Proceedings
INTERNATIONAL CONFERENCE
on Child and Adolescent Mental Health

“Promoting Children's Health, Development and Well-being
Integrating Cultural Diversity”

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INTRODUCTION TO THE THEME OF THE CONFERENCE

Nowadays there is a general understanding that the early years of a child’s life are fundamentally important to provide future health (physical and mental), development and wellbeing. In these periods children needs support from families, schools, and communities. A positive start in life may help children reach their full potential, while a poor start may increase the chances of adverse results. Therefore, providing secured environment and systems with high-quality services, and minimizing the factors that adversely influence the health of children play an importance role in influencing child health and wellbeing. For the same reason, creating the circumstances that enhance good health, development and wellbeing has been recognized as high priority and primary goal of policy making in many countries.

In contrast to the above description, many children in Indonesia are still far from being well. As the fourth largest children population in the world, Indonesia still has significant number of children who considerably have worse health, poorer developmental and learning outcomes, and decreased wellbeing compare with the others.

Many children in Indonesia live in unfortunate circumstances. There is a high number of children whose parents are divorced. Others live with parents that have poor mental health. Those children are subject to experiencing violence at home and schools. Additionally, although the prevalence of mortality among children under five years age have reduced in limited progress since 2000, yet the stunting and wasting are still the major serious health problems. Drug abuse, cigarette smoke, HIV/AIDS are other major national problems among children. Lack of financial resources, limited number of schools in remote areas and a small number of teachers add the gloomy problems faced by school-aged Indonesian children. With regard to mental health, the prevalence of children suffer from mental health problems is relatively high in Indonesia. Many children with mental health problems have no access to get medical treatment. Some of them receive no treatment at all or are confined in the inhumane conditions, and others become victims of violence, bound or shackled by family members who have limited knowledge or money for their treatment.

In fact, Indonesia has capacity to solve these problems. The country has diverse cultures, ethnics, religions and languages. With her richness in diversity, Indonesia has local cultural values and practices that can promote child health, development and wellbeing.

Hence, the Faculty of Psychology of Syarif Hidayatullah State Islamic University Jakarta, Indonesia is inviting scholars, academics, researchers, and NGO members to join the International Conference on Child and Adolescent Mental Health: Promoting Children’s Health, Development and Wellbeing: Integrating Cultural Diversity. The conference is held from the 5 to 7 November, 2015.

Mohamad Avicenna, M.H.Sc.Psy
Steering Committee Chair
WELCOME MESSAGE
BY DEAN FACULTY OF PSYCHOLOGY, SYARIF HIDAYATULLAH JAKARTA

Assalamualaikum Wr Wb

Dear Colleagues and friends

It gives me great pleasure to see a large gathering of scholars in International Conference on Child and Adolescent Mental Health. As a Dean of Faculty of Psychology, I would like to express my gratitude and a warm welcoming to our plenary and featured speakers, as well as the presenters, especially those who are coming from overseas.

This year, Faculty of Psychology is celebrating its 20th Anniversary. As our effort to be recognized in national context and in the worldwide as well, we conduct some events such as International Conference, Symposium, psycho fair, sport and art competition.

The interest of the child and adolescent mental health is clear and became importance issue in every country in the world. In addition to this, the conference has attracted many participants. We will listen oral presentations and see poster presentations as well. The subjects range from issues of mental health, learning and development, risk factors, safety and security, service and interventions and others topic related with psychology of children and adolescent. I am sure that the selected topics will provide you with a wealth of information, insights and many opportunities for discussions.

I would like to give high appreciation and many thanks to the conference organizing committee for un-tiring efforts to make this conference as one of the memorable one.

Once again I would like to thank you all for coming. Your experience, expertise and readiness to share your knowledge and ideas are highly valuable and needed. I wish to all of us fruitful discussions, interesting findings and observations.

I fully hope that this conference will be beneficial for the development child and adolescent mental health, and I wish you all a very pleasant to stay here in Jakarta. Thank you and enjoy the conference.

Prof. Dr. Abdul Mujib, M.Ag.,M.Si
Dean Faculty of Psychology,
Syarif Hidayatullah State Islamic University Jakarta
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SCHOOL WELL-BEING: ORGANIZATIONAL APPROACH TO PREVENT VICTIM OF BULLYING AT SCHOOL

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Abstract
Well being is a dynamic area of research. The concept of well being are quite varied, generally relies on three aspects. First, focus on individual aspect; second focus on interpersonal relationship; and third focus on groups/organizations. This research assesses well being at organizational level. School well being is an approach to handle bullying by intervening on organization area. Bullying can take place at an environment in which there is any interaction between humans. Historically, bullying at school has been lasting for a long time, but in the years after 1990, bullying occurs in a wider escalation and intensities. Bullying has an impact physical, mental or psychological for perpetratros and victims. This triggers a number of interventions that bullying can be prevented early. One way is to develop a safe school atmosphere, caring and healthy. School climate has such characteristic is a hallmark of the school well being. We examined role of school well being to prevent bullying at school. Through quantitative methods, 105 high school students were tested using a measuring instrument school well being scale and scale of bullying (victim version). We found a significant negative correlation (r = -0.415, p = 0.000) with a level of 0.01 between school well being and bullying. The three main areas of school well being: school ethos and environment; curriculum, teaching and learning; and community connection, have a significant role in preventing the emergence victim of bullying at school.

Keywords: School well being, school climate, bullying, organizational approach, quantitative method.

INTRODUCTION
In recent years, people have witnessed the dramatic growth of information about our teenagers. Increasing of drug consumption, high sexual harassment, loss of respect for others, aggressiveness at school, depletion willingness to sacrifice for others, can be found easily (Rahmawati, 2014). This fact raises the question, how far the mental health of our youth? How can it be said to be mentally health, if the behavior shown to cause damage to themselves, and for others? When seen in social level, these behaviors become a picture of a social life away from the value of harmony.

World Health Organization (WHO) defines health as a state of well which includes physical, mental and social, that is not only free from disease or disability. Mental health was not merely free from interference but also feeling healthy, happy and prosperous (well being). There is harmony between thoughts, feelings, behavior, and capable of overcoming the challenges of daily living (Ninin, 2014).

Welfare behavior orientation could be explained through several concept, like helping behavior, prosocial behavior and altruistic behavior. On other hand, the behavior does not
care about the welfare of others, appeared in the form of anti-social behavior, which has the following characteristics: irresponsibility (inability responsible), unable to learn from experience, emotions are surface, insensitive conscience, and impulsive (Delveaux, 2003). The forms of anti-social behavior also include: delinquency, criminality, depriving the rights of others, fighting, aggression and bullying.

Bullying gained the attention of educators, parents, and the society today. Douglass (2009) reported that the frequencies of bullying and other forms of aggressive behavior are the biggest problem was faced by the school. Aggressive behavior at schools, especially in urban areas is higher than elsewhere (Davis, Parault, and Pellegrini, 2007 in Hoffman, 2010). Bullying is one of them.

A lot of attention was directed to perpetatros of bullying. Bullying at school age has a great chance to take action criminality in adulthood (Pozzoli and Gini, 2010). However, the main spotlight is addressed to victims of bullying. And we looked just a little work has been done to examine victims. Almost every student who ever be interviewed stated that they had been the victim of bullying (Djuwita, 2013). Olweus (2003) a researcher who started systematic research on bullying found that 15 percent of students have been victims of bullying. One of the seven students in the United States according to The Local Department of Education (2005 report) is reported to have experienced bullying. Bullying is an act of acute especially in middle and high school behavior. According to Pelligrini and Bartini (1999) in this case because during adolescence a person experiencing rapid development in the biological and social aspects. Teens at this age also become more aggressive. Peer violence was also reported increases.

How about in Indonesia? Bullying behavior seems too pervasive in our schools. Reports from the Semai Jiwa Amini Foundation (Sejiwa) a non-profit organization that specialize attention on bullying behavior in schools (www.sejiwa.or.id) conducted a survey of 1,500 middle and high school students in Jakarta, Yogyakarta and Surabaya. According to the result, 67 % of respondents said that bullying happened at their school. The perpetatros are peers, senior friends, junior friends, teachers, principals, until the thugs are around the school. Almost all respondents never reported the bullying they receive or they see. Data were entered into Komisi Perlindungan Anak Indonesia (KPAI) per-November 2009, shows the similar one. There were at 98 cases of physical aggresion, 108 cases sexual abuse and 176 psychological harrashment happened in the school environment.

Parramo (2012) said that students do not report incidents of bullying he experienced, as many teachers regard the event as fairness in the relationships among students. Ryan (2009) mentions that only half the students who believe that if teachers will take meaningful action against a given report. Dranoff (2006 in Hoffman, 2010) reported if the student did not raise the issue of bullying to their teacher, administrative staff or other adults, because they feel less concerned on the issue. According to Crapanzano (2010), the teachers should understand bullying phenomena from student perspective.

Some schools began to realize the magnitude of bullying. It encouraged schools to intervene a program (Kenneth W, 2013). The motto of NCLB (No Child Left Behind) drives schools started to collect data and make an intervention. However, the result is still far from expectations. 17 of 28 (60%) schools that conduct intervention research in Kenneth program (2009) have a little bit results. Intervention in the form of training for teachers, awareness of
students to avoid bullying behavior, advises the victim to want to report incidents of bullying, was less positive impact. The study provides recommendations that will be more meaningful when addressing bullying behavior by creating an environment such as school context. The concept of a healthy school is a school that has a cozy atmosphere, caring, friendly and warm. Schools with such criteria are able to improve the life of its members (Rahmawati et al., 2015a). The concept of healthy school called as the school well being, which will be the main focus in this research study.

Problem of Research
Is the school well being correlated to the victims of bullying? How large of school well being role, both in dimensions school ethos and enviroment; curriculum, teaching and learning; and community connection to the prevention of victims in bullying?

Hypototesis of Research
School well being has a significant negative correlation to the victims in bullying behavior. In addition, the school environment also has a role to minimize bullying behavior of students.

Purpose od Research
The aim of this research was to examine the role of the school well being in minimizing the occurrence of victims. And how far the dimensions in the school well being, which includes school ethos and environment; curriculum, teaching and learning; and community connection played a role in the prevention of a victim at school.

Bullying
Bullying is a problem that happens in all schools around the world (Ryan, 2009). There are some studies in a number of countries (Pellegrini and Brooks, 1999), for example: Australia (Rigby and Slee, 2004); Canada (Olweus, 1993, 2003); English (Kogan, 2011); Scandinavia (Olweus, 1993, 2003). Bullying become an important research topic because the impact of bullying are widespread, both in the aspect of social, psychological and academic student aspects (Hawker and Bulton, 2000; Swearer, Girlss, Haye & Cary, 2004, in Ryan, 2009). Bullying phenomena have produced a number of anti-bullying conducted in schools, but some studies have shown an anti-bullying generally does not provide results as expected (Merrell, Guldreg, Ross, Isava 2008, in Kenneth Scott and Duane, 2013). An intervention program often only touched the cognitive aspects, but do not drive students to stop bullying.

Bullying vocabulary has known in Indonesia at about 2004 because of the events which happens in school. Bullying is known for a certain reason. A non profit civic organization with the name Semai Jiwa Amini (Sejiwa) which has a special attention to the problem of bullying, reported many cases of bullying occurring in Indonesian schools’ but there was still low treatment.

Bullying is a form of aggression with specific characteristics (Davis, Parault and Pellegrini, 2007). Terminology of bullying behavior often associated with aggression. Some researchers argue bullying have in common with the behavior of aggression (Davis, Parault and Pellegrini, 2007); several other states the bullying are part of aggression behavior (Sullivan, 2000; Muth, 2012). Literally, the word means bully, and disturbs others who are
However, the term bullying is then used to designate the aggressive behavior of a person or a group who carried out repeatedly against another person or a group who are weaker, with the aim of hurting the victim physically and mentally. We define bullying is an aggressive behavior that is intended to harm others with concrete actions, carried out by one or a group of people who perceived a stronger or more powerful against others, who feel weaker, systematically and repeatedly. Such behavior leads to physical and psychological impact on the victim.

**The Dynamics of Bullying at Schools**

The social dynamics of the bullying at schools is complex and depends also on the school context in which students are.

---

**Figure 1**

The downward spiral of bullying (Sullivan, 2000)

Sullivan (2000) describes the cycle of bullying in theory "the downward spiral of bullying". He stated that bullying happens like a spiral, are related to one another, either between the perpetrator and the victim. The occurrence of bullying followed these stages: the first stage, children are potentially doing the bullying generally have witnessed bullying in schools in a certain escalation, or frequencies fairly routine. The second stage, students try to test to prospective victims, by interfering with the victim on a small scale (hiding his pencil case, calling as ribbing). The third stage, actors disrupt the victim with a more tangible way, grab her purse, locked in the classroom, or mocked together with other friends. The fourth stage is the escalation of bullying. Bullying is becoming more widespread because the actors get a reward for doing the action, while the more helpless victim. Currently, the school did not take decisive action, and then the action would be more rampant. The fifth stage, bullying is the status quo. At this stage, treatment bullying adapted by the offender as part of his
behavior. While students, who become its victims, will lose confidence, fail in the academic field, ditching, and in the worst conditions can suicide.

There are many causes which make bullying occurs, such as family dynamics and parenting parents, media and technology development, peer group norms in school, personality trait, and school climate. Interventions to prevent bullying can be accessed on the main cause. More specifically, this research will focus on school conditions with organizational approach.

**School Climate and Bullying**

Bullying at school need to be understood in the context of social is called school setting. Moreover, bullying interventions conducted in the school involving the social context, by attempting to intervene on the social environment. Olweus Program Intervention (1993), for example, try to develop warm relations in school, which is characterized by adult involvement, clear rules about what can and what can’t do, the application of disciplinary procedures are clear and consistent, and the presence of people adults (the teacher, principal, or school administrative staff) as a role model.

Committee for Children in 2002 launched an intervention program, has named The Steps to Respect program. Target of this program is in several levels. What’s interesting about this program is, laid the school environment as a first stage. It contains policies to address bullying, raise awareness of teachers and students against bullying, increase the responsibility of the factors that cause bullying and support to develop pro social behavior (Hirschstein and Frey 2006 in Summers, 2008).

Definition of school climate is not explicitly laid bullying or safe school as a variable. However, in recent years, there is a tendency to put the school climate as a decisive factor in the occurrence of bullying (Ma, 2002; Nansel et al., 2001; Rolland and Halloway, 2002, in Summers, 2008). Further research are needed to put school climate as a variable to explore relationship between bullying, and how is background/context of school climate on bullying.

Healthy school climate will be a good step to prevent bullying at school. Every school member have a responsibility and emotional attachment to one another. It makes rules will run consistently for all school member. Part of the school climate with regard to bullying is a community organization of schools (Bryk & Drysco, 1998; Gottfredson, 2001 in Sanders and Phye, 2004). Organization of the school community and its components are illustrated in the following figure:

**Figure 2**

Communal School Organization (Sanders & Phye, 2004).
Schools that have a sense of togetherness, characterized by knowing each other among members, care, support, and have the same purpose. It encourages the school community to demonstrate a commitment to contribute (Solomon, 1997 in Sanders and Phye, 2004). In a healthy school, level of teacher efficacy, the joy of work and the level of teacher morale are high. The presence of teachers at schools is also high. Healthy school also has a low delinquency student and low dropout rates; have a strong academic interest and achievement of students. Students have a high sense, like school, empathy to others, prosocial motivation, academic motivation, self-esteem, and the ability to manage conflict. Such schools would support establishment of psychological well-being to all members.

Well Being

Well being is a growing research area in about twenty years. Some researchers are paying attention to study psychological well being and produce a number of theories about well being. Evolving concept of well being quite diverse and some of them overlap. This study addressed some of them, namely psychological well being, subjective well being, emotional well being, and spiritual well being.

First, Psychological well being (PWB) is the individual's ability to deal with challenges in order to fight for a fully functional and realize their unique talents (Ryff & Keyes, 1995). PWB is the result of the evaluation of a person's ability to recognize the unique potential and optimize this potential in order to face the challenges and changes in life (Ryff, 1995). In this theory, the foundation for obtaining psychological wellbeing is individuals who are psychologically able to function in a positive (positive psychological functioning).

Second, Subjective well being (SWB) is defined as the evaluation of a person about his life, include cognitive domain and affective domain (Diener & Chan, 2011). Research in SWB area indicate that the purpose of life or self-orientation related to connectedness with family and social context, has a strong correlation with SWB (Marttinen & Salmela - Aro, 2012). Other studies have also proved that social participation can improve the well being, especially the meaningful participation of the individual (Wilson & Cordier, 2013). The research does not explicitly use the concept of SWB, but look well being based on a subjective appreciation of the participants.

Third, Emotional well being (EWB) is an evaluation of the individual to life which includes frequency affective pleasant, unpleasant affective and cognitive assessment regarding life satisfaction. Four facets EWB is life satisfaction (cognitive assessment and global whole life associated with a feeling of satisfaction, peace, and satisfaction of the gap is minimal between the desire/need to fulfillment), positive affect, negative affect, and affect balance (the balance between positive experience individuals will be symptoms such as enthusiasm, excitement, and happiness of life with negative experiences are symptoms that express life as something undesirable and unpleasant), happiness (feelings and experiences of pleasure, satisfaction, and joy in general, comes from experience that causes pleasure, satisfaction and excitement), satisfaction (life/global satisfaction, and satisfaction domains (work, friendships, health, standard of living, leisure, and the wedding).

Fourth, Spiritual well being (SpWB) is defined as a search for a personal and psychological meaning, includes a component of self-efficacy and life scheme (Daleeman da Vande Creek 2003 in Thomas, Burton, Quinn Griffin, & Fitzpatrick, 2010). Research from
Thomas et al., based on the evidence of previous studies that SpWB has a high correlation with spiritual practices, which are defined as activities by individuals to bring a spiritual dimension in their lives, including the connectedness with self, others, and the environment.

Organizational Approaches in Well Being Concept

Since 1950 there is a fundamental change in the concept of healthy people. The new perspective also affects the health and well-being concept associated with the development and theoretical approaches in education and health promotion efforts.

Theory approach in the health and well being is divided into three categories, which can be put in the position of the continuum line. On the left side of the point is called individual, while the continuum line on the right ends at a point is called the group. Each of these theories has different basic assumptions, and has its own objectives in order to achieve the concept of health and well being. The third distinction also has its own paradigm of bullying, and has a preventive target to address bullying.

Table 1

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<th>Group or Whole School</th>
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<td>Physical and social</td>
<td>Interaction between physical, social, emotional and the environment</td>
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<td>People have control over their behavior and will change behavior with the right information</td>
<td>Individual health behaviors are influenced by - Relationships - Social interaction - Social norms</td>
<td>Individual behaviors are influenced by the social and physical environment. There are different layers of interaction within a group that require different strategies to change</td>
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<td><strong>View of bullying</strong></td>
<td>Bullying as an individual action</td>
<td>Bullying as an interaction between two people that also involves bystanders</td>
<td>Bullying is a systematic process that involves those who bully. Those who are bullied, teachers and the school, home and wider societal environment</td>
</tr>
<tr>
<td><strong>Approach to addressing bullying</strong></td>
<td>Educates “about” bullying by providing information about harmful effects and intervening in behavior incidents</td>
<td>Educates “for” health and wellbeing by developing individuals’ skills in addressing interactions</td>
<td>Develops the skills of groups through multifaceted approaches to address different layers within the school. Seeks student and community support and involvement</td>
</tr>
</tbody>
</table>

Until 1980, the theory of health and well being has focused on individual initially, then focus on interpersonal relationships aspect. After that, a fundamental change occurred.
Focus on the personal and interpersonal relationships, finally transformed into group perspective when address bullying.

When discuss about bullying, the whole school approach is using group paradigm approach. With this approach, the efforts to achieve well-being in schools will be pursued by involving the practices of teaching and school activities, strategies and models of teachers in providing learning and developing students' abilities.

**Three determinants in achieving the School well being**

Group based approach look at the school as a system that has the connections. The three main connections that are used in the organization’s approach focuses on:

1. **School ethos and environment**
   - It consists of the school policies and values, leadership practices, learning model, the physical environment contained in the student management system and other support systems.

2. **Curriculum, teaching and learning**
   - It consists of the division of curriculum, teaching and learning, development of student abilities and teacher professional development.

3. **Community connection**
   - Connectedness is made to establish communication and cooperation with each other synergistically. This communication includes connectivity and communication with parents/guardians/caregivers, health education agencies and community groups.

**METHODS**

**Participants**

Population of this research is Senior High School (SMA) students in Depok, West Java. Due to a very broad population, we limited the research sampling in accordance with population characteristics. Using random sampling techniques to take a sample representative of the population of high school students. Participants in this research were 105 students. At accidental random sampling, the selection of participants based on the availability and willingness to participate in research (Kerlinger and Lee, 2011). Samples from this research are expected to describe the condition in general high school in Depok.

**Research Design**

This research was conducted using a quantitative approach and non experimental. No intervention or treatment directly to the variables in the research. Based on the level of explanation, this research attempts to study the relationship between one variable with other variables and see how far these variables have an influence on other variables. Based on the type of research proposed by Sugiyono (2004), this research belongs to associative research, which aims to determine the relationship between two or more variables.

**Measures**

Measuring tool designed from the school well being theory (Boyd and Barwick, 2014). We conducted a qualitative study using focus group discussions, to see the extent of the dimensions appear in everyday life at school. Based on the qualitative study (Rahmawati et
al., 2015), we produced measuring tools "School Well Being" that contains three dimensions: (a) School Ethos and Environment; (b) Curriculum, Learning and Teaching; and (c) Community Connection. Moreover, the victim of bullying scale is adapted from the scale of "My Life in School Checklist" (Arora, 2004). All measuring devices are designed using an ordinal scale and choice of answers ranges between 1 (strongly disagree) to 5 (strongly agree). Measurement tool of this research consisted of favorable and unfavorable statements. In processing, unfavorable statement is reversed.

SWB scale and Victim of Bullying have been through the validity and reliability process. The face validity and content validity is used in this research. After the process is completed, then we examine the reliability test. Tests carried out using Cronbach alpha consistency internal processed using SPSS 17 the result as follows:

Table 2
Score of Reliability

<table>
<thead>
<tr>
<th>No</th>
<th>Cronbach Alpha Coefficient</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.00 – 0.19</td>
<td>Almost unreliable</td>
</tr>
<tr>
<td>2</td>
<td>0.20 – 0.39</td>
<td>Low reliable</td>
</tr>
<tr>
<td>3</td>
<td>0.40 – 0.69</td>
<td>Medium Reliable</td>
</tr>
<tr>
<td>4</td>
<td>0.70 – 0.89</td>
<td>High Reliable</td>
</tr>
<tr>
<td>5</td>
<td>0.90 – 1.00</td>
<td>Very High Reliable</td>
</tr>
</tbody>
</table>

Based on the table above, the following is the result of statistical calculation of Cronbach Alpha for measuring instruments was used:

Table 3
Reliability Score of Measurement

<table>
<thead>
<tr>
<th>No</th>
<th>Measuring Instrument</th>
<th>N of items</th>
<th>Mean</th>
<th>Variance</th>
<th>SD</th>
<th>Cronbach Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School Well Being Scale</td>
<td>36</td>
<td>118.60</td>
<td>84.377</td>
<td>9.19</td>
<td>.856</td>
</tr>
<tr>
<td>2</td>
<td>SWB1_School Ethos &amp; Environment</td>
<td>12</td>
<td>40.37</td>
<td>11.26</td>
<td>3.35</td>
<td>.653</td>
</tr>
<tr>
<td>3</td>
<td>SWB2_Curriculum, Teaching &amp; Learning</td>
<td>12</td>
<td>39.40</td>
<td>17.01</td>
<td>4.12</td>
<td>.764</td>
</tr>
<tr>
<td>4</td>
<td>SWB3_Community Connection t</td>
<td>12</td>
<td>38.83</td>
<td>15.874</td>
<td>3.98</td>
<td>.779</td>
</tr>
<tr>
<td>5</td>
<td>Victim of Bullying Scale</td>
<td>20</td>
<td>36.13</td>
<td>73.92</td>
<td>8.60</td>
<td>.912</td>
</tr>
</tbody>
</table>

Referring to the opinion of Guilford above, the measuring instruments used in this research have category of reliability was moderate, high and very high. We conclude the measuring instruments have good reliability.

Statistical Analysis
The overall processing of research data uses statistical analysis techniques such as correlation and regression analysis. Correlation test is used to view relatedness between one variable to
another variable; while the regression method is used to observe the effect between the study variables. The data were processed statistically by using SPSS version 17.

**Procedure**

After getting permission from the school, amount of 105 students from grade 10 filled out a questionnaire. Participants have been drawn up and handed back the data to be processed. Data tabulation has been done by following a series of statistical techniques.

**RESULTS**

**Main Data Result**

The main data analysis from this study, as listed in the following table:

<table>
<thead>
<tr>
<th>Table 4</th>
<th>Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Correlation</td>
</tr>
<tr>
<td>School Well Being</td>
<td>Pearson</td>
</tr>
<tr>
<td>Victim_TotalScore</td>
<td>Pearson</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

<table>
<thead>
<tr>
<th>Table 5</th>
<th>Model Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>R</td>
</tr>
<tr>
<td>1</td>
<td>.415a</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), School Well Being

The main data analysis is shown in the table above: there is a significant correlation between the school well being on victim of bullying at the level 0.01. The correlation stands at $r = -0.415$. It means that the higher students’ perceptions of school wellbeing, the lower being victim of bullying. The research results prove the hypothesis, that the school well being variable has a significant relationship to victim of bullying. Calculating on regression showed that school well being variables accounted for 16.4 percent of student victim of bullying.

**Detail Data Research**

Whether all the third dimensions of school well being, i.e. *school ethos and enviroment; curriculum, learning and teaching; and community connection*, have a significant correlation to victim of bullying? The following data were obtained:
Table 7
Correlations

<table>
<thead>
<tr>
<th>Victim_TotalScore</th>
<th>School Ethos &amp; Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>105</td>
</tr>
</tbody>
</table>

School ethos & Enviroment

<table>
<thead>
<tr>
<th>Victim_TotalScore</th>
<th>School Ethos &amp; Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>-.366**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>105</td>
</tr>
</tbody>
</table>

*. Correlation is significant at the 0.01 level (2-tailed).

Table 8
Correlations

<table>
<thead>
<tr>
<th>Victim_TotalScore</th>
<th>Curriculum, Learning &amp; Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>100</td>
</tr>
</tbody>
</table>

Curriculum, Learning & Teaching

<table>
<thead>
<tr>
<th>Victim_TotalScore</th>
<th>Curriculum, Learning &amp; Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>-.287**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>105</td>
</tr>
</tbody>
</table>

*. Correlation is significant at the 0.01 level (2-tailed).

Table 9
Correlations

<table>
<thead>
<tr>
<th>Victim_TotalScore</th>
<th>Community Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>100</td>
</tr>
</tbody>
</table>

Community Connection

<table>
<thead>
<tr>
<th>Victim_TotalScore</th>
<th>Community Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>-.350**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>105</td>
</tr>
</tbody>
</table>

*. Correlation is significant at the 0.01 level (2-tailed).

Furthermore, an additional hypothesis testing results of this study are shown in the table above: there is a significant correlation at level 0.01 between school well being dimension, i.e. school ethos and environment; curriculum, learning and teaching; and community connection to the victims of bullying. The correlation of each stood at $r = -0.366$, $r = -0.287$ and $r = -0.350$. The third correlation has a negative and significant way, which means that the higher the students' perception of school ethos and environment variable; curriculum, learning and teaching; and community connection, the less students would be the victims of bullying at school. The results also prove additional hypotheses raised by the researchers.
DISCUSSION

Being healthy, safe, cared for, having a voice and influence are fundamental prerequisites to being ‘ready to learn’ and achieving true potential, at any stage in our lives. A comprehensive improvement in our educational system, including developing a school environment that is prosperous, would be perceived importance when there has been a victim of aggression occurred. The students injuries, the families of victims, perpetrators, or sanctions accepted by the institution after airings cases of school violence, should mobilize governments, communities, and educational policy maker observer to make a fundamental improvement.

