and Anxiety (DAAS), and five facets of mindfulness: observe, describe, act aware, nonjudgment and nonreactor (FFMQ), remain unchanged, after no exposure to mindfulness intervention. On the other hand, there is a statistically significant difference, at the .05 significance level, in pretest to posttest scores for Schwartz Outcome Scale.

### Discussion

In the recent years, there have been significant increases in the level of stress, depression, and anxiety in the college population. With this current trend, plenty of research has been

conducted on mindfulness interventions to address these needs. In the Philippines, the use of mindfulness interventions for youth to deal with stress and other emotional difficulties is just beginning, more so measuring the efficacy of such an intervention. This exploratory study aimed to observe the effect of mindfulness among Filipino college students. With a five-week program, mindfulness has been found to have an effect on Filipino college students' perceived stress, anxiety, depression, and well-being. Consistent with previous studies in Western samples, similar outcomes can be observed in this study. The students that underwent mindfulness practice have been observed to have improved psychological well-being.

This study had several limitations. First of all, the study was done on two classes with uneven sample sizes. Secondly, the participants were self-selected, rather than randomly selected. Thirdly, there were two different professors who ran the classes. This may also have affected the outcomes.

Results of the study are promising and open the field to the potential of more mindfulness interventions in the Philippines. The efficacy of mindfulness interventions can be explored across different populations such as adults, children, other socio-economic statuses, and with populations with particular psychological issues. Along with this, understanding the variables that influence and are influenced by mindfulness, given the country's culture and context, can also be investigated.

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## Satisfaction of Basic Psychological Needs as a Mediator of the Relationship between Student's Perception of Meaning Support in Learning and Student Engagement.

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### Abstract

The present study used a framework of self-determination theory to examine whether satisfaction of basic psychological needs mediated the relationship between student's perception of meaning support in learning –from parents, peers, and teacher- and student engagement. Participants of this study were 736 first year students from a university in Jakarta, Indonesia. The data were collected using the following measurement instruments: Personal Meaning Profile Scale, Basic Psychological Needs Scale, and Engagement Learning Index. Mediation analyses were conducted using Hayes analysis. Results showed that basic psychological needs partially mediated the relationship between student's perception of teachers' meaning support in learning and student engagement and it also partially mediated the relationship between student's perception of peers meaning support in learning and student engagement. Other result exposed that basic psychological needs fully mediated student's perception of parents meaning support in learning and student engagement. Implications of the findings are discussed.

**Keywords:** *Basic psychological needs, Higher education, Self-determination theory, Student engagement, Student's perception of meaning support in learning*

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### Introduction

Entering higher education and succeeding academic activities is a new challenge for first year students in college. Students face an entirely different experience from their earlier education in high school. Students will usually experience personal and emotional adjustment to face the transition from high school to university life. They might have some problems such as anxiety, mistrust, or depression (Hicks & Heastie, 2008). Duties and responsibilities in doing any task assignment brings pressure to the first year students and it influences student engagement and their academic achievement (Finn & Zimmer, 2012; Fredricks, Blumenfeld.& Paris, 2004; Reschly &

Cristenson, 2012). Students who engage in learning will have a positive behavior in the classroom, for example in doing tasks in the class, paying attention to lecturer's instruction, and following the rules. On the other hand, student who disengage will show opposite behavior such as boredom, and neglect the class assignment (Finn & Zimmer, 2012). Student's achievement in their first year college is important since it makes students easier to get through another level and succeed their study. Students who cannot handle the school transition crisis and do their tasks efficiently will feel bored, tired, and feeling incompetent (Schaufeli, 2002) and bring result in low academic performance, misconduct, and disengagement (Finn & Zimmer, 2012). If this problem persists, it may cause education failure or student dropped out (Finn & Zimmer, 2012; Jimerson, Renshaw, Stewart, Hart, & O'Malley, 2009).

Dropouts rate in Indonesia reported in 2011/2012 from Center for Data and Education Statistics Ministry of Education and Culture, showed the increasing number of 10.59% retention (Kintamani, 2013). Dropouts phenomenon is associated with lack of student engagement, including in higher education (Hughes & Pace, 2003). It is believed that student engagement is the answer to reduce and prevent students from dropout and can improve student performance (Appleton, Christenson, & Furlong, 2008). Students who engage in the learning process would be able to do the assignments and overcome the obstacles, so that they are likely to perform optimally (Kuh, 2005). First year students in college who enthusiastically engage in learning activities, will more likely help them to reach their learning goals and manage their transition adjustment (McCoy, Smyth, Watson, & Darmody, 2014), influence their academic outcomes and their future self-improvement (Kuh, Cruse, Shoup, Kinzie, & Gonyea, 2008), and also their psychological well-being as well (Kotze & Klynhans, 2013).

Student engagement is conceptualized as a multidimensional construct (Hoff & Lopus, 2014) that includes three psychological aspects, that is cognitive engagement, behavior engagement, and emotional engagement (Fredricks, Blumenfeld, & Paris, 2004). Cognitive engagement describes students' attention during learning activities, strong will to find the way to understand the course subject or mastery difficult skills. Behavior engagement refers to student's active participation, involvement in academic, social, and extracurricular activities. Another aspect of engagement is emotional engagement that can be seen from students' enthusiasm, sense of enjoyment, pleasure, and satisfaction. Both of behavior and emotional engagement is believed as factors associated with students' dropout. Lower behavioral and emotional engagement and greater

problem behaviors predicted greater possibility of dropping out of school (Wang & Fredricks, 2013) and emotional and cognitive engagement in students' learning process, leads to students' achievement (Chen, 2008; Dalun, Hsu, Kwok, Benz, & Bowman, 2011; Dotterer & Lowe, 2011; Fredricks, Blumenfeld, & Paris, 2004; Roorda, Koomen, Spilt, & Oort, 2011; Wonglorsaichon, Wongwanich, & Wiratchai, 2014). Overall, during learning activities, student engagement can be recognized through the student's positive energy, experience of a meaningful process, focused attention, and active participation (Schreiner & Louis, 2006).

Student engagement often understood as an indicator of a motivation that underlies students learning and drive them to involve in learning activities. Robust researches have long been studied on student engagement, one to mention is Self Determination Theory (SDT), which is the prominent human motivation theory. According to SDT, student engagement can be facilitated when the basic psychological needs –autonomy, competence, and relatedness- are satisfied by the social context such as parents, teacher, and peers (Skinner & Pitzer, 2012). From SDT point of view, the three basic psychological needs as a human innate nutrient is important for individual psychological growth, integrity, and well-being (Deci & Ryan, 2000). Although these needs are innate, it needs to be supported by social environment to build optimal individual development (Deci & Vansteenkiste, 2004). Therefore, basic psychological needs satisfaction has a role as a mediator between social context and student engagement (Molix & Nichols, 2013). The fulfillment of basic psychological needs would make one's experience meaningful, since behavior that individual exposed are their own behavior and intrinsically driven (Deci & Ryan, 2002; McDonald, Wong, & Gingras, 2012).

Basic needs that are met by individual will contribute to one's meaning when it comes to hope and goals in the future (McDonald, Wong, & Gingras, 2012). In educational setting, meaning in learning might occur in students learning experience when they pay attention to new or different things in their learning environment (Langer, 1997). Students who are supported autonomously in learning would enjoy learning and intrinsically motivated (Jang, 2008; Niemiec & Ryan, 2009). They consider their learning is important and find meaning in their learning process, so then it would convey them to experience deep learning (Biggs, 1987, 2003; Tagg, 2003) and students will have higher quality of learning process thoroughly (Schreiner & Louis, 2006). Therefore, in other words, students will engage in learning when they find a valuable and meaningful experiences in learning so that they experience joy and feel interested in learning greater comparing to the energy

spent during learning activities (Csikszentmihalyi, 1997). Findings from Greenway (2006) study showed that meaning indirectly related to student engagement. The effort to discover meaning in learning is a cognitively perplexing process, since meaning is an abstract thing so students need reliable and significant people, as teacher in the classroom, to make their learning process meaningful (Krause, 2007).

Besides direct learning process that students experience in class activities, parental involvement also has a role in facilitating their children's learning engagement through basic psychological needs satisfaction. The involvement of parents towards their children's education ran throughout the child's life (Bempechat & Shernoff, 2012). Previous studies about parental involvement revealed that perceived parental involvement and support were positively related to students' achievement and feelings of autonomy, competence, and relatedness (Ratelle, Larose, Guay, & Senecal, 2005). Social support that comes from parents is believed the strongest predictor of student engagement (Wang & Eccles, 2012). From the study conducted by Grolnick, (2009), when parents support their children's autonomy, are involved, and provide structure, children are presumably display autonomous motivation and engage in school activities.

Another research on parental support showed that negative parental support can lead to learning difficulties, while positive parental support and autonomous support from parents may lead to student engagement (Roth, Asor, Nieic, Ryan & Deci, 2009). Furthermore, personal relationship between parents and their college child would shape their college child's personal meaning (Reker & Wong, 1998; Westerhof, Bohlmeijer, & Valenkamp, 2004). Krause (2007) and Westerhof, Bohlmeijer, and Valenkamp (2004) added that child's personal meaning gained from the relationship with his/her parents influenced by the nature of support received by the child and the relationship itself. Relationships between child and parents that characterized by negative support from parents may reduce child's personal meaning and on the other hand, relationships that beneficial to each other tend to elevate the child's confidence that his/her life is meaningful (Westerhof, Bohlmeijer, & Valenkamp, 2004).

Student engagement also can be built by support from peer, and lack of peer support is associated with poor school adjustment and motivation (Chen, 2008). It is not only teachers that can influence students' engagement, but peers also can help students to satisfy or undermine basic psychological needs (Furrer, Skinner, & Pitzer, 2014). Academic activities bound students and their peers to work each other, share ideas in group discussions, and negotiate classroom activities

which form a condition that support the need for autonomy and student engagement (Hakimzadeh, Besharat, Khaleghinezhad, & Jahromi, 2016). In contrast, students might feel unfulfilled of basic psychological needs in their relationship with peers. Peers can inhibit basic psychological needs fulfillment when students feel rejected, then the need for relatedness unsatisfied. In another condition, when students feel confused and peers are not there when students need them to confirm their ideas, need for competence is thwarted and it will end up with student disengagement. When there is a coercive interaction with peers, students would withdraw, feel insecure, and reduce participation in learning activities (Furrer, Skinner, & Pitzer, 2014). The relationships between students and their peers that provide basic psychological needs satisfaction, would give some personal meaning to students (Reker & Wong, 1988).

As mention previously, in SDT framework, students can engage in learning activities when the learning environment provide students with satisfaction of basic psychological needs. Satisfaction of basic psychological needs will bring intrinsic motivation and it will affect their learning engagement (Reeve, 2012). Students will feel enjoyment, autonomous, and competent, and it would make the learning activity meaningful. To make the learning experience meaningful, it needs to have some agent in social context –parents, teacher, peers- to facilitate fulfillment of basic psychological needs. Basic psychological needs have a role as a mediator on the relationship of social context and student engagement (Orkibi & Ronen, 2017; Molix & Nichols, 2013). Student who feel enjoyment and satisfaction in learning, consider their learning process as a meaningful learning and have higher quality and deep learning experience. Recently, higher education began pay attention to the condition that allow students finding meaning during their college year (Nash, Murray, & Parks, 2010; Nash & Jang, 2015). Research on meaning in learning that can influence student engagement is still rare and research about this topic needs to be done to examine its implications in education (Greenway, 2006). Therefore, this present study aims to examine the role of basic psychological needs as a mediator between students' perception of meaning support in learning and student engagement (Figure 1). To get a better view of factors related to students' engagement, this present study examines three of students' sources of basic psychological needs satisfaction in order to test the mediation role of basic psychological needs satisfaction between relationship of parents, teacher, and peers meaning support in learning and student engagement. Hence, there are three research hypotheses:

1. Satisfaction of basic psychological needs from parents mediates the relationships between students' perception of parents meaning support in learning and student engagement.
2. Satisfaction of basic psychological needs from teacher mediates the relationships between students' perception of teacher meaning support in learning and student engagement.
3. Satisfaction of basic psychological needs from peers mediates the relationships between students' perception of peers meaning support in learning and student engagement.

### **Method**

Participants of present study were first year students of Jakarta State University (N = 736; Female = 57%) with age ranged from 17 – 20 years old (M = 18.5). Six participants did not complete questionnaire, therefore only 730 data were analyzed. They were in the second semester when they participated in this study. The researchers got permission from the university administrations to take data in the classroom after students finished their class. Before the participants fill the questionnaires booklet, the researchers asked the participants to sign the informed consent and told them to feel free if they did not want to participate in the research. Participants filled all scales in the booklet, and after completed the questionnaires, participants receive a token from the researchers.

All measures were translated into Indonesian language and were then back-translated by translator with psychology background and ensured that all items had the same meaning in line with the original scale in English.

*Personal Meaning Profile-Brief version (PMP-B)* developed by Wong (1998) used to measure student perception of meaning support in learning from parents, teacher, and peers. PMP-B has been extensively used in many fields and has been translated into some languages. It is reported that this measurement has a good Cronbach's coefficient reliability .84 (MacDonald, Wong, & Gingras, 2012). PMP-B consists of 21 items represent seven dimensions which are achievement (e.g. "Parents encourage me to take the initiative in completing the course task"), relationships (e.g. "My parents appreciate the way I learned"), self-transcendence (e.g. "Parents encourage me contribute to society through the knowledge I learned"), self-acceptance (e.g. "I can accept my limitations in learning in that my parents' understanding"), religion (e.g. "Parents remind me to obey God's command"), intimacy ("I have a loving relationship with my parents"), and fair treatment (e.g. "Parents gave me the same learning opportunity as my other brothers"). Responses alternative were made on a 6-point Likert-type scale ranging from strongly disagree to strongly

agree (1 = strongly disagree; 6 = strongly agree). Cronbach's coefficient reliability of PMP-B for parents and peers was .88, and for teacher was .85.

*Basic Psychological Need Satisfaction Scale* (Deci & Ryan, 2000) was used to measure student's basic psychological need satisfaction. This scale has 21 items and constructed based on three dimensions of need for autonomy (7 items, e.g. "I have the freedom to express my ideas and opinions"), need for competence (6 items, e.g. "People who know me recognize that I can do my tasks well"), and need for relatedness (8 items, e.g. "I do not have many friends"). Cronbach's coefficient reliability for Parents and Teacher was .83, and for Peers was .89.

*The Engagement Learning Index* developed by Schreiner and Louis (2006) was used to collect the data of students' engagement. This scale has 10 items consists of three dimensions, meaningful process dimension (5 items, e.g. "I discuss what I learned in class with my friends"), focus attention dimension (3 items, e.g. "I find it difficult to concentrate in class"), and active participation dimension (2 items, e.g. "I actively participate in every classroom discussion"). For current study, the Cronbach's Alpha coefficient reliability of this scale was .70.

Data analysis was done by SPSS 21.0 to obtain statistical descriptions and PROCESS-macro by Hayes to analyze mediation role of basic psychological need satisfaction in the relationship between student's perception of meaning support in learning and student engagement. Mediation was tested in student's perception source of meaning support in learning and basic psychological need satisfaction, which are parents, teacher, and peers.

## Results

Table 1 shows the description and correlation of variables. Overall, students of Jakarta State University more likely that in learning process they involve, participate, and focus their attention to the course subject ( $M = 4.1$ ). Students also agree that they had satisfaction of fulfilled basic psychological needs from parent, teacher, and peers ( $M$  parents = 4.4;  $M$  teacher = 4.4;  $M$  peers = 4.5). It is found that student's perception of meaning support in learning from parents was the highest ( $M = 5.2$ ) compared to teacher ( $M = 4.2$ ) and peers meaning support in learning ( $M = 4.7$ ). One sample t-test was analyzed to see significance of the difference amongst mean of meaning support in learning. The results showed that there is a significant difference between meaning support in learning from parents, teacher, and peers. Students valued their parents were the most influenced agent to support their meaning in learning besides teacher and peers. Further, meaning

support in learning from peers was considered as an important aspect compared to meaning support in learning from teacher.

Pearson Product Moment correlation analysis revealed that the relationship between basic psychological needs and student engagement was positive and significant, and the strongest amongst research variables ( $r$  parents = 0.49;  $r$  teacher = 0.45;  $r$  peers = 0.47). Teacher as a facilitator of student learning process has a remarkable role in student engagement. For students, teacher has an important role as an agent to make them engage in learning process. It was revealed that there was positive and significant strong relationship between basic psychological need satisfaction from teacher and student engagement ( $r = 0.44$ ) as well as the positive and significant strong relationship between student's perception of teachers' meaning support in learning and student engagement ( $r = 0.53$ ).

PROCESS-macro by Hayes was conducted to test the primary hypothesis that basic psychological needs satisfaction mediates the relationship of student's perception of meaning support in learning and student engagement. Results showed that student's perception of meaning support in learning from parents was associated with both basic psychological needs satisfaction,  $a = .26, p < .00$ , and student engagement,  $b = .22, p < .05$ . Moreover, when basic psychological needs satisfaction was included to analyze its mediation role, the direct relationship of student's perception of parents meaning support in learning was no longer significant,  $b = .02, p = .394$ . The indirect effect of student's perception of parents meaning support in learning on student engagement through the tested mediator basic psychological needs, was significant,  $c = .08, p < .00$ . The basic psychological needs satisfaction is fully mediated the relationship of student's perception of parents' meaning support in learning and student engagement. This result supported hypothesis 1 of this study in a way that basic psychological needs satisfaction was fully mediated the relationship between parents' meaning support in learning and student engagement. Therefore, parents' support of meaning making in learning might influence their children academic engagement by satisfying their children basic psychological needs (see Figure 2).

In terms of students' perception of their teacher in learning process, satisfaction of basic psychological needs revealed as partially mediated the relationship of meaning support in learning and student engagement. When there is no satisfaction of basic psychological needs, the association between students' perception of teacher's meaning support in learning and student engagement was strong and significant ( $b = .53, p = .00$ ), but if basic psychological needs satisfaction embedded in

the model, the association between students' perception of teachers' meaning support in learning and student engagement was weaker but still significant ( $b = .15, p = .00$ ). This means that in student learning process, the role of teacher to make learning become meaningful is very important, and if it satisfied students' basic psychological needs, it will affect student engagement. Thus, the hypothesis 2 of this study is supported (see Figure 3).

The last learning environmental source variable to be tested in this study is student's perception of their peers meaning support in learning. Mediation tested results that basic psychological needs satisfaction was partially mediated by the relationship between students' perception of peers' meaning support in learning and student engagement. Although the effect of student's perception of peers' meaning support was not that strong ( $\beta_c = .06, \beta_e = .10$ ), it has a role to influence friends' learning engagement, with or without the fulfillment of satisfaction of basic psychological needs. Satisfaction of basic psychological needs accounts for some of the relationship between perceived peers support meaning in learning and student engagement. Therefore, this result supported the hypothesis 3 (see Figure 4).

### **Discussion**

The main purpose of this current study was to identify and magnify the role of basic psychological needs satisfaction on the relationship between students' perception of meaning support in learning and student engagement. It was known from previous studies that support from environment and satisfaction of basic psychological needs were important for student engagement. This study found that the satisfaction of basic psychological needs mediates the relationship of perceived meaning support in learning and student engagement. Results of this study highlighted basic psychological needs' role as a mediator as revealed in school setting (Orkibi & Ronen, 2017). As Self Determination Theory much research on the nutriment of inner motivational of human life, the fulfillment of three basic psychological needs –for autonomy, competence, and relatedness- plays an important role of nourishing student intrinsic motivation and having an impact for student engagement (Niemic, & Ryan, 2009; Orsini, Evans, & Jerez, 2015; Ryan & Deci, 2000). The environment where those basic psychological needs could be satisfied is very crucial. Support from one's environment is necessarily to satisfy his/her basic needs. Therefore, in student learning process students' environment or social context, such as parents, teacher, peers are critical factors in facilitating basic psychological needs satisfaction and student engagement (Hui & Tsang, 2012; Reeve, 2006; Jiang, Huebner, & Siddall, 2013).

Results findings from the present study are consistent with concepts from Self-determination Theory (Deci & Ryan, 2000) that support from social context which satisfy one's basic needs would make students feel confident and competent, free and be able to express personal thought, and having good relationship with others, are predominantly important psychological ammunitions resulting student engagement. The uniqueness of this research is the finding that meaning support in learning from social context facilitate basic psychological needs and affect student engagement. Parents, teacher, and peers can support their children, students, and friends through personal meaning that relates to students satisfying and meaningful experience in learning and learning engagement as well. This study found that basic psychological needs that fulfilled by teacher meaning support in learning has a tremendous mediating role in the relationship between meaning support in learning and student engagement compare to student's basic psychological needs satisfaction from parents' and peers'. This is supported by similar previous studies concerning the importance of meaning making in learning from teacher (e.g. Nakamura & Csikszentmihalyi, 2003; Primana, 2015).

In Self-determination Theory perspective, satisfaction of basic psychological needs would endorse someone's to make a choice of his/her own behavior in an autonomy supportive atmosphere (Deci & Ryan, 2000) and as previously mentioned, it leads to student engagement. Interesting findings from the present study revealed that, particularly in classroom setting, students' perceived teacher meaning support in learning has strong relation with basic psychological needs satisfaction and student engagement. Student's interests and enjoyment in learning help them to engage and create a quality of deep learning. Meaningful learning process experienced by students convey students to focus their attention and encourage them in an active participation (Schreiner & Louis, 2006). Teacher's support in meaning making in learning process could possibly influence student engagement by facilitating satisfying experience activities that stimulates the intrinsic motivation. This study contributed the research related to meaning making in college which still limited in number (Bean, 2005) and added the understanding about meaning making in campus life (Nash, Murray, & Parks, 2010). Meaning in learning is very important and it is found to have quite strong correlation with basic psychological needs and student engagement. This study highlighted meaning needs besides three basic psychological needs –autonomy, competence, relatedness- that has to be supported to make students engage in learning.

### **Limitations**

Despite of some interesting findings, this study has several limitations. Firstly, the sample drawn from only one of university and limited to first year students. Therefore, further research should collect the data from more universities to get a larger sample and also from variety of university year level to see whether the same variables interplay would give the same results. Secondly, since this present study was cross-sectional study, future study might be done longitudinally in order to examine the causal nature of variables association observed, to get a better understanding about the role of basic psychological needs in the relationship between perceived teacher meaning support in learning and student engagement. Lastly, the study about meaning needs, especially in learning, require extended researches to support this study finding about the importance of meaning making in learning as another basic psychological needs of human beings.

### **Conclusion**

Results of this study contribute the understandings about the importance of meaning making in learning and fulfillment of basic psychological needs to encourage student engagement in the first year of college. Beyond this study results it implies that meaningful relationships between students and parents, students and teacher, and students and their peers should become one of the primary attention to make a better quality of student engagement.

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### **Declaration of Interest**

The authors report no conflicts of interest in this work.

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Tables

Table 1. Mean, Standard Deviations, and Correlations of Variables

Measure	M	SD	Correlation	
			1	2
(1-6 Likert-style scale)				
<hr/>				
Parent				
1. Student's Perception of Meaning Support in Learning	5.2	0.2		
2. Basic Psychological Need Satisfaction	4.4	0.5	0.33**	
3. Student Engagement	4.1	0.6	0.20**	0.49**
Teacher				
1. Student's Perception of Meaning Support in Learning	4.2	0.7		
2. Basic Psychological Need Satisfaction	4.4	0.5	0.44**	
3. Student Engagement	4.1	0.6	0.53**	0.45**
Peers				
1. Student's Perception of Meaning Support in Learning	4.7	0.7		
2. Basic Psychological Need Satisfaction	4.5	0.6	0.38**	
3. Student Engagement	4.1	0.6	0.31**	0.47**

\*\*p<.01

Figures

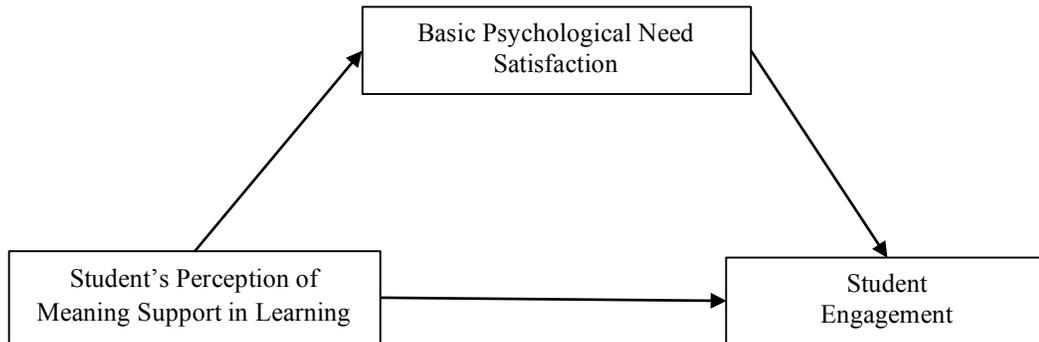


Figure 1. Hypothesized Model

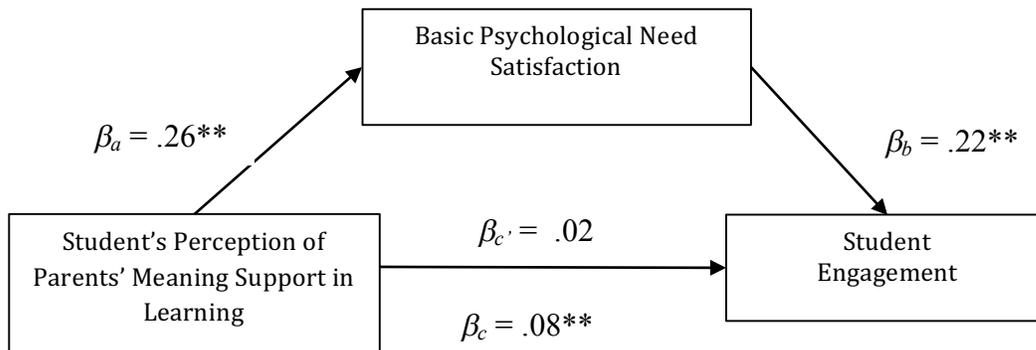


Figure 2. Mediation model of basic psychological needs satisfaction in the relationship between student's perception of parents' meaning support in learning and student engagement

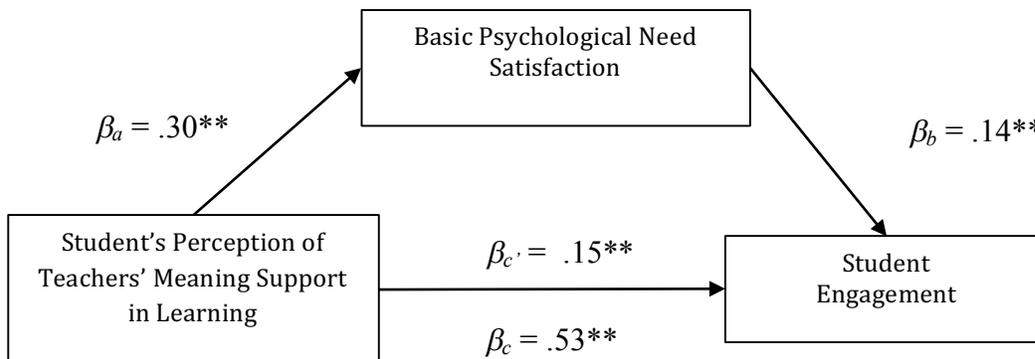


Figure 3. Mediation model of basic psychological needs satisfaction in the relationship between student's perception of teachers' meaning support in learning and student engagement

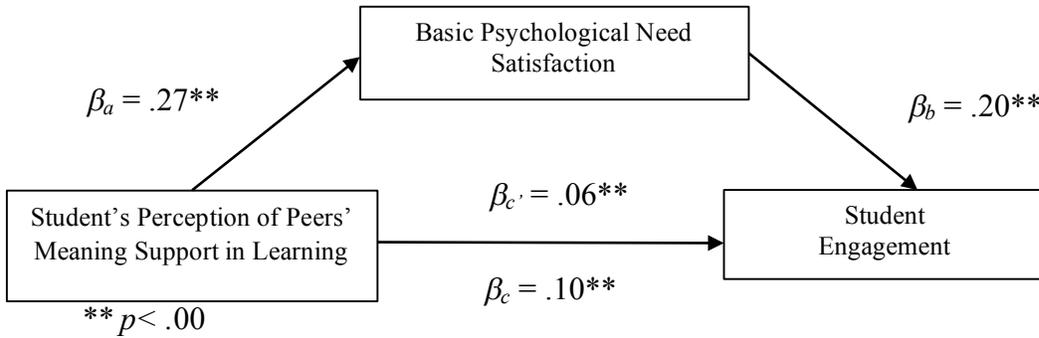


Figure 4. Mediation model of basic psychological needs satisfaction in the relationship between student's perception of peers' meaning support in learning and student engagement

## Assertive Training On Company Employees CV X

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### Abstrak

Based on the results of interviews on employees in CV X, the problem gained is a communication problem between employees or interpersonal. Lolli (2013) defines interpersonal communication is communication involving two or more people, face to face directly to the other person. Maheshwari's research, and Gill (2015) explained that by being given assertive training, the results obtained improved interpersonal communication on the nurse. Al'Ain and Mulyana (2013) mentioned that using assertive training techniques can improve the ability of HIMA members. This research method is to conduct assertive training on 7 employees. There are 6 sessions in conducting BE ASSERTIVE training, which is session I "Assertive Communication", session II "How Assertive Am I?", Session III "Role Play Assertive, Aggressive, and Passive", Session IV "Openness and Expression", Session V "Honesty and Self-Defense", and session VI "Courage and Poster". The results of SPSS data management on different test results done on the pre-test score and post-test show that asymp. Sig (2-tailed) = 0.018 < 0.05. This shows that there is a difference between the pre-test score and the post-test of assertive to the participants. Suggestions for companies, ie companies should facilitate employees by providing training. With the training can provide benefits for companies to develop the company better.

**Keywords:** Assertive Training

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### Introduction

In this globalization era, it is time for the advancement of each country, especially in the field of multimedia. By following the development in the field of multimedia, a country should not get behind the modern era. In the field of multimedia referred which are LCD, projector, finger print, layout, and backdrop. Thus, Indonesia has many companies that sell multimedia products. In Surabaya, there are many companies that sell multimedia. One of the companies that sell multimedia products is CV X.

CV X company has sales division, HRO, official manager, operational, accounting & finance, and creative communication. In the sales division, there are 25 employees, 11 employees of HRO, 3 employees of the official manager, 43 employees of operational, 10 employees of accounting & finance, and 10 employees of creative communication. Hapsari and Retnaningsih (2007) define employees as one of the most important elements in a company. If the company has no employees, then the company will not be able to run. Each company has different conflicts. In CV X, conflicts arise from the employees in every division. The rising conflict is that employees with their superiors tend to communicate passively, in addition, employees with inter-department tend to avoid direct communication.

Based on the above interviews, the conflicts that occur in employees in CV X is a communication problem between employees or interpersonal. Interpersonal communication involves at least two people who have different attributes, values, opinions, attitudes, thoughts, and behaviors (Rachmat, 2007). Lolli (2013) defines interpersonal communication as communication involving two or more people, face to face directly to the other person.

Maheshwari's research and Gill (2015) explained that by giving assertive training, the results obtained will improve the interpersonal communication in the nurse. Al'Ain and Mulyana (2013) mentioned that using assertive training techniques can improve the ability of HIMA members. Assertive training can improve interpersonal communication in CV X company. Therefore, providing assertive training can minimize the communication conflict between employees.

Beddel dam Lennox (1997) state that assertiveness will support interpersonal behavior that will simultaneously strive to satisfy individual desires as closely as possible, as well as considering the wishes of others, for it not only rewards oneself but also others. Eskin (2003) explains that most assertive definitions emphasize the direct expression of feelings, and thoughts in interpersonal contexts. The definition of assertive is the ability to communicate what is wanted, felt, and thought of others while maintaining and respecting the rights and feelings of others (Rini, 2001).

Based on the findings described, in order to improve the issue, BE ASSERTIVE training should be conducted. Training was chosen because it is an effective way for sharing knowledge (Noe, 2004). Expecting that the target of the training is the employees in CV X who are able to apply the knowledge, as well as the skills acquired in this training to behave assertively at work.

### Method

The subjects were 20 employees of CV, but only 7 employees attended the training until the completion. The training was held for two days, Tuesday and Wednesday, 24 and 25 November 2015 at 10:00 to 17:00 pm. The training method is done by using lecture method, case discussion, audio visual using picture display, role play, games. There were 6 sessions in assertive training: Session 1 (Assertive Communication), Session 2 (How Assertive Am I?), Session 3 (Role Play Assertive, Aggressive, and Passive), Session 4 (Openness and Expression) Session 5 (Honesty and Defend), session 6 (Courage and Poster). Learning evaluation is done by using the pre-test and post-test questionnaire at the beginning of training and at the end of training.

### Result

#### Results of Learning Evaluation

Here are the results of the pre-test and post-test evaluation of the trainees:

No.	Name	<i>Pre-test</i>	<i>Post-test</i>	Change
1.	IWENK	47	50	+3
2.	ANDRI .S.	44	48	+4
3.	IDA	48	52	+4
4.	NIA S.	49	51	+2
5.	HESTY K.	51	57	+6
6.	TEGUH S	51	56	+5
7.	GUNTUR	52	60	+8
TOTAL		342	374	32

The table above shows the results of the evaluation that there is an increase in pre-test and post-test results on 7 subjects, increasing between 2 up to 8.

#### The Result of SPSS

#### Wilcoxon Signed Ranks Test

Ranks

	N	Mean Rank	Sum of Ranks
postest - pretest	0 <sup>a</sup>	.00	.00
Positive Ranks	7 <sup>b</sup>	4.00	28.00
Ties	0 <sup>c</sup>		
Total	7		

a. postest < pretest

b. postest > pretest

c. postest = pretest

Test Statistics<sup>b</sup>

	postest - pretest
Z	-2.371 <sup>a</sup>
Asymp. Sig. (2-tailed)	.018

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Result of SPSS show asymp. Sig (2-tailed) = 0.018 < 0.05 means there is a difference between the pre-test and post-test score of the trainee. It can be concluded that the training given to the participants was successful.

### Discussion

The results of SPSS data management on different test results done on the pretest score and post-test show that asymp. Sig (2-tailed) = 0.018 < 0.05. This shows that there is a difference between the pretest score and the post-test on assertive to the participants. This assessment is

considered successful enough to improve the knowledge and skill of the participants. This means that participants change from not knowing and less knowing to knowing and have the ability to improve the assertive behavior. In theory, the research conducted by Maheshwari, and Gill (2015) explained that by giving assertive training, then the results obtained improve interpersonal communication. In addition, research Al'Ain and Mulyana (2013) mentioned that by using assertive training techniques interpersonal skills can be improved.

The results of pre-test score of 7 subjects obtained a moderate score, then post-test score obtained from 4 people (Iwenk, Andri, Ida, Nia) got a medium score and 3 people (Hesty, Teguh, Guntur) got a high score. Setting the score of 4 subjects is influenced by the characteristics of the subject namely the four subjects have high school education background. According to Syahbana (2011), one of the factors that shape the assertive ability is the level of education, individuals who have higher education level tend to be able to behave assertively compared with individuals who have lower education.

Characteristics of subjects with high school education as much as 6 people and S1 as much as 1 person. Subject gender: female (3) and male (4). Division of human resources officer, operational, warehouse, front office and finance. Work duration of participants starting from 3 - 10 years.

From the observation result seen on the whole subject that is: eye focus forward to the trainer when explaining the material, subject listening material when the trainer explained, body position strictly facing the trainer. Confusion is seen in sessions 4 and 5 where the subjects should draw about themselves and also during the debate (defend themselves) participants tend to be passive. This is seen on the subject named Iwenk, Nia, and Andri. The subjects that actively participate in the debate session are Ida, Hesti, Guntur, and Teguh. Two subjects named Ida and Hesty always play mobile phones during sessions 4 and 5.

According to Alberti, R.E. & Emmons, K.L. (1982) tips to be assertive as follows: (1) Eye Contact - make sure the person is looking at others in front of him and not looking down. (2) Body Posture - try to be firm with people. Stand or sit upright, but not stiff. (3) Voice Tone, Inflection, and Volume - when talking to the other person, the individual can use the tone of voice (happy, sad, angry) based on the topic being discussed. In addition, the emphasis on syllables, and the volume is also important to note. From the 10 tips above, there are only 3 tips that can be seen from

the observation. Most of the participants do eye contact when listening to the explanation of trainer in each session, they make eye contact when giving the argument in the debate session.

Body posture can be seen during role play sessions where all participants can perform their respective roles when the person gets assertive roles the participants show a robust body posture, passive body posture like bowing down when role play session started. Aggressive body posture is seen during role play, where Guntur is challenged by putting a hand on the waist. Voice is seen on their loud and clear voices during the debate.

### **Conclusion**

Based on this research, it can be concluded that: (1) there is a difference between assertive pre-test and post-test score of the participant. Pre-test score from 7 subjects obtained moderate score and increased in post-test score obtained from 4 people where they got a medium score and 3 people got a high score. (2) This shows that there is a difference between the pretest score and the post-test on assertive to the participants. (3) the level of education subject with a score from medium to high has SMA and S1 (Strata 1) as their level of education, where the subject is able to behave more assertive than others. (4) from the observation result seen on the whole subject that is: eye focus forward to the trainer when explaining the material, subject listening material when the trainer explained, body position strictly facing the trainer.

After knowing the result and conclusion of the research, the writer conveys the suggestion for the company, that is: (1) Observing from the employee's characteristic there are many employees who have lower educational background, thus the company should facilitate the employees by giving the training. Giving training can provide benefits for companies to better develop the company. (2) Training can serve as an intervention for employees to reduce conflict in communication among employees. Training can provide new insights for employees.

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### **Declaration of Interest**

The authors report no conflicts of interest in this work.

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## Correlation Between Work Family Conflict Self-Efficacy, Supervisor Support And Spouse Support With Work Family Enrichment On Female Worker In Tourism Sector

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### Abstract

This study was aimed at examining the correlation between work family conflict self-efficacy, supervisor support and spouse support with work family enrichment. Work family enrichment is one of the benefits from taking the role in the family and work domain. For female workers, working could have a positive effect on their families, and vice versa, a positive effect in family could be gained from their good work life. The factors influencing work family enrichment were including work family conflict, supervisor support, and spouse support. The results from this study showed that: (1) there is a significant correlation between spouse support, supervisor support and work family conflict self-efficacy with work family enrichment ( $F = 28.158$ ;  $p < 0.001$ ;  $R^2 = 0.176$ ). (2) work family conflict self-efficacy has the strongest association with work family enrichment ( $F = 44.201$ ;  $p < 0.001$ ;  $R^2 = 0.100$ ), followed by supervisor support ( $F = 36.503$ ;  $p < 0.001$ ;  $R^2 = 0.055$ ) and spouse support ( $F = 28.158$ ;  $p < 0.002$ ;  $R^2 = 0.021$ ). Participants in this study are suggested to keep maintaining good correlation with their superior and husband. For the company, it is suggested to have a good work design (the systems of shift work, leave policy and length of time to work) to support female workers.

**Keywords:** Work Family Enrichment, Work Family Conflict Self-Efficacy, Supervisor Support, Spouse Support.

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### Introduction

In this globalization era, there are quite lots of roles done by women. A big number of women even do or execute men's jobs. The reason why women work and do a variety of roles is economic factor. The involvement of women in Bali Province in executing jobs from 2010 up to 2015 is shown in The Statistical Board of Bali Province as follows: 43.19% in 2010, 41.32% in 2011, 39.50% in 2012, 41.79% in 2013, 44.36% in 2014, and 45.46% in 2015. For single women, the situation gives them opportunity to step their careers and to do self-actualization. They

state their life's goals as reaching their ambition or dreams, being top performer in their workplace, having highest position, getting good salary, having international networking and tight working hours. For married women, the situation is vice versa. They are in dilematic ambience if they want to step their carriers for they have their roles as wives and housewives (Mazdalifah, 2012).

Many researches found out that the overlapping roles as wives-housewives and stepping carriers may lead to negative conflict (Sabil & Marican, 2011). The conflict may cause women to stop woro king or diforce in the marriage for there is no work- family balance.

According to Russel, someone can feel the opportunity to get the good quality of life through working (stepping carrier). The jobs with a large otonomy can provide space for someone to be creative and improving psychological well-being). Carlson, Kacmar, Wayne, & Grzywacz (2006); Greenhaus and Powell ( 2006); Rohani and Fatimah (in Sabil & Marican, 2011) stated that there are benefits of family and jobs which are called work family enrichment. This work family enrichment is a term used to describe the positive effect in which the people who work can have their families, and families can have the jobs. Futher, Greenhaus and Powell (2006) stated that work family enrichment is defined as the extend of experience in a certain role can improve the quality of life.

Based on the interview above, it was found out that Ms. Ami who works can have a number of benefits, like: experiences the situation where she can mentally train to face various problems arised from both the works and family, can support family's life, can implement knowledge and skill she got in the college in the work place. In the contrary, Ima has to resign in order that she can look after her kid. She doesn't have any supports from her husband to work. It can be concluded that Ami, age 42 can get a number of benefits from her jobs that can influnce her family's life. Ima, on the other hand, choose to stop working for she can not deal with caring of her kid while working.

It is important to do research about work family enrichment. Women who work have capibility in overcoming problems in the workplace (i.e in the office) may also able to handle their family's problems. They are keen in time management, let say, for gathering with family, looking after their children, and capable in accomplishing office duties.

According to Hennessy (2007), there are three factors which influence work family enrichment, as follows: (1) work family conflict; is a conflict of overlapping roles, forexample, one

who involves in one role, like job, may get conflict when he/she does other role, such as caring of his/her familys. (Greenhaus & Beutell, 1985); (2) work family self-efficiency which is defined as self believe system or capability to manage job/work-family conflict (Cinamon, 2003). (3) society/community support which is defined as sources that can reduces the negative effect of stress sources, improve health and welfare. (Adam, King & King, 1996; Carlson & Parreewe, 1999).

From those three factors above, the researcher only takes two of them as the research objects/topics, namely: work family conflict self-efficiency and community support. The research conducted by Zhang, Ayman, and Korabik (2011) found out that the support from leaders were the most effective aspect in reducing WIF conflict and the support from spouse were the most effective aspect in reducing FIW conflict.

In the Indonesian community context, spouse support has the crucial role in understanding the work family conflict dynamic, especially for women who works/carrier women. Getting “permission and support” from spouse to work is important in Indonesian culture. Spouse support can reduce work family conflict, so the women who work feel convinient in working, and even can actualize their potentials optimally. (Artiawati, 2004). Other than, social support in workplace can create a more positive working environment for the employees, and this ambience may come from several different sources, like: fiends or supervisor (Carlson & Parreewe, 1999).

Based on the above background, this research will reveal the problem, is there a correlation between work family conflict self-efficacy, supervisor support, and spouse support with work-family enrichment in working mother in tourism sector?

### **Method**

Research subject of 400 employees who work in tourism sector in Nusa Dua Bali, taking technique from participants used in this research is purposive which cover the characteristic research. Respondents characteristics are women who married have children ages 21 years and lives together.

Method of collecting data used in this research were interview for the prior survey and the questionnaires for gathering the quantitative data. The opened questionnaire was applied for revealing participants identity. The questionnaire of work-family enrichment (18 aitem) was created by Carlson *et al* (2006). The questionnaire of work family conflict self efficacy (10 items) was written by Cinamon (2003). Both questionnaires were adapted into Indonesia language by the

authors. The questionnaire of supervisor support (5 item) and spouse support (5 item) were created by Antani and Ayman (2003) and one item was added by the Project team of 3535, then were adapted by Artiawati (2012).

This research use the technique of Alpha Cronbach refer to idea of Malhotra (in Jayanti 2010), the instrument (all indicators) is considered reliable enough if the score Alpha Cronbach bigger than 0.7 ( $\alpha \geq 0,7$ ). Normality test is done by using *Curve Fit Estimation*, with the provision  $p > 0.05$ . Hypothesis testing is done by using multiple regression analysis because in this research there are more than one independent variable.

### Results

Results on reliability analysis of the questionnaires used are as following:

Tabel 1. Results on Reliability Analysis

No.	Variabel	Alpha Cronbach	Status
1.	Work Family Enrichment	0.910	Reliabel
2.	Work Family Conflict Self-Efficacy	0.848	Reliabel
3.	Spouse Support	0.852	Reliabel
4.	Supervisor Support	0.886	Reliabel

The four variables (WFE, WFC-SE, spouse support, and supervisor support) have alpha cronbach value  $> 0.7$ , meaning that each item is reliable.

Hypothesis is done with multiple regression analysis seen in the following table:

Table 2. Multiple Regression Analysis

No.	Variable	R	Rsquare	F	p	Status
1.	Work Family Conflict Self-Efficacy, Supervisor Support, and Spouse Support with Work Family Enrichment	0.419	0.176	28.158	0.001	H1 is accepted

Table 2 Major hypothesis test shows that Rsquare obtained 0.176 means Work Family Conflict Self-Efficacy, Supervisor Support, and Spouse Support has a role of 17.6% in explaining Work Family Enrichment. Value  $R = 0.419$ ;  $F = 44.201$  and  $p = 0.001 < 0.05$  where H1 is accepted. There is a significant correlation between Work Family Conflict Self-Efficacy, Supervisor Support, and Spouse Support with Work Family Enrichment.

### Discussion

The test result on hypothesis showed that there were significant correlation among work family conflict self-efficacy, supervisor support, and spouse support with work family enrichment ( $F = 28.158$ ;  $Rsquare = 0.176$ ;  $p < 0.001$ ). This finding supported the research of Hennessy (2007), supports and work family conflict self-efficacy have positive relationship with work family enrichment, in the other hand, work family enrichment was a mediate that able to influence work and family satisfaction. Work family enrichment is a positive result in managing family-work (Greenhaus & Powell, in Hennessy, 2007).

Variable such as work family conflict self-efficacy, supervisor support and spouse support is contributing as much as 17,6% for the work family enrichment ( $Rsquare=0,176$ ), meaning there are other factor (82,4%) that could help to explain the work family enrichment phenomenon, such as optimism. According The Conservation of Resources (COR), the theory by Hobfoll (in Fung, Ahmad & Omar, 2012), cited that anyone could reduce their stress with having motivation to expand their human resource. The human resource which mentioned is divided into object, condition, personal characteristic, power and social support.

Aside from the COR, model of work family enrichment is explained that inside the enrichment itself, there are also important source of human resource for solving any problem. According by Greenhaus and Powel (Fung *et al*, 2012), cited that *model of* work family enrichment have five element in itself such as (1) interpersonal skill, coping skill, respecting individual differences, (2) psychologist and physically resource (self-efficacy and optimism), (3) social-capital (influence, information), (4) flexibility (flexible work-schedule), (5) material (salary and bonus).

Based of previous point which already mentioned, it can be concluded that there are significant correlation between work family conflict self-efficacy, supervisor support and spouse support with work family enrichment which is being tested for solving the research problem, it's

objectives and support hypothesis entirely. Work family conflict self-efficacy having the strongest role for explaining work family enrichment, followed by supervisor support, and spouse support being the last and have minor importance. Work family enrichment is influenced by other factor such as optimism and resource which is model of work family enrichment.

### **Conclusions**

According to the study can be concluded that there is significant correlation between work family conflict self-efficacy, supervisor support, and spouse support with work-family enrichment. After knowing the result of this research the writer recommend to companies: (1) the company should give the support in making the schedule for working mother. (2) The company should give effective permission so working mothers can make balance in their work-family life.

### **Acknowledgement**

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### **Declaration of Interest**

The authors report no conflicts of interest in this work.

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## How People In Denpasar View Health Services And Officer In The Community?

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### Abstract

Healthiness is a primary needs for human being. This consideration is a based line of government policy toward national budgeting on health services in Indonesia. In 2016, 5.05% of national budgeting was distributed for health services and facilities around the country. Health services need excellent system and execution. Human resources, including doctors, nurses, psychologist, health administrator, and laboratories are the core task forces in the systems. The aim of the study was to examine people evaluation toward health facilities and performance of the health officers in Denpasar. The study was qualitative research using constructive realism approach. The number of respondents was 108 Denpasar citizens who have experiences in health services in Denpasar. Three open-ended questions were asked related to the research question. The data were analyzed by open coding analysis. The study found four themes which described people evaluation toward the performance of health officers, which are the physical attributes, trait, the quality of services, and the ability of fulfill people needs. The results can be model of the standardization of health services in Denpasar as well as feedback for continues improvement in health officers performance.

**Keywords:** *constructive realism, health services, performance evaluation*

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### Introduction

Health services have become people's primary need. The World Health Organization (WHO) establishes health as the third target of the Sustainable Development Goals (SDGs) agenda, which is to ensure healthy lives and promote well-being for all at all ages. In line with the third goal of SDGs, improving the quality of health services for every citizen becomes one of the

development programs proclaimed by the Indonesian government. Improving health services is part of the strategic management to achieve quality health services, and customer satisfaction is the key to measuring the quality of health services.

The quality of health services is determined by the extent to which the health services provided are able to meet patients' expectations (e.g. Derebe, Shiferaw, & Ayalelu, 2017; Tesfaye Balaghi, Moghadami, Joulaei, & Zare., 2016). Further, Khan et al. (2017) state that patients are the main stakeholders in the modern perspective on health services. Therefore, measuring patients' satisfaction of health services is essential to assist policy makers in identifying factors which relate to improvement in health services by taking into account patients' feedback. If patients do not get health services that can satisfy their needs or expectations, they may switch to services that are better able to meet their needs. In some cases, more patients turn to private healthcare, which may be more expensive, but are perceived to be more comfortable and able to meet the needs of patients (e.g. Derebe et al., 2017; Diana, Hollingworth, & Marks, 2013).

There are two main issues relating to the quality of health care, the first being technical health care quality and the second being perceived health care quality. Alhassan *et al* (2015) found that focusing only on improving the technical aspect of health care may not lead to an optimal result in the effort to improve the service quality. It is vital for health services to take into account patients' perceptions, experiences, and rate of satisfaction in relation to the services provided. One of the elements of health services is the competence of health personnel. Health personnel are at the forefront of health services. No matter how good the health care system and infrastructure are, if the health personnel do not possess adequate competence, skills and attitude in providing services, the quality of the service will decrease. Aggrey and Appiah (2014) found that the behavior of health personnel is the second consideration for patients in recommending services to their relatives and contacts. Health personnel's behavior which can affect patients' rate of satisfaction are skills being possessed, respect for patients, ability to deal with complaints, attention to privacy and confidentiality, being friendly, responsive to patients' questions, having empathy with patients' problems, and being able to provide accurate information required by patients (e.g. Aggrey & Appiah, 2014; Moradi, Balaghi, Moghadami, Joulaei, & Zare., 2017).

Based on the above explanation, this study aims to determine the people's assessment of health personnel. The study was conducted in Denpasar with 108 respondents who have had an

experience with health services in their community and are not working as health personnel, clinical staff or supporting staff.

### **Method**

This research is a qualitative research using the perspective of constructive realism. This method is used in indigenous psychology research. The basic concept in this study is indigenization from within which seeks to build new theories, concepts, and methods through the basic information extracted and collected from the environment or context in which psychological phenomena arise. This initial information is believed to be the source of science. This method believes that in psychology the concept must be broken down into real life experiences. If the concept is not broken down into real experiences or typical behavioral indicators, its psychological characteristics will diminish. Understanding of context becomes important in constructive realism.

This study aims to dig further into the people's assessment of health services and health personnel in their environment which they made through their experiences. The research questions in line with the said aim of the study are:

1. How is the people's assessment of the trait, behavior, and appearance of current health personnel?
2. What kind of ideal traits, behavior, and appearance should be displayed by healthcare personnel from the people's perspective?
3. What do the people need from health personnel and services?
4. Have people's needs related to health personnel and services been fulfilled?

There are 108 respondents in this study and they are domiciled in Denpasar. The data were collected randomly considering several criteria in choosing research respondents, i.e. aged over 20 years old, not working as health personnel either as clinical staff or supporting staff, having had experience with health services, and domiciled in Denpasar. The data were collected through surveys consisting of two parts, namely the respondents' personal data and the open-ended question section that aims to answer the research questions. The collected data were then analyzed using an open coding analysis technique to find the main themes associated with the research questions.

### **Result**

The majority of the sample members or as many as 55 people or more than 50% of the total sample are in the age range above 30 years. The number of female respondents is more than that

of the male respondents, which is 52% of the total number of respondents. Only 41% of the respondents have higher education. A total of 69% of the respondents are employed. The respondents shared about the reasons or the complaints they have that caused them to seek health services, which among others are neurological disorders, sight, hearing, joints, and vision problems. A total of 34% of the respondents revealed that their complaints and illness disrupt their daily activities causing them to experience loss of concentration, difficulty in moving, and fatigue.

Table 1. Characteristics of the Sample

Characteristics	Number	Percentage
Age		
< 30 Years old	53	49%
> 30 Years old	55	51%
Education		
Primary and Secondary Education	63	59%
Higher Education	45	41%
Sex		
Male	52	48%
Female	56	52%
Occupational Status		
Employed	75	69%
Retired	3	3%
Unemployed	30	28%

Overall, the people's assessment of health personnel in their neighborhoods is not very positive. This can be seen from the answers given relating to the traits and behavior of health personnel, among others: being unpunctual, slow, arrogant, uncommunicative, careless, partial, indifferent, bureaucratic, money oriented, hasty, unfriendly, impatient, uninformative, rude, unprofessional, too serious, grumpy, and not total in doing their work.

**People's assessment of the traits, behavior, and appearance of health personnel**

Overall, the people’s assessment of health personnel in their neighborhoods is not very positive. This can be seen from the answers given relating to the traits and behavior of health personnel, among others: being unpunctual, slow, arrogant, uncommunicative, careless, partial, indifferent, bureaucratic, money oriented, hasty, unfriendly, impatient, uninformative, rude, unprofessional, too serious, grumpy, and not total in doing their work.

**Ideal traits, behavior, and appearance that should be displayed by health personnel**

From the respondents’ answers to the open-ended questions provided in the questionnaire, it is revealed that there are a number of ideal traits, behavior and appearance which according to the respondents should be possessed by health personnel. According to Table 2. Ideal Traits, Behavior, and Appearance of Health Personnel, ideal traits that related to health personnel are open-minded, friendly, cheerful, polite, humble, calm, friendly, humorous, kind, objective, understanding, soft-hearted, wise, tolerant, accurate, assertive, patient, disciplined, confident, honest, intelligent, and diligent. Beside ideal traits, respondents also mentioned ideal appearance that health personnel should be performed, such as clean, healthy, neat, not using excessive accessories, having an ideal weight, tall, attractive, fragrant, wearing uniform, wearing glasses, modest, look educated, and not tattooed or pierced. Health personnel are expected to show a number of professional behavior within their services, namely serving, educating, showing empathy, skillful, responsible, attentive, professional, resourceful, careful, helpful, spirited, respectful, communicative, and punctual.

Table 2. Ideal Traits, Behavior, and Appearance of Health Personnel

<b>Traits</b>	<b>Behavior</b>	<b>Appearance</b>
Open-minded	Serving	Clean
Friendly	Educating	Healthy
Cheerful	Showing empathy	Neat
Polite	Skillful	Not using excessive accessories
Humble	Responsible	Having an ideal weight
Calm	Attentive	Tall
Friendly	Professional	Authoritative
Humorous	Resourceful	Attractive
Kind	Careful	Fragrant

Objective	Helpful	Wearing uniform
Understanding	Spirited	Wearing glasses
Soft-hearted	Respectful	Modest
Wise	Communicative	Looks educated
Tolerant	Punctual	Not tattooed or pierced
Accurate		
Assertive		
Patient		
Disciplined		
Confident		
Honest		
Intelligent		
Diligent		

**What people needs from health personnel and health services**

Overall, what people need from health personnel and health services includes quality of services and quality of medical personnel. The quality of medical personnel is related to the competence and traits that health personnel must possess. Table 3. People’s needs shows the various requirements of ideal health services and medical personnel.

Table 3. People’s needs

Quality of Service	Quality of Medical Personnel	
	Competence of Medical Personnel	Traits of Medical Personnel
The existence of BPJS services	Being Informative	Skillful
The adequate number of health personnel	Providing solutions	Trustworthy
Dissemination of information on health	Trained	Courteous in speaking
Adequate equipment	Easy to understand	Protecting

Adequate facilities	Providing right prescription	Creative and innovative
Counseling and specialists are available	No malpractice	Sincere
Pharmacies available	Experienced	Conscientious
Free health examination	Professional	Serving well
In line with the procedures		Empathetic
Comfortable waiting rooms		Responsible
Simple administration system		Hardworking
Affordable costs		Attentive
Timely service		
Adequate quality of medical personnel		

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Of all the respondents, 43% considered that their needs were not fully accommodated by the existing health services in their environment, and 36% of the respondents considered that the existing health services were able to meet their needs. The non-fulfillment of the needs of the people is due to the fact that the primary health facilities are considered inadequate in terms of physical infrastructure and services. Doctors' competence is inadequate in making diagnosis and prescribing. In addition, the healthcare personnel' traits are also part of the highlights. Some unfavorable assessments are among others the unfair treatment by health personnel when dealing with patients of different socioeconomic status, unfriendly and non-empathetic service, overly fast and instant service, some health personnel underestimating patients' problems, and working half-heartedly. The bureaucracy in health services is the reason for the low public satisfaction with healthcare services. This bureaucracy includes referral systems that do not take into account the patients' situation and condition, long and complex BPJS services, and the convenience of healthcare services. A total of 8% of the respondents considered that health services, especially private hospitals have been better in terms of providing services to patients. Meanwhile, there are 13 respondents who did not give their assessment.

### Discussion

Patients' satisfaction has become a crucial subject in strategic management studies in the health industry. Patients' rate of satisfaction depends on how well the healthcare services they get

can meet their expectation. These two variables, namely experience and expectation are the variables that make up the mutual trust, compliance, and decision to continue treatment (e.g. Derebe et al., 2017; Moradi et al., 2017).

The most powerful predictor of improving the satisfaction of health services is the behavior of health personnel (Moradi et al., 2017). The behavior of health personnel becomes the second thing to be considered by patients when recommending healthcare services to their relatives and family (Aggrey & Appiah, 2014).

This study found that respondents gave generally negative assessments of the health personnel in their neighborhoods. These results are in line with the study on patient satisfaction of health services conducted by Khan et al. (2017) in Gujarnwala District where most respondents in the study were not satisfied with health personnel who were considered disrespectful to patients and did not create a convenient environment for patients. Basically, the respondents in this study had positive ideal pictures of health care personnel. When the reality which they experience is not in line with the ideal pictures they have, they may feel dissatisfied.

What respondents need in health personnel and health services reflects technical factors and perceived quality care. Commonly needed services include a simple and timely service system, varied range of services, effective and efficient cost, access to medicines, insurance services, facilities and infrastructure, and the convenience of the premises. Accessible and timely services, efficient cost, availability of medicines, the presence of counseling services, and the convenience and hygiene of healthcare services become the variables that can increase the satisfaction with health services (Aggrey & Appiah, 2014; Derebe, et al, 2017). In terms of cost, most patients who do not pay for treatment are more satisfied with healthcare services compared to those who pay (Tesfaye, et al, 2016).

Most of the respondents in this study considered that the existing health services in their surrounding had not yet accommodated the needs of the patients. This is due to several factors, namely inadequate primary health facilities, lack of competence of health personnel, and the bureaucracy of BPJS services. The primary service in question mostly covers the nearest clinics in the patients' environment. A number of studies have found that the quality of primary health services, especially in developing countries, so far has not met the requirements to be categorized as a quality health service (Alhassan & Amponsah, 2016). The health personnel's competence becomes a very crucial aspect. The competence should cover both clinical and non-

clinical aspects. The incidents of malpractice become a bad precedent for the quality of health services. Other things related to the competence in the clinical aspect are the ability of health personnel to make the right diagnosis and provide the right prescription. Amukugo & Nangombe (2017) highlighted important aspect to be considered in order to deliver good quality of health care services is the motivation of health personnel. Adequate training and workshop with related to improvement of health personnel competencies will increase aptitude and capabilities to respond to patient's demands.

The issue of national health insurance, namely BPJS, still poses a dilemma in Indonesia. The author is of the opinion that BPJS has a good system, yet awareness should be raised and dissemination of information or rollout sessions should be continually conducted so that people have a better knowledge with regard to BPJS system and procedures. An important thing to be used as a reflection and material for the subsequent study as well as to be taken into account by stakeholders is the respondents' assessment which considers that private healthcare practice or services have improved in terms of accommodating the needs of patients. This result is in line with many studies that have already been conducted in developing countries and most countries with similar health problems to what Indonesia has (e.g. Alhassan et al., 2015; Alhassan & Amponsah, 2016; Diana, Hollingworth, & Marks 2013; Fesseha, Alemayehu, Etana, Hailelassily, & Zunene 2014; Killaspy et al., 2016; Tesfaye et al., 2016). The public perceives that private health services are more qualified, although for the quality, patients have to pay higher. This feedback can be used by related parties to continually **improve** the public health services. Furthermore, Dominic, Sashidhara, & Nayak (2015) mentioned that people evaluation toward the quality of health services will give an impact to health seeking behavior. People will rely more to private practice than public health service due to the better quality that private practice delivered within the community.

### **Conclusion**

Based on the results and discussion, some conclusions that can be drawn for further study are:

1. Respondents generally have unfavorable assessment of the trait, behavior, and appearance of health personnel in their environment.
2. Respondents have a number of ideal pictures of positive traits, behavior, and appearance of health personnel.
3. When the ideal pictures differ from the reality experienced by the respondents, they may feel dissatisfied.

4. The respondents' needs relating to health include the needs for quality of service, competence of medical personnel, and ideal traits possessed by medical personnel.
5. Most respondents think that the services that they got did not meet their needs.
6. Some respondents think that private services are better than public services in providing health services.

The above conclusions serve as a reference in the form of feedback for improvement of health services in Denpasar and Indonesia as general. The feedback could be applied for health personnel' recruitment and selection process, working culture improvement, as well as quality improvement on health facilities.

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### **Declaration of Interest**

The authors declare that they have no competing and any conflict of interest.

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## The Relevance And Effectiveness Of Social Skills And Autonomy Training For Young Adult With Autism For Support In Daily Living: A Description Of Single Case Study

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Pusat Terapi Terang Bangsa

### Abstract

The relevance and effectiveness of social skills and autonomy are important for young adult with autism which afford for support in daily living. The aim of this study is describing case of young adult with autism which must intensively training about social skill and autonomy after the death of his father. Qualitative method used in its where the researcher as a participant observer involve as a subject therapist for implementation of Individual Educational Program (IEP) which sort of kinds are training about social skills and autonomy. Participant is a young adult with autism which the only son of owner shop at Purwodadi. After his father died, subject must live and learn the boarding of therapy center at Semarang. During there, subject given an IEP which arranged by team. The relevance and effectiveness of IEP was tested when subject was return home for help his mother because the two helper of his mother was leave the shop. After one month, the researchers visited him. The results of its, he's able do some task of autonomy day living and able to help at shop, although surely remembered.

**Keywords:** *autism, autonomy, case study, social skills, young adult*

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### Introduction

Independent living is one of the skills of a person in his life. Self-sufficiently, a person is able to provide for his or her life. At least sufficient basic needs. Like the ability to care for themselves: dress, eat, health care and hygiene. One of the requirements to acquire good skills in one's self skills must be able to make communication and social interaction. The ability to communicate and interact is necessary because it supports a person in fulfilling his or her desires and needs. Individuals with autism also experience the same thing. In fulfilling the survival and needs of his life he must also be able to be independent. But just as characteristic of the individual autism, which has a barrier in communication and social interaction, so the possibility to independently and meet the needs of his life hampered (DSM V– APA, 2013).

To overcome these problems, individuals with autism must be trained in social skills because social skills are needed to communicate and interact with others primarily to meet the needs of their lives (Atwood, 2007; Autism Ontario, 2011; Taylor et al, 2012). In short, it can be said that the ability to care for oneself and meet the needs of self is the basic ability that must be owned by autistic individuals (Wicks-Nelson & Israel, 2003). By having these basic skills, the goal is that the autistic person can: meet his daily needs by minimizing help, having an orderly and orderly manner, being able to maintain personal and environmental health, be able to adapt to the surrounding environment and social situation, and be able to keep self as well as avoid from situations that are not convenient or threatening (Hayati in Sutadi et al, 2003). Skills training that can be done to improve the ability are: improve two-way communication, compliance, improvement of behavior patterns, self-care skills, and socialization with the surrounding environment (Herbert, 1995; Hayati, 2003; Hewart in Gerhart, \_\_; Rao et al, 2008; Cotugno, 2009).

A skill training program that interacts and meets the daily needs of life that can be given are: how to communicate properly when needing food, visiting others, asking about directions, what to do or what can be helped, teaching on how to dress appropriately and hygiene (British Columbia-Ministry of Education-Special Programs Branch, 2000). All these programs can be done effectively, because subjects are taught about the knowledge of social skills through the means of learning directly and passing roleplay (Atwood, 2007 ;Dennings, 2007; Mitchell et al, 2010).

Pusat Terapi Terang Bangsa, Semarang has been doing so for nearly 20 years in educating T, the subject with social skill and daily living training especially to become autonomy or independent. The result is that subjects are capable of self-care and socialization. His capable of social communication and social interaction is good enough with others. It became a challenge when T's father dies. In his daily life, T's father is a shopkeeper who everyday has to take T from home to school that is 50 km more. Since no one escorted it was decided T stay in school with boarding system. Challenges are getting heavier when T's mother asks T to be discharged because she needs help because her two helper are out.

The question is, can T apply his ability to be independent when at home with minimal supervision from the teacher or therapist? Can the mother cope if problems arise in regard to behavior, ability in social skills and ability in independence of daily life, such as washing, ironing, eating, self-care and hygiene? Based on this case, the purpose of this case study is to know and

describe how the effectiveness and relevance of education/ outcome of therapy is done at home only with the mother.

### **Method**

The method for this case used the observation of subject behavior and interviews to the subject's mother, related to her behavior and application his skills at home. The Participant of this case was T. A young adult autism (25th years, male) and the only boy of his parents. He was treated since the age of 7 years, by the therapist (second author) and colleagues until now. His intellectual ability is below average. Total IQ is 56 by Weschler Scale. From that score of intelligence, he have tendency to experience weakness of intelligence, but able to be educated up to High School level for Special Needs. His train conditions at school while in dormitory, should always be supervised and reminded by the therapist/ teacher when performing daily duties related to self-care or when interacting with others.

### **Result**

The results of the study can illustrate that after a month of staying at home for being asked to go home to help the mother at home. T can still demonstrate the ability of his independence, such as washing and ironing his own clothes, feeding himself, taking care of himself like a bath or other hygienic activities, although sometimes still need to be reminded

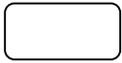
This indicates that the social skills training and self-sufficiency program in meeting the daily needs is proven to be effective and relevant; considering that the subject is the only child of a deceased father and a mother no longer young.

Note from observations and interviews is that T is also capable of social communication although the form looks negative: When asked by his mother to pick up something that people buy, T sometimes refuses. Some daily activities are also sometimes not done regularly. During visits, the therapist's team must remind, provide cognitive feedback and provide a written schedule and prohibitions or rules to be followed by T.

As shown in the figure of how examples of daily living training programs are run and the result after visiting at T's home.

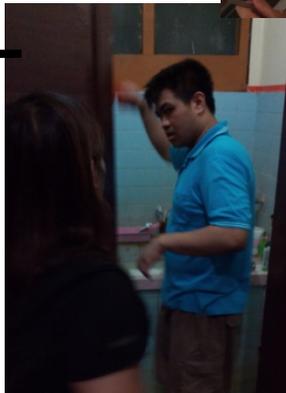
**Running Program:**

- a. go to restaurant with team. T thought to order food
- b. visiting other. T thought how to have interaction and communication with other even to a child
- c. T thought give a greeting to someone he knew.



**RESULT:**

- a. sometimes, T must reminded again how to take a proper shower
- b. he still can order the food, but with a little help
- c. he can washing cutlery,



The example of how the team running programs for T and how the result after visiting at home.

### **Discussion**

The study results show that the program is effective and relevant but there are notes that some activity or behavior should be warned. This shows that with the exercise routine of social skills then one day will come out in accordance with the situation faced despite minimal supervision Bandura (in Goslin, 1969; Crain, 2007; Smith & Berge, 2009).

Related to the thing to be reminded, this is in accordance with the research of Cooper, Plaisted-Grant, Baron-Cohen, Simons (2016) that autistic individuals have difficulty in remembering and monitoring internal and external things from past events.

### **Conclusion**

The conclusion of the question raised from this case is that T is able to remember and do what is trained to him. Despite minimal supervision from the teacher or therapist. It can be seen when the therapist team visits and conducts interviews and observations. From the results of the visit also found that although able to remember and do what is taught, T is sometimes reminded, because some other daily activities sometimes not done properly. This indicates that the parent or mother should be even stronger in handling the T when at home.

### **Acknowledgement**

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### **Declaration of Interest**

“The authors report no conflicts of interest in this work.”

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## Sibling Relationship Quality Among Out-Of-State-Students At Faculty Of Psychology Universitas Padjadjaran

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Ashri

### Abstract

Young adults generally have closer relationship with their friends compared to their siblings. Their need to reach higher education causes one to live away from their siblings. Geographical location is not significantly connected with the characteristics of sibling relationship, one can still keep in contact with their sibling through text message, phone calls, and by meeting up despite their location (Stocker, 1997). In this study we examine the sibling relationship quality by distributing the Adult Sibling Relationship Quality Questionnaire to 103 participants who live in different states or countries from their siblings. The factor structure of the ASRQ indicates that sibling relationship in early adulthood were characterized by 3 independent dimensions; warmth, conflict, and rivalry. The participants result showed a moderate level of adult sibling relationship quality; 61% in warmth, 47% in conflict, and 68% in rivalry.

**Keywords:** *out-of-state students, sibling relationship quality, young adults*

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### Introduction

One of the developmental tasks of a young adult is to develop interpersonal relationships. The period of identity searching still occurs in the early adulthood phase, especially in terms of love and career. Individuals begin to develop their relationships from their family to a wider social environment by living a more independent life. In addition, the need to pursue higher education, work, form a family, and the desire to gain new experiences causes individuals to live further away from their family and relatives.

However in some studies, early adults will still feel close to their relatives even though they live far apart because of work or studying abroad. The individual's closeness to their siblings relates to the age of the individual itself (Pulakos, 1989). There are also other factors that influence the closeness of siblings that live distantly apart. Among them are the age and health of their siblings, the amount of income, transportation facilities, travel cost and time, and other activities. These factors can affect the intensity of meetings between siblings (Cicirelli, 1982). According to

Stocker's 1997 journal article entitled "Sibling Relationship in Early Adulthood", the geographical distance is not significantly related to the characteristics of sibling relationship. In adulthood, siblings can determine the amount of interaction they have. Even if they do live far away from their other siblings, adults can stay in contact with their siblings through exchanging messages, calling and meeting each other on a regular basis.

Sibling relationship according to Cicirelli (2006), in the Encyclopedia of Aging 4<sup>th</sup> Edition is described as the total interaction (including action, verbal, and nonverbal communication) of two or more individuals sharing the same parent, as well as knowledge, perceptions, attitudes, beliefs, and feelings of one another from the time they realized the existence of their siblings. Bhurmester & Furman presents four dimensions of sibling relationship, warmth, relative power/status, conflict, and rivalry (in Brody, 1996). However, the relative power/status dimension is no longer seen in the quality of sibling relationship in early adults (Stocker, 1997). Warmth is the feeling of affection, accepting, making communication and contact, and feeling close empathetically. In early adulthood, people vary in expressing their affection to one another. Some people give and show affection to their siblings when they are at a certain stage of development, such as when they marry, start a new family, starting a new career and in some cases caring for elderly parents

Relative power/status relates to power in which one sibling has greater power or status than the other sibling. In childhood, power is closely related to the sibling's age, the older sibling usually has more power over others. It is still unclear in individuals that who are in their adulthood. In adulthood, the cognitive and social development between individuals and their sibling are pretty similar compared to when they were in their childhood. This shows that age is not a major factor in power differences that arise. However, the power difference during childhood can still have an effect up until adulthood.

Conflict explains that there is no warmth and one sibling tries to dominate the other. Conflict involves aggression, violence and excessive control. Unlike in childhood, conflicts are more rarely found in sibling relationship when individuals are in adulthood as each one has to maintain contact with one another, especially if they live apart from their siblings. Individuals who have good relationship or low level of conflict with their sibling in childhood tend to maintain contact with their siblings as they grow older.

Rivalry relates to siblings that grow together has a feeling of competing with their siblings to get resource and attention from their parents. As with the dimension conflict, rivalry between

siblings when in adulthood is rarer compared to when in childhood, especially in terms of competing to get attention from parents.

### **Method**

The variable measured in this study is sibling relationship quality, which is divided in three dimensions; warmth, rivalry, and conflict based on the Sibling Relationship Theory from Buhrmester and Furman. The research was conducted at the Faculty of Psychology Universitas Padjadjaran with 103 participants involved. Among them were the students of class 2014, 2015, and 2016. The sampling technique used is purposive sampling, which is sampling based on sample criterion which has been determined by the researcher. The characteristics of the sample used in this research are:

1. Students of Faculty of Psychology Universitas Padjadjaran class of 2014, 2015, and 2016
2. Have siblings who are at least 17 years of age
  - a. Represents as a nomadic student, meaning
    - i. Left his/her hometown meaning the areas outside the city of Bandung, the regency of Bandung, the regency of West Bandung, the city of Cimahi, the city of Sumedang, and the regency of Sumedang
    - ii. In accordance with his own will
    - iii. Has been outside his/her hometown for a long or short period of time
    - iv. Has a goal to pursue higher education
    - v. Intends to return home

The researcher determined the sample by spreading the initial data questionnaire in advance to encompass the sample that meets the criteria.

This research uses the Adult Sibling Relationship Questionnaire compiled by Stocker (1997) based on the dimensions of sibling relationship of Buhrmester and Furman. The questionnaire used in this study has been converted into Bahasa Indonesia by Anggi Q. Sihotang in 2014. Additional questions were used as supporting data including sibling age, sex of siblings, distance of respondent's residence with siblings, frequency of contact with siblings and what media is used to communicate, frequency of meeting with siblings, and time spent with siblings during the holidays.

The research procedure begins with the selection of participant in each class that fits the criteria. Then the researcher gave an informed consent to the participants. For the participants that

have filled in the informed consent and are willing to take part in the research, the questionnaire is handed out to them. Of the 103 samples that were selected, all filled out the informed consent and were willing to participate in the research by completing the Adult Sibling Relationship Questionnaire.

The data was then processed using SPSS 21, then the average score of the respondents were described, standard deviation, also the lowest and highest score of the respondents as a whole and per dimension. The whole score and score per dimension of sibling relationship quality was categorized into three, low medium, and high, in accordance with the ideal norm obtained from the ASRQ scale.

### **Result**

A total of 103 students were willing to be a participant of this research. The participants consisted of 22% male and 78% female. As many as 43% of participants think of their siblings that are the same sex, while 57% think of their siblings that are a different sex with them. The age difference between respondents and their siblings they think about ranged from 1 year to 17 years, with an average of 4,06.

All of the participants domiciled in a different city with their siblings. Some participants live in different islands with their siblings. The period of time participants meet with their siblings were diverse, ranging from every week to every year. However, the majority of participants still communicate with their siblings despite being in different cities. Most of the participants use WhatsApp and Line as a media to communicate with their siblings. Phone calls, SMS, Skype, Instagram, and Facetime are also used as a media for participants to communicate with their siblings. The frequency of communicating with their siblings ranges from every day to at least once a month.

Based on the data collected, the average score of the respondents obtained was 241,34 with a maximum score of 316, a minimum score of 163, and the standard deviation of 31,736. The total score was categorized into three categories based on the ideal norm as the following:

Table 1. Category of Sibling Relationship Score

Category	Score Range
Low	76 – 177
Medium	178 – 279
High	280 – 380

The ideal norm was obtained by calculating the likelihood of the largest score minus the smallest possible score, then divided into three to generate three categories

Based on these categories, it was found that the majority of participants as many as 86% were categorized in the medium category, 12% were categorized in the high category, and 2% were categorized in the low category.

Whereas when seen in each dimension, in warmth there were 2% that belong in the low category, 61% in the medium category, and 37% in the high category. In the conflict dimension, 1% that belong in the low category, 47% in the medium category, and 52% in the high category. In the rivalry dimension there were 29% that belong in the low category and 68% in the medium category.

Table 2. Dimension of Sibling Relationship

	<i>Warmth</i>	<i>Conflict</i>	<i>Rivalry</i>
Low	2%	1%	29%
Medium	61%	47%	68%
High	37%	52%	-

### Discussion

Based on the results, it was found that the majority of participants as much as 86% got categorized in the medium category. This means that the score is not too high but not too low. This

finding fits Stocker's statement in his journal entitled "Sibling Relationship in Early Adulthood" in 1997, that geographical distance is not significantly related to the characteristics of relationships with siblings.

The participants were young adults which were in the family development stage that is Families Launching Young Adult. Although they live outside of their main house to pursue education, individuals in the young adult phase can determine the intensity of interaction with their family and siblings to maintain their relationship between them. They also keep in contact by exchanging message through social media, calling, and meet up in their time off.

The warmth dimension was predicted to dominate the quality of sibling relationship in young adults. Meanwhile, the dimension conflict and rivalry are not considered to be particularly prominent in sibling relationships in young adulthood. Young adults that live separately from their siblings can measure and determine the frequency with which they communicate with their siblings. Conflict can be avoided because of the distance (Stocker, 1997). This statement does not suit the result of this research in students that live apart from their siblings. The percentage of participants in the high category of conflict dimension is 52% which is higher than those included in the warmth dimension which had an amount of 37%.

In the rivalry dimension, no participants were in the high category. This result suits Stocker's previous research, where the rivalry dimensions of young adult's sibling relationship were not very noticeable. This is because they no longer live with their parents, so they do not need to get parents attention for attention and affection (Stocker, 1997).

### **Conclusion**

Based on the conducted research, it can be concluded that the sibling relationship quality among out-of-state students at the Faculty of Psychology Universitas Padjadjaran is in a medium level with the number of 86%. This finding fits Stocker's statement in his journal entitled "Sibling Relationship in Early Adulthood" in 1997, that geographical distance is not significantly related to the characteristics of relationships with siblings. If seen per dimension, the dimension conflict in the high category shows a number of 52% which is higher than the warmth dimension in the high category which shows a number of 37%. This does not fit Stocker's research that states; young adults that live separately from their siblings can measure and determine the frequency with which they communicate with their siblings. Conflict can be avoided because of the distance (Stocker,

1997). Conflict among participants can be explained as arguments and little opinion disagreement they usually have with their siblings when they have the time to meet up.

#### **Declaration of Interest**

The authors report no conflicts of interest in this work

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## Analysing Internet Addiction And Its Psychological Risk (Depression, Anxiety, Strerss, And Loneliness) Among Undergraduate Students Of Uin Malang

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### Abstract

This study investigated the relationship of internet addiction with depression, anxiety, stress, and loneliness in 166 UIN Malang undergraduate students. The participants were randomly selected to complete internet addiction test, DASS-42 (Depression, Anxiety, Stress Scale), and UCLA Loneliness scale. Pearson correlation coefficient used to determine the relationship between internet addiction and depression, anxiety, stress, and loneliness. Result showed that there is correlation between internet addiction and depression ( $r = 0.324, p < 0.05$ ), anxiety ( $r = 0.394, p < 0.05$ ), stress ( $r = 0.391, p < 0.05$ ), dan loneliness ( $r = 0.187, p < 0.05$ ). Manova result showed that there is differences score between internet addict group and non-addict group. T-test performed to investigated the differences of mean between male and female for internet addiction. Result showed that male was higher mean then female. Demographic result and implication of this study are discussed in full paper.

**Keyword** : internet addiction, depression, anxiety, stress, DASS, loneliness.

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### Introduction

The development of Technology especially in informatics technology has brought us to an era where the internet has become a necessity for people today. Internet has changed our lives in ways we may never realize before. In addition to changing the way we communicate from sending a letter to short messages, the internet also provides very much information and is accessible to all human beings. In the other word, the internet brings many benefits to our lives.

According to a survey conducted by the Indonesia Internet Service Association (Asosiasi Penyelenggara Jasa Internet Indonesia (APJII) ) in 2016 noted that 132.7 million Indonesian

citizens are internet active users. It means that almost half of Indonesia's population has become an active internet user. In 2015 there are approximately 38.40% of households in Indonesia have internet access at home. This value is significantly increased compared to the year 2010 which is only about 14.83%. Increasing internet users in urban areas is much larger than the area of rural areas. In urban areas during 2010-2015 there was an increase internet access ownership in home by an average of 5.92% per year, while in rural areas around 3.47% (Susenas in BPS, 2015).

In the APJII (2016) survey also found that Students is one of the most internet users in Indonesia and social media is the most frequent internet content access by internet users in Indonesia. The use of the internet at universities has increased very rapidly. The use of the Internet in the academic field was originally devoted to learning and research but now the Internet has become a very important need for all levels of society.

Some example of the benefit of internet that we use today is in long distance communication, especially communication between countries. If in the last 50 to 60 years a separated family between countries must send a letter to communicate, today separated families across countries because of their work is no longer difficult to communicate, with the internet connection they can use video call applications or send messages using instant messaging applications Such as WhatsApp or Line. Moreover another benefit brought by the internet is the development of mobile applications that simplify the work. One example is the application of online transport such as Go-Jek in Indonesia by bringing various features that can help people do various things like order ojek, food delivery, cleaning the house and so forth. There are also online trade applications such as *Tokopedia* online shopping that connects buyers and sellers in one platform with ease of transaction.

In addition to offering a positive impact by providing ease access to get what we needs, according to some research, the internet also brings a negative impact (Siomos et al., 2012). One of the negative impacts brought about by internet usage is the phenomenon called internet addiction. This phenomenon has been studied by many scientists in the last two decades. This internet addiction has close similarity to other types of addiction which means having physical or psychic attachment to certain things like drugs, alcohol, among others (Aghili & Aliniya, 2013).

Internet addiction is a new phenomenon for clinicians and psychologists. When first introduced by Young in his research, this theme sparked controversial debates from both clinicians and academics. Some opinions of the debate state that only physical substances ingested to the body could be termed "addictive". On the other hand the definition of "addictive" should be used only for drug cases (Young, 1999). Another element that goes into this internet addiction debate is that unlike reliance on harmful chemical elements, the internet actually offers many benefits and is not something to be criticized.

There is still no standardized definition to define Internet addiction (Ostovar et al., 2016; Chou et al., 2015) and consequently the term internet addiction is used interchangeably with another term such as compulsive internet use, problematic internet use, and the internet Use disorder, among other (Ostovar et al., 2016). Some researchers mention that the term internet addiction is not yet fully recognised as an established disorder and the controversial debate is still on-going (Lam, 2014). Addiction in any form is traditionally associated with uncontrolled impulses, often accompanied by loss of self-control, preoccupation with use and keeping up with usage despite problems with the cause (Young, 2004).

Although there is still much debate, by referring to pathological gambling in the Diagnostic and Statistical Manual of Mental Disorder - Fourth Edition (DSM-IV) as a model, internet addiction can be defined as an impulsive-control disorder which does not involve an intoxicant (Young, 1996). Young then developed an eight-item scale to diagnose Internet addiction based on the diagnostic criteria of pathological gambling in the DSM-IV. Furthermore, Young created 20-item questionnaire based on the criteria for both compulsive gambling and alcoholics (Whang et al., 2003).

Young also proposes diagnostic criteria for Internet Addiction in which withdrawal, poor planning abilities, tolerance, preoccupation, impairment of control, and excessive online time are the core symptoms of Internet addiction. Excessive internet use is defined as when the internet is used as the basis for timelessness and severely disrupting people's lives (Younes et al., 2016).

Phenomenologically there are at least three subtypes in internet addiction that is excessive gaming, sexual preoccupations (cybersex), and e-mail or messaging. Someone with internet

addiction might be using the internet for a long time, closing themselves off from other social contacts and focusing more on the internet than real life (Weinstein & Lijoyeux, 2010).

Young found that 58% of students experienced poor learning habits, poor grades, or school failures due to excessive internet use (Young, 2004). He also pointed out that there are several factors that play a role in student internet abuse: free and unlimited internet access, huge blocks of unstructured time, newly experienced freedom from parental control, no monitoring or censoring of what they say or do online, full encouragement from faculty and Administrators, social intimidation and alienation, a higher legal drinking age (Young, 2004).

Many studies have discussed the factors related to the internet addictive behavior. Internet addiction reported has negative correlation with positive aspects of psychological health (self-esteem and satisfaction of life) and has positive correlation with negative aspects of psychological health such as depression, anxiety, stress, and loneliness. The study also found that addictive Internet use is gender sensitive and that the risk of Internet addiction is higher in males than in females. (Ostovar et al., 2016; Younes et al., 2016 ). But another study found that there is a mild negative correlation between loneliness and internet addiction. On the other hand no gender differences was found in terms of internet addiction and loneliness level. The result suggest that students addicted to the internet have significantly lower rates of loneliness (Hasmuajaj, 2016).

Whang et al., (2003) found that the Internet Addiction scale showed a strong relationship with dysfunctional social behaviors. More internet addict tried to escape from reality than Possibly internet addict group and Non-addicts group. When they got stressed out by work or were just depressed, IA group showed a high tendency to access the internet. The IA group also reported have the highest degree of loneliness, depressed mood, and compulsivity compared to the other groups. The IA group seemed to be more vulnerable to interpersonal dangers than others, showing an unusually close feeling for strangers. Ha & Hwang (2014) in their study using multiple logistic regression analysis found that three psychological health indicators including poor self-rated health, subjective unhappiness, and depressive symptoms were significantly related with Internet addiction in boys and girls.

Another research showed the results indicated that cyber bullying, cyber pornography and internet addiction present significant positive effects on physical and mental health of individuals;

internet addiction has a significant moderating effect on the relationships among cyber bullying, cyber pornography, and physical and mental health of individual (Yu & Chao, 2016).

Another study resulted that after controlling for the effects of shared associated factors and watching violent TV programs, adolescents with Internet addiction were more likely to have aggressive behaviors during the previous year. The association was more significant among adolescents in junior high schools than in senior high/vocational schools. Online chatting, adult sex Web viewing, online gaming, online gambling, and Bulletin Board System were all associated with aggressive behaviors (Ko et al., 2009).

In physical effect, researchers suggest that addictive gaming might be associated with poorer quality of sleep. Result further indicated that problematic internet use was associated with sleep problems including subjective insomnia and poorer quality of sleep (Lam, 2014). Adolescents with internet addiction were more likely to have substance use experience, High novelty seeking, high harm avoidance, and low reward dependence predicted a higher proportion of adolescents with internet addiction (Ko., et al, 2006). The presence of problematic internet use or internet addiction was also significantly associated with suicidal ideation and depression (Park, Hong, Park, Ha, & Yoo, 2013).

Ebeling-Wite., et al., (2007) in their research found significant correlations between shyness, internet use, and personality traits. Shyness scores were associated with problematic internet use, that is, using the internet to decrease a perceived deficit in their real-life social network by establishing virtual friendships online, to relieve feelings of loneliness and depression, and to avoid instead of attend to stressful matters at hand.

University students with problematic internet use may exhibit symptoms of impaired physical health, psychological distress, anxiety, attention deficit and hyperactivity disorder, and behavioral problems (e.g., substance abuse and behavioral addictions, aggression, self-injurious behaviors) (Li, O'Brien, Snyder, & Howard., 2016).

The aim of the research was to investigate: 1) correlation between internet addiction, depression, anxiety, stress, and loneliness; 2) assess the differences in the effects of internet use on depression, anxiety, stress, and loneliness between internet addict and non-internet addict groups among UIN Malang undergraduate students; 3) assess the gender differences among male and female on internet addict group. We hypothesize that internet addiction has positive correlation

with four other variable (i.e. depression, anxiety, stress, and loneliness). We also hypothesize that there is difference effect value of internet addict on other four variable and there is also difference value between male and female in internet addict group.

## Method

### Sample

Research participants were undergraduate students of Universitas Islam Negeri Malang which is active internet users. The total number of study participants was 166 undergraduate students with 37.3% male students (62 students) and 62.7% female students (104 students). The age of the study participants ranged from 16 to 23 years.

### Instrument and Measurement

*Internet Addiction Test (IAT)*. IAT is a scale that measures internet addiction. This instrument developed by Young that contains 20 items and is divided into six indicators or subscales (salience, excessive use, neglect of work, anticipation, self-control, and neglect of social relationship). Each item is measured using six Likert scales, ranging from 0 (never) to 5 (very often / always). Score 100 as the maximum value that means with the higher IA score shows the more one's addict to the internet.

*Depression Anxiety and Stress Scale 42 (DASS-42)*. DASS-42 contains 42 items and measures three dimensions separate from negative emotions that include depression, anxiety, and stress. Each of the three dimensions has 14 items and each item is judged using four Likert scales ranging from 0 (Not me at all, or never.) to 3 (Very appropriate to me, or very often). DASS-42 Scale is a translation of DASS-42 English to Indonesian language translated by Damanik which has been tested the reliability and validity of the scale.

*UCLA Loneliness Scale Version 3*. Loneliness is measured using UCLA Loneliness Scale version 3 scale which has 20 items. This scale uses four rater-scale ranges ranging from 1 (never) to 4 (often or always). This scale has the value of favorable items (11 items) and unfavorable (9 items).

The researchers performed Pearson correlation test to find the correlation value between internet addiction and other variables (depression, anxiety, stress, and loneliness). Manova was performed to find the differences effect value of internet addiction on depression, anxiety, stress, and loneliness in internet addict group and non internet addict group. t-test was also applied to assess the difference mean score between male and female in the internet addict group.

### Result

In the present study, Pearson correlation was use to find the correlation between internet addiction, depression, anxiety, stress, and loneliness. Table 1 shows the result from Pearson correlation test between internet addiction with depression ( $r = 0.324$ ,  $p < 0.05$ ), anxiety ( $r = 0.394$ ,  $p < 0.05$ ), stress ( $r = 0.391$ ,  $p < 0.05$ ), and loneliness ( $r = 0.187$ ,  $P < 0.05$ ). From these results we can see that there is a relationship between internet addiction with depression, anxiety, stress and loneliness. This means that along with increasing depression, anxiety, stress, and loneliness score, it will also increase the internet addiction score on the subject of research.

Table 1. Pearson Correlation Result between Internet Addiction, Depression, Anxiety, Stress, and Loneliness.

	<b>Int addiction</b>	<b>Depression</b>	<b>Anxiety</b>	<b>Stress</b>	<b>Loneliness</b>
<b>Int ADD</b>	1				
<b>Sig.</b>					
<b>Depression</b>	.324	1			
<b>Sig.</b>	.000				
<b>Anxiety</b>	.394	.760	1		
<b>Sig.</b>	.000	.000			
<b>Stress</b>	.391	.725	.795	1	
<b>Sig.</b>	.000	.000	.000		

	<b>Int addiction</b>	<b>Depression</b>	<b>Anxiety</b>	<b>Stress</b>	<b>Loneliness</b>
<b>Loneliness</b>	.187	.562	.447	.497	1
<b>Sig.</b>	.016	.000	.000	.000	

On the other hand, the table also showed that depression has positive correlation with anxiety and stress with a high correlation value (anxiety  $r = 0.760$ ,  $p < 0.05$ , stress  $r = 0.725$ ,  $p < 0.05$ ). This means that the higher the depression score will be followed by the high score of anxiety and stress on the subject. A positive relationship with a high correlation value was also found in anxiety with stress ( $r = 0.795$ ,  $p < 0.05$ ) which means higher anxiety score followed by high stress score on the subject. While for loneliness variable have relation with enough value with depression ( $r = 0.564$ ,  $p < 0.05$ ), anxiety ( $r = 0.447$ ,  $p < 0.05$ ), and stress ( $r = 0.497$ ,  $p < 0.05$ ), which means higher depression score, Anxiety and stress experienced by the subject then it will be high as well as the loneliness score on the subject.

From these results, researchers found that there is correlation between Internet addiction with four other variables although the value of Pearson correlation test is not too large. The correlation value of internet addiction with anxiety is greater than the correlation value of other variables ( $r = 0.394$ ,  $p < 0.05$ ). On the other hand, the smallest correlation value is found in the correlation between internet addiction with loneliness ( $r = 0,187$ ,  $p < 0.05$ ).

After the Pearson correlation test, Manova test performed to determine the effect of independent variable (internet addiction) to four dependent variable (depression, anxiety, stress and loneliness). Independent manova test was conducted to determine the difference of internet addict and non-internet addict groups in four dependent variables. The results of the manova test show that in internet addict groups have increased levels of depression, anxiety, stress, and loneliness compared with non-Internet addicted groups: Trace Value (0.152), Wilk's Lambda (0.848), Hotelling's Trace (0.179), and Roy's Largest Root (0.179), ( $P < 0.05$ ) is found on the internet addicted group and non-internet addicted group (Table 2).

Table 2. Manova Analysis of Internet Addict and Non-Addict Group Analysis

Value		DF	EF	Sig
Pillai's trace	0.125	4	161.0	0.000
Wilks' Lambda	0.848	4	161.0	0.000
Hotteling's Trace	0.179	4	161.0	0.000
Roy's largest Root	0.179	4	161.0	0.000

The F value for this study showed: depression ( $F = [7.209] = 19.150, P < 0.05$ ), anxiety ( $F = [7.209] = 28.192, P < 0.05$ ), stress ( $F = [7.209] = 21.637, P < 0.05$ ), Loneliness ( $F = [7.209] = 5.326, P < 0.05$ ). The mean dependent variable value (depression, anxiety, stress, and loneliness) of the addicted Internet group is higher than the mean value in the non-internet addicted group (Table 3).

Table 3. Anova Result Of Interaction between Internet Addiction on Depression, Anxiety, Stress, and Loneliness.

	Internet addicted group M (SD)	Non internet addicted group M (SD)	Mean square	F	Sig.
Depression	10.87 (7.744)	6.07 (6.281)	954.380	19.150	0.000
Anxiety	14.11 (6.653)	8.84 (6.105)	1150.519	28.192	0.000
Stress	16.40 (7.396)	11.22 (6.953)	1115.641	21.637	0.000
Loneliness	44.64 (8.329)	41.68 (8.193)	363.537	5.326	0.022

T-tests were performed to see differences in male and female in internet addict group in four dependent variable (i.e. depression, anxiety, stress, and loneliness). These results show that there is difference mean value between male and female in the internet addict group of four dependent variables (i.e. depression, anxiety, stress and loneliness). The t-test results showed that male had higher mean scores on all variables compared with females but the difference did not

show any significant difference between male and female in the four variables ( $p$  depression > 0.05,  $p$  anxiety > 0.05,  $p$  stress > 0.05, and  $p$  loneliness > 0.05). (Table 4).

Table 4. Result of t-test between male and female on internet addict group regarding depression, anxiety, stress, and loneliness.

Variable	Male M (SD)	Female M (SD)	p
Depression	12.46 (8.61)	9.48 (6.69)	0.323
Anxiety	15.02 (6.20)	13.31 (6.98)	0.682
Stress	16.97 (6.95)	15.91 (7.80)	0.171
Loneliness	45.08 (7.23)	44.26 (9.24)	0.171

### Discussion

The main goal of this study was to investigate the correlation value, difference score between internet addict and non-internet addict group and to assess the difference of mean score between male and female in the internet addict group on the four other variables (i.e. depression, anxiety, stress, and loneliness). Pearson's correlation test was use to assess relationship between internet addiction and depression, anxiety, stress and loneliness. We found positive correlation between internet addiction with other variable, depression ( $r = 0.324, p < 0.01$ ), anxiety ( $r = 0.394, p < 0.01$ ), stress ( $r = 0.391, p < 0.01$ ), dan lonelines ( $r = 0.187, p < 0.05$ ) (Table 1). This suggest that internet addiction is correlated with depression, anxiety, stress and loneliness where the increase the score of internet addict will increase the other variable score. Although the relationship value of loneliness was small then other variables, there is still have a correlation score with a significant level ( $p < 0.05$ ).

The result also found that the mean score on stress, depression, anxiety, and loneliness among internet addicts group were higher than those of non-addicts group. This findings proposed that the more addicted a person is to the internet, the more depressed, anxious, stressed, and lonely the person is (Table 3). This result was consistent with the result of previous research carried out

in Iranian students which reported a positive relationship between Internet addiction, depression, anxiety, stress, and loneliness (Ostovar et al., 2016; Younes et al., 2016).

Result from t-test shows that there is difference mean value between male and female in internet addict group on the four other variables but the difference value between male and female is not significant ( $p > 0.05$ ) (Table 4). Similarly, previous research have shown that internet addict are not gender sensitive or no significant differences in term of internet addiction between gender (Ainin, Jaafar, Ashraf, & Parveen, 2016; Aghili & Aliniya, 2013). This finding contradicts Ostovar et al.'s (2016) finding whereby males are found to be more tend to internet addiction than females. This difference findings in t-test could be related to cultural differences between research subjects, the difference purpose for using internet access, and socio-demographic characteristic of the research subject. Although there is no significant differences between male and female in internet but male group have higher mean on the four research variables (i.e. depression, anxiety, stress, and loneliness) compared to female group.

The findings of this study add empirical evidence to the existing literature in respect of the relationship between internet addiction, depression, anxiety, stress, and loneliness. However, further research is required to prove more strongly result about the relationship between internet addiction, depression, anxiety, stress, and loneliness. In addition to the survey research, perhaps further research can be designed using experiments study to obtain better results of t-test that examine gender differences between male and female in internet addiction. The research further also have to find better empirical effect result and also difference value of internet addict and non-internet addict group by looking at the effects of treatment.

### **Conclusion**

This study aims to find the correlation value between variables of the research (i.e. internet addiction, depression, anxiety, and stress), find the difference between internet addict and non-addict group on the four dependent variables (i.e. depression, anxiety, stress, and loneliness) and to find the difference between male and female in internet addict group. The result showed that there is significant correlation between internet addiction, depression, anxiety, stress, and loneliness. Although the correlation values are small but it still useful to explain the result of the study. The result from manova showed difference mean between internet addict group and non-internet addict group on the four dependent variables. T-test result show the difference mean

between male and female in the internet addict group on the four dependent variable but the difference between male and female is not significant.

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### Declaration of Interest

The authors report no conflicts of interest in this work.

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## The Development Of Learning Module Of *Differentiated Instruction* towards The Students With Special Needs In The Inclusive School, Yogyakarta City

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### Abstract

This research aims to develop the module of *differentiated instruction* for the teachers of inclusive school in Yogyakarta City. The research used *research and development* method. The steps used in the development of this module were initiated through the need analysis and study of literature that referred to the principle of *differentiated instruction* of Tomlinson (2000). Meanwhile, the *focus group discussion* was conducted to 19 teachers of inclusive school located in Yogyakarta. From the result of the need analysis that has been conducted, it can be concluded that the teachers in the inclusive school need a comprehension on the characteristics of students with special needs and need a specific learning for the students with special needs from the perspective of learning climate, learning content, learning process with any media and various assessment products. Therefore, based on the result of the need analysis that has been done, a module of *differentiated instruction* has been developed for the teachers in the inclusive schools referred to the concept of Tomlinson (2000).

**Keywords:** *differentiated instruction, inclusive school, students with special needs*

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### Introduction

The concept of inclusive school refers to a school involving the students with special needs to learn together with the students in general. The principle developed in an inclusive school refers to the principle of *least restrictive environment* in which the students with special needs are encouraged to socialize with a wider environment (Mangunsong, 2009). Surely, this would bring some impacts on many things that must be prepared such as to create the warmth for the students and must be able to accept any differences, and teacher also must have a competence to support, and the learning process must be adjusted with the needs of the students. Referring to that matter,

it then becomes one of tasks for a Special Assistance Teacher in an inclusive school to create an effective learning process. It means that the Special Assistance Teacher should have a competence to be able to optimize the competence of both regular students and students with special needs (Rachmawati & Nu'man, 2015).

Based on the international document, the statement of Salamanca and the Action Frame in the Education of Special Needs (Sunaryo, 2009), it is mentioned that the principle of inclusive school is that all students should study together without being disturbed with any inequality that they might have. An inclusive school must know and respond the different needs of students accommodate any learning acceleration and styles and guarantee a qualified education to all students through the accurate curriculum, good organization, accurate choice of learning strategy, the optimal use of resources, and establishment of partnership with society surrounding. There should be a continual support and service that is in line with the special needs found in each school.

In consideration to above explanation, the availability of learning environment to respond any needs of learning among different students comes to be important. A learning environment viewed effective to fulfil the needs is through the use of instruction practice that can allow the students to learn and develop based upon their competence (Corno, 2008). *Differentiated instructionis* viewed as an approach that is quite promising in responding the variety of the competences among students in the class to develop in accordance with their competence. *Differentiated instructionis* defined a strategy to respond any variety in preparedness, interest, and profile of student learning (Tomlinson *et al*, 2003). Furthermore, Tomlinson, *et al*. (2003) mentioned three differentiated learning aspects: *content*, *process*, and *product*. Meanwhile, Roy, Guay and Valois (2012) defined *differentiated instructionas* a variation and adaptive learning approach to adjust the competence of students by using a systematic procedure to monitor the academic progress and data based decision making.

A number of researches showed a positive impact on teachers in implementing the approach of *differentiated instructionin* teaching. The research of Noble (2004) revealed that by implementing the approach of *differentiated instructionin* teaching, there would be any improvement of self-confidence among teachers about their competence in teaching the students that have the different level in their cognition. In addition, a teacher is expected to keep on practicing to be more creative and flexible in implementing the learning approach of *differentiated*

*instruction*. Danielson (2008) revealed that the *differentiated instruction* is correlated with the professionalism of teacher. An effective teacher would concern with the variety of learning needs of students and use a teaching approach of *differentiated instruction*. The teacher in turn would be more competent, creative and become a professional teacher.

The implementation of *differentiated instruction* also requires a Special Assistance Teacher to be able to do any assessment on the various competences of students. Such assessment is needed to make the Special Assistance Teacher able to determine the variation of instructions in accordance with the needs of the students. The assessment on the students can be done by any ways, one of which is by using the questionnaire. A research by Rachmawati and Nu'man (2015) found that the instrument to measure the aspect of interest, learning preparedness, and learning profile of students with the subject of teachers in the inclusive school that assess the students with special needs (for the instrument of students) and the competence of teachers. Thus, it can be concluded that those instruments can be used to improve the competence of teachers in inclusive school in the further phases (Rachmawati & Nu'man, 2015).

It was then found that the assessment tool allowed the researcher to have a base to make a development of module in making the *differentiated instruction*. The module of *differentiated instruction* is expected to be able to lead the Special Assistance Teacher to achieve the competence expected in doing the more effective learning process.

The steps to be taken by the researcher to test the effectiveness of designed module were by involving the *professional judgment* and giving training to the teachers using the module that has been made based on the results of *professional judgment*. The training aimed to observe the effectiveness of training using the module of teaching model that has been made different to improve the efficacy of teachers.

### **Research Objective**

This research aimed to develop the module of *differentiated instruction* for the assistance teachers of Student with Special Needs in the inclusive school.

### **Literature Study**

### Teaching of *Differentiated instruction*

Tomlinson (2000) stated that *differentiated instruction* is an approach that allows the teacher to think about teaching and learning that appreciate the diversity and can be translated into practice in the class with many ways. Meanwhile, the teaching of *differentiated instruction* requires the teachers to think about how the different learning in the class is built.

There are five principles in the teaching of *differentiated instruction* as stated by Tomlinson (2000):

- a. *Quality curriculum* in which the teachers formulate the qualified curriculum
- b. *Ongoing assessment* in which the teachers collect the information and seek the way to lead the learning based on the competence of students.
- c. *Respectful task* – teacher consistently gives assignment based on the level of preparedness, interest, and learning tendency of students
- d. *Flexibel grouping* – teacher flexibly accommodates the students to have an opportunity
- e. *Building community* – teacher creates a learning community that makes students happy, comfortable, accepted and supported in learning

There are four elements needed to be concern in the teaching of *differentiated instruction*, Tomlinson (2000):

- a. *Content* – it is related to what is needed to be learned by students or how the students can get the learning information
- b. *Process* – it includes the activities in which the students are involved to understand, master and have the fact, key, concept and skill from learning materials.
- c. *Product* – it is an assignment used to show what has been learned, understood, and possible to be done by students as the learning output.
- d. *Learning environment* – the description of how a class works and interact to each other

In addition to concern with the elements of the *differentiated instruction* teaching, teacher needs to concern with the following characteristics of students in implementing the *differentiated instruction* teaching. Tomlinson (2000):

- a. *Readiness* – it can be the readiness in knowledge, understanding or certain skill in each of different students

- b. *Interest* – it is related to the interest, curiosity, and involvement in activities or topic that is viewed interesting
- c. *Learning profile* – based on sex, culture, learning style, or tendency of intelligence.

### **Training on the Teaching of *Differentiated Instruction***

Silberman (1998) stated that training is a model of development that can enhance the professional performance. The research of Gibss and Coffey (2004) on the training for teachers revealed an enhancement in the competence in teaching. An effective teacher will pay attention towards a diversity of needs in learning among students, do the teaching of *differentiated instruction*, and finally becomes more competent, creative, and professional (Danielson, 2008). In more specifically, Noor (2010) stated that by giving training on the *differentiated instruction* teaching, the competence of teacher in implementing the *differentiated instruction* will have a significant improvement. This shows that by giving such training to the teachers, the competence in teaching the diverse students in an inclusive school could be improved.

Tomlinson and Kalbfleisch (Lawrence-Brown, 2004) stated that a teacher is responsible for the students either based on the level of readiness, some types of interest, or based on the variation of learning profiles of students. Therefore, Lawrence-Brown (2004) added that teaching with the method of *differentiated instruction* is one of support of teaching method that can accommodate the competence of the diverse students to obtain learning in line with the ability of students in a general class.

## **Method**

### **Respondents**

Respondents in this research were 19 teachers in the Primary Inclusive School located in Yogyakarta City. It included six teachers from Primary School of Bangunrejo 2, seven from Primary School of Karanganyar, and six teachers of Primary School Taman Muda Ibu Pawiyatan.

### **Research Method**

Research method used in this research was *research and development* (R & D). Gall, Gall & Borg (2003) stated that the method of *research and development* is a research method used to find out the design of product or a new procedure conducted by implementing the research method of field test, evaluation, and again find the product or procedure that meets the criteria of

effectiveness, quality, or standard. There were 10 steps conducted in the research with the method of *research and development* in accordance with Borg and Gall (1983), including: *needs assessment*, planning, development of initial product format, validation of initial product, revision of product in the first phase, product testing, product revision, field experiment, final product revision, and dissemination and implementation.

Therefore, based on the 10 phases delivered by Borg dan Gall, it would be shortened into seven phase to be conducted in this research including:

1. Needs Assessment

This phase was conducted by using the method of library research and field study. The aim of the needs assessment was to observe the teaching competence among teachers in the inclusive school related to the *differentiated instruction*. This phase was also aimed to portray the existing learning environment such as the physical environment of class, also including identifying the learning media and curriculum being used.

2. Module Planning

The next phase was planning and drafting the module referring to the results of needs assessment that has been previously done. The content of module consisted of purpose, time required, tools and materials, procedure, and worksheet and material in each meeting. Once the module was prepared, it was then continued by doing a test on the validity of content including the aspects of content feasibility, language and delivery.

3. Initial Product Validation

The next step was by conducting the test on the module that has been made through the test on the content validity conducted by *professional judgment*. The function of *professional judgment* was to assess if the aspect of content, aspect of language, and aspect of module presentation were not out of the scope that we would like to achieve.

4. Revision of first-phase product

This phase was to make revision or inputs from professional judgment.

5. Test on initial product

Module that has been validated by the *professional judgment* was then tested to a small group of research respondents (teachers of inclusive school in Yogyakarta city as the product users). The result of the try out was to observe the level of teachers' understanding towards the content of module, to observe if the objective of the training has been achieved and to any inputs related to the module content through the respondents of the research. The assessment from the teachers in inclusive school was also used to find out the level of feasibility and effectiveness of the module that has been developed.

6. Evaluation of the Training on the Module of *differentiated instruction*

Evaluation in the form of training was conducted to find out if the implementation of the training has been really in line with the objective. As stated by Kirkpatrick (1996), there are four evaluations of training: evaluation of reaction, evaluation of knowledge, evaluation of behavior, and evaluation of output. Evaluation conducted in this research included:

- a. Evaluation of the reaction was conducted to find out if the participants liked the training program. This evaluation in this research was conducted after the training was given by using the survey of training evaluation in the form of questionnaires of *likert* model.
- b. Evaluation of knowledge was conducted to find out what has been known by the participants before given the training and what has been learned by the participants after given the training. The evaluation of knowledge in this research was conducted before and after the training using the knowledge test about *differentiated instruction*.
- c. The evaluation on the behavior was conducted to find out if the attitude and behavior of the participants have been changed after joining the training. This evaluation in this research was conducted after the training was given by using the survey of training with the questionnaires in the form of blank filling.

7. Revision of Module

Once conducting validation from the *professional judgment* and the results of the *try out* as done by the research respondents (teachers in the inclusive school), it was continued by the revision of module.

8. Product of Module

The final product of this phase was in the form of the module of the teaching *differentiated instruction* that was ready to be implemented to the respondent more widely and can be used as the model of policy for the Department of Education in Yogyakarta about the learning method for the students with special needs in the inclusive schools.

### **Results of Research and Discussion**

The analysis on the needs of teachers based on the results of FGD has given a number of conclusions as follows:

1. The understanding of the teachers about the way of knowing and learning the students with special needs. The ways of teachers to understand and learn the characteristics of students with special needs were through the observation on the cognitive competence and more focused on the competence of reading, writing and calculating among students with special needs and was to obtain information from the special assistance teacher. However, some of the teachers stated their confusion in doing the identification of students with special needs. In addition, there were no any standardized guidelines for the identification and assessment; as a consequence, teachers were not able to do such identification. So far, school is still relying on the help from other parties that have competence to detect the students with special needs.
2. The understanding of teachers on the preparation of learning programs for students with special needs. Recently, the learning program for students with special needs is not much different from the learning program for other ordinary students. Not all teachers have the knowledge and understanding in designing the learning program adjusted with the needs of students particularly for the students with special needs. Today, the learning program conducted by teachers is spontaneous and adjusted with the situation and condition at that time with an expectation that the students with special needs could understand. In teaching the students with special needs, the teachers have not done a plan of learning program. The teacher highly needs knowledge and skill and plan to make the learning program for the students with special needs.
3. The teaching strategy by teachers to teach students with special needs. The teaching strategy given by teachers is in accordance with the characteristics needed by the students with special needs as the teachers realize that the students with special needs need the various teaching strategies.

4. The use of learning media in teaching the students with needs. Teachers felt incapable of identifying the learning needs for the students and the learning media required based on the needs. The teaching aids used by the teachers have not been differentiated between the students with special needs and the ordinary students. Tomlinson (2000) stated that the teachers should facilitate the students in a learning process with any media that can be accessed by the students with the learning content that can be given and learned by the students.
5. The way of creating a learning climate in the class/school in which students with special needs exist. There is no any difference between the students with special needs and the ordinary ones in the learning climate created recently, the teachers feel incapable of facing the students with various characters and needs in one class.
6. The way of teachers in giving the assessment for the learning-teaching activities for the students with special needs. Teachers have realized that the assessment given to the students with special needs is different from the one given for other ordinary students but the teachers still do not understand about the way to document the achievement of the learning process that is suitable with the needs of each student and to design the assessment for each student. For this, as stated by Tomlinson (2000) teacher should be able to facilitate any types of the achievement of learning process with any types of products as the assessment forms showing that the students have achieved the achievement of learning process.
7. The understanding of teachers about the *differentiated instruction* for students with special needs in the inclusive school. Until recently, it is not all teachers that understand about the differentiated instruction for the students with special needs. The teachers realize that the students with special needs require various teaching strategies and need the individual learning strategy that is simple and can be implemented in the inclusive school with any kinds of disabilities. Teachers also realize that each student has the different learning interest though having similar disability. Therefore, there is a need of assessment for the students with special needs that can include readiness and learning profile of students with special needs before making a lesson plan for the students. This is in line with the principles of *differentiated instruction* (DI) (Tomlinson, 2000).

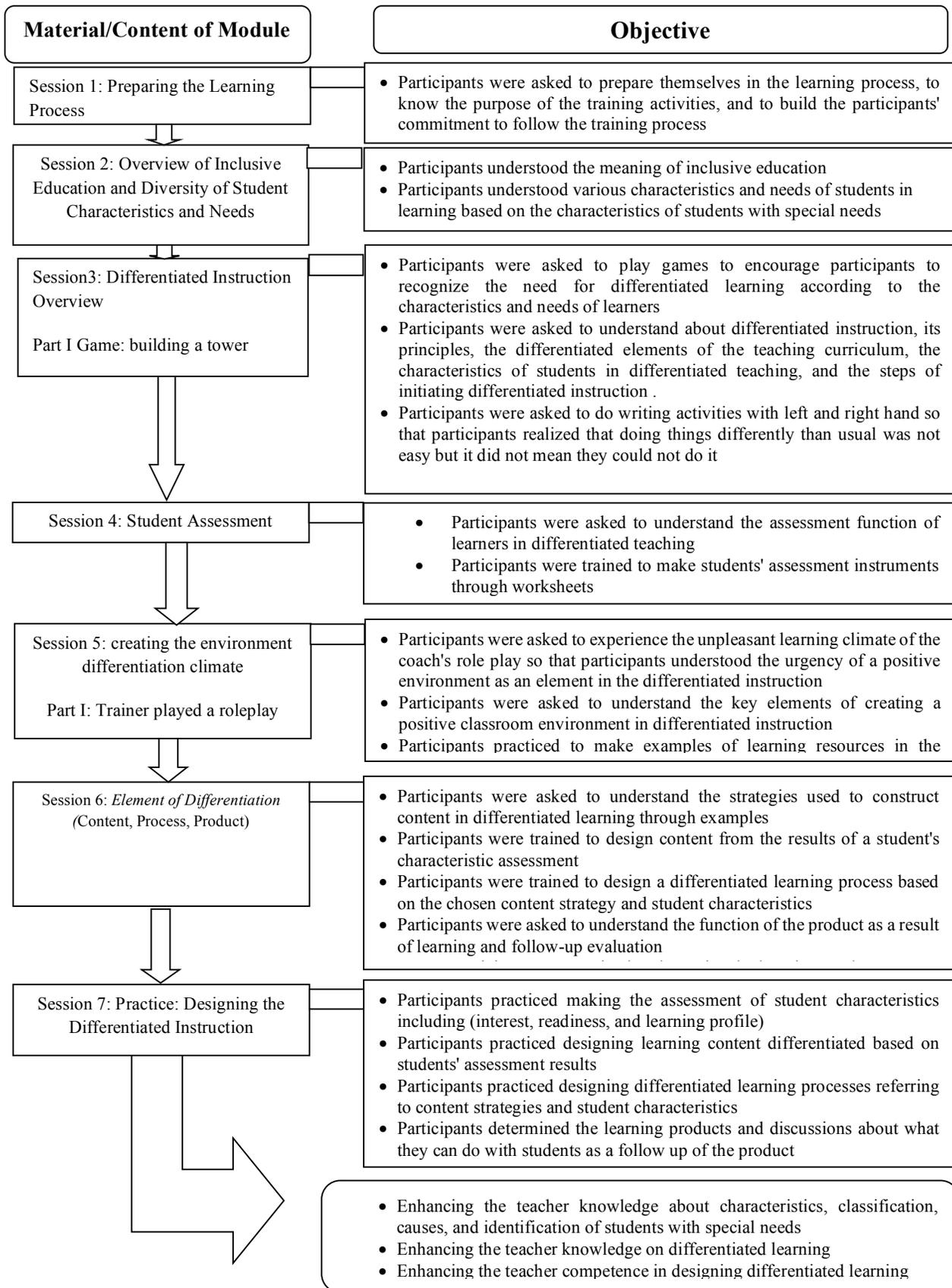
Based on the result of the analysis above, it can be concluded that teachers need knowledge and understanding about any kinds of characteristics of students with special needs, and need the

understanding about how to make an assessment that can be used to develop the learning plan for the students with special needs.

Teachers need an understanding of teaching strategies, learning media, learning climate as well as providing different learning evaluations for the students with special needs. This is in accordance with the principle of differentiated instruction (DI) developed by Tomlinson (2000) where the teachers need to tailor the teaching with the characteristics of the students' abilities and needs by preparing the learning climate and by differentiating the teaching through the lesson content to be achieved, the learning process by providing/using various media learning and conduct evaluation/assessment by using various products that can be made by students to show their learning achievement. The result of the requirement analysis then becomes the basis of the researcher to compile the module of instruction model of differentiated instruction. After the preparation of the module, the researcher then performed professional judgment to the practitioners directly involved in the inclusion school.

The module that has been validated by the *professional judgment* was tested by the teachers in the inclusive school that is in State Primary School Baciro in Yogyakarta city. The results of the tryout of this module were to find out the level of understanding of teachers about the module content, to observe whether the objective of the training has been achieved and to obtain any input related to the content of module through the research respondents. The assessment from the teachers of inclusive school was to observe the level of feasibility and effectiveness of the module that has been developed. The final result of the module has been through the process of try out to some subjects of teachers in inclusive school.

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### Conclusion

Module of *differentiated instruction* has been revised based upon the result of input from the *professional judgment* and the result of tryout that has been done. Therefore, the module of *differentiated instruction* can be implemented in teachers of the inclusive school in Yogyakarta City.

### Suggestion

1. For teacher

It is expected that teachers in the inclusive school can implement the differentiated instruction in the classroom by identifying the potential and give a learning strategy in line with the characteristic of the students with special needs.

- a. For the further researchers, it is expected that the researcher can do an initial approach to the stakeholder in school, before giving the training about the strategy of differentiated instruction in each class.
- b. The researcher also is expected to add the explanation about the way of implementing the more variation learning strategy.

### Acknowledgement

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## Does Completing A Course Of Family Developmental Psychology Influence Young Adult Perceptions Of Marriage Readiness? Yes It Does!

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### Abstract

Marriage is an important step in adulthood life. The aim of this study is to determine whether completing a course of family life influence what young adults perceive as necessary and important for marriage readiness. 88 students who joined a family developmental psychology course for a semester and 268 others who did not were asked to complete the Marriage Readiness Questionnaire (MRQ). The MRQ consists of 57 possible criteria for marriage readiness (10 dimensions). The participants had to indicate for each criteria its necessary and level of importance. Pearson's chi-squared and Student's t-test were conducted to determine differences by the two groups. We found that the family developmental course had a significant effect on whether 15 criteria were necessary or not for a person to be ready for marriage: mostly from the independence (e.g. 'no longer living in parents' household') and interdependence (e.g. 'make life-long commitments to others') dimension. There were 8 criteria which participants who joined the course perceive their importance significantly higher than participant who did not, e.g. 'able to express feeling in close relationship'. The course of family developmental psychology as one form of marriage preparation influenced participants perception of marriage readiness criteria.

**Keywords:** *family developmental course, marriage readines, young adult*

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## Introduction

Marriage is something to be prepared from early adulthood (Havighurst in Teguh, 2013). Some things to consider in preparing for the marriage are the physical maturity, mental, and other knowledge related to the preparation of marriage. In Indonesia, marriage is regulated in the legislation of Republic Indonesia number 1 year 1974 about marriage. One of the requirements in marriage is a minimum age of 19 years for men and at least 16 years for women. That means, most university students are eligible to get married. However, preliminary data from Sunarya's (2017) study showed that 33 respondents from 98 respondents of faculty of psychology Padjadjaran University expressed their unpreparedness to marry.

Carroll (2009) states that marriage readiness criteria in individuals can be reviewed through several components, namely (1) importance of marriage: level of importance to marriage, (2) desired timing of marriage: ideal or desirable age for marriage, and (3) criteria for marriage readiness: various indicators/criteria that are considered important and necessary before a person is ready to be married (Carroll, et al., 2009). However, no previous investigations in Indonesia measuring the criteria considered as important perceived by different socio-demographic groups: e.g. age groups, religion, ethnic. Moreover, no formal course or training provided by the Indonesian government or related stakeholders, e.g. religious and community organizations to preparing young adults about marriage life.

In the Faculty of Psychology Padjadjaran University, there is an elective course entitle 'Family developmental psychology course' where the students learn about family developmental stages and tasks (Duvall, 1984) including the marriage readiness criteria. This course consists of 14 times classroom meeting for 100 minutes for a semester. Some topics included in the course are: family developmental stages, issues in each stage, and what to prepared. As Carroll mentioned 'have participated in a marriage preparation course or some other form of premarital education' as one of the criteria, we therefore aimed to investigate whether any difference regarding criteria of marriage readiness between students who join the family developmental psychology course with those who do not join.

## Method

### Participants

The participants were students of Faculty of Psychology Padjadjaran University. The inclusion criteria were:

- 2) Has completed the family developmental psychology course. If not, then the respondent was included in the other group of students never participated in the aforementioned course.
- 3) Willing to participate by signing the informed consent.

### **Instruments**

We utilized the Marriage Readiness Questionnaire (MRQ) developed by Carroll (2009). In order to use the questionnaire in Indonesia, we followed the standard procedure of cross-cultural translation as the following:

- 1) The MRQ was translated to Bahasa Indonesia by three members of the study team (EKSS, LEN, and LK).
- 2) The Bahasa Indonesian version then was back translated into English by FDP and AHN.
- 3) The study team then compared the original English version with the adapted version, made amendment to the Bahasa Indonesia version when necessary, and resulted in a draft of Bahasa Indonesia version of MRQ.
- 4) A pilot study was conducted the feasibility of such instrument for the intended population: university students. Any suggestions from the pilot study participants were discussed among the study team. A final draft was then used in the data collection.

The MRQ has three parts:

- 1) 7 items measuring the importance of marriage: e.g. "Being married is a very important goal for me". Participants chose how much they agreed or disagreed with each items on a 6-point scale ranging from very strongly disagree (1) to very strongly agree (6).
- 2) 1 item measuring desired timing of marriage, e.g. "What is the ideal age (in years) for an individual to get married?" We expected participants not to answer the age in the form of ranges. Furthermore, the participants were asked to provide reasons for choosing the ideal age to get married.
- 3) 57 items of criteria for marriage readiness, e.g. "Be able to express feeling in close relationship." Participants had to indicate whether or not they believe each criterion is necessary for a person to be ready for marriage by choosing *yes* or *no*. Then the respondents had to determine the importance of each criteria in determining whether or not a person is ready to get married by rating each criterion on a 4-point scale (1 = *not at all important*, 2 = *not very important*, 3 = *fairly important*, and 4 = *very important*).

### **Statistical Analysis**

The socio-demographic data was analysed using descriptive statistic. For the first part, i.e. the importance of marriage, we calculated the total score for each respondent and categorize

them in ‘low’ (total score 6-21) and ‘high’ (total score 22-36). We then compared the proportion of low and high between the two groups of participants. Moreover, we compared their perception concerning the importance of marriage in their life using independent t-test (with Welch correction when the variance were not homogenous). For the second part, i.e. desired timing of marriage, we compared the two groups’ mean using Mann-Whitney test because the data was not normally distributed. For the third part, i.e. marriage readiness criteria, we used either Pearson’s chi-square test or Fisher’s exact test for the categorical data (necessary or not) and independent t-test (with Welch correction when the variances were not homogenous) for the interval data (degree of importance).

### Result

There were 356 participants completed the questionnaire, 88 (24.7%) followed the family developmental psychology course and majority are female (82.8%) (see table 1).

Table 1. Respondents Demographic

	<b>Group 1: joined the course</b>	<b>Group 2: not join the course</b>	<b>Total</b>
Total respondents	88	268	356
Gender (Female)	78	217	295
Gender (Male)	10	51	61
Average age	20 years	19 years	20 years

### Importance of Marriage

In the group of participants who attended the family developmental psychology course, we found that 33% of participants considered that marriage was less important in life (low category), whereas 67% consider that marriage is an important thing in their life (high category). In the group of participants who did not join the family developmental psychology course, we found that 70.9% of participants thought that marriage is not important in life (low category), whereas 29.1% of participants consider that marriage is an important thing to do in life. We found statistically significant difference between the two groups perception regarding importance of marriage (P-value<0.05). In summary, for the group of participants joining the

course, they considered marriage as important in their life more than the participant who did not join the course.

### Desired Timing of Marriage

The ideal age for a person to get married: 25.32 (SD=1.3) and 25.07 (SD= 1.4) for the group of participants attended the course and participant who did not, respectively. The t-test showed no significant between both groups.

Furthermore, both groups of participants in general provided similar reasons for the ideal age they chosen: e.g. have a good experience of work, have a good career, have a proper job, and established financially.

### Criteria for Marriage Readiness

We found differences in perception about criteria deemed necessary and important to be prepared for marriage between the two groups. There were 15 criterions that the percentages of participants stating them as necessary were statistically different between the two groups: e.g. ‘accept responsibility for the consequences of your actions’ and ‘for a woman, become capable of keeping family physically safe.’ Concerning the degree of importance, we found 9 criterions that statistically different between the two groups: e.g. ‘capable of supporting parents financially’ and ‘be able to express feeling in close relationship’ (details can be seen in Table 2).

Table 2. Frequencies, Means, and Standard Deviations of Marriage Readiness Criteria

Indicators	Necessary (%)		Importance (mean)	
	Group 1	Group 2	Group 1	Group 2
	Join	Not join	Join	Not join
<b>Independence</b>				
Accept responsibility for the consequences of your actions	100*	95.1*	3.80	3.79
Financially independent of parents	98.9	93.3	3.76	3.76
Capable of supporting parents financially	92.0	87.3	3.07**	3.26**

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Decided on personal beliefs and values independently of parents or other influences	97.7*	82.8*	3.39	3.25
Establish a relationship with parents as an equal adult	92.0*	80.6*	3.24	3.13
No longer living in parents' household	92.0*	80.6*	3.28**	3.08**
Have fully experienced the "single life"	88.6*	77.2*	2.90	2.77
Not deeply tied to parents emotionally	50.0	40.3	2.61**	2.41**

**Interdependence**

Committed to a long-term love relationship	98.9	95.5	3.86	3.90
Learn always to have good control of your emotions	100*	95.1*	3.80	3.86
Make life-long commitments to others	100*	94.4*	3.92	3.88
Become less self-oriented, develop greater consideration for others	100*	94.4*	3.70	3.70

**Chronological Transitions**

Reached age 25	87.5	84.3	3.16	3.12
Reached age 30	45.5	45.5	2.55	2.44
Reached age 21	87.5	85.4	3.32	3.28
Reached age 18	77.3	69.0	3.24	3.13
Have obtained a driver's license and can drive an automobile	62.5	66.4	2.70	2.65
Allowed to drink alcohol	19.3	16.0	1.84	1.71
Allowed to smoke cigarettes	15.9	16.8	2.03	1.81

**Biological Transitions**

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Grow to full height	100*	95.1*	3.73	3.75
For a man, become biologically capable of fathering children	95.5	93.3	3.61	3.60
For a woman, become biologically capable of bearing children	94.3	91.8	3.53	3.47
Have had sexual intercourse	25.0	20.5	2.02	1.82

**Role Transitions**

Settled into a long-term career	93.2	92.9	3.58	3.58
Finished with education	95.5	91.4	3.48	3.43
Purchased a house	78.4	78.4	2.98	2.97
Be employed full-time	78.4	70.9	3.01	2.94
Have at least one child	39.8*	23.1*	2.33**	1.86**
For a man, completed military service	11.4	18.7	1.72	1.85

**Norm compliance**

Avoid illegal drugs	98.9	94.0	3.89	3.90
Avoid becoming drunk	98.9*	92.9*	3.70	3.78
Have no more than one sexual partner	98.9*	91.0*	3.83	3.81
Avoid drunk driving	96.6	90.7	3.56	3.65
Avoid committing petty crimes like vandalism and shoplifting	94.3	88.8	3.59	3.54
Avoid use of profanity/vulgar language	92.0	85.4	3.25	3.24
Drive automobile safety and close to the speed limit	86.4	82.1	3.22	3.21
Use contraception if sexually active and not trying to conceive a child	72.7	63.4	3.02**	2.76**

**Interpersonal Competencies**

Be able to listen to other in an understanding way	100*	95.1*	3.76	3.68
Be able to maintain a positive outlook on life	98.9	95.1	3.68	3.71
Be able to express feeling in close relationship	98.9	95.1	3.69**	3.55**
Avoid aggressive and violent behavior	98.9	94.4	3.75	3.75
Be respectful of others when dealing with differences	98.9	94.4	3.76	3.72
Have overcome any personal challenges	95.5	93.7	3.42	3.32
Have come to terms with any negative family experiences	95.5	92.5	3.44	3.32
Be able to discuss personal problems with other	94.3	86.9	3.39**	3.19**

**Family Capacities**

For a man, become capable of supporting a family financially	100	95.9	3.81	3.83
For a man, become capable of keeping family physically safe	98.9	95.5	3.81	3.84
For a woman, become capable of caring for children	98.9	95.5	3.73	3.78
For a woman, become capable of running a household	98.9	93.3	3.50	3.57
For a man, become capable of caring for children	96.6	92.9	3.39	3.35
For a woman, become capable of keeping family physically safe	97.7*	89.6*	3.32	3.17
For a woman, become capable of supporting a family financially	93.2	90.3	3.10	3.03

For a man, become capable of running a household	93.2	87.3	3.03	2.93
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**Relationship Experiences**

Have had considerable sexual experience	6.8	9.0	1.86**	1.65**
Have lived with partner before getting married	1.1*	8.6*	1.63	1.60

**Marriage Preparation**

Be able to pay for own wedding	81.8	77.2	2.94	2.91
Have participated in a marriage preparation course or some other form of premarital education	73.9	64.9	2.75**	2.50**

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\*: the percentage of respondents saying yes to the indicator are different between groups, *P*-value<0.05

\*\* : the mean degree of importance for the indicator are different between groups, *P*-value<0.05

**Discussion**

This study focus on assessing the importance of marriage, desired timing of marriage and criteria for marriage readiness by comparing the perceptions of participants who joined the family developmental psychology course and the participants who did not. We found that for the group of participants who attended the course, they considered marriage as important in their life more than the participants who did not. Both groups considered 25 years as the desired timing to get married. Some criterions were found different statistically between the two groups concerning whether they are necessary and the degree of importance whether or not a person is ready to get married. We have showed that the course, where students have to attend 14 times in a full semester, provide students with knowledge about the family life from married couple to the empty nest phase who perceived that marriage is an important phase (Duvall, 1984).

Our participants who completed the course stressed that marriage is an important thing in their life. A similar study in the United States that shows 92% of the students from six universities considered marriage is an important aspect in life and intended to have a good marriage. They also expected that they will be married in the future and have a new family so they prepared and planned their marriage (Carroll, et al., 2007; Sunarya, 2017).

Concerning 25 years as the ideal age to be married, similar number also reported in the study of Carroll and his colleagues (2007). The reasons that our participants provided were that

25 is the age when one is finishing his/her higher education and manage to find a stable job. This is in concordance with some related criterions which majority of respondents considered as necessary and highly important, namely: settled into a long-term career, finished with education, and financially independent of parents. In Indonesian culture, these are the sign of maturity or adulthood.

Among 15 criterions that significantly different concerning their percentage of needs, the percentage of participant from the group who followed the course were always higher than the group who did not. Among 9 criterions that significantly different concerning their degree of importance, the group of participants who followed the course provided higher average scores for 8 of them. We argued that this is because the process of discussions held in the course regarding many topics in family life. Through the discussions, students gained wider and deeper knowledge about how the family is established and the stages that a family will get through. Thus by following the family developmental psychology course, the students can expect how will it be when they themselves will have their own family in the future. The American Psychological Association (2004) supported an educational program called Prevention and Relationship Enhancement Program (PREP) which equip couples and individuals with communication and problem solving skills. They found that couples participated in PREP are less likely to get divorced and have significantly higher levels of marital satisfaction. Moreover, a long-term study on PREP found that couples who took the program before marriage had less negative interaction, more positive interaction, lower rates of relationship aggression, lower combined rates of breakup or divorce and higher levels of relationship satisfaction up to five years following the training (APA, 2004)

### **Conclusion**

This paper describes the different perceptions between participant who joined the course of family developmental psychology and the participant who did not regarding: importance of marriage, ideal age to be married, and criteria of marriage readiness. We expect our results can promote the importance of formal and informal education of marriage preparation for young adults in Indonesia.

### **Acknowledgement**

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### **Declaration of Interest**

The authors have declared no conflicts of interest.

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## Psychology Of Service In Terms Of Standard Operating Procedures, Training And Career Development At Cs Hotel In Ubud

Ni Desak Made Santi Diwyarthi

### Abstract

CS Hotel in Ubud is a three-star hotel with 101 rooms, 96 employees and seven departments : Front Office, Food & Beverage Service, Food & Beverage Products, Human Resources, Sales & Marketing, Finance, and Engineering. studied the subject matter of "How are the implementation of Operational Prochedures Standard, Training and Career Development of employees CS Hotel in Ubud". Discussion of this research is the implementation of the Operational Prochedures Standard, Training and Career Development for employees at Food Production Department, CS Hotel in Ubud. The research is Qualitative Research using Observation Methods, instruments are, check list observation, camera. Samples were employees from Food Production Department. There are 13 employees and two outsourced staff. The conclusion are, Work Systematics, there is no operational prochedures standard, job description and job specification for food production department, workload analysis, training plan; Related to Human Resources, there is no program in training and career for employee; Lack of understanding hygiene and sanitation, non-standard work; Related to Conditions Workplace, there is poor illumination caused by light contained in kitchen, ceiling of the kitchen, slippery floors, drainage system or sewer iron contained in kitchen are less well maintained, lack of air circulation for kitchens pastry and bakery.

**Keywords :** *Standard Operating Procedure, Training. Carrer Development*

### Introduction

Hotel as one type of commercial services business has role and function to provide various facilities for their guest. Guests visiting the hotel want to enjoy the various facilities provided by the hotel, such as rooms, food, drinks, and other support facilities. In daily operation, the hotel will always give priority to the quality of service to reach guest satisfaction.

Hotel manajemen, as commercial services business, purpose to gain the maximum guests expenses at the hotel. So they have to give excellent service to the guest. This is the reason implementation of Psychology of Service in hospitality industry is needed.

Management reach the goals by various ways such as setting a standard and work competence that includes knowledge of skills and attitudes (knowledge, skill, and attitude). The first stage is Recruitment and Selection. The next step is to orientation, further knowledge about hotel general knowledge, overall organization of hotel, responsibility, standards and basic training for all employees (employee induction).

Next step is training and development to provide the employee performance in their department. For long-time employees, training and development programs aim to recall certain competencies and prepare employees for stepping into promotion.

CS Hotel in Ubud is a three-star hotel with 101 rooms, 96 employees and seven departments : Front Office, Food & Beverage Service, Food & Beverage Products, Human Resources, Sales & Marketing, Finance, and Engineering. Previous interview with the Human Resources Supervisor describe there was no clear Standard Operating Procedures, having no mapping in career planning for employees, less appropriate in education level, and working in a long periode for any job or duty.

Based on the data, topics of this research is "How are the implementation of Standard Operating Procedures, Training and Career Development at CS Hotel in Ubud".

Topic of this research is the implementation of Standard Operating Prochedures Standard, Training and Career Development for employees at Food Production Department, CS Hotel in Ubud. The research is Qualitative Research using Observation Methods, instruments are, check list observation, camera. Samples were employees from Food Production Department. There are 13 employees and two outsourced staff.

### **Theories**

**Psychology of Service** is a science that studies human behavior in the process of interaction work in the service industry, ie between customers / guests / clients / customers / patients and the officers / employees / employees (Zeithaml & Bitner, 1996).

Product-related services in the form of goods include: tangible, standardized, production separate from consumption, non perishable. Service-related products in the form of services include: intangible, heterogeneous, simultaneous production and consumption, perishable (Zeithaml & Bitner, 1996).

Maslow (Suparno, 2005) explain that self-actualization such as fulfillment is the highest basic need for every person. This is known in Maslow's hierarchy of needs theory. Self-actualization could be achieved by planning employee's career development. Every employee want to improve performance and have career development. Career development not only affects employee's level, but also affects compensation given to the employee. The more compensation received by employee, the higher workload for the employee. Therefore, career

development is not achieved instantly because management have to consider lot aspects of an employee.

Training is a learning process that allows employees carry out the work in accordance with the current standards (Suparno, 2005). Training influence employee performances, assist them working better, and using as tools in order to assist the employee to receive career development in accordance with what is desired.

Wibowo (2010) explain Standard Operating Procedure is an activity standard that must be performed in sequence to complete a job, no overlap or duplication, harmony working relationship and responsibility between employees. Standard Operating Procedures have effective and efficient criteria, systematically, consistently, as labor standards, easily understood, complete, written and open to change / flexible.

Wibowo (2010) explains that there are several forms and criteria in the manufacture of standard operating procedures (SOP), namely 1) Simple steps: a short procedure and does not require a lot of written decision. This is for simple work and small company with little amount of employee. 2) Hierarchical Steps: The shape is quite a length of more than 10 steps, but too many benefits. 3) Graphic format; This form is the same as Steps Hierarchical sufficient length of more than 10 steps but not too many decisions. Graphic format contains a graphics, pictures, diagrams to illustrate what the objectives of the procedure. 4) Flowchart; procedure that has a lot of decisions, flowchart is a simple graph that describes the steps in making a decision.

Masha (1994: 58) explains that standard operating procedures has two categories namely: 1) Blue-color procedure is a procedure in which the language is used in the factory, workshop, part of the construction project research, manufactur parts and material removal. 2) White-color procedure is a process used in the fields of administration, including the procedures contained in an office like a stream of correspondence, bookkeeping, accounting, reporting, planning, work scheduling, budgets, standardized work, concept, tehknik office. Thus the standard operating procedures are standardized criteria planning, implementing, monitoring and evaluating the work of a certain position.

### **Previous Research**

Krisna Mahendraswara 's research (2011) explains that the quality of human resources, related to the world of hospitality, include the appearance of a neat employee (greeting &

services, service procedures easy to understand, employees resolve complaints well, employees quickly and responsive, employees are willing to help difficulties faced by customers, employees provide information clearly and easily, accuracy in service, patience and friendliness, and really in the interest of customers.

Research of Tjitrokusumo and Tumbelaka (2015) Analysis of Standard Operating Procedures in Hotel Room Cleaning Satellite Surabaya found that the implementation of Standard Operating Procedures should be reminded repeatedly and continuously at a hotel employee in order to run optimally. The role of the supervisor and management is needed in standard operating procedures implementation.

Research of Gumilang (2010) about the relationship between job satisfaction with employee productivity shows that there is a relationship between job satisfaction and productivity. The more satisfied employees the more productive they are. Aspects of job satisfaction is employee having proper standard operating procedures clear, and reward given by the management on employee performances.

### **Analysis**

This research used Wibowo (2010) classification of standard operating procedures : 1) Simple steps: a short procedure and does not require a lot of written decision. This is for simple work and small company with little amount of employee. 2) Hierarchical Steps: The shape is quite a length of more than 10 steps, but too many benefits. 3) Graphic format; This form is the same as Steps Hierarchical sufficient length of more than 10 steps but not too many decisions. Graphic format contains a graphics, pictures, diagrams to illustrate what the objectives of the procedure. 4) Flowchart; procedure that has a lot of decisions, flowchart is a simple graph that describes the steps in making a decision.

The result shown that CS Hotel in Ubud use simple step although they are big company with more than 100 employee. The impacts are sometimes misscommunication between employee and management, having no clear workload, and employee's insufficient competencies

Masha (1994) explains that standard operating procedures has two categories namely: 1) Blue-color procedure is a procedure in which the language is used in the factory, workshop, part of the construction project research, manufactur parts and material removal. 2) White-

color procedure is a process used in the fields of administration, including the procedures contained in an office like a stream of correspondence, bookkeeping.

CS Hotel in Ubud use blue color procedure only, although the management should use the combination between blue color procedure and white color procedure. Hospitality industry is not only means the company use language to complete the job, but also Standard Operating Procedures needed to reach the best performance in employee's psychological of service.

Checklist is using in this research to identify Food Production Department.

#### A. Systematic Work

- a. There is only one human resources assigned to the Human Resources Department, the Human Resources Coordinator.
- b. There are no standard Standard Operational Procedure.

To produce optimal performance, Standard Operating Procedures is needed. The employee will make great activities, and minimize errors in performing their duties. Without Standard Operating Procedures at Food Production Department would make the employee could not work properly, causing conflict between cook, supervisor and Chef, having misscommunication, and there are lots of complaints from guests. There are no job description and job specification.

#### **Conclusion**

The conclusion are, CS Hotel in Ubud use Simple Step Standard Operating Procedure and Blue-Color Procedure in Systematic of Work.

Work Systematic at CS Hotel in Ubud, there is no standard operating procedures, job description and job specification for food production department, workload analysis, training plan. Related to Human Resources, there is no program in training and career for employee, Lack of understanding hygiene and sanitation, and having no standard in working. Related to Conditions Workplace, there is no (poor illumination caused by light contained in kitchen, ceiling of the kitchen, slippery floors, drainage system, lack of air circulation for kitchens pastry and bakery.

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## Subjective Well-Being Elderly People In Panti Werdha

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### Abstract

Late adult is the last stage of human development. In this period of development many humans have decreased in physical, cognitive, and social aspects. They need the support of their family or the nearest person, but what if the elderly people live in a foster home away from the family. This case study wants to see the subjective well-being of the elderly people living at *panti werdha*. This case study was conducted at Panti Werdha X in Surabaya. The subject is an elderly woman of 68 years old. Data collection techniques used were observation, interview, and using Satisfaction with Life Scale (SWLS) questionnaire by Diener, Oishi, & Lucas (2000). The data obtained indicate that the subjective well-being level of the subject is low. The subject feels that no one cares about her, is less able to adapt to the orphanage, and does not feel her life is meaningless. Based on the subject matter, the subject is given a gratitude therapy. There are eight stages of gratitude therapy. After being given gratitude therapy, the subject is more positive in looking at her life, feel herself valuable, and grateful for her life. Subjective well-being subjects are also increasing.

**Keywords:** *Subjective Well-Being, Elderly people*

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### Introduction

Elderliness is the last stage of human life. Every living person dreams about a peaceful old time of life while relishing their retirement with their beloved family, yet in fact not all elderly people can afford these luxury. According to Santrock (2002), when people are entering old age, they are experiencing greater physical decline than the previous periods of age.

The most common points at issue for elderly people are the occurrence of physical, cognitive, and social decline. Many *panti werdha* are built to take care of elderly people, as well as a long-stay rehabilitation which maintain the social life. It contradicts the fact that not all elderly people who live in *panti werdha* can enjoy their life. A study mentioned that the elderly people's level of happiness who live in *panti werdha* is lower than those stay at their

Subjective well-being is an important thing for individuals to achieve quality of life. Subjective well-being is a person's evaluation of his own life including cognitive development, such as life satisfaction and affective evaluation (mood and emotion); Feelings or positive and negative emotions (Eddington & Shuman, 2005). Diener, Oishi, & Lucas (2002) suggests there are three main components of subjective well-being, among others: life satisfaction, presence of frequent positive affect (pleasant affect), relative absence of negative affect (Low levels of unpleasant affect). Life satisfaction is divided into the satisfaction of various areas in life such as recreation, love, marriage, friendship and so on. Pleasant affect the emergence of specific positive emotions such as joy, darling, pride. Low levels of unpleasant affect). It is characterized by the appearance of unpleasant feelings, specific emotions and moods such as shame, guilt, sadness, anger and anxiety.

A study shows the results of life satisfaction that is an aspect of subjective well-being can be influenced by gratitude. Individuals who feel grateful for their lives and show a sense of appreciation have higher happiness (Larsen, 2008). In this case study, researchers in addition to looking at subjective well-being subjects but also see the effect of gratitude therapy on subjective well-being.

### **Method**

A case-study qualitative research method is used in this study. The subjects is a 68 years old female. Technique of observation and interview and a questionnaire of *Satisfaction with Life Scale* (SWLS) by Diener *et al* (2000) are used to carry out data collection. Scores can be classified into five categories based on mean and standard deviation calculations : very high score ( $\geq 126$ ), high score (102-126), moderate score (78-102), low score (54-78), and very low score (<54).

Having obtained a picture of subjective well-being of the elderly, the researcher gave intervention in the form of gratitude therapy and views its influence on subjective well-being subject. The improvement in subjective well-being subject is measured by comparing values before and after gratitude therapy.

### **Result**

The subject is 68 years old and has lived in a *panti werdha* for one year. The subject was forced to live in the *Panti Werdha X* because she did not have a place to live. The subject has divorced her husband and has no children, while the other close relatives objected to accommodating the subject in their houses.

From the results of observation and interviews, the subject tends to withdraw from the social environment. She often wants to be alone rather than interacting with other elderly. When the subject interview also revealed that she felt unhappy living in the *panti werdha*, feeling her life pathetically, and unsatisfied with the life she is living. When given a questionnaire to measure the subject's well-being level, it was found that subjects had a low subjective well being. In the aspect of life satisfaction and pleasant effect is low, while the aspect of unpleasant effect is moderate.

After obtaining the results, subject was given a gratitude therapy in which the impact shows the impact on the subjective well-being of the subject. There are eight stages of gratitude therapy in this study are (1) Invite subjects to count the blessings received from God, (2) Calculate the blessings received from others, (3) Recognize and appreciate personal progress that has been achieved, (4) Appreciate things (5) Take into account the things that were taken for granted (breathing, being healthy), (6) Change the negative thoughts by taking the lesson from what have been through, (7) Think about a situation that makes you happy for not experiencing it, (8) Think about a situation that can lead to problems and looking for things to be grateful for. The following table shows the subjective well-being measurements of subjects before and after being given gratitude therapy.

Table 1. Subjective Well-Being Subject Scores Before and After Gratitude Therapy

Aspect	Pretest		Posttest	
	Score	Category	Score	Category
<i>Subjective well-being</i>	70	R	79	S
<i>Life satisfaction</i>	37	R	39	S
<i>Pleasant affect</i>	13	R	15	R
<i>Unpleasant affect</i>	25	S	20	R

From the table we can see that there is an improvement in her score before and after given gratitude therapy. Overall the subject experienced a progress from low to moderate. She began to be satisfied with his life and see her surroundings quite pleasantly. Subject who initially felt the environment in *panti werdha* quite annoying and neglected, is now starting to see the positive things of the environment.

### Discussion

Elderliness is a stage of life in which many people experience a physical, cognitive, and social decline as stated by Santrock (2002). The decline was also experienced by the subject of this study. Physical decline on the subject appears from her posture hunching forward, easily getting tired, and often feeling unwell. There is not much decline at cognitive aspect. Unlike the case with the social aspect, the subject appears to be withdrawing and lack of socializing with the environment. It also creates a sense of loneliness to the subject.

Based on the assessment results obtained, it is stated that the subject classified as having a low subjective well-being. According to Pavot and Diener (in Dewi & Utami, 2013) individuals with high subjective well being will feel more confident, better social relationships, and show better job performance and vice versa. In this case, the subject tends to be less able to establish social relationships with the environment, less satisfied with life that is being lived as well as not being able to accept the fact that she lives in *panti werdha*. Negative emotions such as sadness, loneliness, unexpected feelings are often felt by the subject.

This case is similar to the study conducted by Rohmah *et al* (2012) that elderly people living in *panti werdha* have a lower living welfare than the elderly who live at their own house. Associated with this case, the subject still regrets herself whom has no children and hopes that other families want to accommodate them so she could leave the *panti werdha*. Things that make the subject feel uncomfortable living in the *panti werdha*, among others, are feeling unable to do what they want, there are some elderly that she does not like, and she is missing a family life.

After discovering the description of the subject, she was then given gratitude therapy. Of the eight steps in doing gratitude therapy, the subject realized that many things can be grateful in life. Starting from the little things that had never been realized. After being given gratitude therapy, re-measurement of subjective well being subject was carried out. The results of the measurements showed that there was an improvement on the subject from low to moderate.

Aspect of life satisfaction subject is low. The subject is not satisfied with her life. Living at *panti werdha* is analogous to living in prison. Subject can not recreation, loneliness, feeling nobody cares about her. After being given gratitude therapy, the subject realizes that there are others who care so as to reduce the sense of loneliness. As expressed by Dinner *et al* (2002), subjects who have a good life satisfaction indicated the satisfaction of various areas in life such as recreation, love, marriage, and friendship.

Aspect of pleasant affect and low levels of subjects tend to feel saddened, complaining much, regretting the life that has been undertaken. After being given gratitude therapy, the

subject looked happier. The subject is aware of the potential of self and positive experiences that have made the subject more confident, grateful for life to be lived so as to be happier. This is consistent with the theory of Diener *et al* (2002), a subject that has a pleasant affect that adequately reflects specific positive emotions such as fun, joy, and pride. While low levels of unpleasant affect is characterized by the appearance of unpleasant feelings, specific emotions and moods such as shame, guilt, sadness, anger and anxiety.

### **Conclusion**

Based on the description above, it is concluded that elderliness stage brings declines in physical, cognitive and social life . Unlike the case with the aspect of spirituality, it must be improved by feeling grateful. By doing so, elderly people can respect their life more and subjective well-being of elderly people will show an improvement.

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### **Declaration of Interest**

The authors report no conflicts of interest in this work.

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## Development Path Of Culture Shock Theories

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### Abstract

This paper is conducted to describe the development of culture shock theories. It purposes to generate a mapping of culture shock theories by applying a descriptive qualitative approach and literature review of some previous studies. This conceptual paper shows the evolution of theories in culture shock field by finding the linkages and the gaps among them. Culture shock theory first called U-Curve Theory and Anthropology develops that theory as a culture shock theory. Many scientists called U-curve theory as an intercultural adjustment Theory, intercultural adjustment Theory as the root of culture shock concept. Along with the development, then some new theories emerged within the 1960s until 2000s as the improvements of culture shock concept. The result of this study is an evolution model of culture shock theories which is useful to conduct further research in building some novel theories of culture shock which are relevant with current situations. So that the concept of culture Shock will be continuously developed to answer the challenges of dynamic change world in order to achieve effectively and efficiency in change.

**Keyword:** *Culture Shock, Change Theory, Organization Theory*

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### Introduction

Bronfenbrenner's socioecological theory (1994), states that human development takes place in the context of complex networks that affect each other. This context includes the deepest microcomputer (family at home, teachers, and peers) to the mesosystem (the relationship between two Microsystems) to the outer macro systems (such as culture, society). Individual inability to adapt to a society and culture can cause anxiety, discomfort, and tension. These feelings of anxiety, discomfort, and tension are called culture shock (Oberg, 2006). Bronfenbrenner's theory (1994) provides a holistic approach to understanding the complexities of human development that are contextually influenced. Internal contexts (eg homes,

shock) provide the strongest influence on the individual because the context provides immediate and immediate contact. Its development that is affected by this context includes all human behavior.

Cultural shock is a condition that was initially considered ordinary, but if not properly managed to harm individuals and organizations/environments where individuals reside because generally, individuals are not aware of the real culture that governs and shapes his personality and behavior. When individuals are separated from their culture, both physically and psychologically and face conditions that are different or contrary to the image and assumptions that individuals are generally unaware of, the cultures governed and trusted before then the individual becomes fully aware of the control system from the hidden culture (Gudykunst and Kim, 2003). This paper will discuss the development of the theory of cultural surprises that began appearing in the year 1955 until the year 2000an, so will be obtained through the findings and novelty of theories related to culture shock.

### **The Evolution of Culture Shock Theories**

Anthropologist Kalervo Oberg (1960) first introduced the term culture shock in 1958 in his doctoral dissertation. Furthermore, Berger (1963) reported that anthropologists use the term culture shock to describe the impact of an entirely new culture on newcomers in the form of joy on the first trip abroad. Oberg defines culture shock as a "mental illness" suffered by individuals living outside their cultural sphere. This term contains an understanding, anxiety, loss of direction, a feeling of not knowing what to do or not knowing how to do something, experienced by the individual when he is in a new culturally and socially. Oberg (2006) explains that it is triggered by the anxiety of individuals because of the loss of symbols he has known in social interaction, especially when individuals stay in a new culture for a relatively long period of time. Social scientists first describe, for example, one's experience moving from country to city. Guanipa (1998) describes the culture shock as anxiety generated when one moves into an entirely new environment. The term expresses a sense of lack of direction, a feeling of not knowing what to do or how to do things in a new environment, and not knowing what is right or not. In 1958 Orberg wrote about cultural shocks and problems adapting to new cultural environments and Pedersen (1994) writes that most of the descriptions indicate that cultural surprises generally persist in the first few weeks of visits to new places and this description: "Demonstrate the development of attitudes about self myself and others from the lower to the higher levels for development ".

Oberg (1960) states that typical development can be represented as three to five stages

of the U curve starting at a step higher than the attraction, adventure, optimism, or excitement that he calls the honeymoon stage. He suggests that this will be followed by feelings of "inadequacy, disappointment, isolation, and self-blame" until finally there must be reorientation or restoration, as new situations can be seen in a recovered moral perspective. Coffman and Harris (1984) suggest the actual development of culture shock on the U curve shows that rarely one can achieve high levels in new cultures as in previous cultures. They suspect the reversed A curve may be more authentic.

Adler (2001) offers an alternative view of culture shock as a 5-stage process. The first stage is "Contact" when newcomers find surprises in a new culture; then "Disintegration" felt the full impact of cultural differences, followed by "Reintegration" at this point, cultural differences rejected with anger and rebellion. The fourth stage is "Autonomy" when cultural differences and equations are validated and newcomers feel able to negotiate on the situation and feel a sense of security in the new environment. The fifth stage is "Independence" when cultural differences and equations are accepted and valued as significant and newcomers become proficient in interpreting the meaning of the situation.

### **The Evolution Model of Culture Shock Theories**

The previous U-Curve theory was raised by Lysgaard (1955) The U curve theory is widely agreed upon by experts as an intercultural adjustment theory. The U-curve theory is more about how individuals begin to adapt to a new environment they occupy. There are four phases in this theory: Honeymoon or euphoria, culture shock, adjustment, and mastery or a stable state (Black and Mendenhall, 1991).

1. Honeymoon or euphoria is the first phase of the U-Curve theory, in this phase the individual will experience a happy feel towards the new environment or situation he or she is beginning to live in.
2. Furthermore, after experiencing the Honeymoon period, individuals begin to move towards the phase of culture shock. In this phase, individuals will be surprised or shocked by some of the things that exist in their previous environment. In this phase too, individuals sometimes tend to be negatively related to some of the things that exist in the environment or new situations they occupy.
3. Adjustment becomes the third phase in the U-Curve theory. This phase is also often referred to as Acculturation (Szkudlarek, 2010). In this phase, individuals will gradually begin to learn to adapt to the various things that exist in their new environment and improve existing negative feelings. Therefore the individual begins to merge slowly the culture that exists within the

individual with the new culture that is formed

4. The last phase of the U curve theory is mastery or a stable state in this phase, the individual has completed the adaptation process successfully or has undergone a smooth recovery process. Black and Mendenhall (1991) say that the time span occurring from the honeymoon phase up to the mastery is about 4 years upwards or over 48 months. The image of U-Curve can be seen in figure 1.

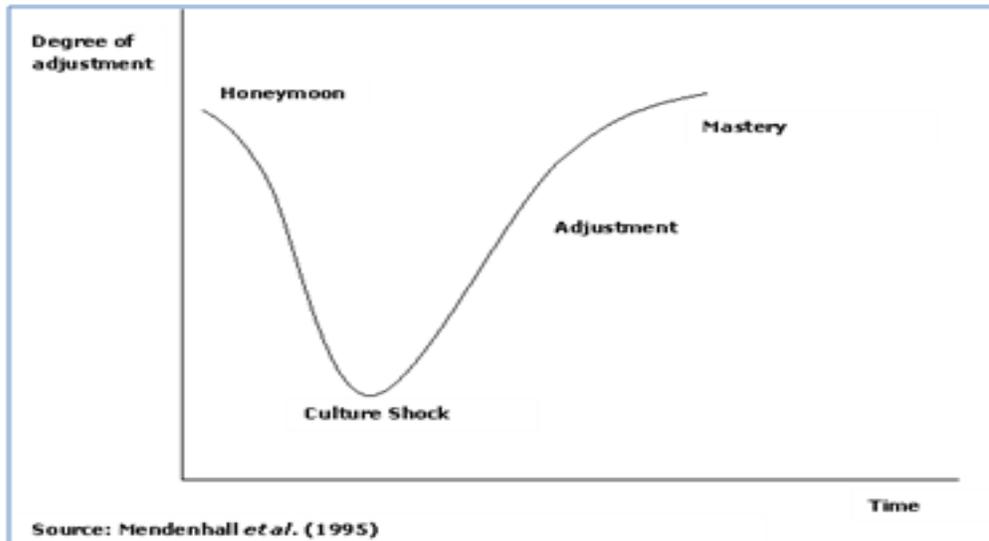


Figure 1. *The U curve cross cultural Adjustment* (Black and Mendenhall 1991, 227)

Ward, Bochner and, Furnham (2001) regard culture shock as an active process of individuals in the face of environmental change. Culture shock is divided into three components: Affect, Behavior, and Cognition are how people feel, behave and think and feel when exposed to new cultural influences.

1. The affective component is referred to as confusion, anxiety, disorientation, suspicion. Theoretical response to this condition in the form of measures to reduce culture shock is highly dependent on clinical construction. Personality traits are also used to explain why some people are more susceptible to culture shock than others. Lazarus & Folkman (1984) describes factors that reduce cultural pressures including personal resources such as self-efficacy, emotional resilience and interpersonal assets such as social support. It also demonstrates various interventions such as personal characteristics may be considered in selecting the right employee to work overseas in an effort to improve the success of the adaptation process. Interpersonal assets can be improved through on-site mentoring, participation in organizations and the provision of systematic social support. Counseling in the form of interventions that assist in the development of effective coping skills and used for improvement

2. The component of culture shock behavior is related to the concept of cultural learning using social skills approach. The main idea of the behavioral component that rules and assumptions that govern interpersonal interactions including both verbal and nonverbal communication vary between cultures. Intervention techniques on behavioral models of acquiring relevant basic social skills through training of cultural behavior, learning the basics of history, philosophy and social society.

3. Cognitive component, in general culture consists of a shared meaning. Individuals interpret institutional interpersonal relationships, spiritual events as cultural manifestations and this varies across cultures, when culture touches small friction, for example: when people come from a male-dominated culture within a society that practices gender equality, the conflict between these two positions is difficult to reconcile and will impact on the way cognitive work. This will affect how one looks at each other, how they perceive themselves, and whether one party will be influenced to change their view as a consequence of the relationship. The model of the three components of Culture Shock can be seen in Figure 2.

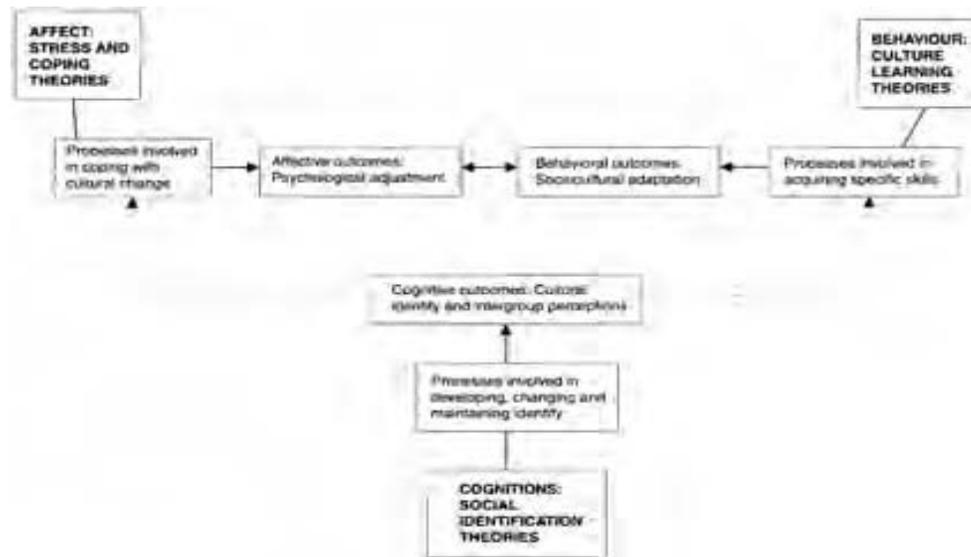


Figure 2. Model *Culture Shock, Affect-Behavior-Cognition* (Ward, Bochner dan Furnham 2001)

### Discussions

The outcome several of research and expert opinions believe culture shock is a weakness and always have a negative impact that can affect the success of an individual in the future an argyle (Bamlund, 1988; Dyal and Dyal, 1981; Gudykunst and Hammer, 1988; Harris and Moran, 1979; Locke and Feinsod, 1982; Taft, 1988) .Different opinions delivered by Hayes and Keeley (1981) on an expatriate his studies in Canada in Africa that shows that

employees who experience surprise culture (culture shock) that indicates the performance of most effective, expatriate because they are emotions realized experienced surprise culture in an intense manner, although that awareness different for demonstrating ability adaptation more effective at a later date. On the contrary, another expatriate not affected with surprise culture with a new culture not adapt to very good. Because of that culture shock is a positive sign for the ability to adapt to a new neighborhood. Most people consider a puzzling experience culture shock as short and sharp happened in a foreign place. In fact, the effects of culture shock can be much deeper and longer if not dealt with effectively.

Based on the above analysis and can be concluded that aspects of culture shock used in this research combining theory that in the offer by Oberg (1960) and Ward, Bochner & Furnham (2001) that culture shock is not just something that produces the impact of negative but culture shock can also be a positive impact on performance . This research wants to know the process of culture shock occurring on an individual from tension, a feeling of loss, rejection of the people in a new neighborhood, the confusion on the role of, hope to the role, the value of that which is embraced, feelings and identities self, dislike the difference, a feeling of being powerless .These aspects can result in the individual feeling of distress and uncomfortable, savings in which it is inconvenient this, individuals will they felt unable to carry out their assignment or individuals will be more motivated to try and adapt in a new neighborhood as an employee at an organization that has changed (restructuring).This is the researchers formulated in a framework in the form below:

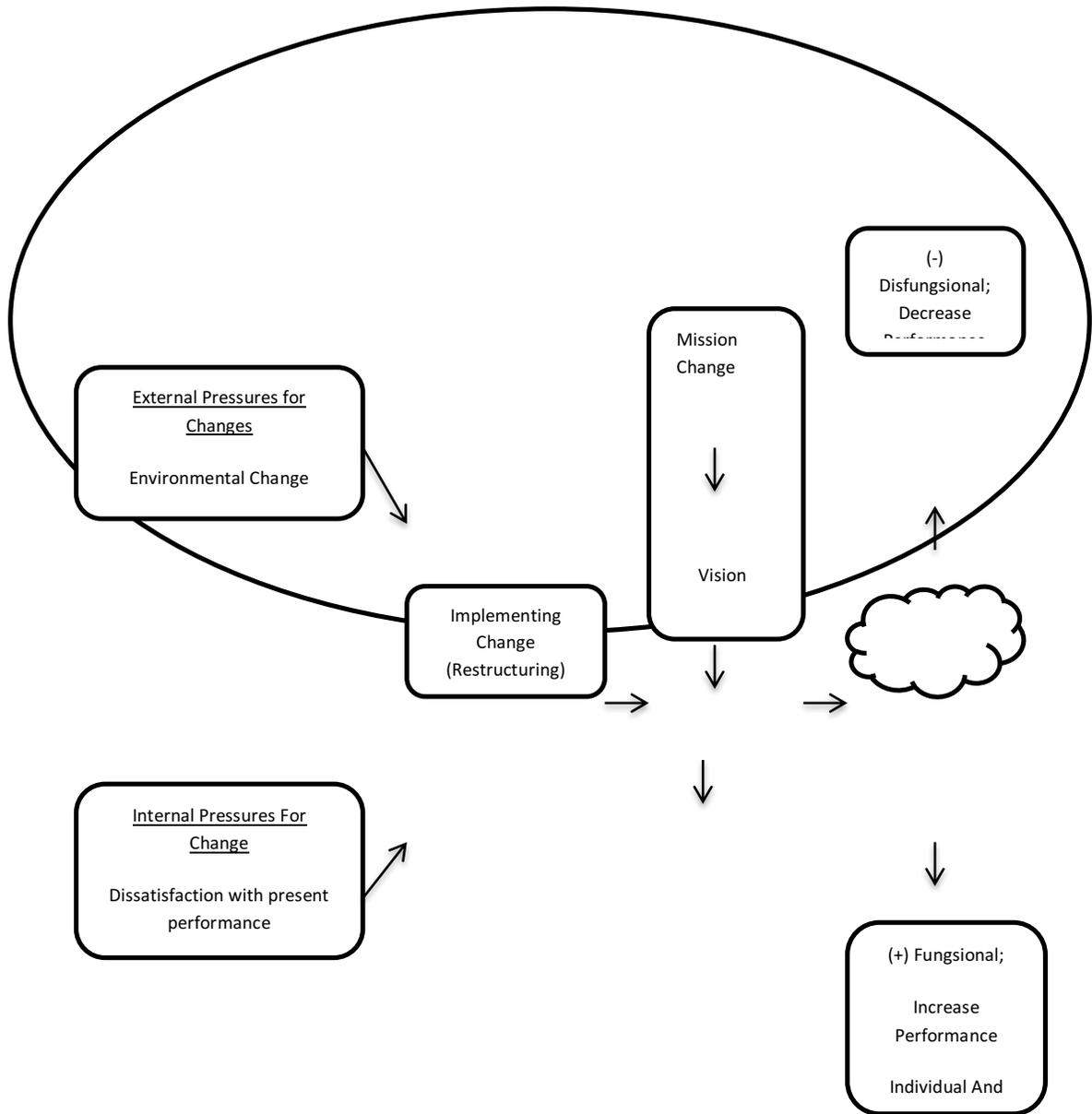


Figure 3. Frameworks Culture Shock That Occurs in The Process Changing Organizational

### Conclusion

Based on the above explanation it can be concluded that the development of the theory of culture shock so far there is no significant difference. The most popular culture shock theory used is Oberg (1960) discusses the four phases of the culture shock of Honeymoon, Shock, Recovery, Adjustment. The theory found by Oberg is often the next reference for researchers to explain the condition of culture shock in individuals. The latest theory that discusses the cultural shocks found by Ward, Bochner, and Furnham (2001), they are cultural shock researchers with a background while Oberg is an anthropologist. This is what makes the

difference in patterns of findings related to culture shocks if previous researchers explain the phase shock culture, Ward, Bochner, and Furnham (2001) describes the components contained in shock conditions such as affection, behavior, and cognition. As seen in the table below

Table 1. Comparison Between The Theory of Culture Shock

Previous Studies	Phase/Component
Lysgard (1955)	Honeymoon, Culture Shock. Adjustment, Mastery
Oberg (1960, 2006)	Honeymoon, Shock (Incapacity, Dissapointment, Alienation and Self Blame). Recovery, Adjustment
Coffaman and Harris	(Honeymoon, Culture Shock, Adjustment
Adler (2001)	Contact, Disintegration, Reintegration, Autonomy, Independence
Ward, Bochner and Furnham (2001)	Affection, Behavior, Cognition

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## Item Analysis Of Creativity Tests In The Field Of Architecture: Quantitative And Qualitative Evidence In Test Development

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### Abstract

The previous research has been indicated that creativity in the area of architecture has different meaning from creativity in general terms. Therefore, a specific creativity assessment instrument is needed to measure creativity score in architecture. In this research, instrument items were constructed from some creativity indicators obtained from architectural experts by using two methods, interviews and Forum Group Discussion. The aim of this research is to verify whether the Architectural Creativity Test Instrument could accurately and precisely measure creativity in architecture or not. Instrument trial analysis from 81 respondents indicates that the items have sufficient discriminatory ability although some items related to Originality, Aesthetes-Alignment, Aesthetics-Diversity and Transformation indicators still far from expectation and need to be improved. The results of instruments construction analysis show that the items have moderate level of difficulty (divided into 7 difficulty levels) and excellent score of overall quality. Otherwise, some items which measure Originality, Aesthetic-Diversity, Aesthetic-Imagination, Aesthetic-Alignment and Fluency need to be revised due to their incapability to meet the defined criteria of good item. Qualitatively, items analysis by interviewing 7 respondents who were asked to tell their thinking process when responding to the test instrument and also by items and rubric review by 3 architectural experts lead researchers to the conclusion that some items of Architectural Creativity Test Instrument need to be revised and the assessment scale of the rubric should be more deep distinguished.