This finding is suitable with Lether and Chistianson statement (2002 in Summer, 2008), that a healthy school at least pay attention to the following elements: mille variables (variables that represent the characteristics of individuals at schools, both teachers, students and managers school); social system variables (i.e. rules that run at school and become beacons of communication between the school community), and cultural variables (reflecting the norms and values in school). Yale University released the 15 components of a healthy school (Haynes, Emmons, Ben-Avie, 1997, in Summers, 2008), with variables such as: decision-making together, equality, involvement of parents, relations school- society, the dedication of faculty to student learning, and the interpersonal relationships, either between students, or teacher-student relationships.

Another model of the school climate was initiated by Orpinas and Horne (2006, in Summers, 2008) has a more comprehensive framework. These researchers indicated eight critical components that are characteristic of a positive school climate, namely: (1) excellence in teaching, (2) the value of school, (3) awareness of the strengths and problems, (4) the policy and accountability, (5) attention and appreciation, (6) positive expectations, (7) the support of teachers, and (8) the characteristics of the physical environment. From the eight characteristics, the data obtained from this study at least support five characteristics of healthy schools, namely: excellence in teaching, the value of school, attention and appreciation, positive expectations and teacher support.

School application of well being is the right organizational approach to address bullying. This is in line with Sweare, Espelage, and Napolitano (2009) research, which states that the school well being able to cope with bullying during this myth. Myths are: bullying is a normal phenomenon in the development of the student, not effective bullying programs to be implemented, it is not possible to stop the bullying and bullying prevention will be very expensive (Rahmawati et al., 2014b). Data obtained from this research indicate that the school well being will minimize the occurrence of bullying at school. That is because the entry into force of values and norms that upholds cooperation schools, teaching not only focuses on academic sense, but also in the formation of character. In addition, cooperation with parents and community is woven in order to school programs get support from various parties.

The components in the school well being obtained in this study is not far from Rimpela and Konu (2002) ideas. They made the model of the well-being in schools. In their model, the researchers explain four aspects for measuring the welfare of the school, based on the environment and society. The fourth aspect is the condition of the school, social
relationships, attention to self-fulfillment and the health status of student’s teachers. When all four of these factors appear, then the school well-being reached.

**CONCLUSION**

1. Bullying is a phenomenon that cannot be ignored and occur widely in various schools and various levels of education. Intervention against bullying behavior can not rely on the individual level, but it requires school’s management.

2. Healthy Schools will foster well being for the students. The concept of well-being itself is developing quite dynamically. If previously well being much focused on achieving well-being at the individual level, then increase the coverage at the level of relationships between individuals, the approach of well being at the organizational level is relatively new.

3. School well being is a concept that aims to achieve prosperity for all citizens. With the implementation of school well being, welfare is expected, and the behavior such as bullying can be prevented.

4. A healthy school is characterized by a harmonious interaction between the school community as well as the values and norms of the school culture. It is time for the government through the Ministry of Education to pursue the formation of school well being that is not merely focus on cognitive aspects of student achievement, as a measure of school success. But the criteria for the success of a school is also to be seen how far the school is able to develop a positive mental on students, so they have a mutual respect.

5. Components in school well being excavated through this research consisted of three things: school ethos and environment; curriculum, learning and teaching; and community connection. The third component could be applied in schools through a variety programs, techniques and media are available in schools. Control of the program should be made by stakeholders.

**Suggestion**

1. As a relatively new concept, school well being should be developed, with the involvement of the biopsychosocial and spiritual perspective. Hopefully the findings of this research prompt future research into a similar theme through several perspectives.

2. The research was only done at one level school (senior high school level). For further research, it should be done at some schools with varying levels. So we can make a comparison of well being school at different levels.

3. Using of a larger sample for further research is strongly recommended, so that the concept of school well being can be tested more depth to include other variables that have not been covered in this research.
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THE CONSTRUCTION OF EXECUTIVE FUNCTION INSTRUMENTS FOR EARLY CHILD AGES IN INDONESIA: A PILOT STUDY

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Abstract
A person’s ability to reach goal through planning, monitoring, as well as modifying and regulating thoughts, actions, and emotion is facilitated by a set of higher-order neurocognitive processes known as executive function (EF). EF, which develops rapidly during preschool age, showed significant positive correlations with some behavioural aspects in the future, such as academic performances and school readiness. Thus, this ability needs to be optimized to achieve one’s success in the future. In order to monitor EF development accurately, some proper instruments are immensely needed. Unfortunately, EF instruments for Indonesian early children were not well developed. This pilot research aimed to construct some EF instruments for Indonesian early children population. Amount of 22 early children participated in this study. Among 9 EF instruments administered, 4 tests (Matahari/Rumput, Backwards Word Span, Dimensional Change Card Sorting, and Gift Delay) were chosen to be applied for the next research based on their ease of administration as well as their abilities to portray EF performances of Indonesian children. This research also revealed the tendency of older children and children with higher social economic status to have better EF performances than their counterparts. On the other hand, this research did not find any tendency of different EF performances based on children’s sex. These findings, along with our ongoing research, are expected to be beneficial for identifying Indonesian children’s EF ability and being a starting point to propose any program to endorse EF optimization.

Keywords: Executive function, Early child; Sex, Age; Socioeconomic status

INTRODUCTION

A higher order neurocognitive processes namely Executive Function (EF) has been extensively studied during the last two decades to reveal how individual performs several complex behaviours, such as planning, monitoring, regulating thoughts, emotion, and action, to cope with problems and to achieve certain goals (Carlson, 2005; Zelazo & Cunningham, 2007). A large number of studies have consistently found that several brain areas, mainly the prefrontal cortex, are responsible in controlling this function (Suchy, 2009). Although EF is considered fully developed in early adulthood (Best & Miller, 2010) which is in line with the prefrontal brain maturation, the critical rapid EF development has been early observed since preschool ages (Best & Miller, 2010; Leon-Carrion, Garcia-Orza, & Perez-Santamaria, 2004). It indicates that a well-developed higher cognitive process in early childhood is a prerequisite for a better, more complex, and sophisticated cognitive function in adulthood (Garon, Bryson, & Smith, 2008). On the other hand, an undermining experience would detain the optimal development of EF which trigger any unexpected behaviours, such as violation (De Barito & Hodgins, 2009) and depression (Favre et al., 2008).
Since EF plays as a central agent that regulates various aspects of human behaviour, a conceptual framework of EF development from early childhood needs to be established to optimize individual’s EF capacity and to anticipate any potential harmful behaviour problems related to EF in the future. However, to the best of our knowledge, very limited studies have been conducted on EF variable in Indonesia so far. Few studies have successfully investigated the construction of verbal fluency instrument for early adulthood and revealed the correlation between EF performance and several factors might influence (Hendrawan, 2013; Hendrawan & Hatta, 2010; Hendrawan, Hatta, & Ohira, 2015). Yet, none has actually conducted research on EF development in early age children in Indonesia.

Furthermore, inconsistent results were revealed among researchers regarding the influence of main factors, such as age, sex, and socioeconomic status (SES), on EF performance. Regarding age, Carlson (2005) explained that EF performance was significantly increased during age 3-4. This result was also supported by Neunschwander, Rothlisberger, Cimeli, and Roebers (2013) who found rapid EF improvements in early age children. Best and Miller (2010) explained in their reviews that inhibitory control, which is one of EF components that is responsible for resisting from distraction and staying focus on a more relevant task, was not well developed in early age children until they reached adolescence years. Meanwhile, it was stated that shifting, the EF component responsible for changing attention and perspective, as well as working memory which is responsible for maintaining and manipulation information in mind, had more linear improvements throughout years of development (Best & Miller, 2010). As for sex, Raaijmakers et al., (2008) reported the difference of EF performance between boys and girls, in which girls attained better inhibitory control than boys. However, Seidman et al., (2006) informed that sex differences could not significantly predict EF performances among individuals with attention deficit hyperactivity disorder (ADHD). In addition, the relation between EF performances and SES was relatively consistent, in which children from family with middle-high SES showed better EF performances than those from family with middle-low SES (Noble, Norman & Farah, 2005; Sarsour et al., 2011). Hence, understanding several main factors that influence EF performances is very important to fully optimize the EF capacity of young children.

The present pilot study was addressed to determine several EF tests suitable for Indonesian early ages by considering several factors mentioned above. A number of nine EF tasks, i.e., Backwards Word Span, Backwards Corsi Span, Matahari/ Rumput, Kelinci/Buaya, Dimensional Change Card Sorting, Trails-P, Gift Delay, and Delay of Gratification, and Less is More, were descriptively evaluated based on the nature of participants’ performances. Further comprehensive investigation is being conducted at the present time as a main research and will be reported somewhere else. Hopefully this pilot study could serve a good starting point to disseminate EF research on early child in Indonesia in order to fully optimize their EF capacities in the future.
METHODS

Participants
A number of 22 children from low and high level of SES participated in this pilot study. The range of ages was from 36 to 72 months old. SES was determined by calculating the family outcome per month and categorizing the education level of parents. The screening session, included medical and typical developmental records, was given to all candidates to select appropriate participants. As a result, among 26 candidates, four participants were excluded for further examination.

Instruments
Screening form
The screening form was used to assess whether or not the prospective participants were fit to the following criteria: 36-72 months old, high and low SES level, healthy medical and typical developmental record (i.e., physical health condition, language, emotion, thinking process, and social development).

Executive Function Test
a. Crocodile/Rabbit
   This subtest measuring inhibitory control was adapted from Bear/Dragon Test originally constructed by Reed, Pien, and Rothbart (1984) and Carlson et al., (2014). In this test, children were introduced to a nice rabbit (kelinci) puppet and naughty crocodile (buaya) puppet. Children then were instructed to do what the rabbit asked (e.g. “touch your nose), yet disobeyed what the crocodile asked. Four practice trials were given before the test trials started. After that, the examiner administered 10 test trials (five for each puppet) and the rule reminder was given after the fifth trial. The rabbit trials were scored as follows: 0 = no movement; 1 = a wrong movement; 2 = partial commanded movement; 3 = full commanded movement, whilst the scores of crocodile trials were reversed. Final scores were acquired from the total of trials scores.

b. Backward Corsi Span
   Pickering, Gathercole, and Peaker (1998) constructed this test for measuring working memory. Children were shown with a paper consisting five randomly-placed squares with 5 x 4.5 cm dimension. The examiner pointed some squares and instructed the children to point the same squares in reversed orders. In the first trial, children were given two squares and if succeeded, the number of squares will be added by another one square for each of the correct trial up to maximum five squares. A number of squares pointed correctly by children were used as the final scores of this test.

c. Trails-P
   This subtest was adapted from Espy (1997) and Isquith, Crawford, Espy, and Gioia (2005), aimed to measure children’s cognitive flexibility. Children were shown a paper with five dog pictures on it, of which came in 5 sizes from the smallest to the biggest lined up in particular order, such as the father of dog, the mother of dog, the brother of dog, the sister of dog, and the youngest dog. On the first stage, children had to stamp the
picture of the dogs. On the second stage, children had to stamp the picture of the dogs and the bones. On the third stage, children had to ignore the dogs’ bones, and only allowed to stamp the picture of the dogs. On the fourth stage, children had to stamp the picture of the dogs and the bones, while ignoring the picture of the cats. The children had to stamp the pictures required on each stages according to the size, from the smallest to the biggest one. The examiner was allowed to give feedbacks and corrections in each stage. Total scores were derived from the amount of mistakes and duration of the test on each stage.

d. Delay of Gratification
Mischel, Shoda, and Rodriguez, 1989, in Carlson et al., (2014) constructed this test in order to measure hot executive function/delay task. Children were asked to pick one out of several snacks choices (jelly, marshmallow, chocolate candies, and wafer) given by the examiner. After deciding his/her choice, the examiner placed two treats on one plate and ten treats on another. Before the test trials started, the examiner made sure that the children preferred the plate with the more treats. After that, the examiner told the children that she needed to leave the room and asked them not to touch or eat the food before she returned if they want to get the plate with more treats. But if they could not wait upon her returns, they could ring a bell to call and get her to give the plate but only with the less treats. This test was consisted of 3 scores: reaction time of the first touch, number of touching, and duration of waiting in seconds (‘300’ was given if they could wait upon the experimenter returns). Those 3 scores were then converted to z-scores and the final score of each participant was computed from averaging the 3 z-scores.

e. Backwards Word Span
Adapted from Davis and Pratt (1995) and Carlson et al., (2014), this subtest was used to measure working memory. Children were asked to repeat a series of word in reverse order with the help of a ‘silly’ puppet named Momo. Before the test trials begin, the examiner gave 4 time feedback to children’s 2-word performance. If they succeeded, the examiner then give the test trials starting with 2-word series and the number of the series increased in length by one word for each of successful trial. The highest level of participant’s performance was used as final scores.

f. Sun/Grass
Originally constructed as Grass/Snow test by Carlson and Moses (2001), this Indonesian version was adapted for measuring inhibitory control. The children were instructed to put their hands on the table. Before the test began, the examiner asked the children what the colour of sun (matahari) and grass (rumput) are and made sure that they associated sun with yellow colour and grass with green colour. The examiner then put a green card and a yellow card on the table and told the children that they would play another silly game. They were asked to touch the yellow card when the examiner said “rumput” and the green card when she said “matahari”. After giving 3 feedback trials, the examiner administered 16 test trials (8 for each matahari and rumput) administered in
pseudorandom order. The final scores were computed from the percentage of correct trials.

g. Dimensional Change Card Sorting
We adapted this test measuring cognitive flexibility/shifting from Zelazo (2006). Children were presented with two boxes with affixed cards (red flower and blue house). At the first stage, children were introduced with the colour game (pre-switch trial) and asked to sort red cards into box with red flower and blue cards into box with blue house. Children with the correct trials of minimum 5 out of 6 pre-switch-trials got 1 score (meaning that they pass pre-switch-trials) and could then proceed to the post-switch trials, whilst those who failed to do so, got this test stopped. In post-switch trials, children were introduced with the shape game and asked to sort flower cards into box with red flower and vice versa. The correct trials of minimum 5 out of 6 was a requirement for children to get 1 score and to proceed to the border-trials. In border-trials, children had to shift between the colour and the shape rules. Every time they got a card with border, they had to play the colour game and every time they got a card without border. Children who got minimum 9 out of 12 border-trials correct, got the additional 1 score. The final score for this test was the total score they got from the 3 trials with range score from 0 to 3.

h. Less is more
This subtest was adapted to measure the conflicting components of cool EF, mainly the inhibitory control and working memory (Carlson, Davis, & Leach, 2005). Children were presented with chocolate and honey cereals and asked to pick which one they liked better. The chosen treats were then put by the examiner in two different plates with two different amounts (2 cereals and 5 cereals) and she made sure that the children preferred the plate with more cereals. She then introduced the children to a naughty monkey puppet named Chiko who liked the chosen cereals as well. Children were told that they need to choose between the two plates but each plate they chose would be given away to Chiko’s plate and they could keep the treats in plate they did not choose. There are 16 trials and regardless of children performance, the rule reminder was given after the eighth trial. The left-right orientation of the treats was counterbalanced. The final score was calculated from the percentage of correct trials (i.e. children chose the smaller amount of treats).

i. Gift Delay
Hot executive function was the dimension measured in this test originally constructed by Kochanska, Murray, Jacques, Koenig, and Vandegeest (1996) and Carlson et al., (2014). In this test, children were asked to sit in a chair with their back facing the examiner whilst she wrapped a present for them noisily for 60. She instructed the children not to peek so the present would be a surprise for them. There are 3 different scores for this test: 1) peeking score (0 = turning around to peek; 1 = peeking over the shoulder; 2 = no attempt to peek), a number of times peeked (reverse-scored), and latency of the first peek. The total score was calculated by averaging the z-scores of those 3 scores.
Procedure
The participants were recruited from a number of housing areas surrounding Indonesia University and several preschool institutions, considering three main variables: age, sex, and SES. Parents of the participant candidates were first asked to complete the screening test in order to check the suitability with characteristics needed. If the children suited the characteristics, the examiner then scheduled and invited the children and parents to the test location (i.e., Faculty of Psychology, Indonesia University or some classrooms at children’s schools) to get the test procedure executed.

In the test procedure, parents were first asked to fill in the parental consent whilst the examiner built a rapport with children as an attempt to make them feel safe and comfortable with her. After that, the children were then invited to come to an experimental room with the examiner in which the test procedure would be given. The room itself consisted by one table, two chairs, and one handy camera used to record the test procedure. All the tests were administered with one examiner and the estimation time needed was 1-2 hours for each child, depending on the children’s age and ability. After the test procedure done, children received a souvenir, lunch, and transportation fee.

Statistical Analysis
This study used descriptive statistical analysis (i.e. mean and Standard Deviation). We also did counter balancing test to check whether or not the different tests-order gave any effects on scores. We also conducted interrater check on one of the subtest (i.e. Kelinci/Buaya) which scores were computed using subjective ratings. Finally, we computed T-scales to learn the degree of difficulty from each of the subtest for all of the participant groups.

RESULTS
We conducted counterbalance test to see if different sequences of EF tasks (set 1 – set 2; set 2 – set 1) would result in contrasting variance of EF scores. Since the duration of the test was too long, we allowed a break time between the two sets. EF tasks consisted in Set 1 were Kelinci/Buaya, Backwards Corsi Span, Trails-P, and Delay of Gratification; whereas Set 2 consisted of Backwards Word Span, Matahari/Rumput, Dimensional Change Card Sorting, and Less is More.

In this preliminary study, 13 participants (59.09%) were tested in condition of Set 1-Set 2, and other 9 participants (40.91%) were tested in condition of Set 2 – Set 1. We conducted counterbalance test using independent sample t-test analysis, which showed there was no significant difference of EF scores variance between the tasks given before and after break time.

Since there were two scorers in Kelinci/Buaya task, we also conducted interrater reliability analysis to figure out the consistency of the scores given by both of the scorers. The result showed $\alpha=0.84$, which explained that it had good interrater reliability (Aiken & Groth-Marnat, 2006).

We also conducted statistical analysis based on age groups (36-48 months; 49-60 months; 61-72 months), sex (boys and girls), and SES (high and low). Based on the descriptive analysis on Table 1, participants from age 3 showed lower mean than the
participants from age 4 and 5 on all tasks given. Participants from age 4 also showed lower mean than participants from age 5, except on inhibitory control tasks (Kelinci/Buaya and Matahari/Rumput) and hot EF tasks (Delay of Gratification and Gift Delay). Although participants 4 had higher scores than the participants from age 5 on those four tasks, the differences were minor and insignificant.

### Table 1

Performance Comparison Between Age Groups

<table>
<thead>
<tr>
<th>Test</th>
<th>Age 3 M (SD)</th>
<th>Age 4 M (SD)</th>
<th>Age 5 M (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelinci/Buaya</td>
<td>40.64 (10.81)</td>
<td>52.91 (5.08)</td>
<td>52.64 (10.06)</td>
</tr>
<tr>
<td>Backwards Corsi Span</td>
<td>39.36 (3.03)</td>
<td>46.70 (8.48)</td>
<td>57.63 (6.73)</td>
</tr>
<tr>
<td>Trails-P</td>
<td>45.29 (17.23)</td>
<td>50.28 (6.38)</td>
<td>52.69 (6.53)</td>
</tr>
<tr>
<td>Delay of Gratification</td>
<td>45.93 (11.24)</td>
<td>52.58 (10.71)</td>
<td>50.54 (9.32)</td>
</tr>
<tr>
<td>Backwards Word Span</td>
<td>42.97 (6.23)</td>
<td>51.13 (8.86)</td>
<td>52.72 (11.27)</td>
</tr>
<tr>
<td>Matahari/Rumput</td>
<td>44.08 (13.86)</td>
<td>52.70 (9.05)</td>
<td>51.07 (8.18)</td>
</tr>
<tr>
<td>Dim. Change Card Sort</td>
<td>44.62 (15.68)</td>
<td>51.05 (9.68)</td>
<td>51.95 (6.36)</td>
</tr>
<tr>
<td>Less is More</td>
<td>38.08 (7.13)</td>
<td>48.55 (7.55)</td>
<td>54.87 (6.17)</td>
</tr>
<tr>
<td>Gift Delay</td>
<td>41.01 (15.95)</td>
<td>53.94 (4.30)</td>
<td>51.73 (6.90)</td>
</tr>
</tbody>
</table>

According to sex group descriptive analysis on Table 2, boys and girls had different mean scores on each tasks. Boys’ mean score succeeded girls’ on Matahari/Rumput task, but girls’ mean score also succeeded boys’ on Kelinci/Buaya task, although both tasks measure inhibitory control. Boys’ mean score also succeeded girls’ on Backward Corsi Span task, but girls’ mean score succeeded boys’ on Backward Word Span task, although both tasks measure working memory. Differences between girls’ and boys’ mean score showed distinction on shifting and hot EF tasks, such as Trails-P, Dimensional Change Card Sort, Delay of Gratification, and Gift Delay, where girls’ mean score succeeded boys’. Despite these mean score differences between boys and girls, we still need to conduct inferential statistical analysis to learn about the significance of the differences shown.

### Table 2

Performance Comparison between Sex Groups

<table>
<thead>
<tr>
<th>Task</th>
<th>Boys M (SD)</th>
<th>Girls M (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelinci/Buaya</td>
<td>47.42 (12.31)</td>
<td>52.58 (6.61)</td>
</tr>
<tr>
<td>Backwards Corsi Span</td>
<td>52.15 (11.10)</td>
<td>47.85 (8.75)</td>
</tr>
<tr>
<td>Trails-P</td>
<td>49.99 (10.11)</td>
<td>50.01 (10.48)</td>
</tr>
<tr>
<td>Delay of Gratification</td>
<td>48.80 (10.16)</td>
<td>51.19 (10.23)</td>
</tr>
<tr>
<td>Backwards Word Span</td>
<td>49.68 (11.34)</td>
<td>50.32 (9.00)</td>
</tr>
<tr>
<td>Matahari/Rumput</td>
<td>52.00 (9.85)</td>
<td>47.99 (10.21)</td>
</tr>
<tr>
<td>Dim. Change Card Sort</td>
<td>49.39 (12.84)</td>
<td>50.61 (6.65)</td>
</tr>
<tr>
<td>Less is More</td>
<td>54.14 (9.13)</td>
<td>45.86 (9.43)</td>
</tr>
<tr>
<td>Gift Delay</td>
<td>48.51 (10.16)</td>
<td>51.49 (10.09)</td>
</tr>
</tbody>
</table>

According to participants’ SES descriptive analysis on table 3, participants from high SES also had higher mean score than the participants from low SES on almost every tasks,
but the Dimensional Change Card Sort task. However, we still need to conduct inferential statistical analysis to study about the significance of the difference shown in the result.

Table 3

<table>
<thead>
<tr>
<th>Task</th>
<th>High SES M (SD)</th>
<th>Low SES M (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelinci/Buaya</td>
<td>51.02 (9.80)</td>
<td>48.98 (10.57)</td>
</tr>
<tr>
<td>Backwards Corsi Span</td>
<td>50.31 (12.77)</td>
<td>49.69 (6.83)</td>
</tr>
<tr>
<td>Trails-P</td>
<td>52.54 (10.24)</td>
<td>47.46 (9.59)</td>
</tr>
<tr>
<td>Delay of Gratification</td>
<td>54.81 (10.00)</td>
<td>46.06 (8.49)</td>
</tr>
<tr>
<td>Backwards Word Span</td>
<td>55.38 (10.70)</td>
<td>44.62 (5.63)</td>
</tr>
<tr>
<td>Matahari/Rumput</td>
<td>52.51 (9.47)</td>
<td>47.49 (10.31)</td>
</tr>
<tr>
<td>Dim. Change Card Sort</td>
<td>49.85 (12.95)</td>
<td>50.15 (6.51)</td>
</tr>
<tr>
<td>Less is More</td>
<td>52.07 (8.78)</td>
<td>47.93 (11.11)</td>
</tr>
<tr>
<td>Gift Delay</td>
<td>50.97 (10.28)</td>
<td>49.02 (10.11)</td>
</tr>
</tbody>
</table>

Besides descriptive analysis, we also conducted T-scale to figure out the degree of difficulty of the tasks. According to age groups, 3 years old participants showed best performance on Delay of Gratification, followed by Trails-P, Dimensional Change Card Sorting, Matahari/Rumput, Backwards Word Span, Gift Delay, Kelinci/Buaya, Backwards Corsi Span, and the least one was Less is More. 4 years old participants showed best performance on Gift Delay, followed by Kelinci/Buaya, Delay of Gratification, Matahari/Rumput, Backwards Word Span, Dimensional Change Card Sorting, Trails-P, Less is More, and the least one was Backwards Corsi Span. 5 years old participants showed best performance on Backward Corsi Span, followed by Less is More, Backwards Word Span, Trails-P, Kelinci/Buaya, Dimensional Change Card Sorting, Gift Delay, Matahari/Rumput, and the least one was Delay of Gratification.

According to sex groups, girls showed best performance on Kelinci/Buaya, followed by Gift Delay, Delay of Gratification, Dimensional Change Card Sorting, Backwards Word Span, Trails-P, Matahari/Rumput, Backwards Corsi Span, and the least one was Less is More. On the other side, boys showed best performance on Less is More, followed by Backwards Corsi Span, Matahari/Rumput, Trails-P, Backwards Word Span, Dimensional Change Card Sorting, Delay of Gratification, Gift Delay, and the least one was Kelinci/Buaya.

According to SES groups, for participant from high SES showed best performance on Backward Word Span, followed by Delay of Gratification, Trails-P, Matahari/Rumput, Less is More, Kelinci/Buaya, Gift Delay, Backwards Corsi Span, and the least one was Dimensional Change Card Sort. On the other side, for participants from low SES showed best performance on Dimensional Change Card Sort, followed by Backwards Corsi Span, Gift Delay, Kelinci/Buaya, Less is More, Matahari/Rumput, Trails-P, Delay of Gratification, and the least one was Backwards Word Span.
DISCUSSION

The purpose of this study was to adapt and develop the Executive Function tests for Indonesian children. The instruments were adapted from several authors (e.g. Carlson et al., 2014; 2005; Carlson & Moses, 2001; Davis & Pratt, 1995; Espy, 1997; Kochanska et al., 1996; Pickering et al., 1998; Reed et al, 1984; Zelazo, 2006). Before testing and making the norms of the tests, we did a preliminary study aimed to choose several tests that were easy to administer and could portray EF of Indonesian children. Furthermore, we also evaluated the processes of tests administrations.

Using descriptive statistics, we found the tendency of increasing scores based on children ages, in which 4-year-age group had higher scores than 3-year-age group, and 5-year-age group had higher scores than 4-year-age group, although this was not found in every subtest used. These findings were consistent with Neunschwander et al., (2013) who found that there are increasing EF scores in preschoolers. Unfortunately, we could not deduce that the difference between these group ages were significant because we did not conduct the inferential statistics due to the small number of participants.

There were also found score differences based on sex and SES. In some of the tests, we found that girls had higher scores than boys. Based on SES, children with higher SES were found to have better performance than their counterparts on some of the tests. Just like with the difference based on age, the significance differences based on SES and sex could not also be deduced because we did not run the inferential statistics.

In this preliminary study, we found that administering all 9 EF subtests to children was both time and energy consuming. Considering this situation, we then chose 4 subtests in which each of them measure different EF components (i.e. inhibitory control, working memory, shifting, and hot EF), to be used in the next step of this research. The choice of the subtests was made based on difficulty level of each subtest seen per group, and also the qualitative aspect of the subtests as well. Difficulty levels of each subtest were evaluated based on several categories: age group (age 3, 4, and 5 group); sex group (boys and girls); and SES level (higher and lower SES). Using the analytical statistics, we found that the results from the difficulty level analysis were quite diverse, in which there were not found any subtest that predominantly ranked as the most difficult nor easiest for the entire groups.