**Keywords** : *Test of Creativity, Architecture, Item Analysis*

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### Introduction

The real facts show that creativity is a minimum standards required for an Architectural graduation candidates (APTARI, 2016; Laurens & Tanuwidjaya, 2012), but on the other side, our preliminary survey also showed that the Architecture education area has not yet applied the standard criteria for measuring whether the creative potential is achieved or not in the Architectural students (prospective architect). This provides a description that we need a creativity measurement instrument that may accommodate those needs.

The problem is, the measurement of creativity is still limited in number to date, especially the measurement of creativity in the area of Architecture. Even in the international

Test and the Torrance Test of Creative Thinking, or other tests (Baer, 2011; Charyton & Merrill, 2008; Dollinger, 2011; Kauffman, Plucker & Baer, 2008; Kim, 2006; Plucker, Qian & Wang, 2011; Runco, 2007;; Urban, 2005) or Engineering Design Process developed by Edser And Hosnedl (Ibrahim, 2012) which measures the stages of the engineering design process or the stages of design problem-solving, or the Owen Creativity Test which tend to measure mechanical skills than creativity feature, or Purdue Test (Charyton & Merrill, 2008) that purposed to identifying creative engineers and their potential skills, but it did not measure the originality aspect which is an essential requirement of an engineer's creative design, and it unable to detect different creativity levels of engineers in the area of engineering.

The existence of creativity tests in Indonesia is also limited, such as Verbal Creativity Tests and Circle Tests by Munandar (1999), CQ-Figural Test and CORE developed by Suharnan (2011), Nominated Scale by Peers of Gifted Children, Self Nominated Scale and Self-Engagement Scale to Assignments for students (Munandar, 1999). All such tests are basically unable to describe creativity in the area of Architecture as required. Thus, we suggested that in Indonesia and in international scope, no creativity test has founded which specifically measures creativity in the area of Architecture.

In the process of constructing the Creativity instrument in the area of Architecture, the creativity construct in the area of Architecture need to be specifically defined, because as Charyton and Merrill (2008) suggested that creativity in designing associated with engineering, may be a specific domain construct that differ from creativity concept in common. Especially, because creative architects basically have more artistic value in the beauty of their art (Vernon, 1970), creative architects also had requirements to make isolation and identification from simple geometric shapes into complex shapes, without waiting for stimulation, but always ready to find ideas depends on their sensory perceptions and free imagination (Crutchfield, in Vernon, 1970).

Based on those reasons, we saw an opportunity to construct a new creativity instrument that may be used as a tool of creativity identification in the area of Architecture, that it is expected to provide those needs. The question is "Whether the Creativity instrument in the area of Architecture that we've been constructing, could be a valid and a reliable instrument measuring the creativity in the area of Architecture?"

The initial step of this study begins with determining the theoretical conceptual creativity that is used as the basic thought constructing instrument in this study. The basic theoretical concept is using the conceptual definition of creativity suggested by Guilford

(1967), Mednick (1962) and Buzan (2004), also supported by the study of Egiluz, Cavia, and Lavendero (2003), and combine with the concept of creative potential as result from our preliminary study (interviews results with 10 professional and scholar architects). The reason for this preliminary study is because we have not found any literature that able to define the concept of creativity in the area of architecture. We also referring the Crocker and Algina's (1986) statement, which says a psychological construct can not defined only by operational definition, but should have a connection with other constructs or observed phenomena.

The interviews and Forum Group Discussions results from our preliminary study have been published by the researchers at the International ICP 2016 conference in Yokohama Japan in July 2016. The interviews and FGDs results show that creativity in the area of Architecture can be described in 3 aspects: Innovative, Aesthetic, and Original Design Products Aspect; Accountable Aspect; and Systematic Aspect in Processing Design Elements (dots, lines, and field) by using Design Principles and Design Basics. These aspects definitely show that creativity in the area of architecture is very specific and refer to the element of engineer from Architectural area.

From the interviews and FGDs results, the aspect of Innovative, Aesthetic, and Original Design Products can be measured from 2 indicators: originality and aesthetics. Originality refers to individual ability to produce image responses that differ from others as usual but still has the proper function or benefit. Aesthetics refers to the harmony, diversity or flexibility of the image, or the richness of the shape, or the variety of responses, imagination, and integrity aligning with the drawing or design responses.

The Accountable aspect, measured by the fluency indicator, represents the smoothness of the subjects in generating useful ideas or as required (which can be determined from the number of responses appropriate with the main stimulus). The Systematic aspect in Processing Design Elements (point, line, and field) using Design Principles and Design Basics, is measured by 3 indicators: transformation, balance and rationality. Transformation in this case is measured by the individual's ability to change, merge, add, subtract, etc., from points, lines and fields. Balance is measured by the individual's ability to produce design drawings, with rhythm, pressure (point of interest), scale, proportion, order and unity. And Rationality is measured by the individual's ability to produce a reasonable design, as a symbolic of something in nature, and ability to generate psychological pleasant feelings.

## **Method**

The variable in this study is Creativity instrument in the area of Architecture, which this study is a section of a dissertation about test construction with similar topic. The operational definition, created from theoretical concept of creativity test in Architecture, is a test which constructed to reveal or measure Architect's cognitive ability in producing innovative, aesthetic and original design products, which accountable and measured (fulfilling the demands and needs of design users), through systematic design processes (start from ideas, imagination application, ideas association and transformation), by cultivating design elements (point, line and field), using principles of balance, repetition, unity of proportion and focal point and design basics (texture, color, etc.)

The subjects of this study were 81 3rd semester students from 5 Architecture Division of University of 17 Agustus 1945 Surabaya Indonesia. The research's method is quantitative and qualitative combination methods. The qualitative approach used to describe the steps in the validity and reliability process of the instruments according to regulation of Standard for Educational and Psychological Testing - AERA, APA and NCME (1999), and describe the item analysis by interviewing research's subjects and professional architects. Particularly in explaining the stages of review and re-writing the items, the trial test and improvement of the instrument's task. The quantitative approach used to verify the statistical results, to examine the items' discriminating power and to detect the outfit items to be revised. The first assumption is, items with good discrimination power, expressed by the item's discrimination power index, will be an indicator of consistency between the item's function and the overall scale's function (Azwar, 2012). In this case, we use the limits of the total correlation coefficient 0.2 refers to the minimum permissible limits (Azwar, 2012).

The second assumption is, the variable's concept measured in this study has latent features described in Item Response Theory (IRT) as a primary characteristic, and categorized as a typical performance measurement, with multidimensional data types, so that we need to analyse each dimension (Sumintono & Widhiarso, 2014). The second assumption is examined using the Rasch Model using 4 good limitations criteria fitting the MNSQ Outfit (with limit of  $0.5 < \text{MNSQ} < 1.5$ ); ZSTD Outfit (with limit of  $-2 < \text{ZSTD} < 2$ ); Point Measure Correlation (with limit of  $0.4 < \text{Pt Measure Corr} < 0.85$ ); and  $\text{MNSQ Infit} < \text{MNSQ Mean} + \text{MNSQ SD}$ .

Creativity instrument in the area of Architecture examined in this study, consists of 5 primary items to measure 9 indicators and producing images data, which required assessment guide in the assessment process in the form of rubric as a reference. Item number 1 in this Creativity instrument of Architecture area, consists of 2 themes, given the numbers 1a and 1b.

Similarly, in item number 3 which consists 3 different stimuli with the same command, given the numbers 3a, 3b and 3c. The description of each indicator along with its items number is described in table 1.

Table 1. Indicators dan Item Distribution

Aspects	Indicators	Item Number
Innovative Design Products, Aesthetics and Originality	Originality	1a, 1b, 1c, 3a, 3b, 3c, 5
	Aesthetics-Diversity	1a, 1b, 2
	Aesthetics-Integration	1a, 1b, 1c, 5
	Aesthetics-Alignment	2, 4, 5
	Aesthetics-Imagination	4, 5
Accountable	Fluency	1a, 1b, 1c, 3a, 3b, 3c
Systematics in processing Design Elements using Design Principles and Basics Design	Transformation	2, 3a, 3b, 3c, 5
	Balance	3a, 3b, 3c, 4, 5
	Rasionality	4, 5
<b>TOTAL</b>		<b>38</b>

The assessment process of the image responses resulting from the instrument is conducted by the Assessor Team consists of 2 Architecture lecturers and 2 Psychology students assisting the data tabulation process. The Assessor Team get a brief training on how to give assessment results based on rubric provided by researchers. Detailed assessment rubric provides guidance on the assessment of 9 creativity indicators in the area of Architecture using a scale range from 1-10.

### Result

One of the stages in the instrument development is the review process related to the use of language and items task layout, and the possible image responses to be generated by the subject. The review process' result conducted by expert judgment interviews contains information of:

- 1) Technical terms (squeezing, duplicating, and slicing) on item number 1 are retained.
- 2) Themes in items number 1a, 1b and 1c need to be expanded to retain more variants of image responses.
- 3) The term "patterns" in item number 2 get an emphasizing and clearer significant meaning by adding a complementary sentence as an explanation.

Furthermore, in the early stages of the trial test with a small number of subjects (10 participants), generated some items improvement, i.e. items number 3a, 3b, 3c, by revising in command sentence tasks; and item number 5 by adding a description of the task stimulus size including thickness, and length-x-width.

With item analysis technique, we obtain the item discrimination test' output after 3 times analysing process indicated that item number 1a, 1b, 3a, 3b, 3c (represent the originality indicator), and item number 2 (represent Aesthetic-Integration, Aesthetic-Diversity and Transformation indicators) had low discriminating power. Based on these revised results, Originality indicator is represented by item number 1c and 5; Aesthetic-Alignment indicator is represented by item number 4 and 5; Aesthetic-Diversity indicator is represented by item number 1a, 1b, 1c; whereas Aesthetic-Imagination indicator is still represented by item number 4 and 5; Aesthetic-Integration indicator which is also represented by item number 1a, 1b, 1c and 5 as before; Fluency indicator is represented by the item number 1a, 1b, 1c, 3a, 3b, 3c; Transformation indicators are represented by item number 3a, 3b, 3c and 5; Balance indicator is represented by item number 3a, 3b, 3c, 4 and 5; and the Rationality indicator is still represented by item number 4 and 5. These results are summarized in table 2.

Table 2. Summary of Item Discrimination Test Results from Creativity Tests in the field of Architecture

Indicators	Analysis Process for	Item Number Revisions Required	Explanation
Originality	1	1a (O1) and 3a (O4)	The revised item has an index corrected item total correlation 0,068 and 0,160
	2	1b (O2), 3b (O5) and 3c (O6)	The revised item has an index corrected item total correlation 0,152; 0,128 and 0,164
	3	-	The revised item has an index corrected item total correlation > 0,25
Aesthetics-Alignment	1	2 (ES1)	The revised item has an index corrected item total correlation 0,159
	2	-	The revised item has an index corrected item total correlation > 0,3
Aesthetics-Diversity	1	2 (ER4)	The revised item has an index corrected item total correlation 0,109

Indicators	Analysis Process for	Item Number Revisions Required	Explanation
	2	-	The revised item has an index corrected item total correlation > 0,2
Aesthetics-Imagination	1	-	
Aesthetics-Integration	1	-	All items has an index corrected item total correlation > 0,3
Fluency	1	-	
Transformation	1	2 (T1)	The revised item has an index corrected item total correlation 0,110
	2	-	The revised item has an index corrected item total correlation > 0,3
Balance	1	-	All items has an index corrected
Rasionality	1	-	item total correlation > 0,3

Source : Output of SPSS's 20<sup>th</sup> IBM for Windows version

The result from SPSS's item analysis by examine the item discriminating power also indicated item number 2 did not represent any indicators, and item number 1c actually had the same command or assignment stimulus with 1a and 1b but had different themes. Thus the unrevised items from all items analyzed, had corrected item total correlation index of 0.203 to 0.570 and had Alpha Cronbach reliability coefficient of 0.892.

Almost similarwith the results of item analysis using SPSS program, the output summary using Winsteps program analysis also indicated that:

- 1) The average subject's value viewed from Item Measure Mean = 0.00 which describe that the instrument items tend to had moderate difficulty degree.
- 2) Cronbach Alpha Reliability (KR-20) items test had a coefficient = 0.98 which means the overall quality of the items is excellent (> 0.9)
- 3) The construction of test items had already good, which indicated fromthe value of INFIT MNSQ = 1.02 and OUTFIT MNSQ = 1.01 (score closer to 1 means the better).
- 4) The quality of the constructed test items had already good,viewedfrom the value of INFIT ZSTD = -0.3 and OUTFIT ZSTD = -0.3 (score closer to 0 means the better)
- 5) The constructed test items are grouped into 7 categories or difficulty levels (from the hardest to easiest), which indicated from Item Separation = 6.97.

The Winstep's output also provide information of all 38 items analyzed, item number 1c

subjects on trial test (which had the largest average logit value of 1.58). Whereas item number 1a (code F1 – measuring fluency) is the most easily assessed item by the subjects (which had the least value of logit of -0.95). Then, concerning the Standard Error Measurement Model's column, all the constructed test items have SEM <0.5, this means all items had good accuracy in measuring their representative indicators (SEM of the whole item moves from 0.08 until 0.12).

Furthermore, regarding the statistic fit Winstep program's output and rely on at least 2 criterion not fulfilled from 4 criterion limits, we have recommended item to be revised summarized in table 3. Based on the table 3, it appears that the item that does not fulfilled at least 2 criterion from 4 criterion, is item number 1a, 1b, 1c, and item number 4. In this case, item number 1a, 1b, 1c statistically is not appropriate in measuring Originality, item number 4 is not appropriate measuring Imagination, while item number 5 is not appropriate measuring Aesthetic-Integration. Item numbers 1a and 1b is also not appropriate with Aesthetically-Diversity, item number 1a is also not appropriate with Aesthetic-Integration.

Table 3. Revised Item Summary Based on Item Fit Criteria

Item Number	Item Code	Outfit MNSQ	Outfit ZSTD	PT-MEASURE CORRELATION	INFIT MNSQ	Suggestion for the Item
1a	O1	2,21	6,0	0,13	2,08	REVISED
1b	O2	1,87	4,6	0,29	1,92	REVISED
1c	O3	2,14	5,7	0,50	2,14	REVISED
3a	O4	1,00	0,0	0,23	0,98	GOOD
3b	O5	0,75	-1,7	0,26	0,73	GOOD
3c	O6	0,78	-1,5	0,27	0,76	GOOD
5	O7	1,40	2,5	0,43	1,38	GOOD
2	ES1	0,78	-1,5	0,22	0,80	GOOD
4	ES2	0,77	-1,6	0,46	0,76	GOOD
5	ES3	1,22	1,4	0,61	1,24	GOOD
1a	ER1	0,59	-3,0	0,28	0,55	REVISED
1b	ER2	0,50	-3,7	0,33	0,45	REVISED
1c	ER3	0,75	-1,6	0,35	0,68	GOOD
2	ER4	1,03	0,2	0,17	1,03	GOOD
4	EI1	1,66	3,6	0,42	1,70	REVISED
5	EI2	0,88	-0,7	0,54	1,04	GOOD
1a	EK1	1,72	3,6	0,37	1,72	REVISED
1b	EK2	1,31	1,7	0,48	1,42	GOOD
1c	EK3	1,13	0,7	0,50	1,35	GOOD
5	EK4	1,47	2,7	0,52	1,63	REVISED

Item Number	Item Code	Outfit MNSQ	Outfit ZSTD	PT-MEASURE CORRELATION	INFIT MNSQ	Suggestion for the Item
1a	F1	1,00	0,0	0,46	1,00	GOOD
1b	F2	1,61	3,6	0,55	1,63	REVISED
1c	F3	1,97	5,0	0,45	1,98	REVISED
3a	F4	0,68	-2,4	0,40	0,67	GOOD
3b	F5	0,73	-1,9	0,42	0,72	GOOD
3c	F6	0,62	-2,8	0,46	0,63	GOOD
2	T1	0,85	-1,0	0,15	0,85	GOOD
3a	T2	0,63	-2,9	0,48	0,63	GOOD
3b	T3	0,57	-3,4	0,51	0,57	GOOD
3c	T4	0,57	-3,3	0,52	0,58	GOOD
5	T5	0,94	-0,4	0,55	0,90	GOOD
3a	K1	0,51	-3,9	0,52	0,51	GOOD
3b	K2	0,49	-4,1	0,52	0,49	GOOD
3c	K3	0,52	-3,8	0,48	0,51	GOOD
4	K4	0,50	-4,0	0,61	0,48	GOOD
5	K5	0,60	-3,0	0,61	0,57	GOOD
4	R1	0,93	-0,4	0,55	0,90	GOOD
5	R2	0,88	-0,8	0,56	0,85	GOOD

Source : Winstep's Output of RASCH Model

### Discussion

There's interesting finding that item number 1a and 1b have a low discriminating power represent the Originality indicator, but it has a high discriminating power represent the Aesthetic-Diversity, Aesthetics-Integration and Fluency indicator. Therefore, there are two possible decisions derived related to items number 1a, 1b, and 1c. First, items 1a, 1b and 1c are merged into 1 theme only and still a representation of Originality, Aesthetic-Diversity, Aesthetics-Integration and Fluency indicators. The second option, item number 1 still presented in 3 themes so that the items number is 1a, 1b, 1c but measured 3 indicators only aesthetic-diversity, aesthetic-integration and fluency – (means that item number 1 no longer measure the originality indicators).

In addition to make decisions related to the results of items validation on trial test items of Creativity instrument of Architectural area, researchers would:

- 1) Revise and review item number 2 of the trial test results that did not represent any indicators. Revisions and reviews were created related to the language in the task sentence, and the stimulus as constructed as a test command.

- 2) Re-analyzing the rubric of each indicator, especially related to item number 2 which does not represent any indicators.
- 3) The review of items number 1a, 1b, and 1c is primarily related to the inputs or suggestions obtained from the expert judgment.

Those steps needs to be examined before the data collection, with an intent to verify the construct validity of the instrument.

Considering the output of Winstep's item analysis when compared with the output of SPSS's item analysis, there's an similarity that item number 1a, 1b, 1c, had adversities in measuring or reflecting originality indicator. But in the SPSS's output, items number 1a, 1b, 1c was able to be used to represent Aesthetics-Diversity and Aesthetics-Integration, while in Winstep's output, items number 1a and 1b did not represent Aesthetic-Diversity, and item number 1a did not represent Aesthetics-Integration.

The difference of analysis results's output between two programs is also shown in items number 4 and 5. Both items in SPSS able to represent indicators measured fairly well, but not in Winsteps output. Another difference is found on item number 2. The result of item discriminating power with SPSS showed that item number 2 may not represent all indicators measured, but the output of Winsteps showed different result, item number 2 qualified with 3 criterion (not fit with criterion if using Point Measure Correlation, with a limit of 0.4 < Pt Measure Right < 0.85).

### **Conclusion**

We consider the decision of not deleting but revising the items from Creativity instrument constructed in this study, refer to some statements from literatures (Azwar, 2012; Mardapi, 2012, Supratiknya, 2014) mentioned that the items which had a bad item discriminating power, should not be discarded, ruled out atau not used anymore. Those items that considered not qualified can be reviewed or repaired, but must be re-tested. If those items which did not reach the good item discrimination requirement has been moved, or revised, then the instrument is ready to used to retrieve research's data.

One should be underlined from the result's study and discussions, the items constructed for creativity instrument was reliable and relevant measuring 9 indicators, with a little revision on certain items and require re-testing after the revision process. The items analysis result from this study will become a valid and reliable baseline to the instrument.

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### Declaration of Interest

This study is a section of researcher's dissertation. This study based on a pre-eliminary study that has been presented at ICP 2016 Yokohama Japan last July 2016 as a poster work. After this research, we are continuing with further research related to the second trial and validation of Creativity instrument in the area of Architecture that has been constructed before.

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## The Role Of Collectivism Culture In Entrepreneurs Orientation Of Dayak Tribe

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### Abstract

Entrepreneurship in Dayak tribe formerly until now have not been significantly improved, with minority conditions as business actors, until today Dayak tribe still has it's own attraction of creativity and very likely to develop. The purpose of this study is to see the role of collectivism culture on entrepreneurial orientation in the Dayak tribe located in East Kalimantan, using a phenomenological perspective. The data was taken using semi-structured interviews on two selected subjects using purposive sampling. Interview transcripts were then analyzed using interpretive phenomenological analysis. The results of this research is known that until today they run their business from generation to generation, they believe that the business is as an obligation that have to be done to preserve the culture. It seems that the role of collectivism is very strong, within the framework of entrepreneurial orientation where each family member is expected to be able to continue the family business in return for the loyalty and the family image termed as "us" and not as a skill that must be developed to increase the family economy.

**Keywords:** collectivism culture, entrepreneurship orientation, Dayak tribe.

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### Introduction

The orientation of entrepreneurship is more viewed from the perspective of business organization or leadership, so it is rare to study from the perspective of a community or individual group in isolation (Lumpkin & Dess; 1996, Morris, et al., 2007, Moreno, & Casillas, 2008, Rauch, Wiklund, & Frese, 2009). The original framework of Entrepreneurial Orientation (EO) was introduced by Miller (1983) which uses the dimensions of innovation, proactiveness, and risk to measure entrepreneurship. The three dimensions were also adopted by subsequent research (Covin & Slevin 1989; Lumpkin & Dess 1996; Lee & Peterson 2000; Kreiser, Marino, & Weaver, 2002; Tarabishy et al. 2005). Covin and Slevin (1989) discussed further

(ESP) and measured the Entrepreneurial Posture Strategy (ESP) of small manufacturing company. By evolving problems in the community, the research was increasingly developed so that the Orientation of Entrepreneurship is not only studied based on the perspective of the organization but also in as an individual perspective. (Hornsby, et al., 2002, Krauss, et al., 2005, Richard, et al., 2009).

A research which examines the entrepreneurial orientation from an individual perspective is only few who consider a cultural aspect, for example the research by Lee, & Peterson, (2000), examines the influence of Hofstede cultural dimensions (1980) on entrepreneurial orientation and found culture has a strong influence on entrepreneurial orientation.

East Kalimantan is one of the provinces in Indonesia that consists of various tribes that live together. One of the tribes is Dayak, where they have a variety of behaviors and have a business that can be traded as income. East Kalimantan province has 2% entrepreneurship of its total population, while 98% of the it work as employees in various sectors of the company ([www.kaltimprov.go.id](http://www.kaltimprov.go.id), 2018) with a total population of more than 4 million people. The number of Dayak tribes amounted to 707,598 people (BPS Kaltim, 2017), where less than 0.05% who work as entrepreneurs. With a minority position as a businessman, until now the Dayak tribe still has its own charm as an individual businessman. They have their own culture in pioneering and developing a business, where they have their own values in running a business, because they live and run in groups collective as a culture. While the culture of collectivism itself is defined as the value in which individuals are affiliated with and attached to their group from birth to death (Hofstede, 2005).

How to measure culture is often done using the cultural dimensions developed by Hofstede (1980) and one of them is Collectivism, Hofstede's dimension is often used in research because of its simplicity in understanding and measuring culture (Kirkman, et al., 2006) Even in a study it is said that one's entrepreneurial behavior can consider others, especially those in the group. (Usunier, 2000) shows that the greatest influence is from the family.

The study that the author wants to do in this research will have a good impact as one of the efforts to find out the role of collectivism culture in the Dayak entrepreneurship orientation, in order to know how inividual on the Dayak tribe interpret the entrepreneurial orientation in every business they run with the culture of collectivism in life, so that will give an

illustration obtained picture of cultural role of collectivism on entrepreneurship orientation at Dayak tribe. It is aimed to obtain the data on how the tribe interpret a business.

### **Method**

According to Creswell (2015), qualitative research is a process of gaining an understanding of social or human problems organized in natural research settings, based on a complex and comprehensive picture built from the views expressed by informants in detail. Referring to the paradigm of qualitative research, qualitative research is the right approach to be used in explorative, descriptive and explanative research (Santoso & Royanto, 2017). This research, using the type of phenomenological research. The study of phenomenology describes the general meaning of some individuals to their various life experiences related to concepts or phenomena. (Creswell, 2015) The interview transcripts were then analyzed using interpretive phenomenological analysis (IPA). There are several steps in IPA 1. appreciation of transcripts and preliminary notes, 2. Formulating emergent themes ie themes that come out of exploratory comments can be words or phrases. 3. Formulation of superordinate theme is a theme whose which position is above the themes of emergent. 4. Patterns between cases or between participants' experiences.

The subjects of this study are two people from the Dayak Kenyah tribe. Subject A: 34-year-old, currently running a business of Dayak tribe accessories which is a family business that he got inherit from his grand mother which his mother used to run, and now he also works as a civil servant. Subject B: A 67-year-old, has a shop that sells accessories and Dayak custome ceremony, which she inherited from her mother.

### **Results**

The Interview from both subjects resulted illustrations, both subjects are Dayak tribe people who live in Pampang. Pampang is a cultural village that has a distinctive Dayak tribe that is located close to Samarinda. The villagers make unique handicraft products.

Both subjects run business from generations, where the business they are running today are the inheritance efforts of their parents or grandparents. Subject A runs a business as a form of obligation because as the only son who is responsible for extended the family, and subject B as the oldest son in charge of his siblings. Here is what it explains

Subject A:

"..... I am the only son in this family, I must be responsible for my sisters and also my parents. My sister is at home and takes care of the family, so less focus in running the

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business. While my parents are no longer able to work like when they were young. So according to them I am the right person to continue this business .....

While subject B says:

"..... I am the oldest child, I have many sisters, when father died then I have to continue my parents' business. As you see my mother is taking care of the kitchen. So I am the one who should continue this business, because I always help father at the store ... "

Both subjects interpret business only as a duty that must be executed, so they lack of the effort in running the business owned today. They are just doing business according to the patterns that the previous generation did, do not have enough effort to develop and improve their business today.

Subject A says that:

"..... I make crafts if there are orders. It's been my grandmother's first days of selling. They every month come here again, if not sometimes in 2 or 3 months. If I have a stock, I am afraid that I can not run the money, this business is family business, if you do not run the business, I would feel bad to our ancestor." my grandma said, that is why I have another work ... "

In contrast to subject A, subject B, has attempted to market its out-of-business results by making cooperation with craftsmen in surrounded area, although he has tried several times to sell his products to other cities, but because of the lack of marketing knowledge, the business has not been growing, the business is suffered losses due to tricky business partners.

Subject B says that:

"..... I have only small stocks, I will make another one but not too many. It is only used as a sample for any customers who come to the workshop. There is a little stock, I make it again but not so much so who suddenly come people want to buy there are seen. I have tried once to sell out of the area, even I have ever had time to cooperate with friends of other craftsmen, yet I was cheated. So I prefer selling here to my customers .....

Both subjects mean that the business they are running today as a value to keep the inheritance in the form of artwork from their ancestral culture that must be preserved in the

form of the resulting product. Although (it is) not very supportive in the economic side they are still trying to run the business.

Subject A:

"..... I can not escape from the big family, because as part of the Dayak tribe I have to preserve every handicrafts and customs inherited by my parents and grandparents, as I have to defend our tribal peculiarities ..... " "..... Fortunately I am also an employee, so every month I still get the salary. If relying on this business certainly not enough to support my family, I still have to share the results with relatives and parents.... "

Subject B:

"..... This business is part of the honor of the family, so it must be continued, the things that we make it is a characteristic of our tribe, so it must be taken care of ...."

"..... the business that I run is actually mediocre, but my husband as an employee so not entirely dependent on this business, the important thing is we still can run this business ....."

### **Discussion**

One's entrepreneurial orientation can arise by considering others, especially those in the group, where it is said that the greatest influence is the family (Usunier, 2000). This is in line with the results of this study, that the entrepreneurial orientation in both subjects of Dayak tribe is influenced by the family and the business being run is a hereditary effort. This penetration is also known that both subjects run their business because they feel responsible for their family as an effort to continue the family business.

The entrepreneurial activity that tends to involve the opinions of others rather than the individual's own will not achieve maximum results (Zainol, 2013). In this study, the subjects interpret the business they are doing only as a duty that he runs so that they only run the business in accordance with the patterns that have been done before.

In Peterson's research, (2000) an entrepreneur must have creative, innovative and risk-taking dimensions so that this condition does not become an obstacle to developing a business. In both subjects the creative, innovative and risk-taking dimensions have not been seen, consequently the efforts they are currently undertaking do not experience any significant development. In subject B never attempted to expand his business but in the end the business

failed and subject B does not want to take any risk in trying to expand his business in a different way.

While the culture of collectivism itself is defined as the value in which individuals are affiliated with and attached to their group from birth to death (Hofstede, 2005). Collectivism is a continuous interaction in a group that is diverted from one generation to the next (Triandis, 1994). Both subjects deeply understand the value of the business owned by the family and its role as part of the family, so they keep running their business today, although the results obtained less than the maximum.

### **Conclusion**

From the results of observation and interviews obtained the illustration that until now the two subjects only run the business from generations, they interpret the business as an obligation that they must do to preserve the culture and not as a skill that must be developed to increase/support the family economy. where a business is built together and interpreted as a collective culture that must be preserved. This is what makes them despite producing something different as a result of business but can not raise the level of entrepreneurship in the Dayak tribe. This study has limitations that are done on individuals who have a hereditary business, should be done also in individuals who have a business independently which is not obtained from the inheritance of parents or ancestors so it is possible to obtain different results.

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### **Declaration of Interests**

The authors report no conflicts of interest in this work.

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## Application Of Self Regulation Empowerment Program (Srep) To Enhance Self-Regulated Learning And Achievement In Mathematics For Student With Underachievement In Middle School

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### Abstract

Students with underachievement in Mathematics had actual achievement that falls below their potential achievement. This kind of discrepancy could be caused by their self-regulated learning. Self Regulation Empowerment Program (SREP) intervention was an alternative way to enhance self-regulated learning. This single subject experimental study aimed to determine the effectiveness of SREP in enhancing both self-regulated learning and Mathematics achievement for student with underachievement in middle school. The data was collected by using Motivated Strategies and Learning Questionnaire (MSLQ), Self-Regulated Learning (SRL) Microanalysis, and Mathematics achievement test and analyzed by using reliability change index (RCI) and qualitative method of analysis. The result showed that SREP was able to enhance self-regulated learning significantly (RCI = 3.07,  $p < 0.05$ ) and also improve Mathematics achievement (+79.85% > +6% based on Perels, Dignath, & Smith, 2009) for students who have underachievement in middle school. Follow-up data showed that students also has applied stages of self-regulated learning not only in Mathematics but also in other school subjects such as science, social science, Bahasa, and English.

**Keywords:** *Underachievement, self-regulated learning, achievement, self regulation empowerment program (SREP), Mathematics*

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### Introduction

In Indonesia, Mathematics achievement being an important indicator for learning process assessment. Every students in elementary, middle school, and high school level need to pass Mathematics national exam before move to next level of education. Unfortunately, Nizam as Head of National Education Assessment Center in Indonesia reported that Mathematics exam score always become the latest rank among other subjects in school, especially in middle school (Fizriani, 2016). Looking to the result in 2013, average score of Mathematics for middle school level declined 1.37 from 62.37 on last year (Afifah, 2013). Statistics on 2014 also showed that the average score went down until 61 (Syarifuddin, 2015). This trend still continued to 2015 when there was gap 3.6 points from the previous Mathematics

scores average (Medistiara, 2016). Similar result also found in 2016 that Mathematics score average came down as much 6.04 points to 50.24 (Fizriani, 2016). To sum up, Mathematics achievement in Indonesia for the past four years remain showed a down trend.

Besides national exam of Mathematics, Indonesia also concerns with result from international student assessment. Research from Trends in International Mathematics and Science Study (TIMSS) in year of 2011 found that Indonesia got below average mean score of Mathematics achievement compare with other 41 TIMSS participated countries (Kemendikbud, 2011). Another related research such as Program of International Student Assessment (PISA) showed quite similar result. Newest PISA's result in 2015 confirmed that Indonesia achievement still far below average mean score from PISA countries lists, especially in Mathematics (Kemendikbud, 2016). In addition, the achievement of Mathematics was the lowest rank after Science and Literacy in Indonesia for third times according to PISA result in 2015, 2012, and 2009 (Kemendikbud, n.d.; OECD, 2015). Thus, relatively low level of Mathematics achievement needs further attention.

Low level of achievement in Mathematics could be analyzed from internal and external factors. Internal factors that determine Mathematics achievement consist of intelegency (Ningrum, 2000; Silaen, 1990), achievement motivation (Irmansyah, 2001; Styati, 2010), self regulation (Perels, Dignath, & Schmitz, 2009), dan sosio – economic status (Irmansyah, 2001). From external factors view point, there are teaching methods (Keswara, 2013; Napitupulu, 2012; Styati, 2010) and positive parental support in learning process (Ningrum, 2000; Styati, 2010) significantly enhance Mathematics achievement. Both internal and external factors has their own rule to Mathematics achievement. Comparative research which was conducted by Suan (2014) found that internal factors such as study habit, motivation, and time management significantly has 64,23% bigger impact to the Mathematics achievement with than external factors (teaching methods and parental support). Another supported result also revealed by study from Corte, Mason, Depaepe, and Verschaffel. (2011). The study revealed internal factors from students that significantly unsupport their achievement was mistaken perception about learning strategies. Specifically, students often apply memorize the formulas, believe that solving Mathematics problem limited to single method, and mostly failure to get helpful keywords in order to finish Mathematics tasks efficiently. Infered from Suan (2014) and Corte, *et al* (2011) study, internal factors that signifikanly contribute to Mathematics achievement has a strong relationship with self-regulated learning.

Self-regulated learning refers to self-generated thoughts, feelings, and behaviors that are planned and cyclically adapted based on performance feedback in order to attain self set goals.” (Zimmerman, 2000, in Zimmerman, 2002). According to the definition itself, self-regulated learning has visualization as a cycle that consists of three phases, such as forethought, performance, and self-reflection phase (Zimmerman, 2013). At the forethought phase, students with high level of self-regulated learning look like they are responsible, confident, and proactive set plans to accomplish the goals. On the next phase namely performance phase, students with high level of self-regulated learning will implement the best plan and accompanied by doing self monitoring to ensure goal accomplishment. Finally in self-reflection phase, students with high level of self-regulated learning also initiated to evaluate their performance by using personal standard, attribute low performance because of ineffective strategies, and adjust more effective strategies for next plan.

Basically, self-regulated learning is not spontaneous mechanism for students. As a consequence, students need to learn how to do self-regulated learning and apply those steps regularly in their own study (Tuckman, 2003, in Cazan, 2012). Therefore, they need help to be enlightened by specific self-regulated learning intervention. It is potentially impactful for middle school students because they have more developed metacognitive ability rather than elementary level (Dignath, *et al.*, 2008, in Corte, *et al.*, 2011). Metacognitive ability has an important role in gaining awareness about their own thinking process to break down steps in solving daily problems. Moreover, they will learn how to do plan, monitor, and evaluation as an independent learner. Some study reported that specific self-regulated learning interventions successfully enhance academic achievement (Soufi, Damirchi, Sedghi, & Sabayan 2014), academic adjustment (Cazan, 2012), problem solving skills (Perels, Gurtler, & Schmitz, 2005), achievement motivation and self efficacy (Lavasani, *et al.*, 2011), self discipline (Zimmerman & Kitsantas, 2014), and being passionate long life learner (Zimmerman, 2002).

An intervention namely Self Regulation Empowerment Program (SREP) can be a good choice. SREP has excellence in developing achievement motivation and training study skills by guided learning (Cleary & Zimmerman, 2004). SREP also flexible to use in various subjects in school, including Mathematics. SREP concerns to develop achievement motivation because it will be useful for promoting self awareness and initiative to manage students own learning and also apply various effective learning strategies in daily study (Cleary, Platten, & Nelson, 2008; Murdiyarso, 2013). Hence SREP will be helpful for students with low level of self-regulated learning, achievement motivation, and knowledge about applying effective learning strategies

based on specific subjects. As noted, because SREP utilizes a problem-solving approach, so the target students should have an average level of intelligence as a basic requirement to be successful in the program (Cleary & Zimmerman, 2004).

Application of SREP is also beneficial for students with underachievement. It refers to students who have average, above average, and superior level of intelligence, but do not reach a good achievement yet (Rimm, 1986). The particular characteristics of students with underachievement are a useless point of view toward learning, low level of self-efficacy and learning participation (Trevallion, 2008). Frequently, students with underachievement also have a low level of achievement motivation (Cleary & Zimmerman, 2004; McCoach & Siegel, 2003) and poor self-regulated learning (DiFrancesca, Nietfeld, & Cao, 2016; McCoach & Siegel, 2003). By socializing SREP to the students, they are expected to be more independent, confident, and successful learners not just during the program, but also after the program itself.

Model of SREP intervention was primarily designed by Cleary and Zimmerman (2004). The model has been tested to high school students with underachievement (Cleary & Platten, 2013; Cleary *et al.*, 2008). From both studies, there were five students who showed statistically significant improvement in self-regulated learning and they implemented the study skills knowledge into daily learning outside the program. And the other three students did not reveal a statistically significant improvement in self-regulated learning after engaged in SREP program. In addition, there was a little amount of previous research about SREP effectiveness study to students with underachievement, especially in Indonesia. Previous research by Andranita (2013) and Puteri (2013), both studies used qualitative approach so there was no confirmation about how much statistically significant the SREP program in enhancing self-regulated learning in specific subject for students with underachievement in Indonesia. Another study confirmed that specific self-regulation program significantly increased Mathematics achievement by 6% (Perels *et al.*, 2009). Seeing the gap between the good model of SREP and the effectiveness related to Mathematics subject, especially for students with underachievement in Indonesia, the current study aims to assess effectiveness of SREP application to enhance self-regulated learning and Mathematics achievement for students with underachievement. Moreover, students with underachievement mostly reported in middle school rather than elementary school (Cleary & Chen, 2009; Rayneri, Gerber, & Wiley, 2003). Immediate follow-up self-regulated learning intervention to them will reduce probability of negative impact like failures in completing academic tasks and also drop-out rate (Meyers, Pignault, & Housemand, 2013).

## Research Question and Hypothesis

Related to explained background, the purpose of the current study is to examine two research questions below:

1. Does any differences in self-regulated learning is found after student with underachievement in middle school engaged in Self Regulation Empowerment Program (SREP)?
2. Does any differences in Mathematics achievement is found after student with underachievement in middle school engaged in Self Regulation Empowerment Program (SREP)?

According to research questions, the study propose two hypothesis. Firstly, there is significant differences in self-regulated learning score after the student with underachievement in middle school engaged in SREP. Secondly, there is a minimum 6% differences in Mathematics achievement score after the student with underachievement in middle school engage in SREP.

## Method

### Research Design

The current study uses single subject experimental design to answer the explained research questions. The selected design will help to examine individual's behaviors before the program is given and after the program is completed (Gravetter & Forzano, 2009). Technically, the design consists of three periods, such as baseline, treatment, and baseline (Cozby & Bates, 2012). In baseline period, there is measurement of subject's behavior before receiving and after completing SREP. Between two baseline period, subject will be given SREP which is followed by recording subject's behaviors. Any differences that is founded when compare before and after subject's behavior will be a proof to make decision about SREP effectiveness.

### Participant

According to purpose of research, there is one subject that will participate in this study which has the following criterions.

1. Adolescent with range of age 12 – 15 years old,
2. Had study experiences in middle school at least a year,
3. Has intelligence quotient (IQ) score which same or above 90 points based on Wechsler scale,

5. Able to practice arithmetic tasks correctly, such as simple addition, subtraction, multiplication, and division in elementary level,
6. And showed poor self-regulated learning in Mathematics subject.

Based on the criterions, the researcher found the subject who is a boy aged 12 years 5 months with underachievement in Mathematics. When the research is conducted, he is 8th grade student in one of public school in Jakarta. According to psychological assessment, he has average level of intelligence quotient (IQ) compare with his same age friends (IQ = 100, Weschler scale). He is able to do simple arithmetic tasks correctly according to elementary standard. About his Mathematics achievements record during middle school, he never pass the minimum standar score of Mathematics subject. In addition, his Mathematics achievement score was the lowest rank compare with other subjects score. He also showed learned helplessness in studying Mathematics due to did not apply the effective study strategies. Mostly, he applied reread the material to help him memorize without try to solve any related tasks.

Based on underachievements characteristics that is explained by Trevallion (2008), he showed low self esteem toward Mathematics, attribute his failure because of inability to do better, withdrawal behavior to academic tasks, start learning if there is others guidance, and passive learning participation while in the class. According to other characteristic of underachievement from Bouffar, et al (2005), his academic performance, especially in Mathematics didn't fit the school standard.

### **Overview of Intervention Program**

Zimmerman (2013) had developed cyclical self-regulated learning phase which is consists of forethought, performance, and self-reflection phase (Figures 01). Furthermore, each phase has important components that differs from the others. Derived from Zimmerman's cyclical self-regulated learning concept, Cleary and Zimmerman (2004) designed Self Regulation Empowerment Program (SREP). Three sections were included into the SREP which are empowerment, study / learning strategies, and cyclical feedback loop section. The aims of empowerment section is to gain students awareness about their own motivational beliefs toward learning or specific subject. After that, students will be helped to build more positive and realistic motivational beliefs in learning process. The successful empowerment section will impact positive self motivational beliefs in forethought phase.

The next section namely study / learning strategies is used to introduce and develop skills to practice self-regulated learning. In this section, Cleary and Zimmerman (2004) focuses

on empower student to practice strategies forforethought especially in task analysis's component, performance, and self-reflection phase. The practice of study / learning strategies will happen systematically. For example, if students practice well in forethought phase, they are going to learn other strategies for performance phase.

The final section is called by cyclical feedback loop (Cleary & Zimmerman, 2004). After mastering study / learning strategies for each phase of cyclical self-regulated learning, there will an opportunity to practice all of those strategies as a cyclical self-regulated learning that begins with assessing self motivation belief toward spesific subject / tasks, practice task analysis, monitor executed plan while using effective strategies in accomplish the targeted goal, and do self relfection phase. Purpose of this section is to train students to be more independent and skillful learner when applying knowledge from SREP.

### **Program's Indicator of Targeted Behavior**

In general, effectiveness of SREP can be seen from any improvement in self-regulated learning and Mathematics achievement after completing the whole program. More specifically, the current research uses several successful indicators such as:

1. There is statistically significant enhancement in self-regulated learning score that is measured by Motivated Strategies and Learning Questionnaire (MSLQ) with reliability change index (RCI) more than 1.96,
2. There is a significant improvement in Mathematics achievement score at least 6% after engage in SelfRegulation Empowerment Program (SREP) according to study of Perels, Dignath, and Schmitz (2009),
3. At the end of session in SREP, subject is able to practice cyclical self-regulated learning in Mathematics independently, such as goal setting, build strategic planning, execute the plan, practice learning strategies, and self reflection.

### **Program Implementation**

As a whole, Self Regulation Empowerment Program (SREP) is conducted into 1 introductory session, 8 main sessions, and 1 last session. Every two days after school time, the session occurs with a duration of 60 – 90 minutes. The day without session is used as an opportunity to practice knowledge that are received from previous session. In addition, student will be asked with every practice she / he has done of SREP's knowledge outside the session at the beginning of next session. In the end of session, student is going to tell every new knowledge or insight she / he has got during the session. In order to gather baseline's data

researcher do pretest and posttest to record any student's behavior related to self-regulated learning in Mathematics. For more detail programs, the lists are given in the table below (Table 1). Every session in SREP is designed to execute in a time. Pretest and posttest session will occur in the same duration before and after the SREP's intervention. Researcher does pretest two days before the the first session begins. On the other side, posttest is done two days after the last session ends.

Table 1. Details of SREP Session

Program Session	Objective
Pretest & Introductory	<ul style="list-style-type: none"> <li>• The assess subject's baseline level of self-regulated learning in mathematics and also Mathematics achievement at the beginning of SREP sessions</li> <li>• To socialize the program to subject about the overview of intervention plan and signing agreement for both student and researcher</li> <li>• To introduce parent and teacher about teach the mother and teacher about the overview of intervention plan and signed agreement to be cooperative during the program, especially in reporting student's practice of SREP's knowledge outside the session</li> </ul>
Session 1 Empowerment	<ul style="list-style-type: none"> <li>• To help students aware about significant factors that contribute to their own learning a Mathematics and also current achievement</li> <li>• To build positive perception toward learning a Mathematics and also student's confidence</li> </ul>
Session 2 Study / Learning Strategies – Forethought Phase (Goal Setting)	<ul style="list-style-type: none"> <li>• To review the knowledge from previous session</li> <li>• To ask about application of SREP's knowledge in daily learning</li> <li>• To identify student's current achievement</li> <li>• To set personal goals for Mathematics that a little bit higher than current achievement</li> <li>• To set personal goals that fulfilled SMART criterion</li> </ul>

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<b>Program Session</b>	<b>Objective</b>
<p>Study / Learning Strategies – Forethought Phase (Strategic Planning)</p>	<ul style="list-style-type: none"> <li>• To ask about application of SREP’s knowledge in daily learning</li> <li>• To design strategic plan according to student’s personal goals systematically</li> </ul>
<p>Session 4 Study / Learning Strategies – Performance Phase (Learning Strategies 1)</p>	<ul style="list-style-type: none"> <li>• To review the knowledge from previous session</li> <li>• To ask about application of SREP’s knowledge in daily learning</li> <li>• To make an efficient mind map as a learning strategy while reading Mathematics</li> </ul>
<p>Session 5 Study / Learning Strategies – Performance Phase (Learning Strategies 2)</p>	<ul style="list-style-type: none"> <li>• To review the knowledge from previous session</li> <li>• To ask about application of SREP’s knowledge in daily learning</li> <li>• To apply strategy namely solved it when student do Mathematics problem</li> </ul>
<p>Session 6 Study / Learning Strategies – Performance Phase (Learning Strategies 3)</p>	<ul style="list-style-type: none"> <li>• To review the knowledge from previous session</li> <li>• To ask about application of SREP’s knowledge in daily learning</li> <li>• To apply strategies during the Mathematics simulation test effectively</li> </ul>
<p>Session 7 Study / Learning Strategies – Self Reflection Phase (Self Evaluation &amp; Causal Attribution)</p>	<ul style="list-style-type: none"> <li>• To review the knowledge from previous session</li> <li>• To ask about application of SREP’s knowledge in daily learning</li> <li>• To practice self evaluation toward personal goals and find causal attribution</li> <li>• To set a new strategic plan after evaluated the semester result</li> </ul>
<p>Session 8</p>	<ul style="list-style-type: none"> <li>• To review the knowledge from previous session</li> </ul>

Program Session	Objective
Cyclical Feedback Loop	<ul style="list-style-type: none"> <li>To ask about application of SREP's knowledge in daily learning</li> <li>To apply each self-regulated learning strategy as a cycle independently</li> </ul>
Posttest & Evaluation	<ul style="list-style-type: none"> <li>The assess subject's baseline level of self-regulated learning in mathematics and also Mathematics achievement at the end of SREP sessions</li> <li>The assess student's knowledge and skills related to SREP</li> </ul>
Follow up	<ul style="list-style-type: none"> <li>To gather information about remained daily practices of student after the end of SREP's intervention</li> </ul>

In general, when the subject cannot complete the successful indicator in spesific session, subject will have enrichment by doing related homework and review the knowledge in the next session. As a noted, every study / learning strategies that introduce in SREP's session should derived from previous research to ensure the effectiveness and also based on students needs(Cleary, et al., 2008). In this study, selected learning strategies such as mind map, solved it, and strategies to face the Mathematics test come from various research (Agung, 2014; Montague, Warger, & Morgan, 2000; Walle, 2008; Hong, Sas, & Sas, 2006). For self – reflection phase, using student's worksheet and/or exam result can be a helpful instrument to used (Cleary, *et al.*, 2008).In this current study, researcher adds follow up session to gain daily practices of SREP's knowledge after joined the program that inspired from Perels *et al*, (2009) study. Follow up session will be held after same duration of the SREP's intervention (Boer, et al., 2012). For example, duration of this SREP's intervention is three weeks, so the follow up session must be occur after three weeks since the last session namely cyclical feedback loop.

### Data Analysis

This single subject experimental study will measure self-regulated learning with various methods, such as self assessment by using Motivated Strategies and Learning Questionnaire (MSLQ) and Self Regulated Learning (SRL) Microanalysis, and qualitative data about daily practices of SREP study skills by the student outside SREP programs. Related with characteristic of middle school students who are currently developing self-regulated learning, sometimes they still need additional monitoring from adults. For given reason, the current study

outside the SREP program by utilizing Self-Regulation Strategies Inventory (SRSI) Parent Rating and SRSI Teacher Rating. Unfortunately, data that derived from SRSI Parent Rating and SRSI Teacher are not included in analysis of SREP effectiveness. Another measurement that conduct in current study is Mathematics achievement. The Mathematics achievement test is designed with Mathematics teacher in school based on targeted competency indicators.

After gathered pretest, posttest, and behavioral records during the SREP's intervention period and also follow up session; researcher is going to compare before (pretest) and after (posttest) record, especially self-regulated learning score and Mathematics achievement as well. And then, to check the completed successful criterions of general intervention and each session too. In order to hypothesis testing, researcher uses reliability change index (RCI). RCI is an index that represents how much measured impact to desired behavior after engaged the intervention, especially in single experimental case study (Cleary *et al*, 2008). RCI is defined from the formula below.

$$RCI = \frac{X2 - X1}{\sqrt{2(SE)^2}}$$

In order to find SE, formula below can be used.

$$SE = SD \sqrt{1 - rx}$$

Keterangan:

x1 : pre-test score; x2 : post-test score; SE : standard error; SD : standard deviation; rx : reliability index of instrument

Using RCI also has applied in study of Cleary and Platten (2013) to test effectiveness of SREP's intervention. The interpretation of RCI with 95% level of confidence is if RCI index exceeds 1.96, it means the intervention has a significant effect on desirable behavior of subject. Unlikely RCI index that falls below 1,96, the interpretation is there are no significant effect on desirable behavior of subject after got an intervention. Another supported data from SRL microanalysis, subject's insight for each SREP's session, and daily practice of SREP's knowledge outside the intervention will be included as qualitative data in this study refer to theory framework.

Related with reliability and validity testing of research's instruments such as MSLQ, SRSI Parent Rating, and SRSI Teacher Rating, researcher uses IBM SPSS Statistic 21 and analyze the result by kolmogorov-smirnov, croncbach alpha, descriptive statistic, pearson correlation, and spearman rank correlation.

### Result

At this section, study result about effectiveness of SREP intervention to enhance self-regulated learning and improve Mathematics achievement will be presented. According to data analysis, research has been compared pretest and posttest (Table 2). Refer to table 2, there is a change in self-regulated learning's score that is measured by MSLQ. Besides that, RCI shows that the change is statistically significant at level of confidence 95% ( $RCI > 1.96$ ). Looking at MSLQ profile before and after the intervention shows that there is score's improvement in 4 out of 5 components of MSLQ, except test anxiety (Table 3). In addition, score of self regulation strategies's component has changed and becoming high category.

Table 2. Comparison of Pretest and Posttest Score of Self-Regulated Learning and Mathematics Achievement

Aspect	MSLQ	Mathematics Achievement
Pre test	109	55.6
Post test	125	100
Change	+16	+44.4
% Change	14.67%	79.85%
RCI	3.07*	Information: *statistically significant differences at LOC 95%
Final Result	High (score range 87 – 129)	

Table 3. Pretest and Posttest Result By Using MSLQ

Subscale of MSLQ	Pretest Score	Interpretation	Posttest Score	Interpretation	Change
<i>Self efficacy</i>	25	High (score range 23 – 36)	27	High (score range 23 – 36)	+2
<i>Intrinsic value</i>	21	High (score range 21 – 32)	27	High (score range 21 – 32)	+6
<i>Cognitive strategy use</i>	34	High (score range 33 – 52)	39	High (score range 33 – 52)	+5

<i>Test anxiety</i>	8	Low (score range 4 – 10)	8	Low (score range 4 – 10)	0
<i>Self regulation strategies</i>	21	Low (score range 9 – 22)	24	High (score range 23 – 36)	+3
<b>Total Score of MSLQ</b>	<b>109</b>	<b>High (score range 87 – 129)</b>	<b>125</b>	<b>High (score range 87 – 129)</b>	<b>+16</b>

In self-regulated learning practices that is measured by SRL Microanalysis, researcher found that subject is able to apply all three cyclical phases of self-regulated learning according to Zimmerman conceptualization. For instance, subject can set a specific goal and oriented to outcome, set and monitor when execute strategic plan, and find causal attribution of the failure the subject made. From the causal attribution, the subject choose to find alternative strategies to perform better in next opportunity.

Looking at supported data from SRSI *Parent Rating* dan SRSI *Teacher Rating*, both instruments show better score after SREP's intervention has ended. Although there is an score's improvement, but category of self-regulated learning that assess from parent and teacher remain in low category of self-regulated learning as before the intervention. It means the subject may do some efforts, but those didnot show great positive changes in self regulated learning in daily practice outside the SREP's intervention based on adults observation in both home and school setting.

Another result about Mathematics achievement in this study also shows positive change for 79.85% at the end of SREP's intervention. From observation, the subject was apply solved it strategies and Mathematics test strategies correctly. Besides that, subject also can finished the all items on Mathematics achievement test.

Researcher also uses SREP's successful indicatorsto review the effectiveness of the intervention. The given result shows that SREP intervention complete to fulfill all the three indicators.

4. There is statistically significant enhancement in self-regulated learning score that is measured by Motivated Strategies and Learning Questionnaire (MSLQ) with reliability change index (RCI) more than 1.96,
5. There is a significant improvement in Mathematics achievement score at least 6% after engage in SelfRegulation Empowerment Program (SREP) according to study of Perels *et al* (2009),
6. At the end of session in SREP, subject is able to practice cyclical self-regulated learning in Mathematics independently, such as goal setting, build strategic planning, execute the plan, practice learning strategies, and self reflection.

### **Discussion**

Low self-regulated learning profiles are often found in students with underachievement in middle school, including in Mathematics (Cleary & Chen, 2009; Rayneri, Gerber, & Wiley, 2003). Therefore, this study aims to examine the effectiveness of SREP in improving self-regulated learning as well as mathematics achievement. Referring to the conclusions that have been submitted, the SREP intervention program consisting of 8 sessions has proven successful in improving both self-regulated learning and mathematics achievement. The effectiveness of SREP confirms previous research that focus on improving self-regulated learning and academic achievement. Some of the previous research are Cleary and Platten (2013) in Science subject and Cleary, Platten, and Nelson (2008) in Biology lessons and Perels *et al* (2009) for Mathematics.

According to Zimmerman (2000, in Zimmerman, 2002), self-regulated learning refers to self-generated thoughts, feelings, and behaviors that are planned and cyclically adapted based on performance feedback in order to attain self set goals. Based on these definitions, the subject showed a statistically significant differences in self-regulated learning after already received SREP. Before begin the SREP program, MSLQ score represented that subjects had high self-regulated learning. However, the high score is not supported yet by the high profile practices of self regulation strategies. Ideally, high self-regulated learning scores should be supported with high MSLQ profiles on self efficacy, intrinsic value, cognitive strategy use, and self regulatory strategies. If so, there is a potential chance to improve academic achievement as Pintrich and Groot findings (1990). Furthermore, self regulation strategies are the best predictors of academic performance compared to the other four MSLQ sub-scales because those strategies directly affect academic performance. Therefore, SREP needs to be given to

Seeing MSLQ profile after the SREP has ended, it appears any improvement on motivational component of self efficacy and intrinsic value of the subject and both components are in high category. According to Schunk, Pintrich, and Meece (2008), students with high level of self efficacy and set learning objectives are predicted to be more actively involved in learning activities. Therefore, subjects are willing to re-learning the learning material outside the SREP session.

Metacognition consists of two components, which are metacognitive knowledge and metacognitive regulation (Lai, 2011). According to Schraw (1998, in Lai, 2011), increasing a metacognitive knowledge in self-regulated learning facilitates metacognitive regulation. Therefore, improvement in self-regulated learning's knowledge supports self-regulated learning practices during SREP's intervention and also in daily life. Based on daily reports and follow up data, subject applied the self-regulation stages in learning outside the SREP session such as setting learning goals, implementing mathematics strategic plans that have been developed, using mathematics learning strategies (mind maps and problem solving) to the given task. The existence of self regulation practice in this study shows that the subject has directed himself to be more planned in learning with accompanying strategies that help achieve the learning objectives. Another finding is that subjects can apply self-regulation in learning not only in Mathematics lessons, but also in other subjects such as Biology, Bahasa Indonesia, IPS, and English. The result highlights that subjects can generalize the self-regulation process in Mathematics lessons to other lessons like Perels *et al* (2009) research results.

As revealed by Zimmerman (2013), self-regulated learning is a continuous process to maintain aspects of motivation and learning outcomes. SRL Microanalysis has been used to obtain data about the process of self-regulated learning. The results showed that subject can practice the three stages of the self-regulated learning cycle correctly. In forethought phase, subject able to set up specific, achievable, and challenging goals related to Mathematics lessons. And then, subject develops a systematic strategic plan based on the goal. On performance phase, subject performs all of his strategic plans and monitors the strategies used to achieve his learning goals. Furthermore, the subject is finally able to evaluate the learning performance and find a significant intrinsic cause affect its performance in self-reflection phase. In addition, the subject can also determine the specific strategy that will be applied if given the similar opportunity. This action is an important form of adaptive behavior in directing the subject to undertake the next phase of thought more effectively (Zimmerman, 2002).

The change of 79.85% in Mathematics achievement exceeds the results of Perels, Dignath and Schmitz (2009) studies, which found students who apply self-regulated learning and related strategies showed a positive change of 6% in Mathematics achievement. A larger increase was found in this study because subjects had mastery the SREP's material during the SREP about 76.5%, read the important points for each session, and practice some strategies outside SREP session. Practice of self-regulated learning process of student help him learn effectively and efficiently. This is related to the results of Cleary'*et al*' (2008) study, and Cleary and Platten (2013), the subjects who obtained SREP then applied it in their daily learning activities claimed to be more helpful to improve their achievement in the targeted lessons.

The success of SREP in improving self-regulation is inseparable from the role of subject characteristics, SREP programs, and research methodology. In terms of subject characteristics, SREP is given to subjects with underachievement at middle school with average level of intellectual potential profile, low self esteem, showing aviodance behavior, and low achievement behavior especially in Mathematics. With intellectual potential at an average level, subjects have the capacity to be trained to self-regulate in learning to use SREP with a problem-solving approach (Cleary & Zimmerman, 2004). In addition, subjects classified as adolescents are experiencing rapid development of metacognition, especially in planning, monitoring, and self-evaluation (Lai, 2011). Subjects who have low self esteem during the SREP session are given the opportunity to experience success in learning as they apply self-regulated learning and appropriate learning strategies will build more positive self esteem toward Mathematics lesson. Subject also show more confident to do Mathematics tasks. SREP also helps foster the importance of meaning in Mathematics to support subject's intrinsic interest. Furthermore, subjects who previously showed low achievement behavior in Mathematics lessons, displaying changes after being given SREP. For instance, subject is more able to recognize the positive and negative characteristics of himself then uses those to actively participate in learning. The subject also begins to ask the teacher directly about the material that he did not understand in the class. The awakening of self esteem, intrinsic interest, and getting to know better about positive and negative things about self are part of the components of self-belief and motivation in forethought phase (Zimmerman, 2002). The benefit is students are more aware of their own control over the learning process, especially in Mathematics.

Characteristics of the SREP program that has given to the subject with underachievement has an important role in improving self-regulation in learning and mathematics achievement. The benefits of SREP relate to specific lesson is students are more

focused on applying self-regulation procedures in learning (Alexander, Dinsmore, Parkinson, & Winters, 2011); learn to set success standards, define strategies, and evaluate learning performance specifically on subjects studied ie science (Cleary & Platten, 2013); show excitement to solve learning challenges on that subjects (Pintrich, 2000, in Alexander, et al., 2011); and get specific and realistic feedback from learning performance (Schunk, 2008). During the implementation of Mathematics SREP, subjects are trained in self-regulation process and implementing learning strategies on mathematics tasks in the empowerment, study / learning skills, and cyclical feedback loops systematically according to the SREP intervention model from Cleary and Zimmerman (2004) and Cleary et al. (2008). Thus the subject has a complete understanding of the self-regulation cycle in learning and practice in learning Mathematics. The methods used during SREP also shape the subject's understanding and skills in self-regulated learning through lecture, demonstration, simulation, and reflection methods. In addition, the simulations given to the subject are conducted three times each session helps enrich practice experience of self-regulation stages to specific lessons.

Successful practice of self-regulated learning in one particular lessons correlates well practice in other lessons (McCardley, 2015). In addition, subjects also use mind mapping learning strategies not only in Mathematics lessons, but also Biology. These findings reinforce the reason that SREP interventions for Mathematics guide student to apply those in other lessons as well. Moreover, Mathematics provides the benefit of being able to form a systematic, logical, critical, thoughtful mindset that useful in problem solving (Subarinah, 2006, in Subarinah & Priyatno, 2011).

The characteristics of program implementers are also important contributors to the successful SREP. As described by Cleary and Zimmerman (2004), SREP can be performed by school psychologists, counselors, and teachers. However, SREP implementers need to first understand SREP descriptions and procedures such as diagnostic assessment and self-regulation development in learning. In addition, SREP implementers need to be proactive in asking questions that inspire problem-solving skills and provide feedback on subject performance. In the Cleary *et al.* (2008) and Cleary and Platten (2013), SREP implementers are given training before they are ready to administer it to the subject. However, the lack of this SREP is that the implementation is individualized, making it less appropriate to apply in more subject groups.

The next analyzed aspect is the research methodology. This single case experimental study design uses reversal single subject design that is the measurement of baseline condition

before and after SREP intervention. Reviewing that SREP's main objective is a change of behavior in everyday practice, it is best to have baseline measurements more than once to see the consistency of self-regulation behavioral images in learning. In this study, researchers have made follow-up efforts after the program to obtain the benefits of self-regulation practices in learning and benefits felt by the subject. However, according to Cozby and Bates (2012) considered that interventions expected to have influence over a relatively long period of time should use multiple baseline measurements to gather long term effect of intervention itself.

In terms of measuring instruments of research, both MSLQ and SRL Microanalysis are often used in previous research of self regulated learning. However, every ach gauge has its strengths and weaknesses. MSLQ is appropriately used to measure the subject's assessment of self-regulation in learning for a specific lesson (Shih, 1998). In addition, MSLQ can provide information on motivational profiles and self regulated learning (Pintrich, et al., 1993). In this study, MSLQ has been tested and proven to be reliable and valid in predicting Mathematics achievement (Cronbach alpha=0,894). However, learning strategies that taught to subjects (mind maps, problem solving, and Mathematics tests) have not been specifically included on MSLQ items. Nevertheless, researchers did observations during the SREP program to ensure that subject master the three learning strategies. Both SRSI Parent Rating and SRSI Teacher Rating confirmed an increase of self regulated learning of Mathematics at home and school setting.

About SRL Microanalysis, it has advantage to gain self regulated learning process directly to a particular task (Callan *et al*, 2012). In addition, SRL Microanalysis also minimizes bias and error in response when compared with conventional self report. The procedures are happen in a structured interview. Specifically, student will ask with several questions about the stages of self-regulation in the middle of finishing simple tasks. The limitation is SRL Microanalysis incapable to explore the subject's initiative in self-direction without being triggered by the questions. Therefore, researchers use supporting data through observation to observe the way subjects regulate themselves in learning.

Another important measurement is Mathematical achievement. Based on standards of competency in class VIII SMP, basically items on achievement tests are familiar for the student, but he did not master the problem solving toward those items yet. To know more closely about the use of learning strategies, researcher check into calculation steps that created by the student. To get additional data, the researcher has done follow-up after SREP done to see how far SREP empower the student to be self-regulated learner.

In this study, the data were analyzed using the reliability change index (RCI) to find out how significance self-regulated learning had improved after SREP's intervention, especially in the design of a single case experimental study (Cleary, et al., 2008). Before using RCI methods of analysis, researcher must ensure the used instrument are reliable for student's characteristics. Researcher did reliability testing of MSLQ to middle school student procedure before using MSLQ into the research. Therefore, the analysis using RCI in this study just obtained from the MSLQ measuring instrument. The use of RCI in this study is an added value of previous studies that tested the effectiveness of SREP on middle school students (Andranita, 2013; Puteri, 2013).

### **Conclusion**

Purpose of this study is to examine the effectiveness of SREP intervention to enhance self-regulated learning and Mathematics achievement. According to the given results, SREP's intervention is able to enhance self-regulated learning significantly for student with underachievement in middle school. Other findings is SREP's intervention is able to improve Mathematics achievement for student with underachievement in middle school. Nevertheless, further tracking and follow up is required to seek out the long term effect of the SREP intervention.

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### **Declaration of Interest**

The authors report no conflicts of interest in this work.

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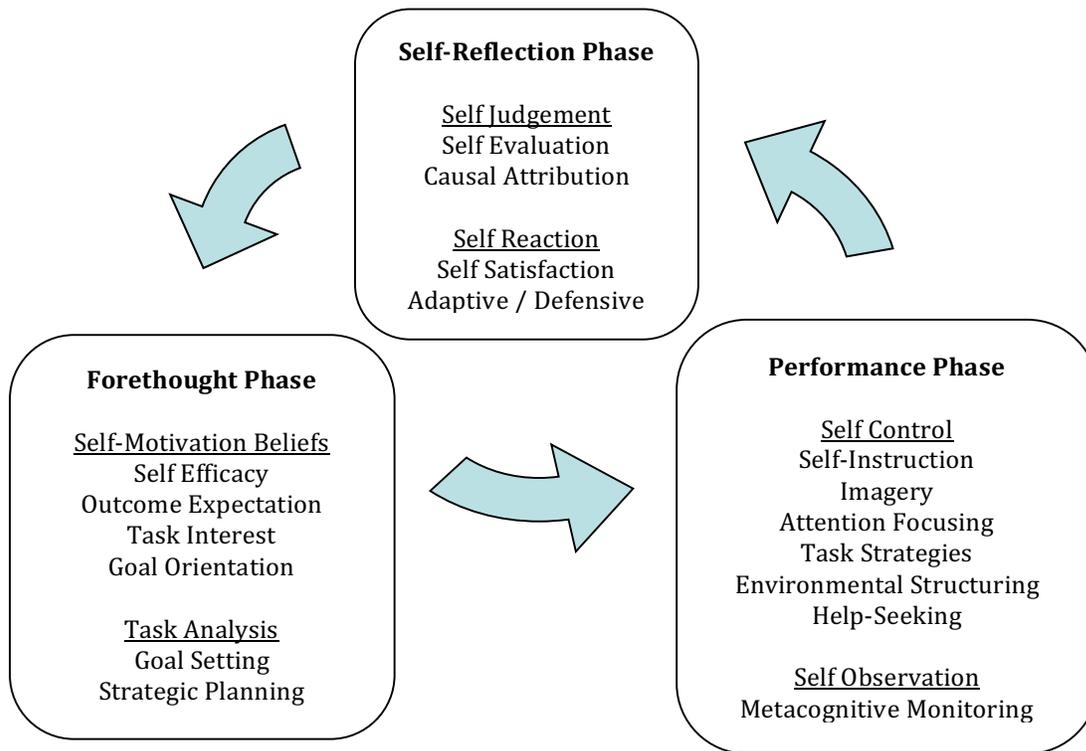
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### Figures



Figures 01. Cyclical Self-Regulated Learning (Zimmerman, 2013)

## Construction And Validity Of Psycho-Educational Module For Parents About Sexual Education For Children With Autism Spectrum Disorders

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### Abstract

The lack of information about sex education for children with Autism Spectrum Disorders (ASD) made parents confuse about what, when and how to give sexual education for their children. Therefore, they need professional support to give information about sexual education for their children. This research was aimed to develop and determine the validity of “KARSA” (*Kenali dan Arahkan Seksualitas Anak*) module which was compiled as an effort to provide information to parents about sexual education for children with ASD. The design used in this study was a descriptive approach. “KARSA” module had been developed based on Russell Model of Module Development (1974; 1981). Module validity was examined by 7 experts who involved to check its content. The result showed that “KARSA” module had good content validity with V value between 0,78 – 0,93 in every session. Hence, “KARSA” program can be fully implemented towards parents who have children with ASD.

**Keywords:** “KARSA” module, sexual education, ASD, psychoeducation for parents.

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### Introduction

Sex education is an education about sex and social relationships which its approach are adjusted with the age and culture by giving informations that are relevant, accurate, scientific, realistic, and non-judgemental (UNESCO, 2009). For children and adolescents, sex education is important to develop sexual and reproductive health and also their well-being in general (Pop & Rusu, 2015). Aziz (2014) stated that sex education for children with special needs can benefit the children in many ways: (1) recognize, understand, and manage their own biological change, (2) appreciate other’s sexual behavior, (3) doesn’t get caught in abnormal sexual behaviors or receiving violence and sexual harassment from others.

Sex education for each children cannot be excluded from the important role of parents (UNESCO, 2009; SIECUS, 2014). Parents could give the basics in children's sexual development by demonstrating and being a model how to appropriately interact at home, and are responsible to explain their moral standard to their children (Travers & Tincani, 2010). Several literatures have stated that the sex education program in schools are rarely effective in their implementation and not enough to fulfill students' needs (Goldman, 2011). The findings further support the argument that sex education must be given as early as possible and through the role of the family (Colarossi, Silver, Dean, Perez, & Rivera, 2014).

Parents are often confuse by what, when, and how to explain sexuality to their children (Ballan, 2012). Supporting that argument, the research by Morawska, Walsh, Grabski, & Fletcher (2015) showed that parents often feel uncomfortable and anxious whether the method they use in communicating sexual issues to their children are appropriate or not. The anxiety is caused by the superficial knowledge of the parents concerning sexuality (Isler, Beytut, Tas, & Conk, 2009). Therefore, parents need professional help that could give them information, motivation, and strategies which could support them in giving sex education to their children (Pop & Rusu, 2015).

Information about sexuality in children with autism spectrum disorder are quite limited (Gabriels & Bourgonien, 2007). The lack of information make parents unaware that the sexual development in their children who have ASD need special attention. Isler et al (2009) said that the intellectual hindrance the children have made parents assumed that their child would be far away from sexual experiences. The assumption make parents reluctant to discuss sexuality with their children, and talking about those things is feared to increase the children's desire to do sexual experiment (Isler et al, 2009). This assumption is contradictory with the facts that there are no differences in physical maturity between adolescents who have ASD and those who don't (Gabriels & Bourgonien, 2007). However, the physical growth of children with ASD is not followed by sufficient social and and emotional growth (Sullivan & Caterino, 2008). That condition make the sexual development of children with ASD a challenge in it self and could cause problems in each aspect of the sexuality. Issues in the sexual development that could emerge in children with ASD make sex education have to be given to the population as soon as possible (Hellemans, Colson, Verbraeken, Vermeiren, & Deboutte, 2007).

Sex education for ASD children could start at various age, although Sullivan and Caterino (2008) said that it would be beneficial if we would talk about the subject of sexuality

with children before it could become a problem. Sex education for individuals with ASD are beneficial to: (a) prevent sexual violence, (b) to facilitate a relationship, marriage and parenting, (c) prevent problematic behavior, (d) promote health and hygiene (Travers & Tincani, 2010).

Psycho-educational program for parents about sex education for children with ASD, has to based on intervention that is supported scientifically, like ABA or social stories (Ballan, 2012). Social stories that was developed by Carol Gray consists of short stories with specific characteristics that describe social situations, concept or social skills using gestures that are meaningful for individuals with autism spectrum disorder (Tarnai & Wolfe, 2008; Reynhout & Carter, 2009). Social stories is an intervention that could easily be implemented and has been proven effective (Reynhout & Carter, 2009), and is quite promising to be applied in giving sex education for children with ASD (Tarnai & Wolfe, 2008), so it could become an option amongst kinds of interventions that are complex and need special training in it's implementation (Chan et al, 2011).

Facts have shown that there is a gap between the importance of parents' role in giving sex education for children with ASD and the lack of information that could be accessed by parents about sexuality of children with ASD. Therefore, this research aimed to construct and validate a psycho-education module for parents about sex education for children with ASD aged 5-12 years old. The module was named "KARSA" which is short for "kenali dan arahkan seksualitas anak" (recognize and direct children's sexuality). The implication of this research is hoped to give contribution in the intervention discourse for children who have ASD especially in developing sexuality.

### **Method**

This research used the descriptive approach to construct and validate the "KARSA" psycho-education module.

#### **Construction the "KARSA" module**

The construction of the "KARSA" module referred to the stages of module construction by Russel (1974, in Ahmad, Amat, Yahaya, Yusof, & Alias, R.2011; Ahmad, Sulaiman, Abdullah, & Shamsuddin, 2009; Ahmad, Hassan & Abidin, 2008). The stages of constructing a module that was referred to starts from determining the goal to validating the module: (1) determining the goal of the construction of the module, (2) developing measurement items, (3) determining the achievements expected from the subjects, (4) managing the plot of the

Based on the stages of module construction by Russel, the first step that needs to be done in determining the target and goal of the module. The “KARSA” module was constructed as a guide for the facilitators in the psycho-education program for parents who had children with ASD aged 5 – 12 years old about sex education for children. The goal of the “KARSA” psycho-education program was to give information to the parents about sex education that could be given to the children. The next step was to construct indicators that could be used to measure if the module succeed in achieving it’s goal. The indicators were then made as reference to evaluate the parents achievements after being exposed to the “KARSA” psycho-education program.

The next step of the module construction was managing the materials into sessions and appropriate activities. The materials in the “KARSA” module were based on theoretical discussions. The first material was about the meaning of sexuality. Bruess and Greenberg (1981) stated that in sex education a comprehensive understanding of sexuality is needed. The second material was about stages in sexual development. This material is important for parents because sex education need to be adjusted with age and stages of development of students (Sullivan & Caterino, 2008; UNESCO 2009). Third, materials about the topic of sexuality that is appropriate with the children’s condition. Morawska et al (2015) said that one of the educational material about sex education for parents could cover the topic of sexuality that is appropriate with the children’s age. Fourth was the materials about the learning characteristics of children with ASD and fifth was the material about social stories method. The fourth and fifth materials is in accordance with statements from Sullivan and Caterino (2008) which said that sex education has to be based on interventions that have been proven scientifically.

Dynamics in conveying the materials in the “KARSA” module used information processing approach. In general, the information processing module according to Reed (2007) could begin with process of information input through sensors, then pattern recognition which preceded by the filter process, then selection of information which was stored in short term memory (STM) and long term memory (LTM). Reed (2007) said that the process could go top down processing or bottom up processing . The information processing approach stated that an obtained information will be able to internalized into knowledge through elaborate training process (Jorczak, 2011). With repetitions and trainings of the information, the information will then be able to be stored in long term memory. Therefore, in the “KARSA” module trainings were given in order to understand the information well. Moreover, the respondents who where subjects of the “KARSA” psycho-education program also given the chance to relate the

information they gained with experiences they had according to the condition of each of their child.

### **Validation of the “KARSA” Module**

The “KARSA” module’s validity was measured through testing the module’s content validity. Content validity is testing the module’s advisability or content relevance using rational analysis from a team of competent panels or what is called expert judgment (Azwar, 2014). This process involved 7 experts who gave evaluation to the compatibility of the module’s content with indicators of achievements in each session in the module. The evaluation was given in the form of rating scale that ranged from 1 to 5, and qualitatively through suggestions about the changes need to be done in the module. Othman (Rozubi & Li, 2015) said that it takes 6 to 9 experts to do judgment to test the construction of an instrument or an item in a research. The experts involved in this research were experienced experts in the field of educational and developmental psychology, parenting, and children with special needs education.

### **Research Procedure**

The first phase in the preparation stage of this research was executing a preliminary research through interviews with parents and theoretical discussions to assess the need for sex education materials for children with ASD. The result of the preliminary study became the reference for constructing the “KARSA” module. After the “KARSA” module was constructed, a content validity test was given to the module by letting 7 experts evaluate the module. The result of the evaluation was then calculated using Aiken’s V formula. After improving the module based on the suggestions from the experts, the “KARSA” program was then tested to a small group of respondents which was consisted of therapists and parents of children with ASD. The test was conducted to see how far the module could be applied by facilitators in the field. Furthermore, the test was meant to see how far the module could be applied well concerning the flow of the materials, time allocation, method, and supporting media in the program. The next phase, the “KARSA” module was further perfected based on the evaluation it received during testing so the constructed module became more appropriate with the necessary needs and ready to be implemented.

### **Result**

The “KARSA” module constructed in this research consisted of 11 sessions that were divided into two meetings with a total duration of 8 hours. After testing the module’s content validity, a data of each session score was obtained as follow:

Table 1. V Score in Each Session of the Module

No	Session	R1	R2	R3	R4	R5	R6	R7	VScore
1	What is KARSA? ( program orientation)	4	5	5	4	4,5	4	4	0,78
2	Session 1: Sexuality and Taboo	5	5	5	5	4,7	3	4	0,81
3	Session 2: Recognizing Children's Sexuality	4	4	4	4	4,7 5	5	4	0,84
4	Session 3: Recognizing Learning Methods of Children with ASD	4	4	5	4	4,8	4	3	0,85
5	Second Meeting's Opening.	4	5	5	5	4,9	4	5	0,85
6	Session 4: Knowing Social Stories Method	5	5	4	4	4,7 5	5	4	0,88
7	Session 5: Directing Children's Sexuality 1	4	4	5	5	5	5	4	0,88
8	Session 6: Directing Children's Sexuality 2	5	4	4	5	4,8	5	3	0,89
9	Session 7: Directing Children's Sexuality 3	5	4	4	5	4,9	5	3	0,89
10	Session 8: Directing Children's Sexuality 4	4	4	5	5	4,9	5	4	0,92
11	Closing	5	5	5	5	4,7 5	3	5	0,93

Table 1 showed that the V score of the "KARSA" module moved from 0.78-0.93. The plausible V score range is between 0 – 1.00 (Azwar, 2014), therefore the V score range obtained from

the “KARSA” module could be said as good. This meant that the content from each session in the “KARSA” module is compatible with the goal and indicators that wanted to be achieve and also easy to understand for users.

When giving evaluation for the content validity, the experts not only gave quantitative evaluation, but also gave suggestions for improvements qualitatively. Several suggestions from experts that was applied in the module’s improvements are: (a) adjusting the time allocation in each meeting so the parents could participate in the program with more ease, (b) changing the worksheets so it would facilitate more, (c) adding materials about sexual violence prevention in children, and (d) giving materials about method for sex education since the first meeting. Based on those suggestions, the researcher made a few improvements, among them are: (1) merging the sexuality and taboo session with recognizing children’s sexuality session, (2) moving the knowing social stories method session from the second meeting to the first meeting, (3) improving the worksheets to be more facilitative, (4) adding materials about prevention of sexual violence against children in the last session, and (5) adjusting the time from a total of 8 hours to 6.5 hours of duration.

After evaluating the module’s content validity through expert judgment, a pilot testing was done to small group of respondents consisted of 2 parents who had children with ASD and 7 therapists experienced in handling children with ASD. The facilitators for this test is a head therapist of a therapy center in Surabaya. The module’s testing resulted in a few notes as follow:

Table 2. Module’s Evaluation Based on the Result of Pilot Testing

No	Aspect	Notes
1	Materials	The materials were relevant with the needs of the parents, could be understood well and applicable. The examples were quite helpful in understanding the materials.
2	Supporting Media	<ul style="list-style-type: none"><li>• Several slides had letters too small so it couldn’t be read.</li><li>• Videos that used English was better replaced with the ones using Bahasa Indonesia so it will be easier to understand.</li></ul>

3	Facilitator	The explanation was easy to understand and had good mastery of the materials.
4	Time allocation	Need longer time allocation for the social stories material.

Based on the module's testing like in table 2, improvements were made in the "KARSA" module, they were: (1) adding allocation time in the "Knowing the Social Stories Method" session, (2) enlarging the font in the slides, and (3) using videos with Bahasa Indonesia. The end result of the module's improvement can be seen in the "KARSA" module's blueprint in table 3 as followed:

Table 3. Blueprint of the "KARSA" Module

No	Name of Session	Materials
MEETING I		
1	What is "KARSA"	<ul style="list-style-type: none"> <li>• Program orientation</li> <li>• Expectation of the program</li> <li>• Learning contract</li> </ul>
2	Session 1: Knowing Children's Sexuality	<ul style="list-style-type: none"> <li>• Definition of sexuality</li> <li>• Appropriate topic for sex education</li> <li>• Stages of sexual development and it's manifestation for children with ASD</li> </ul>
3	Session 2: Recognizing the Learning Method of Children with ASD	<ul style="list-style-type: none"> <li>• Characteristics of ASD</li> <li>• Learning method appropriate for children with ASD</li> </ul>
4	Session 3: Knowing <i>Social Stories</i> Method	<ul style="list-style-type: none"> <li>• Definition of <i>social stories</i></li> <li>• Component/structure of <i>social stories</i></li> <li>• Ways of implementing <i>social stories</i></li> </ul>
5	Closing for Meeting I	<ul style="list-style-type: none"> <li>• Conclusion of the first day materials</li> </ul>
MEETING II		

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6	Opening for Meeting II	<ul style="list-style-type: none"><li>• <i>Ice breaking</i></li><li>• Summary of the materials in the first day</li><li>• Image of the materials in the second day.</li></ul>
7	Session 4: Directing Children's Sexuality 1	<ul style="list-style-type: none"><li>• Biological aspects of sexuality and appropriate topics for sex education.</li><li>• Examples of social stories in doing sex education for biological aspects</li></ul>
8	Session 5: Directing Children's Sexuality 2	<ul style="list-style-type: none"><li>• Social aspects of sexuality and sex education topics that are appropriate</li><li>• Examples of social stories in doing sex education for social aspects</li></ul>
9	Session 6: Directing Children's Sexuality 3	<ul style="list-style-type: none"><li>• Psychological aspect of sexuality and appropriate topic for sex education.</li><li>• Example of social stories in doing sex education for psychological aspects</li></ul>
10	Session 7: Directing Children's Sexuality 4	<ul style="list-style-type: none"><li>• Moral aspects of sexuality and appropriate topic for sex education.</li><li>• Example of social stories in doing sex education for moral aspects</li></ul>
11	Closing	<ul style="list-style-type: none"><li>• Summary of the psycho-education materials from the first day to the second day.</li><li>• Evaluation</li></ul>

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### Discussion

The result of the research showed that the "KARSA" module had good content validity with validity coefficient score ranging from 0.78 to 0.93 for each session. Good content validity meant that the content of the module is compatible with the goal intended and the language was easy to understand by the user of the module. Referring to the statement of Russel, 1974 (Ahmad *et al*, 2011; Ahmad *et al*, 2008) concerning modules with good content validity, then the "KARSA" module could be considered as appropriate for the targeted population, could be implemented in appropriate and satisfying situation, had the right allocation of time, and could make changes in the respondents' performance of the targeted aspect in the module.

The good score in the “KARSA” module’s content validity can’t be excluded from the appropriate stages taken in constructing the module. Therefore, it could be concluded that the module development model by Russel (1981; 1974 in Ahmad *et al*, 2011; Ahmad *et al*, 2009; Ahmad *et al*, 2008) were appropriate enough as reference in constructing a module. This module had been referred to by several module developer, and the developed module had been proven to have good results.

Training or education for parents in general is a program or training that is designed to give information or skill for parents (Schultz, Schmidt, & Stichter, 2011); contains several activities that direct parents and or child to change the risk factors or nurturing factors that could influence the development of health or well-being of the child (Pop & Rusu, 2015). The “KARSA” module was constructed to be implemented in psycho-education program for parents who have children with ASD aged 5 – 12 years old. The topic of the psych-oeducation was about sex education for children with ASD. When the module was tested, the respondents of the “KARSA” program said that the program given was appropriate with the needs of the respondents. Moreover, more than half of the respondents said the materials conveyed was quite easy to understand and able enough to practice it together with the children who had ASD.

The “KARSA” psycho-education program was constructed in a group setting with maximum participants of 20 people. Group approach had the benefit of financial effectiveness and could give much more information for parents (Schultz et al, 2011) also improve social support from available group dynamics (McIntyre, 2008;Tonge, Brereton, Kiomall, Mackinnon, & Rinehart, 2014). Training for parents doesn’t have to involve the child in the training, because training emphasize on the parents’ abilities as a source of intervention for the children (Mikami, Lerner, Griggs, McGrath, & Calhoun,al, 2010)

The process of conveying the materials in the “KARSA” module so that it could be understood by parents who were the subject of the program was by information processing approach. The learning process in the “KARSA” module began with information or stimulus that was given to the subjects through visual media (slides materials) and auditory (lectures) that could be received by the subjects’ sensory store. Reed (2007) said that information that goes through our senses will disappear if it couldn’t be identified in the pattern recognition phase. Therefore, the “KARSA” module gave visuals that could attract the attention of the participants and explanations that are followed by relevant examples with the participants needs so participants could give attention to the information and identify it.

Haber (1974) stated that the continuity of an information could happen when the information being processed could be identified. To enter the STM, an information must be put attention and described. Explanations from the facilitators about the importance of the materials and examples that could attract attention of the subjects made the subjects feel the information is important to remember. Furthermore, Reed (2007) explained that information in STM could be manage as long as the individual pays attention or repeat the information verbally (verbal rehearsal). Therefore, in the “KARSA” module a quiz was given to enable participants to repeat the information that was given.

Memory that has unlimited storage capacity and duration is the LTM (Haber, 1974; Reed, 2007). Information processing and memory model explain that information is internalized as knowledge through elaborative rehearsal (Jorczak, 2011). Elaborative rehearsal is the process of elaborating neutral information (not an improvement or deeper understanding) based on previous knowledge. In the “KARSA” module, subjects were given a chance to relate new materials with the condition of the child of each parent. These practice were: writing down sexual problems experienced by the child, making social stories based on the condition of the child and constructing a plan for social stories implementation for children. Therefore, subjects elaborate new materials and store it in STM with experience they already had. The result of this elaboration will help shape knowledge that will then be stored in LTM. This is in accordance with the opinion of Jorczak (2011) which said that information that has already been elaborated will be the foundation for new knowledge that will be coded into LTM. The elaboration process was also helped by discussion and feedbacks given by the facilitators on the task that the subjects did so the subjects could further elaborate the information they receive from various point of views.

This research had not yet implemented the module to test it’s effectiveness in improving parents’ knowledge about sex education for children with ASD aged 5 – 12 years old. Therefore, although content wise the “KARSA” module could be said as valid, but it is not yet conclusive whether the module is effective in improving the knowledge of parents.

### **Conclusion**

The “KARSA” module that was constructed as a guide for facilitators in a psychoeducation program for parents about sex education for children with ASD aged 5-12 years old had good content validity. This showed that the “KARSA” module has content that is appropriate with the instructional goal it was intended for.

### **Recommendation**

Based on the findings of the research, several things could be recommended: (1) concerning good content validity, then the “KARSA” module is recommended for implementation for psycho-education program for parents who have children with ASD aged 5-12 years old, (2) the next research is recommended to test the effectiveness of the “KARSA” module in improving parents’ knowledge by constructing adequate measurement tool.

### **Declaration of Interest**

The authors report no conflicts of interest in this work.

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## Language Switching Cost Among Javanese-Indonesian Bilinguals

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### Abstract

This is a replication of an experimental study by Meuter and Allport (1999) regarding asymmetrical costs of language selection. This study aims to determine whether asymmetrical costs exist in Javanese-Indonesian bilinguals. Participants are 75 students of a university in Surabaya aged between 19 to 23 years who are either native Indonesian speakers with Javanese as second language (L2) or native Javanese speakers with Indonesian as L2. The experiment uses a Microsoft Excel based program which enables researcher to ask participants to name numerals in Indonesian and Javanese in a series of trials. The recording of the experiment are checked for errors. Then researcher measure the time participants took to respond the stimulus correctly which is called "Response Latencies" (RT). RTs corresponding to incorrect responses are excluded from subsequence analysis. Mean of RTs are calculated and subjected to analyses of variance (ANOVAs) to determine whether there is a difference between RTs in language switch and non-switch trials (language-switching cost). In addition, this study also reviews the effect of number of languages learned and sex of the participant on language switching performance. The relevance of this study finding will also be discussed.

**Keywords:** *bilingual, language selection, language switching cost*

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### Introduction

A substantial proportion of the human population speak more than one language (Abutalebi & Green, 2007). There are roughly 6700 languages and 200 nation-states in the world, leaving much room for linguistic multiplicity within communities (Romaine, 2004). Indonesia is one of the most colourful countries language-wise. Indonesian Language Development of the Ministry of Education and Culture or Badan Pengembangan dan Pembinaan Bahasa Kementrian Pendidikan dan Kebudayaan Indonesia states there are at least 746 local languages in Indonesia, 420 of them recorded formally. This fact, supported by the mandatory use of their national language, Indonesian or Bahasa Indonesia, created a country with a very high presence of bilingualism or multilingualism.

A bilingual or multilingual speaker is able to switch rapidly, at will, from one spoken language to another (Meuter & Allport, 1999). Generally, a person wants to speak (word

production), starts with a concept, from which activation spreads to an array of lexical items (lemmas), which carry semantic and syntactic information without word-form information (Shell, Linck, & Slevc, 2015). Many recent studies demonstrate that both languages are active when bilinguals are reading, listening, or speaking even in one language only, and it creates competition that must be resolved (Linck, Hoshino, & Kroll, Cross-language lexical processes and inhibitory control, 2008). This is supported by the findings of another study who presents a compelling evidence that both languages are active and language selection does not go away with increasing bilingual expertise, bilinguals just become more skilful in negotiating the existing cross-language competition (Kroll, Bobb, Misra, & Guo, 2008). Furthermore, a recent study using functional magnetic resonance imaging (fMRI) show that bilingual has a high efficiency in maintaining inhibition in non-target language systems (Weissberger, Gollan, Bondi, Clark, & Weirenga, 2015).

How is the intended language selected, in spoken language production, and what are the behavioral effects of switching from one language to another? Meuter and Allport (1999) have conducted an experiment to answer these questions and they found that in order to overcome the influence of the non-target lexical, one uses inhibition to allow the target language to be produced in words. Additionally they have observed that when non-balanced bilinguals perform this task, asymmetrical switching cost was found. To be more precise, there was a greater cost when switching from weaker language (less practiced) to dominant language. This goes along with the task set inertia hypothesis as observed in task-switching experiments, including in Stroop tests (Monsell, 2003). When producing speech in weaker language (or doing tasks that are less practiced), one needs greater inhibition to keep the more dominant language (or task) to appear. This inhibition persists and hinders the production of the dominant language, resulting in slower reaction time.

Further studies concluded the asymmetrical pattern occur when subject has difference in difficulty of the languages involved in the switching task or are unbalanced bilingual (Calabria, Hernández, Branzi, & Costa, 2012). This leads to the prediction that symmetrical switching costs should be found in proficient/balanced bilinguals. However, the evidence found does not completely support these prediction. A study reveals that proficient bilinguals that performs a switch between languages with different difficulties (L1 and their L3) the predicted asymmetry was not present (Costa & Santesteban, 2004). A study shows that in a switch from a dominant to a much less dominant language (L1 to L3), the subject's inhibitory control links directly to their switching capabilities (Linck, Schwieter, & Sunderman, 2012).

From what has been studied, an image emerged that bilingual is noisier than of monolinguals because during both language comprehension and language production, linguistic elements of both linguistic subsystems are activated (De Groot, 2011). For some people, a language system that has been built by learning it may not be used anymore (L3). For others, circumstances demand them learn many languages that are never used outside of the class and/or caused to be forgotten. To see how much the number of languages learned (not mastered) is a fascinating study.

This study switching cost among Javanese-Indonesian bilinguals in a group that hasn't been observed before: the Indonesian-Javanese bilinguals in East Java province. Researchers are interested in observing one's language switching performance viewed from their linguistic history, more precisely the number of languages they have learned throughout life and their consistency of language usage (whether their dominant language and their first language are the same). Moreover, the special conditions in Indonesia given by its history and culture demand most of its residents to switch languages multiple times daily. It gives a new perspective on the study.

## **Method**

### **Participants**

This study involved 75 university students, 3 data were excluded due to technical issues while recording responses. From 72 participants, 49 are women and 23 men. The majority of the participants are of Javanese ethnicity (95,8%) and originated from East Java (98,6%). All the involved students are early adult individuals aged between 20-23 years old. Participants filled a self-report indicating they are Indonesian-Javanese bilingual.

For this particular research, determining the dominant language of the participants was important. Researcher determined dominant language as the one most used in all domains of daily life (used to communicate with family, friends, and stranger). This definition is in accordance with one Meuter and Allport (1999) used in their research. 44 Participants had Indonesian as their dominant language while 28 participants had Javanese as their dominant language. Most participants (94,4%) have learned other languages throughout their lives, but aren't fluent in any but Indonesian and Javanese.

### **Measures**

Researcher adapted the program used in the experiment conducted by Meuter and Allport (1999) using Microsoft Excel software. The program used in this research was designed to show stimuli which the subject needed to respond to in the course of the experiment. The

stimulus provided is a single digit number between the numbers 1-9, presented one by one in random order, in a short set. Set lengths were set in random, with minimum length of 5 digits and the maximum of 14 digits.

The set given was designed with 0.3 chances of showing a language switch, thus the number of switches that may occur in each set is 1-4. Switching can occur in the shape of: (1) moving from dominant language (L1) to a weaker language (L2) or (2) moving from L2 to L1. While non-switches may occur in both L1 and L2. Numbers in each set were presented randomly, with a rule that the same number cannot appear twice in a row. Participants performed the experiment individually, guided by an experimenter. Experiment begins by giving 2 trial sets, which were exactly the same as the original experiments. Subjects are welcome to request a break when tired.

Response Time was recorded by experimenters and counted from the emergence of stimulus until the utterance of response. The sound recording of the subject responses were checked after the experiment to check for errors. The response time of an incorrect answer and a response time of the correct answer that emerged after the error were not included in the calculation of the analysis.

### **Data Analysis**

In order to observe the data distribution, researcher analyse the descriptive data obtained from participants' response during the experiment. The average of response time will be calculated with the help of Microsoft Excel and analyzed by variance analysis (ANOVA) and paired sample t Test. This analysis can provide the statistical description and inter-group comparison. Analysis was assisted by SPSS software version 22.

## **Result**

### **Descriptive Statistical Analysis**

This study aims to determine whether there was a difference in the switching cost among Javanese-Indonesian bilinguals when they switch from dominant language to weaker language and vice versa. Table 1 contains the descriptive statistical analysis of the measured variables. It shows normal distribution except for the amount of error done by the subject whether in switching or non-switching trials, indicating high number of subjects having done error above the average amount. Data also shows participant on average needed 0,59 second to respond to a trial. Additionally, they need more time to respond to switch trials opposed to non-switch trials. The amount of time they need to respond to both languages differ only slightly, with quicker responses in Javanese.

Table 1. Descriptive Statistical Analysis.

Variabel	M(SD)	Min	Max	Skewness (SE)	Kurtosis (SE)
Mtot	,59 (.11)	,36	,82	,07 (.28)	-,16 (.55)
MS	,61 (.13)	,31	,87	-,02 (.28)	-,05 (.55)
MNS	,57 (.12)	,34	,78	,17 (.28)	-,08 (.55)
Mindo	,58 (.12)	,36	,86	,24 (.28)	-,06 (.55)
Mjava	,6 (.13)	,29	,81	-,10 (.28)	-,07 (.55)
ErS	12,08 (1,68)	0	91	3,031 (.28)	13,25 (.55)
ErNS	16,47 (2,15)	0	32	3,86 (.28)	21,98 (.55)

Note: N = 72. Mtot= mean of all trials, MS=Mean of switch trials, MNS=Mean of non-switch trials, Mindo=Mean of trials in Indonesian, Mjava=Mean of trials in Javanese, ErS=the amount of errors in switch trials, ErNS=the amount of errors in non-switch trials. Data for response time are presented in seconds, greater number indicate slower response.

### Inter-group Comparison

The ANOVA analysis and independent t-test are conducted to compare the time response between groups. In order to test the hypothesis, normality and homogeneity tests must be performed beforehand. The homogeneity test result shows that the value of  $p > .005$  for every variable based on the participants' gender, age, province of origin, history of first language, dominant language and the amount of languages ever studied. Kolmogorov-Smirnov test result shows that the  $p$  value of all variables (excluding the number of errors) are all above 0,05 which indicate a normal distribution.

Table 2. ANOVA Analysis.

		MTot			MS			MNS			MIndo			MJava		
		Mea n	S D	<i>p</i>	Me an	S D	<i>p</i>									
<b>Gender</b>	Men	,62	,1	,2	,58	,1	,0	,55	,0	,1	,61	,1	,2	,62	,1	,2
			0	0		2	7		9	6		1	5		0	2
	Women	,58	,1		,63	,1		,59	,1		,58	,1		,59	,1	
			0			1			1			0			1	
	Total	,59	,1		,61	,1		,58	,1		,59	,1		,60	,1	
			0			1			0			0			1	

<b>Number of Languages Learned</b>	2	,58	,0	,1	,65	,1	,9	,61	,1	,3	,62	,0	,0	,54	,0	,2
			2	0		5	1		3	9		2	4		6	7
	3	,60	,1		,60	,1		,56	,1		,59	,1		,60	,1	
			0			2			0			0			1	
	4	,56	,1		,62	,1		,59	,1		,56	,1		,55	,1	
			1			2			1			2			0	
	5	,68	,0		,66	,0		,66	,1		,71	,0		,65	,0	
			6			7			1			7			7	
	6	,68	,0		,60	,0		,51	,0		,71	,0		,65	,1	
			8			6			6			9			0	
	7	,56			,62			,58			,53			,58		
	8	,65			,53			,58			,65			,64		
	Total	,59	,1		,61	,1		,58	,1		,60	,1		,59	,1	
			0			1			0			1			0	
<b>Consistency</b>	Consistent	,58	,0	,2	,61	,1	,8	,58	,1	,5	,60	,1	,8	,57	,0	,0
			9	3		2	9		1	9		1	6		9	3
	Inconsistent	,61	,1		,61	,1		,57	,0		,60	,1		,62	,1	
			1			0			9			2			1	
	Total	,59	,1		,61	,1		,58	,1		,60	,1		,59	,1	
			0			1			0			1			0	

Note: N = 72. Mtot= mean of all trials, MS=Mean of switch trials, MNS=Mean of non-switch trials, Mindo=Mean of trials in Indonesian, Mjava=Mean of trials in Javanese. Data for response time are presented in seconds, greater number indicate slower response. Result is significant if  $p > 0,05$

## Discussion

The findings show that the subjects of this study (whom are mostly women, educated, of javanese ethnic and originated from East Java Province) have the average response time of 0,59 second. Many of the subjects made numerous mistakes while doing the experiment, indicated by the skewness of MErS and MErNS. Notably they make more mistakes in the switch trials. The study show very little difference of reaction time between men and women, with women slightly quicker. This may seem like supporting the belief that women have higher verbal skills than men. It was picked up by a meta-analysis study conducted by Janet Hyde and Marcia Linn (1988). They collected 165 studies, with a total of 1,418,899 subjects to be analyzed and summarized. They found a weighted mean effect size (d) of +0.11, slightly higher in women. According to them the difference is very small and close to zero so their null

hypothesis is accepted, that there is no significant difference between the verbal abilities of women and men.

One of the most important finding is that there is a significant difference between the response time of switch ( $M=0,61$  s,  $SD=0,11$ ) and non-switch trials ( $M=0,57$  s,  $SD=0,1$ )  $t=3,88$ ,  $p=0,00$ . This shows the presence of switching cost among Indonesian-Javanese bilinguals. The switching cost of the average response time is ,04 second. This shows the empirical effect of language selection in bilingual cognition. The process occurs and inflicts a toll on the person in the shape of delayed time reaction.

Even with the compelling evidence of switching cost, the reaction time between Indonesian and Javanese trial do not differ greatly. Meuter and Allport (1999) it is noted that one of the factors that may affect the cost of language switching. More precisely, if the level proficiency of the dominant language far exceeds the fluency of the weak language, then the reaction time difference will be greater. Conversely, if the level of fluency of two languages is similar, then the reaction time difference between them will be small. The findings of this study might indicate that subjects may have quite similar level of proficiency on Indonesian and Javanese.

These findings are becoming more and more interesting because the balanced bilingual individuals are actually hard to be determined. This is explained by Hugo Beardsmore (1986), balanced bilingual, or so-called Equilingualism occurs when the mastery of two languages is roughly equivalent, and this ability is also equivalent to the speakers of the monoglot of the two languages.

Another important finding to note is the pattern of switching cost viewed by the amount of languages ever learned throughout life. It was predicted that the amount of language systems may make the multilingual mind more noisy. From the ANOVA analysis it is evident that that factor is not a very strong influencer on language switching. Though it seems that people who's learned 2-4 languages were capable of showing decent response time. People who learned more than 4 showed a considerably slower response. Researchers also observed whether maintaining the first language learned as one's dominant language as an adult has a distinct pattern in switching cost. ANOVA presents that within this group, the amount of languages you've learned gives a significantly different response time when producing in Indonesian. While significant difference is present when producing in Javanese viewed from the consistency of the languages used, with a note that consistent people produce quicker response.

In general, this study found that gender, the amount of language ever learned, and the consistency of language use does not provide a great insight on the patterns of the switching cost in language switching. Further studies are needed with more comprehensive reports on the linguistic history, language proficiency and language usage of the studied group.

### **Conclusion**

Switching cost was present in language switching experiment involving educated young adult Indonesian-Javanese bilinguals in East Java. Women may perform slightly better in this experiment than men, though the gap is no way significant. In general, this study found that gender, the amount of language ever learned, and the consistency of language use does not provide a great insight on the patterns of the switching cost in language switching.

This findings might support further studies in providing insights on language control among Indonesian-Javanese bilinguals. It has given a preliminary observation providing prove of the existence of language selection, by providing a significant switching cost. Further studies are needed for this research to bring contribution in psycholinguistic field of indonesia.

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### **Declaration of Interest**

The authors report no conflicts of interest in this work.

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## Social Entrepreneur's Motivations: Case Study In Bandung, Indonesia

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### Abstract

Social entrepreneurship as organizations and programs has been developing in Indonesia since this last decade. However, there is no research regarding the motivation of Indonesian social entrepreneurs. This research aims to explore the social entrepreneur's motivations to create, maintain, and develop a social entrepreneurship project in Bandung, Indonesia. Content theory "Push-Pull" was used to explore the motivation of social entrepreneur to create the social enterprise (SE). Meanwhile, process theory "Bandura's Self-Efficacy" was used to explore the motivation to develop and maintain the SE. This case study used a qualitative approach and content analysis as data processing of the in-depth interviews with four social entrepreneurs. Findings suggest that social entrepreneur's motivations to create an SE were dominated by "pull" factors, which were monetary motivation, altruism, passion, willingness to create a project, and family-related factor. The "push" factor was work-related factor. Monetary motivation in social entrepreneur has not been found as motivation to create SE in previous research. Motivations to develop and maintain the SE were determined by their expectations, self-efficacy, role models, and prior experiences.

**Keywords:** *Bandura's self-efficacy theory, motivation, social entrepreneur, social entrepreneurship, push-pull theoryxs*

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### Introduction

Social entrepreneurship is a private or independent organization which dedicated to solve social problems, minimize the social cost as well as give social values which does not provided by the public sector (Dees, 2001). Social entrepreneurship activities have been developed in Indonesia since the last decade, especially after the reformation period (Kusumarini, 2013). Thus, the spreading of social entrepreneurs or the person whom initiated a social entrepreneurship project have also been a phenomenon in Indonesia. Bandung is one of the cities in Indonesia which supporting the growth and development of social entrepreneurship movement through its several programs, such as *Anugerah Jawara Wirausaha Sosial Bandung 2015 (The Award Winning of Bandung Social Entrepreneurship Championship)*. The development of social entrepreneurship in Indonesia is not balanced with

the amount of studies regarding the field, since there were no studies which exploring the profile of the social entrepreneurs. The prior studies regarding social entrepreneurship in Indonesia only focused on its impacts toward the society, while exploring the profile or the background of the social entrepreneurs is crucial in order to predict the growth of social entrepreneurship projects in the future (Wibowo & Nulhaqim, 2015). Based on our pilot study, motivation is the most influencing factor for social entrepreneurs in Indonesia to create a social entrepreneurship project. Thus, the aim of this study is to explore the social entrepreneur's motivations to create, maintain, and develop a social entrepreneurship project in Bandung, Indonesia.

### **Method**

The method of the study was a qualitative research approach with the type of collective case study to four social entrepreneurs in Bandung, Indonesia. A qualitative research was chosen because it could provide a better and comprehensive understanding about a human's life experiences through open and flexible results (Braga *et al.*, 2015). In-depth interview was chosen as the method for data collection with a guideline interview which was taken from the previous research by Braga (2015). The interview guideline has been translated into Bahasa Indonesia with forward-backward translation procedures, reviewed by two experts, and being pre-tested as the validation and reliability techniques for research instrument.

### **Participants and Procedures**

Four social entrepreneurs were chosen to be the participants of the research based on the purposive sampling criteria; the social entrepreneurs were the awardees of the *Award Winning of Bandung Social Entrepreneurship* championship in 2015 and have been developing their social enterprises until this research interview was conducted on February 2017. Each of the participants has been initiating and developing social enterprises in four different fields; art and culture, health care, environment, and education. The different fields of the social enterprises were chosen to maintain the diversity of the collective case study in order to provide comprehensive and deep results of the data (Creswell, 2013).

Each of the social entrepreneurs has been interviewed by *face-to-face* and *one-on-one* session in their work places with the duration of 55-90 minutes and the sessions were being recorded. The social entrepreneurs' age were between 22 to 41 years old and all of them were men and living in Bandung. The academic degree level is high, since only one of the participants has only graduated from high school and the rest of the participants have a bachelor degree. Table 1 is a brief description of all the participants' social enterprises.

Table 1. Description of The Projects

Projects name	First year of the project	Description of the projects
<p>Amygdala Bamboo</p> 	2014	Amygdala Bamboo helps to develop the crafting skill of the bamboo craftsmen in Garut in order to produce modern design bamboo crafts to increase the market size.
<p>Waru Home Care Unit</p> 	2014	Waru Home Care Unit provides health care in patients' home in Bandung by renting ICU equipments with low cost required.
<p>Energi Persada</p> 	2012	Energi Persada helps Bandung government to manage the organic waste by installing home-scale biogas reactors for local people in Lembang region.
<p>Kampung Inggris Bandung</p> 	2014	Kampung Inggris Bandung provides low-cost English education classes with three weeks intensive program involving the local people in Bandung.

### Data Processing and Analysis

Content analysis was being used as the data processing technique of the in-depth

coding the answers based on three steps; open coding, axial coding, and selective coding (Elo & Kyngas, 2007).

### **Validity and Reliability**

The research validity and reliability were tested by fulfilling the four trustworthiness requirements of a qualitative research approach; dependability, credibility, transferability, and confirmability (Anney, 2014). Dependability as the internal validity was fulfilled by expert debriefing and member checks. Transferability as external validity was fulfilled by writing thick description and determining the purposive sampling criteria. Dependability as reliability was fulfilled by doing peer examination and confirmability as objectivity was fulfilled by writing reflexive journal and thick description of the research.

## **Results**

### **Expectations, obstacles, and difficulties**

Regarding the expectation of having their own business, two of the social entrepreneurs saying they did not have this expectation because they just started the projects suddenly without any prior plans. The other two saying they have always had the desire and expectation of having their own business. Two of the participants state that the expectations they had for the creation of the project have been overcome, especially regarding their expectation to help people with their projects. The other two participants state that their expectations for the creation of the project have not been overcome for they feel the need to develop the projects to give more impacts to the society. Obstacles faced at the beginning of the creation of the project were the difficulty to get qualified human and financial resources, lack of support from the government, and the management and administration problems. In the interviews, we realized that all of the participants have developed two kinds of strategy on overcoming the difficulties, which were building a good network contacts and adapting new business strategy to be survived financially. For the preparation to face those obstacles, three of the participants reported having been prepared while one of them did not.

### **Learning and success**

All of the participants considered themselves creative for the fact that they have many new ideas, while only two of them considered themselves as innovative as they created the social entrepreneurship projects. The positive aspects of being a social entrepreneur are closely associated with social interactions and relations that they build with the local people. Meanwhile the negative ones are related to the difficulties encountered during the development of their projects. Two of the participants said they feel successful, mainly because they were

doing something they like and feel that they were helping the local people. The other two did not feel successful enough for they feel the need to give more positive impacts to the society and they were still struggling to achieve it.

### **Reasons to quit the social entrepreneurship project**

Each of the participants has their own reasons to quit the project; financial reason, family reason, creating new projects, and the ending of the project itself.

### **Motivations**

*Motivations in the creation of the social entrepreneurship project.* Altruism and the unwillingness to work in a company were the most mentioned reasons since all the participants explained that they have the will to increase people's welfare by providing jobs from their social enterprises instead of working in a company themselves. Family-related factors, which were the participants' family backgrounds, have also been stated by all of the participants to be the motivation to create the projects. Two of the participants mentioned that the need to be financially survived has also served as one of the motivations to create the social entrepreneurship project. Meanwhile, the other two participants said that the need to fulfill their highest goal, which is creating a business, became their motivation to build the social entrepreneurship project. One of the participant mentioned passion or personal interest in social entrepreneurship as one of the main motivations. Recognizing an opportunity and the willingness to create a project were other motivations that emerged during the interviews, mentioned by one participant. Motivations in the creation of the social entrepreneurship project were influenced by role models and the participants' prior experiences related to entrepreneurship. For all of the participants had role models as their examples and have involved in several business competitions and workshops.

*Variation of the motivation over time.* Participants have two different types of perception regarding the changes in motivation throughout the entrepreneurship process; the motivations remain and the motivations are higher with the growth and success of the project. All of the participants consider that their motivation has increased with the positive impacts that their projects could give to the local people. They mentioned that their motivation has increased because of positive feedback which they received from the local people. Thus, their motivation over time was associated with the impacts that the projects could create upon the society.

*Difference between the motivation to be involved in a commercial enterprise and a social entrepreneurship project.* About this issue, only responded the ones that reported

having been involved previously in commercial entrepreneurship. Two of the participants have the perception that the motivations to be involved in a commercial and social entrepreneurship project are different, since their motivations to be involved in the commercial entrepreneurship were for developing their skills and earning money. Meanwhile, the motivations to be involved in social entrepreneurship project are associated with altruism, which was the willingness to increasing people's welfare.

### Discussion

#### **Motivations for the individuals to create, maintain, and develop a social entrepreneurship project**

The motivations for creating a social entrepreneurship project in this study were dominated by pull factors. This finding was strengthening the previous research findings from Braga (2015) and relevant since the entrepreneurs motivated by pull factors are more likely to succeed (Amit & Muller, 1995). Table 2 is the pull order motivations of participants in the creation of social entrepreneurship project.

Table 2. Motivations of social entrepreneurs in the creation of the project.

<b>Motivations of social entrepreneurs in the creation of the project</b>	
<b>Pull Factors</b>	<b>Push Factors</b>
Altruism	Work-related factors
Monetary motivation	
Personal goals	
Passion	
Recognizing opportunity	
Family-related factors	
Role models and prior experiences	

Altruism is the most quoted factor for all the social entrepreneurs, even though two of them were also mentioned monetary motivation as one of their main motivations in the creation of the project. Monetary motivation, personal goals, and family-related factors were not found as the pull factors of motivation in creating a social entrepreneurship project in the research

from Braga (2015), but the presence of altruism, recognizing opportunity, role models, and prior experiences strengthening the previous research (Braga, 2015). Monetary motivation has been found as one of the pull factors of motivation for entrepreneurs to create a business (Kirkwood, 2009), which was relevant with two of the participants in this study, for at the beginning of the creation, they did not expect to create a social entrepreneurship project. Their motivation to create a social entrepreneurship project was growing within the development of the business itself. The motivation change over time, from monetary motivation to altruism motivation, could be happened since it was influenced by the positive impacts which the entrepreneurs received from the project (Stephan & Drencheva, 2017).

The pull factors found in this study were the combination between pro-social value, which was altruism, and self-interest value, which were passion, personal goals, and recognizing opportunity; this finding was strengthening the literature study of social entrepreneur's motivation from Stephan & Drencheva (2017). Work-related factors as the only push factor of motivation in the creation of social entrepreneurship project was relevant to the previous research from Braga (2015), for work-related factors were the most mentioned by the social entrepreneurs as one of their main motivations.

Social entrepreneurs' motivations to maintain and develop their projects were influenced by their expectations and self-efficacy, since it could be explained by Bandura's Self-Efficacy theory (Braga., 2015). Even though two of the participants have always wanted to create a business, but basically all of them have never had an expectation to create a social entrepreneurship project. Thus, expectation in the creation of social entrepreneurship project was not determining their willingness to create the project. All of the social entrepreneurs in this study had a high degree of self-efficacy for they had positive attitudes toward their future expectations and personal goals, the development of their projects, and their strategy to overcome the obstacles. All of them mentioned that they were giving their best efforts to reach their personal goals and expectations; individuals who possessed high degree of self-efficacy tend to focus on the effort that they could give instead of imagining future failures (Bandura, 1994). Their high degree of self-efficacy was also captured from their answers regarding the strategy to overcome obstacles, which was building a good networking relationship with other people; individuals with high self-efficacy will realize their limits and notice the time when they need other people's help (Bandura, 1994).

The presences of role models, the social entrepreneurs' mastery experiences, and the positive feedback as social persuasion have been the sources of their self-efficacy. All of them

mentioned that their role models were social entrepreneurs who have been successful in giving positive impacts to the society in a wide scale. Thus, those role models served as the learning examples of the participants as the similarities they found in their role models could be the source of a learning process (Bandura, 1994). The business competitions and workshops which all of the participants have involved served as the mastery experiences that could help them to overcome the obstacles in the future (Bandura, 1994).

Based on the model of basic motives by Toates (1986) which was adapted by Hoeksema *et al.*, (2009), the push-pull factors found in this study were served as the drive signals of the social entrepreneurs' motivation, while the expectations and self-efficacy served as the learning process to create the motivation to create, maintain, and develop the social entrepreneurship project. Figure 1 describes the positions of the findings in this study, based on the model of basic motives.

Based on the participants, the basic needs which influence them to create social entrepreneurship project were physiological and esteem needs. The physiological need was manifested through the monetary motivation and esteem need was manifested through the self-interest values which are personal goals, passion, and recognizing opportunity. Thus, the motivation of the creation of social entrepreneurship project was to fulfill the deficiency needs, based on the Maslow's Hierarchy of needs (Martin & Joomis, 2007). The social problems which were identified by all of the social entrepreneurs served as the external stimulus and it will be processed through learning which was also influenced by expectations, self-efficacy, and their strategy to overcome the obstacles.

### **Obstacles and expectations found along the process and impact on the entrepreneur's motivation**

All of the participants concerned about the financial resources to support their social entrepreneurship projects. This issue was relevant to the previous research from Braga (2015), for usually social entrepreneurs face difficulty to get funding and at the same time sustaining a social objective from their projects. The qualified human resources issue was also being one of the sustainability issues since all of the participants mentioned their difficulties to find the qualified employees to be hired. Despite the fact that all of the participants were facing difficulties, but their motivation over time often seems to increase because of the positive feedback which they have gained from the local people. Their self-efficacy sources which were role-models, mastery experiences, and social persuasion have influenced social entrepreneurs' motivation to maintain and develop their projects. Similar with the finding from the previous

research, the participants who did not consider they to be successful, believe they could still be it if they remain focused on continued action (Braga, 2015). Supporting the previous research, all of the participants also mentioned that potential skills to be a social entrepreneurs which were resilience, empathy, and passion, could be developed over time along with the development of the social entrepreneurship *project* (Braga, 2015). Finally, one realizes that the only reasons for withdrawal appear to be compelling reasons, such as family problem, serious financial problems, the ending of the project itself, and the intention to make new projects in this area.

### **Conclusion**

The motivations for social entrepreneurship are closely related to the background or the profile of each social entrepreneur, since self-interest values, such as personal goals and passion, have influenced the motivations to create the social entrepreneurship project. On the other hand, the motivations to maintain and develop the project are closely related to social entrepreneurs' learning process through mastery experiences, role-models, and their strategies on overcoming the obstacles. The higher degree of motivation over time was influenced by social persuasion which was received from the local people to the social entrepreneurs. All of the social entrepreneurs have high self-efficacy, since they possessed positive attitudes toward their future expectations, the development of the projects as well as the strategy to overcome the obstacles. The study also highlights the main obstacles in the creation and development of a social entrepreneurship project: the difficulty to get qualified human and financial resources, lack of support from the government, and the management and administration problems.

In terms of limitations, this research is qualitative with in-depth interview as the data collection method, and this method has some limitations as it can lead to ambiguous responses and multi-interpretation in the coding process. The fact that was made to a limited number of interviews means that cannot be generalized. Furthermore, given the growing importance that social entrepreneurship has had, other topics could have been part of this research, like exploring the personality traits of social entrepreneurs or digging further regarding the correlation between family-related factors with the social entrepreneur's motivations. Finally, our research focuses only on social entrepreneurs operating in Bandung, Indonesia, and a country's or the local region's resources can influence the propensity for entrepreneurship processes. Thus, it would be interesting that future research could make a comparison of different motivations in different local regions in Indonesia or other countries in order to get broader and more comprehensive perspective on the subject.

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## Figures

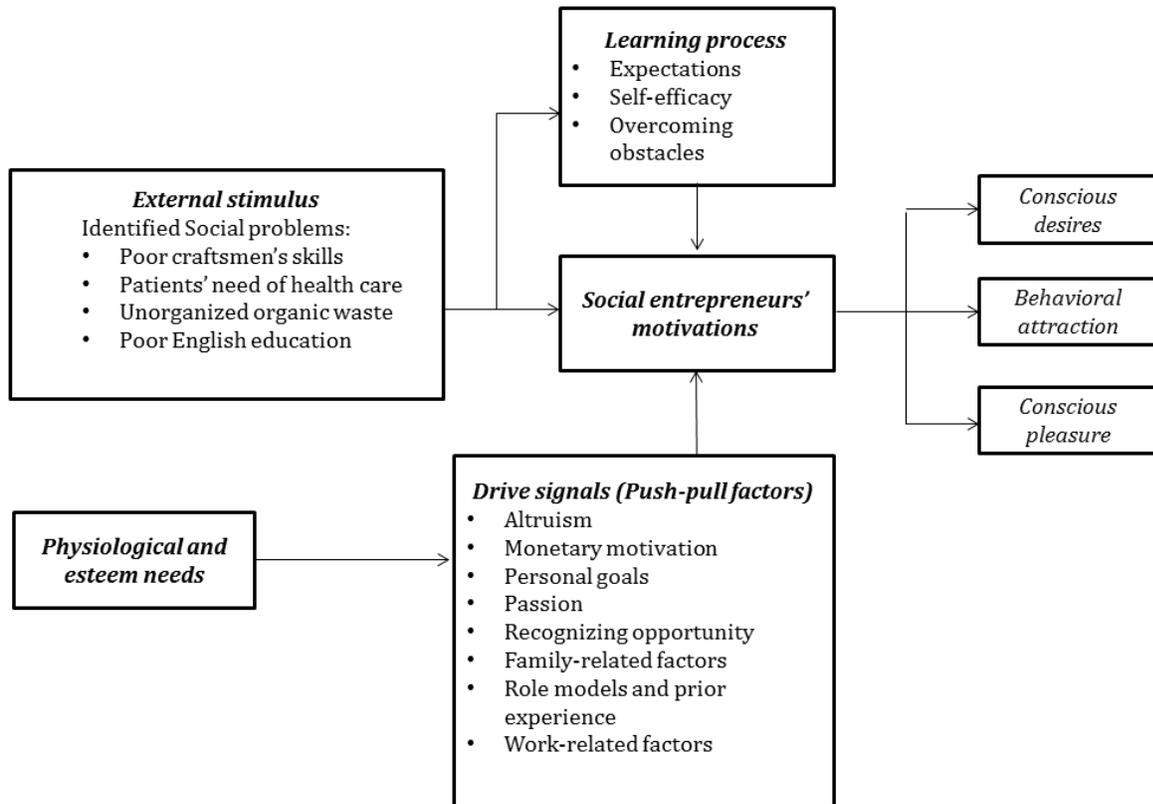


Figure 1. Social entrepreneurs' model of basic motives

## The Influence Of Religiosity Towards Premarital Sex Among Adolescents

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### Abstract

This study aims at measuring the influence of aspects of religiosity on attitudes towards pre-marital sex among adolescents. The study implemented both quantitative and qualitative approach. The quantitative study applied in order to have picture on the influence of religiosity on attitudes towards pre-marital sex. To measure religiosity, this study used Religiosity Scale developed by Fransiska Sekar Mutiara. Meanwhile to measure attitudes towards pre-marital sex, this study utilized Attitude towards Pre-marital Sex Behavior Scale developed by Poppie Kusmandari. The questionnaire was distributed to 120 adolescents (F=74; M=46). The qualitative study intended to have deeper understanding on attitudes towards pre-marital sex. The interview carried out with four adolescents composed of two females and two males who showed highest and lowest scores on Religiosity Interview Guidelines. The guideline used to interview the subjects was based on protocols developed by author based on Glock and Stark's Religiosity Theory. The study showed negative correlation between religiosity and attitudes towards pre-marital sex. Knowledge on pre-marital sex is the most relevant aspect of religiosity that influenced attitudes towards pre-marital sex. The interviewees stated that attitude towards pre-marital sex was internalized through their adolescence / adolescent years by means of teachings of faith that the subjects of this research then actualized by the consequence of their behaviors.

**Keywords:** *adolescents, attitudes, premarital sex, religiosity*

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### Introduction

Premarital sex has been an issue until today. One of the causes is the larger gap between puberty age and average marital age (Kumar & Tiwari, 2003). For girls, puberty age starts at 8 to 13 years old, while for the boys, it starts at 9 to 14 years old. On the other hand, the average marital age keeps increasing, especially in big cities.

Statistical data received from Research and Development Center of National Population and Family Planning Board [BKKBN] showed that there were 55% 10-to-14-year adolescents have had sex in dating. In 2008, another survey conducted by The National Commission for Child Protection [KomNas KPA] showed 62.7% of Indonesian adolescents have had premarital

sex (as cited in Reza, 2013). Kass (as cited in Abdullahi & Umar, 2013) agreed that nowadays sex in dating without any marriage plan between partners is totally acceptable.

This phenomenon leads to some negative drawbacks, especially for the girls. They get suspended, even dropped out when school finds out the girls are pregnant. They are ostracized by society. Even worse, some of them choose dangerous alternative, such as abortion, which may impact their lives negatively. American Pregnancy (2016) stated that 1 out of every 50 late abortion can lead to heavy bleeding, infection, cervix damage, uterus perforation, and death. That is the importance of preventing those negative things that can happen to young generation.

People's actions are influenced by attitudes. Thomas and Znaniecki (as cited in Ramdhani, n.d.) explained that attitudes could be described as predisposition to do or not to do certain behaviors. It clarifies that premarital sex behavior is influenced by attitudes towards premarital sex. Attitudes also have role in our awareness which determines certain actions done by people in their social life. Thomas and Znaniecki (as cited in Ramdhani, n.d.) explained that attitudes are not only determined by psychological internal aspects, but also by values from certain groups.

The establishment of one's attitudes is strongly influenced by the belief and values held. Religion as the value system has contribution in developing someone's attitudes. Obedience to religion values involves certain moral values which impacts the establishment of attitudes. Obedience to religion values is a representation of personal belief system called religiosity (Gunadi, 1990).

Religiosity is a moral measurement to consider certain action and behavior, said Desmita (as cited in Khairunnisa, 2013). There is such a social control mechanism that can diminish the probability of premarital sex behavior if religion applied as society norm system (Sarwono, 2011). There is a lot of research that has shown negative correlation between religiosity and premarital sex behavior. However, religiosity has a lot of aspects behind its single word.

Glock and Stark(1970) explained that religiosity consists of five dimensions, which are rituals, consequence, belief, experiences and intelligences or intellectual. Rituals refer to both general practice and personal practice. General practice involves membership of religious place or routinely attendance at religious place. Meanwhile personal practice includes daily religious routine / devotion, meditation, prayer, and the Holy Book reading. Belief refers to the religious perspective, an absolute faith that there is something bigger than humankind. This this aspect

is the factor that drives people to comply to religious rituals. Experience relates to religious perception, feelings and sensation experienced by individual, such as communication with God. These religious experiences are based on transcendental authority, including religious institution, religious leader, and religious doctrine. Consequence could be seen as a dimension that acts as a guide in daily activities for believers. It measures how far religious doctrine can motivate someone to do certain behavior. The intellectual dimension involves one's knowledge involving the religion they uphold.

This research discovers which aspects of religiosity that has influence in establishments of attitude towards premarital sex behavior among adolescents, and also to find out which dimension has the strongest role in the establishment. This research gives more detail description about elements of religiosity that may affect one's attitudes towards premarital sex behavior.

There are two hypotheses tested in this research. The first hypotheses tested to prove if there is significant correlation between religiosity and attitudes towards premarital sex behavior.

Ha : Religiosity is significantly correlated with attitudes towards premarital sex behavior

The second one to prove if there is significant influence between the five aspects of religiosity towards attitudes towards premarital sex behavior.

Ha : There is significant influence between aspects of religiosity towards attitudes towards premarital sex behavior

### **Method**

This research applied mixed method research methodology. This part will be divided into two sections to describe both quantitative and qualitative methods. The design of this research is explanatory sequential design, thus makes the quantitative data gathered first, then the qualitative data were gathered to give deeper and richer information about the results from quantitative data analysis. The quantitative data is also used to determine respondents to be interviewed to obtain qualitative data.

The variables measured in this research are religiosity and attitudes towards premarital sex behavior. Religiosity could have lots of meanings, which is church membership, belief of religious doctrine, ways of life, attendance to any rituals, and many more (Glock & Stark, 1970). Webster's New World Dictionary (as cited in Gunadi, 1990) stated that the terminology of religiosity refers to personal belief system towards obedience to God or religion. According to Durkheim (as cited in Reitsma, Scheepers, & Grotenhuis, 2006), religiosity can be seen

through two things, which are belief and norm that accompany, and the individual's belongingness with certain group that reinforces those norms.

Religiosity theory used in this study is based on Glock and Stark's theory which stated that religiosity has five dimensions. The dimensions are rituals, belief, experience, consequence, and intelligence. These dimensions are developed into an inventory named Religiosity Scale by Fransiska Sekar Mutiara in Indonesian language using Likert scale that has score range 1 until 6, which are very not agree, not agree, somewhat not agree, somewhat agree, agree, and very agree with the statement. The scale consisted of 32 statements that had to be scored with the range.

The second variable is attitudes. Thurstone and Chave (in Michell, 1990) explained that attitudes could be defined as one's whole tendency and feelings, mistrust or bias, assumption, idea, fear, challenge, and belief about certain issue. Thurstone also viewed attitudes as degree of positive and negative affect towards psychological objects (Edwards, as cited in Azwar, 1995). Another definition by Fishbein and Ajzen, Oskamp, also Petty and Caioppo (as cited in Azwar, 1995) of attitudes is affect or assessment, which can be positive or negative, towards an object. Meanwhile, Allport (as cited in Schwarz & Bohner, 2001) tried to define attitudes as a mental and neural condition obtained by experience, which leads and influences one's responses towards all related objects and situations. Another expert named Aiken (1996) contended that attitudes could be described as predisposition or learned tendency by individual to respond either positively or negatively with moderate or adequate intensity towards object, situation, concept, or other people. Those definitions will be adjusted to the context of this study, which is premarital sex behavior among adolescents. Thus, attitudes towards premarital sex behavior can be concluded as mental state, includes feelings, mistrust, assumptions, idea, fear, challenge, and adolescents' belief obtained and learned by experience to respond positively or negatively towards an premarital sex behavior.

Attitudes have some components, as been stated by Eagly and Chaiken (1993), come out as an evaluation process towards certain object or situation, expressed into affective, cognitive, and behavioral process. This comes out as results, which are evaluative response in affective, cognitive, and behavioral forms.

Evaluative response in cognitive form includes belief owned by individual towards attitudes objects with its various attributes, according to Fishbein and Ajzen (as cited in Eagly & Chaiken, 1993). Mann (as cited in Azwar, 1995) explained that cognitive components contained one's perception, belief, and stereotype about something. According to Mouly

(1968), cognitive component is intellectual aspect related to belief, idea, or concept towards attitudes object. This cognitive process could happen when individual obtains information about attitudes object (Fishbein & Ajzen, as cited in Eagly & Chaiken, 1993), which leads to establishment of idea towards general characteristics of the object. This idea becomes one's basic knowledge about things to expect from certain object (Azwar, 1995).

Evaluative response in effective forms includes individual's feelings towards attitudes object (Fishbein & Ajzen, as cited in Eagly & Chaiken, 1995). Feelings towards certain object can be a strong determiner of one's attitudes (Fazio & Petty, 2008). Mouly (1968) also stated that affective component is individual's emotional life or certain feeling, that can be positive or negative, which affects acceptance or refusal towards attitudes object, so that there will be feelings of afraid-not afraid and happy-not happy, which are the results of individual's belief (Azwar, 1995). Azwar (1995) also stated that this emotional aspect is the deepest internalized attitudes component and is the strongest aspect towards any influences that can alter one's attitudes.

Meanwhile behavioral component is individual's tendency to do certain behavior towards attitudes object, according to Mouly (1968). He said that individual knows their own attitudes, emotions, and other internal condition by concluding from their own behavior and / or from condition where the behavior takes place. Mann (as cited in Azwar, 1995) stated that behavioral components consists of tendency to act or to respond to something with certain ways. The tendency is influenced by one's belief and feeling. This consistent behavior which is aligned with the belief and feeling molds individual's attitudes (Azwar, 1995).

In this study, the three response forms of attitudes towards premarital sex behavior will be measured as a whole attitudes construct among adolescents. To measure attitudes towards pre-marital sex, this study utilized Attitudes towards Pre-marital Sex Behavior Scale developed based on the three aspects of attitudes described above with the context of premarital sex behavior by Poppie Kusmandari in Indonesian Language. As the same with Religiosity Scale, this is a Likert scale with 36 statements that has to be scored between 1 and 5, where score 1 represents "very not agree with the statement" while 5 means "very agree with the statement".

Both questionnaires were distributed to 120 adolescents (f=74 respondents; m=46 respondents) aged 17 to 24 years old that stayed in Jakarta, Indonesia. After all data gathered, author started to calculate the correlation between religiosity and attitudes towards premarital sex behavior based on Pearson correlation technique. After that, author conducted the

regression analysis for the five dimensions with attitudes towards premarital sex behavior with double linear regression technique.

According to data obtained from both questionnaires, author carried out with four adolescents composed of two females and two males who showed highest scores on Religiosity Scale and low score in (negative) Attitudes towards Premarital Sex Behavior Scale. The qualitative study intends to have deeper understanding on attitudes towards pre-marital sex behavior. Data was gathered with in-depth interview technique. The interview made by an interview protocols developed by author based on Gloc kand Stark’s Religiosity Theory. The data gathered from in-depth interview was analyzed by thematic analysis technique. The data were categorized into some themes and sub themes appeared. The qualitative results were compared with quantitative results and concluded.

## Result

### Demographic Data of Participants

The participants of this study are 120 people, which has demographic data can be seen in table 1.

Table 1. Demographic Data of Quantitative Study

No	Criteria	(N = 100)	Total	Percentage
1	Sex	Male	46	38%
		Female	74	62%
		<b>Total</b>	<b>120</b>	<b>100%</b>
2	Age	18	5	4%
		19	11	9%
		20	27	23%
		21	46	38%
		22	29	24%
		24	2	2%
		<b>Total</b>	<b>120</b>	<b>100%</b>
3	Religion	Islam	21	18%
		Christian	45	37%
		Catholic	54	45%
		<b>Total</b>	<b>120</b>	<b>100%</b>
4	Province of Domicile	West Jakarta	50	42%
		North Jakarta	15	13%
		Central Jakarta	17	14%
		East Jakarta	4	3%
		South Jakarta	24	20%

No	Criteria	(N = 100)	Total	Percentage
		<b>Total</b>	<b>120</b>	<b>100%</b>

### Quantitative Results

Below is the calculation results of correlation between religiosity and attitudes towards premarital sex behavior.

Table 2. Correlation between Pre-marital Sex Attitudes and Religiosity

		Attitudes	Religiosity
<b>Attitudes</b>	Pearson Correlation	1	-.467
	Sig. (2-tailed)		.000
	N	120	120
<b>Religiosity</b>	Pearson Correlation	-.467	1
	Sig. (2-tailed)		.000
	N	120	120

The table showed negative correlation between religiosity and attitudes towards premarital sex behavior. With 120 total participants, the critical score of correlation above is .467. Based on the correlation above, the score is negative and greater than the correlation score on table ( $r = .175$ ). Therefore, it can be concluded that religiosity is negatively correlated with attitudes towards premarital sex behavior.

The double-linear regression was also conducted in this study to find out if the aspects of religiosity significantly contributed to attitudes towards premarital sex behavior, also to figure out how much each aspect of religiosity contributed to attitudes towards premarital sex behavior. Before doing the regression calculation, there are five assumptions that had been met. The assumptions are both IV (Independent Variables) and DV (Dependent Variable) are continuous variables, the correlation between two variables should be linear, there is no *multicollinearity* (one IV to another is not highly correlated), there is no *auto-correlation* between errors of each IV and DV, and there is *homoscedasticity*, as stated by Berry (as cited in Field, 2005).

The first assumption is met, because both religiosity and attitudes towards premarital sex behavior are continuous variables. The second assumption was tested using Pearson correlation. Author calculated correlation between each aspect of religiosity with attitudes towards premarital sex behavior.

Table 3.

*Correlation between Religiosity Aspects and Premarital Sex Attitudes*

Correlation with attitudes towards premarital sex	r	Meaning
<b>Belief</b>	-.339, n = 120, $p > 0.01$ , one-tailed	There is significantly negative correlation between belief with attitudes towards premarital sex
<b>Rituals</b>	-.488, n = 120, $p > 0.01$ , one-tailed	There is significantly negative correlation between rituals with attitudes towards premarital sex
<b>Experience</b>	-.389, n = 120, $p > 0.01$ , one-tailed	There is significantly negative correlation between experience with attitudes towards premarital sex
<b>Knowledge</b>	-.398, n = 120, $p > 0.01$ , one-tailed	There is significantly negative correlation between knowledge with attitudes towards premarital sex
<b>Consequence</b>	-.339, n = 120, $p > 0.01$ , one-tailed	There is significantly negative correlation between consequence with attitudes towards premarital sex

According to the data above, all aspects of religiosity have significantly negative correlation with attitudes towards premarital sex behavior. In other words, if the aspects of religiosity scores are high, then the attitudes towards premarital sex behavior scores are low, and vice versa. Therefore, the religiosity aspects and attitudes towards premarital sex behavior is linear, thus meets the second assumption.

The next assumption that should be met is there is no *multicollinearity* or the high correlations among all of IVs. To test this assumption, author conducted *variance inflation factor* (VIF) calculation. VIF limit accepted which signs that there is no high correlations among predictors is between 0.2 until 5. If the VIF calculation result is below 0.2 or above 5, then it can be concluded that there is *multicollinearity* (Hutcheson & Sofroniou, 1999). In this study, the VIF was calculated and the result is still in between 0.2 and 5, therefore there is no *multicollinearity* and the third assumption is met (referred to Table 1 in Appendix).

The fourth assumption is there is no *auto-correlation* between error in each IV and DV, which can be tested using Durbin-Watson test. The test will figure out the correlation between errors. To prove that there is no *auto-correlation* between errors, the calculation score is supposed to range from 1 to 3 (Field, 2005). After the calculation was conducted, the author found the Durbin-Watson test score is 1.944. Thus, the fourth assumption is met (referred to Table 2 in Appendix ).

The last assumption that has to be met is there is *homoscedasticity*, which means the variance of DV score is constant in every observed data is aligned with the score of each IV. This assumption can be tested by drawing plot between z residual with z residual predicted on SPSS (referred to Figure 1 in Appendix ). Based on the drawing, it can be seen the spread dots which indicates the constant variance of DV, or there is homoscedasticity (Field, 2005).

According to the regression calculation conducted by author, the five aspects of religiosity have significant influence towards attitudes towards premarital sex behavior with the  $R\ square = 0.998$ ,  $F(120) = 13878.397$ ,  $p < 0.05$ . However, the most influential aspect towards attitudes towards premarital sex behavior is the knowledge aspect (referred to Table 3). The *b*score obtained for knowledge aspect is 0.883, and for the rituals aspect is 1.036, for experience aspect is 1.056, for belief aspect is 0.957, and for the consequence aspect is 0.590 (Referred to Table 1). Therefore, the regression model of this equation is as following.

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + e$$

$$Y = 1.101 + 1.056X_1 + 1.036X_2 + 0.957X_3 + 0.883X_4 + 0.590X_5 + e$$

### In-Depth Interview Results

The in-depth interview was conducted to four participants, who were gathered from participants that filled the religiosity and attitudes scale questionnaires. Those four participants showed highest scores on religiosity scale and lowest scores on attitudes towards premarital sex behavior scale.

Table 4. Total Score of Premarital Sex Attitude and Religiosity

Subject	Total Score of Attitude Scale	Total Score of Religiosity Scale
Subject 1	69	151
Subject 2	57	139
Subject 3	65	160
Subject 4	68	144

Here are the summary of all participants:

Table 5. Demographic Data of Qualitative Study

	Subject 1	Subject 2	Subject 3	Subject 4
<b>Sex</b>	Male	Female	Female	Male
<b>Age</b>	21	20	24	21
<b>Religion</b>	Catholic	Catholic	Christian	Islam
<b>Race</b>	Javanese	Chinese	Chinese	Javanese
<b>Occupation</b>	College Student	College Student	College Student	College Student
<b>Time spent in Jakarta</b>	1 Year	3 Years	4 years	3 Years

According to the first subject, the moral principles and manner to treat other people are internalized by his parents since he was very young, including the principles about premarital sex. According to subject, even though his parents did not directly teach him about it, he understands that premarital sex is something wrong to do. He does not want to do that because it breaks the law and religious norms. His knowledge of religious values prevents him to do it. This means that consequence dimension has role in establishment of attitudes towards premarital sex behavior, because consequence dimension is shaped by other dimensions in the form of mindset and mundane activities (Glock& Stark, 1970).

The establishment of this negative attitudes towards premarital sex behavior is also influenced by belief aspect. The aspect refers to the absolute credence that God is a power over men (Glock& Stark, 1970), thus makes him afraid to against that religious norms determined by God.

Therefore, aspects appeared to build the negative attitudes towards premarital sex behavior for subject 1 are knowledge, belief, and consequence aspects. The knowledge aspect becomes the beginning of religiosity internalization to the individual that leads him to the belief implemented in mindset and mundane activities (consequence).

The internalization of religious values in subject 1 was started by the parents who are also Catholic. However, in the time being, the internalization was occurred by doing religious rituals. The doctrine which opposes premarital sex was obtained through rituals he was doing, which are though sermons, seminars about free sex, also the Holy Bible.

Almost same aspect combination also influences the second subject. It started with the understanding of premarital sex drawbacks, thus causes her to believe and act against the premarital sex behavior. The knowledge aspect then influences her mundane activities about premarital sex (consequence dimension). Beside parents, Catholic doctrines and rituals strengthened the establishment of her negative attitudes towards premarital sex. She obtained

this information from website, sermons, and Holy Bible. The difference with first subject is that subject 2 has parents as stronger influencer than religion.

Meanwhile for subject 3, the biggest influence of establishment of her negative attitudes towards premarital sex behavior is the religion, especially through the rituals she was doing. Moral education that she gets is only from church community, including premarital sex behavior. She learns it from sermons, The Bible, and other people's dating story at church. Based on religiosity aspects, it can be concluded that subject has knowledge about premarital sex in dating, which is obtained from religious institution. This knowledge then becomes internalized in individual by doing religious rituals, which then molds the individual's point of view and behavior tendency that refuse premarital sex idea.

As for the subject 4, both parents and religious institution simultaneously shape his negative attitudes towards premarital sex behavior. This could happen because the family members have strong belief towards God, religion and the doctrine. He was taught about Islam since he was very young, including all the principles to keep holy and to keep virgin before marriage.

As he grows up, the religious institution also has roles in shaping his point of view about Islam and the negative attitudes towards premarital sex behavior. By doing the rituals, such as recitation, dhikr before praying, and through the Al Qur'an itself, the negative attitudes towards premarital sex is internalized. Religion becomes his guidance to do daily things.

This means rituals aspect has an important role since it leads to the knowledge aspect about his religion. The knowledge is developed into belief that God has power in his life. The knowledge, belief and rituals aspects are then actualized on the consequence of their thought and behavior tendency to not engage in premarital sex behavior.

To sum up, the results of in-depth interview show that the knowledge aspect is found in the four subjects, either it is obtained from family or religious institution, or both. The rituals aspect is not found in all of them, but they surely have belief aspects towards God, and the religious principles that make them refuse to engage in premarital sex behavior. These aspects lead to the consequence aspect, which influences their attitudes towards premarital sex behavior. Meanwhile for experience aspect is not quite related in establishment of attitudes towards premarital sex behavior.

The interview results are proved to support the quantitative results. The regression shows that all variables have negative correlation significantly with attitudes towards premarital sex behavior. The most influential and relevant aspect of religiosity is knowledge,

as from interview results is explained as the beginning of other aspects shaping. However, other aspects also have roles in shaping negative attitudes towards premarital sex behavior.

### **Discussion**

The results of this research are supported by some previous researches. This study's results also have similarities with the previous researches, that religiosity has significantly negative correlation with attitudes towards premarital sex behavior. However, this study deepens the results by conducting the regression calculation and in-depth interview to make the wider point of view throughout the correlation between these two constructs.

These are some previous researches studying relation between religiosity and attitudes towards premarital sex behavior. A study conducted by Lammers, Christina, Ireland, Resnick, and Blum (as cited in Denton, 2006) concluded that religiosity among teenagers had significantly negative correlation with sexual activities, either in initiation of having sex or the frequency of sexual activities. Another study stated that highly religious adolescents were least likely to be sexually active compared to the adolescents who were not quite religious (Davidson et al, as cited in Leonard & Scott-Jones, 2010). Religiosity was also linked to postpone of sexual intercourse in young adults according to Opayemi (2011). The negative attitudes towards sex in dating were also associated with high religiosity based on a study conducted by Koenig (as cited in LeJeune, Zimet, Azzouz, Fortenberry & Aalsma, 2011).

In spite of its results similarity narrated above, there are also some new discovers found from this study. Based on the research, knowledge becomes the most influential dimension that impacts attitudes towards premarital sex behavior. This occurs because knowledge is the foundation in doing certain behavior. In eastern society, knowledge about sex is quite different with western society. The knowledge about sex is still conservative and very sacred to be shared and discussed (Paul et al., 2013), especially because religious doctrine against premarital sex is still a strong and well-rooted tradition. Therefore, knowledge becomes the most important element to influence attitudes towards premarital sex behavior.

Nonetheless, according to Bergan and McConatha (as cited in Holdcroft, 2013), religiosity cannot be seen through one dimension only. The other four aspects also stand to establish one's religiosity. This theory is supported by the quantitative data of this study, showing that not only knowledge aspect has significant impact towards attitudes, but also the other four aspects of religiosity.

Furthermore, we can draw an inference from qualitative results that the moral values development is not always linked with the belief of God. There is also participant that obtained

internalized values from the non-believer parents that tried to educate the participant to hold value against premarital sex behavior. This finding can become the base for further study, to see how significant the education that comes from non-believer parents compared to religious parents.

### **Conclusion**

In conclusion, this research indicates that religiosity has significant influence towards attitudes towards premarital sex behavior. According to the regression calculation, the most relevant aspect of religiosity that affects attitudes towards premarital sex behavior is knowledge, yet the other four aspects also have significant impact to the attitudes towards premarital sex behavior. This finding is also supported by in-depth interview results, which shows that the knowledge aspect is found in the four participants interviewed, yet the other aspects are not found in every adolescent. This knowledge aspect then leads to the other aspects and are actualized on the thought, point of view, and tendency behavior (consequence). It should be noted that even though knowledge is the most relevant aspect that affects attitudes towards premarital sex, we should not ignore the four other dimensions of religiosity, because it takes all the dimensions to build religiosity construct.

This finding can be published to enrich the educators, such as parents, teachers, lecturers, especially religious leaders and the adolescents themselves, about the roles of religiosity, especially the knowledge related to religious doctrine, in shaping negative attitudes towards premarital sex behavior. Based on this study, it also can be an advice for religious institution to build a small support group of adolescents that concerns for sex in dating issue among adolescents. This group can create religious events, such as seminar, campaign, or socialization, which emphasize drawbacks of premarital sex behavior and how religious institution, religious leader, and religious doctrines' point of view towards this issue. The events are supposed to be held regularly, because one single event will not bring the adolescents anywhere. Value internalization needs persistency and consistency.

### **Acknowledgement**

This research received support and permission from the religiosity scale creator, Poppie Kusmandari and attitudes towards premarital sex scale creator, Fransiska Sekar Mutiara, to conduct data gathering from respondents.

### **Declaration of Interest**

There might be some potential conflicting interest that influences the research. Since the premarital sex is considered as a quite sensitive issue in eastern culture like Indonesia, it

could be possible that the respondents did not complete the questionnaire with honest answers. This might affect the results of the study, yet the author had spread the questionnaire via online platform to reduce the risk.

Another thing that needs to be considered is that religiosity is not the only factor which has a role in developing attitudes towards premarital sex behavior. There are many other factors that also contribute such as family background and culture, education level, media, and many more. Therefore, religiosity could not be viewed as a single-standing that affects attitudes towards premarital sex behavior, yet it does have a significant role to form the attitudes.

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Model		Unstandardized		Standardized	T	Sig.	95.0% Confidence Interval		Collinearity Statistics	
		Coefficients		Coefficients			for B		Tolerance	VIF
		B	Std. Error	Beta			Lower Bound	Upper Bound		
1	(Constant)	20.287	4.163		4.873	.000	12.043	28.532		
	knowledge	2.896	.115	.918	25.225	.000	2.669	3.123	1.000	1.00
2	(Constant)	12.648	2.722		4.647	.000	7.258	18.038		
	knowledge	1.694	.117	.537	14.442	.000	1.462	1.926	.391	2.56
	rituals	1.314	.100	.488	13.128	.000	1.116	1.513	.391	2.56
3	(Constant)	4.152	1.609		2.580	.011	.965	7.339		
	knowledge	1.204	.072	.382	16.669	.000	1.061	1.347	.321	3.11
	rituals	1.078	.058	.400	18.637	.000	.963	1.192	.365	2.73
	experience	1.288	.080	.311	16.097	.000	1.129	1.446	.451	2.21
4	(Constant)	1.798	.825		2.180	.031	.164	3.432		
	knowledge	1.020	.038	.324	26.904	.000	.945	1.095	.299	3.34
	rituals	1.009	.030	.375	34.180	.000	.950	1.067	.360	2.78
	experience	1.084	.042	.262	25.793	.000	1.000	1.167	.419	2.38
	belief	.926	.050	.171	18.366	.000	.826	1.026	.499	2.00
5	(Constant)	1.101	.478		2.303	.023	.154	2.048		
	knowledge	.883	.024	.280	37.352	.000	.837	.930	.256	3.91
	rituals	1.036	.017	.385	60.528	.000	1.002	1.070	.356	2.81
	experience	1.056	.024	.255	43.434	.000	1.007	1.104	.417	2.39
	belief	.957	.029	.177	32.829	.000	.899	1.015	.497	2.01
	consequence	.590	.039	.069	15.221	.000	.513	.667	.704	1.42

Coefficients<sup>a</sup>

Dependent Variable : attitudes

The table shows VIF and B calculation. If the VIF score lies between 0.2 and 5, then the regression's assumption is met. The B score was needed to create regression model.

Table 2. Durbin-Watson Test and F Score

Model	Model Summary <sup>f</sup>									
	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.918 <sup>a</sup>	.844	.842	7.89456	.844	636.314	1	118	.000	
2	.968 <sup>b</sup>	.937	.936	5.04144	.093	172.354	1	117	.000	
3	.990 <sup>c</sup>	.980	.980	2.81558	.044	259.110	1	116	.000	
4	.998 <sup>d</sup>	.995	.995	1.42587	.015	337.311	1	115	.000	
5	.999 <sup>e</sup>	.998	.998	.82242	.003	231.676	1	114	.000	1.944

a. Predictors: (Constant), knowledge

- c. Predictors: (Constant), knowledge, rituals, experience
- d. Predictors: (Constant), knowledge, rituals, experience, belief
- e. Predictors: (Constant), knowledge, rituals, experience, belief, consequence
- f. Dependent Variable: attitudes

Author conducted Durbin-Watson calculation to meet one of regression's assumption. According to the table above the regression's assumption was met. Moreover, it can be concluded that the most significant religiosity aspect that influence attitudes towards premarital sex behavior is knowledge aspect.

Table 3. Influence of Religiosity Dimensions to Attitudes towards Premarital Sex Behavior

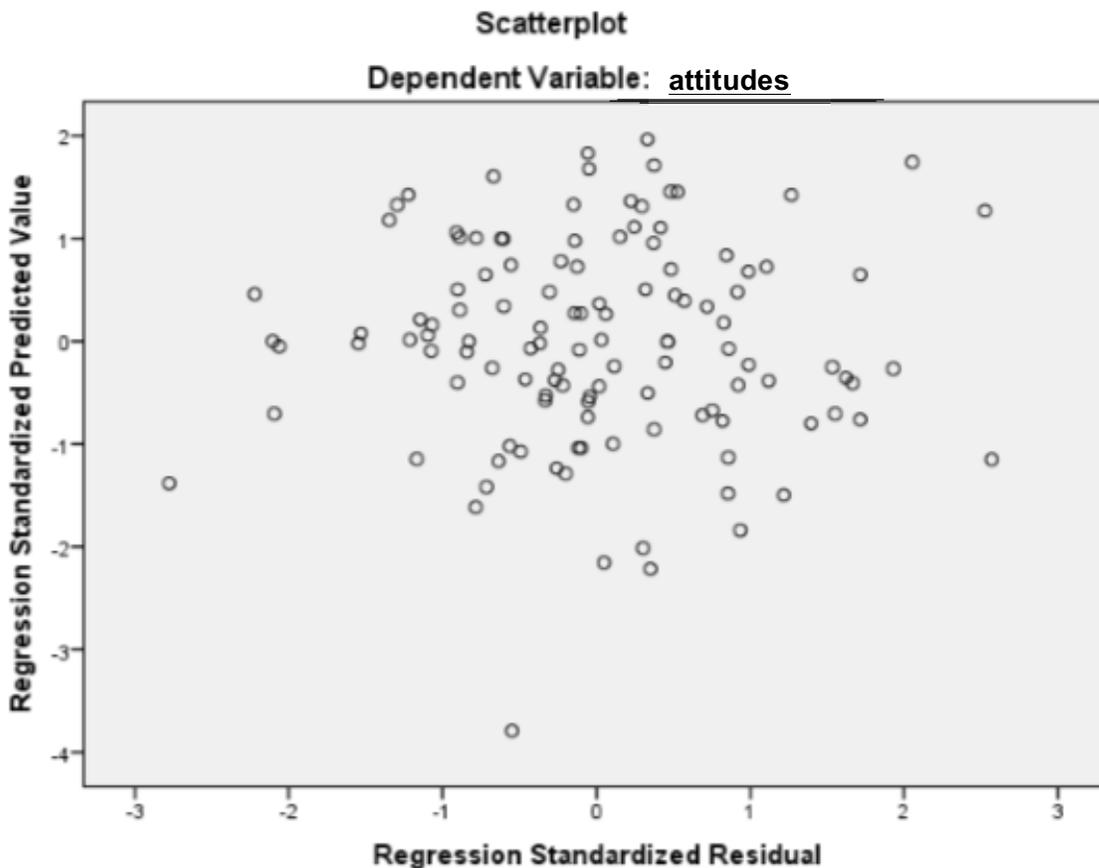
Model	Variables Entered/Removed <sup>a</sup>		Method
	Variables Entered	Variables Removed	
1	knowledge		Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
2	rituals		Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
3	experience		Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
4	belief		Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
5	consequence		Stepwise (Criteria: Probability-of-F-to-enter

$\leq .050$ , Probability-of-F-to-  
remove  $\geq .100$ ).

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a. Dependent Variable: attitudes

The table indicates independent variables (predictors) which have significant influence towards dependent variable. All independent variables are in Variables Entered column, which means all independent variables significantly impact the dependent variable.



**Figure 1. Homoscedasticity**

The scatterplot above proves the regression's assumption, homoscedasticity. The spread pattern in the graph is the sign that the assumption was met.

## The Influence Of Personality Traits With The Tendency To Conduct Altruism Behavior Of Aids Patients In Communities In South Kalimantan

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### Abstract

This study aims to be able to understand and explain whether there is influence of personality traits in terms of providing relief and providing welfare for people living with HIV in terms of big five personality. The data were obtained from 258 respondents in South Kalimantan. Data analysis used is the technic of multiple regression analysis. The result showed that gender, agreeableness, conscientiousness, neuroticism, openness traits all together have 12.6% contribution toward altruism. The finding also reports that agreeableness has contribution of 5.62% to predicting altruism, conscientiousness have contribution 3.04%, openness have contribution 3.14%, while neuroticism have 0.07% and gender 0.7% to altruism. Results of this research show that agreeableness, openness, and conscientiousness have impact on altruism. The higher the level of agreeableness, openness, and conscientiousness of a person, the tendency to perform altruism action is higher. In this study extraversion traits have no effect on altruism, neither does age.

**Keyword:** *personality traits, altruism*

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### Introduction

Since the epidemic reports of "gay outbreaks" have appeared in the United States, the Human Immunodeficiency Virus (HIV / AIDS) has become one of the global health problems in the world (Ritzer, 2004), in Indonesia there is an increase in incidence and mortality rates cases of HIV and AIDS, data from Health Ministry Quarter I of 2016 there are 269,013 people with HIV and AIDS consisting of 191,073 people with HIV and 77,940 people with AIDS and 13,247 people or 16.99 percent died of AIDS, whereas in South Kalimantan province alone HIV / AIDS was discovered and reported in 2002 with 4 cases. From 2002 until the end of 2016 there were 1667 cases of HIV / AIDS. Increased cases in the last 4 years, in 2013 there are 201 cases, 2014 with 222 cases, in 2015 with a slight increase of 284 cases and in 2016 increased to 396 cases.

Some studies explain the negative stigma to people with HIV / AIDS or called PLWHA (ODHA in Indonesia), with the immune system of people living with HIV that decreases the symptoms of illness and physical changes that appear. PLWHA will experience a change in

personal life and social life because of it. Stigma against people living with HIV is mostly negative, among others, illustrated in a cynical attitude, a feeling of excessive fear, and negative experiences experienced by people living with HIV. Residents Banjaran, Bali until now is still difficult to open themselves to the community of HIV / AIDS disease. Not only those who are still alive, even people who have died were not bathed and buried. The case has just been experienced by a head of household who died after previously tested positive for deadly virus. The family does not know where to ask for help, because none of the neighbors are willing to bathe and bury it, for fear of contracting (Saraswati, 2009).

Many people still have the assumption that PLWHA is the individual responsible for spreading the HIV / AIDS virus causing them to be considered fair to get punished from the results of their actions. This causes some people with HIV infection to be discriminated against, often stigmatized by such social isolation, the dissemination of HIV status and rejection in various spheres such as the world of education, the world of work, and health care is a common form of stigma (Maman et al , 2009; Duffy, 2005; Carr & Gramling, 2004). High community resistance to HIV / AIDS causes people living with HIV even though not all, must live by hiding status (Maman et al, 2009; Foster & Williamson 2000; Butt et al, 2010).

Now many foundations are concerned about HIV / AIDS prevention (Triasmara, 2016). This indicates that although there are various kinds of stigma prevailing in society, there are still a handful of people who care about people living with HIV and ignore the stigma by helping the PLWHA either by forming groups or individually. To know the cause of how a group of people and individuals have the motivation to improve the welfare of PLWHA can be explained through the behavior of altruism where this behavior occurs when the individual provides help to other individuals not for selfish interests but with the priority of selflessness. One of the reasons why people or individuals continue to help people living with HIV even with the prevailing stigma is to avoid negative criticism or stamp from their peer group, or because of money compensation that makes them willing to help people living with HIV (Pottenger, LA, et al , 1992). Studying the behavior of altruism in society can help to design interventions and approaches that can help people living with HIV to improve their lives.

To elicit altruism behavior, Batson (2008) argues that there is a connection between empathy and helpful behavior and can explain that empathy is a source of motivation for the emergence of helpful behavior. Some studies also mention there is a relationship between personality traits with the emergence of empathy in adolescents (Barrio, Aluja, & Garcia, 2004).

Altruism is a voluntary act by a person or group of people to help others without expecting any reward (Sears et al. 1991). Baron and Byrne (2004) also defines altruism as a behavior that reflects selfless consideration for the good of others.

Individual differences in altruistic behavior are largely due to empathy, a complex response that includes both affective and cognitive components. The degree to which a person is able to respond with empathy depends on genetic factors and learning experiences. Five components of altruistic personality according to Bierhoff (in Baron & Byrne, 2004) the first is empathy. From the results of the study, it was found that the most altruistic participants represented themselves as responsible, sociable, calm, tolerant, self-controlled, and motivated to make good impressions.

Second, believe in a just world. Individuals who help perceive the world as a fair place and believe that good behavior is rewarded and bad behavior will be punished. This belief leads to the conclusion that helping people in need is the right thing to do and there is hope that the people who help will benefit from doing something good.

Third, social responsibility. The most altruistic individuals express the belief that everyone is responsible for doing their best to help those in need. The fourth is the internal locus of control. It is an individual belief that individuals can choose to behave in order to maximize good outcomes and minimize poor outcomes. The last component is low egocentrism. The most altruistic individuals do not intend to be egocentric, and competitive.

Apart from these factors, according to McAnn (in Baron & Byrne, 2004) there is a generative factor of adult concern and commitment to the well-being of the next generation. People who have high generativity demonstrate this commitment by parenting, teaching what they know to young people, and engaging in actions that will have a positive influence after their lifetime.

Altruism itself is one subcategory of prosocial behavior, altruism is a form of action based on the interests of others above self-interest, altruism is also one form of help behavior that sometimes requires sacrifice and show concern for fellow human beings and done without any hope to get Benefits or rewards (Hogg & Vaughan, 2008).

One view that can explain how altruism can arise is the hypothesis of empathy-altruism. Empathy is an emotional response that arises when others encounter difficulties and need help or when looking at an upsetting event. Most adults and children respond empathetically to signs when someone is having trouble, it affirms that the suffering of others is something that is uncomfortable to see (Hogg & Vaughan, 2008). Empathy alone is a complex response,

including the cognitive and affective components. The cognitive component means one is able to understand what the other person feels and the reason, as the affective component means one can feel what the other person feels (Sarwono & Meinarno, 2009). In the hypothesis of empathy-altruism it is said that the empathic attention felt by a person to the difficulties and sufferings of others will result in a motivation to overcome adversity and reduce that suffering. This powerful motivation to help causes one is willing to engage in an unpleasant, dangerous and even life-threatening situation (Batson, 2011). This explains that one's motivation to help is because of others who need help, and it feels good to be good (Baron & Branscombe, 2012).

Not much research that discusses the relationship between personality traits with altruism behavior especially against people living with HIV. However, based on the view that has been presented by Batson (2008) that altruism can appear when someone has empathy indirectly there is a possibility of a relationship between personality traits and altruism behavior. Empathy is also an important predictor in predicting prosocial behavior and moral development in childhood that has an effect on the consideration of someone to care about and want to help people living with HIV (Eisenberg, et al 2002). The Five Factor model is one of the dominant paradigms in research on personality, in this model the main features of personality are Neuroticism (N), Extraversion (E), Openness (O), Agreeableness (A), and Conscientiousness (C), where empathy should have a role in that personality trait.

Agreeableness also can predict prosocial behavior and aggression (Graziano & Eisenberg, 1997). High scores in conscientiousness prevent aggressive behavior in the adolescent population (John, Caspi, Robins, Moffitt, & Stouthamer-Loeber, 1994), and conscientiousness have a negative relationship with the dimensions of psychoticism Eysenck's (Aluja, García, & García, 2002), the relationship of empathy with neuroticism still unclear, Eysenck believes there is a positive relationship between empathy and neuroticism (Eysenck & Eysenck, 1991), but other researchers have found are helping behavior has low values in conjunction with neuroticism (Shiner & Caspsi, 2003). While the ekstraversion personality traits, there are still undiscovered if anything to do with empathy and altruism.

This study aims to understand and explain whether a person acting on the interests of others (selfless) or act on self-interest (selfish) in terms of providing aid and provide welfare for people living with HIV in terms of personality traits through five factor models. Based on the above description, the hypothesis proposed in this study are:

**H<sub>a</sub>:** The big five personality traits have an influence on the emergence of altruism acts against people living with HIV / AIDS in South Kalimantan

## **Method**

Research subjects are people in South Kalimantan covering Banjarmasin city and Banjarbaru city. The technique of taking the subjects is done by purposive random sampling method of selecting a group of subjects based on certain characteristics or traits that are deemed to have a close relation to the characteristics or properties of the previously known population.

Data collection method in this research is to use the scale of personality trait with Likert scale model with five response options. Meanwhile, the measurement of module validity test is done by professional judgment review.

The scale of personality traits is adapted from the Big Five Inventory scale which has been translated into Indonesian by Ramdhani (2012). This scale consists of 44 items divided into five dimensions of Neuroticism (N) and Extraversion (E), Openness (O), Agreeableness (A), and Conscientiousness (C). On the favorable item the answer strongly disagrees to get a score of 1; Slightly disagree got score 2; Between agree and disagree get score 3; Slightly agree score 4; Strongly agree to score 5. In the unfavorable item the answer strongly disagrees to get a score of 5; Slightly disagree got score 4; Between agree and disagree get score 3; Slightly agree score 2; Strongly agree got a score of 1.

The behavioral scale of altruism consists of 20 items designed to see a person's tendency to perform altruistic acts against people living with HIV. respondents were asked to provide answers based on five answer choices from never with a score of 1; very rare with a score of 2; sometimes with a score of 3; often with a score of 4; and very often with a score of 5. The higher the total score the higher the tendency of a person to perform altruistic actions. In addition, also to include the gender and age variables for analysis.