In inhibitory control component, 4 groups appeared to have better performance on Kelinci/Buaya than on Matahari/Rumput. Yet the other 3 groups had better scores on Matahari/Rumput, making the easiness of these two tests seemed to be quite equal. Therefore, we decided to further analyze these two tests qualitatively. In Kelinci/Buaya, we observed that some of the participants saw a pattern for the answers and thus they got almost perfect scores in this test. Unlike Kelinci/Buaya, we did not see any patterns that could help participant answers any easily in Matahari/Rumput. Furthermore, the scoring method for Kelinci/Buaya was also more complicated because it needed subjective evaluation from two different raters, whilst in Matahari/Rumput we only used the right-or-wrong evaluation. In regard of these evaluations, we decided to choose Matahari/Rumput as an inhibitory control test to be used in the next step of this research.

Furthermore, we conducted analysis on EF tasks which measured shifting, such as Dimensional Change Card Sort (DCCS) and Trails-P. According to the degree of difficulty,
four groups appeared to perform better on Trails-P than DCCS task, whereas three other groups appeared to perform the otherwise. However, we also had to consider the qualitative aspects of these two tasks. During the test, the instructions given in DCCS seemed to be easier for participants to understand than those given in Trails-P. Moreover, participants from age 3 groups had less proper understanding of sizes when it came to comparisons, hence it was a lot more difficult for them to keep up with the instructions. Generally, Trails-P also took longer time than the DCCS. The tools needed in DCCS task are also simpler and reusable than those needed in Trails-P task. Therefore, based on these concerns we prefer to use DCCS to Trails-P in case of further research.

On working memory tasks, four groups appeared to perform better on Backward Word Span than Backward Corsi Span, whereas three groups appear to perform better on Backward Corsi Span than Backward Word Span. Between these two tasks, we prefer to use Backward Word Span, for it seemed to be more interesting for early age children since the tool used in this task was a puppet.

Based on the degree of difficulty, four groups appear to perform better on Gift Delay than Delay of Gratification, which both aim to measure hot EF. On Delay of Gratification task, we expected children to choose the larger amount of treat as a reward for having to patiently wait until the tester came back to the room and allowed them to eat the treats. However, some children decided to choose fewer amount of treats, and there were also children who didn’t want to wait for fear of being left alone in the room. We also need more tools to perform in this task than in Gift Delay. We then prefer to use Gift Delay to Delay of Gratification in case of further research.

Among these 9 tasks, Less is More was considered as conflicting task for it allowed us to measure both inhibitory control and working memory. However, we prefer not to use this task in case of further research for certain concerns. Most of the time Less is More took longer time than expected so that it elicited the children tendency to ward off in boredom. Besides, children were more likely to choose fewer treats and larger treats alternately in particular order, although we should expect the children to choose only the larger treats. There were also many tools and materials needed to perform this task, hence we consider not to proceed with this task.

As far as we’ve learnt, this research was the first research in respect of developing EF test in Indonesia. As a preliminary research to develop EF test in Indonesia, we are aware of some indisposition in this study. There were only few amount of participants in each groups, hence we could not yet conduct further analysis using inferential statistic which needed larger amount of participants data to compute. Thus, this preliminary research also has not given much description about research subject population.

However, we have already earned permission from the previous researchers, such as Carlson et al., (2014), to adapt all EF tasks in this study to the purpose of adjusting them to Indonesian language and culture. Hereby, we also received the guidelines which explained how each task should exactly be administered. We also received suggestions from Carlson on the attempt to adjust certain aspects of the tasks in proportion with Indonesian culture. Thus we could reduce emerging possibility of bias as consequence of culture differences. Therefore, this preliminary research could be a good stepping stone in order to develop EF measurement on early age children in Indonesia.
REFERENCES


THE EFFECT OF GOAL-SETTING ON VOLTAGE VALUE CHANGES OF BRAIN DURING VIDEO GAMING

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Abstract
Goal-setting is already known to increase behaviour performance. Goal-setting theory of motivation emphasizes the important relationship between goals and performance. Goal-setting may increase behaviour performance through specific mechanism of motivation and cognitive control in the brain. However, the objective measurement of brain activity as representation of cognitive control mechanism involved in goal-setting is still limited. Electric-field-based neuroimaging, brain capacitometer, is a novel device to record brain activity that represented by voltage value changes. It could measure non-invasively and real-time. Here, we investigate for the first time the influence of goal-setting on voltage value changes during video game playing, and compare them with the changes on non goal-setting task. Two-electrode brain capacitometer is located on Fp1 region that cover the left prefrontal cortex. Two healthy adolescents are employed as participants. The results of this research showed the difference pattern between goal-setting and non goal-setting tasks during video gaming. We may conclude that goal-setting will give the impact on brain activity through mechanism of motivation and cognitive control.

Keywords: goal-setting, voltage value, cognitive control, brain capacitometer, video gaming, motivation, adolescent

INTRODUCTION

The importance of goal setting is to increase behaviour performance has been subjects of investigations. Goal is an object or outcome to aim for (Locke & Latham, 2002). Goal-setting theory of motivation emphasizes the important relationship between goals and performance (Lunenburg, 2011). As Bandura (1997 in Locke & Latham, 2002) noted, people have the power to guide their actions based on what they want to accomplish.

Goal setting is foremost a cognitive variable. The purpose of goal setting is to make the super ordinate goal concrete. A super ordinate goal focuses primarily on affect. It appeals to emotion. A superordinate goal reflects the power of language expressed in ways that convey to people something they can believe in. Martin Luther King is an exemplary figure in the political arena that recognized with his statement: “I have a dream.”. Superordinate goal should move from emotional rhetoric to concrete action steps. To do this, the goal must be specific, measurable, attainable, relevant, and have a time-frame (SMART) (Latham, 2004). Researches show that effective performances results when goals are specific and challenging, when they are used to evaluate performance and linked to feedback on results,
and create commitment and acceptance. Deadlines also improve the effectiveness of goals (Lunenburg, 2011).

Goals have internal and external aspects. Internal aspects are ideas, which are desired ends. External aspect refers to the object or condition sought e.g., a certain performance level. The idea guides action to attain the object. Two broad attributes of goals are content (the actual object sought) and intensity (the scope, focus, complexity etc. of the choice process). Qualitatively, the content of a goal is whatever the person is seeking. Quantitatively, two attributes of content are difficulty and specificity (Locke, 1996).

Goals affect performance through four mechanisms. First, goals serve a directive function, that goals direct attention and effort toward goal-relevant activities. This effect occurs both cognitively and behaviourally. Second, goals have an energizing function. High goals lead to greater effort than low goals. Third, goals affect persistence, that is hard goals prolong effort. Fourth, goals affect action indirectly by leading to the arousal and use of task-relevant knowledge and strategies (Wood & Locke, 1990 in Locke & Latham, 2002).

Goal setting is a discrepancy-creating process. After people attain the goal they have been pursuing, they generally set a higher goal for themselves. This adoption of higher goals tends to creates motivation rather than reduces motivation discrepancies to be mastered (Bandura, 1989 in Locke & Latham, 2002). Goals motivate people to develop strategies that will enable them to perform at the required goal levels. Goals direct attention and action. Challenging goals mobilize energy which lead to higher effort and increase persistent effort (Lunenburg, 2011).

Motivation is most often conceptualized as being goal directed, in that effort is invested toward instrumental actions that bring about desirable outcomes, in relationship to the incentive value of those outcomes (Braveret et al., 2014). Conscious motivation affects performance and job satisfaction (Locke & Latham, 2002). The major finding of goal setting is that individuals who are provided with specific, difficult but attainable goals perform better than those given easy, nonspecific, or no goals at all. At the same time, however, the individuals must have sufficient ability, accept the goals, and receive feedback related to performance (Latham, 2003; Lunenburg, 2011).

In cognitive neuroscience, motivation is often formulated in terms of neural representations of expected outcomes that predict decisions regarding effort investment. Experimental investigations commonly operationalize motivation in terms of the transient neural responses evoked by extrinsic incentive cues. These cues are used to signal manipulated rewards (typically monetary) available for instrumental actions, based on the assumption that motive strength will covary with reward amount (Braver et al., 2014).

Goal-setting may increase behaviour performance through specific mechanism of cognitive control in the brain (Witte, Ninaus, Kober, Neuper, & Wood, 2015). Goal-oriented behaviour requires an integrated network of brain activations including sensory, motor and cognitive processes, which have been summarized under the term ‘cognitive control’. Cognitive control involved working memory, spatial attention, executive functions and general sensor motor processing (Witte et al., 2015). Control regions in the brain provide signals that represent the brain's information processing (Dosenbach et al., 2007). The activation of brain regions reflected the process of cognitive control during gaming (Witte et al., 2015).
The neural activation during video gaming reflected an increase of working memory load and demand since during video gaming participants had to remember steps and implement strategies in the game. Our brain frequently has to link a given stimulus to an appropriate behavioural response for an effective control. These stimulus-response mappings are a central component of inductive reasoning, allowing for quick and adaptable human behaviour. Higher activations of the associated brain areas can ensure a fast and adaptable cognitive control (Witte et al., 2015).

Researches have also been found that people who engage in more intensive cognitive processing regarding their goals and their plans to attain them are more likely to actually carry out the relevant actions than those who engage in less intensive processing (Gollwitzer, Heckhausen, & Ratajczak, 1990 in Locke, 1996). Wegge and Dibbelt (2000 in Locke & Latham, 2002) find that hard goals automatically enhanced the speed of information processing. Emerging insights into the mechanisms of motivation revealed new evidence that motivation influences cognition in areas where it had previously been thought irrelevant—for example, in long-term memory formation (Braver et al., 2014).

Motivation is a very complex psychological concept supported by a widely distributed neural processing (Rocha & Rocha, 2015). The motivation and foresight to plan and initiate movements occur in the prefrontal area. This region is involved in motivation and regulation of emotional behaviour. The large size of this brain area may account for relatively well-developed forethought and emotional complexity in human (Seeley, Stephens, & Tate, 2007). Prefrontal cortex is linked to planning and problem solving (Ling & Catling, 2012), the decoding of cue information and appropriate response adjustment (Dosenbach et al., 2007), and executive functions (Babcock & Vallesi, 2015). Network included dorsal anterior cingulated/medial superior frontal cortex, anterior insula/frontal operculum, and anterior prefrontal cortex regions show activity sustained across the entire task, suggesting that this network may control goal-directed behaviour through the stable maintenance of task sets (Dosenbach et al., 2007).

Results from behavioural and neurophysiologic analyses indicate that more neuronal resources were allocated to fulfil task requirements during goal-oriented behaviour (Witte et al., 2015). Dopaminergic input to the striatum mediates the interaction between motivation, cognition, and action (Braver et al., 2014). Mid brain dopamine neurons are implicated in motivation and learning (Ilango, Kesner, Broker, Wang, & Ikemoto, 2014).

Recent research in cognitive, computational, and systems neuroscience has begun to uncover underlying mechanisms by which reward signals and motivational state changes modulate ongoing neurocognitive processing (Braver et al., 2014). Research suggests that performing tasks in a context with available reward incentives leads to enhancements in specific cognitive processes, such as active maintenance in working memory, preparatory attention, episodic encoding, and decision making (Locke & Braver, 2010; Maddox & Markman, 2010; Pessoa, 2009; Pessoa & Engelmann, 2010; Shohamy & Adcock, 2010 in Braver et al., 2014). Human behaviour displays hierarchical structure: simple actions cohere into subtask sequences, which work together to accomplish overall task goals. The neural substrates of such hierarchy have been the target of increasing research, which is remain poorly understood (Ribas-Fernandes et al., 2011).
Research suggests that reward seeking, novelty seeking, and exploratory behaviour peaks in adolescence (Braver et al., 2014). Monetary incentives are one practical outcome that can be used to enhance goal commitment (Locke & Latham, 2002). These behaviours are interpreted in terms of brain development that occur during adolescence period, in which the key mechanisms that modulate dopamine circuitry function are maximally activated, leading to biased dynamic interactions within subcortical–cortical neural circuits. Motivational constructs have also been used to explain the risky decision making that occurs during adolescence (Braver et al., 2014).

More work will be needed to understand what cognitive and neural mechanisms underlie components of higher-order processes of mental contrasting and goal setting. It is also thus unknown what cognitive and neural mechanisms underlie components of higher-order processes of goal setting (Braver et al., 2014). Nevertheless, the objective measurement of brain activity involved in goal-setting is still limited. Therefore, it is important to measure brain activity by using brain capacitometer.

This research is an experimental research to measure influence goal-setting on brain activity. The typical experimental studies in goal setting studies are as follows: Subjects are given a task to perform and are assigned various performance goals to attain within a specified time limit (Locke, 1996). Computer chess game is used in this research, that involves many aspects of high level cognition and requires sophisticated problem solving skills. There is little understanding of the neural basis of chess cognition (Atherton, Zhuang, Bart, Hu, & He, 2003).

Cognitive control

![Figure 1](#)

**Figure 1**

*Framework of research*

**The Objective of the Research**

This research aimed to examine influence of goal-setting on voltage value changes during video gaming.

**Hypotheses**

This research hypothesized that there are influence of goal-setting on voltage value changes during video gaming
METHODS

Participant
Two healthy male adolescents (21 and 23 years old) participate in this research. They are
known rules in chess and able to play the game. All of participants are right handed. They are
informed with the procedures before the experiment and all give written consent. One
participant excludes from this research because the baseline data does not fulfill the standard
criterion to be analyzed.

Design
Participants are presented with a computer chessboard on IPad. This research uses
experimental method, one group before-after design or pretest-posttest design. One group of
participants was given an experimental treatment precede by a pre-test and followed by a
post-test (Kerlinger, 2000).

![Experimental design]

The O₁ session (non goal-setting): Experimenter give instruction to play chess game.
They have to start and stop playing the game according the instruction from experimenter.
The session start with 2 minutes resting period (0 – 2nd minute). After resting period,
baseline level (O₁) of voltage value is measured in 5-minutes period (3rd to 7th minute).
Baseline period then followed by 2 minutes resting period (8th to 9th minute). At the resting
period, participants do not play the game.

The O₂ session (goal-setting): Experimenter gave instructions as manipulation of goal-
setting. The manipulation was given by instructing to the participants to win the game in 5
minutes and they would get reward if they win the game. The aim of giving the instruction to
win the game within time limit and to give reward was to make the goal be specific,
measurable, attainable, relevant, and have a time-frame (Latham, 2004). The sessions start
with 2 minutes resting period (0 – 2nd minute), then followed by measurement period (O₂) in
5 minutes (3rd to 7th minute). After that, participants enter 2 minutes resting period (8th to
9th minute), and the experiment is ended.
Voltage value is recorded at baseline level ($O_1$, non goal-setting period), resting period, and $O_2$ (goal-setting) period. Brain activity pattern and voltage value are measured by putting two electrodes of brain capacitometer at prefrontal area (Fp1).

**Data analysis**

Data analysis are performed by modelling the voltage value signal as function of brain activity for different time course (resting and gaming) and experimental conditions (goal-setting and non goal-setting).

The effect of goal setting on voltage value is analyzed by descriptive method of signal frequency (mV/s). Assessment of performance changes between baseline level ($O_1$) and measurement period ($O_2$) allowed us to measure effects of goal-setting on voltage value. Difference voltage value is assessed as brain activation in the measurement time period of 3rd to 7th minutes at baseline level ($O_1$) and $O_2$ period (3rd to 7th minutes).

Researchers also make observation and recordings of participants’ verbal and facial expressions. Recording is made in all sessions.

**Material**

**Brain capacitometer**

Brain capacitometer is non-invasively measures changes in voltage value. Two electrodes are put on prefrontal cortex to measure voltage value. Data in this research is obtained from measurement of averaging and baseline values of brain activity signal. These methods require block design of resting, tasking, and resting period in order to detect brain activation during a task. Signal analysis was used to interpret brain activity in resting and tasking period. The result will show signal fluctuation within time period of resting and tasking. The Z-scored then measured for the signal. In signal analysis, brain activity related to a task must be separated from that which is not, since brain capacitometer measures not only signals of brain activity during a task, but also other signals, including noise. Averaging and baseline correction are used in signal-processing methods. These methods analyzed signal in block or period of time, involves resting and tasking period to detect brain activation during a task (Tsunashima,Yanagisawa & Iwadate, 2012). The result of data analysis applied for brain capacitometer signals after removing frequency noise.

Data is included in analysis if it matched with standard pattern of brain activity, that is higher frequency during tasking and lower frequency during resting. Data of voltage value change in the pilot study is measured by using two-electrodes brain capacitometer on Fp1 region, which showed that there are tendency of lower frequency during resting and higher frequency during tasking (Edison, Anisa, Ihsan, Nurfauzi, & Maharani, 2015) (Figure 3).
Oxymeter
Oxymeter is used to measure oxygen saturation. The oxymeter is put at one finger of participants. Data of oxygen saturation is not analyzed in this research because the research is focused on voltage value.

RESULTS

Results show different patterns of the voltage value during goal-setting task. The brain activation patterns for the condition of goal-setting and non goal-setting show different profiles. Goal-setting condition is established by instructing the participants to win the game in 5 minutes and giving reward if participants can win the game.

Figure 4 presents patterns of voltage value measurement results for goal-setting and nongoal-setting task. The activation patterns show an increasing tendency of activation in goal-setting task. This increasing trend is observed for all two participants in goal-setting conditions.

A more regular pattern of brain activity is observed in goal-setting task than in nongoal-setting task. Increasing trend of brain activation with more regular pattern of peaks and valleys can be observed more clearly in goal-setting than nongoal-setting condition. On the contrary, the voltage value tend to decrease in resting period.
Figure 4

Patterns of voltage value measurement results for goal-setting and non-goal-setting task
DISCUSSION

Results show more regular patterns of brain activity in goal-setting tasks than in non goal-setting tasks. This regular patterns may explain directive or control function. Lunenburg (2011) stated that goals direct attention and action. Directing behavior toward a goal will facilitate regulation of motivational drive, that is psychological resources and energy will spend on activities relevant to the goal. According to Bandura (1989 in Locke & Latham, 2002), goal setting is a discrepancy-creating process. After people attain the goal they have been pursuing, they generally set a higher goal for themselves. This adoption of higher goals tends to creates motivation rather than reduces motivation discrepancies to be mastered. Goals motivate people to develop strategies that will enable them to perform at the required goal levels. Challenging goals mobilize energy which lead to higher effort and increase persistent effort (Lunenburg, 2011).

This research show increasing trend with more regular pattern of peaks and valleys observed more clearly in goal-setting than non goal-setting condition. The increasing trend may be related with cognitive effort to improve performance, that is sharpening focus of attention and increasing activity working memory. Goal-setting motivate and directed effort in cognitive process. On the contrary, the voltage value tend to decrease in resting period, this is may be related with reducing effort for cognitive control, that is lowering focus of attention and decreasing working memory load. Therefore the result of this research support findings from Wood and Locke (1990 in Locke & Latham, 2002) that goals serve a directive function and an energizing function. Goals direct attention and effort toward goal-relevant activities. This effect occurs both cognitively and behaviorally. Cognitively, goal-setting sharpening focus of attention, increasing working memory capacity and motivation to achieve goals. Behaviorally, goal-setting directed behavior toward certain level of performance. As Locke and Latham (2002) state that conscious motivation affects performance.

Goal setting is a discrepancy-creating process. After people attain the goal they have been pursuing, they generally set a higher goal for themselves. This adoption of higher goals tends to develop motivation rather than reduces motivation discrepancies to be mastered (Bandura, 1989 in Locke & Latham, 2002). Goals motivate people to develop strategies that will enable them to perform at the required goal levels. Goals direct attention and action. Challenging goals mobilize energy which lead to higher effort and increase persistent effort (Lunenburg, 2011).

A more regular pattern of brain activity is observed in goal-setting task than in non goal-setting task. Goal-setting motivated and directed effort in cognitive process. Increasing trend of brain activation with more regular pattern of peaks and valley could be observed more clearly in goal-setting than non goal-setting condition. The increasing trend may be related with cognitive effort of improve performance, that is sharpening focus of attention and increasing activity working memory. Therefore the result of this research support reports the major finding of goal setting that individuals who are provided with specific, difficult but attainable goals perform better than those given easy, nonspecific, or no goals at all Latham (2003).
The result of this research shows that brain activation tend to increase in goal-setting task. Goal is established by giving instructions to the participants to win the game within time limit and they would get reward if they win. This results support the attribution of incentive effects on behaviour, that effort invested toward actions will bring desirable outcomes, in relationship to the incentive value of those outcomes (Braver et al., 2014). This motivational function of goal-setting direct behavior to achieve the goal.

The result of this research shows the increasing tendency of brain activity in goal-setting task compare with non goal-setting task. This results support reports from findings that individuals who are provided with specific, difficult but attainable goals perform better than those given easy, nonspecific, or no goals at all(Latham, 2003; Lunenburg, 2011). However this result is obtained from laboratory setting with direct observation and control from researchers. Direct observation and behavior control in naturalistic setting may take form as direction and feedback from other person. Latham (2003) and Lunenburg (2011) state that to achieve the goal individuals also must have sufficient ability, accept the goals, and receive feedback form environment related to performance.

Kurt Lewin in his field theory explain about the importance of enviromental factors in behavior. Lewin states that behavior is determined by complex interactions among a person’s internal psychological structure, the forces of the external environment, and the structural relationships between the person and the environment. For Lewin, behavior is a function of personal characteristics and the immediate social situation. Behavior is a function of the person and the environment, which is summed up in the equation $B = f(P,E)$ (Lewin, 1935 in Friedman & Schustack, 2009). “Field”in this theory can be understood as a field in mathemathical sense of vector forces or as a field of life. Life space is all the internal and external forces that act on an individual – and the structural relationships between the person and the environment. For example, family life may be one region of a person’s life space (Friedman & Schustack, 2009). Environmental factors, such as control and rewards form another person, have important role in determine behavior by interactions between a person’s psychological structure and environmental factors. Interaction between the person and environment, such as behavior control and reward, may explain the importance of feedback related to performance in goal-related behavior. Researches show that effective performances results when goals are specific and challenging, when they are used to evaluate performance and linked to feedback on results, and create commitment and acceptance (Lunenburg, 2011). It means that enviromental factors may determine individual goal-related behavior through mechanism of direction and feedback.

Lewin’s field theory explains about psychological structure and its relationship with environment. According to field theory, a person can have more openness in the boundaries, so the different regions of life exert more influence on one another (Friedman & Schustack, 2009). Adolescents may have a different psychological structure related with their age. Psychological structure of adolescents may have a more open boundary in their life space, where different regions have more influence each other. This a more open boundaries may relate with psychological development of adolescents which are in the period of have not yet reached its maturity.

From neuroscience perspective, cognitive and neural mechanism is involved in the process of selecting appropriate behaviour in response to stimuli and reward, which resulted
in goal-directed behaviours (Han et al., 2011). Experimental studies in neuroscience commonly operationalize motivation in terms of the transient neural responses evoked by extrinsic incentive cues. Motive strength will covary quantitatively with the amount of reward (Braver et al., 2014). The adolescent is a period that some aspects of the brain have reached adult-level structure and connectivity, whereas others, including the prefrontal cortex, show developmentally lagged trajectories, not reaching adult volume and connectivity until the late twenties. The adolescent brain is thought to be in a unique state of heightened incentive salience signalling, paired with an underdeveloped capacity for impulse control (Somerville & Casey, 2010; Steinberg, 2010 in Braver et al., 2014). Several fMRI studies have demonstrated that the adolescent striatum shows a greater magnitude of response to reward cues relative to both children and adults (Galvan et al., 2006; Somerville et al., 2011 in Braver et al., 2014). Evolutionarily perspective argue that the adolescent brain might exist in such a state of bias in order to facilitate exploratory behaviour to leave safety in search of mates and resources (Spear, 2000 in Braver et al., 2014). This psychological and neurological evidence may explain the higher tendency of brain activation of adolescent in goal-setting tasks which provide reward.

Results show that goal-setting have functions of directions and regulations in cognitive control and motivation. According to Allaire (2012 in Braver et al., 2014), although cognitive and neurobiological factors may be predictive, they clearly do not explain all of the age-related variance in performance. Motivation-based accounts are also being increasingly emphasized as relevant for determining age differences in cognitive performance (Braver et al., 2014). This research reveals that goal-setting is a very complex psychological process which also involved neural mechanism in brain.

CONCLUSION

Present research shows the influence of goal-setting on voltage value changes of brain during video gaming. Acquisition of goal-setting influences brain activation pattern on prefrontal cortex. An increasing trend and more regular patterns of brain activity are observed in goal-setting tasks. This increasing trend of brain activity as observed on voltage value measurement may explain higher intensity of cognitive process and motivation. Sharpening focus of attention, increasing working memory capacity and motivation to achieve goals may involved in mechanism of goal-setting, which creates increasing trend of performance.

Goal-setting have functions of directions and regulations in cognitive control and motivation. Goal-setting may increase and regulates psychological process, that is cognitive and drive mechanism, in order to achieve the goal. Result of this psychological process of goal-setting can be observed through pattern of brain activity. This research reveals that goal-setting is a very complex psychological process which also involved neural mechanism in brain.

The result of this research has practical implication in many settings. When individuals have clear goals, with measurable target, such as time limit, their performance will increase. Motivation and reward strengthen relationship between goal-setting and performance.
REFERENCES


UNDERSTANDING THE ACEHNENE ADOLESCENT SURVIVORS OF WAR AND TSUNAMI: DESCRIPTION OF SELF AND MOTIVATIONAL FACTORS

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Abstract
Studies suggested that experiencing traumatic events can delay the normal developmental process in children, as they have to accomplish all the developmental tasks in each stage while they are in traumatic conditions. Yet, each individual has different ways of dealing with traumatic events in life. This qualitative study aimed to explore the description of self among Acehnese adolescent survivors of tsunami and armed conflict, their current issues and challenges, the way they cope with those challenges as well as their motivational factors in life. Semi-structured interviews were carried out with 18 participants aged 15-20 years old who lived or studied in Islamic boarding school in Banda Aceh and Northern Aceh. Interviews were also conducted with two school teachers and four religious teachers working with the adolescents. The interviews were transcribed into verbatim and analyzed thematically. This writing attempts to elaborate the findings of the first and second objectives of the study i.e. the adolescent survivors’ view of selves and motivating factors of their lives. The findings indicate that despite the painful life experiences they went through, the adolescent survivors are able to develop a coherent sense of identity and mission in life.

Keywords: Acehnese adolescent survivors of tsunami and armed conflict, semi-structured interviews, description of self, motivational factors in life.

INTRODUCTION

When Tsunami hit Aceh Province of Indonesia in December 2004, it coincided with almost 30 years of conflict and isolation. More than 167,000 people died in Aceh Province and northern Sumatra in Indonesia. Tens of thousands of children were separated from their families or orphaned (UNICEF Report, 2009). Displacement impacted 500,000 people in Indonesia the tsunami, many of these young survivors also suffered from PTSD, prolonged grief, and depression (Hestiyanti, 2006; Dawson, 2011; Hartini, 2010). However, studies also suggested that the high prevalence of emotional and other mental health issues in Aceh was elicited by the previous war-related traumatic experiences (Souza, Bernatsky, Reyes & de Jong, 2007; deGryse & Laumont, 2007). During the time of conflict, many Acehnese had directly experienced or witnessed high level of war-related violence (Good, Good, Grayman, & Lakoma, 2007; Souza, et al., 2007).