This research uses quantitative method so that data is processed by using statistical approach. Hypothesis testing in this research using Regression technique. This regression technique is used to calculate how much predictor variable can predict the occurrence of the criterion variable. The analysis was performed using the SPSS (Statistical Packages for Social Sciences) version program. 22.

## **Result**

### **Sociodemographic description**

There were 258 respondents who filled out the questionnaire. By gender is known that male subjects totaling 92 people (35.7%) while the female study subjects was 166 people (64.3%). Based on age, 223 people (86.5%) of research subjects aged less than 30 years, and 35 people (13.5%) subjects over the age of 30 years.

### **Reliability**

Reliability on the Extraversion scores showed Cronbach's alpha of 0.781 and item total correlation coefficient move between 0.226-0.670. Agreeableness showed scores Cronbach's alpha of 0.739 and item total correlation coefficient moves between 0.267-0.582. Conscientiousness scores showed Cronbach's alpha of 0.786 and item total correlation coefficient move between 0.281 - 0.657. Neuroticism showed scores Cronbach's alpha of 0.724 and item total correlation coefficient moves between 0.273-0.515. Openness showed scores Cronbach's alpha of 0.725 and item total correlation coefficient move between 0.037-0.515. Altruism scale scores showed Cronbach's alpha of 0.9234 and item total correlation coefficient moves between 0.363-0.800.

### **Assumption test**

Multiple regression assumes that the scores on the variables are normally distributed, linear and homoscedastic. This last term means the variance of the dependent variable does not differ at different levels of the independent variable (Foster, Barkus, & Yavorsky, 2006). To see whether the residual value is normally distributed or not, the researcher performs a normality test to fulfill the assumption of regression test. Researcher use kolmogrov-smirnov statistic test to know whether the data is normal or not, based on the calculation found that absolute value D is 0.052 ( $p > 0.05$ ) and the data significance is 0.084 ( $p > 0.05$ ) which means the data is normally distributed. The data in this study is also homoscedastic can be seen in Figure 1.

Multicollinearity test is used to test whether the regression model found a correlation between predictor variables / independent. Multicollinearity test can be seen from the value of tolerance and variance inflation factor (VIF) in regression models were used. If the tolerance values close to 1.00 or not less than 0.1 and VIF value does not exceed 5 or 10, it can be concluded there is no multicollinearity in the predictor / independent variable. In this research, there is no multicollinearity, with assumption test that is fulfilled then regression analysis can be done.

### **Hypothesis test**

Hypothesis test results showed, conscientiousness, openness, agreeableness, neuroticism, and gender, able to predict altruism together ( $F(5, 256)=7.276, p < .05, R^2=.126$ ) Based on the results of calculation of regression analysis, the hypothesis proposed in this study is accepted and the regression equation obtained is  $Y = 3,278 + 0,749$  (Agreeableness)  $+ 0,354$  (conscientiousness)  $+ 0,473$  (neuroticism)  $+ 0,431$  (openness)  $- 3,463$  (gender).

### Discussion

The results show that agreeableness, conscientiousness, neurotics, openness and gender have an influence on altruistic action. Based on the results of regression analysis of research data, obtained the correlation coefficient  $F$  of 7,276 with the value of  $R$  square 0.126 ( $p < 0.05$ ) which means that independent variables are able to predict the dependent variable of 12.6%, so the hypothesis proposed in this study is accepted. One of the variables that has the largest effective contribution is agreeableness with effective contribution of 5.62% to predict altruism, openness has effective contribution of 3.14%, conscientiousness 3.04% while gender and neuroticism have effective contribution to altruism 0.7 % And 0.07%.

The results of data analysis show that in accordance with the opinion of Graziano & Eisenberg 1997, that agreeableness can predict prosocial behavior and aggression, in the empathy-altruism hypothesis it is said that the empathic attention felt by a person to the difficulties and suffering of others will result in a motivation to overcome difficulties and reduce The suffering. This powerful motivation to help causes one is willing to engage in an unpleasant, dangerous and even life-threatening situation (Batson, 2011). Agreeable people are generally empathetic, have a tendency to get along with others, and are more likely to respond constructively to interpersonal conflict than disagreeable people (Martin-Raugh, Kell & Motowidlo, 2016), In some studies agreeableness is also associated with social outcomes such as conflict resolution (Jensen-Campbell & Graziano, 2001), non-aggression (Gleason, Jensen-Campbell, & Richardson, 2004), non-competitive group performance (Graziano, Hair, & Finch, 1997), and helping behavior (Graziano, Habashi, Sheese, & Tobin, 2007). In general terms, Agreeableness is concerned with how individual differ in their orientations toward interpersonal relationship (Graziano & Tobin, 2009). But for people who have low agreeableness and tend to be less in the act of altruism does not mean they have low empathy, but because they lack the ability to translate emotional reactions experienced to others, in this case the people who need help (Graziano, Habashi, Sheese, & Tobin, 2007).

Openness traits in this study have an effective contribution of 3.14%, in general openness has a negative relationship with "harm avoidance" and has a positive relationship with "novelty seeking" (De Fruyt, Van De Wiele, & Van Heeringen, 2000). Respondents who score high on openness tend to have a low harm avoidance, harm avoidance itself is a characteristic possessed by a person associated with a stimulus that is considered excessive, while novelty seeking is characteristic of a person associated with a new stimulus where they often explore and find Pleasure to new stimulus. (Cloninger, 1986) This may explain how high-

score respondents in openness may have a tendency to help others and be generous to strangers irrespective of the existing reciprocal relationship because for them it is something new.

The results of this study also show that conscientiousness has contributed to altruism behavior, in previous studies conscientiousness may prevent aggression behavior in adolescent populations (John, Caspi, Robins, Moffitt, & Stouthamer-Loeber, 1994) Moreover, conscientiousness also has a negative relationship with dimensions Eysenck's psychoticism (Aluja, García, & García, 2002) with low aggression and psychoticism behaviors a great chance for someone to take altruism.

The neuroticism personality trait toward altruism behavior in this study has an insignificant contribution, though Ben-Ner and Kramer (2010) says that individuals with neuroticism personality traits possible that some subjects are inequality averse or fairness prone, so they want to share some of their endowment with others.

### **Conclusion**

Agreeableness can predict prosocial behavior, in the empathy-altruism hypothesis it is said that the empathic attention felt by a person to the difficulties and suffering of others will result in a motivation to overcome difficulties and reduce the suffering. This powerful motivation to help causes one is willing to engage in an unpleasant, dangerous and even life-threatening situation (Batson, 2011). In general terms, Agreeableness is concerned with how individual differ in their orientations toward interpersonal relationship (Graziano & Tobin, 2009). Openness traits in this study have an effective contribution of 3.14%, in general openness has a negative relationship with "harm avoidance" and has a positive relationship with "novelty seeking" (De Fruyt, Van De Wiele, & Van Heeringen, 2000). In this study it is known that conscientiousness and neuroticism have an insignificant effective contribution to altruism behavior, and extraversion personality has no effect on altruism behavior.

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### **Declaration of Interest**

The authors report no conflicts of interest in this work.

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## The Effectiveness of Emotional Freedom Technique and Therapeutic Communication to Reduce the Anxiety in Female Cervix Cancer Patients

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### Abstract

As a multi-dimensional disease with a diverse clinical manifestations, cancer requires a complex, holistic and extensive management. Anxiety becomes a critical topic due to its frequent presence in cancer patient at any stages. Anxiety is presumed to be suffered more by female patients than male patients, due to the multi-functional roles of female. Therapeutic Communication Methods - which has been applied, showed less-favorable results, particularly at times when the patients showed their anxiety. The research aimed to compare the Therapeutic Communication (TC) Methods to Emotional Freedom Technique (EFT), in order to reduce the anxiety of the female cervix cancer patients. An experimental research was conducted by using Randomized Control Trial (RCT) design. There were 26 female cancer patients at the stage of I to IV were involved as the research sample, their Karnofsky score at the range of 50 to 80. The samples were divided into two groups, an intervention group (IG) consisted of 13 patients and a control group (CG) consisted of 13 patients, selected by block randomization methods. The intervention was held three times with EFT and TC for Intervention Group. The Control Group was held three times with TC only. The anxiety score measured by HSCL-25, the result shows that the score of anxiety on the IG was decreased at 0.86 after the intervention. CG was decreased at 0.39 after the intervention. To conclude the research, EFT and TC showed significant difference in anxiety level with the Therapeutic Communication Method in female cervix cancer patients.

**Keywords:** *Emotional Freedom Technique, Communication Therapeutic, Female Cervix Cancer Patients Anxiety.*

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### Introduction

Cancer becomes one of the main focuses in the world as well as in Indonesia. The cause of death by cancer is the second highest after cardiovascular. In Indonesia, cancer prevalence is 1.4 per 1000 citizen. Yogyakarta has the highest rank (4.1 per 1000 citizen), Jawa Tengah is in the second place (2.1 per 1000 citizen) and Bali is in the third place (2 per 1000 citizen).

Cancer has quite a complex impact to physical, mental and social health, until the passing of the patients. <sup>11</sup>The effect of cancer often accepted as a great suffering because it needs long term medication and causing anxiety through out the process. This condition is very unbeneficial for the society up to a point were: "Cancer is a public health problem" <sup>23</sup>.

According to Mehnert et al. (2010) <sup>4</sup>in *European Journal of Cancer Care*, one out of four newly diagnosed cancer patient, under an anxiety trauma that we call PTSD (*Post Traumatic Stress Disorder*)- an extreme anxiety disturbance. This trauma brings anxiety to the patients in every stages and process of medication. It is often started when the patient received the first diagnosed, also when the patient is undergo various examination, responding medication plan and during the operation as well as the healing process. <sup>5</sup>Based on that, anxiety has become the important topic since it is the most often experience by cancer patient in all stages. The patient experiences anxiety towards the impact of the medication processes (such as body image change up to considering about the end of life). Female patient with the age span of 21-45 years old is more likely undergoing anxiety than male patient. <sup>21</sup>Therefore, intensive care is needed since anxiety always related with the rejection of medication or with high anxiety during treatment. <sup>6</sup>.

Based on the explanation above, it can be concluded that anxiety may affect the smoothness of the medication processes because the patient experiences this from the beginning of treatment until the end. Psychological intervention is crucial to be given as the main support in order to help the patient related with emotional problems that occurs during and after the medical treatment. <sup>3</sup>Therefore, apart from the medical intervention - treatment that has psychological intervention is needed. Palliative care is one of the treatments that have both interventions. The purpose of palliative care is to minimize the patient's discomfort and grievance as well as to give comfort when the medical treatment is impossible to do. Palliative care has plenty of holistic purposes, such as physical, psychological, social, financial, culture and spiritual care. <sup>3</sup>

Based on the daily data survey of cancer patient at Palliative team of Sanglah Hospital Denpasar Bali in 2013-2015, there are 910 patients. The majority of cancer patients are female, with 280 people had cervix cancer, 65 had ovarium cancer and 17 had breast cancer. The palliative team consists of several professions (nurses, medical doctors, psychologists, specialist doctors from multi-discipline, volunteers and spiritual caregivers) according to the need of the patients. The comparison between the palliative team, especially the nurse and the psychologist who does the daily tasks is disproportion with the amount of the patients.

Considering that limitation, a psychological intervention method that can be used by the palliative team swiftly and effectively is highly needed.

There are a few psychological intervention methods that is often being used to reduce psychological complain on cancer patient in the hospital. The methods are therapeutic communication, relaxation program, meditation, spiritual support, hypnotherapy and Cognitive Behavior Therapy/ CBT.<sup>7</sup> Hypnotherapy, relaxation and meditation methods need motivation, skill, concentration and high belief in order to be able to do it.<sup>8</sup> Cognitive Behavior Therapy needs 12 session minimal with 120 minutes per session.<sup>97</sup>

Psychological intervention that has been done in Sanglah Hospital by the palliative team since 1997 is the therapeutic communication. The effectivity of this method to decrease the anxiety level on the cancer patients has never been researched and measured. However, the weakness of this supportive therapy method has been the lack of depth to fully reduce anxiety.

Since 2010, psychologist has been giving Emotional Freedom Technique (EFT) intervention to the cancer patients in Sanglah Hospital. The consideration to choose EFT compare to other therapy methods was because of the practicality and effectivity in improving emotional condition. Several cases only needed one or two sessions of an hour. One of the study that has been done by Karatzias et al. (2011) proved the high effectivity of EFT on reducing the physical symptoms and pain. This intervention proved to reduce anxiety, depression, fatigue, and hot flashes from the chemotherapy medication. It has the benefit of independent conduct as well as easy to learn.

The effectivity of EFT in reducing anxiety as well as affecting physical and psychological condition of the patients has never been researched in Sanglah Hospital Denpasar. Therefore, a research is needed to compare the effectivity of therapeutic communication with combining EFT towards the female cervix cancer patients.

The aim of this reasearch is to compare the effectivity of therapeutic communication method-EFT combined with only therapeutic communication method in reducing anxiety on female servix cancer patients at Sanglah Hospital Denpasar.

### **Method**

The experiment research used Randomized Control Trial (RCT). There was an allocation randomization process with block randomization to determine the participants in intervention group (A) and control group (B). The researcher chose sampling by random allocation to eliminate the bias between control group and interversion group. The selected chosen subjects based on the inclusion criteria and signed informed consent were unaware whetershe would be

put in control group or intervention group. The researcher did the checking based on the subject's attendee number and block randomization formula. After that, the researcher informed to the data collector team about which group the subject belonged to – Group A (KI) or B (KK).

The comprehension capacity of the subjects who mostly has as high as Elementary or Junior Highschool education background, did not affect the data collecting process. Since the process was being done gradually, the steps of data collecting process was explained and interpreted in the language that was easy to be understood by the subjects. Simple form of measurement - self-monitoring SUDS (Subjective of Units Distress Scale) was used in the data collecting in order for the subjects to understand it easier. Other supporting equipment such as ruler and pain scale board was being used as the tool to clarify the discomfort or pain. Measurement score of 0-1 if there were no complaint, 2-3 if there were seldom complaint but non-disturbing, 4-5 if the complaints were more frequent and somewhat disturbing, 6-7 if the complaints were often and sometimes disturbing, 8-10 if the complaints always appear and disturbing.

The research was conducted in several Sanglah Hospital Denpasar wards. The period of intervention was from May until June 2017. The research population was the stadium I-IV cervix cancer patients, who undergo the treatment in the hospital, 30-59 years old and have 50-80 Karnofsky score. The dependent variable was anxiety level, measured with Hopkins Symptom Checklist-25 (HSCL-25) Anxiety and Depression Scales. The independent variable was Emotional Freedom Technique method and therapeutic communication method.

To know the difference anxiety score between groups, Two Independent Sample T-test is being done. This research has the research ethical permit no. 953/14.2/KEP/2017 on 26 April 2017 from Komisi Etik Fakultas Kedokteran Universitas Udayana/Rumah Sakit Umum Pusat Sanglah.

### **Result**

Subjects' characteristics in this research were shown in Table 1. It showed that the average age between KI and KK were the same, which was 45 years old and dominated by the age group of 41-49. Based on the education background, KI and KK were dominated by subjects who had lower education level (SD and SMP) with the proportion of 69.2% in KI and 61.5% in KK. The proportion of income was balanced in KI as well as KK. Based on the marital status, KI 100% married while KK 84.6% married. KI and KK both were dominated by subjects with high stadium cancer, with the proportion of 61.5% for KI and 69.2% for KK.

Table 1. Subjects' characteristic comparement between KK and KI

Subjects' Characteristic	Intervention Group (KI)		Control Group (KK)	
	f	%	f	%
<b>Age (mean; SD)</b>	<b>45.76;5.96</b>		<b>45.92;6.44</b>	
30-39 years old	2	15.4	2	15.4
40-49 years old	8	61.5	8	61.5
50-59 years old	3	23.1	3	23.1
<b>Education</b>				
High	9	69.2	8	61.5
Low	4	30.8	5	38.5
<b>Income</b>				
<2 Million Rupiah	9	69.2	9	69.2
2-5 Million Rupiah	4	30.8	3	23.1
>5 Million Rupiah	0	0	1	7.7
<b>Status</b>				
Married	13	100	11	84.6
Divorced	0	0	2	15.4
<b>Stadium</b>				
Low	5	38.5	4	30.8
High	8	61.5	9	69.2

The data normality analysis result with Kolmogorof-Smirnov showed significant value for anxiety variable: pre, post, as well as pre-post deviation for each group > 0.05 therefore the variable has normal distribution. Levene's test showed the significance of >0.05 then all of the varian data are homogen.

Table 2 showed that the anxiety score for both group before intervention were the same ( $t=-0.042$ ; 95% CI=-0.387 to 0.372;  $p=0.967$ ). After the intervention, there were a difference on the anxiety score for both group with  $t=2.965$  ( $t$  calculation  $>$   $t$  table) and statistically meaningful (95% CI= 0.142 to 0.795;  $p= 0.007$ ). The decrease of anxiety (anxiety difference) that occurred on KI and KK also showed that there were difference ( $t=4.030$ ; 95% CI=-0.721 s.d.-0.232;  $p<0.0001$ ). The decrease of anxiety in KI has the higher average score, which is 0.86 and on KK the score was only 0.39.

Table 2. Anxiety Mean Score Difference before and after intervention on KI and KK

Group	Pre test	Post Test	Mean Diff	T (df=24)*	95% CI		p
					Low	High	
<b>Control</b>	2.16	1.77	0.39		-0.387	0.372	<0.0001
<b>Intervention</b>	2.16	1.30	0.86		0.142	0.795	<0.007
<b>Difference Anxiety</b>							
<b>Control</b>			0.39	4.030	-0.721	-0.232	<0.0001
<b>Intervention</b>			0.86				

\* $t$  table= 1.71

### Discussion

Research about EFT method in Indonesia is still scarce, especially the research that gives intervention towards cancer patients. This research is the first scientific study about EFT in Bali with homogenous subjects – female cervix cancer patients. The research method used was the Randomized Control Trial as the most trustable scientific way and able to minimize the bias between KI and KK. Below are a few comparisons that researchers did as study material.

Researcher & Year of Research	Research Title	Research Method	Sample Amount	Research Result
<b>Bougea, A.M. Spantideas, Nikolaos Alexopoulos, E.C. Thomaidis, Thomas Chrousos, G.P. Darviri, Christina</b> <b>2013</b>	Effect of the Emotional Freedom Technique on Perceived Stress, Quality of Life, and Cortisol Salivary Levels in Tension-Type Headache Sufferers: A Randomized Controlled Trial	Parallel-group design Was done twice a day for one month.	35 person	EFT decrease the frequency and pain, improve the life quality of TTH patients
<b>WeniWidya Shari, Suryani, EtikaEmaliyawati,</b> <b>2014</b>	Identify the EFT intervention effect on anxiety level of patients who will undergo PCI in X hospital.	<i>Quasi experimental method with one group pretest and posttest design, Concecutive sampling technique,</i>  A one time - 15 minutes	30 person	Significant difference between anxiety level as well as anxiety intensity before and after EFT intervention ( $p < 0.05$ ) between KK and KI

		EFT was being done		
<b>Suh, Jin Woo</b>	Efectivityof EFT was shown in the	Treatment for 4 weeks and	27 person	EFT was more effective compare with
<b>Chung, Sun Yong</b>	decrease ofHwabyung (HB) a condition in which	evaluated 9 weeks after		PMR in decreasing the
<b>Kim, Sang Young</b>	an anxiety and explosive emotional condition in Korean	the treatment.		psychological and physical complaints on
<b>Lee, Jung Hwan</b>	citizen, compare with PMR (Progressive Muscle Relaxation)			HB citizen (p<0.05)
<b>Kim, Jong Woo</b>				
<b>2015</b>				
<b>Yahya, Kevin Yonatan</b>	The effect of Emotional Freedom Technique Therapy on the decrease of patients' anxiety level Pre Operation in the surgical ward RSUD PanembahanSenopati Bantul Yogyakarta.	Experiment research with design quasi experiment, purpossive sampling technique, and intervention was done three times.	50 person	The effect of anxiety decrease on intervention group was more meaningful compare to control group.
<b>2015</b>				
<b>Ningsih, Santi Fitria Karim, Darwin</b>	The Efectivity Emotional Freedom Technique (EFT) Therapy on Breast	Quasi experimentw ith denganNon- equivalent	30 person	EFT was effective to decrease anxiety

<b>Sabrian,</b>	Cancer Anxiety	research
<b>Febriana</b>	Stadium II and III	design.
<b>2015</b>		Control Group  Technique purposive sampling

Based on the observation result in RSUP Sanglahovernight wards, cancer patients had not been getting a holistic and integrated handling. The focus of handling is still limited to the physical aspect in the form of medication by the doctor when there were complaints. The physical, psychological, socio-emotional as well as spiritual aspect has not been getting an optimal attention.

Various kinds and level of pain emerged on the subjects in this research. On this research, from 26 female servix cancer patients, 17 people (65.4%) showed medium to heavy anxiety. Oetami (2014)<sup>11</sup> and Sugeng et al. (2016)<sup>12</sup>strengthen the fact from their research on cancer patients, it was proven by revealing the psychological condition with variation degrees of stress. The majority of patients showed medium to high stress symptomps and just a few showed light stress symptomps.

The source of anxiety was generally in the form of medication process and pain complaint. Various pains showed by the subjects of research were diverse. Psychological pains usually were in the form of anxiety towards the sickness, death, childcare, guilt related with the inability to be the mother role and worried about the health condition of the caregivers. Physical pains occurred especially on patients who undergo chemotherapy as well as post-operation patients. Patients' complaints included headache, nauseous, insomnia, constipation, fatiqueness, and pain on the operated area, astma, and pain on certain body parts. Social pains occurred only on a few patients, indicated by minimum responses, limited communication, empty eye contact and apathy when visited by the team despite the willingness to be research subjects. Financial pains almost did not occurred in this research, since all subjects already had been covered with Government health provider.

Morton and Fontaine (2009)<sup>13</sup>explained about the importance of therapeutic communication towards patients related with nursing care that has to be applied in all services

area, especially critical area service. Nurses are not just handling physical issues of the patients, but have to do holistic and comprehensive nursing care.

Cancer patients in RSUP Sanglah also have been having psychological care by using communication and therapeutic care from palliative nurse. Subjects were also given social support and spiritual approach according to their religion and belief, so as to the subjects became more accepting during the medication processes. Therapeutic communication intervention gives a chance to the patients to express their anxiety. Individuals who received empathic approach had positive emotions, therefore were able to do self-disclosure, which reduced emotional pressure. Within this process, individual expressed his/ her feelings and listened to others' point of view or perception. Even if in the beginning the subjects were not comfortable to confide to other people, in the end they realized that the attention were genuine and the willingness to be more open towards the people who wanted to listen to their complaints proved to be beneficial in reducing the psychological pressures. However, the weakness of therapeutic communication technique was that there were no specific treatment when anxiety was found. Patients were only given psychological support in the form of verbal consolation, spiritual support or social reinforcement.

Based on this research's result, the reduction of anxiety score in control group was not as high as the intervention group. This condition proved that using only therapeutic communication was less successful to clear cancer patients' anxiety. People would stop thinking and acting positively when over-powered by negative emotions. People tend to see what they want to and remember what they want to remember when negative emotions overpowering them. This situation makes people unhappy, and if continue in a long-term period – going to make the problem more complex<sup>14</sup>. Zarren and Eimer (2002)<sup>15</sup>, stated in their theory that the health information given by health officers, even if it was taken by the uncounscious mind – the information significantly would not decrease anxiety. Hawari (2005)<sup>16</sup> stated, when human experience anxiety condition, they could not process the information. On the contrary, they would experience memory disturbance and experience trouble in understanding information.

Subjects need other technique that is more effective when they feel that the problems will not be solved only through persuasive support and being listened to. Subjects needed additional technique to control and release negative emotions in a healthy way, in order to prevent depression. Subjects, especially those who have medium and high anxiety, needed a self-acceptance technique for a problem as well as problem solving.

*Emotional Freedom Technique* is one of the simple techniques that can be applied to help individual with emotional problems. This technique helped people to understand their feelings and process the problem's source promptly, so that the emotional balance restored straightaway. Negative experience or discomfort is highly affected by a very personal or subjective understanding. Different person often showed different response, even if they experienced the same illness. Subjects tend to experience a range from low-level until high-level of anxiety when undergoing a continuous cancer medication. SUDS (Subjective Units of Distress Scale) as self-monitoring showed a different variation between individuals. The average SUDS score's decrease in the intervention group is significantly higher than the control group.

Emotional Freedom Technique has a similar approach with muscle relaxation, a relaxation technique that are often being used by nurses to overcome patients' anxiety, specifically in critical area<sup>17</sup>. The research's subjects could also experience relaxation effect. Subject's response before and after the EFT can be examined directly. Several researches' subjects gave reports such as:

Subject 1: "After being tapped yesterday and said the words that made me cry, actually it makes me feel calmer. When I thought about the doctor's explanation, I didn't feel pressured and afraid anymore, I'm surprised – how come I accept that with composure. I feel like I can get closer to *Hyang Widhi* (God)".

Subject 2: "The guilt that I had been feeling for not being able to take care of my children doesn't make me anxious anymore. To let go and let God apparently make me more peaceful and accepting while I'm in this medication process and I feel more energetic".

Subject 3: "It was just some tapping but I felt comfortable, especially on the face area, I was able to sleep very well the night after the tapping".

Research showed that conducting *tapping* or press a certain body part that connects with acupuncture points, are effective in overcome and decrease various anxiety disturbance<sup>18, 19</sup>.

EFT can be done anytime and everywhere. During the research, several subjects did intervention outside the ward and there were no limitation for the period of time. EFT can be done by everyone, whenever negative emotions arise and over-powering mind and feeling. EFT can be done in a short period of time, when the person already skilled in practicing this technique – the intervention would only take up around 5-10 minutes. The nurses' task is only teaching this simple technique while doing the daily nursing care.

It was proved correct to use this therapy as an intervention for the cancer patients who experienced various level of anxiety, as a way to reduce or eliminate the anxiety. During pre-test, two subjects in the intervention group showed high level of anxiety, however after the intervention – they showed a significant decrease of the anxiety level. This intervention has a positive effect, simple technique, easy to use by anyone and has no side effect. Subjects might cry and experience sadness in the beginning of the intervention when they acknowledge their negative emotion. Nevertheless, the change is rapid; subjects are easier to perceive their problems from a healthier perspective after following the next intervention steps. EFT has been making people more accepting towards the matter even if they could not change the situation. EFT has been helping people to have self-love and not blaming themselves or others towards the matter. EFT intervention proved to be able to decrease and overcome patients' anxiety directly in the cerebry cortex by reducing the physical pain complaints. This intervention was also able to find the anxiety core by generating subjects' awareness that negative emotion that they felt does not need to be stored in their heart and mind<sup>14</sup>.

This research has the limitation of area since it was only held in RSUP Sanglah Denpasar and not in other hospital as well. This was done with the consideration of the research time; therefore the result only represents a group of female servix cancer patients in RSUP Sanglah.

### **Conclusion**

On female servix cancer patients, the combination of therapeutip communication method with *Emotional Freedom Technique* proved to reduce anxiety more than only therapeutip communication method.

It is suggested for the next research to do the research by repeating the intervention more than 3 times with shorter time-span (daily basis) and giving mass intervention. The expansion of research also needs to be done on male cancer patients, to compare the anxiety level with female cancer patients, on several hospitals.

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## Correlation Between Interpersonal Communication Skills with Conflict in Dating Relationship at Faculty of Educational Psychology, State University of Malang

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### Abstract

Early adulthood is the period of the search for steadiness and future reproductive times. Individuals at the stage of adult development in general have begun to establish relationship with the opposite sex. In a relationship an individual will be probably more familiar with the character of each person. With the existence of this period the individual had already done adaptation before entering the marriage level. In fact the relationship of dating in early adulthood does not always go smoothly, sometimes there is a conflict that causes the relationship to be end. Individuals often have conflicts sourced poor communication. Communication can be a major problem in fostering interpersonal relationships. Thus poor communication plays an important role in the breakdown of relationships. Each interpersonal relationship itself contains elements of conflict, conflict of interest or the differences of argument and or priorities. However, it can happen if the communication runs smoothly.

**Keywords:** *interpersonal communication skills, conflict in dating relationship*

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### Introduction

Early adulthood is the period of retrieval of stability, reproductive and commitment period (Hurlock, 2004). The search for steadiness and reproductive life makes early adulthood full of emotional problems and tensions. In every stage of development there are demands or expectations of society that must be mastered by every individual. An individual at the stage of development of adulthood, generally have begun to establish relationship with the opposite sex (dating).

Wijayanto (2003) explains that: "In straight language, dating is a social relationship between social beings of different kinds due to certain interests, both physical and non-physical

(personal, character) built on commitments with or without requirement that must be obeyed by both parties ". Dating is a conscious and deliberate process of selecting or selecting Turner and Helms (in Asriana, 2012). In a romantic relationship, it takes intense communication and interaction with the couple. Dating as a close relationship has several functions, Landis and Landis (1963) mention some dating functions, among others: as a mean of learning social skills, the development of self-understanding and understanding of others, the opportunity to seek and try to understand the role of the type and learn some ways to solve problems. In addition Gambit (2005) also states that in dating relationship individuals can learn to communicate heterosexually, build emotional closeness, physical closeness, and experience the process of personal maturity.

In dating relationship someone will be probably more familiar with the character of each person. In which, if an individual take a longer time to get to know and adjust with the partner, it will be better and easier for them to get to understand each other.. Someone will be better understanding the habits, behavior or personality of her partner. Thus, as they proceed to marriage there will be no surprise for meeting different habits and personalities and may disturb the happiness and satisfaction of marriage. But in reality the dating relationship in early adulthood does not always go smoothly, there are times when there is a conflict that causes the relationship come to end.

Coser (in Anoraga, 1992) states that conflicts always exist in a place of common life, even in relationships that seem perfect conflicts are inevitable and conflicts are increasing in serious relationships. Any time that there are two people or two groups who will make decisions have the potential to cause a conflict. Sources of conflict can come from contact interactions when two parties compete or one party tries to exploit the other (Brigham, 1991).

Fisher et al (2001) define conflict as a relationship between two or more parties (individuals or groups) who have, or who feel that they have objectives that are not aligned. Individuals often perceive conflict to originate from the action and core of the problem, but in fact conflict is often caused by poor communication (Lunthas, 1981). Communication can be a major problem in fostering interpersonal relationships. Many issues can be solved if communication goes smoothly. Every interpersonal relationship contains elements of conflict, conflict of opinion or different interests. According to Fisher, et al (2001) conflict is a relationship between two or more parties (individuals or groups) who have, or who feel possessed, objectives that are not aligned. Poor communication plays an important role in the breakdown of relationships.

Bird and Melville (1994) say that with more intensive communication, couples become better able to understand each other so that intimacy among them is also more closely intertwined. Good communication also determines the success or failure of the couple to solve the argument experienced. According to Devito (2004), interpersonal communication is the process of sending and receiving messages between two people or among a small group of people, with some effects and some instantaneous feedback. Canggara (2004) mentions the function of interpersonal communication or interpersonal communication is trying to improve human relationships, avoid and overcome personal conflicts, reduce uncertainty something, as well as various knowledge and experiences with others.

### **Method**

The population in this study is a student of Faculty of Educational Psychology, State University of Malang amounted to 237 students, the number is obtained from questionnaires distributed to student year of 2012-2015. The characteristics of this research are (1) students of Faculty of Educational Psychology, State University of Malang, (2) are in the early adult age range, and (3) are in a dating relationship at least 3 months of dating. The sample of research is 58 students obtained from Purposive Sampling technique.

This research uses quantitative approach with correlational descriptive design. Descriptive analysis is used to describe in general the results of research. This description is done by categorization method based on the value of T score, high and low. A T score is one way in the rating scale used to convert an individual score into a standard score. Correlation analysis using Product Moment technique, used to know there is or not relationship between variables in research. Then if there is, how much degree of relationship.

Instruments in this study is the scale of interpersonal communication skills as much as 31 items with the reliability of 0.894 and the scale of conflict in dating as many as 41 items with a reliability of 0.939. The scale of interpersonal communication ability is based on aspect of interpersonal communication according to Devito (2004) that is aspect of openness, empathy, support, positive attitude, and similarity. The scale of conflict in dating relationship is based on the components of conflict according to Feldman and Ridley (in Wood, 2000) there is conflict of interest, conflict orientation, conflict response, and conflict outcome.

### **Research procedure**

The first stage of data collection in this study is to hold licensing. The second stage is the preparation of research instruments that begin with the study of appropriate theories and definitions, make operational definitions and determine the aspects of the variables to be

studied, and then make the blueprint to compose aitem in scale of interpersonal communication skills and the scale of conflict in dating. The third stage tested the instrument at the University of Muhammadiyah Malang. The next stage is the implementation of research at the Faculty of Educational Psychology, State University of Malang on October 12-16, 2015. The final stage collects back the completed instrument for analysis.

### **Result**

Based on the result of descriptive statistic calculation about interpersonal communication ability variable and conflict variable in dating, that is as follows on Table 1. The description of research subjects showed the respondents in this study came from the sex and duration of different dating. It consists of 27 students (46%) male and 31 female (53%) female. Respondents with duration of dating <1 year as many as 25 students (63%) and respondents with a long time dating > 1 year as many as 32 students (55%).

Based on the results of descriptive analysis, the results obtained are: (1) students with high interpersonal communication ability are 33 students and 25 students have low interpersonal communication skills and (2) students who have conflict in dating high are 23 students and 35 students have low conflict in dating.

Normality test results indicate that the data of the two variables in this study are normally distributed ( $p = 0,060 > 0,05$ ) and ( $p = 0,175 > 0,05$ ). The linearity test shows that the relationship between the two variables is linear ( $p = 0,000 < 0,05$ ). The result of hypothesis test by correlation analysis shows that there is a significant negative correlation between interpersonal and conflict communication skills in the student psychology of State University of Malang ( $p = 0,001 < 0,05$ ) with  $r_{xy} = -0,424$ . Thus, the higher the interpersonal communication skills will be the lower the conflict in dating students of the Faculty of Educational Psychology, State University of Malang.

### **Discussion**

Based on the result of descriptive analysis using T score from 58 research subjects, there are 33 students or equal to 56,89% have high interpersonal communication skill level and 25 students or 43,11% have low interpersonal communication skill level. From these results can be said that most students of the Faculty of Educational Psychology, State University of Malang who are dating have high-level interpersonal communication skills.

Interpersonal communication skills have a considerable influence on interpersonal relationships, especially with spouses. Students with good interpersonal communication skills will be able to cope with difficult circumstances with positive solutions. In addition, students

who have high interpersonal communication skills will be able to communicate intensively and effectively. It can build and maintain friendships or interpersonal relationships with others. When a person has low interpersonal communication skills then relationships tend to be inharmonious, this may lead to short or ending interpersonal relationships because individuals with low interpersonal communication skills lack empathy, openness and positive attitudes toward others.

According to Devito (2004), interpersonal communication is the delivery of a message by one person and the reception of a message by another person or a small group of people, with its effects and with the opportunity to provide immediate feedback. Interpersonal communication skills are required in various interpersonal relationships, when communication does not work well in a relationship will result in misunderstanding between individuals. Based on the data of the research result, most of the dating psychology students have high interpersonal communication skills or good in the delivery of ideas, hopes and messages in daily life.

Bird and Melville (1994) say that with more intensive communication, couples become better able to understand each other so that intimacy among them is also more closely intertwined. Good communication also determines the success or failure of the couple to solve the argument experienced.

From result of research 43,11% Psychology student of State University of Malang which dating have low interpersonal communication ability. Low interpersonal communication skills due to poor perception of others, perception can be persuaded by needs, mental readiness, emotional atmosphere and cultural background. Self-concept also affects the ability of a person in communicating. People who have difficulty communicating their ideas to others, tend to be incapable and avoid conversation with others. In addition to the perception and self-concept of interpersonal attraction or a positive attitude toward others also affect a person in communicating with the other person.

Most students of Psychology State University of Malang who dating have high interpersonal communication skills. In this case means that students have been able to be open to others, able to feel and experience what others feel, able to provide support to the other person and have the desire to work together in solving problems with others. On the communication aspect of the most aspects to give high points in the aspect of positive attitude in this case means Psychology students State University of Malang in dating is able to give positive attention to others and able to communicate the attention.

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Based on the results of descriptive analysis using t score of 58 research subjects, there are 23 students or equal to 39.65% have high degree of conflict in dating and 35 students or 60.35% have low conflict level in dating. From the results it can be said that most students of the Faculty of Psychology Education State University of Malang conflict in dating in low category.

Sears, Freedman, and Peplau (1985) define conflict as a process that occurs when a person's behavior is hampered by the behavior of others. In dating relationships also occur conflict because this relationship involves at least two individuals who have different personalities, desires and needs. Conflict in dating is an unavoidable thing. Two people with different ideas then there will be differences of opinion as well. Coser in Anogara (1992) states that conflicts always exist in a place of common life, even in perfect relationships even when conflicts are inevitable and conflicts are increasing in serious relationships. Any time that there are two people or two groups who will make decisions have the potential to cause a conflict.

Conflicts can have a positive and negative impact, depending on the individual's response or ability to resolve the conflict itself. Based on data of research result most of student of dating psychology have conflict in dating low which mean student of University Psychology dating able to minimize opinion and able to solve conflict well.

From result of research 39.65% Psychology student of State University of Malang which dating have high conflict in dating relationship. Conflict in high dating due to lack of communication, less able to think rationally when there is conflict and the differences in principles between students and their partners. Poor or destructive methods of conflict resolution can also cause continuous conflict to occur in a courtship relationship, the poor method of conflict is accompanied by both verbal and physical abuse and also the neglect of one party. In conflict in dating points that cause high conflict is the aspect of conflict orientation, in this case means the student of dating Psychology experiencing conflict about view to conflict with spouse.

Most of the students of Psychology of State University of Malang who dating have low conflict in dating relationship. In this case it means that students have been able to be positive to the conflict means not seeing the conflict as something that should be avoided, able to respond and solve well, and able to solve conflict constructively. Communication that works well with a partner can also minimize the occurrence of conflict in the relationship. Aspects with the lowest point is the aspect of conflict response means that most students of Psychology

State University of Malang are dating able to solve conflict well and able to respond to conflict positively.

Based on the hypothesis test, there is a significant negative correlation between interpersonal and conflict communication skills in dating Psychology Student of State University of Malang at  $-0.424$  and  $p < 0,05$ . This means the higher the interpersonal communication skills will be the lower the conflict in dating students of the Faculty of Educational Psychology, State University of Malang, on the contrary the lower the ability of interpersonal communication will be the higher the conflict in dating Psychology Students State University of Malang.

Widjaja (2000) provides a sense of communication is the process of delivering ideas, hopes and messages conveyed through a particular symbol that means done by a messenger addressed to the recipient of the message. Individuals with good communication skills can be open to others, able to feel and experience what others feel, able to provide support to the other person, able to give positive attention to others and have the desire to work together in solving problems with others.

Bird and Melville (1994) say that with more intensive communication, couples become better able to understand each other so that intimacy among them is also more closely intertwined. Good communication also determines the success or failure of the couple to solve the argument experienced. Canggara (2007) mentions the function of interpersonal communication or interpersonal communication is trying to improve human relationships, avoid and overcome personal conflicts, reduce uncertainty something, as well as various knowledge and experiences with others.

According to Fisher, et al (2001) conflict is a relationship between two or more parties (individuals or groups) who have, or who feel possessed, objectives that are not aligned. Individuals often perceive conflict as coming from the action and core of the problem, but in fact conflict is often caused by poor communication. Communication can be a big problem. Many problems can be solved if communication goes smoothly. Poor communication exacerbates the problem because everyone who is involved in the conflict is unconsciously aware of them - the other party's bad motivation (Ingsih, 2011). The difference between the message conveyed and the message received will cause communication problems when the conflict occurs. Interpersonal nature contains elements of conflict, conflict of opinion or different interests.

Based on the results of literature study, there are research titles similar to this research, including research conducted Puspitasari (2008) in get results that there is a significant positive relationship of  $r = 0.559$  and  $p < 0.05$  between interpersonal communication skills with conflict resolution on Adolescent, which means the higher interpersonal communication skills in this case between adolescent-parent, adolescent-teacher, adolescent-peer then the higher the ability of conflict resolution in adolescents. The difference between research conducted Puspitasari (2008) with the main research is located on the variable differences where the purpose of this study wanted to know the relationship between the ability of interpersonal communication with conflict in dating.

### **Conclusion**

Based on the results of the research, the interpersonal communication skills of Psychology Faculty students of State University of Malang are categorized as high. It is enough to be open to others, able to feel and feel what others feel, able to provide support to the other person, able to give positive attention to others and have the desire to help each other in solving problems with others.

In addition, the conflict in dating students Faculty of Educational Psychology, State University of Malang in general in the low category. In this case it means that students have been able to be positive to the conflict means not seeing the conflict as something that should be avoided, able to respond and solve well, and able to solve conflict constructively.

There is a significant negative correlation between interpersonal communication skills and conflict in the lecture on the students of Faculty of Educational Psychology, University of Malang with correlation coefficient level of  $-0.424$  and  $p < 0,05$ . This means that the higher the ability of interpersonal communication will be the lower the conflict in dating students of State University of Malang.

### **Declaration of Interest**

Based on this research, many found a couple who do not recognize the conflict that exist in the relationship. In addition, they reveal that they are embarrassed when it comes to show the problems or even the conflicts that occurred in their partner. This prevents researchers from digging and gathering information. It takes a lot of approaches to the subject to get information about the conflicts that exist in the relationship.

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### Tables

Table 1. Descriptive Statistics Calculation Result

No	Variable	Empiric Score			
		Min	Max	Mean	SD
1	Interpersonal Communication Skills	71	118	92,57	8,699
2	Conflict in Dating Relationship	56	114	82,77	12,557

## Training Coaching & Counseling to Support Quality Of Work Life (Qwl) on PT. X

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### Abstract

The companies are trying to find workers who have the best potential. Workers with the best potential strongly support the company's success in the future. The function of the organization is actually to build human resources competencies and be able to support the process of human empowerment. This situation is increasingly requires resources that are able to work more effectively. PT. X is a company engaged in the manufacturing of cement and concrete. Therefore, the company must be able to give attention to Quality of Work Life (QWL) to improve productivity. The selected constructs of QWL that we use are derived from the European Foundation for the Improvement of Living and Working Condition (EWON, 2002) who have used the dimensions widely in their QWL studies. Dimensions QWL are Health and Wellbeing, Job Security, Job Satisfaction, Competency Development, dan Work and Non Work Balance (Rethinam & Ismail, 2008). The methods used in the research was action research. The pre asesment result showed that job satisfaction, Health and Wellbeing, Work and Non Work Balace are not good enough. QWL program can help employees to be able to balance his personal life. To improve these three thing, the company has made a program. The Program is called Employee Asistance Program (EAP), a program designed as a media mentoring employees. To conduct the EAP program it is necessary that supervisors have the coaching and counseling skill. Managers and Supervisors have the autonoy and reponsibility to assist their subordinates while having the problems as well as motivating them to improve their performance.

**Keywords** : *Quality of Work Life (QWL), Training, Coaching, Counseling.*

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### Introduction

The development of industry today is very rapid. Company must be prepared for this situation. For preparation this situation companies must be have the good workers. Workers with the best potential strongly support the company's success in the future. The function of the organization is actually to build human resources competencies and be able to support the process of human empowerment. This situation is increasingly requires resources that are able to work more effectively. Nowadays any theory attention to Quality of Work Life (QWL). QWL

Working Condition (EWON, 2002) who have used the dimensions widely in their QWL studies. QWL is focus about balances work and work balance and productivity job satisfaction employes (Baitul, 2012). According to J. Lloyd Suttle QWL is the organization's ability to meet all the needs that are important to employees, based on experience in an organization. It includes their physical and psychological health in working life (Nair, 2013).

QWL has been widely developed in the European region. QWL is known since the 1960s. Dimensions QWL are Health and Wellbeing, Job Security, Job Satisfaction, Competency Development, dan Work and Non Work Balance (Rethinam & Ismail, 2008). To achieve the good Quality of Work Life, employes must be satisfied for all dimension on the QWL. If the QWL on the company good it make a company achieve they goals (Sojka, 2014).

Many benefits if employe have good QWL, employe feel have a good life, make better social life employe, and improve organization performance. QWL is also, make employee have hight commitment with they work (Vanisharee, Nanjudeswaraswamy, & Swamy, 2017). Commitment employe is more important for developing companies. Employe with hight dedication, can follow the roles on the company and enjoy with they work its has a big influence for QWL (Afsar, 2014).

Employe with a good QWL have the best performance (Mahdi & Banafsheh, 2016). When Employe have problame on they work, they must to have a good problame solving. All activites employe on the company, have impact for the goals company, so this is a reason, why the employe must have a good performance. The companies must be manage and empowerment employes (Mahdi & Banafsheh, 2016).

PT. X is a company engaged in the manufacturing of cement and concrete. Therefore, the company must be able to give attention to Quality of Work Life (QWL) to improve productivity. Pre-Assessment data using a questionnaire from EWON (2002) obtained through a journal entitled "Construct of Quality Work Life :A Perspective of Information and Tecnology Professionals" (Rethinam & Ismail, 2008). The Resul Pre Asesment is dimension Health and Wellbeing have a skor 62.08696, dimension job security 77.3913, dimension job satisfaction 60.52174, competency and deveopment have a skor sebesar 94.26087 and dimension work and non-work life balance have skor 59.82609. More than 70 scores fall in the high category. The dimensions with hight skor are job security and competency and development. The dimensions have a low skor are health and wellbeing, job satisfaction, and work and non work balance. So, PT. X must have a program for improve QWL.

To improve these three things, the company has made a program. The Program is called Employee Assistance Program (EAP), a program designed as a media mentoring employees. EAP also helps employees have a stress work (Lisa, Sue, & Robert, 2005). To conduct the EAP program it is necessary that supervisors have the coaching and counseling skill. Managers and Supervisors have the autonomy and responsibility to assist their subordinates while having the problems as well as motivating them to improve their performance.

Manager and Supervisor must be skillful for coaching and counseling employees. They can follow training coaching and counseling. This also improves the competencies about developing others. So they can be aware and care with their employees.

### **Method**

QWL is a theory intended to improve the wellbeing of employees on their work. The European Foundation for the Improvement of Living and Working Conditions (EWON, 2002) has 5 dimensions, they are Health and Wellbeing, Job Security, Job Satisfaction, Competency Development, and Work and Non Work Balance (Rethinam & Ismail, 2008). For support QWL, researchers create design training about Training Coaching and Counseling. Coaching is an activity to improve skill (Whitmore, 2013). Counseling is an activity to improve attitude and motivate someone. The method of this research is *one single group design* and for the data analysis make SPSS non parametric test (Wilcoxon).

### **Result**

Based on the pre-assessment results, an intervention design can be developed to support the dimensions contained in QWL. Researchers make a design training coaching and counseling. Training is designed for 4 hours. In the training measure the level of knowledge and skill participants. One week before the training, researchers measure knowledge participants about coaching and counseling. The participants are leaders in the division. Activities on the training are lecturing, watching video, case study, games, paper assignment, role play and discussion.

#### Sesion I. Coaching

For 20 minutes lecturing about coaching, 10 minutes watching video coaching, 15 minutes discussion, 30 minutes case study, 15 discussion about case study and 30 role play coaching.

#### Sesion II. Counseling

For 30 minutes lecturing about counseling, 10 minutes watching video coaching, 10 minutes discussion, 20 minutes case study, 15 discussion about case study and 35 role play coaching.

After the training is completed the evaluation phase of the program evaluation stage of Kirkpatrick model there are 4 stages, that are

1. Reaction, evaluation to know the level of participants' satisfaction with the implementation of a training.
2. Learning, evaluation to know level knowledge, skill and attitude after training.
3. Behavior, evaluation to know level behaviour on they work, this is will do after 1 month training.
4. Result, evaluation to know impact behaviour to productivity work. (Kirkpatrick, 2009).

### **Discussion**

In this research coaching and counseling training is chosen to improve QWL in PT.X. By training then hope can improve knowledge, skill and attitude, so that employee competence is increasing. 3 aspects of the training (knowledge, skill and attitude) employees are able to be more responsible for the task and also able to improve the performance (Zaim, Yasar, & Unal, 2013).

Training its also can improve dimension competency development. All activities improve skill employee it can be improve competency development (Rethinam & Ismail, 2008). Training has a great influence in improving employee productivity (Hanaysha, 2016). When the productivity employees improve it can be improve productivity organization. On the business, a productive organization will support its success in the future. The effective training can be organization have a good achieve.

The training method is diverse, participants can see role model by video, its can be example how to coaching and counseling employee. By role play researches can measure skill participants about coaching and counseling. Session discussion can measure knowledge participants.

Skill coaching and counseling has give insight for employees and this can realize their potential (Silva & Cooray, 2014). Sometime on companies any employee with bad emotion. When the employee have a stress full it make their very emotional and have a bad performance (Farahbakhsh, 2012). If the psychic it not good, their not satisfaction on dimension health and wellbeing. So employees must to searching how to improve self motivation or employees must to do coaching or counseling (Farahbakhsh, 2012).

Counseling is an act that can make a person get a more positive thinking (Ekpang, 2015). Basically the purpose of counseling is to increase employee motivation. In a study conducted by Ekpang (2015) proves that counseling can improve employee performance. Counseling can help employees get back to working properly. In this counseling process helps employees identify the problem so that it has an effect on the work situation.

This usually happens to employees who can not balance the life of work and outside work. Through counseling conducted by the manager or employee to employees are able to diagnose problems that exist in the employee. Managers can also work to help employee issues. If the problem can be resolved properly then this has an impact on employee work life (Ekpang, 2015).

Unlike the case with counseling. Coaching is an activity undertaken with the aim of improving employee performance that is results-oriented (Cavanagh, Grant, & Kemp, 2005). Coaching can also improve employees' wellbeing and job satisfaction or job satisfaction can also increase (Hicks, Carter, & Sinclair, 2013). Through the coaching process can make employees feel better in handling all the problems of his work, making employees aware of the problems faced and must think about the best solution, and make the employee aware that he was able to solve the problem (Hicks, Carter, & Sinclair, 2013).

Based on the benefits of coaching and counseling shows that both are very helpful in supporting employee performance and improve skills in solving employee problems. The coaching and counseling advantages are an important foundation for managers to do. In this case it is necessary for a manager to improve his skills in coaching and counseling. In this case the empowerment of managers and supervisors can increase. All problems are no longer resolved by corporate psychologists but have been assisted by superiors, so problem solving is also becoming more efficient. In addition, it is also useful as a briefing of EAP officers.

### **Conclusion**

Based on the pre-assessment results, PT.X still needs to create a development program to improve QWL. The development programs that have been designed are coaching and counseling training. This program is assured to improve employee performance, improve wellbeing, and can improve job satisfaction. Through the training can also improve the aspects in QWL.

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## Description Of Mastery Oriented Students In Junior High School Students Living in Kiram Atas Village, Banjar District of South Kalimantan

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### Abstract

*Mastery oriented is defined as having the goal of learning and mastering the task according to self-set standards. Students is focused on developing new skills, improving, and acquiring additional knowledge. Researcher selected three subjects: Subjects S and L are female students of grade VIII junior high school, and B a male student of grade IX junior high school, where the distance to their home school is 5 kilometers with a downhill road, full of mountain rocks and slippery if the road is wet. Researcher want to know how the description of mastery oriented students on each subject that is a student and junior high school X. Type of research that used researcher is a qualitative research with the method of assessment is semi-structured interviews and observation of covert participants with unstructured techniques. The result obtained that is the description of mastery oriented students in the subject because it depicted to the five aspects of mastery oriented students in each of the subjects themselves: the feeling of fear of low failure, defined learning objectives, attribution, incremental views, and adaptive strategies.*

**Keywords:** junior high school, mastery oriented students

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### Introduction:

Education is one of the main indicators of development and quality of human resources, thus the quality of human resources depends on the quality of education. According to Brown (in Soekanto, 2007) education is a conscious process of control where changes in behavior are generated within the person through a group.

As many as 2.5 million Indonesian children who are supposed to be in school, could not enjoy the education of 600,000 primary and 1.9 million middle school children and in Indonesia, most in need of education are those in poor and remote areas (Unicef, 2012 ). According to the data of junior high school (SMP) Ministry of Education and Culture Secretariat General Center for Data and Statistics Education and Culture 2015/2016 that the

405 students of SMP Negeri and 81 students of Private Junior High School with a total of 486 students who dropped out of school.

Children who live in villages aged 7-15 years who are not in school are from elementary-junior high school level. This is certainly triggered by various factors, namely low economic factors, family support factors, environmental factors of residence and personal factors of children (Maliki, 2010). The junior high school student is the final age at the stage of concrete operational development and towards the stage of development of formal operational age. They analyze and position themselves (Woolfolk, 2009A). And at this age also students begin to find the motivation that helps determine how well we do academically, how good work, and the success of the job (Eysenck, 2009). Good students in schools tend to stay in school (Papalia, et al, 2006).

Some of the most powerful beliefs that influence a child's motivation to stay in school are self-efficacy, one's belief in personal competence in a given situation. These self-efficacy factors come together in three kinds of motivational sets, namely, mastery oriented motivation, failure avoiding, and failure accepting (Woolfolk, 2009B). Mastery oriented students are those who tend to score high on achievement and see that ability can be improved (incremental view) thus they focus on mastery goals to improve their skills and abilities (Woolfolk, 2009B).

The village of Kiram Atas is one of the villages located in Subdistrict of Karang Intan Banjar District. This village has one school, the primary school which is a branch of one school located in the village of Kiram Bawah. While for junior high school located in the village of Kiram Bawah is 5 km from Kiram Atas village and for high school distance it is 9 km from Kiram Atas village with unpaved road facility and uneven and full of big rocks.

Based on the reality of the problems that occur as described above, the researcher is interested to know the description of mastery oriented students in junior high school students who live in the village of Kiram Atas District of Banjar. The purpose of this study is to know how the description of mastery oriented students in junior high school students who live in the village of Kiram Atas District of Banjar and what factors describe mastery oriented students in junior high school students living in Kiram Atas Village District of Banjar ?. The theoretical benefits of this research is to develop theoretical studies for the development of science in the field of Educational Psychology, and its practical benefits are expected to provide information and input to the community and for further researchers.

Mastery oriented students is the drive to master, manipulate, regulate the social or physical environment, overcome obstacles and maintain high quality work, compete to exceed

past acts in order to achieve success (Atkison, 2004). The mastery-oriented aspects refer to Woolfolk (2009) which stated that mastery-oriented consists of five things: 1) low fear of failure, 2) responding with positive belief, 3) having defined learning objectives with moderate difficulty and challenges success, 4) attribution, and 5) has a view of incremental skills, and effective strategies. According to Suryabrata (2002) the factors that influence mastery oriented are 1) internal factors such as physical condition, psychological state, and 2) individual external factors, such as climate, temperature, economy, family support and school support.

### **Method**

There were three subjects studied namely a 13-year-old female student, her father and mother divorced and S lived with her father who worked as a gold miner (two significant others), L was a 14-year-old female student, her mother was sick and her father was a gold miner (two significant others), and B was a 14-year-old boy, his father and mother divorced and lived with his father working as a gold rubber tapper (one person of significant others). This research used qualitative approach with interview and observation method. The types of interviews used in this study were semi-structured interviews and included in the category of in-depth interview (Sugiyono, 2011). Data generated from interviews were interview verbatim transcripts which were then analyzed qualitatively categorized, and then interpreted (Cressweel, 2003). The credibility of this research was achieved by using triangulation of subject and time (Sugiyono, 2012).

The type of observation that the researcher used was non covert participant observation with the concept of unstructured observation. Unstructured observation is an observation conducted without the use of observation guide, randomly and multidimensionally so as to require non-fixed scheduling and with field notes, specimen records, and anecdotes (Bungin, 2014, Afifudin and Beni 2012, Supardan, 2011). The observation results were recorded in the field notes by writing also the date and time of recording and the researcher attempted to describe the behavior in its context and in its original order. (Rakhmat, 2012., Emzir, 2014).

### **Result**

#### **Observation Results**

##### **Subject 1 (S)**

Wednesday, March 8, 2017 rainy weather occurred around 05:00 at dawn until 09.00 WITA. At 07.43 WITA subject S passed the house that the researcher stayed in using motorcycle alone, wearing t-shirts, pants, rubber sandals, wearing a jacket and carrying backpack. At 14.28 WITA subject S returned to the village wearing school clothes complete

with sockless shoes. The morning air in Kiram Atas village was very cold.

Friday, March 17, 2017 at 14.00 WITA when the subject was interviewed she sat cross-legged, both hands tend to be silent and placed in the middle of the legs crossed. When explaining about her wishes, both hands move over her face and wiped away tears. Facial expressions when speaking tend to smile, laugh, and sad then cried when explaining about the subject's desires and discussing her parents, she was initially embarrassed but then began to be open until finally opened about the things studied, her initial emotion was embarrassed, then came out sad and cry emotions when discussing about her wishes and her parents.

### **Subject 2 (L)**

Wednesday, March 8, 2017 rainy weather occurred around 05:00 at dawn until 09.00 WITA. At 08.30 WITA subject S passed the house where the researcher stayed using motorcycle alone, wearing school uniforms, using flip-flops, wearing jacket and carrying backpack. At 14:40 pm subject S went back to the village wearing school clothes complete with sockless shoes. The subject seemed to laugh on the street with his friend on a motorbike, down towards her house. The morning air in Kiram Atas village was very cold.

Wednesday, March 15, 2017 sunny weather. At 11:00 WITA when the researcher suddenly came to the subject's home, the subject was studying in group doing her English-themed homework and when asked to be interviewed the subject was shocked and displayed a confused face and embarrassed behavior then accepted to be interviewed.

Friday, March 17, 2017 at 15:00 WITA when the subject was interviewed, she sat cross-legged, hands tended to be silent and placed in the middle of the legs crossed. When explaining about her desires, both hands tended to be silent. Facial expressions when speaking tended to be confused, smiling, and laughing. She was initially embarrassed but then began to be open about things studied, emotional reaction was initially embarrassed, then laughed when explaining about her friends.

### **Subject 3 (A)**

Wednesday, March 8, 2017 rainy weather occurred around 05:00 at dawn until 09.00 WITA. At 07.55 WITA subject S passed the house where the researcher stayed using motorcycle alone, wearing school uniform, using flip-flops, wearing a jacket and carrying a backpack. At 14:55 pm subject S went back to the village wearing school clothe complete with sockless shoes. The subject seemed to be relaxed as he headed home. The morning air in Kiram Atas village was very cold.

Tuesday, March 21, 2017 at 4:00 pm when the subject was interviewed, he was sitting on the chair, both hands tended to be silent and placed in the middle of the thigh. When explaining about his desires, the subject body tended to be having less movement. The facial expression when speaking tended to smile, and laugh, the subject was initially embarrassed but then began to be open about the subject studied, the emotional reaction was initially embarrassed, then sad but not crying when discussing about his wishes and his parents.

### **Interview Results**

#### **Subject 1 (S)**

##### **Aspects of Mastery Oriented Students**

Aspect of low fear of failure. The subject explained that when it rains she kept going to school, even the subject said that she often fell that one day one of his sister's motorcycle parts was crooked, and though the subject tended to often not bringing or have pocket-money to take to the school the subject would still come to the school.

*"When it rains, I often fall on the street. "" I would still go to school, yesterday the motorcycle was crooked "" I often do not have pocket-money for snacks"*

In accordance with the explanation of the subject significant first also stated that the subject could go to school when the subject has the willingness

*"It could be if only he had the will "" If there is a will, this person could just go to school"*

In accordance with the subject second significant others explanation

*"If there was a will, it could have been continued, since elementary school this child could afford to go to school, sometimes he would buy snack at school sometimes not"*

The next aspect, the learning objectives set, the subject explained that she wanted to be a highly educated person, in order to teach people who cannot, and when asked the subject he liked were math and English lessons that according to his friends were difficult and she also aspired to become a math teacher.

*"My wish is to be a highly educated person "" I want to teach, it's like educating people who cannot "" Become a mathematics teacher"*

A view of incremental ability. The subject's explanation of this aspect was that he believed in his school's effort that he could become an educated person, able to help to answer for people who ask questions, the subject also stated that she could not get a score below 50

*"Supposing, people who do not understand, would come and ask to me "" Never score 50, at least 70"*

Lastly was strategy aspect. The subject explained that if the subject did not understand

a particular subject she would ask the teacher who explained or to her friend, the subject never go to school late, because she did not have time to do her work, the subject brought the work to her home. The subject explained also that if she faced a lot of works then she would do it one by one, suppose on the first day she would work on task A, tomorrow would be task B. The subject had a learning strategy such as self-study, leaving an hour before school hours, because the distance was 5 km from the residence and if it rains she would keep her school uniform in her bag and go out wearing other clothes.

*"If my teacher explains something too fast, and I ended not understanding it, then I would ask friends who understand "*

*"Yesterday I was late for school, not doing a task, and I just knew that we were allowed to bring the work home"*

*"I often choose to be alone, not asking for help to my elder"*

*"Sometimes the teacher provide books when working in a group, but because the books were not many I prefer to do it myself"*

*"Today I would work on one particular task, then tomorrow would be on something else"*

*"I often go to school at 7 in the morning and arrived at school by 8"*

*"When it rains I would put my uniform in the bag"*

It was also explained by significant others that the subject tended to study independently.

*"She never study together with her friends, like she studies by herself"*

*"Yes she would study at home, she rarely go out"*

This strategy was also explained by second, namely

*"She is full of efforts just to attend the school, after graduating from elementary school, she continued to junior high school, took care of the process by herself, the elder sibling helped actually, not the father"*

### **Factors Influencing Mastery Oriented Students**

As for internal factor, i.e. the subject said that while on cunning road condition, the subject often fell from motorcycle and psychological factor was tha tthe subject said that she wanted to be highly educated like others and aiming to become mathemtic teacher.

*"Often fell from riding motorcycle" "I want to be highly educated like others" "Mathematic teacher"*

Similarly with the explanation of first significant other the condition of road and stated also that the subject would still go to school whatever the conditions.

*"I wouldn't be able to do what she'd done, the road is really bad"*

*“She’s smart, kept going to school, her friends are from upper class”*

External factor, the subject explained that climate condition such as raining and cunning road, and the subject’s economic condition where her father did not have permanent job and often the subject did not have or bring pocket-money to school. And as for social factor, the subject explained that motorcycle was her elder sibling’s and her father was too old to work, and aids provided by the school were money and school uniform.

*“I would go slowly when it rained” “The road is slippery”*

*“I don’t bring pocket-money to school”*

*“My father is too old to work”*

*“They are provided by the school, there were money and school uniform”*

Not all family members gave support to the subject but there were also some who told the subject to stop going to school but the subject refused. However, for family members who supported the subject, they gave her motorcycle and sometimes pocket-money.

*“There are also some family members who do not support her for going to school”*

*“But she would still go to school, we provide motorcycle, her elder sibling’s, my husband, sometimes her elder brothers gave her pocket-money”*

And second significant other stated that the presence of aids were used to buy gas and funds for the subject to use to enroll in senior high school

*“The money is sometimes given by her elder sibling, while her uncle or aunt would provide gas”*

So, on the results of the interview with the subject and two persons of significant others, there were 4 aspects described in the subject namely fear of failing, defined study purpose, incremental views and strategies in learning. And the influencing factors are internal factors in the form of healthy and strong physical condition and the subject ideals, for external factors there were weather, place, temperature, social economy, sibling support and school.

## **Subject 2 (L)**

### **Aspects of Mastery Oriented Students**

Aspect of low fear of failure. The subject explained that when it rains she would still go to school and often fell from motorcycle and although the subject tended to often not bringing or have pocket-money to take to school the subject would remained at school.

*“It’s fine, she often fell from motorcycle anyway”*

*“No snacking at school, just being quiet in the classroom” “Remained at school”*

*“When it was about time to go to school, the uniform was wet, then borrowed her younger*

*sibling, I would like to have pocket-money but grandmother does not have money. She would eat home, actually she would love to buy snacks at school but she does not have money”*

Based on the explanation of the first significant others stated that the subject wanted to go to school by her own will, a strong will to go to school.

*“She never complain about anything, there was once when she was about to enroll in junior high school she was provided with necessities by a particular person”*

*“It was her own will to attend school, and she did, where actually none expect her to be able to attend a school, but she had the will”*

*“Very discipline” “Rarely brought pocket-money, but she would still attend class anyway”*

*“Sometimes when it rains very hard, now the road is better, in the past it was really bad but she would still attend her class”*

Based on the explanation of the second significant others also said that the subject never complain.

*“Never complain”*

The next aspect, learning goal set by choosing difficult or moderate level for success, the subject explained that she wanted to be the one who can help her father, boast of her father, and able to fight for school to graduate school and she aspired to become an elementary school teacher. The subject also explained that the subject liked English lesson and when told to choose the task from a difficult level, medium and easy, the subject will choose a difficult level in order to make her smarter.

*“Able to help father” “Take pride of father” “Able to fight, to graduate” “English” “Choose difficult level in order to make me smarter”*

Second significant others stated that significant others had a belief that the subject could pass on to the next level, graduated and able to go for senior high school, because her grades are good and she was smart.

*“Absolutely, because she’s discipline to go to school”*

Attribution is every effort done by the subject to understand a subject which is to work together with friends and eventually able to teach her younger siblings”

*“Working together with friends” “Teaching younger siblings”*

First significant others stated that the subject did not care about money, the important thing was the motorcycle filled with gas, and there she’s off to school.

*“Suppose she’d come asking for a money, and I was out, she would come back 2 or 3 days later, I’d fill up the motorcycle gas, she would be quiet”*

Second significant others stated that the subject was discipline and if the significant others was in the subject's position she would not be able to enroll school.

*"She's discipline," "I think she's great, if it was me I would have quit"*

The view of incremental ability that they believe that by effort and learning of these abilities will get better, they are not influenced that intelligence comes from genes. The subject's explanation of this aspect was that she got a score of 50 but because she learned eventually she can score 95 or 100.

*"Study", "Get 95, 100" "Important, to be smart"*

First significant other strengthened the incremental view that the subject was discipline and smart.

*"She's disciple in school, high grades, she's also good during classes" "She would understand at the first explanation" "I think she's smart"*

Finally, the aspect of strategy was that when the subject does not understand the subject lesson will ask the teacher who explained or to his friend, the subject explains also if he is faced with a task situation that many subjects will finish by working with his friend / group work. The subject had a learning strategy by doing works with friends in order to understand particular lesson, the subject also said that if she did not have money then she would never ask for help to neighbors, she chose to stay silent.

*"Told the father to explain again" "Work together with friends", "To be able to understand a problem"*

Based on the statement by second significant others that the subject had a studying strategy by working together with friends and took good attention while a teacher explains.

*"Studying like this is done after school"*

*"Paying attention, except when the teacher is done explaining she would start taking"*

### **Factors That Influence Mastery Oriented Students**

Internal factor, the subject said with the condition of the road if the rain made the subject often fall from the motorcycle, but it did not make her to be tired because the subject was accustomed, and psychological factors was that the subject wanted to help her father, boast of her father, graduate from school and aspire to be an elementary school teacher.

*"I guess I am just accustomed to such event", "It's nothing to worry, often fell from motorcycle"*

*"Able to help father", "Make him proud"*

*"Able to fight, so that I could graduate" "Wish to be an elementary school teacher",*

*Second significant other* said that the subject rarely got sick.

*“Rarely sick,”*

External factors, consisting of non-social factors and social factors. For non-social factors the subject explained that during rain and roads, the economic circumstances of the subject in which her father did not permanent job and most of the time the subject did not have or bring pocket-money at school, the subject did not go to school when her school clothes were not dry. And for social factors, the subject explained that sometimes her grandmother or grandfather would gave money, her friends were willing to give money but she would not accept it because of embarrassment, her friends also provide assistance when the subject did not have a motorcycle then she would ride with her friends and vice versa, Although her father could not afford the subject to remain in school even though she did not have or bring money to school, and the school also provided assistance in the form of school clothes

*“When the clothes are not dry” “Good, he pays for it”*

*“Never, good, when the motorcyle was used by her father, or me, we would just switch around”*

*“Father could not afford so”, “Provided by the school such as uniform”*

The explanation by the first significant others stating that the school provided school uniform for the subject.

*“Yes, thank God it was provided”*

*The second significant others* stated that when it rains really hard the subject would be absent.

*“Except when the rain is really hard”*

So, on the results of interviews with the subject and two significant others, there were 5 aspects of self-image of the subject of low fear of failure, defined learning purposes, attribution, incremental views and strategies in learning. And influencing factors are internal factors in the form of healthy and strong physical condition and ideals of the subject, for external factors such as weather, place, temperature, social economy, family support, friends and the school.

### **Subject 3 (B)**

#### **Aspects of Mastery Oriented Students**

Aspect of low fear of failure. The subject explained that when it rains he kept going to school and often fell off motorcycles which was common and although the subject tended to often not bring or have the money for school the subject would remain at school, and wanted to graduate from school and confident to continue to high school.

*“He took off early morning at 7, arriving at school around 8”*

*“Make best effort to go to school although when it rains”*

*“Everyone is supporting, grandmother also told him to go to school”*

*“Often fell from motorcycle, this is why many people open motorcycle spare-parts, even when it does not rain he would fall from motorcycle”*

*“I really want it and confident that I will graduate from school”*

Based on the explanation by the first significant others stated that the subject had a wish for going to school, this strong wish was not even to his actual condition where he did not have money to shop, initially the subject once complained but then he was accustomed and became more silent and never complain again.

*“I would love to take him to school, it’s a pity, he really wanted to go to school”*

*“Sometimes he brought money to school, sometimes not”*

*“First time going to school, he said his body was cramp, but after that never again he felt that cramp, if he was to fall off motorcycle he would keep quiet, yes the road is really bad”*

The next aspect, learning purpose defined by choosing difficult or intermediate level to achieve success, the subject explained that when he was faced by choosing a task, he would choose an intermediate level not the easy level, because for him the easy task is not fun to deal with. The subject explained that he like learning mathematics because counting is fun

*“Mathematics”*

*“Counting is fun”*

*“Intermediate is better”*

*“I wish there would be a task to do, in addition to panning, there is a work to do in making better condition”*

*“Working in other than in this village”*

Attribution is any effort used by individuals with mastery oriented using the right strategy, sufficient knowledge is the cause of success of any business. The subject's attempt to understand the lesson is to work with friends, and always do the work”

*“Working together with friends”*

*“I always do my work”*

The view of incremental ability that they believed that by effort and learning of these abilities they will get better, they were not influenced that intelligence comes from genes. The subject's explanation of this aspect was that he said the importance of the school because the higher their educational status then they will have higher status in job position.

*“School is important”*

*“In the water company in here they seek for graduates from senior high school, junior high school will be placed as a security for heavy equipment only, so i really want to graduate from senior high school, it would be easier for me to look for job”*

First significant other strengthened this incremental view that the subject was discipline and smart.

*“May God give him the chance to graduate, he is a hard-working student”*

Last, strategy aspect i.e using adaptive strategies, for example, trying out some things, look for aids, more practice / learning. The subject explained that when the subject did not understand the lesson then he will ask the teacher who explained or to his friend, the subject explained also if he faced with many works then he will solve them by working with his friend / group by dividing the task to finish faster. The subject had a learning strategy such as by working with his friends in order to understand the lesson, for him learning together was more fun.

*“I ask the teacher or friends”*

*“I only divide them with friends”*

*“They are finished when divided evenly, one student solve one problem and the others do others”*

*“I don't like to read books, we work in groups in one of our friends' house”*

Based on the statement of the first significant others that the subject had learning strategy by working together/ in groups and took attention when a teacher explains a lesson.

*“Usually we group in S's house”*

### **Factors Influencing Mastery Oriented Students**

Internal factors include physiological factors and psychological factors. For physiological factors they are the physical / material subject. The subject said that he once fell because of the road condition, but he felt okay and rarely sick and the psychological factors was that the subject was indeed willing to enroll in school

*“Rarely sick”*

*“I have become accustomed, because it was my own desire to enroll in school”*

First significant other said that the subject now tends to be quiet and not complaining

*“First would be school, said his body was hurt, his feet, but then he said no more, he would keep it to himself even when he fell from motorcycle, the road is really bad”*

External factors, consisting of non-social factors and social factors. For non-social factors the subject explained that the road condition, the economic circumstances of which the

subject and the school also provided assistance in the form of school clothes and school support.

*“I guess so, only the rear is broken, it’s nothing”*

*“Yes, aided by school uniform”*

*“Never onve punished in our junior high school, still good” “Aided by school uniform”*

The explanation by the first significant others stating that the provision of school uniform was intended for the subject.

*“Yes, school uniform, the clothes is full of black dots (dirts) that is why he often brought clothes to change to school, he would wear the clothes to school instead of the uniform, as well as when he went back home from school he would wear the clothes he brought, so that the uniform would not be caught by sweat, learn to take care of the uniform because they are white”*

So, in the results of the interview the subject and one significant others, there were 5 aspect described on the subject namely low fear of failure, learning objectives defined, attribution, incremental view and strategy in learning. And factors influencing were internal factors in a form of healthy physical condition and strong as well as the subject’s dreams, as for external factor namely climate, place, temperature, socio-economic, family support, friends and school.

### **Discussion**

In subject 1 (S), subject 2 (L), and subject (3) aspects of mastery oriented students were contained within each of the subjects themselves, namely: (1) posses low fear of failure, this is explained by subject and two significant others that the subject of whatever conditions would still go to school, such as when it rains, where the road was slippery, the subject has fallen many times, and would still go to school when it rain and responded with positive beliefs described in the three subjects; (2) has defined learning objectives with moderate difficulty levels and challenges success, from subject explanations and two significant others that to be an educated and successful person is the goal to go to school so as to pass a path full of slippery rocks if wet, this aspect is also illustrated on all three subjects; (3) attribution, whereby every effort employed by an individual with mastery oriented uses the right strategy, sufficient knowledge is the cause of success of any business, this is illustrated in subjects 1 and 3 while subject 2 of this aspect has not been able to describe the description of attribution ; (4) had a view of incremental ability, that the subject expressed the importance of school and learned to be smart and become successful, it is as nice as the two significant others who claimed that the subject had the will to go further, graduate and continue to high school, all of the 3 subjects;

and (5) effective strategies, subject 1 said that it was more comfortable to study independently and less while in groups, significant others also stated that she was rarely out and much to learn and self-reliant and subjects 2 and 3 preferred to do tasks in groups and work together to finish faster. In Suryabrata (2001) The factors that influence Mastery oriented students are influenced by the main factors namely: (a) internal factors such as the physical state of a healthy and strong subject even though it has fallen many times, even the motorcycle that bent because the subject remained strong, the psychological state in which the subject aspired to be a math teacher, it was the reason why he/she kept on going to school and accompanied by (b) individual external factors, such as rainy weather in which often a challenge for the children of Kiram ATas Village because if it was wet then the road will become slippery, the cold mountain morning temperatures, the socio-economic status of the subject fathers that were not permanent and made the subject of not having / bringing pocket-money to school to buy snacks, family support such as motorcycle and money for gas and school support such as school assistance, not punishing the late rest for those living in Kiram Atas Village.

### **Conclusion**

Mastery oriented students [mastering skills and abilities] tend to score high on achievement and see that ability can be improved (incremental view) thus they focus on mastery goals to improve their skills and abilities (Woolfolk, 2009B). Aspects of mastery oriented students according to Woolfolk (2009) found in individual mastery oriented students have a feeling of low failure fear, responding with positive beliefs, having defined learning objectives with moderate difficulty levels and challenging success, attribution, The incremental, and effective strategies. And the factors that influence mastery oriented students according to Suryabrata (2002) are influenced by the main factors namely internal factors such as physical condition, psychological state and damping by individual external factors such as weather, temperature, economy, family support and school support.

In subject S, there were four aspects of mastery oriented students, namely the attribution aspect that cannot be drawn from the subject explanation and significant others, whereas on subject L and B were the five aspects of mastery oriented students, but in the fifth aspect, these three subjects had adaptive learning differently from each other, subject S preferred to study alone, subject L and B liked to study in groups. Factors that influence mastery oriented students when subjects tended to be the same, which came from low economic status, village road facilities where there were full of large stones and slippery when wet, the distance of school

was 5 km from home, and had good social support family , friends and school. But they were persistent to go to school, to become educated and successful villagers.

Thus it can be concluded in this study that the subject S, L and B who are junior high school students who live in the village of Kiram Upper Kab. Banjar has Mastery oriented students.

Based on the results of research it can be given some suggestions. Suggestions for parents, families and schools to support and support each other for the education of the children, for village community leaders to draft a special budget fund for children's education in the village so that they can support the education of the village children, and for further research, they can use observation of participants and using more subjects.

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#### **Declaration of Interest**

The authors report no conflicts of interest in this work.

## Case Study About Description Of Impulsive Buying As Consumer Behaviour Of Student In Economics Faculty Lambung Mangkurat University Banjarmasin

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### Abstract

*The Nielsen Company has conducted research on five major cities in Indonesia, and stated that in 20 impulse buying has almost double-increased compared to 2003. As much as 21% of consumers said they never made a shopping list and 39% of consumers who made shopping lists keep shopping excessively. To find out the description of impulse buying, psychological factors that affect and negative impacts of impulse buying. The type of this study is qualitative approach in the form of case study. Data collection using assessment method with interview, observation, and questionnaire. The subject of this study is one of the students in Faculty of Economics, Lambung Mangkurat University Banjarmasin. The results of this study indicate that the subject made impulse buying based on interviews and observations. The result of impulsive buying questionnaire by the subjects showed a score of 40 which meant the subject makes impulse buying in the high category. There were two psychological factors that affected the subject itself in making impulse buying, those are motivation and perception. Negative impacts felt by the subject are financial loss, conflict with parents and own self, broken relationship with partner, stress, guilty, insomnia, self-blame. The consumer behavior of student in Faculty of Economics, Lambung Mangkurat University Banjarmasin showed that subject made impulse buying, with psychological factors influencing are motivation and perception. Negative impacts of impulse buying were financial loss, conflicts with parents and own self, broken relationship with partner, stress, guilty, insomnia, self-blame.*

**Keywords:** *consumer behavior, impulsive buying, students*

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### Introduction

Shopping is an activity that cannot be separated in everyday life. In fulfilling its needs, man has two choices of creating or purchasing a product. Human limitations in creating a product becomes the cause of alternative purchases are often chosen to meet human needs. Every consumer has the character of shopping respectively, according to Irawan (www.marketing.co.id) there are 10 unique characters of Indonesian consumers, one of which is a consumer who has no plan or commonly referred to as impulsive buying. Rook (in

encompassing various forms of irrational buying behavior. Most are associated with unplanned or sudden purchases, which begin at a place where an item is displayed, then a strong impulse and a sense of excitement arises. Impulsive purchase or also known as impulsive buying is one form of consumer behavior. According to Schiffman and Kanuk (Sumarwan, 2011) consumer behavior are all encouraging activities, actions, and psychological processes that encourage such action before buying, when buying, using or spend products and services after doing the above or evaluating activities. According to Kotler and Keller (Fredereca and Chairy, 2010) the starting point to understand consumer behavior is through the stimulus-response model as presented in the figure below:

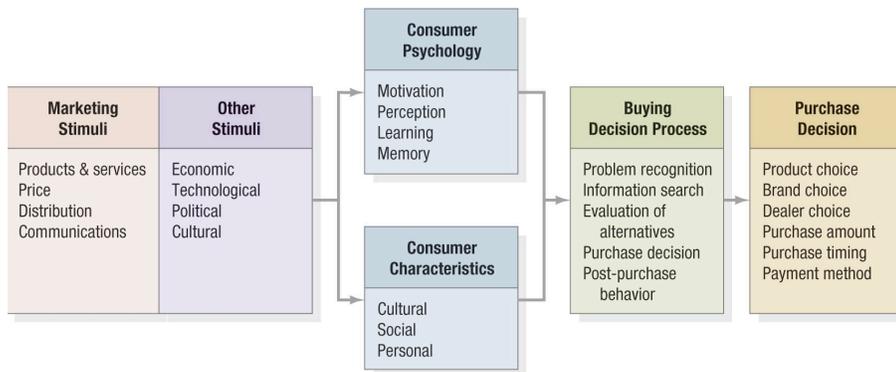


Figure 1. Model of Consumer Behavior

(Source: Fredereca, B.G., Chairy. (2010).

The influence of consumer psychology on the decision to buy again a blackberry smartphone. *Jurnal Manajemen Teori dan Terapan*, 3(2), 128-143)

The above behavioral model is called the stimulus-response model because basically the purchase decision is the response of the marketing stimulus and other stimuli. Previously there were also other factors that influence purchasing decision namely a psychological factor of consumer and consumer characteristics that will determine whether someone will buy a product or not.

Based on a research carried out by Frederica and Chairy (2010) who sought to uncover the influence of consumer psychology on the decision to buy again a blackberry smartphone found that consumer psychology influenced the decision to buy again BlackBerry products and attitudes were an element in consumer psychology that influenced purchasing decisions significantly. But in this study it is not clear whether any of the purchasing decisions such as impulsive buying is also influenced by consumer psychology. Whereas Larasati and Budiani (2014) in its research entitled the relationship between self-control with impulsive buying of

clothing on psychology students of Universitas Negeri Surabaya who made an online purchase showed the result that the higher the individual's self-control, the lower the impulsive buying. In addition, Anin et al (2015) in its research explains that there is a significant positive relationship between self-monitoring with impulsive buying of fashion products in adolescents. The higher self monitoring the impulsive buying of fashion products in adolescents is higher. These two almost identical studies provide an explanation of how some psychological attributes have a role in influencing impulsive buying, but do not explain in advance whether a more basic thing compared to the various psychological attributes, such as the psychological aspect of consumers, also affect the impulsive buying.

A research by Frederica and Chairy explains how the psychological aspect of consumers can affect purchasing decisions, so it is possible that the psychological aspect of consumers, which in Kotler's stimulus-response theory and Keller is one of the factors influencing purchasing decisions, also affects impulsive buying, where purchasing decisions in impulsive buying often called irrational. Also in some further studies, Larasati and Budiani (2014) as well as Anin, et al (2015) gives results that some psychological attributes such as self-control and self-monitoring affect the impulsive purchase, so, it can also indicate the possibility that the psychological aspects of consumers also have an influence on impulsive buying. With the implementation of this study not only to explain the general picture of impulsive purchases, but also to provide certainty about the possibility that the psychological aspects of consumers affect purchasing decisions, especially impulsive purchases.

Therefore, it can be concluded that the purpose of our study is to obtain a deep picture of impulse buying which is one of consumer behavior, which in the description will be explained also whether the psychological aspects of consumers influence as a factor of impulsive buying, the perceived negative impact of subjects experiencing impulsive purchases.

## **Method**

### **Variable and Participants**

The variables studied were impulsive buying. In this research there are 2 participants, EA as subject and Mrs. EA as significant other. The researcher determines only one subject selected as a resource, this is related to the researcher's desire to obtain in-depth data on the subject, and the purpose of the study to provide an overview, not to provide generalizable conclusions to a population thus there is no necessity to determine the sample, and can use only one subject.