Children survivors of armed conflict are inclined to be affected with psychological issues (Dawson, 2011). It is also suggested that traumatic experiences might delay the normal developmental process among children. This is due to the fact that, they have to accomplish all the developmental tasks in each stage of development whilst they are in traumatic
condition (Nader, 2008). Yet, each child has his own mechanisms in dealing with trauma. Some survivors may have deep distress after a traumatic event and will need longer time to recover while others may recover faster. Price and Lento (2001) stated that children who have difficulties to fulfil the demands of each phase of development will be likely to endure a developmental trajectory through psychopathology, whereas children who successfully accomplish these demands will enter a normal developmental trajectory. Children survivors of traumatic events who have good coping skills as well as support system from their social environment are more likely to recover faster. They are also able to adapt well to the demands of each of developmental phase (Price & Lento, 2001).

Many Acehnese adolescents, who were exposed to armed conflict and tsunami, became orphans and continued their lives at the orphanages and pesantren. As adolescents, they went through psychophysical changes and challenges, which at times led them to become problematic adolescents (Petersen & Leffret, 1995).

Simultaneously, during this adolescence stage, they need to fulfill the major developmental task i.e. to develop the consistent and clear sense of identity (Erikson, 1968). Identity refers to the attributes that are attached to someone and that describes one’s existence, and are related to one’s past, present and future life (Oyserman, Elmore, & Smith, 2012). Although studies about identity among ‘normal’ adolescents were countless, studies examined sense of identity among disaster survivors – who have experienced several traumatic events are still limited (Franks, 2011). It was also postulated that trauma issue will be the main component of one’s personal identity if the trauma memory was still ‘central’ in ones’ life story (Berntsen and Rubin, 2007).

Therefore, it is important to explore the experiences of Acehnese adolescents - who have lived under difficult situations, i.e. had experienced several traumatic events, many have become orphans, and lived in poverty - to understand how these adolescents describe their identity; whether the trauma issues still emerge in their self-descriptions, and whether their sense of identity are different from the ‘normal’ adolescents who did not go through the same traumatic experiences in life.

**Research Objectives**
The general objective of this study is to explore the experiences of Acehnese adolescent survivors one decade after the tsunami and armed conflict. Specifically, the study aims:

a. To describe the adolescents’ view of themselves
b. To describe the current issues and challenges faced by the adolescents,
c. To describe the adolescents’ coping strategy when dealing with the issues and challenges,
d. To describe the factors that motivate the adolescents to move forward

It is important to note that, this writing will focus on answering the first and fourth objectives of the study.
METHODS

The current study employed a qualitative research method to collect and analyze the data. A qualitative method is suitable for this research because by listening to the adolescents’ description of their life experiences, issues and challenges, the way they cope and motivational factors, a rich and deep understanding could be achieved.

The field study was conducted in two pesantren in two different districts in Aceh, namely Banda Aceh and Aceh Utara. The decision to choose the research location in these two pesantren was because the pesantren in Banda Aceh accommodates the majority of children survivors of conflict and tsunami from all districts in Aceh. Meanwhile pesantren in Aceh Utara was selected in this study because the village where the pesantren is located was an area which was severely affected by war and tsunami.

Initially, pesantren in Banda Aceh was intentionally built to accommodate the orphan of war survivors from all Aceh. After tsunami, it was developed to accommodate the orphan of tsunami survivors. Currently, more than 200 children survivors of both disasters lived there, and the children also came from underprivileged family background. Meanwhile, pesantren in Aceh Utara which accommodates the survivors of both tsunami and war does not provide dormitory for the children. The pesantren also accommodates not only orphan but more general for other children who want to learn more about Islam. Classes are usually conducted at night for the children.

Thus, participants in the current study were selected based on the aim of the study; to carry out in depth interviews with approximately 15 to 20 Acehnese adolescent survivors of tsunami and armed conflict, in attempt to explore their view of themselves, current issues and challenges, the way they cope, and their motivational factors. The participants involved in this study were recruited because they have directly experienced one or both disasters, approximately ten years ago. The age range of the participants was from 15 years old to 20 years old. The reason why this age range was chosen is, the adolescents who were currently 15-20 year-old were aged 6-11 years old nine years ago. It was expected that adolescents at this age were able to recall back their traumatic experiences and to reflect on their experiences. As the study aimed to explore the participants’ view of selves, this is considered as the best time. As postulated by a renowned psychologist Erik Erikson, identity-related tasks of adolescence did not assign in detail in early adolescence, but more relevant in mid and late adolescence (Erikson, 1968).

Snowball method was used to recruit the participants at pesantren in Banda Aceh. Firstly, researcher came to pesantren to meet with the head of pesantren. The intention and aims of the study were explained to him. Once a mutual understanding was achieved, the leader introduced a person who would be a contact person to bring the researcher to the participants. The researcher obtained several names of potential participants from the contact person. However, only few of them were willing to be interviewed, while the rest refused to participate because they were shy or busy. Then, the researcher met those who were interested. Interviews were conducted after some rapport was built between the researcher and participants. After the first interview, more adolescents were introduced to the researcher and indicated their willingness to be interviewed. In total, nine adolescents from pesantren of Banda Aceh participated in the study.
In order to recruit participants at pesantren in Aceh Utara, researcher visited the pesantren, met the senior teacher, who recommended ten adolescents to participate in the study. All ten participants were interviewed successfully. However one interview could not be recorded due to some technical problems. Thus, a total of 18 adolescents participated in the study.

In this study, techniques of data collection employed include: (a) semi-structured interviews with the adolescents, (b) journal entries, and (c) semi-structured interview with the school teachers and religious teachers. To obtain the adolescents’ description about their sense of identity, the researcher first asked about their war or tsunami experiences then continue by asking: “When you reflect upon your past experiences, how do you describe yourself now?” Researcher also asked about adolescents’ sense of identity concerning future orientation. The next questions were about the adolescents’ current issues and challenges as well as their coping strategies. Lastly, the researcher asked “could you tell me about what or who has motivated you to go on with your life” to obtain the information about adolescents’ motivation factors.

RESULTS

The Adolescents’ View of Themselves

As mentioned earlier, the first objective of the study was “to describe the adolescents’ sense of identity: the view of themselves, related to the past and present experiences, and future hopes.” Based on the analysis of the individual interview’s transcripts and journal entries, several themes were identified. The themes include: (1) Sense of maturity (2) Personal characteristics (3) My future plan and (4) I am different.

Sense of Maturity

Sense of maturity refers to the way the adolescents perceived themselves to become more mature persons, and it was indicated by several changes they have experienced. For example NA (girl, 16 years old) used to be angry because of a small matter such as being unable to complete school work or feeling tired after coming back from school, but now she can manage her anger better. She stated:

“I used to be upset in my past because the school is far, and got tired when getting back home. I also got upset when I couldn’t do my homework, and my mother couldn’t help me... and then I started to cry. But now, I am more mature, I don’t yell at anyone anymore, I can control my emotion.” - (NA)

As the children grow up and become adolescents, they tend to view themselves as independent individual. In this study, the term independent refers to the adolescents ability to perform tasks by their own and without any help from parents or significant others. One of them is SF. SF is an orphan who lives with his two sisters in his grandmother’s house, while his father lives in another house with his stepmother. SF conveys that he is independent now because he has started a job and could earn some money to fulfil the need of his two sisters.
and his grandmother. Hence, according to SF, being independent means that he is able to take adult responsibilities. Here is what SF says:

“I am an adult now, and I have many experiences. I feel alright though I cannot continue my study, but I feel more independent because I can give my best for my sisters. Currently I work as shrimp seller to provide life for my family.” - (SF)

Participants in this study also mentioned that they began to feel a sense of responsibility towards themselves and others once they became adolescents. This includes the adolescents’ awareness of their tasks and started to take the initiatives to get the tasks done. For example, NH (girl, 16 years old) admitted that she had already known her duty and therefore would accomplish the duty without being asked, such as helping her mother to do the housework. The situation was different when she was a little girl. Another participant, (IR) stated similar thing that although he was the only child, he also felt responsible for helping his parents. He said:

“My parents never pamper me, even though I am the only child in the family. They give me some tasks for helping them, and I feel I should do it. The tasks including feed the chickens, look for grass for cows, and then feed them in the afternoon...” - (IR)

**Personal characteristics**

The second theme emerged in their view of themselves was regarding their personal character. Based on the analysis of the interview transcript, it was found that almost all the participants reflected about their personal characteristics. The characteristics might be something that they like or they wish to change. These characteristics include (1) Irritability (2) Sociable and friendly, and (3) Disobedient and argumentative.

1) Irritability

To feel irritable and resentful is common among female adolescents in this study. It was found that majority of the female participants mentioned that they easily got angry if someone annoyed them. As stated by NH:

“I think I have much bad behaviour that still needs to be changed. One of them is I easily get angry and I cannot control myself. I am angry to anyone who annoys me and often without any good reason. I have this characteristic since I am younger, and it never changes. I am still easily getting angry now. I want to change but I don’t know how.” - (NH, girl, 16 years old)

2) Sociable and friendly

Half of participants described themselves as friendly and sociable. This characteristic is defined as their interest in making friends, building relationships as well as behaving in a
kind manner with other people. Some of them mentioned that they developed this trait when they entered adolescence phase of life. For example, ZA stated that he was a shy and reserved boy, but currently he liked to meet new people in new environment. He was able to make friends and developed a closer relationship with them.

“...I was a shy and a quiet boy, very contradict with my current personality. I am friendly and sociable in new environment and around new people. For example, when I meet one or some people, I can have intense relationship with them. I do not choose particular friend. Even I keep trying to be close with people I do not like.” - (ZA)

3) Disobedience and argumentative
Some male participants reported that as adolescents, they were becoming more disobedient in comparison to when they are younger. Disobedience in this study is defined as the tendency to go against their parents’ instructions. Besides disobeying parents’ rule, they also became argumentative to their parents. As stated by RIS (male, 19 years old):

“...I feel that I am more disobedient now compared to before. If my mother says something, I don’t pay attention to her. For example, if I want to go out at night, but my mother doesn’t allow me to go, then I don’t care, I will just go. I like to argue with her.” - (RIS)

It was also found that some participants indicated that they possess both characteristics such as friendliness and irritability. For instance, DV describes her characteristics as a combination of her strength and weakness together, such as friendly, funny, sociable, and irritable. EH expressed the same description. She described herself as an irritable girl but at the same time she is friendly and sociable. She said:

“I may easily get angry. Well, you can name it irritable. But for me, I also can easily have friends and asked them to create friendship. I have sympathy for others, cares and understanding as well. Currently, I understand more about situation and I am more empathy with my friends’ feeling. Previously, I tended to be ignorant toward my friends. Now I often become a person where my friends share their problems and feelings because I can easily make friend.” (EH)

My future
Besides sense of maturity and personal characteristics, the participants in the study also talked about their thoughts and feelings about their future. Three sub-themes were manifested in the analysis of the interview transcripts include (1) “I know exactly what I will do”, (2) “I am still thinking about it”, and (3) “My future looks gloomy”.

1) *I know exactly what I will do*

“I know exactly what I will do” means the adolescents had planned their future well. They knew their aspirations, they knew how to achieve it and they made effort towards it. They also had two or more options to choose if they could not attain the first choice. More than half of the participants in this study were in this category. In other words, they were being aware of what they wanted to do in the future. Majority of them were from *pesantren* in Banda Aceh who stayed and studied in the *pesantren*. The situation was favourable for these participants as they had the opportunities to be assisted and guided by the religious teacher (*ustadz*) who also stayed in the *pesantren*. Sometimes, their school teachers also provided them with useful information about their future directions. For example, IZ, who was in the last year of high school, possessed a clear picture of what he wanted to do after he completed the high school. He planned to continue his studies at a maritime college and has prepared himself to take the test to enter the college. He also has decided the area of specialization and what vocation he would choose next in the future after graduation. And finally, with the suggestion of his grandfather, IZ also had planned to whom he would give his first, second and third salaries. He mentioned:

“...now I intend to continue my study at maritime college, because Tu has a friend at the college. My plan is after I graduate from high school, I want to register to the college. The test will be on this March. Tu said that whoever wants to study there, they may take the test. I really fascinated to go there. Because there is a practice on a cruise, and after graduation we can be a captain if we do captain major. If I become a captain, my grandfather’s message, the first salary should be given to Tu, the second is given to this *pesantren*, then, the third salary should be given to my family and the rest are for me, that kind of thing. So, hopefully my expectations will be achieved.” - (IZ)

The decision that IZ has made was based on his own interest, and also from the advice given by the head of *pesantren*. In contrast to IZ, several female participants who also lived in *pesantren*, felt that they had limitations in making career decision for their future. Essentially, some of them had a variety of ambitions, such as becoming a midwife, an officer, and policewomen. Yet, in their understanding, certain aspects of the profession e.g. the uniform was not in accordance with Islamic teaching. As a result, they decided to dismiss these ambitions. They were willing to accept and follow the advice given by *ustadz*, such as being an *ustadz/ustadzah* or a teacher or lecturer in Islamic thought, because the profession was relevant to their studies. The jobs were achievable too.

2) *I am still thinking about it*

The second subtheme is ‘I am still thinking about it’. The adolescents in this category have ambition but still undecided. They were still looking for what best for them, and still being uncertain for what they have chosen currently. One of the examples is the case of NH who
was still confused regarding what exactly she would do after she finished her school. She actually had an ambition, although it keeps changing over the time. Here is her narrative:

“I often think about what I want to be in the future. My wish keeps changing. One time, I want to be ustadzah, another time, I want to be a teacher. I am also thinking about study abroad, but then I don’t want... My mind is still fickle lot... And lastly, I want to be an Arabic teacher in this pesantren. What makes me worry about my future is whether or not I will be a successful person. I’m worry that my parents cannot afford my study to university. I want to make my parents and the head of pesantren happy by becoming a successful person. After finishing my study here, I will serve for pesantren for a year. After that, I still have no idea where to go. Sometimes I think it’s better to start a business. Some say that go to college is better. I don’t know which one is better yet. It’s still not clear yet.” - (NH)

3) My future looks gloomy
This subtheme is about the adolescents who felt hopeless about their future. They have dreams to be reached but disbelieved that they could achieve it. The major reason was financial constraint. Three of eighteen participants admitted that they felt depressed when thinking about their future. They viewed their future as uncertain because they felt that their current condition did not support their way to reach the goals. All the three participants came from Aceh Utara, lived in poverty and deprived background. Two of them are motherless children and they lived with their grandmother. One of the orphans, SF (boy, 19 years old) could not continue his study and have to work to fulfil the need of his sister and his grandmother. He disclosed as below:

“If I think about the future, I would feel very sad, because I am afraid that I cannot take care of my sisters... We don’t have a mother anymore and I cannot reach my ambition because I don’t have money to continue my study. However, I wish I can have my own house...” - (SF)

Similar feeling was expressed by IM (boy, 18 years old) who were currently in the second year of high school. Since his school was far from his house and his parents could not afford to pay the transportation fees. Thus, he was forced to live in grandparents’ house because it was just in a walking distance. IM admits that although he did not like to live with his grandmother but he never complained because he loved school very much. However, when he was asked about his future plans, he looked sad. He was worried that he could not reach his ambition due to his family’s financial situation. He said:
“I’m very sad when talking about my future. It’s very gloomy, because it’s not the same as others. I am very afraid, because I will never reach my goal to be a successful person, because my parents cannot afford me. I am sure I could not continue my study.” - (IM)

I am different
When the participants were asked about their view of themselves in comparison to other teenagers, almost all participants stated that they were different, either better or worse than other youngsters. Hence, the fourth theme emerged in the sense of identity section is “I am different.” Most participants who lived in the pesantren environment evaluated themselves better than other teenagers who lived outside the pesantren. They felt grateful because by living within the pesantren environment they were protected from peers’ bad influence, gained more Islamic knowledge, and moral behaviour as stated by IZ and NH below.

“During my time in this pesantren, I am very happy and I’ve known better about Islamic knowledge. Because in here we’re mainly taught about how to pray, how to do ablution, fasting, sanitation, etc. If comparing to other teenagers, they may have less knowledge on religious lesson. They tend to live freely outside there and still much depends on their parents too... Living outside can be easily influenced by negative or bad things.” - (IZ)

“If I compare myself with my friends who do not go to pesantren, I feel very lucky to live here. Because I can keep myself from immoral acts... such as dating... as many of my friends do in village. Because, I think currently there are many teenagers, especially girls, don’t have self esteem anymore and some of them have also lost their virginity. - (NH)

Both narratives suggest that some adolescents felt more fortunate than other youths because they live in pesantren. Living in pesantren provides benefits for them, with better opportunities to learn Islamic knowledge and prevention from perpetrating bad behaviour. Hence, they viewed themselves as better than other adolescents.

Motivational factors
As mentioned earlier, the last research objective in the study was to describe the factors that motivate the adolescents to move forward in life. The themes for the motivational factors were obtained from the individual interviews with the research participants as well as their journal entries, particularly when they talked about their future hopes and inspiration in life. These include: (1) to be successful and to make family happy, (2) to make my wish come true, (3) to be useful for others/community, (4) encouragement by significant others, and (5) inspired by environment. Below are some of the excerpts as stated by the participants in the study:
“I really love my parents because they work hard tirelessly every day to earn some money to send me to school. I always pray that I would be a subservient son so I can make my parents happy.” - (IM)

“I want to be an expert lecturer of Arabic language in college, and I want to be graduated from overseas, these are my dreams. I will try my best, and I want to make my parents, family, ustadz and ustadzah happy. I will do earnestly so I can achieve my goals and be the best. Insya Allah, now I am good at time management through all my experiences. I have big ambition although I live in modesty. And my parents wish me to have a better life than they do.” - (NA)

“My hope for the future is to build pesantren and orphanage for the neglected and unfortunate children ... this is truly part of my affection towards the children of the nation. Now, we can see everywhere children are begging, stealing, and robbing because of economic difficulty. I hope I can provide education for the unprivileged children in the future.” - (MW)

“My first dream is that in the future I would like to build motivation for the Acehnese children. Second, I would like to build an orphanage for unprivileged children. Third, I wish to provide help for poor people” - (NF)

“My parent is my first motivators. They give me support that even when the life is tough; I have to deal it with the whole-hearted. Insya Allah, with the spirit of life, I can go through the trials. My friends are also my motivators. When I lived in shelter, all my friends keep cheerful, because we were got together. I also motivated myself, whatever it takes, I need to survive.” - (ZA)

I am motivated because Tu has supported me. Tu said that I can live in this pesantren even when I have married. I can teach here too. This makes me more passionate to be ustadz.” - (ZU)

“After witnessing my mother killed by GAM, right before my eyes, I developed hate towards them. But after living in pesantren, my grudge towards GAM is vanished. Because here I met so many friends whose parents are killed by GAM, TNI, and police. Hence, we have understood the feelings of each other and sharing experiences to each other.” - (ZU)

Other participants, MS and NF also admitted that living in pesantren alleviate their feelings of fear, trauma, and anger. In addition, the supportive pesantren environment provides strong motivation for them to live a life more optimistically.
“After going through painful moments, I want to move on a bright life. So, in 2006 I went to pesantren. Here, I learn to heal my hatred, because in here we are taught to not going on revenge as we are Muslims. And now my grudge against army is totally gone. I have lived in pesantren for almost 8 years and it was nice to live here because we can share our stories and experiences to each other, and we can share our sadness and happiness... As long as I live here, I have really comfortable and peaceful life.” - (MS)

DISCUSSION

Adolescents’ view of themselves

The examination of identity in this research began with defining the participants’ self-concept, the “who am I” question (Erikson, 1968). In the beginning of narrative, most participants answered the question by describing their name, education, family condition, economic status, how they felt about their family, their hobbies and preferences. However, as the self-disclosure continued, they began to describe themselves more openly, such as “I am easy to get sad”, “I am easy to get angry”, and “I am braver.”

With regard to their description of self, the adolescents in this study tended to compare their ‘self’ in the past and their current ‘self’. This kind of self-description was pointed out by Erikson that adolescents achieve the identity when they try to merge their past and future experiences become a new unity (Erikson, 1968). Almost all adolescents in this study described themselves as being more mature and independent. This is because most adolescents usually defined themselves as being adult (Cobb, 2007). In this study, being more adult means that they became more mature in managing emotions, more sensitive about environments, enhanced positive emotion and behavior, as well as have more life experiences. Besides the feeling of being more mature, the adolescents also viewed themselves as being more independent. They linked this to their abilities to manage problems by themselves, to accomplish many tasks autonomously and deciding their preference by their own. These findings corresponded well with Erikson’s theory that adolescent who approaches identity formation will have a sense of autonomy, active, and competent (Erikson, 1968). Moreover, the adolescents’ involvement in the process of decision making could also increase their self-confidence regarding their life choice and the capacity to do things autonomously (Noom, Dekovic, & Meeus, 2001). In this study, adolescents viewed themselves having high self-confidence, braver and have more courage to do anything by themselves except in very difficult situations.

This study found that although the adolescents experienced several severe traumatic life events (such as witnessing parents’ death, enduring war-related violence, drowning in the water) 10 years ago and were reported having some symptoms of PTSD following the events, currently the trauma issue was not found to be the central of their description of self. This finding is in disagreeable with the finding of Berntsen and Rubin’s study (2006) which indicated that among the survivors who have PTSD symptoms, the trauma memory was the central point of their self-identity.
Regarding the self-description about the future, most adolescents (especially those who lived in the `pesantren`) had a clear vision about their goals in the future, which was related to their preferred occupation, and they appeared to be aware of how to achieve their goals. On the contrary, there were also few adolescents who were indecisive about their goals or confused to select the best one among many options in their life. This process was called crisis period or decision-making period (Marcia, 1966). However, all respondents in this study had gone through the decision-making period or at least were in the period of crisis, regardless of whether they were committed or not with the choice they made.

Kroger (2004) stated that identity achieved individual had a thoughtful and introspective characteristic, and they could think positively when facing problems. The findings in this study support this notion that most participants, who had clear picture about their future, usually used positive thinking and problem solving coping method if they faced difficult situations in life. On the contrary, Marcia (1966) characterized individuals with diffusion identity as those who are unable to make commitment and seem confused with the choice. If there is a chosen occupation, the individual also felt not sure or did not have sufficient knowledge about the work (Marcia, 1966). Person with diffusion identity also had been linked with the feeling of hopelessness (Phillips & Pittman, 2007) and unable to create relationship with others (Orlofsky, Marcia, & Lesser, 1973).

In relation to that, there were a number of participants in this study who were still confused about their future plan; what subject to choose and future occupation. Nevertheless, they did not feel hopeless about their future. They kept try hard, and prayed to God, and had good relationship with others as well. This situation seems to be contradictory with the findings of previous studies. Probably, this is due to the adolescents’ great sense of religiosity, as well as encouragement received from their significant others. Besides, it was discovered that religiosity and spirituality provided much contribution to adolescents’ identity formation. The findings lend support to the previous studies which postulated that highly religious adolescents had high ideological commitment and thus, had achieved full identity status (Ahmed, 2003). The participants in this study manifested their strengths on several characteristics: (1) objective, realistic, and critical thinking, (2) able to commit a task and be responsible to finish it, and lastly (3) capability to work as a team (Ahmed, 2003). The adolescents in this study also showed realistic and critical thinking about their future wish, able to complete tasks because they were used to hand in assignments on time in `pesantren`. The `pesantren` also had strict rules that must be obeyed by all students, otherwise they would be punished. They also had been trained to house chores and school work together; cleaned the room or environment together, and prayed together. The exposure to type of environment contributed to the achievement of their identity.

It is also important to note that, while other study found identity (ethnic and religious identity) as a method to cope with most of the obstacle in life (Maegusuku-Hewett, Dunkerley, Scourfield & Smalley, 2007), the present study discovered that adolescents’ religious identity served as a standard to select an appropriate occupation in their life and to define what they would become in the future. For instance, most female adolescents who lived in the `pesantren` always referred to their religious identity (as a Moslem) when they wanted to decide the best occupation for them in the future. They would think deeply before making a choice, whether the job contradicted or not with the Islamic way of life.
behavior (to always refer to Islamic way of life) was learned and adopted from the religious education in the pesantren.

**Motivational factors**

Motivation factors in this study generally refer to factors that encouraged the adolescents to move forward in life despite the hardship they faced. Majority participants in this study could be described as resilient adolescents because they had competently bounced back from several hardships (Betancourt & Khan, 2008; Garmezy, Masten, & Tellegen, 1984).

From the participants’ narrative account, it revealed that all adolescents were motivated to move forward, yet at different levels. The adolescents who had high level of motivation to reach their ambition in life also had a great courage for life. On the contrary, adolescents who had no strong motivation to achieve their goal had less courage in life and appeared uncertain to make steps in life. Their idea about future also seemed to be poorly planned as well as tended to ‘go with the flow’. However, in this study, participants who had less motivation are fewer than those who had strong motivation.

In the concept of motivation, people does something because there is a reason driving them to do it (Franken, 2007). Findings of this research indicated that motivational factors among the Acehnese adolescents were divided into five groups; a desire to be successful to make family happy, a will to reach ambition, a desire to be useful for others and community, encouraging words by significant others, and social environment conditions. Among five source of motivation, the first three factors can be regarded as internal factors which are hopes (such as will/ desire/ wish) that the participants intended to achieve. The ambition to achieve these three hopes (i.e. make parents happy, reach goals, and being useful for others) had reinforced the adolescents to try hard and strive for life. These hopes are the major motivation factors among the adolescents, since all participants admitted that in their narratives. This study also lends support to the findings of previous study that an optimistic/ positive outlook toward problem, confidence and determination, and good prospects about life or view of the future are factors that motivate individual to move forward (Maegusuku-Hewett et al., 2007).

Meanwhile, the last two motivation factors (i.e. encouragement by significant others and the neighborhood condition) could be regarded as external motivational factors, because the factors come from outside individual. Most adolescents admitted that their family (parents, grandparents, and siblings) were the significant motivators for them. Those who live in pesantren had the same opinion that ustadz (whom they regard as their parents) and friends in pesantren motivated them to be strong and keep moving forward in life. Indeed, family and the significant others served as factors that significantly contribute to the adolescents’ wellbeing (Berry, Fazili, Farhad, Nasiry, Hashemi & Hakimi, 2003).

The last external driving factor manifested by the adolescents was social environment conditions. The factors include viewing others’ success, resilient friends, comfortable pesantren environment, and viewing less fortunate others. The first three factors were the positive condition of environment that had brought positive influence to the adolescents. This finding also lends support to the previous study which stated that environment is an important factor which promotes resilience among adolescents (Betancourt & Khan, 2008). Meanwhile, the last factor which was regarded as the unfavorable condition of environment (such as unemployment adult, uneducated society, and other unfortunate adolescents) also played a
role in motivating the adolescents i.e. to prevent or not to become similar as those environments.

CONCLUSION

Like other adolescents, the eighteen participants in this study were in the process of developing their identity. Yet, they were not similar with other ordinary adolescents. This is due to the fact that they had gone through several severe traumatic life experiences. In such experiences, they witnessed the loss of their own parents; close family members and significant others. They also live in financial deprivations and limited resources. At the same time, they need to address school, peer and relationships as well as emotional issues like those experienced by their peers. This causes them to be different. Most of the participants in the study were able to overcome the difficulties they face, investing great efforts through uneven pathways. Although there was one or two of them who felt inadequate, they continued to strive for life. They did not give up easily. Factors that kept them moving include a strong belief in God, feeling of gratefulness and continuous encouragement from teachers, peers and significant others. But the most important thing that caused them able to thrive from the hardship is 'hope'. This includes hope for parents’ happiness, hope to have a better life in the future, and hope to be able to help other young children who are less fortunate. These experiences make them unique and indeed, resilient.