### **Data Collection Technique**

Data collection technique (assessment) was done by using interviews, observations and questionnaires.

### **Data Analysis Technique**

Data processed in this research is the result of interview, observation and filling questioner by subject, while data obtained from significant other is used to obtain confirmation and information given by subject. Data analysis technique used was based on Miles and Huberman analysis technique namely by doing three stages. The first is data reduction, the second is the presentation of data and the third is the conclusion. Data reduction was done by coding and determining each subject's statement into a defined category to describe the impulsive buying phenomenon, such as cognitive and affective aspects of impulsive buying, psychological factors affecting impulsive purchase, and the negative impact of impulsive purchases. Presentation of data was done by linking various subject statements with literature studies that have been obtained by the researcher to compare between data with opinions raised by previous researchers. The final stage is the decision making where the researcher then disclosed the data in accordance with the opinions of previous researchers, as well as data not in accordance with the opinions of previous researchers and raised the reasons, what conditions that cause the data obtained does not coincide with the opinions of previous researchers, thus the results of research were made based on a summary of the many data that have been compared.

### **Validity and Reliability**

While the validity and reliability in this study was done by using Credibility Test, Transferability Test, Deponability Test, and Confirmability Test (Sugiyono, 2012) in accordance with the norms applicable in obtaining the results of validity and reliability in qualitative research. Credibility test was done by using triangulation of data collection technique, data obtained by interview method, checked and completed by observation method and questionnaire. Transferability test was conducted by giving research report to be examined by Supervisor, Mr. Rusdi Rusli, S. Psi., M.Psi., Psikolog and he can obtain such a clear picture as the results of this study take effect. Similarly, the Dependability test where the Supervisor Mr. Rusdi Rusli, S. Psi., M.Psi., Psychologists have traced the whole activity of this research as a research process that has been done in order to obtain maximum results, thus these results can be accountable obtained through a systematic and directed process in accordance with applicable qualitative research norms. The last one is the Confirmability test, where the results

of this test were obtained when the results of the research was been presented to the Examining Lecturer Mrs. Rahmi Fauzia, S.Psi., M.A., Psychologists and audience who were some students of Psychology Study Program Faculty of Medicine, University of Lambung Mangkurat, where after it was presented the results of research can be accepted by Examining Lecturer and the audience.

## **Result**

### **Observation Results**

The first assessment was conducted on October 18, 2016 in the living room of the subject house. The subject house was orange and made of concrete. When the interview took place the subject was wearing a shirt with a combination of red and blue, blue pants, blue hoods, yellowish white subject skin, visible dark circles in the eyes and there were some acne on the subject's face.

At the time of the interview several times the subject's eyes were watery but not crying, the subject frowned, and visible facial expressions of sadness when told about the complaints that the subject felt, and when told about the relationship that has ended. The attitude of the subject when doing the interview was quite cooperative, the subject looked relaxed and not tense, occasionally the subject was laughing and responded responsively and not stuttered.

From the subject's house, it can be seen that the social and economic status of the subject was middle-upper class, as seen from the many facilities at the house such as television, air conditioning, sofa, refrigerator and other supporting facilities such as motor vehicles and cars. The second assessment was conducted on October 22, 2016 in the living room of the subject house, the subject was wearing a red shirt, blue pants, and a gray scarf, there was still a dark circle in the eye and more visible pimples than the first meeting.

Not much difference took place from the subject at the time of the interview, but on that day the researcher went with the subject to for shopping activity. At the time of shopping activities, the subject visited more than four shopping areas and made purchases on two of them. Products that the subject bought was a type of cosmetics. In shopping the subject was interested in a shopping place with a unique design and interested in products with unique packaging and colorful. The subject tried several times to discuss what the subject wanted to buy, but eventually the subject bought a product that was not even discussed before. Subject smiled after making a purchase, but after going home the subject looked annoyed because the subject's parents who commented on products that the subject bought.

### Interview Results

Based on interviews conducted on 18 and 22 October 2016, the results obtained consistent and in accordance with other significant statements. The subject fulfilled two aspects of impulsive buying, each divided into three components, the subject made purchases regardless of price, thought about usability, planning, happiness when making a purchase, felt that she must immediately buy a product, and then felt guilty about her shopping, thus it can be concluded that the subject made an impulsive purchase.

When she was asked about psychological factors that affect the subject to perform impulsive purchase was in regard of motivation and perception. The form of motivation that encouraged the subject in making impulsive buying was the satisfaction of desire for shopping or fulfilling desire. While the other factor was perception, where the subject would buy a product after seeing the product used by its idol or an interesting appearance. Two other factors of learning and knowledge do not appear on the subject's impulsive buying behavior.

The impact that the subject felt from the subject's impulsive purchase behavior was financial loss, conflict with parents, and breakdown of relationships with spouses. The psychological impact felt by the subject was stress, feeling guilty, self-blame when contemplating, conflict with herself because of the mismatch between the subject's expectations of the behavior that should be with the behavior of subjects that have been subjects do.

The factors that affect the subject in doing shopping activities were gender, lifestyle, and weak self-control. Factors from outside the individual also affected the subject in making impulsive purchases such as the stimulus of advertising, the influence of friends and the influence of salespeople who were in the shopping area.

### Informal Test Results (Questionnaire)

Table 1. Results of Informal Subject Test

NO	STATEMENT	SUBJECT ANSWER SELECTION				SCORE
		VA	A	D	VD	
1	I do not see the price before buying a product		✓			3
2	I feel I have to buy a product as soon as possible	✓				4

3	I pay attention to the price of the product that I will buy			✓		3
4	I can postpone the desire to buy a product				✓	4
5	I do not care about the usefulness of a product that I will buy		✓			3
6	I feel sorry after buying a product	✓				4
7	I buy a useful product for me		✓			2
8	I do not feel disappointed after buying a product			✓		3
9	I do not consider which product is better		✓			3
10	I bought something without planning it	✓				4
11	I rather compare a product before buying			✓		3
12	I shop according to my shopping list				✓	4
<b>Total score:</b>						<b>40</b>

Description : VA = Very Agree

A = Agree

D = Disagree

VD = Very Disagree

Table 2. Formula of Categorization Norms Creation (Azwar, 2012)

No	Categorization	Formula of Norm
1.	High	$X < (\mu - 1,0 \sigma)$
2.	Medium	$(\mu - 1,0 \sigma) \leq X < (\mu + 1,0 \sigma)$
3.	Low	$X \geq (\mu + 1,0 \sigma)$

Description :  $\mu$  = Hypothetic Mean

$\sigma$  = Hypothetic Standard Deviation

Mean of Hypothetic =  $1/2 (X_{max} + X_{min})$

SD of Hypothetic =  $1/6 (X_{max} - X_{min})$

Categorization:

Low = Score 1 to 23

Mediate = Score 24 to 35

High = Score 36 to 48

Based on the results of an impulsive buying questionnaire aimed at categorizing subjects in an impulsive buying category, the subject received a score of 40 which means that the subject was in a high impulsive buying category or can be interpreted as someone who has a high intensity in making impulsive purchases.

### Discussion

Based on the results of the assessment of the subject, the subject had the characteristics of a person who makes impulsive buying, this is characterized by the emergence of two aspects of impulsive purchases on the subject, cognitive aspects and affective aspects. This is in accordance with the opinion of Verplanken and Herabadi (2001) which says that there are two aspects in impulsive purchases, namely the aspects of cognitive and affective aspects. Each is subdivided into three components. In the cognitive aspects, the three components are purchasing activities conducted without considering the price of a product, purchasing activities conducted without considering the usefulness of a product and the absence of planning. In the affective aspect of the three components is the pleasure in the purchase, the feeling of passionate to make a purchase, and the feelings of guilt after making a purchase.

Subjects meet the three components included in the cognitive aspects of impulsive purchases. This is also reinforced by the subject statement as follows.

*“Well, sometimes no. I often look at the price, but I don’t mind whether it is expensive, I will just buy it, when I got home, I check for a price in other shopping area, it turned out that it was cheaper and this upset me.”*

*“That, I don’t do it too, one I bough an automatic mascara, but after buying it I thought that the item was hard to be used, then I have not used that item again.”*

*“Not really, that is why I don’t know when to shop, when I am stressed I shop, and don’t plan on what to buy, usually I directly purchase an item, or when I am at a cosmetic shopping area, I plan on buying Item A, but what I buy is not that item, because there would be a sales offering various items, then I forgot what was I supposed to buy.”*

In addition the subject also met the three components included in the affective aspect on impulsive buying. This is also reinforced by the subject statement as follows.

*“There were two feelings, shortly after I buy the item I felt happy, even ery happy, but after returning home, while looking at the price at other selling places are cheaper, I felt sorry, or when the ordered goods that I ordered came but not appropriate, I felt annoyed, even I felt like to be angry but I did not know to whom I should get angry, where in the end it made me angry with my girlfriend, which eventually made my girlfriend upset and broke up with me.”*

*“What I want to buy must be bought, even though the item is not really that good, so that's it, the stuff looks very tempting before it's ours.”*

*“More than sorry, even I considered myself a fool. Every night I always reflect on all my stupidity and it made me very depressed, especially after I broke up from my boyfriend, there was nothing more I can contact if at night I imagine my regrets.”*

In addition, the result of an impulsive buying questionnaire filled by the subject also showed a fairly high score of 40, indicating that the subject had a high intensity in making impulsive buying.

Initially, the researcher wanted to know whether the psychological factors that influence consumer behavior also appears in impulsive buying behavior, but after the research, there were only two psychological factors underlying the subject in making impulsive purchases, namely motivation and perception. This is a new finding for the researcher that there are only two psychological factors that affect the behavior of impulsive purchases that it is actually included as one of consumer behaviors. This is contrary to the opinion by Sumarwan (2014) who argues that there are four psychological factors that influence consumer behavior in terms of making purchasing decisions, namely motivation, perception, learning and knowledge. Therefore, the researcher sees that if in a consumer behavior, especially in terms of purchase, there are no four psychological factors, such as in the subject there are only two factors, then purchasing decisions to be taken by consumers will tend to be wrong, as well as impulsive buying made by the subject will bring about various negative impacts.

Two psychological factors that appear in the subject is the motivation and perception. On the motivation factor, the subject states that the thing that encourages the subject to make impulsive purchases is to fulfill her desire or desire to shop. This is also reinforced by the subject statement as follows.

*“Motivation to fulfill my desire, the desire to shop, actually I prefer to meet the needs first, but in fact I prefer to meet the desire than my needs.”*

The second psychological factor that arises is perception. Sumarwan (2014) argues that perception is the processing of information on the consumer that occurs when one of the senses of consumers receive input in the form of stimulus. Stimulus may be in a form of product, brand name, packaging, advertisement and manufacturer's name. In this case the subject receives the stimulus by looking at the product used by the subject idol, in this case the stimulus that enters as input is the advertisement, thus forming the subject's view to purchase the product. This is also reinforced by the subject statement as follows.

*“My habit of buying the item if it is worn by one of my idols, because in my opinion the stuff that is used by my idol is good, so I bought it, even though it is not necessarily good”*

The other purpose of this research is to know the negative impact of impulsive buying behavior, from the assessment that it is known that the impact felt by the subject is financially impact, the relationship with the people closest to the psychological impact such as stress, guilt, self-blame when contemplating, conflicts with oneself because of a mismatch between the subject's expectations of the behavior that should be with the behavior of the subject that the subject has done. This is also reinforced by the subject statement as follows.

*“There are a lot, especially the financial impact, the results I work on are often unfavorable, so I choose to set aside some of my money for my mother to keep in order to collect for my savings. Another impact I felt is the conflict with my parents, because of the number of things I bought but in the end I don't use them, also conflict with spouses that it ended up with a divorce, because my partner felt I was selfish and used it to pay for the goods I bought.”*

*“I am depressed, imagining of my guilt, regret, hate myself, because I feel unable to control myself when I am old. I am stressed out every night thinking about my life, I also became difficult to sleep, especially after I broke up, I became often blaming myself. In addition I also feel unable to find my identity, not able to know what my life is for, and hate myself for continuing to spend extravagantly when I know it is harmful. I feel stressed.”*

As for other factors that influence impulsive buying on the subject there are two factors: internal factors and external factors. Internal factors in the subject are gender, shopaholic lifestyle, and weak self-control. Factors such as the influence of friends, clerk at the store and also ads also influence as an external factor of impulsive purchases on the subject. This is in line with the opinion by Loudon and Bitta (Anin, 2015), which states that there are several factors affecting impulse purchases of product characteristics (product type, product price, product size, and where product is marketed), product marketing system (advertising in various media, display position and strategic store location), and consumer characteristics (Personality, gender, social demography or socioeconomic characteristics). This is also reinforced by the subject statement as follows.

*“Because of the habit, and because women basically like to shop, and I'm a shopa holic, therefore I cannot control myself. ”*

*“Because of my friends' influence, the influence of sales, often see ads, and items liked by my idol.”*

### **Conclusion**

Based on the results of research on the impulsive buying description as a consumer behavior on female students of Faculty of Economics, University of Lambung Mangkurat Banjarmasin, it can be concluded that the subject of impulsive buying activity, this can be seen through interviews and observations made on the subject and the subject's parents. The impulsive buying questionnaire that has been filled by the subject also shows the same interpretation where the subject is included in impulsive buying with high categorization.

Psychological factors that affect the subject is the factor of motivation and perception, this can be seen through the factors that encourage the subject to make impulsive buying, namely to meet the desire to spend and to meet the desire, and also the purchase decision made subject after receiving a stimulus which is followed up to a perception by the subject's view of a product.

The negative impacts of impulsive purchase behaviors that appear on the subject includes financial loss, conflict with parents, breakdown of relationships, stress, guilt, insomnia, self-blame, self-confidence because expectations do not match with the behavior . Some of the impacts had previously been described by the subject in the initial complaint, but the negative impact felt worse because the subject lost the figure of a partner in everyday life.

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### **Declaration of Interest**

The authors report no conflicts of interest in this work.

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### Tables

Table 1. Results of Informal Subject Test

NO	Statement	Subject Answer Selection				Score
		VA	A	D	VD	
1	I do not see the price before buying a product		✓			3
2	I feel I have to buy a product as soon as possible	✓				4
3	I pay attention to the price of the product that I will buy			✓		3
4	I can postpone the desire to buy a product				✓	4
5	I do not care about the usefulness of a product that I will buy		✓			3
6	I feel sorry after buying a product	✓				4
7	I buy a useful product for me		✓			2
8	I do not feel disappointed after buying a product			✓		3
9	I do not consider which product is better		✓			3
10	I bought something without planning it	✓				4
11	I rather compare a product before buying			✓		3
12	I shop according to my shopping list				✓	4
<b>Total score:</b>						<b>40</b>

Table 2 Formula of Categorization Norms Creation (Azwar 2012)

No	Categorization	Formula of Norm
1.	High	$X < (\mu - 1,0 \sigma)$
2.	Medium	$(\mu - 1,0 \sigma) \leq X < (\mu + 1,0 \sigma)$
3.	Low	$X \geq (\mu + 1,0 \sigma)$

Figure

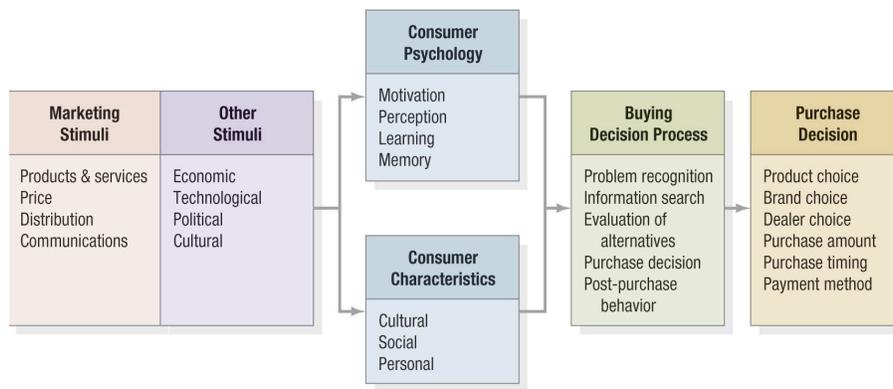


Figure 1. Model of Consumer Behavior

## Inhibitory Control and Role of Sex

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### Abstract

The method that used in this research is quantitative method by comparing 20 male and 17 female in Yogyakarta. The tools that used to see the failure of inhibition in this study is stroop task. The failure of inhibitory control was seen through the error answers in the stroop task. The mean score in the two groups were compared to determine differences in the failure of inhibitory control. Result showed that there was a significant difference between men and women in the failure of inhibitory control in error data. Based on this result, the research hypothesis was accepted. Cultural factors were used to observe the phenomenon of the differences in failure of inhibitory control. Limitations of this study are the lack of research subjects and the absence of data on the subject of the subject's criminal behaviour.

**Keywords:** *Inhibitory Control, Stroop test, Sex, Executive Function*

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### Introduction

Perpetrators data in Yogyakarta showed a difference number between male and female perpetrators. Government's Central Statistics of Daerah Istimewa Yogyakarta Province's data in 2014 showed the numbers of male perpetrators are 1.713 and numbers of female perpetrators are 156 (female = 8.34% and male = 91.65%). The differences between male and female perpetrators are 1.557 with total 1869 perpetrators. Those differences indicated male did more criminal behaviour than female; some researches had the same finding with this indication (Denno, 1997; Abdul-Rasheed et al, 2016).

Juan & Muggleton (2012) suggested that inhibitory control is altered with various types of criminal behaviour. Inhibitory control was defined by Miyake et al, (2000) as a one's ability to deliberately inhibit dominant, automatic, or prepotent responses when necessary. Chen et al., (2008) found that lower inhibitory control associated with high impulsive-violent offenders, Friedman et al., (2007) also find that poor inhibitory control can lead behavioural problems on someone. Those were the reason of why inhibitory control can has correlation with criminal behaviour. Some researchers found that inhibitory control associated with criminal behaviour such as antisocial behaviour (Zeier et al, 2012), gamblers (Devos et al, 2015), and offenders

(Chen et al, 2008). Male did more criminal behaviour than female that indicated male had a lower inhibitory control than female.

The difference of inhibitory control between male and female can be caused by male's lack control of impulsivity. Male has lower impulsivity control than female due to risk taking habits (Steinberg, 2008) make male has poorer inhibitory control than female. The neuroimaging answer about inhibitory control difference from role of sex is suggested by Crhistakou et al, (2009 in Yucel et al, 2012), there is a different mechanism of inhibitory control according to sex. Females use more frontally dominant areas of control and males are biased toward a parietal focus. This research finding suggested that male has a different strategy of inhibitory control makes male has a slower performance in inhibitory control task than female.

According to Evan & Hampson (2015), there were some differences between male and female in prefrontal cortex and that was caused by sex steroid. It has two effects on the brain, organizational effects (permanent effect was caused by on neural structure especially in nervous system responsive regions) and activational effects (hormones that suddenly improve and change neurochemistry). Those effects influenced the executive function including inhibitory control in male and female, in some researches there were difference inhibitory control performance between male and female (Mansouri, Fehring, Gaillard, Jaberzadeh, & Parkington, 2016; Evan & Hampson, 2015; Yucel et al, 2012; Colzato et al, 2010).

Some researchers measure inhibitory control performance with stroop test (Yucel et al, 2012; Hommcak & Risio 2004; Miyake et al, 2000). Stroop test was made by John Ridley Stroop in 1935 to measure interference control. Stroop (1935) used three experiment conditions, neutral (participant reads a word of colour in black ink), congruent (participant reads a word of colour that has similar ink with it colour), and incongruent (participant reads a word of colour that has different ink with the word of colour; the example is word red with blue ink). The greatest interference that happened on those experiment conditions is in incongruent conditions and the lowest is in neutral condition (Stroop, 1935). This finding makes some researchers prefer to use two conditions of stroop to measure inhibitory control; those conditions are congruent and incongruent condition (Miyake & Friedman, 2012; Friedman et al, 2007; Miyake et al, 2000). The original stroop test was distributed with paper but some researchers updated this tool into computerized test tool (Miyake & Friedman, 2012; Friendman et al, 2007; Miyake & Friedman, 2012, Miyake et al, 2000). This computerized stroop test can count the reaction time and number of errors with high accuracy.

The inhibitory control needs to be success, when people failure to inhibit appropriate actions that could cause some inappropriate actions and could cause criminal behaviours. The failure of inhibitory control can be seen with error responses in stroop test. This test was made to measure interference, when someone could not give correct answers in this test it means that s/he could not overcome the interference, in other words s/he failure inhibit the prepotent responses. This study was conducted to describe the difference in failure of inhibitory control in male and female with measure difference error score in sex groups.

## **Method**

### **Participants**

This research used non probability sampling which is without random process; with purposive sampling which is subject's recruitment was did with some considerations on it (Kaufman & Kaufman, 2005). Subject's characteristics in this research are:

1. Employee or student with age between 25 until 38 years old.
2. Don't have any troubles to differentiate colours.

The subjects were young adulthood because young adulthood reached a peak of inhibitory control so it would be fair to compare with another young adulthood (Christ, White, Mandernach, & Keys, 2001). Stroop test needs subjects to differentiate the colours so the subjects with colour blind and have any troubles to differentiate colours could not join this experiment.

The recruitment announcement was broadcasted through university network. People who want to join the experiment then contact the researchers, if they qualified to its requirement then the researchers approved those proposals. There were 48 pre-participants who contacted the researchers, proportion of male and female was used to determine the subjects, from it 40 subjects was selected to join the experiment. There were 3 subjects who didn't come to the experiment section, overall there were 37 participant in this experiment (male = 20, female = 17).

### **Measures**

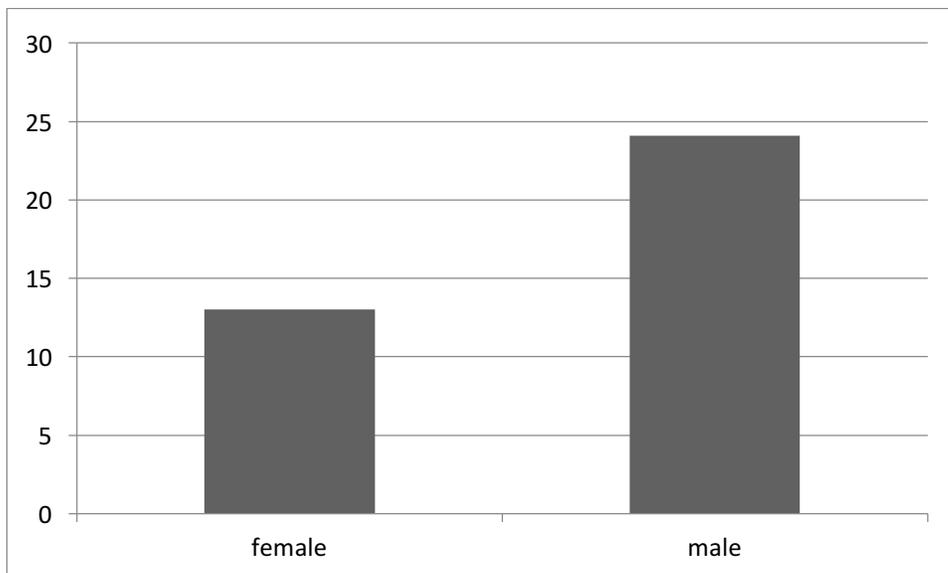
Failure of inhibitory control was measured with stroop test. This stroop test was computerized and was installed on 20 computers in Computer Laboratory Psychology Faculty of Universitas Gadjah Mada. Stroop test in this research was built with Psychopy program, a software library written in Python, using OpenGL to generate very precise visual stimuli on standard personal computers (Peirce, 2009). Stroop test provided a word of colour (red, green, and blue) and the colour itself (red, green, and blue), from that subjects must press certain

button that represent the name of colour, not the word of colour (left arrow for red, down arrow for green, and right arrow for blue).

Stroop test that used in this research had two kinds of trials, first is congruent and second is incongruent. Congruent trials provided a written word with similar colour in it (red letter with red colour), and incongruent trials provided a written word with a different colour in it (red letter with blue colour). Subjects were instructed to press the button on keyboard that represented the certain word as fast as subject could do with also avoid error answers. In this study, there were 366 trials with 153 congruent trials and 153 incongruent trials. Each trial showed randomly so participant could not understand when congruent trials or incongruent trials would be showed.

### Statistical Analyses

Error data were analysed using t test with male and female as a between group factor, and error data as an independent variable. T test was used due the need to measure the difference of inhibitory control failure between male and female. Numbers of error data was made into percent (error data/total data x 100%). The percentage of error data was non normal distribution, so according to Aron, Coups, & Aron (2013) it was needed to rank it before to analyse this data with t test. The error data rank result is showed in figure 1. The two groups' scores were independent, it means two independent sample t test was needed to determine the difference.



*Figure 1.* Error data rank in male and female. The data shows that male has more error than female on stroop task performance.

Figure 2. shows that male group had mean 2.4 with standard deviation 9.28, and female group had mean 1.3 with standard deviation 9.52. Figure 1 shows the higher error rates on male than female. This finding indicated the difference of inhibitory control failure between male and female. Further analysed was with t test, the difference from both groups is significant ( $p < 0.001$ ,  $t = 3.564$ ). This significant finding shows that male has a poor failure of inhibitory control than female.

### Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error Mean
Rank of error_prosentase	Male	20	2.40750E1	9.282518	2.075634
	Female	17	1.30294E1	9.525411	2.310252

Figures 2. N, Mean, Std. Deviation, and Std. Error Mean between male and female in error data (%) rank.

### Discussion

The difference between male and female in stroop performance could happen because female has a better verbal information processing and motoric information processing (Mekarski, Cutmore, & Suboski, 1996). This makes female does a good performance in stroop test since stroop test needs verbal information to differentiate contradictive word and colour, and stroop test needs good motoric processing to press the certain button that represent colour.

According to Yucel et al (2012), female has a better strategic learning in stroop test than male. This finding cannot be used in present study; the present study use 366 trials with probability 50% congruent and 50% incongruent, it didn't facilitated the strategic learning due to randomly trials that would show up on the screen. Based on that, effortful control (the opposite of strategic learning) was needed to overcome the propotent responses in this stroop test. The result of this study has a similarity with the previous study; Yucel et al (2012) found that male has poorer performance in effortful control stroop test than female.

Effortful control correlated with behavioural regulation (Verstraeten et al., 2010) makes male has a poorer behavioural regulation than female that also showed in crimes researches (Abduul-Rasheed et al, 2016; Deno, 1997). Poor behavioural regulation could happen because male were more impulsive and reactive than women (Steinberg, 2008). According to Ng, Tamis-LeMonda, Yoshikawa, & Sze (2014), culture that teaches self-regulation (which is includes behavioural regulation) to its people from child could develop the inhibitory control. Indonesian culture limited female to act out of norms such as female must not laughing loudly.

cannot speak loudly, and must seat with proper manner which is different with male that can laugh loudly, speak loudly, and seat with their own style (Forshee,2006). Those limitations improves inhibitory control in female, this habit can also showed in stroop test.

### **Conclusion**

This research conducted to determine the difference in failure of inhibitory control between male and female. The hypothesis in this research is male's failure of inhibitory control higher than female, and the finding of this research accept the hypothesis. Verstraeten et al., (2010) suggested that inhibitory control has a correlation with behavioural problem, it need for male to improve inhibitory control to regulate their behaviour. This finding also aligned with the criminal case in Yogyakarta, Indonesia, where number of preparatory showed male did more criminal behaviours than female.

### **Limitations**

This study has lack of research subjects, the statistic analyse has a good power align with number of subjects. The bigger subjects in the research, the more powerful statistic analyse it (Aron et al, 2013). This study also didn't have subject's criminal behaviour so it couldn't measure the correlation between failure of inhibitory control and criminal behaviour. The next study needs to improve the subjects and correlate the inhibitory control and the criminal behaviour.

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### **Declaration of Interest**

The authors report no conflicts of interest in this work

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## Religious Tolerance and Perceived In-group Superiority of College Students In A Post Conflict Area in Indonesia

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### Abstract

The religious tolerance in Maluku province of Indonesia was ruptured by long-term religious conflict. The violent conflict was allegedly conducted in the name of religions, namely Christian (Protestant and Catholic) and Islam. Twelve years after the major violent incident took place, the lingering religious intolerance and in-group superiority feeling that may jeopardize the existing peace have overshadowed living situation in the province. Youth who are currently studying in colleges in Maluku were also exposed to those living condition that may influence their own attitude toward other religious groups. This study is intended to investigate the religious tolerance and in-group superiority among the college students in the city of Ambon, Maluku. Data were collected through paper and pencil questionnaires that were administered in 3 campus areas. The number of participants was 393 college students who were selected by using accidental sampling technique. Religious tolerance level was significantly higher among Christian students compared to their Moslem counterpart ( $t = - 4.293$ ,  $p < 0.001$ ). Perceived in-group superiority between Moslem and Christian students was significantly different ( $t = 8.979$ ,  $p < 0.001$ ). The Moslem students had higher perceived in-group superiority compared to the Christian students. However there is no significant difference of religious tolerance between gender ( $t = - 0.361$ ,  $p = 0.718$ ), and there is no significant relationship between religious pluralism and perceived in groups superiority ( $r = - 0.090$ ,  $p = 0.075$ ). This study revealed that individuals may retain perceived in groups superiority related to their religions, but still maintain their tolerance toward other religious groups.

**Keywords:** *Perceived in-group superiority, Religious tolerance, Violent conflict*

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### Introduction

Pluralism has been a constant feature of Indonesian social life. Historically, Indonesia is the multi-cultural context in which different ethnic groups, religions, beliefs, and languages declared their unity as one nation in 1928. The diversity in Indonesia created a dynamic that works as a system to enable Indonesian to live harmoniously with different groups in shared geographical areas. Later after the proclamation of Indonesia's independence in 1945, the diversity, especially the religious diversity, had been acknowledged by the state philosophy which is known as Pancasila. Indonesia's state philosophy stated that the nations believe in the existence of one God Almighty and admits that there were different religions in which people

can express their beliefs. The state philosophy guarantees and protects religious free exercise; while at the same time promotes the tolerance between religious groups.

It can be noted that the plurality in religions that were characteristic of the nation consisted mainly of five religions namely Islam, Protestant, Catholic, Hinduism, Buddhism and one group of the almighty God group. These diverse traditions were institutionalized in a system that encouraged Indonesians to think of them as substantially the same and equal in respect of making common reference to a single transcendent sacred reality. This highlighted that pluralism in religions has existed in Indonesians lives despite of all diverse religious practices.

The most common definition of pluralism is a particular set of social processes emanates from the demand of modernity that we embrace diversity while maintaining common life (Moore, 2007). According to this view, a pluralist is someone who valued cultural/religious diversity along several dimensions and ready to defend and support pluralism against Unitarianism (Connolly, 2005). Pluralism is not only a description of social conditions of people of diverse backgrounds living in proximity with each other but also express the promotion of a desired outcome of those conditions (Moore, 2007). Thus, religious pluralism is mainly understood as the normative ideology of inclusion and tolerance between people with different religions who live in proximity to each other.

Some theories indicated that there is a negative correlation between religious pluralism and religious participation (Chaves & Gorsky, 2001). Peter Berger (1969) proposed that religious pluralism reduce religious vitality through its effect on plausibility. The argument is that more worldviews will make each view seems less plausible, and in the end will reduce religious belief and activity. However, a challenge arose from a "religious economies" which stated that religious pluralism is positively associated with religious participation (Finke & Stark, 1988). The key here is that the competition among religious groups increases the quantity and quality of religious products available to consumers and, consequently, the total amount of religion that is consumed (Finke & Stark, 1988). This theory emphasizes the importance of competition among religious groups and to the possibility that such competition is a source of religious vitality.

Even though religious pluralism is not identical with religious competition, pluralism has been used as an indicator of competition. The relationship between religious pluralism and religious participation became the main origin of evidence indicates that religious competition leads to increased religious vitality. Moreover, the claim that pluralism and participation are

positively associated has come to be considered the central discovery of a larger market model or rational choice approach to religion (Hechter & Kanazawa 1997). Nevertheless, the empirical evidence does not support the claim that religious pluralism is positively associated with religious participation in any general sense. There may be times and places where increased religious pluralism produces increased levels of overall religious participation.

Another puzzling phenomenon was that the religious ideologies of humanitarianism and equality seemed to exist together with prejudice (Allport, 1950). The dynamic of religious identification within-group also promotes religious out-group prejudices. Therefore, particular social cognitive motives for being religious might motivate racism which corresponds to the broader value of social conformity and respect for traditions (Schwartz & Huismans, 1995; Hall et al., 2010). However, there was a different set of motives for religiosity, humanitarianism, and search for spiritual meaning that does not promote racism. These motives were based on benevolence toward others, universal respect for others' welfare and self-directed questioning (Schwartz & Huismans, 1995).

### **Youth Religiosity**

The knowledge of the religious lives of adolescents was relatively little. The vast majority of research in the sociology of religion focuses on adults, those ages 18 and above. On the other hand, few scholars of social sciences specialized in adolescents study pay little attention to youth's religious lives. As a result, our social scientific knowledge of the religious affiliations, practices, beliefs, experiences, and attitudes of youth is impoverished. Adolescence represents an important developmental transition from childhood to adulthood. The understanding of adolescents' religiosity can reveal a tremendous amount of knowledge about religious socialization and change in the life course.

Adolescents are often being targeted by many religious organizations in order to exert influence in their lives. Many religious organizations established a special youth division within the organization, and these divisions usually have activities to attract adolescents and youth to join the organizations. Adolescence and young adulthood is also the life stage when religious conversion is most likely to take place. Moreover, adolescence provides a unique opportunity to study the interaction between religiosity and family relationships and dynamics, peer interactions, risk behaviors, and many others.

One aspect of youths and adolescents' life that contributes importantly toward religiosity was peer relationship. Youths tend to develop a relationship with others, who are similar to themselves on various characteristics, a process called "homophily" (Prinstein & Dodge, 2008).

This process explains partly why adolescents tend to participate in friendship and social network with youths of similar interests and attributes such as academic achievements, sports activities, and also some negative characteristics like substance abuse and delinquency. Youths also tend to associate with others who have similar religious beliefs (Smith & Denton, 2005). A study on youth in Indonesia found that homophily was evident in relation to religious belongingness (French et al., 2011).

Youths often had peer groups consist of people who belong to the same religions, despite of differences in various socio-demographic characteristics. Furthermore, peers were a strong predictor of religious activity in America (Regnerus et al., 2004). Youths belong to the same peer group tend to have similar religious activity in term of church attendance. Another study showed that peer influences were correlated with youths' ratings of religious importance and experience of God (King et al., 2002). Adolescents' spirituality can be predicted by peer support for their religiosity, even after controlling for parental support for religiosity (Desrosiers et al., 2010). These findings emphasized the key role of the impact of peer relationships for youth religiosity and their religious activity.

Obtaining a robust understanding of the youth religiosity can enable scientists to make useful contributions to a variety of nonacademic audiences for whom it might have relevance. A series of high-profile events-including multiple school shootings and local epidemic outbreaks of sexually-transmitted diseases among youth- have heightened broad public concern about problems in youth culture. There appears to be a growing awareness of and interest in religious, spiritual, and moral influences in the lives of youth among not only religious leaders, but also educators, social service providers, public policy- makers, philanthropists, and journalists.

### **The setting: Ambon Island**

This study took place in Ambon Island, in the eastern part of Indonesia. Ambon Island is one of the 632 islands in Maluku province. Since the 16th century, the community living in Ambon city—the capital of the province—has been divided equally between Muslims and Christians. Although there had been tension between both communities for decades—which mostly related to power and political interests, there had never been a conflict between both religious groups (Bertrand, 2004; Internal Displacement Monitoring Centre, 2006). Conflict broke out in Maluku on the 19th January 1999 during the celebration of IdulFitri after tension was triggered by a fight between a Christian bus driver and a Muslim passenger in Ambon city (Internal Displacement Monitoring Centre, 2006). The conflict, which involved the Muslim

and Christian communities, spread throughout the Maluku province (and North Maluku, which at that time was a part of Maluku province) and developed into a civil war between Muslims and Christians.

The intense conflict in Ambon lasted for more than three years, and several outbreaks occurred during the following couple of years (Internal Displacement Monitoring Centre, 2006). More than 5,000 people died, and almost 500,000 people were reported as having been displaced because of the conflict (Internal Displacement Monitoring Centre, 2006). Most of the people who displaced were those who lived in mix villages, or in the villages that were a minority to the surrounding villages (Christian village in Moslem zone and vice versa). Because of this displacement, after the conflict, the Ambon City was divided into Christian (controlling around 60% of the city) and Moslem (40% of the city) zones.

The displacement had not only destroyed social systems and social structures in the community but also affected the special familial bonding among Maluku ethnic groups. The bonding system which is called “Pela Gandong” is a connection between 2 villages with different religions: Salam and Sarane (Moslems and Christians). The connection implies that they were siblings (although not from genealogical bases), coming from the womb of Mother Mollucas (based on an interview with Ambonese peace promoting activist).

In January 2004, the Government of Indonesia abolished the official status of post-conflict IDPs and set up a deadline of 31st January 2006 for the solution of IDP problems in Maluku (Internal Displacement Monitoring Centre, 2006). However, around 15,000 families or 60,000 individuals remained as IDPs in Maluku, including those who were unable to return to their original place of habitation for various reasons and those who had not received a termination grant—financial support from the government for the resettlement of the IDPs (Internal Displacement Monitoring Centre, 2006; Tunny, 2006).

A previous study in Ambon (Indonesia) showed that, compared with a population that was not displaced, internally displaced adolescents were more likely to be diagnosed as having psychological problems, especially emotion-related problems (Turnip, 2004). However, these adolescents had good prosocial behavior scores that indicated IDP (internally displaced person) adolescents’ strength and resilience despite their problems. A preliminary interview with traditional leaders showed that Ambonese belief in their ability to rebound from difficulties. Ambonese was described to have similarities with the sago tree: rough outside but white inside. This symbol represents the characteristics of Ambonese as being tough and resilient with purity and sincerity at heart (based on an interview with Ambonese peace promoting activist). They

believed that everyone has his own strength, and somehow this power from within oneself will help him to overcome the situation. In the situation where a person was unable to use his own strength, there is always a family who will provide care and support during the hard time. This traditional view on the ability of Ambonese to bounce back from their difficulties was considered to be associated with resilience.

The investigation of religious tolerance among students can be very beneficial considering the fact that Ambon has previously experienced conflict in the name of religion. This study is intended to investigate the religious tolerance and in-group superiority among the college students in the city of Ambon, Maluku.

## **Method**

### **Study design and participants**

Data were collected through paper and pencil questionnaires that were administered in 3 campus areas. The campus areas were Universitas Patimura, Universitas Kristen Indonesia Maluku, and IAIN Ambon. The number of participants was 393 college students who were selected by using accidental sampling technique. The inclusion criteria of the participants were undergraduate students, active status as a full-time student, citizens of Indonesia and live in Maluku. The participants' mean age was 20.58 years old ( $SD = 1.97$ ).

### **Instruments**

Two scales were being used as the main instruments to collect the data regarding the religious pluralism. These scales were Religious Tolerance Questionnaire and Perceived in Group Superiority Scale. The Religious Tolerance Questionnaire consists of 8 items whereas Perceive in Group Scale consist of 3 Items. The Religious Tolerance Questionnaire was adapted from a study of attitudes toward religious pluralism (Smith, 2007). The original Perceived In-group Superiority Scale has reliability score 0.71 (Doosje, B., Van den Bos, K., & Losema, A., 2013). However, some adjustments were made during the adaptation process due to provide clearer understanding among participants. Both instruments were translated and adapted into the Indonesian language. The translation was carried out by the researcher. The researcher then conducted focus group discussion to discuss the items in the questionnaire. The participant of the focus group discussion was a student at the University of Indonesia. Participants need only to choose one most suitable condition to themselves in a Likert scale format. Each item was rated on a four-choice response scale: '1= strongly disagree', '2= disagree', '3= agree', or '4= strongly agree'. We also asked questions regarding the attitude to pluralism (1) "Do you favor or oppose congregations in your community forming alliances

among different religions?” (2) “Do you favor or oppose particular congregation forming alliances among different religions?”. The students were required to answer with two choices “favor” and “oppose”. Information regarding the socio-demographic information and religion were also collected in the study.

### **Procedure**

Before obtaining the data, the researcher asked permission to the college authorities and explained the purpose of the study. The data collection processes were conducted during the free time at the campus area. The researcher first explained the guidelines to fill in the questionnaires to the class: (1) participation was anonymous and voluntary, and (2) there is no right or wrong answers and they must respond to the questions according to their situations. All participants completed a package that included a demographics form, Religious Tolerance questionnaire, Perceive in Group Superiority, Religious Pluralism Attitude, and informed consent. The students then were asked to check if there are flaws in the questionnaires. The students were instructed to return the questionnaire immediately after completing it. The survey took each participant an average of 30 minutes to complete.

### **Analysis**

The analysis of the data was statistically conducted with software Statistical Package for Social Sciences (SPSS) version 21.

### **Results**

#### **Participant characteristics**

Table 1 presented the characteristics of participant in this study. From a total of 393 students, 203 of them were females (51.7%) whereas 187 of them were males (47.6%), 3 participants did not complete the demographic question about gender. The participant's age is ranging from 17-30 years old ( $M=20.58$ ,  $SD =1.97$ ). 64% of participants were Christian students, and 36% were Moslem students.

#### **Religious Tolerance and Perceive in Group Superiority**

The result showed that religious tolerance of all participants was considerably high ( $M=26.52$ ,  $SD =3.776$ ). A significant difference of religious tolerance level between Moslem students and Christian students was found ( $t = - 4.293$ ,  $p<0.001$ ). The Christian students had a higher level of the religious tolerance level ( $M=27.13$ ,  $SD =3.709$ ) than Moslem students ( $M=25.46$ ,  $SD =3.677$ ). There is a no significant difference of religious tolerance level between male and female participants (see table 2). The mean of religious tolerance level of male

participants was 26.63 (SD= 3.828) while among female participant the mean score was 26.49 (SD= 3.722).

The result of this study showed that Perceived in group superiority was higher among Moslem students than Christian students ( $t= 8.979$ ,  $p<0.001$ ). The mean of Perceived in Group Superiority of Moslem students was 8.28 (SD =2.328), and Christian student was 6.00 (SD =2.455). However, there is no significant difference of perceived in group superiority between male and female participants ( $t = - 0.213$ ,  $p = 0.831$ ). We also attempted to explore the relationship between religious tolerance and perceived in group superiority. The result revealed that there is no significant relationship between religious tolerance and perceived in groups superiority ( $r = - 0.090$ ,  $p = 0.075$ ).

### **Attitude to Religious Pluralism**

In order to obtain additional information regarding religious tolerance, we asked the students two questions related to attitude to religious pluralism. A total of 84.2% of participants answered “favor” for question “Do you favor or oppose congregations in your community forming alliances among different religions?”. The other 15.5% of participants answered “oppose” for the same question. In addition, 72% of participants answered “favor,” and 27.5% answered “oppose” for question “Do you favor or oppose a particular congregations forming alliances among different religions?”.

### **Discussion**

In general, religious tolerance among students in Ambon was at a decent level despite of previous conflict history. The possible explanation is that although they have different memories regarding the conflict, it seems that they manage to become resilient with purity and sincerity as symbolized as the sago tree. Therefore, they managed to overcome the pain experience in the previous conflict and able to take a lesson from it. However, to achieve to that point, it took many years and effort of peace promotion that has been done by the community. Maluku is known for bonding system “Pela Gandong” which was mentioned above. That result might imply that among students in Ambon, cultural value is can be a factor which contributes to religious tolerance.

Other than that, according to Saeed (2007), the factors that guide religious believers in tolerating, accepting, or rejecting differences is religious society. A study conducted by Desrosiers et al. (2010) found that adolescents’ spirituality can be predicted by peer support for their religiosity, even after controlling for parental support for religiosity. In this case, the circumstances around the students can be a part of religious society, including their peers. The

college students spend most of their time with their friends. In college life, students also have several activities that provide chances to interact with many people with different background, particularly different religion. This situation, therefore, showed us that relationship with peers might also play a role in determining religious tolerance.

Our study revealed that the religious tolerance level among Christian students was higher than Moslem students. However, the tolerance level among male and female participant was more likely at the same level. According to Azra and Hudson (2008), the religious pluralism among Moslems is related to several factors. The factors which mentioned were historical, social, cultural political, and economic (Azra & Hudson, 2008). In this case, the different level of religious tolerance between Christian and Moslem students might be influenced by these factors. As mentioned by Allport (1950), the perception of religious out group prejudices influenced the favors and view toward outgroup.

There is no significant difference of perceived in-group superiority between male and female participant. However, the perceived in group superiority among Moslem students was higher than Christian students. The possible explanation is because Indonesia is known to be a largest Moslem nation. Although in fact within Maluku the amount of Christian is considerably high, at a national level Moslem is still the majority. Strong ethnic and religious in-group identities to some extent are accompanied by the great sense of belonging to an in-group (Van Bergen, D. D., Feddes, A. F., Doosje, B., & Pels, T. V., 2015). Considering the higher score of perceived in group superiority, it seems that the Moslem students have a strong religious in-group identity.

Our study found that the students showed a good attitude towards religious pluralism. A total of 84.2% of participants were agreed with congregations in their community forming alliances among different religions. The result was different from religious pluralism study among Universitas Indonesia's students in which only 2/3 of the students feel positively toward religious pluralism. Furthermore, there were even less number of students who actually adopt the positive attitude toward religious pluralism in their behaviors. Only half of the students at Universitas Indonesia who did not discriminate other fellow students based on their religions. Nevertheless, there were also some possible explanations of the positive attitude toward religious pluralism. The coexistence of diverse religions might have given opportunities for the students to examine others. The process of intermingling between the religions might create better understanding between them and encourage them to be more tolerance in actions too.

Students were challenged not only to support religious pluralism in the idea but actually to behave accordingly to it.

Our study found that there is no significant relationship between perceived in-group superiority and religious tolerance. This result may imply that the students can maintain their religious tolerance even though they perceive their religious group as superior. The result also can be interpreted as the diversity can be viewed positively. In accordance with that, Sachedina (2001) stated that people from diverse religious background, in fact, are united as a global citizen. Although the attitude of youth were highly influenced by their peers and environment where they currently live, families still be the one of the most important contributors in the student's lives. Lastly, students were a potential learner. That means that the students' current attitude toward religious pluralism may still evolve and change. They are at the stage of reconfirmation of their beliefs, and the picture that we had right now may change, hopefully for a better situation.

### **Conclusion**

This study is intended to investigate the religious tolerance and in-group superiority among the college students in the city of Ambon, Maluku. In summary, we found that there is no significant relationship between perceived in-group superiority among college students in Maluku. However, the religious tolerance among them was notably high.

### **Methodological considerations and future research**

This study has several weaknesses that need to be improved in the future studies. First of all, the quantitative design limited the extent of the explanation of the findings. Perhaps adding interview can provide better and more elaborate questions which can grasp a fuller picture of the religious tolerance among the students. Furthermore, exploring other factors associated with tolerance will be very beneficial for the future research.

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### **Declaration of Interest**

The authors report no conflicts of interest in this work.

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**Table**

Table 1. Demographic Characteristics of Participants

Demographic characteristics		n=397	
		Total	Percentage
Gender	Males	187	47.6
	Females	203	51.7
Age	17-20 years old	216	55.0
	≥ 21 years old	175	44.5
Religion	Islam	141	35.9
	Catholic	11	2.8
	Protestant	240	61.1

Table 2. Mean differences of Religious Tolerance Score

Variable		Religious Tolerance Score				
		N	Mean	SD	t	p
Religion	Moslem	141	25.46	3.677	-4.293	p<0.001
	Christian	251	27.13	3.709		
Gender	Male	187	26.63	3.828	0.361	p= 0.718
	Female	203	26.49	3.722		

Table 3. Mean differences of Perceived In-group Superiority Score

Variable		Perceived In-group Superiority score				
		N	Mean	SD	t	p
Religious	Islam	141	8.28	2.328	8.979	p<0.001
	Christian	251	6.00	2.455		
Gender	Male	187	6.78	2.701	0.213	p=0.831
	Female	203	6.83	2.582		

Table 4. Religious Pluralism Attitudes of Participants

Religious Pluralism Attitudes		Males		Females		All	
		n	%	n	%	n	%
Do you favor or oppose congregations in your community forming alliances among different religions?	Favor	161	41.4	167	42.9	328	84.3
	Oppose	25	6.4	36	9.3	61	15.7
Do you favor or oppose particular congregations forming alliances among different religions?	Favor	135	34.8	145	37.4	280	72.2
	Oppose	52	13.4	56	14.4	108	27.8

## The Psychometric Analysis Of Indonesian Happiness Scale

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### Abstract

This measures related to happiness in Indonesia society is still need to be developed, since it has been related to positive psychology. Positive psychology is a field of study that discusses about humans function in a positive and optimal way to carry out their daily tasks. If happiness is not addressed well then it will emerge various psychological problems such as discontinuity and despair in life that led to the decline in life expectancy and integrity because of irrelevance in viewing themselves and life. This study aim to develop a measurement of happiness that can be used by practitioners in developmental psychology field to be able to help people in Indonesia to describe their happiness. The variable measured in this study is happiness. Which the concept of happiness is used based on hedonic and eudaimonic aspects. The hedonic aspect refers to the theory of the Diener where the principle of happiness is based on subjective well-being, which is positive feelings and life satisfaction. While eudaimonic aspect refers to the theory of Ryff based on psychological well-being, namely autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance. The measurement of Indonesian happiness scale using descriptive research method, subject are 65 people with middle adulthood criteria in Malang city. Subjects fill out the happiness scale questionnaire that has been developed by the researcher. There are 95 items related to the happiness scale and after the research had been done the total valid item is 79 items with corrected item-total correlation between 0.323-0.738 and reliability coefficient is 0.963. Another test is using confirmatory factor analysis which shows that the model is fit where each aspects of hedonic and audaimonic can explain the variable of happiness.

**Keywords:** happiness, hedonic, eudaimonic

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### Introduction

Measurement of happiness in Indonesia still needs to be developed because research on happiness is one of the means to develop positive psychology, that is how humans function positively and optimally to carry out their daily tasks. Conditions about happiness can affect a variety of human life, especially physical and psychological health of human beings. The terms of Subjective Well-Being, happiness, psychological well-being, positive affect, and morals are often used interchangeably in explaining the positive outlook on life (George, 2006).

side. In addition Feldman (2004) defines happiness as the satisfaction of life as a whole, it can be concluded that happiness is an individual feeling about something pleasant in the overall life of the individual.

Hedonic happiness includes high positive feelings (positive affect) and low negative feelings (negative affect), followed by high individual satisfaction (Diener, 1999). While Eudaimonic Happiness involves the creation of meaning and purpose in life (Kashdan et al, 2008). The highest achievement of human action is happiness, to operationalize happiness requires a balance between positive and negative influences of the individual. Aristotle calls happiness as Eudaimonic, which by Waterman (2007) is summed up as a feeling that accompanies the direction of behavior, consistent and indicates the true potential of a person.

The authentic happiness theory of Seligman (2005) explains that happiness is a blend of hedonic and eudaimonic approaches. Happiness can be interpreted in 3 aspects, namely: (1) *Pleasure*, this aspect can be said to be oriented to the principle of hedonia, because it is associated with positive emotions; (2) *Engagement*, happiness reflects the extent to which a person can fully engage him/herself with the activity so that he/she can feel inner satisfaction; (3) *Meaning*, obtaining the meaning of life or life purpose in living a life that reflects happiness (eudaimonic).

Happiness can be measured by different aspect of well-being (Diener, 2000), developing the theory of subjective well-being, based on the hedonia approach. Happiness is the result of an evaluation of the emotions of the pleasant and the satisfaction of life. In this case happiness is measured in a person's emotional feelings (positive and negative) as well as their satisfaction of life.

Studies of happiness or well-being are more related to life satisfaction, and positive-negative affect. The scale of measuring happiness is widely developed on a single-item measure rather than a multidimensional scale. Because of the limitations in the explanation of the aspects of well-being, Ryff (1989) develops aspects of psychological well-being. Ryff (1989) described psychological well-being is how a person has positive psychological functioning that can be known from Self-acceptance, Positive Relation with others, Autonomy, Environmental Mastery, Purpose in Life, and Personal Growth.

Positive psychological functioning formulated by Ryff is based on Maslow's perspective-on self-actualization, Rogers-the whole human function, Jung-Individuation, Allport-Maturity. Ryff believes that one's success in achieving Positive psychological functioning can improve a person's well-being. Here are the psychological well-being

components (Ryff, 1989), (1) Self-acceptance, a positive attitude toward self, accepting past and present state of self; (2) Positive Relation with others, having the quality of self in relationship with others; (3) Autonomy, a feeling of self-determination, freedom, and not constrained by norms; (4) Environmental Mastery, the ability to manage life and the environment; (5) Purpose in Life, has a purpose in life and a belief that one's life is meaningful; (6) Personal Growth, being open to new experiences and having openness to self-development.

Happiness is a feeling of joy, peace, inner and outer prosperity, and able to adapt in various events. Personal happiness describes a typical condition in a person who has a passion for life and has the ability to adapt to various conditions within himself or the environment. Personal happiness will be achieved if there is a match between one's ideals with the reality faced, both concerning achievement or various other dimensions. Happiness is the ultimate goal in one's life, showing pleasure or satisfaction with life. If one fails to gain happiness, then life becomes a negative experiences. Rostiana (2011) integrates happiness as an individual achievement according to the principles of hedonic, eudaimonic, and spirituality. Spritual refers to Allport's view of the role of spirituality. The spirit dimension can provide a positive boost in the creation of hedonic and eudaimonic happiness.

Previous research has prioritized the measurement of happiness with single item questionner rather than multidimensional questioner, so it is deemed necessary to develop a measure of happiness that leads to more multidimensional questioners in order to more thoroughly measure and cover human psychological aspects. In addition, several studies further separated between happiness in terms of hedonic perspectives and happiness in terms of eudaimonic perspective. This research seeks to develop a measure of happiness by flipping these two perspectives into a single unit in measuring individual happiness.

This study aims to develop a happiness scale that can be used by practitioners engaged in developmental psychology, especially in Indonesia. In addition it can help the community in describing the individual's happiness, in an effort to implement some preventive and response measures from several human problems related to individual unhappiness. In addition to the manufacture of these measuring tools is expected in the future this gauge can be a standard gauge to be a reference in research related to happiness and well-being.

### **Method**

The variable measured in this psychometric test is the happiness variable. Where the concept of happiness is used based on hedonic and eudaimonic aspects. The hedonic aspect refers to the theory of the Diener, in which the principle of happiness is based on subjective

well-being. While eudaimonic aspect refers to the theory of Ryff which is based on psychological well-being.

Formulated an operational definition of the Happiness variable, which is the overall result of the attainable achievement of human life from hedonic happiness (Subjective Well-Being) and eudaimonic happiness (Psychological Well-Being), where hedonic happiness is derived from positive feelings within a person, and individual life satisfaction. While eudaimonic happiness is achieved from the individual's ability to function positively to his life through autonomy, environmental mastery, personal growth, positive relation with others, purpose in life, and self-acceptance.

Subjects were 65 middle-aged men and women in Malang City, East Java. With the final education criteria from elementary school to university. Intake of participants over the age of 40 and above with the balance that middle adulthood have been possible to achieve happily subjective and psychological happiness related to long life experiences.

Measurement validity of the happiness scale is done in two ways, (1) *evidence based on test content*, the test based on the evidence of the contents of the items are based on the indicators and understanding of the constructs that have been made. Content validity is done with the help of experts who are experts in their fields or commonly referred to as expert reviews; (2) *evidence based on internal structure*, internal structure testing of happiness scale is done through criteria corrected item-total correlation and factor analysis using confirmatory factor analysis (CFA). Reliability using internal consistency method, testing is done by measuring on different items on the same test equipment. Conceptually the calculation of reliability is done as a whole and the calculation of each aspect and each sub aspect.

## **Result**

### *a. Evidence Based on Test Content*

Expert review is conducted by 3 experts in the field of psychology. With 2 qualified professors in the field of philosophy and developmental psychology and 1 doctor in clinical psychology. The results of the review process conclude that some items should be revised due to social desirability and the use of somewhat exaggerated words. And suggest given the prologue at the beginning of the questionnaire sheet of sentences about "satisfaction and happiness in me will be achieved when doing the following things ..". While in terms of content associated with existing theory has been relevant to the existing items.

### *b. Evidence Based on Internal Structure*

From the correlation test results of the items that exist, some items have met the standards to be included in the unity of measuring instruments, because it has discrimination number  $\geq 0.30$ . However, the number of statements made amounted to 95 items, then some items that actually fit in the final criteria should be discarded to further simplify the measuring tool that has been created and balance the components of a value that is worth favorable and unfavorable. Discrimination test results are grouped based on existing aspects, namely hedonic happiness and eudemonic happiness. From the results of discrimination test results obtained from aspects of hedonic happiness there are 24 valid items of 30 items created, whereas from the aspect of eudaimonic happiness there are 53 valid items of a total of 65 items made. Thus, a total of 79 items of the hedonic aspects of happiness and eudaimonic happiness of the whole scale of happiness.

Table 1. The Discrimination Aspect of Hedonic Happiness

Aspect	Sub-Aspect	Item	<i>Corrected Item-Total Correlation</i>	Criteria
Hedonic Happiness	Positive Affect	i1	.272*	Marginal Discrimination
		i2	-.063*	Reverse Discrimination
		i4	.347	Good Discrimination
		i7	.366	Good Discrimination
		i8	.525	Very Good Discrimination
		i5 (-)	.180*	Poor Discrimination
		i9 (-)	.554	Very Good Discrimination
		i11 (-)	.454	Very Good Discrimination
		i13 (-)	.323	Good Discrimination
		i14 (-)	.429	Very Good Discrimination
		i15	.308	Good Discrimination
		i18 (-)	.651	Very Good Discrimination
		i21	.547	Very Good Discrimination

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	i25	.416	Very Good Discrimination
	i26	.472	Very Good Discrimination
	i28	.458	Very Good Discrimination
Life Satisfaction	i3	.238*	Marginal Discrimination
	i6 (-)	.505	Very Good Discrimination
	i10 (-)	.285*	Marginal Discrimination
	i12 (-)	.361	Good Discrimination
	i16 (-)	.397	Good Discrimination
	i17	.403	Very Good Discrimination
	i19	.588	Very Good Discrimination
	i20	.630	Very Good Discrimination
	i22	.360	Good Discrimination
	i23	.637	Very Good Discrimination
	i24	.551	Very Good Discrimination
	i27 (-)	-.217*	Reverse Discrimination
	i29	.622	Very Good Discrimination
	i30	.496	Very Good Discrimination

Table 2. The Discrimination Aspect of Eudaimonic Happiness

Aspect	Sub-aspect	Item	<i>Corrected Item- Total Correlation</i>	Criteria	Sub Aspect	Item
Eudaimonic Happiness	Autonomy	i31	.598	Very Good Discrimination	Positive Relation	i56
		i33	.329	Good Discrimination		i59
		i37	.434	Very Good Discrimination		i61 (-)
		i38 (-)	.092*	Poor Discrimination		i64 (-)
		i40	.006*	Poor Discrimination		i67

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	i43 (-)	.282*	Marginal Discrimination		i68 (-)
	i44	.066*	Poor Discrimination		i72
	i47 (-)	.481	Very Good Discrimination		i73 (-)
	i49	.461	Very Good Discrimination		i75
	i51	.249*	Marginal Discrimination		i76 (-)
	i54	.199*	Poor Discrimination		i77
					i78 (-)
Env. Mastery	i32	.671	Very Good Discrimination	Purpose in Life	i80
	i34 (-)	.419	Very Good Discrimination		i82
	i35	.404	Very Good Discrimination		i83 (-)
	i36 (-)	.531	Very Good Discrimination		i84 (-)
	i39 (-)	.738	Very Good Discrimination		i86 (-)
	i41 (-)	.682	Very Good Discrimination		i87
	i42	.516	Very Good Discrimination		i88 (-)
	i45	.187*	Poor Discrimination		i91
	i46 (-)	.441	Very Good Discrimination		i93
	i48 (-)	.625	Very Good Discrimination		i95
	i50	.490	Very Good Discrimination		
	i52	.460	Very Good Discrimination		
	i53	.167*	Poor Discrimination		
Personal Growth	i55	.570	Very Good Discrimination	Self-Acceptance	i79 (-)
	i57 (-)	.463	Very Good Discrimination		i81
	i58	.500	Very Good Discrimination		i85
	i60 (-)	.438	Very Good Discrimination		i89 (-)
	i62	.499	Very Good Discrimination		i90 (-)
	i63 (-)	.379	Good Discrimination		i92
	i65 (-)	.405	Very Good Discrimination		i94

i66	.389	Good Discrimination
i69 (-)	.234*	Marginal Discrimination
i70	.138*	Poor Discrimination
i71	.378	Good Discrimination
i74	.679	Very Good Discrimination

Confirmatory Factor Analysis (CFA) test results show that the structural model has been suitable to describe the Indonesian Happiness Scale.

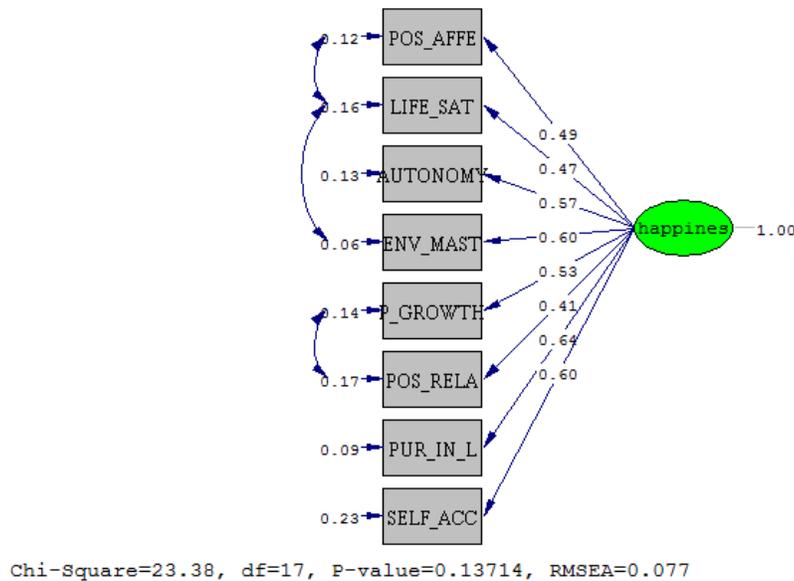


Figure 1. Confirmatory Factor Analysis

CFA testing shows the happiness scale has a fit model as depicted in the path diagram form in Figure 1 because it has  $p\text{-value} > 0.05$  (0.13714) and  $RMSEA < 0.08$  (0.077). Although in some indicators there is still a close relationship (similarity) that is on the indicator of positive affect - life satisfaction; life satisfaction - environmental mastery; personal growth - positive relation with others.

c. Reliability

Reliability test results using alpha coefficient obtained results in table 3.

Table 3. Reliability Of Indonesian Happiness Scale

Aspect	Alpha
<i>Happiness (All)</i>	0.963
<i>Hedonic</i>	

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<i>Positive Affect</i>	0.809
<i>Life Satisfaction</i>	0.832
<i>Eudaimonic</i>	
<i>Autonomy</i>	0.707
<i>Environmental Mastery</i>	0.844
<i>Personal Growth</i>	0.784
<i>Positive Relation</i>	0.782
<i>Purpose in Life</i>	0.857
<i>Self-Acceptance</i>	0.768

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### **Discussion**

Can be summed up the overall Indonesian Happiness Scale with a total of 79 items have a high level of reliability and validity, so it can be explained that this measuring tool can measured happiness variables appropriately and accurately. It will showed the same results regardless of the measurement time.

Based on the results of the happiness scale calculation has been accordance with psychometric rules that have a good item, valid, and reliable. This measure has succeeded to fulfill a practical goal which aims to measure the happiness of the whole, ie from aspects of subjective well-being (hedonic happiness) and psychological well-being (eudaimonic happiness). Where on a previous scale related to well-being often separates between the subjective and psychological well-being aspects. It can be said that this set of measuring tools completely illustrates the happiness of the individual.

For the development of the next measure of happiness, if other researchers want to develop happiness scale based on two existing aspects of hedonic and eudaimonic happiness are encouraged to make statement items better because some sub aspect still have attachments (eg, between positive affect and life satisfaction). Future solutions to some similar sub aspect can be used as an sub aspect only. In addition, this possibility may be caused by the number of participants who are too few to do a confirmatory factor analysis analysis (CFA) of 65 participants, future the number of participants can be added again so that the covariance becomes higher and the path diagram model becomes more suitable. But overall the

individual happiness especially in the middle adult period and can be applied in future research process.

### Conclusion

This research is to develop happiness scale, where this measure can be a guide to describe individual happiness adapted to culture in Indonesia. In addition, the development of this measuring tool also as a supporter of some research and previous researchers who seek to describe the overall happiness of the hedonic and eudaimonic perspectives. Where similar research to uncover happiness is integrative is still rare to do. So for advanced research who are also interested in the topic of happiness can also make measurements using these two perspectives, namely hedonic and eudaimonic.

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### Declaration of Interest

The authors report no conflicts of interest in this work.

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## Description of Stress and Its Impact on College Student

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### Abstract

This study was conducted to determine the general overview of stress and its impact on students which viewed from daily life events. Stress is an individual response to the presence of stressor (Mulhall, 1996, in Barnes & Montefuscio, 2011). In the context of students, there are four sources of stress: interpersonal, intrapersonal, academic, and environmental (Ross, Niebling, & Heckert, 2008) and also four aspects of stress effect: physical, cognitive, emotional, and behavioral (Bressert, 2016). The sample of this research are Faculty of Psychology students, Universitas Indonesia. A total of 67 psychology college students was participated by filling out an open question survey about stressful events and its impacts over the past five days. The results show that most of students have more than one type of stressor and have more than one aspect of stress effect. Most of stressors comes from intrapersonal (29.3%), i.e. financial condition (23%) and responsibility in campus organization (20%). In addition, the results showed that stress had the greatest impact on the physical aspect (32%). The most commonly felt by students is fatigue and weakness (21.1%).

**Keywords:** *College student, Impact of stress, Stress, Stressor.*

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### Introduction

Stress is a common and difficult thing to be avoided in everyday life. Seyle (1976, in Ridner, 2004) mentions that there will be no life in the absence of stress. Stress is a non-specific response of the body to all demands, both positive and negative responses (Seyle, 1976 in Ridner, 2004). Another understanding states that stress is an individual response to the presence of stressor (Mulhall, 1996, in Barnes & Montefuscio, 2011). Aneshenhel (1992, in Barnes & Montefuscio, 2011) describes that stressor is a stimulus, either external or internal, that could be potentially causes stress.

Based on the response, stress is divided into eustress and distress. Eustress is a positive response to stress whereas distress is a negative response to stress (Seyle, 1976 in Ridner, 2004). Yerkes-Dodson law explain that a certain amount of stress produces a positive force that can increase individual productivity and help individuals to develop. After reaching the optimum point, stress tend to be destructive and tend to cause negative effect for individual (in

There are many negative effects result from distress. Physically, distress will result in a persistent lack of energy, lack of appetite, headache, and stomach (Winkleman, 1994, in Misra & Castillo, 2004). Other studies have suggested that high level of distress, especially in college students, have an effect on anxiety and depression, suicidal desire, poor lifestyle, sleep disturbance, headache, and feeling of helplessness (Oman, Shapiro, Thoresen, & Plante, 2008 ). Seeing all those negative effects of distress, especially on college students, makes the researchers interested to know the overview of stress and its impact on college students in Indonesia.

Generally, in Indonesia, the average college student is at the age of 18-24 years. According to the stage of development, college students are included in early adulthood age (santrock, 2008). In this stage of development, students try to socialize, try to explore themselves to find their identity, foster relationships, and take some social responsibility (Hurlock, 1980). Additionally, academic responsibility and other campus activities become their responsibilities as a “college student” that should be fulfilled. In fulfilling the task of these developments, students often found some problems that trigger the emergence of stress. The impact of stress ranged from the mild things, such as headaches and no appetite, to the most severe thing, that is suicide. In other words, stress turns into distress. For example, in 2016, there was a student who commits suicide by hanging himself in the bedroom without known what is the exact causes (Hamdi, 2016). A similar incident occurred in 2012, a student was found suicide by jumping from the 18th floor in an apartment (Prihananto, 2012).

Before arriving at the peak response of stress, that is suicide, it is important to emphasize what things are the sources of stress and the impact of stress on college students. In this study, researchers will see an overview of stress sources and its impact from several aspects in the population of undergraduate students in Depok City. The results of this study are expected to be used as a reference in the developing of appropriate intervention programs in reducing and overcoming stress on students. Based on this background, the problem that will be answered in this research is "How does the overview of stress and its impact on college students?".

### **Stressor**

Stressors are divided into several categories, i.e. life events, chronic stressor, and daily hassles (Barnes & Montefusco, 2011). Life events are a type of stressor that comes from acute, discrete, and observable events that require adaptation in a short period of time, for example after childbirth or divorce (Wheaton, 1999, in Barnes & Montefusco, 2011). A Chronic stressor

is a type of stressor that comes from long-lasting incidents, problems, or conflicts that lead to long-term adjustments, such as disability or poverty (Wheaton, 1999, in Barnes & Montefusco, 2011). Daily hassles are a type of stressor that requires little adjustment throughout the day, e.g. traffic jams (Thoits, 1995, in Barnes & Montefusco, 2011).

In the context of students, there are four sources of stress: interpersonal, intrapersonal, academic, and environmental (Ross, Niebling, & Heckert, 2008). Interpersonal is a stressor that results from relationships with others, such as conflicts with friends, parents, or boyfriends. Intrapersonal is a stressor that comes from the internal of individual itself, such as financial difficulties, changes in eating habits or sleep, and decreased health. Academics are stressors associated with academic activities and problems that follow, such as poor test score, a lot of task, and difficult subject matter. The environment is a stressor that comes from the surrounding environment, except academic, such as vacation time, traffic jams, and uncomfortable neighborhoods (Ross, Niebling, & Heckert, 2008). In this study, researchers focused on the source of stress that comes from daily hassles on the students.

### **Impact of Stress**

Bressert (2016) classifies the effects of stress into four aspects: physical, cognitive, emotional, and behavioral. According to Bressert (2016), some signs that stress has an impact on the physical include the presence of sleep disorders, increased heart rate, muscle tension, dizziness and fever, fatigue, and lack of energy. The impact on the cognitive aspect is characterized by worries, confusion, forgetfulness, and panic. In the emotional aspect, the effects of stress are sensitive, irritable, frustrated, and feeling helpless. In the aspect of behavior, stress affects the loss of desire to socialize, the tendency to be alone, the desire to avoid others, and the emergence of a sense of laziness (Bressert, 2016).

### **Method**

This research is quantitative and descriptive research. Characteristics of participants in this study are an active student, from the first term to eight in Depok, West Java Province. Depok city is chosen because it is one of “the city of education”. It is estimated that there are one hundred thousand students who study in Depok, both from the city and outside the city (Esti, 2015). The Sampling method is non-probability sampling. Researchers conduct research based on the willingness of participants. Universitas Indonesia was chosen as an example because the Universitas Indonesia is one of the best university in Depok with high education standards. In addition, Universitas Indonesia has students who come from various regions in Indonesia that are known to be active and dynamic with various organizational activities. Under

these conditions, there are likely to be many stressors encountered by the students in everyday life and the possibility of students experiencing high distress.

The study was conducted on 67 students of Faculty of Psychology, Universitas Indonesia. Researchers conducted a survey by giving open questions to students about five daily events in the last five days that cause stress and its impact that they feel. Students were asked to write it down on paper and asked to write down their age and gender, then collected. The data that had been collected was grouped based on the theory used, and then calculated quantitatively with descriptive statistical analysis techniques. The hypothesis proposed in this study is (Ha) students have more than one type of stressor and have impact of stress on more than one aspect of life.

### **Result**

The data that obtained by researchers is 67 participants. From the 67 data, only 64 data can be further processed. This is due to incomplete data in charging. Below is a description of the distribution of participants.

#### **General Description of Participant**

Most of participants were 19 years old (54.7%). Based on gender, it is known that most of the participants were female (96.9%). (Table 1. General Description of Participant)

#### **Type of Stressor**

Most of stress on students comes from intrapersonal problems (29.3%). Students who experience stress in this source are mostly experiencing problems with finance (23%) and campus organization task (20%). In financial problem, stress arises because of the large amount of expenditure, the absence of money to go home, to pay tuition, or to buy books, as well as the lack of scholarship money while monthly money is running low. In organizational activity, stress arises because of the number of programs and responsibilities in the organization that must be completed. Other things that trigger stress in this source is the difficulty to manage time (10%), health deterioration (6%), negative body image (3.6%), sick of family (3.6%), and bad lifestyle (2.4%).

The second source of stress for students comes from academic activities (29.6%). The stress on academics is largely due to the number of tasks that are already present even in the first week of college (48.7%). Other things that trigger stress in this source are the difficulty to understand the courses (9.2%), problematic in planning the study (7.9%), full course schedule (3.9%), and bad score (3.9%).

The third type of stressor for students comes from the environment (25.2%). The stress originating from the environment is largely due to problems in the campus organization being followed (42.5%). In the organization, stress arises because of a dense organizational agenda and organizational task deadline. Another source of stress that comes from the environment are the uncomfortable neighborhood (15.1%), such as messy rooms, lots of dirty clothes, friends moving out of town, and being disturbed by neighbors; Congestion and transportation (12.3%), e.g. train comes late, toll fare rise, and roads are jammed; No holiday time (9.6%), Broken Gadget (9.6%); and weather (2.7%), such as heavy rain and heat.

The last source of stress in students comes from interpersonal problems (29.3%). Most of interpersonal problems stem from conflict with boyfriend or girlfriend (27.8%). Other things that trigger stress on this source are conflict with friends (14.8%), separation from friends and family (14.8%), conflict with family (13%), and misunderstanding (1.9%).

(Table 3. Overview of Stressor Type Number)

In less than a week, as many as 50% of students experience events which trigger stress that stem from three types of stressors. For example, interpersonal, academic, and environment. Only 3.1% of students which trigger stress that comes from one type of stressor. For example, from academic only. (Table 2. General Description of Stressor Type)

### **Impact of Stress**

Based on result it can be concluded that stress has the greatest impact on the physical condition (32%). The biggest impact that most felt by students is feeling exhausted and tired (21.1%). Other things that are felt are headache, dizziness, or migraine (20.3%); Eating disorders (8.9%); Pain, achy body and muscle tension (8.9%); decreased body health (8.1%), sleep disorder (8.1%), and indigestion or stomach upset (5.7%).

The second impact caused by stress is the emotion with a value of (27%). Most students feel irritable when they feel stress (30.6%). Other things that were felt were easier to cry (13.2%), bad mood (14.2%), more sensitive (11.2%), easily offended (4.1%), depressed (4.1%); And sad, uncomfortable, worried, gloomy, and almost frustrated (1%).

The third impact of stress is behavior (25%). Most college students feel that relationships with friends and family of others are worsening (23%). Another thing that is felt is the tendency to be alone and lazy to talk, meet, or interact with others (20%); be quieter (8.5%); Lazy to do the task or anything else (6.1%), not caring about other people and the environment, and being shy, not confident, shouting for no reason, and lack of doing tasks optimally (1.2%).

The smallest impact resulting from stress based on this research is cognitive (16%). Most students who are cognitively affected by stress find it difficult to concentrate, either while doing something or talking to others (21.7%). Other things that are felt are uncomfortable mind (15.25%), confused (15.25%), panic (10.8%), pensive oftenly (13%), and thinking negatively, forgetful, and less conscientious (2.1%).

(Table 3. Overview of Stressor Type Number)

Not all aspects are affected by stress. Most of students, as many as 47%, are affected by stress from three aspects at once (e.g. physical, cognitive, and emotional). Few students, as many as 3%, are affected by stress in one aspect only (e.g. physical / cognitive / emotional / behavioral). (Figure 1. General Description of Stress Impact)

### **Discussion**

Based on the results of this study, it can be inferred that most of students have more than one type of stressor. This can be interpreted that within a week, students experience an event which triggers stress that comes from academic, interpersonal, intrapersonal, or environmental simultaneously. In sequence, the type of stressor that most frequently experienced from high to low is intrapersonal, academic, environmental, and interpersonal. Most of stressors come from intrapersonal, such as financial problem and time management. The results also show that stress affects on more than one aspect of the individual, i.e. physical, cognitive, emotional, or behavioral. Based on the most generated impacts, sequentially, stress has some impacts on physical, emotional, behavioral, and cognitive. Stress has the greatest impact on the physical state of the individual. The things that are often felt are fatigue and weakness.

There are some deficiencies that can be fixed for further research. First, this research is only done on one faculty in one of the universities in Depok. To obtain more general results, further research is suggested to take more samples with the wider scope of universities, both public and private, in Depok. In addition, the distribution of participants between men and women is not evenly distributed, so that the results of the study can not be compared between men and women. Based on the previous research, it was found that there are mind-body differences between men and women in dealing with distress and stress (Juster, 2009). Therefore, to further enrich the results of research, the next study is suggested to balance the number of male and female participants.

The last, in measuring cause of stress and its effects, it should be given a survey in the form of closed questions with provided stressor and its impact categories. This is done to equate the perceptions about the stressor and its impacts as well as to minimize the variation of answers

which are difficult to classified. It is important to know how the student dealing with stress. Therefore, subsequent research should find out about the general picture of how students in dealing with stress and the effectiveness of a particular way of handling on stress levels in students (coping stress strategies).

### Conclusion

Based on the result and the discussion it can be inferred that most of students have more than one type of stressor with the biggest stressor comes from intrapersonal. Most of student have three type of stressor in a week. In addition, it was found that most of students affected by *stress* in more that one aspect in a week with the greatest impact is on physical state of individual. This study provides an overview of stress and its impact on the students. This result can be used as a source for the university to implement the intervention as a means of prevention or handling the impact of stress.

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### Tables

Tabel 1. General Description of Participant (N=64)

<b>Characteristic</b>	<b>F</b>	<b>P</b>
<b><u>Age</u></b>		
18 years	17	26.6%
19 years	35	54.7%
20 years	10	15.6%
21 years	1	1.6%
22 years	1	1.6%
<b><u>Gender</u></b>		
Men	2	3.1%
Woman	62	96.9%

Tabel 2. General Description Stressor Type

<b>Type of Stressor</b>	<b>F</b>	<b>P</b>
Interpersonal	54	18.6%
Intrapersonal	85	29.3%
Academic	78	26.9%
Environment	73	25.2%

Tabel 3. Overview of Stressor Type Number

Number of Stressor	F	P
One	2	3.1%
Two	19	29.7%
Three	32	50%
Four	11	17.2%

Tabel 4. Overview of Number of Impact

Number of Impact	F	P
One	2	3.1%
Two	14	21.9%
Three	31	48.4%
Four	17	26.6%

### Figures

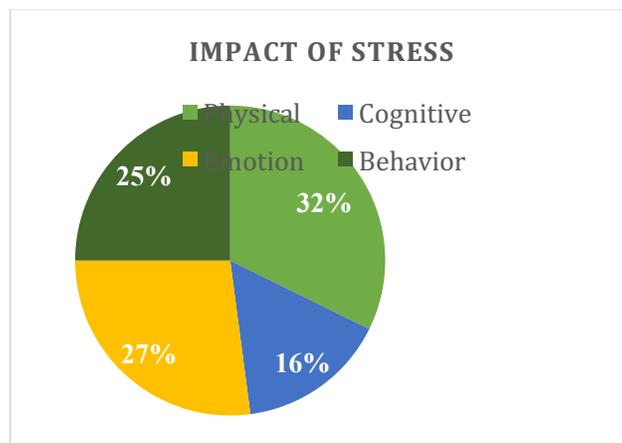


Figure 1. General Description of Stress Impact

## The Power of Gratitude in Indonesia: Does Prosocial Behavior and Social Support Contribute to Gratitude?

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### Abstract

Feeling grateful has emotional and interpersonal advantages. When looking at suffering as something positive, person will be able to increase the ability of new coping and also do prosocial behavior. Be grateful to make someone will have a more positive outlook and a broader perspective on life, the view that life is a gift (Peterson and Seligman, 2004). Being grateful will cause a person to gain an emotional and interpersonal advantage. By seeing and feeling suffering as something positive, then someone will be able to improve his new coping skills both consciously and unconsciously, can trigger the emergence of meaning to self that will bring a person's life to a more positive (Mc Millen in Krause, 2006). This study aims to determine the role of prosocial behavior to gratitude mediated by social support in Indonesia. Participants in this study consisted of 250 college students in Indonesia. The instruments used in this research are Gratitude Questionnaire, Prosocial Personality Battery, and Social Support Scale. Multiple regression analysis are used to analyze the data. The result of analysis revealed a strong relationship ( $F = 66,628$ ;  $p < 0,01$ ) between prosocial behavior and social support toward gratitude. Based on the analysis of determination, obtained  $R^2$  of 0,574 or 57,4%. This shows that the percentage of contributions, both independent to dependent variables is equal to 57,4%. In this interesting research that is religiosity has a dominant role in gratitude. Religiosity is a person's understanding of the religious values he believes in.

**Keywords:** Gratitude, Prosocial Behavior, Social Support, Indonesia

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### Introduction

The purpose of life for every individual who is sick or healthy is to achieve a happy life. Happiness of the sick is healed from illness, while the happiness of healthy people is life with family and friendship environment runs in harmony. The results of research conducted by Diener and Seligman (2002) strengthen the conditions felt by healthy and sick people. They find that a very happy person can remember more good events in his life than bad events, and show more positive emotions than negative emotions in everyday life.

Conversely, unhappy people experience dissatisfaction over themselves, to friends and family. Very happy people have valuable and satisfying social relationships, while unhappy people have significantly worse social relationships (Diener & Seligman, 2002). A very happy

person experiences a bit of unpleasant emotion, which means that although often happy, the ability to feel unpleasant emotions at a certain time is still experienced (Diener & Seligman, 2002).

In accordance with the results of Diener and Seligman (2002) research, indicated that although healthy people feel prosperous, but still experiencing dissatisfaction and feel negative, that is anxious to be sick and worried about family conditions. This situation requires things that can increase gratitude, which is to feel satisfaction, positive feelings, and reduce negative feelings (Watkins, 2004).

Be grateful to make someone will have a more positive outlook and a broader perspective on life, the view that life is a gift (Peterson and Seligman, 2004). Being grateful will cause a person to gain an emotional and interpersonal advantage. By seeing and feeling suffering as something positive, then someone will be able to improve his new coping skills both consciously and unconsciously, can trigger the emergence of self-meaning that will bring a person's life in a more positive direction (Mc Millen in Krause, 2006). Furthermore, some studies also show that being grateful can prevent depressive and pathological conditions (Bono, Emmons, and McCullough in Peterson and Seligman, 2004).