REFERENCES


THE EFFECT OF SENSATION SEEKING, PEER CONFORMITY, SCHOOL ENVIRONMENT, AND GENDER OF SCHOOL VANDALISM IN ADOLESCENT

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Abstract
School vandalism is an act of vandalism against the property public especially school buildings which would disturb order, like drawing graffiti or write on the walls of the school, doodling and damaging a table and chairs in the classroom, damaging the objects contained in the school toilets, damaging windows, school, damaging school locker, and others. This research aims to determine the effect of variable sensation seeking, peer conformity, school environment, and gender on school vandalism in adolescent. The total sample was 210 students in Junior High School-Vocation School of Miftahul Jannah Foundation Ciputat, South Tangerang that were taken with probability sampling techniques. The researchers modify scales consists of School Vandalism Questionnaire, Sensation Seeking Scale (SSS), Peer Conformity Scale, Quality of School Life (QSL-Scale). This research examined the validity of measurement tools by using confirmatory factor analysis (CFA) technique, while data analysis used multiple regression analysis techniques.

Keywords: school vandalism, adolescence, school

INTRODUCTION

Most of the actors of vandalism are still active students in school. Lam, P.B. (2010) stated that their teens from 13 years to 18 years are the early ages at most perform risky acts such as acts of vandalism. The phenomenon of vandalism at the school can be considered as a dangerous phenomenon, 5000 cases of vandalism occurred school students in Los Angeles and had a loss of 8.5 million US dollars per year continues to increase from year to year (Goldstein, 1996). In the study conducted by Thawabieh (2010) vandalism school in Jordan is increasing every year and it can be detrimental, because it requires 10 million US dollars to repair school facilities damaged by the students. The phenomenon of vandalism at the school is also rampant in Indonesia. Most acts of vandalism at the school not only in big cities but also in nearly all regions of Indonesia (Bowo, 2014). The phenomenon of school vandalism increases when graduation season arrives. The act of scribbling walls and school buildings has become a routine culture for students who pass the national exam (Bow, 2014).

In general, there are two factors that influence school vandalism, that is internal and external factors. Internal factors are impulsiveness (Luengo, 1994), aggressiveness (Arnett, 1996), Eysenck’s personality dimensions (Carrasco, et al., 2006), values orientation (Lam, 2010), sensation seeking (Zuckerman, 2007). Meanwhile the external factors are level parents’s income (Mobarakheh, 2015), peer conformity (Richard, 1979; Albrecht, 2011; Siapoush, et al., 2013); parenting style (Richard, 1979), and school environment (Black,
There are many factors but in research we focusing in sensation seeking personality as an internal factor and school environment, peer conformity as an external factors. Sensation seeking personality as a trait defined by the need for varied, novel and complex sensations and experiences and the willingness to take physical and social risks for the sake of such experiences. There are three component of sensation seeking consist of experience seeking, thrill and adventure seeking, disinhibition, and boredom susceptibility (Zuckerman, 2007). Bradley (2002) stated that sensation seeking have high correlation with adolescence misbehavior. For teenage, they had need to seek freedom and find sensation. That is way; sensation seeking had high correlation with drug abuse, vandalism, sexual behavior, and risky driving in teenage and college students.

According to the psychosocial developmental stage, peer group had a very important aspect for adolescents to develop their self-identity. Study by Siapoush, et al., (2013) showed that school vandalism was influenced by peer conformity. Adolescent are trying to be accepted by their group, so they will do anything including vandalism.

Other study about peer group and vandalism showed a different conclusion, Lam study (2010) in Hongkong showed that there are different between west and east culture. In Asian culture, vandalism not directly influenced by peer conformity, Lam (2010) found value orientation as a moderator variable. So, adolescent with low value orientation to the society would have high peer conformity and more probably do vandalism.

Other research showed that not only peer, but also school environmental was also influenced vandalism at school (Horowitz and Tobaly, 2003). Anxiety, frustrated, negative attitudes to teacher, punishment from school, and bad school management can influenced student to do school vandalism. In this research, we defined school environmental according to Ainley (1986) and Marks (1995) as the sum of student general satisfaction, student reaction to teacher, opportunity, and student achievement. In this study, we also want to find out, are there any different between boys and girl in dong school vandalism.

This research aims to determine the effect of variable sensation seeking, peer conformity, school environment, and gender on school vandalism in adolescent.

**METHODS**

Existing variables in this study is school vandalism as the dependent variable and then sensation seeking, peer conformity, school environment, and gender as independent variables. This study used a questionnaire in the form of a Likert Scale based development of the theory of each variable. School vandalism scale developed by researcher according to Richard theory (1979). We also used Sensation Seeking Scale form V (SSS-V) was developed by Zuckerman (1978), Quality of School Life Scaled was developed by Ainley (1986), and peer conformity scale was developed by researcher according to Wiggins et al., (1994). Subjects in this study were students of Junior High School-Vocation School of Miftahul Jannah Foundation Ciputat, South Tangerang and total 210 samples. This research analysis method using SPSS and Lisrell.
RESULTS

Results of hypothesis testing using multiple regression analysis techniques are as follows by table 1:

Table 1

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>9115.089</td>
<td>11</td>
<td>828.644</td>
<td>16.987</td>
<td>.000a</td>
</tr>
<tr>
<td>Residual</td>
<td>9658.924</td>
<td>198</td>
<td>48.782</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18774.013</td>
<td>209</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors : (Constant), Experience Seeking, Thrill and Adventure Seeking, Disinhibition, Boredom Susceptibility, Compliance, Conversion, General Satisfaction, Reaction to Teachers, Opportunity, Achievement, and Gender.
b. Dependent Variable: School Vandalism

Based on the table, it is known that the significance value of 0.000 which significance level of 5% or 0.05. It means that there is a significant influence of sensation seeking, peer conformity, school environment, and gender against school vandalism. The independent variables contribute 48.6% to predict dependent variable as show as table 2.

Table 2

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.697a</td>
<td>.486</td>
<td>.457</td>
<td>6.98444</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Experience Seeking, Thrill and Adventure Seeking, Disinhibition, Boredom Susceptibility, Compliance, Conversion, General Satisfaction, Reaction to Teachers, Opportunity, Achievement, Sex.
b. Dependent Variable: School Vandalism

Table 3

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>9.834</td>
<td>7.615</td>
<td>1.291</td>
<td>.198</td>
</tr>
<tr>
<td>Experience Seeking</td>
<td>.204</td>
<td>.075</td>
<td>.155</td>
<td>2.729</td>
</tr>
<tr>
<td>Thrill and Adventure</td>
<td>.178</td>
<td>.062</td>
<td>.165</td>
<td>2.884</td>
</tr>
<tr>
<td>Disinhibition</td>
<td>.047</td>
<td>.069</td>
<td>.036</td>
<td>.671</td>
</tr>
<tr>
<td>Boredom Susceptibility</td>
<td>.122</td>
<td>.076</td>
<td>.094</td>
<td>1.609</td>
</tr>
<tr>
<td>Compliance</td>
<td>.466</td>
<td>.070</td>
<td>.437</td>
<td>6.673</td>
</tr>
<tr>
<td>Conversion</td>
<td>.006</td>
<td>.073</td>
<td>.005</td>
<td>.082</td>
</tr>
<tr>
<td>General Satisfaction</td>
<td>-.060</td>
<td>.067</td>
<td>-.052</td>
<td>-.900</td>
</tr>
<tr>
<td>Reaction to Teachers</td>
<td>-.076</td>
<td>.061</td>
<td>-.070</td>
<td>-1.245</td>
</tr>
<tr>
<td>Opportunity</td>
<td>-.034</td>
<td>.060</td>
<td>-.033</td>
<td>-.572</td>
</tr>
<tr>
<td>Achievement</td>
<td>-.081</td>
<td>.068</td>
<td>-.070</td>
<td>-1.194</td>
</tr>
<tr>
<td>Jenis Kelamin</td>
<td>3.889</td>
<td>1.047</td>
<td>.203</td>
<td>3.713</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Vandalisme Sekolah
In Table 3, significant or not the resulting regression coefficients showed from the sig on the right most column. When P <0.05 then the resulting regression coefficients, a significant influence on school vandalism. Based on the data in the table above, it is likely that only seeking experience, thrill and adventure seeking, conformity compliance, and significant gender while others are not significant.

The proportion of variance
The contribution of each independent variable effect on school vandalism, then sorted from biggest to the smallest.

![The proportion of variance](image)

**DISCUSSION**

The results showed that there was a significant effect of sensation seeking, peer conformity, school environment, and gender to the school vandalism in adolescent at 48.6%. Minor hypothesis test results showed four variables that have significant effects among others, sensation seeking-experience seeking, sensation seeking-thrill and adventure seeking, peer conformity-compliance, and gender. While sensation seeking, (disinhibition, boredom susceptibility), peer conformity (conversion), and school environment (general satisfaction, reaction to teachers, opportunity, achievement) did not have a significant effect on school vandalism in adolescent. There were different between previous research and this research, which caused different culture and academic system. The researcher hopes the implications of the findings of this research can be reviewed and developed in subsequent research. Giving more attention to measuring instruments used in measuring variables, for instance. Then, it may be an addition variable for further research that can be analyzed as an IV that may have a major influence on school vandalism. So, that has become increasingly apparent motive of vandalism behavior in schools and can be anticipated by the parties who concerned about it.
REFERENCES


PROBLEM MAPPING OF ELEMENTARY SCHOOL STUDENT’S CLASS BEHAVIOR IN JAKARTA

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Abstract

Entering elementary school need some preparation other than academic skill. The other requirement are independency, learning attitude, and social skill. Prof. Monks et al., (1978) have published a school readiness test called Nijmeegse Schoolbekwaamheids Test (NST). Measuring child school readiness not only based on the child’s skill but also by the teacher’s interview and observation. This research is trying to make a map of potential sources of the problem behavior of elementary school students as a picture of some problematic student’s school readiness through interview and observation report from the teachers. Inspection carried out on 6 elementary schools in Jakarta with a total sample of 36 students from August to September 2015. Results from the research showed that the lowest aspect of school readiness are Dependency (42%), learning attitude (41%), and Social skill (17%). These results can be used as a benchmark for elementary student school readiness problem which need the right psychological intervention.

Keywords: Nijmeegse Schoolbekwaamheids Test, Problem Mapping, School Readiness

INTRODUCTION

School readiness is a common problem in educational topic. This problem usually appear in preschoolers that start to get ready for elementary school. However, school readiness problem can still be found in children who already attend first grade elementary school. The transition from a familiar environment to an unfamiliar environment like from a preschool to elementary school make the children feel the changes, tension, and uncertainty (Cowan, Cowan, Shulz & Henning, 1994; Dockett & Perry, 1999; Fabian, 2000). Such feeling can affect the children’s school readiness. Some school in Jakarta found that the classroom teachers and the school counselors complaining about their students in class. The teachers assume that these problematic students are not yet ready for elementary school. This complain comes from some problematic behavior from the students in class. These problematic behavior such as when student did not following the class activities and choose to walking around the class, slow learner, always ask for help from others, disobedient, etc. These behavior contradict with how student should behave in class. Students need to be able to performe independently, establishing a good relations with the teachers, school employee, peers, and able to behave according to the class and school rules (Cowan et al., 1994; Dockett, Perry & Tracey, 1997; Fabian, 2000; Margetts, 2003).

Nijmeegse Schoolbekwaamheids Test (NST) is an instrument that commonly used to measure students school readiness when they will entering the elementary school. NST was created by Prof. F.J. Monks, Drs. H. Rost and Drs. N.H. Coffie in 1978. Other than measuring students capability, NST also have an observation guide that can be used by the
teachers to describe the students problematic behaviors in class.

These research aims to know the description of the students problematic behaviors in the classroom. The result of this research will show a map of potential sources of the problem behavior of elementary school students as a picture of some problematic student’s school readiness through interview and observation report from the teachers.

Nijmeegse Schoolbekwaamheids Test (NST) created by Prof. F.J. Monks, Drs. H. Rost and Drs. N.H. Coffie in 1978, is a measure to determine the maturity of the aspects that support the readiness of children entering elementary school. NST measure several aspects such as cognitive, fine motor and gross motor skills, social judgment, and emotional. NST is generally given to children who will be entering elementary school education. Until now NST is still commonly used by psychologists and counseling teachers to determine school readiness in young children who would like to enter elementary school.

NST for teacher questionnaires filled out by the teacher to help describe the child's behavior and maturity based on teacher assessment. This questionnaire was created using the theoretical framework that describes the behavior of the social and emotional aspects of the child.

On the form NST for teachers used theoretical aspects of behavior proposed by Kemmler & Hekhausen (in Monks, Rost, & Coffie, 1978). As some aspects of these behaviors is how the child break away from home, how the children contact with children his own age, whether the child seeking support from teachers, child adjustment to the learning situation, and the desire to excel and the child's independence.

There are three aspects of behavior that appears in the list of questions. The first is the aspect Sociale San Passing (social skill) that see how is the level of child's behavior in a group situation. The second is Taakbesef of werkbeekwaamheid (learning attitude) that viewed the readiness, seriousness and diligence of the child in the implementation of a task. The third is Zelfstandigheid (independency) which looks at how children perform tasks without a lot of help and encouragement.

The High of complaints received from the classroom teachers and counseling teachers led to the assumption of the possibility of behavioral problems or school readiness of students who are just beginning to undergo education first grade elementary school. However, researchers also considered the possibility of other influence and led to the emergence of student behavior that elicits complaints from teachers. Other aspects such as the adjustment to be one of the considerations will be the assumption that exists. The research hypothesis is that there are aspects of school readiness that can be the main problem that affect the poor school readiness of first grade elementary students in Jakarta.

**METHODS**

The population of this research is 6 elementary school (4 private school and 2 public school) in Jakarta with the sample of 36 students (27 boys and 9 girls). The measurement was made using interview to the teacher and observation questionnaire by the teacher (NST teacher questionnaire). There are 16 teachers participating in this research. The measurement were taken from August to September. This research uses a judgmental sampling where the teachers choose a number students who are consider as a problematic students in the
classroom to be the sample.

The teacher NST questionnaire consist of 21 multiple choice questions that help to describe the students behavior in social skill aspect, learning attitude aspect, and independence aspect. At the end of the questionnaire there are some options of unique behavior or conditions to choose and a question about the student school readiness based on the teacher’s observation.

Data Analysis
The data analysis was done by using the mean from the total score of every aspect of school readiness in NST teacher questionnaire. The aspects are social skill, learning attitude, and independence. After getting all the scores of each aspect, we calculate the mean and the result was describe descriptively.

RESULTS
Based on existing data, calculation of the average in every aspect of school readiness such as social skills, learning attitude, and independency. Then do the calculations to find a picture of the percentage of students who have problems, sometimes troubled and problematic in every aspect. At the final stage of the comparison the percentage rate of students who have problems in every aspect to determine which aspects of school readiness is a problem with the highest percentage of first grade students of elementary schools in Jakarta. Researchers gave a red color as the color that represents a problem, as the green color that presented no problems, and yellow as the color that represents a problem that sometimes occurs in students. Based on the results of the data analysis obtained the following results:

Social Skill
In the aspect of social skills known problem is highest in can be reluctant to comply play groups (10 students), followed by difficult adjusting to group (6 students), did not feel properly at home while he was in school (6 students), are reluctant to follow the game group (5 students), silent in the first week (5 students), no contact with other children (3 students) and shyness (1 student).

The results showed students who do not have a problem on the items contained in the aspect of social communication is the item shy (22 students), followed by item context with other children, to follow the provisions of the group, and can adjust to a group that has a score the same (20 students). Furthermore, there is the result of the game follows the group (18 students), feel at home (15 students), and silent in the first week (14 students).

Diagram 1: Social skill comparison of all participant

In the aspect of social skills, known presentation mapping problem where 55 % of students do not have problems in social skills, 30 % of students found to sometimes still have difficulty in this aspect and there are 15% of students who have difficulty in social skills, especially since having education in elementary school.
Learning Attitude
In the aspect of learning attitude known problem most often arises is that students do not want to complete the task that has been started (17 students), followed by the student withdraws from the bustle of the group (15 students), it is difficult to focus on the task (14 students), it is difficult to adjust when receiving a new task (13 students), it is difficult to listen attentively and try to get a good performance (11 students), and then there is the behavior of a walking around in the classroom when the activity of the study is ongoing (10 students), and the latter is the low interest at work (9 students).

The results showed students who do not have a problem on the items contained in the aspect of the nature of learning is not withdrawing from the bustle of the group (11 students), want to complete the task that has been started (10 students), not a walking around in the classroom (9 students), can adjust when receiving a new task (8 students), focusing on the task (8 students), listening attentively and berusha get a good performance (7 students), and the latter is an interest in the job (7 students).

Diagram 2: Learning Attitudes comparison of all participant

In the aspect of learning attitudes, known presentation mapping problem where 24% of students do not have problems in learning attitudes, 40% of students found occasionally still have difficulty in this aspect and there are 36% of students who have difficulties in learning attitude, especially since undergoing education in elementary school.

Pie Chart 2: Learning attitudes comparison in percentage

Independency
In the aspect of independence known problem most often arises is that students have a special way to attract the attention of a friend in the class (19 students), followed by students always ask for help of teachers (18 students), seeking the help of a teacher (13 students), has a special way draw the attention of the teacher in the classroom (13 students), talking about the mother or the family or caregivers (10 students), depending on the teacher (10 students), and against the teacher when you're in a situation of learning (9 students).

Results also showed that there are students who do not have a problem in the aspect of independence that is not against the teachers (13 students), does not have a special way to attract the attention of a friend (11 students), did not seek the help of a teacher (10 students), do not ask for help to the teacher (9 students), does not rely on the teacher (9 students), have no special way to attract the attention of teachers (8 students), and the last one is not talking about the mother, family, or caregiver (7 students).

Diagram 3: Independence comparison of all participant

In the aspect of independence, known presentation mapping problem where 34.02% of the students do not have problems with independency, 27.8% of the students occasionally
have problems with independency, and 38.18% of students have problems with independency.

*Pie Chart 3: Independence comparison in percentage*

**DISCUSSION**

The highest percentage problem in social skill aspect is student behavior in teamwork situation. The students seem to have difficulty in following the team rules. The scores show that the students is having some trouble in adapting themselves to the other students in class. The other problem is that some students is having difficulty to feel at home while being in school. However, these problem percentage is much lower than the percentage of student who not having social skill problem.

In social skill aspect, 55% students do not have problem in social skill, 30% students occasionally have problem in social skill, and 15% students have problem in social skill especially since they start studying in elementary school.

The highest percentage problem in learning attitude aspect is student are reluctant to complete the task that has been started. Students also tend to self withdraw from group activity. Other than that, students also tend to have difficulty to concentrate on their task.

In the aspect of learning attitudes, known presentation mapping problem where 24 % of students do not have problems in learning attitudes, 40 % of students occasionally still have difficulty in this aspect and there are 36% of students who have difficulties in learning attitude, especially since undergoing education in grade school basis.

In the aspect of independence is known that the most frequent problems arise is that students have a special way to attract the attention of a friend in the class, then there is the problem of students always ask the teacher for help, seek the help of a teacher, and has a special way draw attention to the teacher in the classroom.

In the aspect of independence, known presentation mapping problem where 34.02 % of the students do not have problems with independency, 27.8 % of the students occasionally have problems with independency, and 38.18 % of students have problems with independency.

**CONCLUSION**

Based on the comparison between the three aspects of school readiness, the data shows that the highest problem is independency aspect (42%), the second is Learning attitude (41%), and social skill aspect (17%). Based on the result, we know that the most disturbing problem is the students independency. So, the conclusion of this study is, that the first problem of student school readiness in Jakarta is the lack of independence and the tendency to rely on others especially the teachers.

*Diagram 4: The comparison of all three aspect of school readiness*
Suggestion
For further research can used a wider and more school as population and more students as sampling to get more varied data. The next researcher could make a comparison about school readiness between gender. The research also could focusing on the students capability by using the NST test for the students and the teacher questionnaire as supporting data. The further research could also make a comparison between school readiness between private and public school.

REFERENCES


EARLY CHILDHOOD EDUCATION IN TERRITORIAL

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Abstract
Batam is a town in Riau island province which is adjacent to Singapore and Malaysia. Make this city is a destination of job seekers. On the other hand, a lot of young married couple must plan about their children education. Many inhibition appear that make it should prepare early childhood education system accordingly. Community-based early childhood education appropriate to be applied in Batam. This design can be applied with some preparation, such as: preparation phase both RT and community, game appropriate, implementation on the field.

Keywords: Early Childhood Education, territorial

INTRODUCTION

Batam is a part of Riau Island province. Which is adjacent to singapore and malaysia (Johor Bahru), so it is a transit a variety of cultures. Batam is also referred to as the entrance Asia. More than 500 companies located in Batam. It makes a destination of job seekers. Where the number of child bearing age increased.

Productive age is defined as the age at which a person's work, work and generate the next generation. In other words, the birth rate is also high. The higher birth rates, the more things to prepare. Moreover there are a lot of things to do to preparing the next generation. It is related to the development and progress of Indonesia, especially Riau Island.

Ideally, prepare the next generation starts since they are in the womb. It begins from physical and psychological health of mothers and fathers, next preparation is planning for children's education in the future. However, it has not been planned and carried out well. Many layers should contribute in this regard. In addition prospective parents are an important element.

Most of parents in Batam work as workers (employee) in a company with a thickly work hours, the term "seven to seven” or working 8-12 hours. With the short time required to switch roles, when a worker and when to become a parent. After work they sometimes feel tired and exhausted, it makes them neglected the main task in guiding and caring for children. The children at an early age are not only need material, but also more attention from their parents.

The period of early childhood is the golden age. Education that is given at the age will influence their future. Geographical conditions of Batam city support to develop early childhood education programs based on the community, ethnic communities, and both of them. The program is supported by the condition that almost young mother in Batam is a housewife. Additionally, Batam rich of local wisdom like no other.

Local wisdom is not an obstacle to develop sources of early childhood education. In addition another aspect that needs to be considered is geography. Geographical location is related to behavior development. Behavior and environment are the most important
source of early childhood education. Limitation that arise can be combined with several factors causing the synergy of education of children in accordance with the development and well suited to the place where they live. In accordance with the description above, the research questions are how to design appropriate learning for early childhood in Batam? then the purpose of this research is to design a program of early childhood education in the territorial area by the community and local wisdom.

METHODS

The method used in this research is observational and analytic methodology for interpreting (Torrens & Griffin, 2012). Accompanied by observation and interaction of researchers as speakers at the various meetings of parents and teachers in various kindergartens and early childhood in Batam city, it began from January 2013 - August 2015.

RESULTS

Occasionally, young parents in Batam looking for a school that is near to his house. The reasons are: (a) public transportation in Batam do not reach all areas, so people prefer to use private transportation instead of public transportation, (b) generally young mothers who do not work anxious and afraid of riding a motorcycle on the road, they take their children to the school then pick them up.

1. Community-based Early Childhood Education (CECE) provides a solution to all things, including: Children do not need to be driven to school and mothers do not have to spend time to pick up and drop off to kindergarten or early childhood.
2. Household spending can be reduced and appropriate for the current conditions. Where the exchange rate weakened and increasingly high unemployment rate.
3. Minimize using technology such as: mobile phone, gadgets, televisions and notebook to the children, and let the children socializing and playing in the group.
4. Children are trained to produce their own toys that come from nature and the environment around them.
5. There are positive activities carried out by mothers and constantly learn to educate the children in accordance with its development.

Early childhood education can be done at all places even though these places are far from cities or no access to go to the cities, because young children do not learn as an adult. The core of the discussion is how the draft CECE with simple instructions to implement them. Because CECE follows a general site plans housing in Batam, especially in Batuaji district.
CECE can be carried out with the participation of local RT and RW. It should be prepared:

1. The preliminary analysis is not frequently traveled road that many people during the morning till noon. After the analysis, e.g. if it is found the Herba blocks of type 30 and type 36 not often impassable. And also there is a small road width of 7 meters.

Source: Perumahan Cipta Asri Batuaji
The road may be closed for the educational activities of community-based early childhood. Announcement of the closure of the road may be instructed by the RT or RW.

2. Identify the number of children at an early age and the number of mothers who are not working.
3. The Chairman of RT and mothers deliberation on picket schedule three times a week in each housing block respectively.
4. Inviting a professional in the field of early childhood to provide guidance on the importance of early childhood education. It can be formed cooperation between RT and the Ministry of Education in Batam city.
5. Scheduling the number of mothers and their daily picket then what will they do (as Mentor).

After technical preparation is complete, then started the learning program based communities that will be given in early childhood:
Traditional games and psychological analysis:

1. **Engrang**

Engrang exercise gross motor skills including early childhood balance and concentration. However the high of wooden steps should be reduced. If normally the height of wooden platform 50 cm, it can be reduced to 15-20 cm. This game can be played for children aged over 3 years. Moving is a need for early childhood. With some moves such as jumping and running, the brain will grow. The development of fine and gross motors skills as a predictor to the future achievement like reading, writing, math, attention, curiosity, desire to learn and social skills. There is a clear relation like circuit as fine and gross among the motor and brain development (Grissmer, Grimm, Aiyer, Murrah& Steele, 2010).

The game is suitable to play in CECE because they usually have common facilities in the form field and means a place of worship. However, this game should be scheduled so that the children will be prepared before play.

2. **Engklek**

Engklek is suitable to play in Batam that almost all the housing has a street in front of the house. This game indicates the child should be able to balance their body, focus and when played in groups there is an element of competition in it. This game also talks about stability, this is very important. Balance is the basic of pedestal skill that must have. Purpose of stability not only for the physical part of the body but also, associate to mental process. Whenever children try to stabilize her position, they are learning about focus and efficient.
The design and layout program:

a. Monday is math
   Greeting CECE opening classes and so on by mentor, children are asked to bring a used pack of milk or snacks drink or drank yesterday. All children CECE put it in front of him while counting with her friends. The methods can also be done with a variety of examples, e.g. bringing his favorite glass or cup and then calculate them.

b. Wednesday is Language
   Children are invited to tour from one house to another. Each house identified any plants or trees planted. Training their pronunciation and precision of language, the program can also be implemented with a visit from one house to another house while identifying furnishings contained inside the house. Trained pronunciation and introduce the shape of furniture and environment.

   In this program you can add a brief word in English. This preparation is aimed at early childhood in order to compete at the end of the ASEAN Economic Community by 2015. Children do not need to understand how to write and read. That they have to understand is how the pronunciation and meaning. Language will automatically be understood if done to practice with daily activities. Thus the theory of the English are prohibited granted.

   English mentor training can be done by join between RT or RW and a university who has an English Department. This is a community dedication of the university and the mutual benefits for the surrounding community. It is needed an integration to advance the quality of Indonesian human resources, where RT, RW, Government and University have their respective roles.

c. Friday is play in group
   Friday is devoted to play together in groups. The game can refer to the previous description, and may also play while getting to know the color. For color, CECE children do not need to use color pencils. But can be sought from around, the plant turmeric for yellow, the leaves of view to the green, or orange carotene derived from carrots, red color is derived from the relationship roses and dragon fruit. Drawing process does not involve paper, but sand. Colored sand that had been left to dry, next week can be reused for other activities.

DISCUSSION

Early childhood education is very important for its development at which this phase of education instilled into the smallest gap that will be remembered forever. Early childhood brain elasticity makes them a wide-open door and receive all that is given. Attention in children, early childhood, kindergarten, playground, and nutrition are important factors for early childhood. Then early childhood education also decrease the drop-out rate at primary school age (Contazar, 2015; Krafft, 2015).

When we want to educate young children about real life. It is time that education is also starting from their own environment, for example on his own yard. Combining between education and real life expressed efficacious in reducing the boredom of the children in the
classroom. It is important to be studied early childhood is a real life instead of dealing with stationery, picture books, and the rooms are insulated from each other. The logic is good families, communities, governments, formal and informal organizations have the same responsibility to create the best next generation. Then the required integration between learning and environment (Melaville, Berg & Blank, 2006).

Why should integrate learning and environment. That's the fundamental question that must be explained, these are some following reasons (Cross & Conn, 2011; Melaville, Berg & Blank, 2006):

1) Educational program in community-based early childhood education (CECE) is different from early childhood in general. This program is not a school run by professionals. But managing the mothers who have children under the age of 5 years.