Gratitude comes from the individual's positive perception of the gift he receives that something that is received or happens to him is valuable (Watkins, 2004). Gratitude is one of the individual forces that can be used as a self-protection to reduce the emotional and psychological conditions that are pathological due to a pressing event (Bono, Emmons, & McCullough, 2004). McCullough, Emmons, and Tsang (2002) also found trait of gratitude positively related to satisfaction of life, happiness, optimism, hope, and positive affects, and negatively related to anxiety, depression, and negative affects. The results of Weinstein, DeHaan and Ryan (2010) found that people who read and respond to scenarios of various aid events, with accidental or intentional helper motivations, indicate that the recipient experiences more gratitude for an unintended (voluntary) helper and predicts a positive attitude To a helper, positive affects, and feelings of attachment.

Based on the results of the above research, the researchers tried to see the most influential theme of gratitude in Indonesian perspective through content analysis as recommended by Hayes (2000), on 350 respondents' answers through an open questionnaire conducted on June, 17 to June, 29 2017. Preliminary study results showed That there are several themes that are considered to affect the gratitude of the people of Indonesia. The following is a preliminary study on Indonesian subjects:

Table 1. Themes: How to Express Gratitude

No	Themes	Numbers	Percentage (%)
1	Religious	203	57
2	Prosocial Behavior	88	25
3	Meaningfulness	23	6
4	Effort	12	3
5	Life Satisfaction	11	3
6	Unidentified	11	3
7	Thankful	10	3
Total		358	100

Based on the data of the preliminary study results in the two tables above shows that on the theme theme how to express gratitude, shows that the majority of Indonesian people in expressing their gratitude by worship. Evidenced by the highest percentage shown as much as 74%. The other percentages are: effort 3%, meaningfulness 7%, prosocial behavior 6%, thankful 4%, 3% livelihood, and unidentified 3%. Indonesian people express their gratitude by praying to God. When expressing gratitude to God, the Indonesian people feel that there is peace despite the misery. Among them is the situation has not been able to achieve the target, the results are not in accordance with the business, and get a disaster. By thanking God, it is able to help make peace with the situation. Examples of quotes on how to express, which refers to worship are:

"Always remember Allah by saying Alhamdulillah and always carrying out the prayer"  
(SUK-04-033)

"Worship or embrace the hand of gratitude" (SUK-04-037)

"Praise the hamdalah, pray to God, charity" (SUK-04-029)

Based on these quotations, religiosity is one that affects gratitude. Several studies have shown a positive relationship between religiosity and gratitude, among them the research done by Emmons & McCullough (2004). Other studies have also shown that people with high levels of religiosity tend to show gratitude more often than people with low levels of religiosity (Emmons & Kneezel, 2005, in Emmons, 2012). Watkins et al (in Emmons, 2012) argues that gratitude is a positive affective feature found in religiosity. Based on the above studies, it is seen that one's religiosity life can direct itself to gratitude (Emmons & McCullough, 2004).

Humans as social beings certainly need and interact with others. One of the things closely related to the interaction is help please (Baron & Branscombe, 2012). Social interaction that occurs will cause psychological impact on the person. For example, when a person interacts with others and is manifested with help, he will feel satisfied and happy (Schwartz and Sendor, 1999 in Burns, 2010). Prosocial behavior is the willingness of a person to voluntarily provide assistance to others without the desire to get rewarded, and the person is satisfied after providing assistance (Baron & Byrne, 2005). Prosocial behavior as a form of positive behavior that provides benefits for harmonious human relationships, and contributes to reducing anti-social behavior (Eisenberg & Mussen, 1989). The adoption of such prosocial behavior, can indicate an atmosphere of dependence among members of society and the realization that in meeting the needs of life, no individual can do it alone without the help of others.

Everyone needs survival in an atmosphere of mutual support togetherness, as a reflection of the attitude of cooperation and tolerance in community life. This behavior can be a willingness to help, share, and contribute (Bartal, 1981). Prosocial behavior develops from the age of children to adults. The development of this behavior has improved as people age (Eisenberg & Mussen, 1989). It is assumed that as individuals age, their social maturity and social responsibility grow. Prosocial behavior when young is a predictor of behavior as adults. Research Hamalainen and Pulkkinen (2001) reported that a person who when young age prosocialnya behavior high, proved when he was rarely adult age to commit crimes that led to imprisonment. Someone who when young age prosocial behavior is low, proved when adults do a lot of criminal behavior and aggressiveness high.

Taking into account the positive contribution of prosocial behavior to individuals, especially in preventing the occurrence of social conflict, prosocial behavior needs to be built and maintained. If prosocial behavior is not preserved, social conflict is likely to occur. The existence of social conflicts left unchecked, or without the control of the community, will result in the emergence of behaviors that tend to be negative and contrary to the norm or against the rules, laws, ethics, values, and morals prevailing in society. It can lead to fights, crime, theft, drug abuse, extramarital sex, and rape (Sunarwiyati, 1985). The attitude of mutual respect and respect for each other is a noble value that is highly respected and very important to be maintained or even enhanced its application in Indonesia today.

The people of this country have applied the noble value as a reflection of the value of harmony in the life of society. The manifestation of the noble values is the prosocial behavior

that reflects the mutual helping, cooperating, sharing, donating, and generous behavior (Janssens & Deković, 1997), in the form of mutual cooperation among members of the community. Without the noble values and prosocial behavior, the people of Indonesia easily divided and experienced social conflict because pitted by sheep by the third party is not responsible.

Gratitude shows the essence of positive behavior that becomes an indicator of orientation, meaning, and appreciate the positivity of life. Individuals who feel more grateful have a more positive view of the social environment, the use of productive coping strategies, have positive behavior, better sleep quality, positive environmental focus, and high appreciation of their lives, such as decreased negative aspects Self, life and future (Wood, Joseph, & Maltby, 2008). Gratitude can be achieved by taking into account the factors that can influence it. As for factors that can affect one's gratitude internal factors, such as attractiveness and intelligence (Passer & Smith, 2009), the way a person interprets something (Compton & Hoffman, 2013), self-acceptance (Bergsma & Ardelt, 2012) Age and religion (Seligman, 2002), while external factors that may affect one's happiness are money or wealth, marriage, and social life (Seligman, 2002).

In relation to social life, one of the things that affects gratitude is social support. Studies show that gratitude can not only be deliberately cultivated but can increase the level of both creatures and happiness among those who cultivate it. In addition, thought and gratitude are mainly expressions to others who are associated with increased energy levels, optimism and empathy (Schwartz & Sendor, 1999 in Burns, 2010). The involvement of others plays an important role in one's life. The involvement of others is a place for a person to experiment and a place to attain independence and independence (Papalia, 2006).

Social support is one form of source of support that comes from others (Berns, 2004). Such support can have both positive and negative effects on the mental health and well-being of individuals (Cohen & Syme, 1985). In addition, social support is a protective factor that can help a person when faced with a pressing life experience and be able to deal effectively (Passer & Smith, 2007). Tahmasbipour and Taheri (2012) research suggests that social support is positively associated with mental health, especially gratitude.

With the exposure of the image of gratitude, prosocial behavior, and social support in Indonesia, it becomes an underlying factor for researchers to examine the gratitude of Indonesians. The above exposure raises an assumption of whether prosocial behavior and social support have a major role to the gratitude of Indonesians. Therefore, it becomes the background

why further research is needed to be studied empirically for the role of prosocial behavior and social support with gratitude on the people of Indonesia.

## **Method**

### **Participants**

The number of participants in the study were 250 Indonesian nationals from adolescent to adult age range (age range 13 - 55 years, male = 67, female = 183) obtained through online surveys as part of a large sample study. Informed consent was obtained from all participants via email. After that participants directly get a link to fill out the online questionnaire.

### **Instruments**

Instruments used in this study there are three scales, namely Gratitude Questionnaire-6 (GQ-6), social support scale, and the scale of prosocial behavior.

#### 1. Gratitude Questionnaire-6 (GQ-6)

The scale of gratitude is adapted from Mc.Collough (2002) consisting of 6 items, after the test obtained the value of alpha cronbach of 0.786. As for life satisfaction scale adapted from Pavot (1993), the scale consists of 5 items aitem and after the test obtained alpha cronbach value of 0.839.

#### 2. Social Support Scale

Peer social support is a source of help provided by peers or adolescents with the same age or maturity in order to improve wellbeing. Peer social support consists of a) emotional support, b) award support, c) instrumental support, and d) informative support (House in Smet, 1994).

This variable will be measured using a peer-social support scale that is a scale modification of the Selistiowati (2010) study. Scores earned by the subject indicate the level of peer social support. The higher the score obtained then peer social support is also high. Conversely a low score indicates the low social support peers the subject has.

#### 3. Philosophies Of Human Nature Altruism Scale

Collecting data on prosocial behavior using the Philosophies Of Human Nature Altruism Scale compiled by researchers. This scale is developed and developed from aspects of prosocial behavior proposed by Wrightsman (1964). The analysis results of the reliability test of Philosophies Of Human Nature Altruism Scale produce Alpha coefficient value of 0.733 so that this scale is considered reliable. The results of the aitem analysis of 14 statement statements on the 94 test subjects resulted in 14

acceptable items with a total moving total correlation of 0.227 to 0.479. Aitem test results, before being used in research that is actually rearranged its aitem numbers.

### **Analysis**

Data analysis is a process of processing the data obtained from the spread of scale that has been done researchers. From the analysis of this data obtained results and from the results is known whether the hypothesis accepted or rejected (Hadi, 2000). In this study data obtained in the analysis by using statistical techniques of multiple linear regression analysis, then proceed with doing the determination analysis to determine the effective contribution of independent variables to the dependent variable. Multiple linear regression analysis is used to find out the relationship between two or more independent variables on the dependent variable collectively (Kerlinger, 1992).

### **Results**

Based on the analysis results obtained double correlation rate  $R = 0.757$ . This shows that there is a strong relationship between variables X1 and X2 to the dependent variable. The coefficient of determination used to find out how much the ability of behavioral variables prosocial and social support explain the variables gratitude shown by the value of  $R^2$  of 0.574. This figure implies that in this study, prosocial behavior and social support contribute effectively 57.4% to gratitude. This means there are still 42.6% other factors that affect gratitude.

In addition to multiple correlation analysis, the researchers also tested the hypothesis with regression coefficients together (Test F). This test is conducted to determine whether the independent variables together significantly influence the dependent variable.  $F_{\text{arithmetic}} = 66.628$ . Test F is done by comparing  $F_{\text{arithmetic}}$  with  $F_{\text{table}}$ . If  $F_{\text{arithmetic}} > F_{\text{table}}$  then there is a significant relationship between variables X1 and X2 together to the dependent variable. Using the 5% significance level,  $df_1$  (Number of variables - 1) = 2,  $df_2$  (n - k) = 99 (n is the sum of data and k is the number of independent variables),  $F = 3.09$ . Thus, since  $F_{\text{count}} > F_{\text{table}}$  ( $66.628 > 3.09$ ), it can be stated that there is a significant relationship between prosocial behavior and social support with gratitude together. This means that the regression model can be used to predict gratitude.

From the results of the above analysis, the hypothesis that there is a relationship between prosocial behavior and social support with gratitude acceptable.

### Discussion

Based on the analysis result stated that  $F = 66,628$ ;  $P < 0.01$  so the hypothesis is acceptable. In other words, prosocial behavior and social support have a positive relationship with gratitude. That is, the better the social behavior and the greater social support received from the surrounding environment, the person's gratitude will be higher. This is in line with what McCullough, Emmons and Tsang (2004) have suggested that factors affecting gratitude are religiosity, prosocial behavior, and social support. In this interesting research that is religiosity has a dominant role in gratitude. Religiosity is a person's understanding of the religious values he believes in.

Gratitude in Indonesia can not be separated from the culture of collectivism and religiosity. This is because the majority of Indonesian people are religious and uphold their religion. Indonesians also consider it important to build social relationships. A long and grateful life is a potential for life in the future. Therefore the individual always strives to achieve the desired thing in order to be happy. A person who is able to accept the results obtained regardless of quantity, is likely to be able to give a positive value and get a sense of satisfaction in life, this is in line with that expressed by Seligman (2005) that people with high positive affection more comfortable in the activity and receive something Has been given and can cause happiness.

Religious values make executives have high hopes and optimism (Ciarrocchi, Liacco, Deneke, 2008; Diener & Biswas-Diener, 2008). Religion and spirituality provide social and cognitive resources that help people who believe in welfare. A person's understanding of religious values affects the degree to which a person is able to give thanks. In some literatures it is found that women have higher religious orientation compared to men (Van Cappellen & Rime, 2014). The high sense of gratitude for the Indonesians is associated with the improvement of social relations and freedom to pursue the goal and the nature of openness in expressing feelings.

Research conducted by Williamson and Clark (in Taylor et al., 2009) suggests that someone who can help others feels more happy and calm than students who do not have the opportunity to help. Someone who can help them find themselves better, such as feeling more patient, not selfish, and reliable. Positive evaluation gained after doing prosocial behavior as perceived by someone is believed will increase gratitude.

Thus, peers have an important and central role in providing accessible forms of general / public support and demonstrating consistency of significance in promoting adolescent mental

health. The results of research conducted McGrath, et al. (2009) confirms that friends are an important source that provides emotional support. Emotional support is a more sensitive and emotion-sensitive form of support and usually involves a close relationship (close relationship). Usually this is about things like, always there for someone close, listening to them while they're sad, and providing unconditional support.

The other research conducted by Tahmasbipour & Taheri (2012) says that social support is positively associated with the mental health of students at Shahid Kingee University in Iran. The study says that the higher social support will be followed by increased mental health. This is similar to what disclosed by Santrock (2011) that peers have an important role during adolescence because children have started to spend time with peers. Emotional management and interaction with peers have a role to adolescent psychological health.

Based on the result of determination analysis, obtained R<sup>2</sup> equal to 0,574 or 57,4%. This shows that the effective contribution percentage of the two independent variables to the dependent variable is 57.4%. That is, variations of behavioral variables prosocial and social support can explain 57.4% variation of variables gratitude. While the remaining 42.6% influenced by other variables not included in this study.

The results show that gratitude and self-esteem together generate positive emotions, positive mood, and also positive cognitive. This will help teenagers to deal with various situations and conditions in life that may be faced, because adolescents are individuals who are prone to experience problems and unhappiness. In addition, gratitude, prosocial behavior, and social support will cause a person to provide a positive evaluation in his life and have high gratitude. Research conducted by Emmons & McCullough (2003) shows that the group given the treatment of gratitude has a higher subjective well-being than the group that is not treated. Wood, et al. (2008) from his research results obtained that people who are in a state of gratitude regularly reported an increase in positive affection. Emmons (2007) also found that someone who sees life as a blessing or gift and consciously learns to behave gratefully, will experience many lucky lives. Thus, people who have gratitude can improve their emotional health and physical health, thus strengthening social relationships with the community.

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## Entrepreneurship Motivation of Riau Malay People

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### Abstract

Several things needed to be asked about Riau Malay people entrepreneurship, like what drove them to enter the trading world and how could they compete there. These questions became important to be answered because Riau Malay people has been well-known of not having the ability to be successful in business, because they have not been raised to be entrepreneurs, but employees. This was a descriptive qualitative research which tried to describe the entrepreneurship motivation in Riau Malay people. The informants of this research were two young entrepreneurs from Riau Malay tribe, 24 and 30 years old, and had their own business field. The data collecting method used in-depth interview then analyzed with thematic analyses. Motivation to be entrepreneur came from entrepreneurship aspiration, experienced in business practice, and result from entrepreneurship training. Both of informants had positive perception towards entrepreneurship, although they came from Riau Malay tribe, they didn't think the genetic factors influenced their motivation and interest in entrepreneurship. Both of informants shared same personality characteristics: independent, risk taker, learner, and flexible in social relation. Things that they did to increase their entrepreneurship motivation were involved in entrepreneur network and community and entrepreneurship education.

**Keywords:** *Entrepreneurship, Motivation, Malay, Riau*

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### Introduction

Something important to ask at this time is what really motivates Malay Riau people in doing business? How do they compete in doing the trade? This is important to ask because there are still many who think that the Malay Riau people do not have the ingenuity and ability in trading (Hamidy, 2013). This maybe caused that Malay Riau people are not taught to be an entrepreneur, they are more often taught to be an employee rather than be an entrepreneur.

History showed that once Malay Tribe was a prosperous nation. Their spirit in trading were very high, with the natural wealth that the Malay people grew into a rich and prosperous tribe (Effendy, 2013). Today many Malays are doing business less well. They are perceived as failing to compete in their own country, they are being stereotyped with the word "lazy" (Hamidy, 2014). Various criticisms came to the Malay Riau people.

With the motivation they have, they try to bounce back their businesses. With the motivation they encourage themselves not to lose in their own country, they rise up and fight against stiff competition. But what exactly is the motivation for them in becoming entrepreneur? This question arises from the many Malay Riau entrepreneurs who run their business by prioritizing the principle of "pity" rather than seeking profits. Evidenced by the number of Malay entrepreneurs who allow buyers to get waivers such as price cuts, borrowing, even free for the items they sell.

There are several definitions of Malay people, first is Malay in the sense of one race, among other races. Malay race is a brown skin race, in this sense, everyone in the brown-skinned Southeast Asia is Malay, so it is often called Malay Aceh, Malay Riau, Minangkabau Malay, Batak Malay, and so on (Lutfi, 2007) . Malay in the second sense is ethnicity. The existence of historical development and political change resulted in Malay races spread throughout the archipelago now divided into several countries, such as Indonesia, Malaysia, Singapore, Brunei Darussalam, and the Philippines. In the unity of each nation, Malay is not regarded as a race, but as a nation, but ethnic Malay in Indonesia is not equally meaningful in Malaysia and Singapore, or in other countries (Lutfi, 2007).

In Indonesia, the meaning of Malay ethnic is people having Malay customs, especially those living along the east coast of Sumatra Island, in Riau Islands and West Kalimantan. In this context, other ethnic groups such as Aceh, Batak, Minangkabau, Java, Bugis, etc. are non-Malay. The distinction of ethnicity is no longer from the point of race, but of its customs or culture (Lutfi, 2007).

Malay in the third sense is contained within the context of Malay traditional nation itself, namely Malay which is defined as a tribe. According to custom, Malays on the east coast of Sumatra Island (Kuantan and Kampar, for example) consist of various tribes such as Caniago, Piliang, Tiga Kampung, Lima Kampung, Mirror, Melayu, Bodi, and others. Malay here means Malay, and non-Malay are non-Malay (Lutfi, 2007).

From here the authors are interested to find out what exactly is the motivation for Malay entrepreneur in conducting their business? Are they really in their business? Questions like these are the questions for researchers to look for answers. This study aims to obtain a description of entrepreneurship motivation of Malay Riau people.

### **Method**

This was a descriptive qualitative research with the aim of giving a picture of motivation of Riau Malay entrepreneurs in doing entrepreneurship. Qualitative descriptive is

also called quasi qualitative or quasi-qualitative design. That is, this design has not really qualitative because its shape is still influenced by the quantitative tradition, especially in putting theory on the data it obtains (Bungin, 2011).

Informants in this research were two young entrepreneurs of Riau Malay tribe domiciled in Pekanbaru and had their own business. The first informant was a 30-year-old woman who had three types of businesses, and a second informant was a 24-year-old man who had one type of business.

In this research, techniques of data collection used were interview and observation. Interview used in-depth interviews that have a purpose to understand a particular phenomenon or problems so that it is suitable for qualitative research whose essence is to gain an understanding of a phenomenon (Herdiansyah, 2010). Observation method used in this research was anecdotal record.

Data analysis technique used was the analysis during the field model of Huberman and Miles (2009), the activities in qualitative data analysis done interactively and lasted continuously until thoroughly, so the data is saturated. Activity in data analysis were: a). *Data Reduction*, b). *Data Display*, c). *Conclusion Drawing/ Verification*.

## Result

### Entrepreneurship Motivation

The first informant was aware of her interest in entrepreneurship when she undertook the business practice that became the task of entrepreneurship class she took in the university. Informant saw many opportunities that can be created through entrepreneurship, regardless of place and time, informants also felt have the resources to do entrepreneurship.

*"Entrepreneurship was really my favorite course and very memorable until now, because at the end, at the end of the semester, we had task to make a bazaar. So, really interesting, just enthusiastically there, and I followed really serious, I really liked it..I am the course, finally thought it was .. oo .. that we can see the opportunity anywhere .. ya already .. so I imagine I have this, have this, we could make money from anything."*  
(W<sub>2</sub>.S<sub>1</sub>.P.04 Agustus 2015. B<sub>24-29</sub>).

Based on the family background, first informant has a father who became an entrepreneur after retiring as a civil servant and then a career in politics as a board member. First informant has a Malay Riau lineage from his father, she was never taught to become an

employee. Her father educated his children to work in any field whose source is halal, and that can develop creativity.

*“My parents were civil servants, my father worked in Health Department and my mother was a lecturer. My father wished that his children would never be civil servants like him, he hoped that we could be more productive. We are free to work anywhere, as long as it’s halal, we do it by our own effort, without back up, and everything”*(W<sub>1</sub>.S<sub>1</sub>.P.29Juli2015, B<sub>4-10</sub>).

The entrepreneurial intention was getting stronger because of the support of her husband who she thought had a good entrepreneurial mentality. Before marriage, informant and her husband had made an agreement that after marriage they would pioneer a joint venture, informant was asked to first quit her job, took care of the business, and then her husband would quit his job. Her husband submitted his resignation from his position as manager at PT. Sampoerna because he wanted to focus on pioneering the business after the informant had stopped earlier. Informant felt herself and her husband had the same goal in entrepreneurship, so that she felt easier and stronger if experiencing obstacles in pioneering the business.

*“My husband really had high intention in entrepreneurship. We were the same actually, and before we got married we already discussed that after married, I would be the one who resigned from my job, so that I could take care of the business and everything. And then, after I quit, he would resign from his job also, so that we could run the business together. We already had that mindset. So, Ahamdulillah, so far if there’s an obstacle in our business, we could manage together”* (W<sub>2</sub>.S<sub>1</sub>.P.04Agust2015, B<sub>271-276</sub>).

Entrepreneurship seminars and entrepreneur's success stories also become something that motivated informant to become entrepreneur. Informant had attended a seminar with Bob Sadino as a speaker, a famous entrepreneur in Indonesia, when she was still in college. After that seminar, she felt "stranded" with Bob Sadino's words at the time and still remembered up to now, Bob Sadino said the college students were all stupid for being employed by others, while only elementary school graduates like him could success become an entrepreneur.

*“I attended a seminar by Bob Sadino as a speaker, he came to my college, you know his style, right? He came with his shirt and shorts, directly said to all of the audiences, that college students were all stupid. Why? We were young and had much energy, why we wanted to be an employee instead of being someone who opened the job opportunity. While Bob was only graduated form elementary school and he was succeed in running his own business.”* (W<sub>3</sub>.S<sub>1</sub>.P.04Agustus2015, B<sub>217-224</sub>).

According to informant, having a mentor could be one way to learn to become an entrepreneur and to retain an entrepreneurial interest. Informant had studied at Entrepreneur Camp to a businessman and author of a national book, Jaya Setiabudi. In addition, having a community of entrepreneurs also helped informant learned many things and could increase entrepreneurial motivation. Informant joined in an entrepreneurial community she knew as she followed Entrepreneur Camp, currently she is still actively engaged in communication with friends in her community and her mentor. Informant acknowledged that her friends in her community provided a high entrepreneurial atmosphere and thus increased her enthusiasm for continuing to grow the business.

*“So I followed an Entrepreneur Camp, I learned from Mr. Jaya Setiabudi, the author of the book The Power of Kepepet, I learned so much from him and that community.”* (W<sub>3</sub>.S<sub>1</sub>.P.04Agustus2015, B<sub>247-248</sub>).

*“The atmosphere was different if we talked with somebody like him, I felt like motivated.”* (W<sub>3</sub>.S<sub>1</sub>.P.04Agustus2015, B<sub>252-253</sub>).

According to informant, entrepreneurial motivation did not come because we had capital, the most important was a strong intention to run the business. Mindset also becomes something important to be built in order to become successful entrepreneur, fear of the worst possible business run must be removed, that was where the role of entrepreneur mindset according to informant, fail and fear was common, the most important was rise and the way forward. Informant once proved able to run a business without capital, that was her online reseller business store first. Strong intention, and no less important was to do it immediately, did not procrastinate to open a business and focus in running the business. Informant explained that by trying to carry out this intention through small steps that will be big later, the sense of doubt and fear will disappear by itself, especially if it already felt the results of the effort. According to informans, failure is better served as a valuable lesson, to be better in the future, and to achieve the desired goals.

*“If you have so many fears, you could never run a business, it’s better you don’t do anything at all. For me, it’s all our mindset, it’s hard for me to say it.”* (W<sub>3</sub>.S<sub>1</sub>.P.04Agustus2015, B<sub>242-243</sub>).

*“The main point is our intention, and then after that start it up! The capital could come after that, I have proved that I could run a business without capital, I could make an*

*online store. So, if somebody said that capital is number one for us to have business, I would say no!” (W<sub>3</sub>.S<sub>1</sub>.P.04Agustus2015, B<sub>274-278</sub>).*

Informant explained that there were many fun things about being an entrepreneur, these were also other factors that motivated her. These include free working hours, informant said since opening a business she didn't need to be tied to office hours, she could set her own hours and could do her job wherever she wanted. With entrepreneurship, she could have more time for her family, which she had aspired from teenagers, built a business in order to take care of family and business at once. Informant also added that her personality type tended to rebel, so she felt unsuited to be an employee, having her own business for informant felt more free to determine anything according to her wishes, which she felt was not facilitated when she was an employee.

*“Free working hours, for sure. I had aspiration from before when I got married, I didn't want to be an employee for long time, so that I could take care of my children and my business.” (W<sub>3</sub>.S<sub>1</sub>.P.04Agustus2015, B<sub>350-352</sub>).*

*“Like this example, when I was an employee I just felt things didn't go in right way, didn't fit in my style. But I had to follow the rules, so I just went through.” (W<sub>3</sub>.S<sub>1</sub>.P.04Agustus2015, B<sub>356-358</sub>).*

Associated with the lazy stereotype attached to the Malay Tribe, informant said it was back to each other. Informant advised to get out of the stereotype, in example by wandering, for example by continuing school out of the region, such as Java Island for more insight and open mind, and can learn new culture which may be different from the place of origin. Another effort to cultivate entrepreneurial mentality according to the informant is through the curriculum in school from an early age. Informant assessed that children should be taught early for entrepreneurship through simple introduction, for example, to invite to the company, to shop in the market, to suggest to them that being entrepreneur is fun.

*“The mentality and mindset should have been taught from children, for example from kindergarten the children are asked to go to the company, shop in the market, to suggest them that being entrepreneur is fun.” (W<sub>3</sub>.S<sub>1</sub>.P.04Agustus2015, B<sub>422-426</sub>).*

The second informant opened the business because he has an interest in selling things since teenagers, especially after he joined the network business. While following the networking business, he has attended business training several times, then direct to the things he has learned in his networking business. Informant acknowledged that the entrepreneur's mind and mindset was formed as he wrestled the business of the network. Informant also added

that at that time he began to diligently read books about entrepreneurship, which further strengthen the growth mindset of entrepreneur. The second thing that drove the second informant to run the business was because of his educational background in the field of business management, and there were specific tasks to conduct business practices directly and supervised by supervisors on campus. Informant continued his business starting from the field practice, while also continuing his study.

*“I opened a business because the first I am an entrepreneurial hobby, or hobby in selling. The second maybe, it is not possible this task because I studied in business, in business management yes this is my college intent so, in college or it is meant to learn for me. We do not have to wait for it to finish. (W<sub>1</sub>.S<sub>2</sub>.L.17Agustus2015, B<sub>172-175</sub>).*

*“The thought started to emerge when I followed a business network. Maybe there, it is not possible there in the form that built my entrepreneurial spirit. Because in general or basically we are all a seller. Means for example as a child, we whine to ask parents to seduce our parents to buy us something. Maybe that's what we did not realize. When I joined the network business, I took part in the training, then I practiced, I did business strategy and then read the book, that's where my thoughts were in shape.” (W<sub>2</sub>.S<sub>2</sub>.L.17Agustus2015, B<sub>5-12</sub>).*

Informant felt much encouraged and influenced by the books about the entrepreneur he read, from people he met, from his friends, from the environment he saw, and also from television. These things greatly affected the informant to pioneer his own business and determined to be successful entrepreneurship. The most influential environment and the turning point for informants was the networking business environment described above. In the network's business environment, informant met people who had successfully run their business, informant listened to the success stories and experiences they have been through, plus informant read books that strengthen and shape the mindset of entrepreneurship.

*“What strengthens me was that I am influenced by the books I read, from people I met, from friends I met, from the environment I saw, from television. Those things that reinforced my influence I must be successful in entrepreneurship.” (W<sub>2</sub>.S<sub>2</sub>.L.17Agustus2015, B<sub>45-48</sub>).*

*“The turning point was when I followed the network business. Perhaps if the problem of genetic problems, the problem of heredity, it was not a factor not in the entrepreneurial. So according to his child's thinking depending on the environment, my environment was the network business environment. So there in that networked business environment my mindset was formed, the books I read, the people I listen to. That's how big my school was, my entrepreneurship school.” (W<sub>2</sub>.S<sub>2</sub>.L.17Agustus2015, B<sub>56-61</sub>).*

Informant said that entrepreneurship motivation had nothing to do with genetics or heredity, it could be seen that family background, especially informant parents, not entrepreneurs, but civil servants. Parents who become entrepreneurs do not necessarily automatically make their children as well as entrepreneurs, according to informant there are internal factors that come from within a person who must exist, and external factors in the form of environmental influences.

*“It’s not the problem of genetics or heredity when we talk about entrepreneurship. It doesn’t mean that once the parents are employees, automatically make the children become employee also.”* (W<sub>2</sub>.S<sub>2</sub>.L.17 Agustus 2015, B<sub>56-58</sub>).

*“So according to the dependence of his child's thinking, depending on the environment, my environment was the network business environment.”* (W<sub>2</sub>.S<sub>2</sub>.L.17 August 2015, B<sub>58-60</sub>).

Informant explained that having an entrepreneurial environment or community also helped him to share things related to entrepreneurship, motivation, and so forth. The informant himself had a community of friends for that matter. Informant was also still learning from successful entrepreneurs although not directly meet, but through his books, because according to informant one can see the thoughts of the writings that result. Informant felt lucky that the campus likes to bring business mentors as part of the courses he followed, which he thought motivated him enough as a business student. Informant claimed to idolize Bob Sadino, and regretted not having attended a seminar filled by him, which he replaced by reading books and videos by Bob Sadino.

*“Want to share about the business or about the future or life, I had its own environment, or I also like to read books. When we read a book, we are like to chat with the author so. We can guess, we can ask in our own minds.”* (W<sub>2</sub>.S<sub>2</sub>.L.17 Agustus 2015, B<sub>93-96</sub>).

*“I have a mentor, but not learning directly, I learned from his book. We do not have to meet directly, maybe the problem of time or problem area for example we want this mentor but he is not in Pekanbaru or where, so we can learn from his book so. So learning to learn it does not have to be direct, we can learn from what he wrote.”* (W<sub>2</sub>.S<sub>2</sub>.L.17 Agustus 2015, B<sub>101-105</sub>).

### **Discussion**

There were several themes found in this study based on the research results, 1) Things that encouraged informants to become entrepreneurs, 2) Perceptions of entrepreneurship, 3) Attitudes toward the Malay lineage owned, 4) The characteristics of young Riau Malay entrepreneurs, and 5). Efforts to increase motivation in entrepreneurship. The first discussion

about the things that encouraged informants to become entrepreneurs, the first informant already has the dream of becoming an entrepreneur since adolescence and at the time of becoming more convinced to realize her ideals because of practice experience in one of the course in her college. Encouragement for entrepreneurship for the first informant was also getting stronger after attending an entrepreneurial seminar by one of the phenomenal successful Indonesian businessman, Bob Sadino. Meanwhile, the second informant felt the urge to become an entrepreneur after joining the networking business, and also attending entrepreneurial trainings, as well as meeting many successful entrepreneurs while participating in the networking business. Estay, Durrieu and Akhter (2013) in his research explained that things like age and training can indeed affect a person's motivation to engage in entrepreneurship.

Both informants had a positive perception of entrepreneurship, they viewed entrepreneurship as a conscious choice made, believe in entrepreneurship as the way to their success, to feel entrepreneurship as a fun thing to be chosen as work, and prove in the real action that has opened their own businesses. Theoretically, individual perceptions have an important role in the motivation process (Estay, Durrieu, & Akhter, 2013). Individuals must be able to perceive that the actions they perform will produce certain goals that meet expectations (Estay, Durrieu, & Akhter, 2013). Motivation relates directly to the goal, and the type of business that an entrepreneur will build is related to the goals that motivate a person to pioneer the business (Estay, Durrieu, & Akhter, 2013). The more important a goal, the more motivated someone will take action to achieve that goal (Fayolle, Liñán, & Moriano, 2014).

Both informants had Malay Riau lineages, but they did not assume that genetic factors influenced entrepreneur interest and motivation. Although mostly Riau Malays do not choose entrepreneurship, both informants felt entrepreneurship was the right choice for them to do. Riau Malay entrepreneurs in this study saw great opportunities that could be achieved through entrepreneurship. The majority of entrepreneurs do not vary much in terms of risk-taking tendencies, but entrepreneurs are able to see opportunities better than others (Krueger Jr, 2003). Furthermore, Krueger Jr (2003) described the cognitive process of entrepreneurs in reading the opportunities, through the process of viewing, observing, interpreting, and transforming it in the form of real action.

The personality characteristics of entrepreneurs in different countries of the world vary, as found by Estay, Durrieu, and Akhter (2013) that French entrepreneurs have risk-taking characteristics, work thoroughly, have control, and are creative. Meanwhile, in India, there is the term "Jugaad" to describe the characteristics of entrepreneurship there, which means a

frugal, flexible, and inclusive approach to innovation (Prabhu & Jain, 2015). The informants in this study came from the Riau Malay tribe, have similar character, they did not like bound, dare to take risks, learners, and flexible in social interaction. A person who wants to build a business must have the courage to take risks, which can be seen from the act of realizing this entrepreneurial intention (Estay, Durrieu, & Akhter, 2013). Minola, Criaco, and Obschonka (2015) in his study found indications of moderate influence of cultural factors on entrepreneurial characteristics.

There were some efforts to improve entrepreneurship motivation by the informants, among them was to have a network and entrepreneurial community. Entrepreneurs often indicate that the network is the source of their business ideas (Butler, Ko, & Chamornmarn, 2004). Rutten (2001) in his research found that social networks, especially with family members, can increase the initiative to build a business and support business success. Today the internet has changed the shape of networks in Asia and around the world, can be seen in Akizawa and Kijama's research (in Butler, Ko, & Chamornmarn, 2004) that the internet has succeeded in growing and strengthening entrepreneurial behavior. The internet plays an important role in connecting relations wherever they are, especially after the emergence of a lot of social medias, keeping in touch with the network of business actors is not a difficult thing anymore.

Entrepreneurship motivation can also be built through entrepreneurship education since childhood according to informants. Based on the findings of Lee, Chang, and Lim (2005), there was a significant influence of entrepreneurship education on the interest of creating business and confidence in creating business in groups of students from the United States and Korea. In the study, Lee, Chang, and Lim (2005) divided into four groups of US and Korean students based on experience in entrepreneurship education/ courses, so there were two groups of students who had attended entrepreneurship courses and there were two groups of students who never follow entirely educational/ entrepreneurship courses. The results showed that there was a difference in groups of students who had educational experience/ entrepreneurship courses with those who have no education experience/ entrepreneurship courses. Groups of students who had attended an entrepreneurship course had a greater interest in creating business and more confident with their interests.

Although the study of entrepreneurship is not a common concept in motivational literature in psychology, yet concepts with almost identical meanings or some integral dimensions of entrepreneurship can be studied according to the theory of early instinct of

motivation (Wärneryd, 1988). James (in Wärneryd, 1988) described instinct as a set of actions in certain ways to achieve a particular goal, without predicting that goal before, and without any particular education in doing so. McDougal (in Wärneryd, 1988) defined three steps in instinctive behavior, namely perceptions of a phenomenon, emotional attraction, and impulse to take appropriate action. These three components appear in one form or another in a discussion of entrepreneurship.

### **Conclusion**

There were several themes found in this study based on research findings:

1. Things that encouraged informants to become entrepreneurs: the aspirations of becoming entrepreneur, experiences of entrepreneurial practices and the results of entrepreneurship training.
2. Both informants had positive perceptions of entrepreneurship, they viewed entrepreneurship as a conscious choice made, believed in entrepreneurship as a way to its success
3. Both informants had Riau Malay lineages, but they did not assume that genetic factors influenced interest and motivation of entrepreneurship. Although most Riau Malays do not choose entrepreneurship, both informants felt entrepreneurship was the right choice for them to do.
4. The informants in this study came from Riau Malay tribe, shared almost the same characteristic, they did not like bound, dare to take risks, learners, and flexible in social interaction.
5. There were several efforts to improve entrepreneurship motivation: had a network and entrepreneurial community, as well as through entrepreneurship education.

### **Recommendation**

Suggestions that could be given from this research is for the next researcher who is interested in researching entrepreneurship motivation, to use psychological scale to measure the character of personality of Riau Malay entrepreneurs that can enrich entrepreneurship theory based on local wisdom which is still rare.

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## Peacefull Heart In Students of Hijrah Community viewed from Taubat and Forgiveness

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### Abstract.

The objective of this study is to determine the relationship between Taubat and Forgiveness towards “Peaceful heart” in students of hijrah community. Subjects in this study are 71 subjects which is joining the Hijrah community in Yogyakarta. This research used a parametric analysis that is regression analysis. As additional this research also uses SEM analyze to explain about the variables relationship. “Peaceful heart” is measured by the scale of Rusdi (2016). Taubat is measured by the scale that made by researchers, and forgiveness is measured based on Nashori (2013). The result of this research showed that there is a significant relationship between Taubat and Forgiveness towards “Peaceful Heart” of the hijrah community’s members, but there is no significant relationship between Taubat and “Peaceful Heart” of the hijrah community’s members, also there is no significant relationship between Forgiveness and “Peaceful Heart” of the hijrah community’s members. Hypothesis of this research is accepted because there is a significant relationship between taubat and forgiveness towards “Peaceful Heart” in Hijrah community in Yogyakarta.

**Keywords:** *taubat, forgiveness, peacefull heart, hijrah*

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### Introduction

The tranquility of life is a state in which the heart feels peaceful, avoids negative, connected, and sourced attributes of God that can make a person united between what is thought, felt and done. Al Ghazali (2006) said that when the individual has the peace of life, he will be able to face a life full of challenges and temptations. This happens, as Jaya (1992) said, because the individual has a strong rope or a close relationship with God (*habl min Allah*) which can be used as a holder in his life. Strengthening the previous research, Rusdi (2016) explained that when someone has that calm, then in his heart will feel the calm also tranquil, meanwhile a believe means a condition in which a person has a knowledge that causes loss of doubt and able to find a solution in every case.

Social life has undergone several changes in the social dynamics system in recent times. Changes in the social dynamics system affect the changing patterns of interaction among the

community. Conditions such as this, led to the emergence of many differences of opinion in inducing community life. Differences of opinion that can make the division in human beings as an individual creation of God. To face the differences of opinions in the community need a sense of peace in every human being. Peace does not mean there is no war, no unrest and a constant sense of security. Peace relates to the individual's calmness in solving life problems. Peace comes from the human soul which is placed in the right position and neared to the owner. The tranquility of the soul condition of this individual is expected to foster the pattern of peaceful life in social life. A peaceful heart can issue a wise solution in addressing the problems of life. In the learning of the concept of the individual, peace must be made a cultural or philosophical life. This is in order to make peace can be spread in the midst of society now days in solving the problem of life.

Peace is also not something that can be immediately obtained. Applying a feeling of peace-also requires a deeply stable and permanent inner calm. In the tranquility of life, feelings of peace can avert a negative nature, connected with God that can make a person intact between what is thought, felt, and done. In fact, a culture of peace can be used as an expression of world stability, progress and prosperity (Vita, 2014).

Peace culture itself has a correlation to the application of peace of mind. Culture of peace that always has relation with safe, peaceful and have positive implication with characteristic of peace of soul. Peace of the peaceful soul of the human individual can be used to meet the needs of an increasingly modern and difficult world as a strong back, a place of return to surrender and hope in Allah's favor so that the soul is always safe and peaceful in living a challenging life (Ahmad, 2011 )

Seeing life in the present era with the complex dynamics of good definition, increasingly making people in an area close to Islamic assemblies, began to look for the definition of truth and emigrate, especially among scholars like students. The students seek peace by joining them into an Islamic community. This is because, peace of the soul becomes one of the things that can make people answer their life's problems.

Peace of the soul requires a lot of things that there should be in a human self in the form of concepts such as how to ourselves keep on *huznudzon* to others, behave sincerely in people, and make the purpose of all actions is a love of God. Taubat comes to be one of the paths to taking the ultimate peace of the soul and heart. Sinful acts committed by a person will disturb the balance of mindset, feelings and behavior of a person, so that anxiety and rebellion arise that can make the emergence of mental illness inside his self (Shohib, 2015).

The tranquility of life is sustained by two things, namely religion and psychology (Daradjat, 1988). In relation to it, taubat and forgiveness have a relation when it is associated with religion and psychology. Talk about taubat, it will make the soul become clean and holy so that the tranquility of soul and heart is obtained, to get happiness, comfort, body health and peaceful heart with a life full of *zuhud* in this world (Ahmad, 2011).

The relationship between taubat and peaceful heart will become stronger when juxtaposed with the revelation. The concept arises because taubat and forgiveness become one of the indicators to achieve the peaceful heart that can implicate for the emergence of the concept of peace on the human psyche. McCullough et al. (1997) argues that forgiveness can be used as a set of motivations to change a person not to take revenge and to dampen the urge to maintain hatred against the offending party and to increase the urge to improve relationships with the offending party.

Worthington and Wade (1999) agree on the opinion that healthfully forgiving can provide psychological benefits, and forgiveness is an effective therapy to free someone from anger and guilt. In addition, forgiveness can reduce anger, depression, and anxiety (Hope, 1987). Besides it, when taubat is done, the divine nature will move the mind from one's self to regulate spiritual equilibrium, so that the tranquility of the soul and the heart can be created (Rusdi, 2016). God also guarantee that the position which can make people calm is a position which is so close to The creator.

It is described by Ibn Kathir (2017) on the interpretation of sura *Ar-Ra'd* verses 27-29, that only in remembrance of Allah peace of heart will be obtained and the happiness of life will be obtained. All that tranquility and happiness are only given to those who want to be guided or those who repent of their guilt. Allah also added that it would facilitate the affairs of the pious people in the Surah *At-thalaq*, so that those who are devoted are able to face problems in their life and can produce a peaceful heart (Al-Quran).

Peace can be interpreted as a feeling of comfort, calm, and happiness because it can avoid people from some negative things, excess anger, feeling upset, and will increase the feelings of calm because of the ease of worship (Lela & Lukmawati, 2015). From the conditions of taubat itself will bring a feeling with peace of the great soul in accordance with the word of God that has been mentioned that is *Ar-Ra'd* verses 27-29. The person who has peace of mind will be easier to control, care and nourish his soul (Syakur, 2007). Taubat itself needs to be done from the little things to the bigger things.

Peaceful heart that used in solving life problems cannot be obtained only with the feelings, but requires an understanding of the concept of The creator. This is stated by Al-Ghazali (2006) as one of the concepts of perfect Taubat. Therefore, it requires knowledge that must be sought by anyone who wants to Taubat. According to the words of the Messenger of Allah "knowledgeable before charity", because charity without knowledge will only mislead humans.

People who want a true peaceful heart must have a proper understanding of Islam as well, requiring Islamic assemblies to perfect their Taubat. Assemblies like this, seen growing in the student area, even become one of the events that flooded with many students. The reason is because the phenomenon of hijrah is flooding this homeland, so many stories hijrah that can actually motivate young subjects to return to his nature (hijrah and taubat). Seeing this phenomenon, making research on repentance will be interesting if directed to students who enter into community hijrah.

Based on the above explanation, the purpose of this research is to know the Peaceful Heart of members in hijrah community viewed from taubat and forgiveness. (a) There is a positive relationship between taubat and forgiveness to peaceful heart, (b) there is a positive relationship between taubat and peaceful heart, and (c) There is a positive relationship between the forgiveness and peaceful heart in member of hijrah community.

## **Method**

### **Research subject**

Subject used in this research is the members of hijrah community residing in Yogyakarta. There is also some criteria of subject in this research, that is; 1) Moslems, 2) Incorporated in active hijrah communities in Islamic activities in the midst of society (for example there are studies or activities undertaken at least once a year for major studies), 3) Men and women, and 4) Aged 18-30 years old as undergraduate and graduate students.

This research is a quantitative research. The data collection technique is quota sampling technique. The quota sampling technique is a technique to determine the sample of the population having certain characteristics until the desired quantity (quota) (Sugiyono, 2001). This study takes data on the hijrah community of Yogyakarta, where the total population is 200 people. This study took as many as 71 subjects. According to Arikunto (1998), the larger the population the smaller the sample, 10-15%, 20-25%, or more. Jacob Cohen, Issac & Michael, and Paul Leedy (Arikunto, 1998) also say that samples were taken 20-25%. That is, the number

of samples taken in 71 subjects in this study already fulfill the minimum requirements, in 20-25% of the population is at least 40-50 samples.

Method of collecting data

This study was conducted using a scale to measure the variables studied. Azwar (2008) said that using a scale can be used to reveal data from psychological constructs that describe aspects of individual personalities in the form of statements as a stimulus to provoke an answer which is a reflection of the subject condition.

The scale used to measure taubat using a scale that contains of some statements in 21 items made by the author based on three aspects of taubat from Al Ghazali (2006) that is Knowledge, Conditions and Actions. This study uses Taubat Scale measurement which is still in the first stage of development. The reliability is 0.842, which is means has a high reliability because it is close to 1. The validity is analyzed using factor loading at least 0.4, means that the item affects the most powerful at that number so that no cross occurs item between one factor with other factors, where the value of KMO is 0.745 ( $> 0.6$ ) for each measuring instrument, its validity is from 0.435-0.862.

The other scale used in this research is *Tatmain al-Qulūb Scale* (Rusdi, 2016) to measure the variable of peace of heart, which is composed of two aspects of *tat'mainn al-qulub* namely *al-sukun* and *al- yaqin*. The reliability is 0.747, which is means has a high reliability because almost close to 1. The validity is about 0.341-0.799 with the number of items as much as 13 item.

The next scale is the forgiveness scale taken from Nashori (2013) based on three aspects of forgiveness namely the emotional dimension, the dimension of cognition, and the interpersonal dimension to measure the variables of forgiveness. The reliability is 0.877, which is means has a high reliability because it is close to 1. The validity is moving from 0.507 to 0.750 with the number of items as many as 19 item.

## Result

### Descriptive Data

Based on the result of descriptive analysis, it found that the average value of the peaceful heart was 49.58 (SD = 9.087), the average in the taubat was 50.98 (SD = 7.26), and the average in the forgiveness was 50.45 SD = 8.29). The results of descriptive analysis shows there's no subject has a very low level of peace of heart, as many as 9 people who are classified as low, 52 people are classified as moderate, 10 people are high, and none is very high. The results of descriptive analysis shows that there is no subject that has a very low level of taubat,

as many as 5 people who are low, 56 people are moderate, 10 people are high, and none is very high. The results of descriptive analysis shows that there's no subject has a very low level of forgiveness, as many as 8 people who are low, 55 people are moderate, 8 people are high, and none is very high.

### **Assumption Test Results**

Normality test is used to test the normality of the regression model. This research uses Kolmogorov-smirnov test on each variable. If the value of significance Kolmogorov-Smirnov  $p > 0.05$  then the data is normally distributed, and vice versa. Normality test results in this study shows that the three variables has normal distribution. Normality test for this study by using Kolmogorov-smirnov test showed the value of *p value* is 0.200. That is, the *p value* on Kolmogorov-smirnov test is more than  $\alpha = 0.05$  then it can be said that the regression model is normally distributed.

The results of the analysis also shows that the data did not happen a multicollinearity. It can be seen from each tolerance value of 0.627 ( $< 0.85$ ). When the value of *r* more than 0.85 then it means, has occurred multicollinearity. However, the data showed the opposite, where the value of *r*  $< 0.85$ . That is, the data is not multicollinearity, where it is known that the two independent variables (Taubat and Forgiveness) have no relationship nor relationship in the same construct.

In the linearity test results between the variables of peaceful heart and taubat shows the value of Sig. Linearity of 0.013. The data showed to have a linear relationship due to the probability significance of  $< \alpha = 0.05$ . Thus it can be concluded that there is a linear relationship between Taubat and Peaceful Heart.

In linearity test result between variable of peace of mind and forgiveness for this research shows Sig value. Linearity of 0.003. The data is said to have a linear relationship due to the value of probability significance of  $< \alpha = 0.05$ . Thus it can be concluded that there is a linear relationship between Taubat and Peaceful Heart.

### **Hypothesis test results**

Based on the result of multiple regression test show value  $p = 0.010$  ( $p < 0.05$ ) and  $F = 4,987$ . This indicates that there is a significant correlation between Peaceful heart viewed from taubat and forgiveness or H1 accepted. The correlation test also showed that the taubat variables have no relation with the peaceful heart in the hijrah community which is shown by the value of  $p = 0.425$  ( $p > 0.05$ ) and  $\beta = 0.117$ . The data also show that forgiveness has no

relation to the peaceful heart with the values  $p = 0.065$  ( $p > 0.05$ ) and  $\beta = 0.273$ . The effective contribution of independent variable to dependent variable is 12,8%.

Further statistical analysis was performed to see the correlation between the three variables. The analysis was performed using SEM analysis. Here is the result of advanced analysis using SEM method. Diagram FIT which means the obtained diagram is appropriate between the empirical data with the theory. The result of the analysis shows that taubat variable has no direct relation to the variable of peaceful heart. To be able to relate to peaceful heart, taubat variables must go through the forgiveness variable as a mediator. The forgiveness variable has a direct relationship to the variable of peaceful heart. The beta value of the taubat variable used to see the effect on the forgiveness variable is 0.60 and the forgiveness variable as a mediator having a relationship with peaceful heart with a beta value of 0.4. The greater the beta value produced signifies the greater the effect on other variables. Other information obtained from result is the peaceful heart has an error of 0.16 and forgiveness variable has an error value of 0.37. Based on the Regression Weights table, it can be concluded that the forgiveness variable has a significant relationship with the taubat, as well as the variable of peaceful heart has a significant relationship with the forgiveness variable.

#### Additional Test Results

Based on the results of T analysis shows the value  $t = 0.211$  and  $p = 0.834$  ( $p > 0.05$ ). This shows that there is no difference in male and female students in terms of taubat variables. However, referring to the results of descriptive analysis indicates that male hijrah community (Mean = 51,3812, SD = 8,108) is more applying reptile behavior than female (Mean = 50,8934; SD = 7,154).

Based on the results of T analysis shows the value  $t = 0.977$  and  $p = 0.332$  ( $p > 0.05$ ). This shows that there is no difference in male and female students in terms of the variables of forgiveness. However, referring to the results of the descriptive analysis show that male hijrah community (Mean = 52,5844; SD = 6,789) applied more forgiveness than female (Mean = 50,017; SD = 8,559).

Based on the results of T analysis shows the value  $t = -0.197$  and  $p = 0.844$  ( $p > 0.05$ ). This shows that there is no difference in male and female students in terms of peaceful heart. However, referring to the results of the descriptive analysis indicates that the female hijrah community (Mean = 49,676, SD = 9,105) feels more peaceful than the male (Mean = 49,1050; SD = 9,374).

### Discussion

This study aims to determine the relationship between taubat and forgiveness on students in the hijrah community with peaceful heart after the hijrah. The results show that (a) there is no relationship of taubat and forgiveness, (b) there is a relationship of forgiveness and peaceful heart, and (c) there is a relationship of taubat and peaceful heart.

Before going into the core explanation of the study, it will be discussed about the dissemination of research data to see the sample representative to the population. Based on the data collection in the field, the distribution of questionnaire data into the normal category, there is significance of 0.2 ( $> 0.05$ ) for each questionnaire. The normal distribution of data indicates that the results of this study can be continued in another place with a subject category that is not much different, including the scale used in it can be used for further research in accordance with the type of scale.

The relationship between taubat and forgiveness with peaceful heart in members of the hijrah community was significant. The relationship between taubat and peaceful heart has a significant relationship, but the correlation of forgiveness with peaceful heart is higher. This can be seen from the high value of the significance of the correlation of taubat and forgiveness in the peaceful heart. This difference illustrates that there is a difference in the effect that is given by taubar and forgiveness in creating the peace of someone's life.

The lack of linkage between taubat and forgiveness singularly in affecting peaceful heart can be caused in many ways. Some of the things that affect can arise due to subject factors, new scales and data retrieval. Taking data using google form makes researchers did not see the subject's condition directly and difficult to avoid the extraneous variable. For example, physical condition, uncertainty to item, or influence of membership time with post-hijrah psychological condition. It may be that the time of hijrah affects the quality of taubat and forgiveness of a person, thus affecting the quality of his compassion as well. In addition, the new measuring tool can be one of the factors that affect, for example from the confusion of item intent that is difficult to ascertain because of data retrieval done indirectly. So there is a weak relationship between taubat or forgiveness to peaceful heart.

Nevertheless, both have a fairly good influence on the peace of individual lives. Forgiving the mistakes of others both at the time of the hijrah and before the hijrah, can prevent individuals from protracted in negative emotions such as irritability and offense. Such negative feelings will only lead to anxiety that can create an interruption to the tranquility of the individual's life (Luskin in Nashori, 2011).

Taubat also has an important role in influencing the peace of the individual heart. Prayers accompanied by a request for forgiveness of God and a sense of regret for sin, have a good effect in affecting the tranquility of individual lives (Rusdi, 2016). Based on the results of field interviews, individuals who hijra and improved their worship, were able to feel the peace in living their lives. The peace also arises when solving problems in his life. It can be raised because it has a belief in God's help in the problems of life, so able to think calmly to find a solution to the problems of his life.

Calm and clear thinking in solving problems can reduce stress, because stress is the condition of individuals experiencing an inability to deal with the pressures that come in their life (Schrafer, in Anggraieni, 2014). Stress that is not handled properly will result in adverse effects on individual psychological conditions (Toussaint, et al, 2016). One that contributes to psychological health is subjective wellbeing which is contained in two components, namely life satisfaction and happiness. Life satisfaction is a positive emotion that one of them is the tranquility of life, confidence, relief and others. The opposite of negative emotions will affect the psychological condition, one of which stress will then contribute negatively to the individual's life (Nayana, 2013). Therefore, the results of this study contribute a new quantitative evidence that taubat and forgiveness are two factors that can affect the peaceful heart of students who enter the hijrah community, so that can be considered to improve the lives of individuals to both in the face and live his life. Based on the results of the distribution of data that fall into the normal category, then this research can be expanded with the same measuring instrument or used in other studies that have similar cases.

Although in fact major research hypothesis is accepted, but the minor hypothesis is rejected. The items of taubat scale and forgiveness still do not have a good relationship in affecting the peaceful heart. It is if paired one by one with the peaceful heart, but different result happen when the two factors are combined and correlated with the peaceful heart, then the result has a good prediction relationship. It does not rule out the possibility of other factors affecting the final outcome of the study, but in general, theoretical and information support from past research suggests that taubat and forgiveness can have a positive effect on the tranquility of the individual's life.

As one of the deepest curiosities, this research also examines the differences in the level of taubat, forgiveness and peaceful heart based on gender. The potential for good repentance in men is relatively similar, although men tend to be higher than women. However, the analysis tends to be the same. This is in line with research conducted by Novitasari, et al, (2017) who

also examines gender differences in influencing the level of spirituality in adolescents. The results show the same, that there is no great difference between spirituality in both men and women. The result is stated by Novitasari, et al, because spirituality is something that is formed based on experiences and life events, as well as the spiritual mindset shared by both gender (Novitasari, et al, 2017).

As with taubat, there is no significant difference between forgiveness of the two genders. One study has been conducted to discuss similar things in the west. However, the study found differences in the ability to forgive by gender, but not so strong and small differences. Although the effect still exists, but the effect was not too great (Miller, et al., 2008).

Miller also revealed that women's level of religiosity is higher than men, making it easier to forgive and eliminate negative emotions (Miller, et al, 2008). As previously described the disappearance of negative emotions can give effect to the calmness of the individual that will impact on the peace of his life (Nashori, 2011). Therefore, women have a higher value of peaceful heart than men when viewed in a presumptuous way, although the link between gender differences and life calm is not too great.

### **Conclusion**

Based on the results of the study, it can be concluded that there is a significant correlation between peaceful heart in members of the hijrah community viewed from taubat and forgiveness. That is, taubat and forgiveness have an influence on peaceful heart of members of the hijrah community. The results show that there is no positive relationship between the taubat and peaceful heart in hijrah community members. It shows that taubat behavior does not affect the peace of heart. This also happen on relationship between the behavior of forgiveness of peace of heart on hijrah community members. This is shows that the forgiveness behaviors undertaken by members of the hijrah community do not affect the peace of heart they feel.

Additional analyzes also show that there is no significant difference in the taubat behavior observed in members of the male and female in hijrah community. That is, the taubat behaviors performed by male and female members are almost the same. However, the results of the study indicate that male members are more able to apply taubat behavior than women.

Additional analyzes also show that there is no significant difference to the sobriety observed in male and female members. That is, the peace of heart felt by men and women almost the same. However, the results of the study indicate that women are more able to sense

peace than the male. Factors that can cause no difference in this regard are the unequal ratios of members of the male and female hijrah community used in the study.

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### **Declaration of Interest**

The authors report no conflicts of interest in this work.

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### Tables

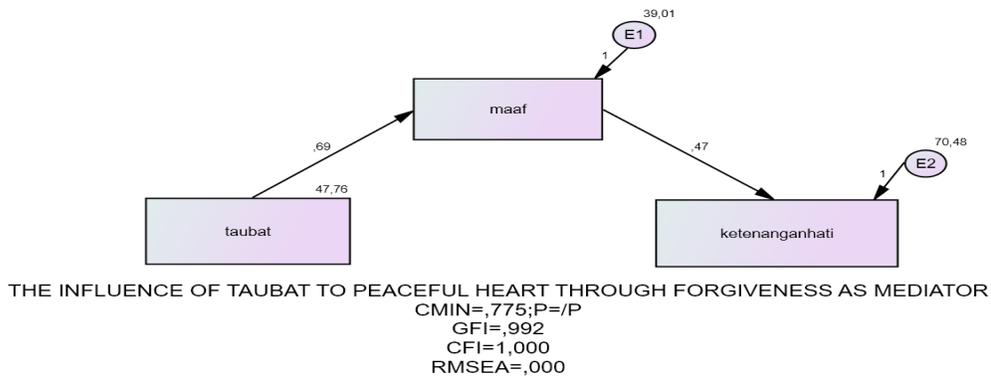
Table 1. The categorization

	Peaceful Heart		Taubat		Forgiveness	
	N	%	N	%	n	%
Very low	0	0%	0	0%	0	0%
Low	9	12,68%	5	7,04%	8	11,26%
Moderate	52	73,24%	56	78,87%	55	77,46%
High	10	14,08%	10	14,08%	8	11,26%
Very High	0	0%	0	0%	0	0%

Table 2. Hypothesis Result

	Sig.
Taubat and Forgiveness to Peaceful Heart	0,010
Taubat to Peaceful Heart	0,425
Forgiveness to Peaceful Heart	0,065

**Figures**



**Regression Weights: (Group number 1 - Default model)**

		Estimate	S.E.	C.R.	P	Label
<u>maaf</u>	<--- <u>taubat</u>	,685	,110	6,207	***	
<u>ketenanganhati</u>	<--- <u>maaf</u>	,465	,131	3,557	***	

**SEM Analyzes**

\*note : maaf = forgiveness, ketenanganhati = peaceful heart

## The Influence Of *Growth Mindset* And Emotional Intelligence On Work Achievement Of Lectures In Mercu Buana University

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### Abstract

This study examines the influence of growth mindset and emotional intelligence on work achievement. The instrument used in this research is the growth mindset instrument constructed by Manurung & Sulistiyani (2017), according to Dweck (2006) concept, emotional intelligence instrument adapted and modified by Manurung & Irandha (2016) according to Goleman concept (2015), and work achievement measurement instrument constructed by Manurung (2011) from the concept of Munandar (2001). The method used in this research is quantitative approach with simple linear regression and multiple linear regression technique. The population in this study is all lecturers of Mercu Buana University amounted to 922 people. By use purposive sampling technique, obtained a sample of 155 people. Data analysis was done by using simple and multiple linear regressions to see the influence of each independent variable to the dependent variable and to analyze the influence of growth mindset and emotional intelligence on work achievement. The results showed that (1) growth mindset influenced work achievement with t value of 5.901. (2) emotional intelligence affects work achievement with a t value of 17.717. (3) growth mindset and emotional intelligence affect work performance with value of F equal to 313,897 and level of significance 0,000. Hypothesis test also showed a significant influence between growth mindset and emotional intelligence on work achievement of 72.2%. This means that work performance variables can be influenced by the variation of independent variables (growth mindset and emotional intelligence) of 72.2%. The remaining 27.8% of work performance is influenced by variables that are not observed and are outside the model. The method used in this research is quantitative method. Statistical data analysis is using SPSS / PC + software version 23.

**Key words:** *growth mindset, emotional intelligence, work achievement*

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### Background

Currently, Mercu Buana University (UMB) gets the best achievement of Private Universities by ranks 1 PTS and ranks 10 universities in Indonesia based on website Webometrics (2016), accredited institution A (Dikti, 2017). In addition, based on BAN-PT (2016) UMB entered the top 10 universities in Kopertis Region III Jakarta. This achievement

is indeed a challenge for all UMB academic community, especially lecturers to further improve the quality and professional competence in the field of Tri Dharma Perguruan Tinggi where it is certainly measured through work achievement.

Work achievement is the result of work in quality and quantity achieved by an employee in performing their duties in accordance with the responsibilities given to him (Mangkunegara, 2009). Works achievement is the most demanded by an institution. If the lecturer achievement is high then it will affect and improve the achievement of the institution itself, vice versa. From a number of existing literatures, the authors found variables that affect job performance, namely growth mindset and emotional intelligence.

Emotional intelligence is a type of intelligence that focuses on understanding, recognizing, feeling, managing and leading one-self and others' feelings and applying it in personal and social life (Windrati, 2016). Goleman (2009) shows the results of his research that intellectual intelligence only contributes 20% to the success of one's life. 80% relies on emotional intelligence, social intelligence and spiritual intelligence. Even in terms of work success, intellectual intelligence contributes only 4%. Goleman (2015) describes aspects of emotional intelligence such as recognizing emotions, managing emotions, motivating oneself, recognizing the emotions of others, and fostering relationships. This aspect of emotional intelligence is every lecturer should have in order to excel in his work.

Mindset or mindset is a collection of thoughts that occur repeatedly in various places and times and is reinforced with confidence and projection so it becomes a reality that can be ascertained in every place and time of the same. Everything in life is formed from the mindset. Mindsets are formed from certain thoughts that occur many times and the results are used in life (Elfiky, 2009). Further according to Elfiky (2009) in every aspect of life and behavior that is done by individuals there is a mindset. Mindset is what indirectly determine the performance of a lecturer. Dweck (2006) outlines the mindset into 2 (two) namely (1) fixed mindset and (2) growth mindset. Fixed mindset is a mindset that has been around since humans are born together with the potential, intelligence and talents they possess and the growth mindset is a mindset that develops over time, every human being has many accessible abilities gained of certain efforts.

Growth mindset is what can result in increased lecturer work achievement. Lecturers who have a good emotional intelligence and growth mindset then their work achievement will be formed well too. Thus, if educational institutions have professional resources that have a developing mindset supported with good emotional intelligence, it will print a qualified young

generation. Workers with a developing mindset are able to work effectively, relationships between leaders and students can be well formed, until problem solving and decision-making can be easily overcome (Luthans, 2014).

Lecturers who are accustomed to have a well-formed growth mindset will produce a well-formed emotional intelligence as well, then the lecturer's work achievement will increase. So that the related educational institutions can contribute directly to the graduates generated.

## **Literature Review**

### **Work Achievement**

Work achievement is the result of one's effort which determined by the ability of his personal characteristics and perception of his role to the job (Sutrisno, 2011). While Munandar (2006) defines work achievement as the interaction of individual personality traits that are brought into his work organization system, work behavior that is the result of interaction between personality and work environment that lasts during work, and achievement or result of individual work which is output.

High work achievement can also be influenced by the ability to process "The Art of Business", shows how business (the work) can benefit from an artistic perspective (Davis & McIntosh, 2006). Furthermore, Davis and McIntosh (in Manurung, 2011) emphasize that the application of "the art of business" combines the aesthetics and emotional richness of the art field as well as the strategic and operational perspective of the organization.

Job performance is essentially multi-dimensional in that there is no single criterion capable of describing individual work achievement within the organization as a whole, precise and complete. Each criterion has the power to cover other weakness criteria. Therefore it is necessary to include relevant aspects of work to determine the criteria of work achievement (Manurung, 2011).

Achievement of work can be measured through 3 (three) aspects (Manurung, 2011), namely : (1) traits aspect covers personality, appearance, character and mentality, (2) behavior aspect includes social relationship, knowledge of work, application of organizational knowledge, initiative, responsibility, morale and discipline, and (3) managerial aspects include cooperation, decision making, individual self-development, communication, planning and organizing.

### **Emotional Intelligence**

Davies (in Casmini, 2007) explains that emotional intelligence is a person's ability to control the emotions of himself and others, distinguish one emotion from another and use that

information to demand a person's thinking and behaving. Meanwhile, Goleman (2015) revealed that emotional intelligence are; the ability of a person to recognize his personal emotions to know his strengths and weaknesses, a person's ability to manage those emotions, a person's ability to motivate and encourage himself to advance, the ability of a person to recognize the emotions and personalities of others, the ability of a person to build relationships with others well. The aspects of emotional intelligence according to Salovey (in Goleman, 2015) includes 5 (five) aspects of emotional intelligence as follows: (1) Recognizing Self Emotions, (2) Manage Emotions, (3) Motivate Yourself, (4) Recognize the Emotions of Others, (5) Fostering Relationships with Others.

Ginanjar (2009) emphasizes that the key to emotional intelligence is on honesty and the ability to sense, understand, and effectively apply emotional power and sensitivity as a source of energy, connection information and humane influences. Emotional intelligence is very influential on work achievement, decision making and problem solving (Ginanjar, 2009).

### ***Growth Mindset***

Mindset or mindset is a collection of thoughts that occur repeatedly in various places and times and is reinforced with confidence and projection to become a reality that can be ascertained in every place and time the same. Everything in life is formed from the mindset. Mindsets are formed from certain thoughts that occur many times and the results are used in life (Elfiky, 2009). Further according to Elfiky (2009) in every aspect of life and behavior that is done by individuals there is a mindset.

Dweck (in Popova, 2014) Mindset is one of the most basic beliefs we carry about ourselves, about how we see and inhabit what we perceive as our personality. Where in his research Dweck (2006) suggests that the mindset is divided into 2 (two) types, namely: (1) fixed mindset or fixed mindset and (2) growth mindset or growth.

Growth mindset is based on the belief that each individual has a certain quality that can be processed through certain efforts. Each individual may have different qualities in some respects, as in the talents and abilities of the beginning, interest, or temperament of each person can change and evolve with the treatment and experience.

The characteristics of a person with growth mindset are (1) having confidence that intelligence, talent, and nature are not a hereditary function (2) accepting challenges and actually carrying them out (3) staying forward from failure (4) positive views on effort (5) learning from criticism, and (6) finding lessons and getting inspired by the success of others.

### **Hypothesis**

Based on the background of problems that have been described above, the hypothesis is proposed as follows:

- 1) There is an influence of growth mindset on the work achievement of UMB lecturers.
- 2) There is an influence of emotional intelligence on work achievement of UMB lecturers.
- 3) There are influence of growth mindset and emotional intelligence on work achievement simultaneously on UMB lecturers.

### Methods

In this research, populations are all of the lecturers of Mercu Buana University Jakarta. Based on data from the UMB Human Resource Bureau, Agustus, 2017, UMB lecturers amounted to 922 people. Samples are determined by using purposive sampling technique (non-probability sampling). The criteria set out in this sampling are as follows: (a) permanent lecturers, (b) at least 2 (two) years of teaching, (c) academic rank, minimal expert assistant. Based on these criteria, the research subjects (respondents) are 155 people. The data in this study were collected by using questionnaires distributed directly to the respondents in the place of the research object. The method used in this research is quantitative method with statistical data analysis using software SPSS / PC + version 23.

### Instruments

Work achievement instrument constructed by Manurung (2015) based on Munandar concept (2001). Work achievement scale consists of 33 items and then described in table 3.

Table 3. Work Achievement Scale Blue Print

No.	Dimension	Items	Total
1	Traits Aspects	2, 5, 8, 11, 14, 16, 19, 22, 28,	9
2	Behavior Aspect	1, 4, 7, 10, 18, 21, 24, 25, 27, 30, 31, 32, 33	13
3	Managerial Aspect	3, 6, 9, 12, 13, 15, 17, 20, 23, 26, 29	11
<b>Total Items</b>			<b>33</b>

Emotional intelligence instrument is has been adapted and modified by Manurung and Irandha (2016) based on the concept of Goleman (2015) consists of 20 items and then described in table 4.

Table 4. Emotional Intelligences Scale Blue Print

No	Dimension	Items	Total
1	Recognizing Self Emotions	1, 2, 3, 4	4
2	Manage Emotions	5, 6, 7, 8	4
3	Self - Motivating	9, 10, 11, 12	4
4	Recognize the Emotions of Others	13, 14, 15, 16	4
5	Fostering Relationships with Others	17, 18, 19, 20	4
<b>Total Items</b>			<b>20</b>

Growth mindset instruments constructed by Manurung and Sulistiyani (2017) based on the concept of Dweck (2006). The emotional intelligence scale consists of 25 items and is further described in table 5

Table 5. Growth Mindset Scale Blue Print

Aspect	No Items	
	<i>Favorable</i>	<i>Unfavorable</i>
Accepting Challenges	1,6,16	11,21
Persistent on Obstacles	2,7,17	12,22
Keep on Trying	3,8,18	13,23
Learn from Criticism	4,9,19	14,24
Inspired by the Success of Others	5,10,20	15,25
<b>Total Item</b>	<b>15</b>	<b>10</b>
	<b>25</b>	

## Results

### Validity Test

Validity test is done by comparing corrected item-total correlation with r table for (df) = n-2, where n is sample, r table in this research is 0,374 with significance level 5%. The results of analysis using SPSS, There are 5 (five) items of growth mindset variables that are invalid, that are item no 1 10 16 17 and 20 In emotional intelligence variables there are 4 (four) invalid

items Item no 5,8,9, and 10. Then in work performance variable there are 6 (six) invalid item that is item no 17,20,24,27,28, and 29. Those items are declared invalid because its value is smaller Compared with r table (.374), so the item is deleted and cannot be used on the overall model test.

**Reliability Test**

Measurements were made using the Cronbach Alpha Reliability Test. A study has good reliability if the Cronbach Alpha coefficient is greater than or equal to 0.70.

Table 8. Reliability Test Data

Variable	<i>lpha Cronbach's</i>	Conclusion
<i>Growth Mindset</i>	.821	Reliable
Emotional Intelligence	.915	Reliable
Work Performance	.934	Reliable

Based on the results of statistical tests above the reliability of the growth mindset scale with a total of 20 items yielding the value  $\alpha = 0.821$ , this shows the scale growth mindset has a high enough reliability. While the emotional intelligence scale with a total of 16 items yields a value of  $\alpha = 0.915$ , it shows the scale of emotional intelligence has a very high reliability. Then the work achievement scale with a total of 27 items yields a value of  $\alpha = 0.934$ , it shows the scale work achievement has a very high reliability.

**Normality Test**

Normality test of the data was done by Kolmogorov-Smirnov test. The rule used is if the value of significance is greater than 0.05 ( $p > 0.05$ ) then the distribution of normal data.

Table 9. Normality Test One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		123
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	5,44538047
Most Extreme Differences	Absolute	,048
	Positive	,048
	Negative	-,040
Test Statistic		,048
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>

a Test distribution is Normal

- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the above table, it is known that the value of significance of 0.200. From these results the value of significance greater than 0.05 ( $0.200 > 0.05$ ) so it can be concluded that the distribution of data is normally distributed.

**Linearity Test**

Linearity test used ANOVA test by using Test of Linearity at SPSS software with significance level 0,05.

Table 10. ANOVA *Growth Mindset* and Work Achievement

	Sum of Squares	df	Mean Square	F	Sig.
PK * GM Between (Combined) Groups	7128,04	39	182,770	2,551	,000
Linearity	2921,93	1	2921,933	40,775	,000
Deviation from Linearity	4206,11	38	110,687	1,545	,051
Within Groups	7138,82	5947,83	83	71,661	
Total	39848,36	13075,87	122		

Table 11. ANOVA Emotional Intelligence and Work Achievement

	Sum of Squares	df	Mean Square	F	Sig.
KE * GM Between (Combined) Groups	10281,95	23	447,04	15,84	,000
Linearity	9437,81	1	9437,81	334,42	,000
Deviation from Linearity	844,13	22	38,37	1,36	,155
Within Groups		2793,92	99	28,22	
Total		13075,87	122		

**Glejser Test**

If the coefficient significance greater than 5% then there is no heteroskedastisitas or called homoskedastisitas, good regression model is homoskedastisitas.

Table 12. Glejser Test Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-4,631	3,553		-1,303	,195
	GM	,043	,038	,115	1,111	,269
	KE	,079	,058	,141	1,361	,176

Dependent Variable: RES2\_HETEROS3

From the table above, there is a significance value of both independent variables of more than 0.05 growth mindset 0.269 and emotional intelligence 0.176. Heteroskedasticity test can also be seen from t arithmetic and t table, if t arithmetic < t table then there is no heteroskedastisitas. On the contrary, if t arithmetic > t table then heteroskedastisitas occur.

It can be seen in table that for arithmetic growth mindset 1,111 < t table 1,960 and for t count emotional intelligence 1,361 < t table 1,960. Thus it can be concluded that there is no problem of heteroskedastisitas on regression model.

**Descriptive Analysis Test**

Table 13. Descriptive Analysis Test Statistics

		GM	EI	WA
N	Valid	123	123	123
	Missing	231	231	231
Mean		80,01	68,46	114,97
Std. Error of Mean		,854	,566	,933
Median		82,00	67,00	113,00

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Mode		82	64	108
Std. Deviation		9,467	6,275	10,353
Variance		89,615	39,382	107,179
Skewness		-,282	,022	,243
Std. Error of Skewness		,218	,218	,218
Kurtosis		-,540	,237	-,450
Std. Error of Kurtosis		,433	,433	,433
Range		42	34	47
Minimum		58	46	88
Maximum		100	80	135
Sum		9841	8421	14141
Percentiles	25	73,00	64,00	108,00
	50	82,00	67,00	113,00
	75	87,00	73,00	123,00

From the output above, we can conclude:

Variabel	Range	Sum	Mean	Min	Max	Skewness	Kurtosis
<i>Growth Mindset</i>	42	9841	80,01	58	100	-,282	-,540
Emotional Intelligence	34	8421	68,46	46	80	,002	,237
Work Achievement	47	14141	114,97	88	135	-243	-,450

**Simple Linear Regression**

Growth Mindset and Work Achievement

Table 14. Hypothesis Test of Growth Mindset and Work Achievement t Value Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	73,606	7,058		10,429	,000
	GM	,517	,088	,473	5,901	,000

a. Dependent Variable: WA

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,473 <sup>a</sup>	,223	,217	9,161

a. Predictors: (Constant), GM

Emotional Intelligence and Work Achievement

Table 15. Hypothesis Test Result Emotional Intelligence and Work Achievement t value Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19,013	5,438		3,496	,001
	KE	1,402	,079	,850	17,717	,000

a. Dependent Variable: WA

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,690 <sup>a</sup>	,476	,471	7,325

a. Predictors: (Constant), EI

Multiple Linear Regression

Table 16. Multiple Linear Regression ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	9437,814	1	9437,814	313,897	,000 <sup>b</sup>
Residual	3638,055	121	30,067		
Total	13075,870	122			

a. Dependent Variable: WA

b. Predictors: (Constant), EI

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,850 <sup>a</sup>	,722	,719	5,483

a. Predictors: (Constant), GM & EI

Based on the above output, the value of F arithmetic = 313,897 while F Table 3.94. If the value of F arithmetic > F Table, it can be concluded that there are significant influence between growth mindset (X1) and emotional intelligence (X2) on work achievement (Y). Hypothesis test results showed a significant influence between growth mindset and emotional intelligence on work achievement of 72.2% with a significance level of 0.000. The remaining 27.8% of the quality of learning is influenced by other variables that are not observed and are beyond the model.

These results indicate the influence of growth mindset and emotional intelligence on work achievement are positive and significant. So it can be said that the third hypothesis in this study is acceptable.

## Discussion

### **The Influence of Growth Mindset on Work Achievement**

The evidenced by simple linear regression calculation obtained t value of 5.901 and t Table of 1.960. If the value of t arithmetic > t Table, it can be concluded this result shows the effect that growth mindset on work performance is positive. So it can be concluded that the first hypothesis in this study is acceptable.

From the results of this study can be seen that the growth mindset has a positive and strong influence on work achievement. If a people have a resource that implements a developing mindset or growth mindset, it will produce good work achievement. All efforts will continue to be developed by the people or in this research lecturer of the University of Mercuru Buana in improving the quality of student learning so that lecturer work achievement can be achieved well.

For that growth mindset is very influential on the achievement of lecturer work. If the mindset develops not owned by the lecturer, then the learning does not work effectively. In order to achieve the goals and targets of the curriculum in the students can run well, should pay attention to efforts in updating the mindset.

### **The Influence of Emotional Intelligence on Work Achievement**

The results of this study indicate that emotional intelligence affects the work achievement, this is evidenced by simple linear regression calculations obtained t value of 17.717 and t Table of 1.960. If the value of t arithmetic > t Table, it can be concluded this result shows the effect of emotional intelligence on work achievement, is positive. So it can be concluded that the second hypothesis in this study is acceptable. From the results of this study can be seen that emotional intelligence has a positive influence and strong influence on work achievement.

Emotional intelligence is a person's ability to control the emotions of himself and others, distinguish one emotion from another and use that information to demand a process of thinking and behaving. (Davies, in Casmini, 2007). If the lecturer can recognize and manage the emotional intelligence possessed well then the work achievement can be achieved well so as to improve student achievement. Because to be a qualified lecturer needs a good emotional intelligence so not only increase the achievement of work but the quality of teaching that will give students a good impact in learning achievement can also be achieved. This is obtained because the knowledge of UMB lecturers who have good emotional intelligence will be channeled appropriately to UMB students.

### **The Influence of Growth Mindset and Emotional Intelligence on Work Achievement**

The results of this study indicate that the growth mindset and emotional intelligence affect the work achievement of the lecturer at the University of Mercu Buana. This is evidenced by the results of multiple linear regression calculations obtained F value of 313,897 and F Table of 3.94. If the value of F arithmetic > F Table, it can be concluded the effect of that growth mindset and emotional intelligence on work achievement are positive and significant. This is evidenced by the existence of growth mindset and emotional intelligence are interrelated so that affect the achievement of work on the lecturer, where the high level of work achievement is influenced by emotional intelligence and growth mindset. The higher the emotional intelligence and growth mindset owned by UMB lecturers will result in optimal work achievement so as to improve the work achievement of UMB lecturers and the achievement of goals and curriculum target can be achieved.

Growth mindset and emotional intelligence is a very good collaboration in determining the work achievement of UMB Lecturers. UMB lecturers who have good emotional intelligence are supported by a developing mindset that always strives to be dissatisfied at one point, which will result in good work achievement. If the UMB Lecturer has a developing mindset then he will continue to strive to advance the teaching system that is more in line with the teaching curriculum to be achieved.

Developing mindset must be balanced with emotional intelligence in order to be able to contribute directly to improving UMB lecturers' work achievement and is expected to have an impact on improving institutional performance.

### **Conclusion**

Based on the results about the effect of growth mindset and emotional intelligence on work achievement of lecturer in Mercu Buana University, this research concludes that the three hypotheses proposed in this research are all accepted. The conclusions of this study are:

- 1) There is an effect of growth mindset on work achievement, this can be proved by  $t_{count} > t_{Table}$ , hence can be concluded that there is significant influence between growth mindset (X1) to work achievement (Y).
- 2) There is an effect of emotional intelligence on work achievement, this can be proved by the existence of  $t_{count} > t_{Table}$ , it can be concluded that there is a significant influence between emotional intelligence (X2) on work achievement (Y).
- 3) There is an effect of growth mindset and emotional intelligence on work achievement, this can be proved by the existence of  $t_{count} > t_{Table}$ , it can be concluded that there is a

significant influence between growth mindset (X1) and emotional intelligence (X2) on work achievement (Y).

### **Study Limitations**

We believe that this study has some limitations that can affect the results of research.

The limitations are as follows:

- 1) Lack of research related to growth mindset both in Indonesia and international.
- 2) The method used by researchers only use quantitative research.
- 3) Analytical techniques that researchers use the multiple regression analysis when researchers use the new concept should be able to use other concepts.
- 4) Limitations of time owned researchers so that opportunities to deepen and expand the results of research is still lacking.

### **Suggestions**

Based on the results of research, discussion, and conclusions obtained, then the suggestions can be given as follows:

- 1) Consider conducting qualitative research methods or mix methods as a complement of this research, to dig deeper in the growth mindset and emotional intelligence as what lecturers have in determining work achievement.
- 2) It is recommended to use structural equation model or SEM to analyze new concept like growth mindset.
- 3) If you want to do a similar research, should choose respondents consisting of different tribes or cultures in order to see whether growth mindset or emotional intelligence in determining work achievement is influenced by cultural factors.
- 4) For future similar research, it is advisable to compare the level of education of respondents. It is to know whether work achievement is also influenced by the level of education.

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## Traumatic Stress On Police: Marital Status and Thinking About Suicide Ideation

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### Abstract

This study aims to determine: (1). How does traumatic stress affect the thought process of suicidal ideation, (2). Differences in levels of traumatic stress and suicidal thinking rate based on marital status. The research data was obtained by giving the Idea Suicidal Scale and Traumatic Stress Scale to the police who served in the Central Java Police area, as many as 49 subjects. Analytical techniques used effective donation analysis and comparison analysis of two groups. The results obtained that (1). Traumatic stress significantly affects the increased scores of suicidal thinking ideas, (2). Compared to unmarried, married subjects had higher mean values in traumatic stress variables and suicidal ideation, in which traumatic stress variables were significantly different. Going forward to examine the phenomenon of suicide police needs to focus on family relationships.