2) CECE is not teaching activity, however combine experience and learn.

3) CECE focus on the involvement of children in community (groups), fine motor skill development without writing on paper and gross motor skill development without having prepared toys.

4) Restore the values of diversity by designing toys that are sourced from nature, creating make human more productive than consumptive.

5) Minimize the individualistic life with CECE.

6) One explanation around the achievement differences can be constructed in early education.

7) Increase children’s self esteem and self confidence, which is involved since their childhood in a community.

The results can be achieved by CECE (Marcum, 2015; Utexas, 2015):

A. Engagement. Engagement is very identical to intrinsic motivation. Intrinsic motivation is a big problem in many levels of school in Batam. There has been no concrete solution of this problem. Output of Community early childhood education can be a solve this problem. Although the change that takes quite a bit.

B. Learn by community. Childhood can learn in many ways. Playgroup is a main source. They will explore the unknown, the unpredictable and the adventurous however they need all within the community. Community learning can promote sosialization and self-confidence. Several advantages of group learning:
   a) Student becomes to a more complete understanding by contrast with others.
   b) Children with better experience as a peer tutoring.
   c) They are more inspired.

C. Promote civic as a citizen. By getting to know the game and the surrounding environment, is expected to foster a love of children to countries, regions and communities in the vicinity.

**CONCLUSION**

CECE is needed to develop new provinces. Combination of natural resources and human resources to be developed into an indispensable source of learning. A combination of both resulted in a design education that is appropriate for the surrounding communities and can be
applied easily, quickly and cheaply. This design can be adapted to diverse circumstances island communities, ethnic differences, habits and lifestyle jointly in a community based on learning.

REFERENCES


VOLTAGE VALUE CHANGES HUMAN BRAIN BETWEEN TRADITIONAL-BASED AND VIDEO-GAME-BASED OF CHESS: A BRAIN CAPACITOMETRER STUDY

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Abstract
A novel non-invasive electric-field-based neuroimaging, named brain capacitometer, provides real-time measurement of voltage value changes that represent the brain activity. Previous pilot study had reported the increase of voltage value in an adolescent while playing two types (puzzle and action) video games. However, the difference between voltage values changes while playing traditional-based and video-game-based game is still remains unclear. In this study we measure for the first time the changes of voltage value in three healthy adolescents while playing traditional-based chess that compared with video-game-based chess. Two-electrode brain capacitometer located on Fp1 region that cover the left prefrontal cortex used for experiment. Similar patterns of voltage value changes recorded on video-game-based chess, we found different pattern between traditional-based and video-game-based. Based on this research, we conclude that social contact with opposite during traditional-based game give different brain activity response than less social contact condition.

Keywords: brain capacitometer, voltage value changes, traditional based chess, video game based chess, adolescents

INTRODUCTION

The measurement of human brain activity has been underway considerbelyfor over ten years (Breiter, Aharon, Kahneman, Dale & Shizgal, 2001; Rilling, Gutman, Zeh, Pagnoni, Berns & Kilts, 2002). One of activity which must have been measured is gaming; there is an acronym of this research. The research is known as Brain Activity Measurement in Gaming or BAMING (Nossal, 2015). The BAMING research have been conducted, such as the ability of players to perform under stress (Izzetoglu, Bunce, Onarel, Pourrezaei & Chance, 2004), and reciprocity in the context of social dilemma (Nagatsuka, Shinagawa, Okano, Kitamura & Saijo, 2013).

Since the beginning of 2000’s, the research of BAMING have head to deeper understanding of human behavior, better models of human cognition, and improved the research methods of BAMING (Nossal 2015). There are many methods to study the activities of brain even deep within the basal structures of the brain. Those are electro encephalo graphy (EEG), functional Magnetic Resonance Imaging (fMRI), positron emission tomography (PET), and x-ray computed tomography (CT scan). Its can present special challenges for research of human during their activities (Nossal, 2015). Another way to study about brain activity is using fNIRS (functional Near Infrared Spectroscopy). NIRS detect
changes in regional cerebral blood flow with imaging modality (Heger, Mutter, Herff, Putze & Schultz, 2013). Compare to EEG, fNIRS is non-invasive, portable, relatively impervious to user movement and having unique sensitivity to change of oxy and deoxy hemoglobin (Girouard, Solovey, Hirshfield, Chauncey, Jacob, Sassaroli, Fantini, n.d.).

Girouard, Solovey, Hirshfield, et al., (n.d.) found that using fNIRS, there is distinct brain signal when participants played Pacman (speed game, chasing monster) compared to the rest periods. This study also measure brain activity during play an easy and hard level. The result showed that difficulty level had a small effect on brain wave change. Research by Patsis, Sahli, Verhelst, Troyer (n.d.) also tried to investigate whether the change of difficulty levels are followed by change in brain wave when playing Tetris. In line with study by Channel, Rebetez, Betrcourcut, & Pun (2011), this study found that playing game in different difficulty levels gave rise to different emotion. Boredome for easy level, engagement for medium or normal level and anxiety for the hard level (Patsis et al., n.d.). This research used EEG (measured the ratio of energies for alpha, beta & theta brain waves) which is related to attention and workload. EEG was increased in playing game in medium level.

Different with previous study, this research use new tool of brain wave measurement called brain capacitometer. The previous name of brain capacitometer is 2 electrode- 4D brain ECVT (Electrical Capacitance Volume Tomography), but now, it's called as brain capacitometer. Brain capacitometer is a novel non-invasive neuroimaging technology that based on electric field. It saves and easy to use, that provides real-time measurement (Nirmala, Edison, Nurfauzi, Haryanthi, Ihsan & Maharani, 2011).

Previous study by using brain capacitometer showed the increase of voltage value change on left prefrontal cortex region while playing video game. Brain capacitometers is a means to detect brain activity that is place the one area of brain, such as FP 1. Brain capacitometer have two field electrical voltages, which are useful to emit electric and detect the brain areas that were targeted so that the location or placement in the brain capacitometer (Edison, Anisa, Ihsan, Nurfauzi, & Maharani, 2015).

Most of the research of BAMING which used video game as a tool, such as Girouard et al., used Pacman and Patris et al., used Tetris. In this research, we try to compare traditional game and video game based. In line with Misbach (2006), researchers assumed that traditional and video game based has different characteristics. Misbach (2006) said that digital games such as video games and online games more played statically, children play in a passive state. Meanwhile, traditional game requires imagination, creativity, and deepening interaction capabilities between players and has noble values and moral messages such as shared values. However, it is still unclear whether any difference of brain activity while playing traditional based and video-based game.

This research measured brain activity specific on playing chess. As a game of strategy, chess is so classic, it was invented more than 1500 years ago (Meyers, n.d.). Some researchers have been proved that chess have some benefit. Studies in Houston, Texas & Bradford, Pennsylvania showed chess leads to higher scores on the Watson Glaser Critical Thinking and The Torrance tests of Creative Thinking. More than 100 school and 3000 children whose followed chess program in New York City have higher classroom grades in both English and math (Meyers in “The benefits of chess”). Chess also increased children’s ability to socialize. Studies showed that incidents of suspension and outside altercations have
decreased by at least 60% since children became interested in chess (Palm, 1990). Chess teach the player about respect themselves and their opponent (Lacrimosa in “The benefits of chess”). Even though, brain capacitometer in this study is placed in prefrontal cortex, part of the brain which has implicated in planning and complex cognitive behavior such as memory, perception, and diverse cognitive processes (Siddiqui, Chatterjee, Kumar, Siddiqui, & Goyal, 2008), and can’t measure the impact of socialization or social contact, but the researchers assumed there is a different brain wave in FP1 when playing traditional and video game based.

The subject of this research is adolescent because based on Piaget’s cognitive development; adolescent has search formal operation stage (Papalia, Olds, & Feldman, 2009). In this stage, people are begin to think abstractly and make hypothesis-deductive reasoning. This ability is needed to playing chess in optimal way. Based on Sarwono (2002) adolescent in Indonesia is, people with age 11 - 24 years old and have not mating. The beginning of adolescent is 11 years old because the sign of sexual maturity is starting to appear in this age. Based on tradition and religion, people in this age don’t treat as a kid anymore. Ending of adolescent is 24 years old because most people in this age still have financial dependency to older people, usually their own parents. Based on tradition, they also don’t have complete right as adult and some of them still don’t have right to give their own opinions.

Purpose of this research is to measure the patterns of brain activity of the Pre Frontal 1 when people playing chess with the difference ways (traditional based and video game based). Based on the purpose, this research has a hypothesis. The hypothesis of this research: There is a difference pattern of brain activities of the participants when they play chess with the difference ways.

**METHODS**

**Participants**
Participants in this research are 3 healthy adolescents with age 21-23 years old, know the rule and able to play chess. All participants are male, and right-handed person.

**Research design**
This research use experimental method of the neuropsychology, with two difference ways of playing chess. In experiment 1, participants play chess with traditional based; using the real chess board game and the opponent is the real human. For control, the opponent is the same person for all participants. In experiment 2, participants play chess with video game based, using Ipad. The opponent is the computer. Beside measurement by using brain capacitometer, the researchers also use qualitative methods by observed the expression of the participants and interviewed them about their opinion about the different ways of playing chess (traditional and video game based).

**Procedure**
Each participant got those two different ways (traditional based and video game based chess). The duration of each game is 9 minutes, including 2 minutes for resting before game and 2
minutes resting after game. Total time for playing game is 5 minutes. During these activities, researchers measured brain activity of the participants with brain capacitometer. The researchers put two electrodes of brain capacitometer on FP1 (one of Pre Frontal cortex area of participants). For control, the researchers make positions of the participant’s body almost at the same position (straight shoulder). Table 1 show the detail activity and duration of experiment for each way.

The different patterns of voltage value change from brain activity could be detected if there were some activities of the human. So, we arranged the activities and its duration: resting before tasking (2 minutes), tasking (5 minutes), and resting after tasking (2 minutes) (Figure 1).

![Figure 1](image)

**Figure 1**
*Activities and Its Duration*

**Instruments**
Besides using the main tools for the research: Brain capacitometer consists of three main parts: Data Acquisition System (DAS), capacitance sensor (pentagonal 21.4 cm²) and computer (MATLAB program) (Nirmala, et al, 2011). For the game instrument, we used chess board game (include 2 chairs, table, and human as competitor) and IPad (include the situation could minimalize their positions), and also use stopwatch and signs for resting and tasking (in game time), record the activity with video recorder and camera, and paper and pencil for recording the observation of participants.

**Analysis Techniques**
We analyze the patterns of voltage value changes of each participants with activity in figure 1 for traditional and video game based. Analyzing result from brain capacitometer is similar with fNIRS. Steps to analyze NIRS related to Tsunashima, Yanagisawa, Iwadate (2012) is explained below. In analyzing signal using brain capacitometer, brain activity related to a task is separated from that which is not. Since this tools not only measures signals of brain
activity during a task, but also other signals, include measure noise (artifact). Averaging and baseline correction are the next step after separated brain activity related task from the noise. Averaging is the method by which data are averaged for some periodic time. Baseline correction corrects the start and end points of a block to zero to remove gradual trends.

**RESULTS**

From data analyzing using brain capacitometer, researchers only can use data from 2 participants. One participant is disqualified because the result revealed invalid data from this participant. Beside produce a lot of noise, data from this participant doesn’t show in line pattern with brain wave pattern based on original or baseline data. We use baseline data from previous pilot study (Edison, et all, 2015). This study by using different kind of game (puzzle and action) showed that brain pattern is different during resting and tasking period. Brain pattern showed increasing of voltage value change in tasking period and decrease during resting period. White area in figure 2 is resting period and pink area is tasking period.

![Brain Voltage Value Changes in Resting and Tasking Period](source: Edison, Anisa, Ihsan, Nurfauzi, & Maharani, 2015).

Valid data from 2 participants show that the different pattern between playing chess in traditional and video game based. Figure 3 and figure 4 show the change of brain voltage when participant played chess in traditional based game (above) and played chess in video game based (below). White area in figure 3 and figure 4 is resting period and pink area is tasking period.
Figure 3

*Brain Voltage Value Change of Participant 1*

Figure 3 and figure 4 show that when played chess in video game based, the brain voltage pattern show the similar result with pilot study. Brain voltage is gradually increasing in tasking period and decreases in resting period in these 2 participants. Meanwhile, in played traditional chess, two participants show different results. Brain voltage change in participant 1 when played traditional chess show delay of significant value, increase at the end of tasking period, and decrease in resting period. On the other hand, brain voltage change in participants 2 when played chess in traditional based game show decreasing in tasking period, and decrease in resting period.
DISCUSSION

Based on the result, we found similar patterns of voltage value changes when people played video game based. It has shown that voltage value changes always increase when playing video games (tasking period), and decrease in resting period, no matter the kind of the game (puzzle, action and chess). This result clarified the previous pilot study by Edison, et al. (2015). But, there is different pattern of voltage value changes when playing chess in traditional way. Brain voltage change in player 1 show delay of significant value, increase at the end of tasking period, and decrease in resting period, but the brain voltage change in player 2 show decreasing in tasking and resting period.

The researchers assume that the different patterns due to some reason. First, the result showed that social contact with opposite during traditional-based game give different brain activity response than less social contact condition. In less social contact condition (video game based chess), both of player show the similar pattern of brain voltage change, increasing in tasking period and decreasing in resting period. This result most likely because in less social contact condition, the player more focus to do the task than in social contact condition. Presences of the real opponent make social contact, and social contact have implication to the limbic system. Limbic system is the part areas in brain which responsible for emotion (Kalat, 2010). Either delay of significant value of player 1 or decreasing during tasking period for player 2 show different pattern of brain voltage when playing game in traditional way because activation of limbic system. Emotion show different impact to different people.

Second, it is related to the player’s level of self-efficacy. Self-efficacy is the belief that one can achieve a goal as a result of one’s own action (Bandura, 1977). This belief make people has higher motivation to try. Someone with higher level of self-efficacy tend to allocate their time and effort to the task than the lower one. We got this assumption based on interview. Player 2 said that he was less able to playing chess; meanwhile player 1 didn’t say anything about his ability to play chess. The presences of opponent in traditional chess have different impact for people with different level of self-efficacy. For player 1, as we assumed has higher self-efficacy than player 2, perceived presence of the real opponent as challenge. The brain voltage change of player 1 showed increasing in tasking period (although delay) most likely because he allocated more effort and energy to the task than in resting period when facing the real opponent. Vice versa for player 2, decreasing of brain voltage in player 2 because the presence of the real opponent likely to perceived as treath, so he tend to have lower motivation in tasking period. This result in line with the study of Singh, Bhardwaj & Bhardwaj (2009), whose found that self-efficacy gave an impact to perform of athletes. This research show that national athletes (better achievement) have higher self-efficacy than school level athletes.

CONCLUSION

It can be concluded that social contact with opposite during traditional-based game give different brain activity response than less social contact condition. When playing video game, no matter the kind of the game, the brain activity measurement show similar pattern,
increasing brain voltage in tasking period and decreasing in resting period. But these patterns are not applying traditional game based. Social contact with opposite during traditional-based game activated the system lymbic, the part of brain which responsible for emotion, and emotion give different impact to different person. It can be assumed that one factor which influences different result for different person is the level of self-efficacy. This research is part of preeliminary study related to brain activity measurement in gaming. Therefore, further research is needed including measurement to prove the impact of self-efficacy in BAMING and involve much number of participants.

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QUALITY OF SCHOOL LIFE IN EARLY CHILDHOOD EDUCATION

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Abstract
Currently, early childhood education is growing rapidly. Parents and even every society members begin to realize that early childhood education becomes important in an attempt to stimulate child both in physical, cognitive, affective, as well as psychosocial development. Early childhood education is built in urban area to remote village established under government authority or private, where the organizer has different educational background and profession. It brings out assumption that will affect in quality of early childhood education life differently. Quality of school life is the degree of prosperity and student's satisfaction in their school life from parent's perspective. School life questionnaire by Ainley & Bourke (1992), was developed to help explaining teaching and learning activities result other than commonly measure of success at school, that is achievement. The explanation means important output or result like general satisfaction, social integration, achievement, opportunity, adventure, teacher, and negative affect. Quantitative data were collected from 731 parents of students of ECE in Jakarta by using School Life Questionnaire. Descriptive statistic analysis shows that quality of ECE life in Jakarta is high. The mean score of the aspects such general satisfaction, social integration, achievement, opportunity, adventure, and teacher are above the median, while mean score for negative affect is below the median. Thus, it can be said that the parents argued that their children feel satisfied or have positive feelings while at school.

Keywords: Quality of School Life, Early Childhood Education (ECE).

INTRODUCTION

ECE (Early Childhood Education) is a development efforts aimed at children from birth to the age of six years which are accomplished by providing stimulus education to assist the physical and spiritual growth and development of a child to have readiness in entering further education, from the formal, non-formal and informal education (Ministry of Education, 2008). In the formal track, grows ECE, which was initiated either by the government or the private sector, which is currently growing rapidly both in large cities and in rural areas. Education for ECE teachers seemed to gain more and more fans, as evidenced by the increasing number of colleges which open early childhood teacher education courses in Indonesia.

In practice, the program of ECE in Indonesia, especially in Jakarta, held in a wide variety of educational models, ranging from a very simple ECE raised by mothers who are non-ECE educated or Psychology, by means of games and study room which are also very simple, to ECE that offers a wide range of facilities such as an indoor and outdoor games, swimming pool, use of bilingual such as English and Mandarin as the language of everyday life, with world-class teachers or minimally master graduates.

Looking at the above differences, ranging from school facilities, teacher quality, to the values lived at the school, will certainly produce graduates or outcomes that are also different. Various aspects of this will affect the quality of school life, or in this case the ECE
itself. If during this time the success of a school is only seen from the achievements shown by the school such as student achievement or school performance, now the quality of school life has a wider coverage.

Leonard (2008) incorporates the definition of quality of school life from a variety of experts, namely the synthesis of positive thoughts, negative thoughts and feelings that are associated with school life and the results obtained from the learning process at school. There are two general aspects and five specific aspects of the quality of school life. Two common aspects are the general satisfaction and negative affect. General satisfaction reflects cozy feelings toward the school as a whole. In this study, general satisfaction dimension was seen from the perspective of parents’ satisfaction and positive feelings of their children at school. Whereas negative affect is the perception of students who think school can bring up feelings or negative emotions. In this study, the negative affect was seen from the perspective of parents’ negative feelings when a child is at school.

While the five specific aspects of the quality of school life, includes: 1) teachers, 2) social integration, 3) opportunities, 4) the achievement and 5) adventure. First, teachers/teacher-student interaction is student’s satisfaction towards their relationship with their teachers. In this study, the dimension of teacher was seen from the perspective of parents towards the interaction of teachers with children at school. Second, the social integration is the students' perception of the social life at school and the role of schools in shaping these social skills. In this study, the dimension of social integration was seen from the perspective of parents towards their children’s relationship with their friends at school. Third, the opportunity is the perception of students that schools prepare them for the opportunities that they will face in the future. In this study, the dimension of opportunity was seen from the perspective of parents towards the opportunities provided by their children’s school for their children’s future. Fourth, achievement is the students' perception of achievement/success that they obtained from the school. In this study, the dimension of achievement was seen from the perspective of parents towards their children’s achievement and success feelings that their children have towards school assignments. Fifth, adventure is a student’s perception towards comfort and joy they get from school. In this study, the dimension of adventure was seen from the perspective of parents towards children’s self-motivation and fun activities for their children at school (Leonard, 2008).

The important results or outcomes, such as students' attitudes towards school in general, towards learning, towards teachers and towards other students, are important things that should not be forgotten by the organizer of the school and education observers. Positive attitudes towards various aspects of school life may affect the meaning of the students on the importance of teaching and learning in the school itself, the importance of science and knowledge, as well as other goals of the school can be understood in a more positive meaning.

From that thought, I, as the researcher, am interested in more in-depth analyzes of the quality of life of ECE in Jakarta. As for the things I want to see, among others: the social environment at schools, school goals, ethos and other emphasis that the school wants to offer, looking into whether these goals are realized and accepted by students and parents, explaining the existing organizational structure at schools and their impact on life experience.
of students at school, looking at the effectiveness of existing rules to curriculum, teaching pattern, assessments, programs, and organizations.

METHODS

Participants in this research were 731 parents of students of ECE in Jakarta, with details as follows: a) 391 female participants (53.5%) and b) 340 male participants (46.5%). Data were collected by non-probability sampling technique through paper-based questionnaire. A hundred copies of questionnaire were distributed to parents of students of ECE in Jakarta. All participants who agreed to participate received a brief explanation about the purpose of the study, signed the consent form, and completed the questionnaire. All data were collected within two months.

The tool used in measuring the quality of school life was theoretical concepts of Ainley & Bourke (in Leonard, 2008), which had revealed that in general there are two global feelings of quality of school life, namely: (a) general satisfaction, and (b) negative affect, as well as five specific aspects of the school as follows: (a) teacher; (b) social integration; (c) opportunity; (d) achievement; (e) adventure. The scale used was Likert’s scale where the scale consists of answers TS (Disagree), ATS (Somewhat Disagree), AS (Somewhat Agree), and S (Agree). Tool divided into 6 statements on the aspect of general satisfaction, 5 statements on the aspect of negative affect, 8 statements on the aspect of social integration, 5 statements measuring the quality of school life consisted of a 40-point declaration which was on the aspect of the achievement, 6 statements on the aspect of opportunity, 5 statements on the aspect of adventure and 5 statements on the aspect of teacher.

RESULTS

The tool used to measure the quality of school life has a scale of 1-4, which shows the score of hypothetical mean held by the measuring tool at 2.5. From the data processing, it had been obtained the minimum score of 2.03 and a maximum score of 3.80 with an SD of 0.26321 and empirical mean score of 3.3143. Thus, we can conclude the variable’s picture of quality of school life tends to be high since the empirical mean score is greater than the mean score of the hypothetical.

Furthermore, judging from the score of each aspect, it is known that the general satisfaction aspect has empirical mean score of 3.5759. This empirical mean score is higher than the score of the hypothetical mean. Thus, it can be said that the parents argued that their children feel satisfied or have positive feelings while at school.

The negative affect aspect has empirical mean score of 1.4309. This empirical mean score is lower than the score of the hypothetical mean. Thus, it can be said that the parents argued that their children have less negative feelings towards school. The social integration aspect has the empirical mean score of 3.3860. This empirical mean score is higher than the score of the hypothetical mean. Thus, it can be said that the parents believed that the children's relationship with their friends at school are good.

The achievement aspect has empirical mean score of 3.5694. This empirical mean score is higher than the score of the hypothetical mean. Thus, it can be said that the parents
argued that their children have a sense of achievement or success of the assignment at school. The opportunity aspect has the empirical mean score of 3.8365. This empirical mean score is higher than the score of the hypothetical mean. Thus, it can be said that the parents argued that schools provide an opportunity or a chance to prepare their children’s future.

The adventure aspect has the empirical mean score of 3.7415. This empirical mean score is higher than the score of the hypothetical mean. Thus, it can be said that the parents argued that their children gain the convenience and excitement from the activities they do at school. The teacher aspect has the empirical mean score of 3.6637. This empirical mean score is higher than the score of the hypothetical mean. Thus, it can be said that the parents argued that the interaction of teachers and students at their children’s school are good.

### Table 1

**Descriptive Statistics Results**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Satisfaction</td>
<td>731</td>
<td>1.40</td>
<td>4.00</td>
<td>3.5721</td>
<td>0.44818</td>
</tr>
<tr>
<td>Negative affect</td>
<td>731</td>
<td>1.00</td>
<td>4.00</td>
<td>1.4309</td>
<td>0.57935</td>
</tr>
<tr>
<td>Social Integration</td>
<td>731</td>
<td>129</td>
<td>4.00</td>
<td>3.3860</td>
<td>0.44986</td>
</tr>
<tr>
<td>Achievement</td>
<td>731</td>
<td>1.60</td>
<td>4.00</td>
<td>3.5694</td>
<td>0.50677</td>
</tr>
<tr>
<td>Opportunity</td>
<td>731</td>
<td>1.83</td>
<td>4.00</td>
<td>3.8365</td>
<td>0.37440</td>
</tr>
<tr>
<td>Adventure</td>
<td>731</td>
<td>1.80</td>
<td>4.00</td>
<td>3.7415</td>
<td>0.43475</td>
</tr>
<tr>
<td>Teacher</td>
<td>731</td>
<td>1.60</td>
<td>4.00</td>
<td>3.6637</td>
<td>0.45419</td>
</tr>
<tr>
<td><strong>Total QSL</strong></td>
<td>731</td>
<td>2.03</td>
<td>3.80</td>
<td>3.3143</td>
<td>0.26321</td>
</tr>
</tbody>
</table>

### DISCUSSION

This research examine that the quality of ECE life in Jakarta is high. It means that the government effort to encourage early childhood education in Jakarta shows positive result. The government already sets the principles of early childhood education as follows: 1) oriented to the children needs, 2) learning activities through playing, 3) stimulating the emergence of creativity and innovation, 4) provide an environment that support learning process, 5) develop children’s life skills, 6) using a variety of sources and learning equipment in the environment, 7) implemented gradually referring to the principles of child development, 8) stimulation of education covering all aspects of development (Aqib, 2011). All the principles above are relevant to the aspects of quality of school life. Parents of students of ECE in Jakarta also argued that ECE in Jakarta provide opportunities to prepare their children’s future, their children’s relationship with their teacher and friends at school are good, their children have a sense of achievement of the assignment at school and gain the convenience and excitement from the activities they do at school. Thus, overall they argued that their children have positive feelings while at school. The findings in this study show a positive growth in early childhood education, especially in Jakarta.
CONCLUSION

Results from this study indicate that the quality of ECE life in Jakarta is high because the empirical mean score is greater than the mean score of the hypothetical. From the data processing, it had been obtained minimum score of 2.03 and a maximum score of 3.80 with an SD of 0.26321 and empirical mean score of 3.3143. While the score of hypothetical mean measuring instruments held at 2.5. In addition, it can be concluded that on the subject of scores of general satisfaction (M = 3.57, SD = 0.45), social integration (M = 3.39, SD = 0.45), achievement (M = 3.57, SD = 0.51), opportunity (M = 3.84, SD = 0:37), adventure (M = 3.74, SD = 0.43), and teacher (M = 3.66, SD = 0.45) above the midpoint. This indicates that the subject has high level scores on the six dimensions. While negative affect mean score (M = 1.43, SD = 0.58) was below the midpoint, which means the subject has negative affect the level is low.

REFERENCES


SOCIAL RISK FACTORS FOR SEXUALLY TRANSMITTED INFECTION IN ADOLESCENT

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Abstract
Sexually Transmitted Infections (STI) is an important public health problem not only because of their severe complications but also increase the risk of the human immunodeficiency virus. There are some social factors that make an individual more vulnerable to indulge into risk-taking behaviors, thereby increasing the risk of acquiring STDs. In this study we determine the risk factor of STDs caused by disharmony in family, which is part of social context, from adolescents in ProCare IPPA Jakarta. Lack of communication, divorce of parents, verbal abuse, and physical violence in family are revealed as predisposing factors, which encourage them to have deviant behaviors especially in sexual context. Based on this study, we suggest health and psychological education for disharmony family to reduce the potential risk of STDs in adolescents.

Keywords: sexually transmitted infection, adolescents, disharmony in family

INTRODUCTION
Sexual Transmitted Infection (STI) is a crucial problem on public health. This is as a result of the incidence and consequences of behavior of sexual health at risk (health-risking sexual behaviors / HRSBs) and STIs among young adults so the prevention of this incidence is also a public health priority. Adolescents are considered as a group at risk of sexual and reproductive health, because their curiosity to try something new (UNPFA, 1999).

STI and HIV/AIDS is as a part of Reproductive Tract Infection (RTI) which is an infection that can be transmitted from one person to another through sexual contact. Adolescent has higher risk of developing STIs due to their immature reproductive organ, especially among girls; adolescent usually not exposed to STI’s test, many adolescent are hesitant to talk openly and honestly with parents/doctor or nurse about their sex lives, some adolescent have multiple sexual partner, and not having insurance or transportation to access STI services.

STI’ cases occur every year in the world more than 340 millions. According The Center for Diseases Control and Prevention (CDC), there are more than 5 millions STI’ cases reported every year in adolescent and young people (15-24 year of age) as a group with higher risk of STI. Three millions new cases of STI reported each year from this group. 60% of STIs include HIV contained in this group.

STI risk in adolescents are often greater in those who are economically and socially marginalized groups, sexual active, homeless or those who are experiencing disharmony in family relationships as well as sexual violence (WHO, 2005). Social variables include family
structure, parenting, and peer involvement in behavioural problems, associated with high risk sexual behavior.

In Family Planning Journal, Adolescent STI in developing countries reported that Gonorhea higher than Sifilis. The incidence rate is 600 per 100,000 (in the Russian Federation and the United States), although in many countries among teenagers the incidence rate is under 10 per 100,000. The incidence rate of chlamydia among adolescent is very high in countries with good reporting (between 563 and 1,081 cases per 100,000). The incidence rate reported from three STI is generally higher among girls than among boys of the same age. Unlike the adolescent sex workers in Abidijan, 30% had gonorhea, and 11% had Chlamydia, which is 2.5 times further increasing the risks to servicitis. These findings collaborate characteristics of gonorhea as the 'core group/ basic group' of STI, which is the highest infection (Dia\ll, 1993; Brab\in et al, 1995; Harms et al, 1998; Smith et al, 1998 in Dehne&Riedner, 2006). STI is also a problem for pregnant adolescent. One study in Bangui, the capital of Africa findsSTI's documents occured at antenatal women aged 19-22 years, including 3.1% of gonorrhea, chlamydia 6.2%, 9.9% trichomonas, syphilis 6.7%, 29.1% bacterial vaginosis, candida 46.6%, 12.2%, including HIVpositive (Brunham et al., 990; Balkhart et al., 1999, in Dehne & Riedner, 2006).

Meanwhile, based on daily report in Public Health Center (PHC) and government hospital in Indonesia, there are 20.000-30.000 gonorea cases and 5.000-10.000 sifilis cases every year (Kaldor et al., 2000 in Qomariah et al., 2001), especially for adolescent in Indonesia, few literature that describes the prevalence of STIs. Most studies on adolescents under taken to assess risk behaviours, such as the percentage of adolescents who have been sexually active (Qamariah et al., 2001).

Many adolescents experience the maturity gap of difference in physical and mental maturity. Differences in maturity can encourage adolescent to do the deviance things. Risk factor for adolescent sexual problems may include contextual factors such as socio-economic and the family/parenting (Huebner & Howell, 2003; Swenson & Prelow, 2005; in Santrock, 2009).

One of the changes in the family environment is an important measure in adolescent relationships with the important people in their lives. The American adolescent spend time with family plummeted at the age of 10 -18 years, from 35% to 14% counted since they wake up. Adolescent exclusion is not a rejection of the family but the response to the developmental needs of adolescents themselves (Larson, et al., 1996 in Papalia (2011). Variation in culture is a cultural variation, and practice, based on ethnicity and social, for example, adolescents who are in the farming community requires more advanced technology. In industrial societies such as in Korea and Japan, an adolescent has pressure on school assignments and commands from the family and parents, they have almost no free time. While in America, adolescent have a better discretion of time, there was discretion with peers about sex. At the end of the week they are free partying without supervision from an adult or parent, these activities can lead to drug use and deviant behavior (Larson & Seeparsad, 2003) in Papalia (2011).

In Indonesia, adolescent males in urban areas, no longer bound by the farm work, they started to form a peer group, spend time trying to make a date with the girls and go to meetings with boys and girls (Kliem, 1993) in Dahne & Riedner (2005). The emergence of
youth lifestyle in a traditional family is different from the previous period continuously connected with the abstinence role of parents and the larger family unit, and enhances the role of peers. In Cameroon, for example, urbanization led to a change in the life of the village, which include elimination the habit of choosing friends and spouse in marriage chosen by the family and the village community (UNAIDS, 1999).

Parents also play an important role in sending their children into prostitution either because of economic pressures or child abuse. For example, the government of Nepal estimates that 7,000 children are trafficked into child prostitution in India every year (Kabir, 1997). There are also an increasing number of adolescent sex workers in large commercial sex sector in other Asian countries, including Thailand and the Philippines (IPPF, 1994). Studies from Zambia (Shah et al., 1996) and Sri Lanka (De Silva, 1998) reported that sex is forced, including when their parent is not at home, also unusual for boys and girls in Nigeria, the result of focus group discussions informed that their perpetrators are incest, parents who do verbal and physical violence, also including girlfriends, neighbors, and relatives of the young women (Ajuwon et al., 2001).

Parents should be role models for adolescent who are in their infancy, especially the psychological and emotional development. Failure in parenting and uncondusive family environments such breakdown of social structures and social roles usually called disharmony in family. Disharmony in this family is social risk factors that trigger the onset of adolescent STI.

**METHODS**

Research conducted was an analysis of previous research, a quantitative research on Social Determinants Analysis against Sexually Transmitted Infections in adolescent clients in Clinical Pro Care PKBI Jakarta2014. The preferred method is the in-depth interviews. Context this research is to explore the sexual risk factors underlying the incidence of STIs in adolescents.

Research conducted at the Clinic Pro Care PKBI Jakarta and data collection was from May 7-29, 2014 to 8 adolescent who accessed Pro Care Clinic. The method carried out in-depth interviews. The data analyzed by the method of content analysis to see the similarities and differences of information obtained from various types of informants (Meleong, 1998). The validity of data was using source and analysis triangulation. Source triangulation conducted with digging information from key informant such as adolescent client, while triangulation analyzes were performed using two informants, peer counselors and the head of the clinic.

**Informant characteristics**

Key informants in this research were adolescents aged 15-24 years who had been diagnosed STI. Their educational background is elementary school and college student. The female informant is higher than males, 5 to 3. Supporter informant in this research is acting head of the clinic while (the head of the clinic was on maternity leave) is a 34-year-old nurse and the 32-year-old peer counselors, both of them are female.
RESULTS

In Indonesia, the average age of menarche was 10 years old, based on the results of Riskesdas (2010), age at first sexual intercourse occurred at a very young age, which is 8 years old. Meanwhile, in another terminology, UN says young people (youth) for those aged 15-24 years. These are then put together in a terminology youth (young people), which covers 10-24 years. Meanwhile, according to MOH, adolescent is between 10-19 years, and the BKKBN program mentioned that adolescent are those aged between 10-19 years. Based on the characteristics of the age determined in this research were aged 15-24 years, whereas the results obtained are adolescent with the youngest aged 17 years old and the oldest 23 years of age. The informant education level is elementary school and college student, and by sex, males 3 and females 5. The main characteristics of the informant can be seen in table 1.

Table 1
Age, Sex and Educational Background Characteristic of Key Informants

<table>
<thead>
<tr>
<th>No</th>
<th>Informant Name</th>
<th>Age (Year)</th>
<th>Sex</th>
<th>Education Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>20</td>
<td>F</td>
<td>University</td>
</tr>
<tr>
<td>2</td>
<td>R</td>
<td>22</td>
<td>M</td>
<td>High Junior Graduation</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td>18</td>
<td>F</td>
<td>Elementary School Graduation</td>
</tr>
<tr>
<td>4</td>
<td>P</td>
<td>21</td>
<td>M</td>
<td>High Junior Graduation</td>
</tr>
<tr>
<td>5</td>
<td>I</td>
<td>3</td>
<td>F</td>
<td>College Graduation</td>
</tr>
<tr>
<td>6</td>
<td>E</td>
<td>21</td>
<td>M</td>
<td>College</td>
</tr>
<tr>
<td>7</td>
<td>N</td>
<td>17</td>
<td>F</td>
<td>High Junior Student</td>
</tr>
<tr>
<td>8</td>
<td>M</td>
<td>18</td>
<td>M</td>
<td>High Junior Student</td>
</tr>
</tbody>
</table>

Source: Medical Report ProCare Clinic, 2014 and Depth Interview

From eight adolescents/key informants there is 3 adolescents female diagnosed with BV (Bacterial Vaginosis), two of whom also suffered servicitis and one of them pregnant, one adolescent male suffering from syphilis, two adolescent male suffered gonorrhoea, and two adolescent female diagnosed with Chlamydia. STI diagnosis can be seen in table 2.

Table 2
Distribution of STI Diagnosis on Key Informants

<table>
<thead>
<tr>
<th>No</th>
<th>Informant Name</th>
<th>Jenis Kelamin</th>
<th>Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>Female</td>
<td>BV, Servicitis</td>
</tr>
<tr>
<td>2</td>
<td>R</td>
<td>Male</td>
<td>Siflis</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td>Female</td>
<td>BV, Servicitis</td>
</tr>
<tr>
<td>4</td>
<td>P</td>
<td>Male</td>
<td>GO</td>
</tr>
<tr>
<td>5</td>
<td>I</td>
<td>Female</td>
<td>Klamidia</td>
</tr>
<tr>
<td>6</td>
<td>E</td>
<td>Male</td>
<td>GO</td>
</tr>
<tr>
<td>7</td>
<td>N</td>
<td>Female</td>
<td>BV, Pregnant 6 week</td>
</tr>
<tr>
<td>8</td>
<td>M</td>
<td>Female</td>
<td>Klamidia</td>
</tr>
</tbody>
</table>

Source: Medical Report ProCare Clinic, 2014.

Sexual health in the community is the result of complex factors that include demographic factors, social, medical, and public health interventions. The incidence of STIs in adolescents is also a combination of those factors. The causes of STI on adolescent have
one or more risk that is derived from the socio-economic marginal, experienced sexual violence, disharmony in the family and had been sexually active.

The results showed that the whole key informants consciously aware of risk factors, primarily related to the behavior/their sexual activity. While other factors are obtained is the result of interview sex cavation deeper. These risk factors can be seen in table 3.

### Table 3

**Distribution of Risk Factor on STI Causes on Adolescent in Pro Care Clinic, 2014**

<table>
<thead>
<tr>
<th>No</th>
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<td>2</td>
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<td>5</td>
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<td>8</td>
<td>M</td>
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Source: Depth Interview

Harmony in family is very much appreciated in Asia. Harmony and absence of conflict is an essential attribute of a happy family (Shek, 2001). More traditional Asian people generally live with the family orientation (Triandis, 1995), in which family is the center of life (Lee and Mjelde-Mossey, 2004). Parents and children in Asia tend to mention the attributes that are usually appreciated. European-American culture, such as emotional expression and communication (Shek, 2001). This attribute may be appreciated by culture with a more individualistic orientation, see themselves as the center of life. (Triandis, 1995).

In Indonesian Language dictionary, the word of "disharmony" is discrepancy, obscurity. The term of disharmony is usually to describe a broken family as a result of the parents is no longer concerned with the situation and condition in the house. Parent is no longer aware or taken care to their children, both problems at home, at school and her/his social development problems. Meanwhile, according to William J. Goodge in his book "Family Sociology" defines disharmony (family chaos) is the break up of a family unit, interruption or breakdown of the structure of the social role if one or several family members failed to perform the duties of their role adequately. Another character says that disharmony is a member of the family who feels complete but feels not complete by other family members.

An adolescent female who accessed the Pro Care Clinic explains that the disharmony is derived on verbal abuse are often accepted by her from her surrounding environment in the form of words of harassment and discrimination from her parents against her than other siblings.
"People and my family said that me is different from all children at home, of 4 children, my is the most difference, not only physical but also others, people like to pocked me, an illegitimate child... My parents from Padang, but my face like Javanese, that’s all. Sometimes there are also some different treatments" (A, F, 20 years old).

Other adolescent said that disharmony occurs when the father died, and received verbal and physical abuse from his step father so the teenager ran away from home and became sexuall workers in Jakarta.

“I came from Lampung, ran away from home.... My father has passed away and my mother re-married. My step father doesn’t like me, got temper oftenly with no reason, sometimes he hit me and dispel me”, (D, F, 18 years old).

One male adolescent said that disharmony occurs in the family because there is no communication between parents, including both his siblings. Even if they lived on the same house.

“Live with family, parents and siblings are not to close, just ordinary.... Mother and father works, not much to talk about, only general” (E, M, 20 years old, college student).

One female adolescent as sexual workers in disguise because people knew her as a high school student, said the disharmony is sourced from the mother is too strict in applying the rules and discipline at home, so she avoid disharmony and make a reason will continue school in Jakarta.

"I live alone in the boarding house, I have live in Jakarta two years, now go to school again, last year stop but Praise to God, I can continue it again...., my parents live in Krawang..., graduated from high school. When I went to Jakarta I said to my mother that I want to work while keep study. Hm...., well...., it’s not all true. My mother is so strict. I didn’t tell what I’m doing now, maybe because of this, Mba.My parents are very strict, I can’t go on a date until I finished school, work first, may courtship and marriage, so many rules. I think that’s only my mother, other in Karawang is not like that” (M, F, 18 years old).

A male adolescent who idolizes his mother was badly suffered when his mother died and his father remarried, but marriage is not lasting and his father gets divorced with his stepmother. The adolescent recommended following his brother, migrating to fulfill economic factors and continuing education.
"My parents in Cirebon, father married again, but could not long any way then separated, I live in Kebembem, parental so told me to accompany my brother who open garage while take schoolhere" (F, Male, 21 years old).

A female adolescent and the oldest informants (last adolescent phase) works as sexual worker, disharmony in her family has been felt since childhood when her parents divorced and must meet the needs of life from an early age. She is also a victim of violence against women by their own cousins.

"So it happened, I remember last years on September 23, my cousin asked me to meet with people, I got introduce by people. I didn’t remember what happened after I drank the juice, in the morning..., around 3, I woke up at the hotel room, in the Sari Ater Bandung. I looked for my cousin but couldn’t find. I was really suspicious; I was sold to that man. I’m not a virgin any more, Mba. I raped there. Actually I was from a broken home, father left us since I was in grade school, my three brothers and I are the smallest. Since junior high school I was used to make money. Sell any thing so, we have limited economy, the other after marriage also not working, only me who works now”(I, F, 23 years old).

The disharmony in the family encourages the adolescent to find a replacement for the gratification of their needs in the form of affection. Parent failure in economic role as a bread winner, protector, and a place to shares to riesand the desired communications.

Adolescent conditions when the research was conducted has been suffering from STI, they have no courage to tell the current conditions to family or parents. The reason is not to make their parents worry, regard is not a family affair and fear to tell it. It can be seen from the observation (observation) researcher, during a visit to the clinic Pro Care, none of the adolescent accompanied by parent/family and extracting information obtained from interviews.

"I don’t know. I have never told them, ever since I was going on a date, I didn’t said anything. Never cross my mind, what it is for to tell the story to my parents about the disease, I have it also not usual way like other diseases. Certainly will not be supported, get mad of, Mba...” (A, F, 20 years old).

"..., my family did not know.... I don’t want to make them worry, especially my mother" (R, M, 22 years old).

“...It’s all my problems, it’s not important to tell them my story” (D, Pr, 18 years old)
"My brother doesn’t know I’m sick…, he will hung me when he finds out" (P, M, 21 years old)

"..., my mother didn’t know…. I don’t want to make my mother worry. My mother only knows I’m working” (I, F, 23 years old).

"No one knows. I won’t dare to tell the story, because I’m afraid. I didn’t ask money to my parents so they won’t get suspicious. I access the service with my own pocket money”(E, M, 20 years old).

"... , I always talk to my mother, mom knows that I have a boyfriend. But this condition, I wouldn’t dare to tell, how to tell them, Mba. I’m afraid and also worried, but I hope I’m okay” (N, F, 17 years old).

"No, Mba..., hm..., well..., how can I say. My mother is so strict that’s the reason I ran to Jakarta. I also didn’t tell her that I did it, until now my mother doesn’t know” (M, F, 18 years old).

Family involvement is not something that is required but expected, so as adolescent can be more comfortable and open to look for the cause of STI itself. Oftenly when parents/families know that their children suffering from STI it will trigger other issues. This statement strengthened from informants supporters.

"The support or involvement of parents is not required, only recommended, the standard reference to the patient to feel comfortable (confidentiality of patients), because when they feel comfortable, they will reveal what and how STI itself occurs” (S, Nurse, 38 years old).

"It’s rarely parents or family comes here, almost never. There was only one case because the parents already know, got the information from other sources, and then they shocked and not believe, finally come to the clinic. The children got mad and beaten, but it will not solve the problem. That is the only one that I know, STI’ cases and unwanted pregnancy. The client still at her second grade in high school, her parents is religious leaders. They can not accept it. The psychological effect of prolonged trauma for adolescent, scared of men, mentally fragile, continues to feel guilty, wanted to commit suicide. I give her therapy, 3 years but last I lost contact" (V, counselor, 34 years old).

The disharmony of family cause adolescent seek role of equivalent to families and they usually get it from the peer. This friendship environment dominates the lives of adolescent in general. The results of research on the relationship factor of eight key informants, 2 of them failed into prostitution because of their peer relationship.
"Well..., how can I tell. When I moved to Jakarta, I don’t have friends. One friend helped me and I saw her economic life is better than me, always hold a cash; and she asked me if I want to have money everyday. I came with her to her work location. At the first time only sightseeing and after that I knew what to do” (M, F, 18 years old).

"..., I’ve been raped there, then I got back to Jakarta, can’t go back to home. I went to my friends in Ciputat, borrow some money from them, finally boardingin Ciputat. Then my friend told me to work in Orchad. My friend said, "you’ve already like this, what to do? It’s important to raise and show to the world that you can be succeed” That’s way I do this job, I feel brave, not afraid anymore” (I, F, 23 years old).

Peer support, pressure and domination of people who are considered superior for adolescents affecting the lives of adolescents. Peer pressure is usually bigger and more common in adolescent’s life. It is obtained from the information provided from the informant supporters.

"It could be the trigger of STI occurs because of friendship factors, for example bullying. A lot of adolescents who are engage in sexual activity, because of getting bully from his friend. The words “you are so lame, never had sexual activity, and so perhaps it is deemed necessary to prove the sexual activity is, especially if her/his superior friend. Usually if there are friends who accompany, must know that the adolescent sick, but in general they keep the secret, more when they have been friends long time” (S, F, 38 years old, nurse).

"Peer Pressure in the adolescent world is very high, but perhaps the culture and value of sexually active is not present in adolescent, but because of peer pressure is more dominant, usually he/she will follow or be influenced by. In my opinion her/his friends don’t have to know about their illness, they can not also support or do something. They should talk to his/her sexual partner. It can not be seen here, in general, adolescent cases arise not because of their educational background but more to dominantly social environment factor of peer pressure” (V, F, 34 years old, counselors).

DISCUSSION

STI is occurred in adolescents who accessed this Pro Care Clinic as well as adolescent STI in the world. Syphilis and Gonorrhea, still an STI commonly found in male adolescent. This is in line with MoH research. STI diseases such as syphilis, gonorrhea, and chancroid spread more rapidly in areas with slum communities, an area with lots of seasonal workers (from other regions), and an area with many networks of commercial sex (MoH, 2006). Syphilis
experienced a systemic disease, namely the pain/ infection can spread throughout the body. It is also felt by the adolescent patients with syphilis, which was first experienced pain. They have pain when urinating, feels hot and spreads to the hip. Syphilis is a STI that is chronic, and has a considerable impact off, so that the treatment given must be done thoroughly. As for the female adolescent, Chlamydia, Bacterial Vaginosis (BV) and servicitis. Identification servicitis in adolescents should be done carefully, because it could be an infection that distinguishes endogenous from STI. Therefore the identification of the most appropriate is related to sexual behavior patterns. The research result finds that two infected female adolescent. Both of them are students and sex worker. They don’t feel any symptoms at first, until bleeding per vagina. Their visit to Pro Care clinic is repeated visit as an old client. Sex worker is women with high-risk sexual behavior. This is in line with research reference from various sources cited in Qomariah (2001) mentions that women with high-risk sexual behavior (sex worker), Chlamydia has the highest prevalence rate than other STIs. STI prevalence figures from various studies in Indonesia on High Risk Behavior Female group between the years 1990--2000, reaching 8 to 73.7%.

Such as cognitive development, authoritative parents seem to encourage the development of adolescent characters; too strict, authoritarian parenting may lead adolescents to resist the influence of parents and ask for approval of peer supportinall respects (Fuligni & Ecless, 1993). Parents authoritative enforcing the rules, norms, and values but they do not want to listen to adolescent, explain and negotiate (Steinberg & Darling, 1994). Parents who expressed disappointment in adolescents are more effective in motivating them to behave responsibly and punish them harshly (Krevans & Gibb, 1996).

According to B.Simanjuntak in his book “Pathological Aspects”, factor of the occurrence of family disharmony because of two things, namely internal factors and external factors. The internal factors include the shame of the family, there are norms and ethics should be maintained but abandoned as the lack of understanding among family members. External factors in the family like life pattern that is free, uncontrolable, bad environement, and economic situation that trigger the disharmony of family.

As a teenager who is looking for identity, this disharmony provides search opportunities other than the identity of the family. Physical and mental development is not aligned resulted maturity gap, so that adolescent often does not think about the result of his/her actions. This maturity differences can encourage adolescent do deviate things, as reported by the National Center for Health Statistics (NHCS) 2004; 80% of adolescents aged 12-21 years are alcohol drinkers, 70% of adolescents aged 12-21 year has been sexually active, 60% of adolescents aged 12-24 years involved public mischief and driving under the influence of alcohol, 50% of adolescents aged 12-21 years marijuana users, 22% of adolescents aged 15-17 years other types of drug users and 18% of adolescents aged 20-23 years involved a serious crime (Papalia, 2005). Picture of American teens today have a very large number of the issues of physical and mental health, including mortality due to accidents, homicides and suicides. The picture comes from all ethnic and cross social classes, the use of drugs, driving while intoxicated, and sexual activity is almost always present in every activity from adolescence adolescent age. As we see that behavior reflects mental immaturity and adolescent brain (Papalia, 2005).
RECOMMENDATIONS

Adolescent know as the transition from childhood to adulthood. It is starting from the age of 10-11 years and ended at the age of 20 years late. The gap between physical and mental maturity of adolescent occurs maturity gap, which can encourage the emergence of deviant behavior, such as risky sexual behavior. Sometimes it is not supported by knowledge and unlimited experience. Adolescent social interaction began in early life, which is in family upbringing, further developed in childhood through adolescence role of friends and teachers took part in it. Interactions with family members, friends, and other social groups are commonly known as social life of adolescent. Environment can be a social risk factors for the onset of teenage STIs, like disharmony in the family, lack of communication, socio-economic, violence domestic physical and verbal, the peer pressure, as well as the role of the media gave considerable influence adolescents exhibited significantly the incidence of STIs.

From this research, Pro Care IPPA Clinic Jakarta recommended to expand mobile doctor to the school students/adolescents, based on the research findings that STI shift phenomenon occurs not only among adolescents but also the community of school student. Advocacy must be directed to the improvement of cooperation with the government and other NGOs in order to 'standardize' reproductive health education and sexual health into the curriculum of school/academic early. The physical maturity of today's teenagers faster without off set by the maturity of mind.

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"Promoting Children’s Health, Development and Well-being: Integrating Cultural Diversity"
THE EFFECT OF PARENTING STYLE ON STUDENTS HARDINESS IN ISLAMIC SENIOR HIGH SCHOOL

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Abstract
Hardiness is a personality that needs to be owned by the students, because the hardiness hardy attitude can evoke existential courage and motivation that bring students to get a strategy in a difficult situation. The sample was 3rd grade senior high school is a time when children entered the final stage in the development of teens to adulthood. At this stage students have full-conflict conditions. If the student does not have a strong personality, it can lead to students taking the risky decision, for example, drug use, promiscuity, reckless and others. Parenting style plays important rules on personality development. The results showed responsive parenting affects hardness. Therefore, parents need to be warm, giving support to children. The results of this study also indicate permissive parenting that gives the highest effect on the hardiness thus parents need to provide sufficient flexibility in the child so that the child becomes more independent, confident and resilient.

Keywords: Parenting style, hardiness

INTRODUCTION

In Indonesia many children face problems at school especially students at the 3rd grade of Senior High School because, at this age they are on the complication stage. The stage that they decide their next life, such as the fact that they doing some school examinations that their parents push them to study hard (push to change), facing examination result (good or bad), decide to continue their study or get married. If they continue their study, how to choose a university based on their talent and vision, those things make them frustrated and even more depressive. Therefore, to solve those problems, they really need to have strong hardiness personality. Many studies show that the attitudes and skills of hardiness can enhance the performance and health of a person while under pressure, therefore hardness is in need, especially by youngsters, Maddi (2002).

According to Maddi (2013) there were no previous studies that can prove that the hardiness derived from derivatives. From some research results show the influence of the environment on someone hardness. Among them are the worst experiences through which one can make a person become hardy, besides hardiness can be learned and practiced from the environment such as school, teachers and the interaction between parent and child in this case is called parenting.

Parenting style is a constellation of parents’ attitude to children, namely how parents communicate with children. Expression of parents’ emotion can create a climate of emotion. The emotional bond created by parents on their children can affect the child's development (Darling & Steinberg, 1993).

According to Maddi (2013), a child can have a hardy attitude when parents give a sense of awe, respect, and giving love and affection on. With the feeling received social support from their parents when a child makes a decision, the child will feel appreciated, with
rewards given and decisions made are decisions that are favored by children, the child can learn to be committed and responsible with his decision, if the parents give the opportunity to children, the child can gain experience. With the experience of making a child learns to control undesirable situation into a favorable situation (control) and bumble problems as challenges that must be faced rather than avoided.

Parents have an important role in developing attitudes, personality and behavior of children (Nancy and Darling; 1993). In previous studies, parenting style can give a positive or negative impact on children behavior. In research conducted by Spera (2005), Cordi & Baharudin (2010) shows that parenting influence on school achievement. Children who are educated with responsive parenting, warm, self-contained and controlled have high competence of children and able to socialize (Baldwin, 1948; Sears et al., 1957). According to Baumrin (1978), if the parents have parenting responsive, give affection, support and provide guidance to the child, then the child will understand what to do and be able to determine the priority measures. In another study revealed that parenting habits of children associated with liquor. Families who have good emotional bond with the child, the child is not easily discouraged. Instead of parents who always gave encouragement and affection for the children is not easy to make children do things that are negative, (Kusmierski, et al). This is due to the child believes in her abilities. Social support from family gives strength to the children to facing conflict, so the children are able to solve the problems.

Hardiness is a road to resilience when someone under pressure (Bonanno; 2004; Maddi 2005). Hardiness can be learned. Especially in the early days of life, through the interaction of a child with people who are nearby include the parents in this case is parenting (Koshaba and Maddi 1999; Maddi 2002). Maccoby and Martin (1983) divide parenting in two dimensions that are responsive dimension and demanding dimension. According to Baumrind (1983) and Macoby and Martin (1983) parenting style is the process of interaction between the two dimensions, namely the extent to which parents provide reinforcement when the demands and parenting. There are several types of parenting (Darling & Steinberg; 1993). Among of them is the authoritative parenting. Type of parenting is to have high scores on both dimensions are demanding and responsive high. Parenting both are authoritarian, unlike the parenting before, parenting more demanding in children but few scoring responsive low in children, whereas parenting third is un-control, the type of parenting is that it is low on the dimensions of demanding and responsive.

Based on the explanation above the role of parents have an important role in children lives, every parent as the attitude, behavior, beliefs and values are unique. This may lead to differences in parenting than parents one with the other parent to obtain the output results are different in the attitudes and behavior of children (Bibi et al., 2013). In this study, researchers wanted to find parenting which will be instrumental in improving the hardiness of children.