**Keywords:** *police, traumatic stress, marital status, idea of suicidal thinking.*

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### Introduction

The field of work that is part of the comfort of community life is the work of maintaining security and order in society. This field is handled by the police. Everyone who runs the police role has a profession as a police officer. The theories of Gudjonsson and Adlam explain the severity of running a job as a profession. Because the work situation faced by the police is very dangerous, full of chaos and also faced with a strong resistance (Hollin 1993). Not all police can withstand the effects of such conditions, because there are individual differences factors between them. Although in fact in the selection process the psychological potential of them already meet the criteria.

Peak of police cannot afford to face a very dangerous situation, easily seen by the public through the event of a police suicide. Police committed suicide records in Indonesia can be known through the mass media. In 2016 there were recorded 13 policemen killed for committing suicide (Sohutoron 2017, by 2015 there were 5 police officers who died due to suicide (TEMPO.CO 2016). In 2014 there are 3 cases of suicide and 1 suicide attempt, in 2013 recorded 5 police cases committed suicide, in 2012 there are 2 cases of police killed by suicide,

Police work has a pretty frightening risk, namely the emergence of the idea of suicidal thinking. Running a job as a Police is vulnerable to them experiencing and contaminated with traumatic events. Conditions that expose trauma events may increase the rate of PTSD symptoms, increase the risk of alcoholism and the idea of suicide in police (Violanti 2004). When more dug again found a relationship between the state of depression with the idea of suicide (Violanti 2009). Organizational stress, the trauma of critical events, work time, troubled social relationships and alcohol allegiance are factors that can increase the risk of suicidal ideation (Chae and Boyle 2013). Long working hours, very poor and bad working conditions, VIP escort duty, poor attention from superiors can increase stress levels in the police. Prolonged stress can lead to suicidal depression (Sekhri 2015).

The results of research written by Alves, Santos, Nascimento, Ferro, Silva, Tenorio and Nardi (2015) in addition to nurses, the police also have a high risk for increased depression. There are 6 police even considered committing suicide. In circumstances where suicidal considerations have arisen in mind, at almost the same time comes the idea of suicide. The cognitive process whose mind is always anxious it turns out that the thought will make them traumatized, because the calmness of the contents of the mind has been disturbed. The study results also show that the idea of suicidal thinking can be seen through the perspective of marital status. Un married female policewoman suicidal ideals are higher than unmarried ones (Violanti, Fokdulgen, Luenda, and Charles 2009).

The relation between depression and suicidal ideation has been demonstrated, the idea of suicide in female police may increase by 73 percent and in male police the idea of suicide may increase by 67 percent, when both are depressed (Violanti, Fokdulgen, Luenda, and Charles 2009). The more discomforts arise, the more disturbing the peace of mind, and the more traumatized it becomes. The high value in terms of stress-fighting strategies is related to the number of suicidal ideas (Pienaar, Rothman, Fons, Vijfer 2007). The idea of suicide is also explained by the total criteria of PTSD climax, excessive desire can be a major predictor of suicidal ideation, and when tested along with disturbing thoughts, the influence of excessive desire on the idea of suicide can be even more increased (Steyn, Vawda, Wyatt, Williams and Honey 2013).

### **Research Method**

Subjects involved in this empirical survey were the police who served in the Central Java working area, involved accordingly on the willingness of the subject and a complete

response in filling the scale of the study, 49 subjects are willing to complete the scale, with characteristics of at least 3 years of service.

The Traumatic Stress Scale (TSS) is constructed with the concept of 3 choice intervals, with optional interval values from 1 to 3. TSS is made to quantify disruption of the mind and also the inability to control disturbance. Traumatic stress will be manifested in the form of disturbed thoughts and feelings, which result from the inclusion of distractions into conscious mind and feelings. Things that are perceived as a nuisance are: a sad life experience, the thought of something terrible, and something else like about the scary stuff. Lazarus's theoretical approach become the basis for describe stress as a condition that arises because humans respond to everything that presents the discomfort in living life. Stress about internal conditions that reflect emotional strokes (sadness), recalls a frightening and terrifying experience. In other words, traumatic stress is perceived as a disturbed state of mind when thought processes about discomfort (Pienaar, Rothman, Fons, Vijfer 2007 and Steyn, Vawda, Wyatt, Williams, Honey 2013).

The Idea of Suicidal Thinking Scale (IoSTS) is constructed using the concept of differential semantics, the dichotomy of the appropriate and contrary to the state of the self. Subjects fill out based on some conditions that represent about life's end decisions. Interval distance is from 1 to 6. The idea of suicidal thinking is described as a general and thought-filled thought and hope about the serious ideology of the plan and means used to rob itself of life (Sekhri 2015). IoSTS is used to measure the magnitude of consciousness in choosing its suitability with a suicide decision. Descriptions are not only about the mind but also include aspects of emotion. His feelings are filled with no hope of survival. Her mind was overwhelmed by thoughts of no way out, so decided to choose the idea of suicide.

Research data was analyzed by using simple regression technique, that is traumatic stress to be independent variable, and thinking of suicidal idea become dependent variable of research. Traumatic stress becomes the variable that will predict the state of the content of the suicidal thinking variable. Marital status becomes a variable whose data is a nominal number, then used to test traumatic stress levels and think of suicidal ideas between married and unmarried. The analysis was done by testing the differences of two groups.

### **Result**

The results of the analysis found that traumatic stress had a significant effect on thinking of suicidal ideation ( $F = 41.2$ , see Table 1). The results of this analysis prove that the emergence IoST can be caused by traumatic stress conditions experienced by the subject, in

other words, stress conditions can direct the subjects mind to its concious effort to decide to terminate life. Traumatic stress has proven to be an effective contribution to the emergence of IoST ( $R^2 = 47\%$ , see table.1). The results of the data analysis explain that traumatic stress has an effective role to think suicidal ideas. Although under very low traumatic stress, subjects still had a suicidal ideation score of 0.5 (see table.1). When the subject score is 0 on traumatic stress, the subject still has thoughts about the idea of suicide, it is quite possible the thoughts of suicide remain in the subject. This also proves that traumatic stress is not the only variable that can affect the emergence of thoughts for suicide.

Table. 1. Analysis: Influence, Relationship, Comparison and Categorization

Variable	Influence & Relationship	Differences by Marital Status	Categorization of Score
IoST	$R^2 = 47\%$ $r_{xy} = 0.7$ $B = 0.5$ $F = 41.2$	N Married = 36 N Not Married = 13 Mean Marriage = 15.5 Mean N-Married = 14.7 $F = 1.5$ $t = 0.4$	$\leq 23,84 *$ Married = Very low Not Married = Very low
Traumatic Stress	-----	N Married = 36 N Not Married = 13 Mean Married = 37.3 Mean N-Married = 31.5 $F = 6.8$ $t = 1.7-$	$> 32 - 40 *$ Married = low Not Married = Very low

The results of the analysis also found that traumatic stress affects suicidal IoST in a positive pattern. Increased levels of traumatic stress are also followed by an increased IoST state ( $r_{xy} = 0.7$ ). The categories of mean empirical scores on subjects for traumatic stress variables exist in low-category groups, and IoST are in very low categories (note Table 1). Research also obtains categories for both variables through two subject groups. Married subjects had an average grade of 37.3 (see Table 1 and 2 \*), the numbers placed the traumatic stress of the subjects of this study on the lower categories subjects with unmarried status had an average grade of 31.5 (note Table.4), the average value puts the IoST on the subject of

Comparative test results with t-test techniques, the study found a significant difference in traumatic stress between married and unmarried subjects ( $F = 6.8$  and  $t = 1.76$ ). Slightly different from IoST, although the average score on subjects with marital status is greater than unmarried, but the result of t-test analysis did not find any significant difference ( $F = 1.5$  and  $t = 0.4$ ). The difference in mean scores between the two subject groups is not strong enough to explain that there is a significant difference in thinking of suicidal ideals between married and unmarried policemen.

Table. 2. Average Scores Categorization Rate Criterion

Variable	Very Low	Low	Average	High	Very High
Traumatic Stress	$\leq 32$	$>32 - 40 *$	$>40 - <56$	$\geq 56 - <64$	$\geq 64$
IoST	$\leq 23,84 *$	$>23,84 - 34,67$	$>34,67 - <56,33$	$\geq 56,33 - <67,16$	$\geq 67,16$

The mean score of traumatic stress on married policemen contributes to increasing levels of traumatic stress to unmarried policemen. When specified to be a separate group, unmarried policemen with traumatic stress levels are at very low levels. But when merged into one with the married, unmarried policemen enter into low levels of traumatic stress.

The comparison of subjects by sex is 43:6. A total male gender 43 subjects and 6 subjects were female police. Of the 9 male police officers have unmarried status. A total of 4 female police officers are unmarried and 2 police are married. The highest score of traumatic stress is 71, found in a married male police, the score places it in a very high category of traumatic stress. The lowest score for traumatic stress is 26, found in unmarried male policemen (low category). The score describes the range of traumatic stress on subjects moving from low to very high category.

Table.3 Comparison Based on Marital Status

Variable	Marital Status	N	N		Score Min	Mean	Score Max	SD
			Male	Female				
Traumatic Stress	Married	36	34	4	27	37,3	71*	11,6
	Not Married	13	9	2	26	31,5	30	5,1
IoST	Married	36	34	4	13	15,5	52	12,4
	Not Married	13	9	2	13	14,7	20	13,8

The highest score for thinking the idea of suicide is 52, found on a subject whose status is married. While the lowest score is 20, and found on police subjects whose status is not married. The maximum score put thinking suicidal idea on the subject is in the medium category, and the minimum score put the category of subject scores are in very low category. The highest score thinks the idea of suicide on the police is found on one subject (Score = 52), with married status who is also a subject who has a very high traumatic stress (score = 71).

Table. 4. Traumatic Stress Category > Low and Highest Score Findings Traumatic Stress and IoST

Marital Status	Gender	Traumatic Stress	IoST Score
		Score	
Married	Male	56	15
Married	Male	41	13
Married	Male	41	13
Married	Male	59	30
Married	Female	62	25
Married	Male	42	13
Midower*	Male	42	20
Married	Male	60	18
Married	Male	44	13
Married	Male	71*	52*
Married	Male	46	13

The highest score is found on a single subject with married status and male gender. The highest score of traumatic stress on unmarried subjects 30, the category is low. Based on the score then the ratio is 71 on the subject of marital status and 30 on the subject with unmarried status. A considerable distance in terms of the highest score provides information about the chances that greater traumatic stress from the low category is commonly found in married policemen. The results of the analysis found that subjects with a score of 40 (category bigger than low) were 1 on unmarried subjects (widower), and 12 married policemen.

### Discussions

Based on the results of the regression equation on IoST, it is known that even in the state of traumatic stress even though IoST persist on the subject of research. This indicates that the presence of thoughts about the idea of killing can be caused by other variables not just

traumatic stress. Further research needs to consider other variables, such as marital satisfaction. The results also received higher levels of traumatic stress data in the married police. Even the highest score for traumatic stress is also found in police who are married and the male sex.

The results obtained in this study differ from those obtained from Violanti, Fokdulgen, Luenda, and Charles (2009) where the idea of suicide in female police may increase by 73% and by 67% in male police (especially in distress) . The results suggest that in a depressive state, the risk of female police to think about suicide ideation is greater than that of male policemen. The research reported in this paper does not calculate the magnitude of the possibility that male police can risk raising thoughts about the idea of suicide. The gender groupings described in this research report are limited to descriptive comparability only, and in the future require a sharper study to analyze the magnitude of the risk of male police thinking about the idea of suicide.

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## Employee's Voice Behavior: A Literature Review and Conceptual Development

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### Abstract

The term voice has a long history of organizational research, from an economic point of view to organizational behavior. Voice behavior researches have developed rapidly over the past twenty years by viewing voice as an extra role behavior. Voice behavior is the employee's behavior to communicate ideas, suggestions, and concerns about issues related to work or organization. The literature review has found the factors that influence voice behavior. Similarly, various theoretical perspectives have been used to explain the factors that influence voice behavior and how the mechanisms occur. Among them are planned behavior theory, social exchange theory, social learning theory, conversation of resources theory, self-determination theory, affective event theory, emotional as social information, and impression management perspective. This article aims to provide a literature review of the development of voice behavior research as well as explaining the theoretical perspectives used in voice behavior research to date. The authors propose a new perspective of voice behavior research through a positive psychological perspective that will be explained further in this paper.

**Keyword:** *voice behavior, review, perspective*

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### Introduction

The term voice has a long history of organizational research. The original concept was based on Hirschman's theory (1970) Exit-Voice-Loyalty, which was developed from the economics perspective and more related to customers rather than employees. Hirschman (1970) stated that unsatisfied customers had two options when dealing with an unpleasant circumstance: exit or voice. Hirschman (1970) also claimed that a voice could only be applied when a company had loyal customers who wanted to change the corporate's policy and practice. In 1980s, voice researches dominated with the intention of developing Hirschman's model. Rusbult, et al's research (1988) implemented Hirschman's model not to customers but

“neglect”, to the Exit-Voice-Loyalty theory. This theory was then applied in ER (employee relation) by Freeman & Medoff (Bryson, Charlwood & Forth, 2006) who considered that a trade union was able to provide a transformation through voice, the denunciation system and personnel policy based on the level of seniority were used as the reason to lower the number of unemployment. In 1986, Spencer assessed the correlation between the amount of voice mechanism provided and the employees’ retention. In this level, the research relating to organizational behavior (OB) was just begun.

Van Dyne, Cummings, & Parks (1995) wrote on the additional role to the literature concerning on organizational citizenship behavior to start the trend which narrowed the voice’s construction. Voice’s definition includes elements such as, voice’s behavior when challenging status quo, extra-role behavior, voluntary, having no formal reward relating to the voice (Van Dyne & LePine, 1998). How far will employees communicate to their supervisor in order to provide alternative suggestion, ideas, and information about the current issues which can influence the company’s overall performance ?

Researches on voice behavior have developed rapidly in the past 20 years. Various theory perspectives have been used to explain the influential factors of voice behavior and how the mechanism occurs. Some of them are theory of planned behavior (Zhou, Feng, Liu, 2017), social exchange theory (Liu, Zhu, & Yang, 2010; Zhang, Huai & Xie, 2014; Wang et al, 2016) social learning theory (Bai, Lin & Liu, 2017), conversation of resources theory (Ng & Feldman, 2012), impression management perspective (Xue, Song & Tang, 2015), emotional as social information (Liu et al, 2013),. Each perspective will explain further in this article.

According to those researches, most voice behavior researches have studied the mechanism of voice behavior from social exchange perspective aside from other mechanism theories. Although it can provide the explanation regarding the dynamic process of input and output exchange among individuals and organizations, it highlights more on the expected reciprocal and linkage which, eventually, neglecting several facts. First, individual has the positive psychology capital to determine his/her behavior. There are no supporting literature review concerning on the influence positive psychology capital to voice behavior. Second, the pre-existing models were incapable of providing sufficient depiction on the role of individuals’ positive capacity in their professional world. Third, despite the rapid growth, the research’s focuses are still too narrow (Maynes & Podsakoff, 2014). The majority of researchers have used the positive types of voice to challenge status quo (Van Dyne & LePine, 1998). There are other types of voice which have been developed although they do not support the organization based

on Myanesh & Podsakoff's research (2014).

This article aims to provide the literature review on the theoretical perspective which can be applied in voice behavior research. The writer suggests a new perspective on the research of voice behavior through positive psychological perspective by using four types of voice which will be explained further.

### **Employee's Voice Behavior**

Voice is identified as the challenging extra role or promotive behavior in which an employee challenges the status quo pro-actively and recommends a constructive transformation (Van Dyne & LePine, 1998). Voice refers to the concern and willingness at a particular situation where voicers can select their target related to the issue they wish to deliver. According to Van Dyne & LePine (1998), this condition has given the voicers a personal risk. Based on various researches, voice is defined as the promotive behavior which stresses on the constructive expression to fix rather than to criticize. Also, it includes giving an innovative suggestion for making changes and recommending several modifications to the standard procedure even though others may not approve (Van Dyne & LePine, 1998, 2003). Voice is a free behavior in which an employee is able to communicate his ideas, suggestions, concerns or opinions regarding to the related issues at work with the purpose of fixing the organization's or the unit's function. Voice as a behavior is directed specifically to the one who can make the situation better (Morison, 2011, 2014). VanDyne & LePine (2003), Liang, Farh & Farh (2012) define voice behavior as a behavior of expressing support and has constructive characteristics. Voice behavior is categorized into; promotive voice behavior which aims to provide suggestion, encouragement, or support and prohibitive voice behavior which aims to stop, block or halt. In practice, not all individuals give constructive opinions. Maynes & Podsakoff (2014) categorized voice into four types; *Supportive voice* : expression of supporting the policy, program, mission, procedure, etc. shown to support working condition or defending the organization when it is being criticized unfairly. *Constructive voice* is the ideas, information, or opinions which focus on the functional transformation of an organization in working context. *Defensive voice* is an expression of rejection to changes in policy, procedure, program, etc. even though the changes are essential for the organization. *Destructive voice* is an expression of giving a sarcastic opinion, critics, or disparaging the policy, practice or procedure.

Voice also has a wide scope in terms of content. The message delivered through voice can be used as an alternative to fix (VanDyne & LePine, 1998) organizational or working problems (Milliken et al., 2003), unjust or incorrect situation (Pinder & Harlos, 2001), critical

strategic issues (Dutton & Ashford, 1993), or different of opinion to others (Premeaux&Bedeian, 2003). Voice possesses several important attributes such as individual action, publicly conducted, aiming at the authority or status quo, possible disagreement from others which can also be a potential conflict that can damage the personal relationship at the office (Maynes&Posakof, 2014). To be considered as voice, a behavior must fulfil the criteria such as, it must be communicated, relevant to the organization’s interests, focusing on the working environment, accepted by others in the organization (Maynes& Podsakoff, 2014).

**Employee Voice Behavior’s Influential Factors**

The very basic question in voice behavior is why a person does or does not do it. The basic assumption on the voice literature is that this is a constructive and pro-social behavior (Van Dyne et al, 2003). In other words, motive holds the key in directing voice behavior to assist the organization’s performance to be more effective. An employee who fails in giving voice does not have that motive, thus he remains in silent. Hence, this means that despite possessing potential information (suggestion, information related to the issues, or different opinions) and pro-socially motivated, he refuses to share with others due to several other considerations. There is also a possibility of other motives (Morrison & Milliken, 2000, Van Dyne, Ang & Botero 2003). In addition, the employee itself considers the positive and negative consequences from this voice behavior. This is related to the employee’s judgement whether the voice is an effective tool (perceived self-efficacy) or it has the potential risk of causing a harmful impact (psychological safety). Morison (2011) divided the factors influencing voice into contextual and individual factors. Contextual factor includes the organization’s formal structure, organization’s culture, work group size, supervisor openness, and style of leadership. Individual factor includes job attitude, personality, experience and tenure, full-time versus part-time, position and status, role definitions, performance history. Morrison (2014) then divided the factors influencing *voice behavior* into motivating (motivator) and inhibiting (inhibitor) factors.

Table 1. Motivating and Inhibiting Factors of *Voice Behavior* (Morison, 2014)

	Motivators	Inhibitors
Individual Disposition	Extraversion Proactive personality	Achievement orientation

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	<p>Assertiveness</p> <p>Conscientiousness</p> <p>Duty orientation</p> <p>Customer orientation</p>	
<p>Job and organizational attitudes and perception</p>	<p>Organizational identification</p> <p>Work-group identification</p> <p>Felt obligation for change</p> <p>Job satisfaction</p> <p>Role breath</p> <p>Control or influence</p> <p>Organizational support</p>	<p>Detachment</p> <p>powerlessness</p>
<p>Emotions, beliefs and schemas</p>	<p>Anger</p> <p>Psychological safety</p>	<p>Fear</p> <p>Futility</p> <p>Image or career risk</p>
<p>Supervisor and leader behavior</p>	<p>Openness</p> <p>Consultation</p> <p>Leader-member exchange</p> <p>Transformational leadership</p> <p>Ethical leadership</p> <p>Leader influence</p>	<p>Abusive leadership</p>
<p>Other contextual factor</p>	<p>Group voice climate</p>	<p>Job and social</p>

	Caring climate	stressor
	Formal voice mechanism	Climate of fear or silence
		Instrumental climate
		Hierarchical structure
		Change-resistant culture

Chamberlin, Newton & LePine (2017) did a meta-analysis based on the motivating and inhibiting *voice behavior* (Morrison, 2014) and found that the dominating variables influencing *voice behavior* are *personal initiative, feeling responsible, engagement, leader-member exchange, and positive work climate*.

**Employee Voice Behavior Theoretical Perspective of the Previous Researches**

**1. Social Exchange Theory**

There have been numerous voice behavior researches based on social exchange theory (SET). SET considers that relationship develops through time, depending on each individual's obedience to the rules and regulations. It also relies on the attention to reciprocity (Cropanzano & Mitchell, 2005). This perspective describes that individuals having a positive experience at work will reply by giving voice more often and intensively (Ng & Feldman, 2012). They will give their voice when there is a trustable exchange of relations, positive relations to supervisors and co-workers (Cheng et al, 2014) and satisfaction. Employees with higher level of work satisfaction will be more active in giving their voice regarding their organization's problems or digressions (Zhang, Hu, & Qiu, 2014).

**2. Theory of Planned Behavior**

The theory of planned behavior provides the theoretical framework for the emergence of planned behavior. This theory presents three factors which can influence a person's motivation to conduct a planned behavior. Individuals need to positively evaluate their behavior (positive attitude), individuals need to understand behavior as the expectation of norms' pressure (subjective norms) and individuals must possess adequate control to those

behaviors (perceived behavioral control). Liang, Farh&Farh (2012) explained that psychological safety, feeling obligated for constructive change, and organization-based self-esteem have an impact to the employees' positive attitude evaluation towards their voice which can be identified from their voice's pressure on the norms and considered easy to be done. Liang, Farh&Farh (2012) supported that when the antecedent interacts to each other, it will affect voice behavior.

### **3. Social Learning Theory**

Social learning theory underlines that people study various behavior through sighting, observing, and imitating role model (Bandura, 1977, 1986). By observing the role model's behavior, an individual can develop the knowledge concerning on the connection between behavior and its consequence. An individual learns from their trusted people's behavior which occurs from time to time. This may happen when observing the role model who comes from higher rank or status displaying a well-mannered attitude. Bai, Lin & Liu (2017) applied social learning theoretical model to explain the correlation between ethical leadership and voice behavior, whether ethical role modeling can mediate the relevance between perceived ethical leadership and voice behavior.

### **4. Conservation resources theory**

Conservation of resources (COR) can also be used to illustrate individuals who use their voice as a response towards a depressing working situation (stress). COR directs voice behavior more to individuals' perspective – self-directed. Hobfoll (Ng &Fieldman, 2012) claimed that individuals are motivated to obtain, protect and defend their resources (including time, energy, physic, emotion and attention) to deal with a hectic situation. COR theory assumes that hedonic individuals are encouraged to obtain and conserve their resources. This means that they want to build their comfort zone and avoid any situation which can cost their valuable resources. Based on this theory, individuals use voice as means to conserve and obtain resources. Resources conservationstates that under pressured individuals may use a little amount of voice because they consider that it is a waste of energy. Meanwhile, resources acquisition considers that under pressured individuals might use more voice by considering the importance of the gaining more resources to reduce their stress. Consulting to their supervisor or colleagues can be considered as their way of gaining extra additional resources as an attempt to solve their problems. Ng &Felman (2012) discovered the connection between stressors and strains at work to voice behavior. There is a positive correlation between voice behavior and performance (in-role performance ,implementing new ideas and creativity).

## **5. Emotional as social information**

Van Kleef (2009) pointed out emotional as social information (EASI). An individual's emotion has the capability to influence others through 2 mechanisms :emotional contagion process(a leader's affect generates employees' affect which can influence attitude and behavior); signaling process (a leader's cognitive affect is judged by employees and it influences their attitude and behavior). Emotional contagion occurs when an individual "capture" other people's emotion, they do not realize that they have imitated other people's emotion from their facial expression, voice, and gesture. Emotion can be transferred more easily by individuals with higher level of power compared to the equal ones. Leader – member interaction takes place when a leader has a positive mood, thus the member will have positive experience. Signaling process happens when the employees assess their leader's affect such as, vocal tone, facial expression, and gesture. A leader showing positive affect will be considered as a happy leader and this will influence the employees' attitude and behavior. Liu et al (2013) discovered that affect plays a significant role in the interaction between leadership and subordinate, which will influence voice behavior.

## **6. Affective Event Theory (AET)**

AET focuses on the structure, cause and result of affective experience at the office which, eventually, influence the employees' attitude and behavior. Affective experience can generate spontaneous attitude whether it is a good or a bad one. It can also contribute to the decision making process such as the desire to resign from work. Leadership can be the source of subordinate's emotion at the office. Employees' emotion's intensity and frequency are closely related to job satisfaction.

Subordinate attitude gives birth of behavior (judgement driven behaviors). The high social identity can make individuals accept the value and meaning of their group so that they can contribute to the group's development. Ge, Tian & Fu (2012) found that a leadership transformation can be influential on the subordinate's positive emotion and social identity. This can lead to *voice behavior*.

## **7. Self-determination theory**

According to theoretical perspective, voice behavior is a form of self-management and self-determination since it is a self-established behavior (Morrison, 2011) where someone consciously considers the positive and negative impact of a decision. As a result, the support given is the critical key to motivate the employees' involvement in voice behavior. At the work

place, a supervisor should be regarded as a resourceful person and, normally, employees consider the support given by their supervisor as the indicator of the organization's support. Ho (2017) discovered that an effective support from a supervisor can provide his subordinates with the satisfaction of basic psychological needs. This will produce the pro-social self-determination motivation which can encourage the employees to produce voice.

### **8. Impression management perspective**

Impression management (IM) views individuals from social interaction function as the actors who display their characteristics depending on the situation and *audience*. From this interaction, actors can put themselves in a better position to reach their goals by creating good influence to both situation and *audience* (environment). Hence, in impression management, behavior is directed to the goals that they want to accomplish. There are three types of motivation in IM : (1) the relevance of objective in terms of image, image building value, and the difference between the image currently and the desired one. A person's basic motive is to be positively recognized by others which makes actors to give their best attempts in displaying the appropriate behavior so that the "target" can see what they have been doing. Employees communicate to build a positive image and boost their reputation as an assisting contributor. Thus, actually, they do it for their own sake not for the sake of the organization.

### **Voice Behavior in Positive Organizational Behavior Perspective**

Luthans (2002) explained that Positive organizational behavior (POB) focuses on a particular positive construction. POB is defined as the study of implementing positive human resource strength and psychological capacity which can be measured, developed and managed effectively to improve working performance. POB lays its foundation on the psychological construction which is based on the criteria such as : provable theory, focusing on scientific research, positively oriented and consistent to other positive psychological element, having a valid and reliable measurement, open for further improvement and management, related to working attitude, behavior and expected as well as measureable performance. It gave birth of psychological capital (Luthans & Youssef, 2004). Luthans & Youssef (2007) defined psyCapas an individual's positive psychological condition with characteristics like having the confidence (self-efficacy) to take action and making necessary attempts to finish challenging tasks, having positive attribute (optimism) in achieving present and future success, having the determination to strive for reaching the goals (hope), and having the strength to survive and recover when weathering the storm (resilience).

### **Psycap Hope**

Snyder, Irving and Anderson (Luthans et al., 2007) depicted hope as a positively motivated condition based on the interaction between the desire to achieve success from the agency (the energy to reach the goals) and pathways (the plan to reach the goals). Agency is defined as the physical and mental energy to reach goals (willpower) while pathways are the ability to identify opportunities and alternatives to reach it (waypower) (Snyder et al., in Avey, Luthans, Smiths, and Palmer, 2010). This means hope is the positive motivation condition which is based on the interaction between agency and pathways in reaching the goals. In other words, hope is the ability to direct itself to reach the goals diligently. Researches have proven that hope is related to performance, job satisfaction, work happiness, and organizational commitment (Youssef & Luthans, 2007). Paterson & Byron (2008) recorded that a management with high level of hope has better performance and is able to produce better work-related problem solution. This finding supports Van Dyne & LePine (1998) who declared that voice is a form of behavior which put the stress on constructing expression to fix the situation.

*Preposition 1: there is a correlation between psycap hope and voice behavior*

### **Self-Efficacy**

Stajkovic and Luthans (Luthans et al., 2007), stated that *self-efficacy* is the self-belief and confidence in order to generate motivation, cognition or any means necessary to complete a task in a particular context. Nelson and Cooper (2007) argued that *self-efficacy* is a certain dimension in a person which refers to the sensitivity to changes and self-improvement to become more positive with minimum external intervention. Efficacy has often been supported as a significant contributor to function effectively under stress, fear, and challenge, primarily due to one's perceptions of personal control (Bandura & Locke, 2003). Voice behavior is closely related to the employees' consideration of the possible consequences whether positive or negative. This means that they will judge if voice can be considered as something effective or not (perceived self-efficacy) (Morison, 2011). Duan, Kwan, Ling (2014) found that voice efficacy is able to moderate the linkage between leadership and voice behavior.

*Preposition 2: there is a correlation between psycap efficacy and voice behavior*

### **Resiliency**

From the clinical psychology perspective, Masten and Reed (Wright, Masten, & Narayan, 2013) defined *resiliency* as a phenomenon which has the characteristic of positive adapting pattern to downturn context. Meanwhile, from *psychological capital*, this is broadened to become the ability to rise back up after suffering from a downturn, in some case,

even to a better condition than before. Resilience itself means the ability to stand back up after a hard fall, the ability to do positive and challenging actions (Luthans, 2005). Luthans et al. (2007), “*resilience is the capacity to rebound or bounce back from adversity, conflict, failure, or even positive, progress, and increased responsibility*”. This means that a resilient person will be able to bounce back after suffering from a failure. Avey, Reichard, Luthans & Mhatre, (2011) recorded that resilience is related to working performance. One has the coping ability to adapt with a hostile, stressful and highly dysfunctional environment for both individual and organization. (Luthans, Morgan & Avolio, 2015)

*Preposition 3: there is a correlation between psycap resiliency and voice behavior*

### **Optimism**

*Optimism* is the internal response towards a certain condition. According to Nelson and Cooper (2007), *optimism* is the belief of viewing a particular desired situation as a part of power and control of something which continues in the future although the situation may be different. *Optimism* makes a person become persistent, able to accept failure and recover to fight another battle. This is possible as the individual is confident in one’s ability to weather the storm and achieve success (Seligman, 1998).

Individual with self-optimism when facing problems will consider those problems as merely temporary and think positively to see that every cloud has a silver lining. This also means that a person can be more productive, independent, opened to new ideas at work. By opening to new ideas, individuals can communicate their ideas, suggestions, concerns and opinions relating to the problems at work which are reflected in their voice behavior (Morrison, 2011, 2014).

*Preposition 4: there is a correlation between psycap optimism and voice behavior*

### **Summary**

Based on several literature reviews, researchers have been conducting many researches and concluded that there are factors which can influence voice behavior. Morrison (2011, 2014) categorized those factors into contextual, individual, job & organizational attitudes and perceptions, emotional, belief and schemes, supervisor’s and leader’s attitude including the style of leadership applied. However, Morrison (2011, 2014) and Chamberlin, Newton & LePine (2017) realized that apart from personal factor, individual’s positive characteristics were yet to be discussed in the review. On the other hand, several theoretical perspectives have been chose to illustrate the research on voice behavior. Even so, positive psychology perspective still has not found its place in the research, especially relating to the individual’s

capital to apply voice behavior. Individuals possess psychological capital as the positive psychology condition with characteristics such as having the confidence (self-efficacy) to take action and give any necessary attempt in completing challenging tasks, the positive attribute (optimism) to the present and future success, the diligence to reach the goals, and the ability to survive against all odds and overcome anything to reach success (resiliency). This *psycap* is projected to generate voice behavior.

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## The Influence of Personal Factors and Family Involvement on Career Adaptability among 9<sup>th</sup> Grade Students in Indonesia

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### Abstract

This research examined the influence between personal factors and family involvement on career adaptability among 9<sup>th</sup> grade students. The concept of career adaptability was proposed by Savickas (1997) as an individual's readiness to overcome predictable and unpredictable tasks in the career preparation process. This career adaptability is embodied as an important psychosocial construct for every individual (Savickas & Porfeli, 2012). This research measured some personal factors such as proactive behavior, career decision making self-efficacy, and academic self-concept. While the family involvement factors of the career adaptability development are measured from the perception of family functioning, role of grandparents, and sibling relationship. Data collected from 1100 participants of 9<sup>th</sup> graders in Jakarta and Depok. This research shows that there are influences from all personal factors and family involvement to career adaptability among 9<sup>th</sup> grade students.

### Keywords:

career adaptability; personal factors; family involvement; 9<sup>th</sup> grade student

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### Introduction

Preparing education carefully is important career developmental task (Super, 1954), especially in adolescence (Skorikov, 2007). Someone who high achiever in high school is easier to cope with developmental tasks on the next education level, such as planning, and exploring, on career choices and skilled in decision making to gain satisfaction in their education or occupation (Super, in Indianti, 2015). In Indonesia, the decision for university majors begin at 9<sup>th</sup> grade when students take the next education. Students has to decide their enrollment between regular high school (SMA) or vocational high school (SMK) before entering 10<sup>th</sup> grade, since the new government policy of Kemendikbud Republik Indonesia No. 64 year 2014 was stated.

Based on the initial study of twelve 9<sup>th</sup> students in Depok City, 66,7% respondents' claims that they have figure out their career education in the future, but they do not know to

implement their future view. Besides, 58.3% respondents claim that they have not heard of the regulation change that has been run in the past two years. These findings indicate that 9<sup>th</sup> grade students of the initial study haven't prepared their future education clearly. This might be a potential problem if students cannot plan their future career education. Students with limited information and planning potentially choose the majors not based on their abilities and interest. In the long term, students will find difficulties in achieving life satisfaction, as well as decreasing their future welfare.

Individual who plans education carefully more adaptive when they find constraints in achieving their goal and called career adaptability (Savickas & Porfeli, 2012). Career adaptability defined as the readiness to cope with the predictable developmental tasks and participating in the work role and with the unpredictable adjustments prompted by changes in work and working conditions (Savickas, 1976; 1997, p. 253). Career adaptability consist of four dimensions (Savickas & Porfeli 2012; Hirschi 2009; Savickas 2005): 1) Concern - thinking about one's career throughout life; 2) Control - taking responsibility for the chosen career; 3) Curiosity - being inquisitive about work and work ability information; 4) Confidence – self efficacy beliefs about one's ability to choose a career. Career adaptability determines individual success when facing critical phases in career development. In educational setting, the first career transition usually occurs when students choose type of school and majors.

There are factors that can build one's career adaptability, internal and external. Savickas (in Lent & Brown, 2013) stated that career building process is developed by individuals according to their personal and experiences. Career adaptability becomes an active system that determine students' adaptation development process. This study will take proactive behavior, career decision making self-efficacy, and academic self-concept as internal factors influence in building career adaptability and there are siblings relationship and the role of grandparents that influence career adaptability construction.

### **1. Proactive behavior**

Proactive behavior is exploratory behavior include gathering information to change existing circumstances or to gain new opportunities, the more proactive individual the more explorative their behavior (Bateman & Crant, 1999; Cai et al, 2014). Exploration indicate individual's career curiosity, one of the dimensions of career adaptability (Savickas & Porfeli, 2012). A proactive individual cares and curios about his future career by exploring a great deal of information related to himself and environment.

Some studies in college students shows a positive relationship between proactive behavior and career adaptability. These studies indicate that individuals with good proactive behavior will be able to find adequate information they need to develop a good career adaptability in the future (Tolentino et al., 2014; Hou, Wu, and Liu, 2014). When individuals faced circumstances involving changes in careers, individuals with good proactive behaviors will look for ways to change their current state, be active in seeking opportunities, and take the action necessary to make their situation better (Hou, Wu, & Liu, 2014).

## **2. Career Decision Making Self Efficacy (CDMSE)**

Pajares and Urdan (2006) explains that self-efficacy should be specific according to specific tasks. In the context of career psychology and counseling, self-efficacy takes a big part in career decision making, which called career decision making self-efficacy. Researches show that one's internal motivation in organizing and achieving a specific behavior, such as self-efficacy, can predict career adaptability significantly (Hirschi, 2009; Gunawan, 2013).

Taylor and Betz (1983) described career decision making self-efficacy (CDMSE) as an individual's degree of belief that he or she can successfully complete tasks necessary to making career decisions. Taylor and Betz (1983) presented a framework in defining and operationalizing the skills needed in career decision making using the Crites Career Maturity Model (1978). Five such frameworks are accurate self-assessment, job information collection, goal setting, plan-making, and problem-solving.

## **3. Academic Self Concept**

Achievement experiences predispose individuals' perception of their ability, that is, their self-concept (Bong & Skaalvik 2003). In academic areas, students' self-concept involves their perception and evaluation of their academic abilities, called academic self-concept (Marsh & Ronda, in Ordaz-Villegas et al. 2013). Students with positive academic self-concept have confidence about their academic competencies (Bong & Skaalvik, in Ordaz-Villegas et al. 2013), and they can develop and execute strategies to overcome obstacles (Gonzales-Pineda et al., in Ordaz-Villegas et al. 2013).

In junior high school students, the ability to develop high academic performance, make students confirm and raise their academic self-concept. Student's academic self-concept consists of four factors (Ordaz-Villegas et al. 2013): 1) Self-regulation—positive attitude toward acquisition of knowledge and the learning process; 2) General intellectual abilities—ability to process and use information effectively in a specific situation; 3) Motivation—attraction to a particular task or objective that encourages a strategy search and the analysis

required to satisfy the attraction within an established program; and 4) Creativity—approaches that generates a sensibility toward problems and difficulties in knowledge, finds solutions, and makes strategic decisions.

#### **4. The role of Grandparents**

In the 20th century, large families, especially grandparents, have an authoritative role and contribute significantly to family functioning including sharing experiences in parenting (Burnette, Sun & Sun, 2013). The term extended family is a member of the biological family that directly affects or household family (Holst, 2014) include grandparents, uncles, aunts, and cousins (Anderson, Margaret, Taylor, 2006 in Holst, 2014). In Indonesia it is usual there are large families such as uncles, aunts, and grandparents in the house. Grandpa and Grandmother as one of the biological family members, also have a role to grandchildren. The grandparents 'past experience, plays a real role in grandparents' attitude towards grandchildren (Pujiatni & Kirana, 2014).

Naturally, the presence of grandparents play the mentor role (McFadden, 2001), that they provide imagination, inspiration, and motivation (Hagestad, 1985 in McFadden, 2001). There are three dominant types of interaction between grandparents and grandchildren: 1) formal, 2) seekers of pleasure, and 3) distance figures. The formal type describes the involvement of grandparents to grandchildren. The second type of pleasure seekers where the grandparents is still relatively young so they still have the energy to perform various activities with grandchildren. The third type has characteristics that are contrary to the second type and hardly contribute to grandchildren (Neugarten & Weinstein, 1964 in Santrock, 2004).

McFadden's (2001) study, finds out grandparents support in the selection of career grand children, would like to be further examined whether the role of grandparents has a positive and significant relationship to the career adaptability. Career adaptability 9th grade junior high school students are important because they have to choose High School or Vocational High School. Once they enter the 10th grade, according to the latest regulation from Peraturan Menteri Pendidikan dan Kebudayaan (2013) the majors are done.

#### **5. The role of siblings**

Career adaptability is influenced by many factors, such as being family member (Hirschi, 2009). In the family children facilitated with directions and information of their interest and aptitude in certain careers. Sibling relationship is developed in a family between brothers and sisters. Sibling relationships is the total interaction (physical, verbal, and nonverbal communication) from two or more individuals that have the same biological parents where they

are have a connection in knowledge, perception, attitude, belief, and long-term feelings.

Sibling relationship has a big influence in the individual's development ( Cicirelli, 1996; Yeh,2004). Studies related to either sibling relationship and career adaptability in Indonesia is still limited. Some researches find out sibling relationship with achievement motivation(Mirah, 2014), parent attachment with career adaptability (Khusna, 2016).

### **Method**

This research consisted of two studies. The first study is to examine the effect of personal factors on career adaptability. The second study is to investigate the impact of family involvement factors on career adaptability. In both studies, Career Adaptability variable operationally defined as total score obtained from the sum of each item response from the participant in Career Adapt-Abilities Scale (CAAS) by Savickas dan Porfeli (2012). The meaning of this score is the higher the total score obtained by the participant indicates, the greater career adaptability owned by the participant. CAAS consists of 24 favorable item from four dimensions of career adaptability, namely concern, control, curiosity, dan confidence. The measuring instrument using the 5-scale Likert-type answer, range from not suitable to very suitable. Score range between 24 (lowest) to 120 (highest). The result of CAAS-IF try out show that this instrument was found to be highly reliability (24-items,  $\alpha= 0.899$ ).

#### **Study 1.**

Personal factor variables consist of proactive behavior, career decision-making self-efficacy, dan academic self-concept. Proactive behavior (PB) variable operationalized as total score obtained from Proactive Personality Scale (PPS). This measurement tool adapted from Seibert, Crant, and Kraimer (1999). The meaning of this score is the higher the total score obtained by the participant indicates, the more proactive behavior that participant has. PPS consists of 10 items, and based on the try out the measurement tool has reliability coefficient of 0.75.

Career decision making self-efficacy (CDMSE) variable defined operationally as participant total score obtained from Career Decision Making Self-Efficacy Scale in Short Form (CDMSE-SF) developed by Taylor and Betz (1983), that has been modified by Sawitri (2008) in her research. The meaning of the score of this measuring instrument indicates that the higher the total score obtained by participants means that, the higher self-efficacy that the participant has. The self-efficacy measure of career decision making used in this research is Career Decision Making Self-Efficacy Scale in Short Form (CDMSE-SF) of Taylor and Betz (1983) which has been modified by Sawitri (2008). Based on the results of reliability testing

and item analysis performed, measuring tool modification results Sawitri (2008) has a value of Alpha Cronbach coefficient of 0.912 with a different item power index of 0.063-0.744. The researcher then adapted the CDMSE-SF measurement tool that has been modified by Sawitri (2008) by changing the context of the transition from high school to college with the transition from junior high to high school. This change is to fit the background and purpose of the study. The try-out phase results yield the reliability score of 0.878. Although there are three items have item-total correlation value below 0.2, researcher prefers to revise the sentences of each article to be more appropriate.

The academic self-concept variable (ASC) operationally defined as the total score obtained by participants after completing items in the Academy Self-Concept for Adolescence (ASCA) Scale (Ordaz-Villegas, Acle-Tomasini & Reyes-Lagunes, 2013). The higher the total ASCA Score score obtained by the participant, the higher the self-concept of the academic self he has. This measuring instrument consists of 16 statements constituted by the four factors of self-concept of academic, namely self-regulation, general intellectual ability, motivation, and creativity.

## **Study 2.**

Family involvement variables consist of the sibling relationship and expectation of grandparent role. The sibling relationship variable (SR) operationally defined as the total score of participants obtained from the Lifespan Sibling Relationship Scale (LSRS) measurements prepared by Riggio (2000) and adapted by Mirah (2014). The meaning of the score of this measuring instrument indicates that the higher the total score obtained by the participants shows, the higher the relation among the participant's sibling. LSRS consisting of 42 items. The researchers eliminated two items into 40 items consisting of 6 dimensions: CA (Child Affection), AA (Adult Affection), CC (Child Cognition), AC (Adult Cognition), CB (Child Behavior), AB (Adult Behavior). The test results of the reliability of this measuring instrument are 0.585-0.839. Sibling relationship was measured using the Lifespan Sibling Relationship Scale (LSRS) developed by Riggio (2000) and adapted by Mirah (2014). This tool consists of 42 items. Researcher eliminated two items for this study, thus only 40 items used in this study. This tool has a total from six dimensions, which are child affection, adult affection, child cognition, adult cognition, child behavior, and adult behavior. The measuring instrument using the 4-scale Likert-type answer, range from not suitable to very suitable. Score range between 42 (lowest) to 168 (highest). The result of LSRS try out show that this instrument was found to be highly reliability (42-items,  $\alpha = 0.940$ ).

The expectation of grandparent role (GR) variable operationally defined as the total score of participants obtained from the Expectation of Grandparent Scale (McFadden 2001). The meaning of the score of these two measuring instruments indicates that the higher the total score obtained by participants shows, the higher the expectation of the role of grandparents. Measurement of student expectation on the role of grandparents using Expectation of Grandparent Scale from McFadden (2001) adapted from Kennedy (1990). Of 35 Kennedy items, McFadden used 22 role items that researchers used in this study with a reliability value of .075. These 22 items focus on the grandparents' role of grandchildren's expectations of the ideal grandparents. This measuring tool has two unfavorable items on item number 21 and 22. The lowest score is 22 points, and the highest score is 88 points.

The result of instruments try-out shows that all research instrument that were used in this study have established considerable to good reliability and validity. Therefore, the instruments are suitable to be used in this study.

#### Procedures

The tryout test phase of the instruments performed in some junior high schools in Depok and Jakarta. About 101 participants of 9th-grade students (33 males and 68 females) were asked to fill the questionnaires. The test results show the reliability of all measuring instruments ranging from 0.585-0.912. The questions of demographic data are about gender and non-academic activities.

#### **Study 1.**

Participants in this first study were 704 9th graders of junior high school, aged between 13-17 years old, from several high schools in the city of Depok. Before filling out the questionnaire sheets, participants were asked to fill out an informed consent sheet containing approval to be a participant in the study. Then the participants fill out the questionnaire by using a self-report method. The questionnaires consist of a series of questions on demographic data (such as gender and non-academic activities), and research tools, namely career adaptabilities scale, proactive personality scales, career decision making self-efficacy and academic self-concept. While working on the questionnaire, participants get an explanation on how to fill it. Filling in these questionnaires takes about 30-40 minutes.

#### **Study 2.**

Participants in this second study were fewer, i.e., 591 students. Of the total number, students who meet the requirements by the characteristics of participants (live with

grandparents) are 66 students, so the data processing only is done on the data according to these characteristics.

The data retrieval procedure performed in the same way as in the first study. Before filling out the questionnaire sheets, participants were asked to fill out an informed consent sheet containing approval to be a participant in the study. Then the participants fill out the questionnaire by using a self-report method. The questionnaires consist of a series of questions on demographic data (such as gender and non-academic activities), and research tools, namely career adapt-abilities scale, sibling relationship and expectation of grandparent role. All of these measuring instruments have been translated into Indonesian and have tested for the results of using this translated version. While working on the questionnaire, participants get an explanation on how to fill it. The process of filling in these questionnaires takes about 30-40 minutes.

## Results

### Study 1

Result of Proactive Behavior, Career Decision-Making Self-Efficacy, and Academic Self-Concept with Career Adaptability

The mean score of proactive behavior was  $M = 52.31$ , with  $SD = 6.161$ . The mean score of career adaptability was  $M = 90.21$ , with  $SD = 9.671$ . The result shows that proactive behavior and career adaptability were significantly correlated,  $r = 0.59$ ,  $p < .01$ . There is a positive relationship between proactive behavior and career adaptability. The higher proactive behavior of individuals, the higher their career adaptability and vice versa.

The mean score of career decision making self-efficacy was  $M = 4.51$ , with  $SD = 0.44$  and the mean score of career adaptability was  $M = 90.21$ , with  $SD = 9.671$ . The result shows that career decision making self-efficacy and career adaptability were significantly correlated,  $r = 0.627$ ,  $p < .01$ . There is positive relationship between career decision making self-efficacy and career adaptability, where the higher individual's career decision making self-efficacy, the higher the adaptability of their careers and vice versa.

The mean score of academic self-concept was  $M = 54.97$ , with  $SD = 7.51$ . The mean score of career adaptability was  $M = 90.21$ , with  $SD = 9.671$ . The result shows that academic self-concept and career adaptability were significantly correlated,  $r = .65$ , ( $p < .01$ ). The result shows that there is a positive relationship between academic self-concept and career adaptability, where the higher academic self-concept of individuals, the higher individual's career adaptability and vice versa.

Regression analyses using anova, give value  $F = 317.481$ , sig.  $.000$ . The three variables, proactive behavior, Career decision making self-efficacy and academic self-concept are significantly predictors to Career adaptability with contribution: proactive behavior give coefficient  $Beta = .200$ , career decision making self-efficacy give coefficient  $Beta = .31$ , and academic self-concept give coefficient  $Beta = .375$ .

## Study 2

### Result of Sibling Relationship, Students' Expectation of Grandparent Role and Career Adaptability

The mean score of sibling relationship was  $M = 108.93$  with  $SD = 18.371$ . The score means that sibling relationship is high. Likewise, mean for career adaptability was  $M = 92.08$  with  $SD = 9.077$ , and can be interpreted as high. The result analysis with with Pearson Correlation shows that sibling relationship and career adaptability were significantly correlated,  $r = 0.294$ ,  $p < .01$ . The result shows that there is a positive relationship between sibling relationship and career adaptability. It can be concluded that the higher sibling relationship of students, the higher adaptability of their careers, with  $0.086\%$  variance of career adaptability can be explained by sibling relationship.

The mean score of students' expectation of grandparent role was  $M = 66.15$  with  $SD = 7.311$ , and can be interpreted as high. Likewise, mean for career adaptability was  $M = 92.14$  with  $SD = 9.180$ . The score means that career adaptability was high. The result analysis with with Pearson Correlation shows that students' expectation of grandparent role and career adaptability were significantly correlated,  $r = 0.236$ ,  $p < 0.01$ . The result shows that there is a positive relationship between students' expectation of grandparent role and career adaptability. It can be concluded that the higher students' expectation of grandparent role in students, the higher adaptability of their careers.

The analysis using Anova found that sibling relationship give coefficient of  $Beta = .158$ , and students' expectation of grandparent role give coefficient of  $Beta = .054$ . Based on the weak contribution of the two variables, the further regression analysis was undone.

## Discussion

All of internal factors, proactive behaviour, Career decision making self-efficacy and academic self-concept are significant predictors for career adaptability. Further the result indicate that academic self-concept give highest correlation to career adaptability. It means academic self-concept has strong relationship toward career adaptability. As mention before students with positive academic self-concept have confidence about their academic

competencies, and so they can decide their career academic choice easier. This study proved that academic self-concept is a basic condition for students to build career adaptability. Academic self-concept is a picture of the self that individual percept about what they can do in academic area. When students have positive academic self-concept they can build proactive behavior more effective, even they have strong career decision making self-efficacy.

The implication of this study is clear that internal factor such academic self-concept, proactive behavior and career decision making self-efficacy are factors contribute in building career adaptability. It is important for students to have positive and good academic self-concept so they can build strong adaptive skill in their career and doing some implementation such as showing proactive behavior in achieving their career include make a career decision clearly.

Meanwhile, the research purpose was also intended to find the effect of external factors, in this study the factors are sibling relationship and students' expectation of grandparent role. All of external factors, have weak contribution to career adaptability. It means the two variables has weak relationship toward career adaptability.

Based on this result, we can say that internal factors has stronger relationship than external factors. When students are confidence about their academic competencies and have positive academic self-concept, then they can have firm decision about their career choice, and may not importantly consider what things that their sibling or grandparent might say. Although sibling and grandparent also have role in preparing students career adaptability, but the relationship may not as high as parents' involvement. This finding is a confirmatory from previous research which conclude that parents have large contribution in preparing students' career adaptability, especially in Indonesia.

This study proved that to develop career adaptability in students, especially in 9<sup>th</sup>-grade students, there has to be intervention to be done to strength the internal factors. The intervention can be done by parents or school, to help students develop their career adaptability. It is important for students to have positive and good academic self-concept so they can build strong adaptive skill in their career and doing some implementation such as showing proactive behavior in achieving their career include make a career decision clearly

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### Declaration of Interest

The authors report no conflicts of interest in this work.

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## Perceived Needs Of Employee Counseling Among University Staff

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### Abstract

Workplace or employee counseling has emerged as the latest component of human resources to attract and retain the best employees and improve the quality of labor. In a fast-paced business world today, almost no organization is free from stress or a stress-free employees. Therefore, many companies have integrated counseling services within their organization and make it a part of their culture. This article reports the results of a survey on employee's perception about their needs of employee counseling in Universitas Islam Indonesia. Subject were 55 administration staff in Universitas Islam Indonesia. Data were collected by administering surveys with closed-ended questions. The results indicated that 60% subject perceived that employee counseling are needed. However, differences existed on the basis of gender, age and duration of work. Implication for practice and future research are discussed.

**Keywords:** *perceived needs, employee, counseling*

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### Introduction

Having a motivated and capable workforce are very important for an organization. However, in today's fast-paced business world, almost no organization is free from stress or stress-free employees, including in the education world. Government regulations and demands on National University Standards also make university staff or employees face through the stress of higher responsibility, completing the targets, work-load, meeting deadlines, relations with subordinates or colleagues, system of the work, work-life balance, lack of time or may have personal problem in day to day life. This problem starts affecting their work, their career and their performance in job.

Problems faced by employees generally divided in two, personal issues and work-related issues. Viewed from the source, the problem generally comes from internal and external sources. Internal sources emerged from within such as employee's personality. Furthermore, the external environment can also be a source of problems for employees such as a less conducive working environment, excessive workload, and family problems that impact on the readiness to do the job. In short, the negative potential for the emergence of problems, so big

and this should be anticipated by management so that the problem can be avoided and minimized to the minimum, so that both personal performance and organizational performance is more optimal.

In an environment that is highly stressful, staff are more likely to complain about frequent illness, poor relationship with colleagues and supervisors, higher incidence of office romance and times wastage through spending most time on the internet and taking long breaks during working hours. These challenges have a potential for work-related stress among employees which are more likely to affect their performance and their productivity leading to inefficiency in private universities services. Employees are also bound to transfer the work-related stress to their social and family life and therefore affect their interpersonal relationships.

When an organization pays less attention to the welfare of employees, the organization is bound to suffer reduced productivity. This is because many employees are often affected by personal problems, which result in decreased job performance (Ekpang, 2015). Employee counseling has emerged as the latest human resource component to attract and retain the best employees and improve the quality of the workforce (Mintz, 2014). Possibility of employee's improved well-being can enable organization's considers using workplace counseling as a tool to restore employees and potentially improve organizational performance positively (Chan, 2011). Counseling services developed within the organization can also help different organizations to improve their personal development and productivity at work (Geldard & Geldard, 2012). Therefore, many companies have integrated counseling services within their organizations and make it a part of their culture by offering services of employee counseling to its employees.

Counseling is like giving advice, sorting out the problems of employees, guiding and helping them for the problem they face in office or in personal life. Employee counseling can be defined as a brief psychological treatment for employees of an organization, paid by employers (McLeod, 2001). Workplace counseling within an organization is a program or strategy to help employees who have problems at work. Counseling can enable a client to develop positive feelings, experiences and behaviors that would facilitate positive change. In the opinion of Roy (2011), counseling services are offered to the person that is undergoing a problem and deserves professional assistance to enable him overcome such problem. That such a problem could keep the individual disturbed and under tension; unless resolved, the development of this individual will continue to be hampered.

In general, employee counseling services fall into two main categories, namely personal-related services and career-related care services (Peter, 1998). Employee counseling programs related to personal issues will focus on the mental and physical health of employees and help address personal issues that directly or indirectly affect work performance. Employees with problems with career development programs will use assessment, counseling and training planning to help individuals create and take action regarding their career decisions within the organizational planning context of human resources. Both need to be done given the needs of individuals and organizations should be appropriate (Lewis & Lewis, 1986).

Indeed, workplace counseling has long been a positive tool for maintenance of sanity at the workplace. Research findings reported by Hughes and Kinder (2007) showed that counseling support can have a significant positive impact on employees' job performance. Chan (2011) conducted a study on the effectiveness of workplace counseling in improving employee well-being (workplace stress, burnout and depression) and performance. The result of the study indicated that workplace counseling improves employee well-being; the intervention helps employees in alleviating symptoms of workplace stress, burnout and depression. However, workplace counseling seems to have neutral effect on employee performance. The researcher concluded that workplace counseling should be used as a tool to restore employees and potentially improve employees' and organizational performance. Izzat (2014) carried out a study on significance of workplace counseling on increasing job performance in an organization. The results of the study revealed a significant effect of workplace counseling on employee job performance. Similarly the result of a study on evaluating the workplace effects of counseling by David, John and Richard (2012) revealed that workplace counseling resulted in a positive impact on the workplace.

It is agreed that advantages of workplace counseling contribute to both employers and employees. Management of effective counseling can help employees avoid the fall in personal problems, family, colleagues and interpersonal relationships. Counseling services developed within the organization can also help different organizations to improve their personal development and productivity at work (Geldard & Geldard, 2010). Coles (2003) asserted that, counseled employees tend to do better and more efficiently, which, from a company point of view, is desirable. If employees can handle the problem, their overall job satisfaction and happiness will also increase, which will usually make employees work better. Mayor (2006) states that two-thirds of work-related counseling research shows that workplace counseling can reduce job-related stress in more than 50 percent of employees who have received counseling.

Counseling enables employees to find alternative solutions to their problems, with better health and wellbeing resulting in better work performance (Porter, Bingham and Simmons, 2008). A study conducted by Mellor-Clark, Twigg, Farrell, & Kinder (2012) that looked at the outcome of over 28,000 clients who participated in counseling through their workplace showed that 70 percent experienced improvement after their counseling services. Research conducted in Zimbabwe by Nyasha, Tendai, Makaita, Tasiyana, Pension, Edward, Farirepi, Vhuramayi and Bigboy (2013) also found that employees highly appreciated the role of counseling work and stated that the program reduced mean attendance, complaints, trial cases and dismissals.

Workplace counseling services can play a powerful role in supporting a healthy work environment. A systematic study by McLeod (2010) showed that workplace counseling interventions is generally effective in alleviating psychological problems and have been found to reduce sickness absence rates in organizations by as much as 50%. This fact alone demonstrates the cost-effective nature of counseling, and the positive impact it can have on an organization's productivity. A study by Collins et.al (2012) in Cambridge University showed clearly that the effect of time-limited counseling (an average of seven sessions) on distressed clients is positive. Evidence drawn from a sizeable treatment group suggested that such counseling leads to an increased sense of wellbeing. Another study found that workplace counseling contributed to "significant improvements on most attitude-to-work factors: opportunity for control, skill use, job demand, clarity, feeling valued, interpersonal contact, competence, work spill-over, adequacy of pay and job satisfaction". To put it another way, counseling leads to happier, more positive and secure employees. On the other hand, there are also some employees who feel that counseling is a waste of resources because it is used by managers as a way of oppression and torture of employees in the name of disciplinary counseling

Universitas Islam Indonesia as the oldest national private university in Indonesia has a large amount of employees consisting of lecturers and administrative staff. With the number of employees that much, of course the potential problems faced by employees is not small. Currently, the Universitas Islam Indonesia does not have a counseling department to deal with the employee's psychological issues. The counseling available is related to medical and religious issues. There is career development consulting services for lecturers and administrative staff under the Directorate of Organization and Human Resources, but these three types of counseling are not focused on psychological and workplace issues in the organization.

On the other hand, the university already have students counseling services (psychological, religious and academic counseling) under the Directorate of Talent Coaching, Student Interest and Welfare. Aims of this research was to assess the needs for counseling service among employees in Universitas Islam Indonesia. In general, needs assessment refers to the evaluative process of gathering and interpreting data about the need for programs and services (Gupta, Sleezer, & Russ-Eft, 2007). Needs assessment information can help organizations and individuals prioritize their services and refine existing programs to meet the needs of various subpopulations (Astramovich, Hoskins, & Erford, 2008). Therefore, this research is interested to know:

1. What are the staff perceptions of the need for counseling in their workplace
2. What are the work-related issues in need of counseling that are common among staff working at Universitas Islam Indonesia
3. What are the barriers to implementation of workplace counseling.

### **Method**

As a need assessment, this study wants to describe specific behavior as it occurs in the environment. Therefore one type of descriptive research method called survey was used. This study began the process by :

1. Identifying specific guiding questions and goals. Effective guiding questions can help researcher focus their assessment in order to provide the most useful information. Guiding questions are then helpful in the identification of specific goals for the needs assessment. To keep the process focused and manageable, researcher must be realistic in the assessment scope and therefore generating only a few guiding questions and goals.
2. Identify Populations to be Assessed. Various stakeholder groups may have different perceived needs and gathering as many perspectives as possible can help ensure that all voices are heard. Finding convergences in the needs of various populations being assessed can help counselors and counseling organizations to prioritize their services (Astramovich, Hoskins, & Coker, 2008).
3. Collect Needs Assessment Data. Collecting needs assessment information should ideally come from perception- based measures as well as objective or archival data sources. Data collection methods should be focused in order to answer guiding questions and address the goals of the assessment. This study used a brief and simple survey instruments as an efficient way to collect perception-based needs assessment information. This survey instruments include demographic questions, Likert-scale questions and close-ended

questions. Obtaining demographic information from respondents allows for later disaggregation of the results based on various demographic variables (Erford, 2008). These variables could help identify unique needs of subgroups that may not be reflected in the overall findings. Scale questions can be helpful in determining levels of agreement or disagreement about a particular topic or levels of interest or importance of a particular service. The scale of organizational commitment was adapted from a scale developed by Allen and Meyer (1990). Corrected item-total correlation ranging between 0.310–0.681 and Cronbach's Alpha reliability coefficient of 0.832. The quality of work life scale was modified from Aryansah (2012) based on the dimensions of Zin's theory (2004). Corrected item-total of this scale ranging between 0.257-0.668 and Cronbach's Alpha reliability coefficient of 0.880. The psychological well-being scale was modified from Ryff and Keyes (Abbot et.al, 2006) with corrected-item total correlation ranging between 0.295 - 0.796 and Cronbach's Alpha reliability coefficient of 0.893.

4. Analysis and Interpretation of Data. The final stage of the needs assessment process involves careful analysis of the data and interpretation of the findings. Results from survey instruments will be analyzed and graphed with spreadsheet software. Careful analysis of the data also involved disaggregating the results by various demographic groups (Erford, 2008).

This research was conducted at Universitas Islam Indonesia, specifically the rectorate building. Subject of the study were administrative staff that works at UII for at least 1 year. Subjects in this study were not distinguished by gender, occupation or education. The number of subjects involved in this study were 55 subjects. The study was confined to workplace counseling among university staff. The study was further confined to their attitudes, beliefs and perception of workplace counseling. Descriptive statistical analysis was used to identify frequencies and percentages to answer all of the questions in the questionnaire.

## **Result**

Data gathered through the questionnaire was tabulated and synthesized to give meaning. The synthesised data was then presented in the form of tables and figures. Analysis of the data was done immediately below each presentation.

### **1. Demographic Data**

### **2. Perceptions of the need on counseling at the workplace**

#### **a. Employee's behavior while having problem(s)**

In this survey, there were several questions related to employee behavior at the office when they were having personal problems or problems related to work. Subjects were asked to respond from "never" to "always" to these questions.

Table 2 and Figure 1 show that 14.55% of subjects are frequent and even always think about their problems while working in the office. 43.64% of subject sometimes did that while working. When they need a place to share or ask for help, 5.46% of subjects often and always tell their personal problems to their co-workers during work and added by 49.09% who did that sometimes during their work. 3.64% of subjects often and always phone their colleagues (who are elsewhere) from his office to talk about his personal problems in work hours. In addition, there are 10.91% subject that sometimes did the same. This behavior might be done by employees because the university has not provided counseling services for employees.

#### **b. Utilization of counseling service**

Establishing a workplace counseling service is not a simple matter. It requires substantial cost and competent supporting resources. Therefore, many things must be considered, one of which is, if the university provides counseling services for employees, whether they will utilize it or not?

Figure 2 shows the employee's responses in terms of utilization of counseling services. The results indicated that 60% would go to the workplace counseling while 40% would not. This indicates that more than half subjects have a positive attitude towards workplace counseling and would utilize the services if they were implemented at Universitas Islam Indonesia. Among the subjects, it looks like that counseling services are more attractive to women (34.55%) than men (25.45%).

#### **c. Characteristic of counseling chosen**

McLeod (2010) distinguishes counseling services provided by the employer, either by internal counselor (in-house) or external counselor (out house). In terms of the counseling approach to be adopted at the Universitas Islam Indonesia, the staff prefer to be served by internal counselor, external counselor or both are the same (18.18% each). Figure 3 also shows that 45.46% subjects have not made a choice yet.

If the university will provides employee counseling services, 52.72% of subjects in this study recommend that counseling services be provided in locations outside the office or off campus. Only 10.91% of subjects want the service to be in the office or on campus. The remaining subject (36.36%) has not yet made a choice

### **3. Work-related issues in need of counseling that are common among staff working at Universitas Islam Indonesia**

The primary objective of workplace counseling is to help staff dealing with problems or issues they may be facing in the workplace or in their personal lives which may be attributed to their work. This section presents the findings on three variable concerned as work-related issues among staff in this university.

Based on the data obtained in the table above, the researchers then categorize subjects based on the scores obtained on each variable

Based on the data obtained on the organizational commitment, 19 subjects were in the low category (34.5%), 20 subjects were in the moderate category (36.4%), 13 subjects were in the high category (23.6%), and 3 subjects are in very high category (5.5%). Based on these data, there are potential problem on employee's organizational commitment in about 34.5% of subjects. According to Angle (in Sopiah, 2008) low employee commitment will have an impact on high attendance, increased employee slackness, and a lack of intensity to survive as an employee of the company. If that happens, then the company's performance will be bad, decrease in company performance, and loss of profit.

Data obtained on Quality of Work Life shows that 1 subjects were in the very low category (1.8%), 11 subjects were in the low category (20%), 31 subjects were in the medium category (56.4%), 8 subjects were in medium category (14.5%) and 3 subjects are in very high category (7.3%). Based on these data, there are potential problem on employee's quality of work life in about 21.8% of subjects.

Based on the data obtained on Psychological wellbeing, there were no subject in the very low category (0%), 19 subjects were in the low category (34.5%), 22 subjects were in the medium category (40%), 9 subjects were in high category (16.4%) and 5 subjects are in very high category (9.1%). Based on these data, there are potential problem on employee's psychological wellbeing in about 34.5% of subjects.

### **4. Barriers to the implementation of workplace counseling services.**

The research sought to identify the barriers to implementation of workplace counselling at the Universitas Islam Indonesia. In this study, the barriers included lack of motivation for counselling and have no counseling experience. The data obtained revealed that 41.8% of subjects stated that they had no problems requiring professional counseling assistance, meanwhile 27.3% of subjects said they had problems requiring professional assistance. Added

to that there are still 30.9% of subjects who did not provide answers. Furthermore, 89.1% of subjects stated that they had never had experience in counseling sessions

### **Discussion**

Counseling needs assessments offer several benefits to organizations. Conducting needs assessments can help organizations identify potential gaps in services and can help management refine their services to fit the needs of the various demographic groups of employee. Needs assessment findings can also be integrated into a larger program that can ultimately strengthen the quality of services offered.

When someone facing a problem, it is natural for that person to seek help from those around who willing to listen and help to solve the problem. While there is no counseling service available for employees, it is common for employees who frequently or always think about the problem to consult the problem with their colleagues or seek help from others at work. However, when all these things were done by employee during work times, then the working atmosphere will be disrupted.

The results of this study also reveal that, if the university will provide counseling services for employees, 60% of them will utilize that center if they are having problems. Female employees have a greater interest in counseling services than men. This indicates that subjects have a positive attitude towards workplace counseling. This finding more or less similar to the findings on need assessment research for South Dakota Court Employees where 71% of subject state that EAP is needed program for judges and Unified Judicial System (UJS) employees (Urban, 2009)

In relation to subject preferences for employee counseling center to be placed outside the office or even off campus, it is likely to be related to confidentiality. Employees certainly do not want to be the subject of conversation if he was caught in the counseling service center. In addition, outside the office or even off campus will get employees to a new atmosphere that makes it more comfortable to conduct counseling

The next discussion is the source of provision. Employee counseling can be done by a therapist (psychologist/psychiatrist/counselor) from within the organization or someone from outside the organization. The study findings show that preference for internal counselor, external counselor or both were much the same. This finding implies that subject who choose an external counselor may find it easier to interact with counselors who are not part of the organizational environment. For them, internal counselors may be considered as part of the environment that has caused pressure or trouble for employees. In the contrary, subjects who

prefer internal counselors may find it more comfortable to be counseled by people who are already known.

However, the mix of both internal and external workplace counseling would indicate that subject would prefer having both approaches whereby they would have an option of which service to utilize. An internal therapist is usually cheaper and better understand the context of workplace related issues. On the other hand, an external therapist is more expensive but is sometimes preferred because it is considered more neutral and comfortable to share because it is not familiar with the employee. The researcher argues that by providing both options for internal and external counselor would motivate subject to use workplace counseling as they would have a choice to make. This is a form of employee empowerment where they are involved in their own decision making rather than restricting them to one option. Counselor-centered model which flexibly provides tailor-made design to individual organizations to establish counseling services catering for specific organizational features and needs might be the answer for this needs (Claringbull, 2006).

Based on data obtained in this research, there are potential problem on employee's organizational commitment in about 34.5% of subjects. Employees with high organizational commitment will have an impact on the employee's own career development (Sopiah, 2008). According to Mowday, Porter, & Steers (1982) organizational commitment is an important attitudinal predictor of employee behavior and intentions. In contrast, according to Angle and Perry (1981) low employee commitment will have an impact on high attendance, increased employee slackness, and a lack of intensity to survive as an employee of the company. If that happens, then the company's performance will be bad, decrease in company performance, and loss of profit. According to Mayer and Allen (2007) organizational commitment is very important to be improve because it is a psychological state that bound employees to organization. When organizational commitment is higher, therefore the turnover incidence will be lower.

Another work-related issues were quality of work life. Based on the data obtained in this research, there are potential problem on employee's quality of work life in about 21.8% of subjects. This problem need to be fixed because Kaihatu and Rini (2007) revealed that the quality of working life affects the company's performance. That is, a person's performance will increase when the quality of working life of the individual is in a high position. Besides that, there are potential problem need to be fixed on employee's psychological wellbeing in about 34.5% of subjects.

This needs assessment also revealed that there are barriers in implementing workplace counseling. Those barriers are lack of motivation for counselling and have no counseling experience. 41.8% of the subjects admitted that they did not have problems that needed professional help. This of course can be true, but it could be that this condition occurs because the subject is not aware of his condition correctly or the subject is afraid to reveal the real thing. Surviving not to seek help can make the problems faced even bigger. Added to that there are still 30.9% of subjects who did not provide answers.

Furthermore, most of the subjects admitted that they had never had a counseling session. This means that the university needs to socialize what is workplace counseling, what is the benefit, and how to do it. So that when the counseling unit is opened they will not hesitate to try to have a counseling session there.

Findings of counseling needs assessment can have important implications for the mission of the counseling program and the specific services offered to clients. Translating identified client needs into specific program goals and objectives helps counselors and counseling agencies to monitor the outcomes of services and to assess if the needs of clients are being appropriately met. Finally, conducting needs assessments should be considered as part of an ongoing counseling program evaluation process that helps professional counselors ensure optimal services and outcomes for their clients (Astramovich & Coker, 2007).

### **Conclusion**

The findings show that most of the staff had a positive attitude towards workplace counselling. The study therefore concludes that there is a need for workplace counselling at the Universitas Islam Indonesia. Staff shows preference for an internal, external and both workplace counselling service. Meanwhile, for the location of the counseling centre, subject prefer to be build outside the office/campus. Work related issues that are common in some of staff are low organizational commitment, low quality of work life and low of psychological wellbeing. Lack of motivation and experience are the barrier to implementation of workplace counselling. However, the results show that there are misconceptions about workplace counselling which was attributed to lack of knowledge and awareness of what workplace counselling entails.

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### Declaration of Interest

The authors report no conflicts of interest in this work.

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### Tables

Table 1: Distribution of respondents by gender, age, and work experience

Classifications	Description	Amount	Percentage
Gender	Male	33	60%
	Female	22	40%
Age	25-40 years	25	45%
	40-60 years	30	55%
Work experience	1-10 years	21	38,18%
	11-20 years	15	27,27%
	21-30 years	16	29,1%
	31-40 years	3	5,45%

Table 2: Employee's behavior at the office when having problem(s)

Questions	Categor y	Never	Rarel y	Someti -mes	Often	Always
		%	%	%	%	%
How often you think about problems during work	Male	7.27	20	20	10.91	1.82
	Female	1.82	12.73	23.64	1.82	0
	Total	9.09	32.73	43.64	12.73	1.82
How often you tell personal problems to co-workers	Male	12.73	16.36	27.27	1.82	1.82
	Female	3.64	12.73	21.82	1.82	0

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	Total	16.37	29.09	49.09	3.64	1.82
How often you call your non co-worker friends to tell personal problems during work	Male	40	10.91	7.27	0	1.82
	Female	25.45	9.09	3.64	2	0
	Total	65.45	20.00	10.91	1.82	1.82

Table 3: Respondent's score on questionnaire

Variables	Empirical score			
	Xmin	Xmax	Mean	SD
Quality of work life	73	119	92,67	10
Organizational Commitment	40	70	53,67	7,75
Psychological wellbeing	47	83	62.23	8.36

Table 4: Subject category based on Organizational Commitment

Category	Score	Amount	Percentage
Very low	$X < 39,72$	0	0%
Low	$39,72 \leq X \leq 49,02$	19	34,5%
Medium	$49,02 < X \leq 58,32$	20	36,4%
High	$58,32 < X \leq 67,62$	13	23,6%
Very high	$X > 67,62$	3	5,5%

Table 5: Subject category based on Quality of Work Life

Category	Score	Amount	Percentage
Very low	$X < 74,67$	1	1,8%
Low	$74,67 \leq X \leq 86,67$	11	20%
Medium	$86,67 < X \leq 98,67$	31	56,4%
High	$98,67 < X \leq 110,67$	8	14,5%
Very high	$X > 110,67$	4	7,3%

Table 6: Subject category based on Psychological Wellbeing

Category	Score	Amount	Percentage
Very low	$X < 46,73$	0	0%
Low	$46,73 \leq X \leq 57,06$	19	34,5%
Medium	$57,06 < X \leq 67,40$	22	40%
High	$67,40 < X \leq 77,73$	9	16,4%
Very high	$X > 77,73$	5	9,1%

**Figures**

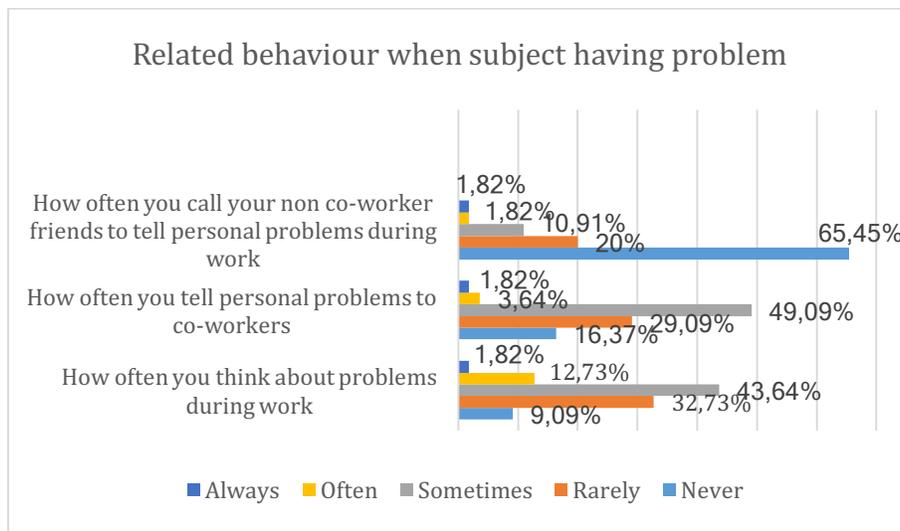


Figure 1: Related behaviour when subject having problem

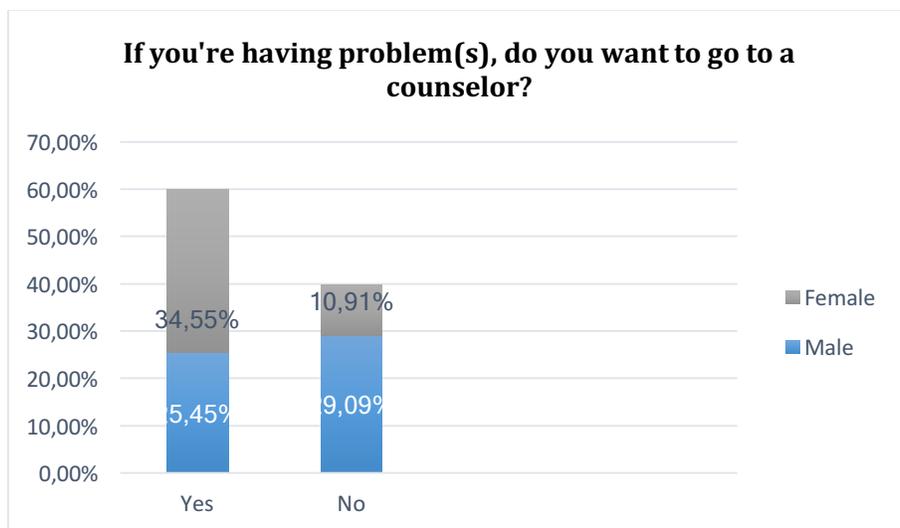


Figure 2: Utilization of counseling services

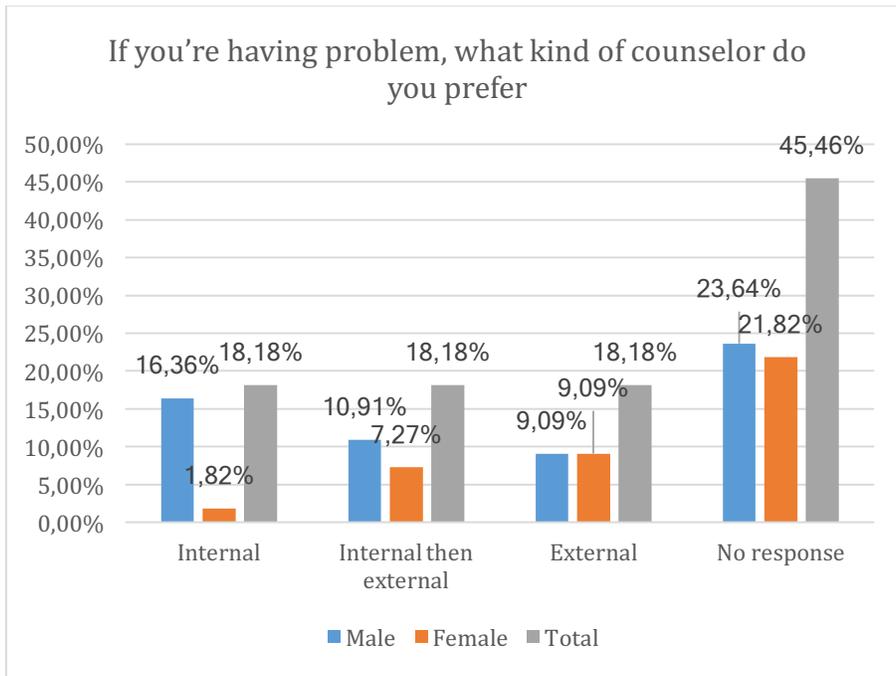


Figure 3: Preference on Internal and External Counselor

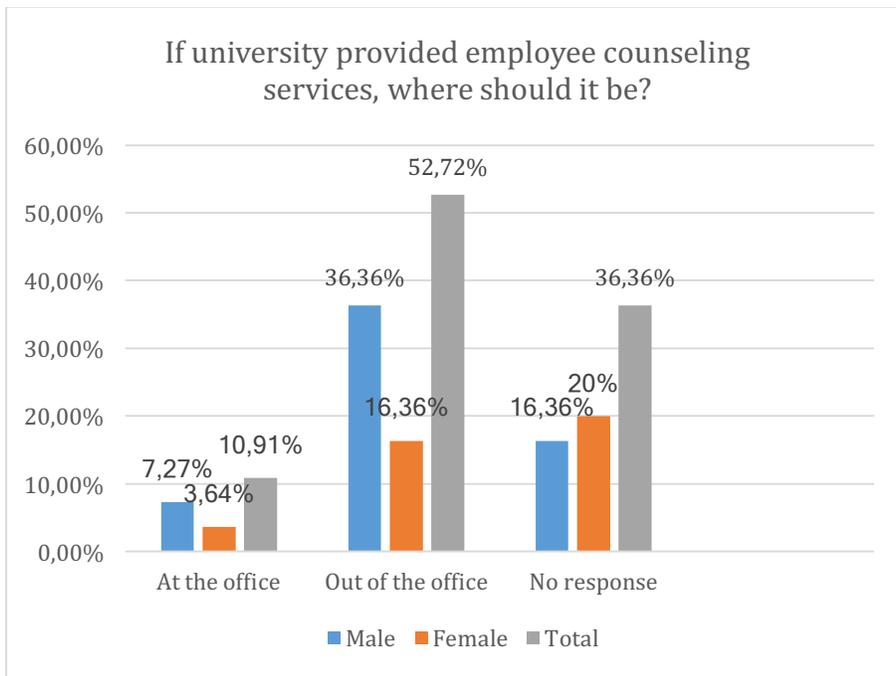


Figure 4: Preferences on counseling services location

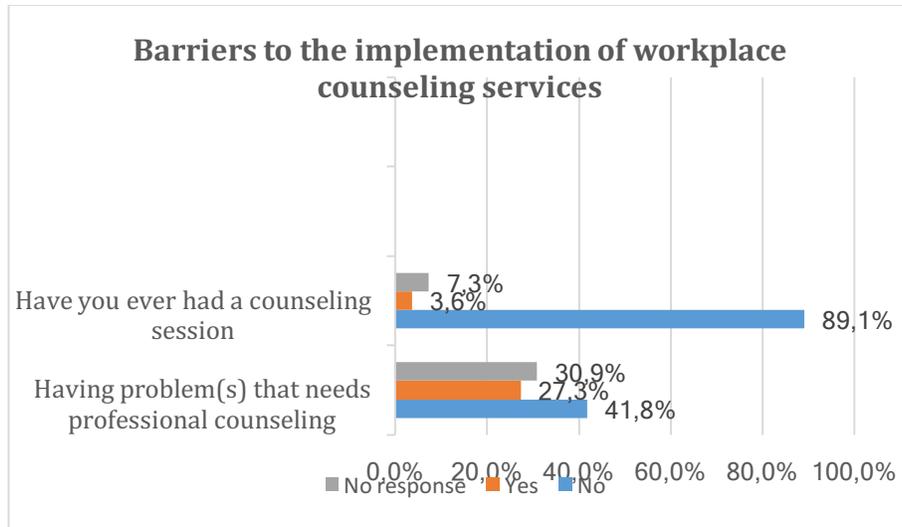


Figure 5: Barriers to the implementation of workplace counseling services