**Formulation of the Problem**

Based on the explanation above, this study wanted to focus on how much parenting influence parents against hardiness learning at the 3rd grade of senior high school. Based on the four types of parenting style is most contribute most to hardiness students.
THEORETICAL FRAMEWORK

Definition of Hardiness
Hardiness is a positive attitude held by individuals in response to a variety of situations (Maddi, 2009). According to Nguyen et al., (2012) Psychological hardiness is a concept that portray the attitude of individual commitments in the inside face problems in terms of the individual is trying to get involved and solve the problem instead of away from the problem, then control is a person's ability to overcome the problem lies and the challenge is how individuals change way of thinking to see obstacles as a challenge that can be solved.

Factors Effecting Hardiness
According to Maddi & Khoshaba (2005), an individual can be a hardy are:

a. Early stress
One can obtain hardiness based on the experience of the early development of life. Individuals will acquire the hardiness of them if he was in early life has a lot of pressure, for example, have experienced very severe illness, divorce, single parent, financial difficulties, there are family members who use drugs and so on.

b. Sense of purpose
Besides early stress, one can have hardiness when individuals acquire parenting nature is supporting the child, for instance by giving support to the talents of the children, provide direction, responsive to growth-promoting opportunities, and creative in carving out niches that fully Expressed Themselves (Maddi & Kobasaba, 2005).

c. Nurtured Confidence
The school environment can also foster a hardy attitude in students. In this case the growing confidence for Master students by providing constructive feedback, providing stimulus, feedback the fun, it can reduce the level of frustration of students to the difficulties they experienced.

Three Hardiness Attitudes
In his study, Maddi, individuals who have the attitude hardiness is an individual who shows three attitudes that commitment, control, and challenge, namely:

a. Commitment. Students who have this attitude was that considers every school project, the task of learning is important with this attitude the students will focus on learning or face any problem, students will spend the entire effort even though he experienced obstacles in their social environment such as teachers, friends less cooperative.

b. Control, if students have a strong attitude control, then these students will think positively to the changes that occur in their life. Students would do well what to do and trying to find ways to overcome the problems. But on the contrary if the student has a low control, he will be passive and helpless (hopeless).

c. Challenge, students who have a high challenge, then he will consider the issue as a challenge that is by trying to understand, learn and solve problems, open it, refuse or avoid problems. In this case the students show a sense of optimism in the face of the future by being afraid and avoid the fact that there are (Maddi & Koshaba, 2005).
Definition of Parenting
Parenting style is a set of behaviors exhibited by mothers and fathers in the process of socialization with children (Kobarg, viera & viera, 2010). According to Hildebrand (2000), parenting style is the way parents interact with the child consistently more complete (Darling and Seinberg, 1993) defines parenting style as a “a constellation of attitudes toward the child are communicated to the child and create an emotional climate roommates in which the parent's behavior are Expressed”.

Dimension of parenting style
According to Pasquali et al., (2012), Parenting consists of two main dimensions, namely:

a. Parental Control (demanding-ness), in this case the figure parental control is a demanding and provide rules or requirements to children

b. Parental affection (Responsiveness) (Musitu, estevens, Martinez, & Jimenez, 2008) is the type of parents who are sensitive to the feelings of children, giving direction and commitment in parenting (Baumrind, 2005; Weaver & Prelow, 2005)

In this dimension in the continuum can be obtained four parenting styles are:

a. Authoritative style, depicting a balance demanding a high score and affection, parents consistently supervise children so that children have a way inductive discipline but not by punishing.

b. Authoritarian parents are the type of person who gives a lot of demands on the child but is not responsive, the child should obey the rules, parents apply discipline by using power, punish. Parents set rules without giving children the opportunity to express her feelings.

c. Permissive style, describing the low control of parents to their children. Instead parents often ask for the decision taken neighbor children, encourage children to be more independent (Baumrind, 1997; Routhrauff et al., 2009).

d. Un-involved style, lack of parental involvement with the child. In general, older people with a style like this, usually parents are busy with their own problem and avoiding duties and responsibilities as a parent. (Maccoby & Martin, 1983).

METHODS

Population and Sampling
This study includes 120 students at the 3rd grade of Senior High School, Consist of males and females. Sample method is purposive sampling, because of 3rd class only. Questionnaires were administered by rest. The data processed with SPSS 20 for windows version.

Research Data Collection Method
In this study, for parenting style used parental perception instrument with a short version. There are 20 items for each version for a father and a mother version. Hardiness was measured by Nguyen et al (2011) to asses hardiness, it consists of six items. This study used Likert scale. Scale range from 1=never, 2=almost never, 3=often to 4= very often.
RESULTS

From the analysis of the data shows the hardiness scale (Nguyen et al., 2011) had a Cronbach alpha coefficient of 0.57 while parenting scale (Pasquali et al., 2012) short version, Cronbach alpha coefficient of 0.86 perception responsive father and mother responsive by 0.87 while demanding father scale Cronbach alpha coefficient of 0.64 and demanding mother of 0.74.

The influence of parenting on the hardiness shows by R Square of 0.114. Type parenting mothers significantly affect the hardiness of 0.078 while the type of parenting father is 0.054 but not significant.

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Table 1
Scores categorization hardiness of each type of parenting

Table 2
Parenting Categorization

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<td>30</td>
<td>26.5</td>
<td>26.8</td>
</tr>
<tr>
<td>Total</td>
<td>112</td>
<td>99.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

“Promoting Children’s Health, Development and Well-being: Integrating Cultural Diversity”
DISCUSSION

From the result shows, there is significant effect between parenting parents against hardiness in the 3rd grade as senior high school students in Jakarta. In this study parenting parents that have a significant effect on the level of hardiness child is the child's perception of the dimension of responsive parenting with the mother. The higher the mother's warm than supportive given to a child then the child will have hardiness. While parents are demanding more, then the children will be more responsive, but it has a lower low self esteem, high depression, poorer social skills (Darling; 1999).

Results of the study sufficiently proved that the attitude of hardiness can grow through the environment in this case is parenting demanding mother and the results of this study further strengthens the results of the study carried out earlier that parents who raise their children by being responsive, warm, independent, democratic, can cause children have children who are competent and able to adapt to the social environment, Spera (2005), in this case is hardiness.

The results of this study somewhat different from previous studies, which generally parenting authoritative more positive effects on children's behavior, Baumrid (1972); (Dornbusch et al; 1987) Durkin (1995). However, in this study the type of parenting permissive the most influence on children hardiness. This may be due to different cultural influences in the study sample. According to Spera (2005) culture contributes to the results parenting relationship with achievement adolescence. Authoritarian parenting showed a negative correlation with the achievements of children in the United States, China and Australia, but in Hong Kong authoritarian parenting gives a positive influence to children's achievement. In Indonesian culture had probably much emphasis pattern authoritative but lately, in Indonesia, especially in the downtown area the influence of modernization and the effects of the development of information from media running fast, the culture of urban change, children now no longer be in the learner hard or in the pattern of authoritarian, This is evidenced in the results of research that parents are permissive, further demonstrating the influence of the high level of hardiness.

Research results could vary on the type of parenting and also influenced by the stage of child development at the time (Steinberg, elment, Mounts 1989). In this study indicate permissive parenting was more decisive hardiness children. It is probably because the sample of the study was a child in the late stages of adolescent development toward early adult stage. In this case the child may want freedom in determining the choice of life. Permissive parents have a type that is very warm and rarely give even claim there is a tendency to obey the will of the child. Permissive parents also rarely showed a sense of disappointment in his son. Many important decisions left to the children, so that children seek their own measure of what they should do (Kopko; 2007). Parents give freedom to the child, the child becomes more independent. Freedom given provide confidence in children (Darling; 1999) so that the child trying to cope with her problems (hardy personality).

Hardiness is the ability to survive in a difficult situation. According to Maddi (1999) if the person has hardiness can improve performance, morale and mental health of youngsters. This is because the hardiness obtained from the individual cognitive assessment in stressful situations with strategies to overcome the problems. Students who have a
personality hardiness will focus on the problem, what can be done and considers the problems as challenges that must be faced, not avoiding the issue for example with fantasy, blame themselves or escape from problems with drug use or other acts that are not effective.

**Suggestion**

1. The contribution of the study variables parenting is not too big to hardiness. Therefore, it is advisable to study further recommended researching on parenting practices. Parenting practice is different from parenting style because in practice parenting more emphasis on how parents help children to reach the goals (Darling & Steinberg (1993)).
2. It is recommended to investigate the effect of school variables well being and social support of teachers to hardiness. Because according Maddi & khosaba; 2005, hardiness can be improved through social support of the environment, especially in schools.
3. Dimensions demanding and permissive types provide the greatest significant effect on the hardiness of children, therefore, advised parents to provide warmth and support and freedom in parenting but grade 3 high schools is a time when children entered the final stage in adolescent development. Although in the final stages of adolescence is already experiencing cognitive development quite rapidly and quite able to think critically, make decisions from the stage developments before (Khun (2009), but unfortunately the teenage propensity for intense emotional (Pope 2009; Steinberg, 2009). Conditions to full pressure in this case is a condition experienced by students in grade three, this can lead students to make decisions that are at risk, for example, drug use, promiscuity, reckless and so forth. The social context is important in adolescent decision-making (Steinberg, 2008). Therefore, adolescents need opportunities and practice to discuss his decision, his thoughts, so that the decision was the right decision. In this respect the role of parents is crucial in order to provide opportunities for children to be involved in decision making, so that although children in distressed situations can survive and took this decisions more realistic (Santrock).

**REFERENCES**


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SELF ACCEPTANCE AND TEENAGE DEPRESSION IN ORPHANAGE

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INTRODUCTION

Depression is a disorder feeling with psychological component, such as sadness, grief, worthlessness, fail, loss of interest, hopelessness, pessimism, regret which is pathologic and somatic component, for example: anorexia, constipation, skin moist (cold), blood pressure and pulse decrease slightly (Maramis, 2005). Depression is not only dangerous for mental health, but also it’s dangerous for physical health. The common depression symptoms are in the form of mental illness, drug addiction, sleep disorders, skin disorders, stomach disorders and blood pressure, colds, migraine [is a painful headache that may occurs on one side of the head and is commonly with symptoms like nausea and visual disturbances], a number of bone diseases, kidney imbalances, respiratory difficulties, allergies, heart attacks, and brain swelling. Of course, depression is not only the causes of all of this, but it has been scientifically proven those are usually caused by psychological.

Depression disorders are often encountered in public life. The prevalence of depression in women’s life 10% - 25% and 5%-12% in men’s life. Although depression is more common in females, suicide is more common in men, especially young men and old age (Amir, 2005). Depressive disorders can also occur in children and adolescents. Rates of depression in children and adolescents, often occurs in children and adolescents who are not fulfilled his rights as a child or the ones who are facing physical and psychological problems. Empirical facts show that children and adolescents who live in orphanages, prisons, are hospitalized, street children, and children whose parents having divorce, they tend to feel depressed. (Fitrikasari, 2003).

Based on the description above, the youth development should receive their rights and the needs for the sustainability of development task. However, not all teenagers are lucky to get it. Some teens are forced to live in the orphanage for one reason. Orphanage as social welfare organization, has a responsibility to provide social welfare services on neglected children and carry out service replacement, or child-custody both physical need, psychological and social need. In order, they get appropriate and adequate opportunities to develop their personalities in accordance with the next generation the ideals of the nation, as individuals will participate actively in the field of national development. (SNPLKSA , MINISTRY OF SOCIAL RI : 2011). In accordance with the objectives, orphanages are expected to provide services, nurturing, and being a place where the orphanage live and growth until they can live independently.

However, the result of the research showed that teenagers who live in orphanage are the teenagers tends to depressed. Rahman et al., (2012) found that 342 teenagers who lived in orphanage, Bangladesh, 40.35% have emotional disorder and 26.9% of them have behavioral
disorder. Meanwhile, Fitrikasari and Joseph (2003) has shown that the tendency of teenagers orphanage is 36.9%. This may happen because that teenagers who lived in orphanage are not fully get the rights in their development. While other teenagers get the right from their family, the teenagers in orphanage have lost their rights, so they rely on the protection and affection from the management of the orphanage. They separated with their family because of a reason, such as being orphans, fatherless or even an orphan and there wasn’t a willingness from their relatives to take care of them. Finally, orphanage is expected the minimize the depression that may happen in their development.

In accordance with this case, one thing that may affect depression is self-acceptance. Self-acceptance is defined as a situation where people have a confidence on his characteristic, having ability and willing to live with the situation (Hurlock: 1973). Self-acceptance is the effort or capability to gain well-beings and self-harmony either with one-self or the environment (Calhoun and Acocella: 1990). Individuals who do not have good self-acceptance, so feeling of disappointment, sadness, discontent and loss of spirit will arise. Individuals who have good self-acceptance can be overcome or control the problems it faces and is able to adjust (Hurlock: 1973). Potocka, et al., (2009) found that self-acceptance is a resource for one's confidence as stated in the social reality. Hall, et al., (2009) found that self-acceptance is also likely to negatively affect self esteem. Potocka, et al., (2009) showed that even certain skin diseases as manifestations of stress, anxiety, and depression associated with self-acceptance. Patients who are under a particular therapy will be difficult to recover and are more likely to become depressed if you can not accept personal conditions (Potocka, et al: 2009).

Based on the statements above, this research is intended to explore the effect of self-acceptance to the degree of depression in adolescents living in orphanages. Ignoring an effort to try to understand about self-acceptance is tantamount to kill a generation of young people who are psychologically healthy and balanced (Powell, 1995). This research is important to find additional parenting teenagers in an orphanage, because teenagers who lived in the orphanage also has the right to development which is expected to maintain its survival in the future.

**Research Problem**

Limitation of the research is the correlation between the variables studied, namely acceptance of ourselves as independent variables and the level of depression as independent variables. Based on this, the problem in this research is whether there is a significant effect on the level of acceptance of depression in adolescents living in orphanages?

**THEORITICAL FRAMEWORK**

**Depression**

Depression is a psychological disorder with a decline in mood (mood), optimism, motivation and concentration and deep sorrow to blame themselves caused by the development of illogical thinking and dominate cognitive patterns (Beck, 1985; Horowitz & Garber, 2006). It will lead to suffering in one or more functions that are important in human life such as; behavioral, psychological, biological, and human relations with the social environment.
Similarly, Davidson et al., (2004) said depression is an emotional condition that is usually characterized by extreme sadness, feelings of guilt and does not mean, withdraw from others, and can not sleep, loss of appetite, sexual desire, and interest and pleasure in activities wont to do.

Individuals who suffer from depression can be seen from the symptoms. Theory and research results so far agreed essentially that the symptoms of depression can be a symptom of a style of thinking (cognitive), in terms of feelings and physical symptoms that are seen in both psychomotor and psychosomatic (Beck, 1985; Wilkinson, 1992; De Clerq, 1994; APA, 2003; Garnefsky et al, 2002; Bilkser et al, 2006). For some experts, the above symptoms are often called primary symptoms. There is also a secondary symptom that is often found in conjunction with the primary symptom, although secondary symptoms do not always occur in every patient with depression. Symptoms usually a secondary relationship problems, job problems, behavioral problems, anxiety and somatic complaints (De Wit in De Clerq, 1994; Greenberger & Padesky, 1995). Beck (1985) provides an explanation of the symptoms or manifestations that often indicated when a person experiences depression as follows:

a. Emotional manifestations, including changes in mood or behavior is a direct result of the emotional state such as mood decline, no longer feel satisfaction, more frequent crying, loss of response and excitement.

b. Cognitive manifestations, including negative expectations, blame and self-criticism, can not make decisions, distortions "body image" or the notion that he is not interesting.

c. Motivational manifestations, including declining interest and motivation toward the activity, there is the urge to withdraw from an activity, rather than being passive and there is a tendency to rely. Loss of motivation is also associated with a desire to get away from responsibilities and difficulties to be faced.

d. Vegetative-physical manifestations, such as loss of appetite, sleep disturbances, simple feel tired, and no sexual desire (libido).

Related to how depression can appear to be a nuisance to individuals, Retnowati (2008) suggests that it is because there are factors that push the medium with the incident. These factors are 1) personal resources in the form of negative thought patterns, low self-esteem, and low self-control patterns to stressors. 2) Social resources such as social support and also 3) how adaptive coping strategies of each individual. Lubis (2009) said that the factors that influence the occurrence of depression is divided into two, namely physical and psychological factors. Physical factors include genetics, brain chemistry and body composition, age, gender, lifestyle, physical illness, drugs and lack of sunlight. The psychological factors include personality factors such as negative self-concept, wrong mindset, pessimistic, introverted personality, loss factor / frustration, self-esteem, stress, family environment and the effects caused by long-term illness.

Depression can be categorized into three types, namely mild depression, depression, somatic and non-somatic depression (Silverstein and Blumenthal, 1997; Silverstein and Lynch, 1998; Silverstein, 2002). A person is said to suffer from mild depression when depression had low intensity (shown in the results of measurements with depression scale). Somatic depression occurs when a person experiences depression with high intensity and accompanied by somatic symptoms, such as appetite disorders, sleep disorders, and fatigue.
Pure depression (nonsomatik) occurs when a person experiences symptoms of depression with high intensity without somatic symptoms or physical complaints average depressive episode can be diagnosed within two weeks. In this research, the categorization of depression will be based on data obtained from measurements using Beck depression scale (Beck Depression Inventory).

**Self-Acceptance**

One of the success factors of a person to adapt the situation and the environment is determined by the willingness of individuals to accept the situation himself. Santrock (2002) defines self-acceptance as a consciousness to accept ourselves as we are, but it does not mean a person takes for granted the condition itself without effort to develop themselves further. While Cronbach (2003) describes the characteristics of self-acceptance is more in to some extent, which explains why people act as they do. With the situation in which an individual has a positive assessment of himself, accept and recognize all the advantages and all the limitations that exist in themselves without shame or guilt against nature itself.

Supratiknya (2005) states that self-acceptance is a high appreciation of themselves or not cynical about yourself. Self-acceptance is related to the willingness to open up or express thoughts, feelings and reactions to others and acceptance of others. Chaplin (2006) found that self-acceptance is the attitude that basically satisfied with yourself, qualities and talents of its own, as well as recognition of the limitations of its own. It can be concluded that self-acceptance is the ability to accept the condition themselves for honest and open and not shy and hesitant to admit their weaknesses and strengths in yourself and in front of others.

Related to it, learn to accept yourself is not an easy thing. Many people have difficulty in accepting the shortcomings of himself, and most of them can not achieve optimum reception. Looking at individual self-paced make yourself difficult process and problems of life. As disclosed Powell (1995) that self-acceptance can be regarded as the root cause of why a person can not perform optimally, less bold and confident to compete with others, and feel free to make decisions. The problem is not because they do not have the advantage and something they can count on, show and be proud of compared to other people. Do not believe in the ability and the advantages of self becomes the main cause. Upon receiving the perceived facts in each situation, individual means giving yourself the opportunity to be fully aware of the nature of the choices and actions, thereby developing themselves do not experience barriers or obstacles that means (Nataniel, 1999).

Self-acceptance does not mean someone blindly accept the conditions themselves without trying to develop themselves further, self-accepting people means having to recognize where and how he is now, and have a desire to develop themselves further. Based on the opinion of some experts concluded that aspects of self-acceptance, among other has a feeling equal to others, outward self, opinionated, self-aware and able to accept the limitations of human nature itself, feeling happy, satisfied and their appreciation (Hurlock, 1990).
Self-Acceptance and Adolescent Depression Orphanage

In early period of adolescence, the developmental tasks that must be met, among others, is a new and mature relationships with their peers, to carry out gender-appropriate sex roles, accept physical changes and able to use them effectively, and also achieve emotional independence from parents and others. Meanwhile, in late adolescence period, job growth should be achieved is preparing for family life and a career, have a set of values to guide their behavior, and accept social responsibility (Cobb, 2001).

Given that adolescent phase vulnerable to the emergence of stress (Cobb, 2001; Zimmer-Gembeck & Skinner, 2008; Oksnes et al., 2010), parents should be able to balance the instrumental and expressive function optimally. The conflict in the family, including also the ineffectiveness of family functions to meet the needs of families, children will be able to affect stress. Santrock (2003) mentions that conflict with their parents increased in early adolescence and can influence the relationship between parents and teenagers. Walker (2002) resulted in 60 teenagers that the main cause of tension and problems in adolescence comes from relationships with friends and family, the pressures and expectations of themselves and others, pressures at school by teachers and homework, and economic pressure tragedy in their lives such as death, divorce.

Self-acceptance is allegedly related to stress in adolescents. Blessings in Kurnianingtyas (2009) mentions that positive self acceptance is greatly influenced by the pride of the advantages possessed by the individual, while a negative self-acceptance occurs when an individual is thinking about the deficiencies that exist in themselves without thinking of its advantages, Potocka, et al., (2009) found that self-acceptance is a resource for one's confidence in the state capital in social reality. Hall, et al., (2009) found that self-acceptance is also likely to negatively affect self esteem. If this self-esteem decreased extreme people tend to withdraw socially and experienced strong pressure in his life.

Potocka., et al (2009) showed that even certain skin diseases as a manifestation Press, anxiety, and depression associated with self-acceptance. Patients who are under treatment will difficult to recover and are more likely to become depressed if you can not accept his personal condition. Moreover, in a complex of daily life, the condition does not accept themselves will cause mental discomfort that can lead to manifestations of stress (Potocka, et al: 2009).

Hypothesis
The hypothesis of this research is that there is the effect of self-acceptance to the level of depression in adolescent girls living in orphanages.

METHODS

The population is 105 girls living in orphanages/Boarding School Khadijah in Jakarta. Samples were taken with total sampling technique. Thus the whole population included in the research.

Data were collected using a scale. There are two scales used depression scale and self-acceptance. Depression was measured using a scale of one aspect of DASS. DASS is a subjective scale designed to measure the negative emotional state of depression, anxiety and
stress. DASS 42 was formed not only for conventional measure of emotional status, but the process is more to understanding, understanding, and measuring the force in any of the emotional status. Of the 42 items that are used 14 specific items that measure symptoms of depression. The adaptation of the scale of self-acceptance self-acceptance are sorted by Shearer (in Hurlock, 1990). Data were analyzed using multilinear regression.

RESULTS

In this research, researchers tested the hypothesis by using multiple regression analysis. In regression there are three things that are seen, which is to see the amount of R square to know the percentage (%) DV variance explained by IV, both the overall IV significantly affect DV, then last seen significant regression coefficients of whether or not each IV.

The first step the researchers looked at the amount of R Square to find out the percentage (%) DV variance explained by IV. Next to the table square R, can be seen in table 4.8 below.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.310</td>
<td>.096</td>
<td>-.011</td>
<td>9.09855</td>
</tr>
</tbody>
</table>

From Table 1 it can be seen that the value of R square of 0.310 or 31%. This means that the proportion of the variance of the stress young women could be explained by the independent variable is equal to 31%, while 69% were influenced by other variables. Step two researchers analyzed the impact of the independent variables on depression, as a result of F test can be seen in Table 2.

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Regression</td>
<td>820.301</td>
<td>11</td>
<td>74.573</td>
<td>.901</td>
<td>.543*</td>
</tr>
<tr>
<td>Residual</td>
<td>7698.875</td>
<td>93</td>
<td>82.784</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8519.176</td>
<td>104</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If the column to the left shows that 6 (p > 0.05), the null hypothesis that there is no significant effect of all independent variables on depression received. That is, there is no significant effect on the perception of self acceptance of teenagers (receiving side Humanitarian, opinionated, feeling equal, responsible, aware of the limitations, orientation-out, and self-assurance) against depression teenage girls living in orphanages.

The final step is to see the regression coefficient of each independent variable. If the value of p <0.05, significant regression coefficient means that IV has a significant effect on depression. The analysis is presented in table 3 below.
Table 3  
Regression coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>39.060</td>
<td>14.082</td>
<td>2.774</td>
<td>.007</td>
</tr>
<tr>
<td>Feelings equal</td>
<td>-.289</td>
<td>.141</td>
<td>-.279</td>
<td>-2.050</td>
</tr>
<tr>
<td>Believe in the self ability</td>
<td>.013</td>
<td>.159</td>
<td>.012</td>
<td>.080</td>
</tr>
<tr>
<td>To be responsible</td>
<td>.100</td>
<td>.143</td>
<td>.095</td>
<td>.698</td>
</tr>
<tr>
<td>Outward</td>
<td>.242</td>
<td>.155</td>
<td>.210</td>
<td>1.558</td>
</tr>
<tr>
<td>Opinionated</td>
<td>-.050</td>
<td>.152</td>
<td>-.045</td>
<td>-.328</td>
</tr>
<tr>
<td>Recognizing the limitations</td>
<td>-.024</td>
<td>.154</td>
<td>-.023</td>
<td>-.158</td>
</tr>
<tr>
<td>Receive Human Side</td>
<td>.208</td>
<td>.132</td>
<td>.188</td>
<td>1.572</td>
</tr>
</tbody>
</table>

From Table 3 show whether there is a significant or there is not a significant regression coefficient, it can be seen sig in the right column (column 6), if P <0.05, then the result of regression coefficient is there is a significant effect on depression and vice versa. The result is only a feeling equal, and significant, while the rest are not.

Table 4  
Test Results of F-test

<table>
<thead>
<tr>
<th>STATUS</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATUS</td>
<td>1.500</td>
<td>.224</td>
</tr>
<tr>
<td>AGE</td>
<td>2.796</td>
<td>.098</td>
</tr>
</tbody>
</table>

Furthermore, the test with F test on the demographic variables of age and orphaned status. F scores showed that age and status showed no significant values for p> 0. This means that there is no difference in status and age affect the level of depression adolescents living in orphanages. While Scheffe test shows that the highest rates of depression shown by teenagers who live in institutions in the period of 3-5 years and the lowest is more than 5 years. While adolescents living standard of 1-2 years showed that nearly as big as living in homes in 3-5 years. However overall the mean score was shown that the average depression score showed low to moderate depression with self-acceptance in the standard medium.

DISCUSSION

Self-acceptance is important in the formation of behavior and attitudes of individuals in the face of the reality of life. Potocka, et al., (2009) found that self-acceptance is a resource for one's confidence in the state capital in social reality. Potocka, et al., (2009) showed that even certain skin diseases as manifestations press, anxiety, and depression associated with self-acceptance. This is in line with the opinion Supratiknya (2005) which states that self-acceptance is someone who has a high appreciation of themselves or not cynical about
yourself. This research showed different results with a number of other research. Based on the data analysis and hypothesis testing was performed using multiple regression test in the previous chapter, it was concluded that: "there is no significant effect of parenting and self-acceptance to the depressed adolescents who live in an orphanage." From some aspects of self-acceptance that significantly affect depression is feeling equal, while others receive the Humanitarian, opinionated, responsible, aware of the limitations, the outward orientation, and self-assurance are not significant.

This may be because of the stress that is felt not so much felt by teenagers. High and low pressure and how young women face in this foundation and facing life is more influenced by the religious and moral assessment is built. According Melasari (2010) the construction of a democratic and planting akhlakul karimah and the piety that was built (one only people no different, except that fear) generate positive self-acceptance of them by generating an attitude gracefully acknowledged his status as orphans will not create teenage stress parlors, Feelings equivalent produced a positive impact on the level of depression experienced girls.

Therefore, it is suggested that it is necessary to strengthen the feeling equal to others not so young homes inferior to others. Planting is done with a persuasive educational process. Borrowing a term in the culture, the education process is best that follow the pattern of ductile mungkret. The ductile mungkret education is an education process that saw the development of transactional adolescent soul. This process should be done with the youth who are filled with turmoil.

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PARENTAL AND PEER ATTACHMENT AS PREDICTOR TO PROMOTE ADOLESCENT WELL-BEING AND RESILIENCE

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Abstract
The aim of this study to known the influence of parental and peer attachment to resilience and psychological well-being in adolescent. Participants were 134 students with age range between 16 to 19 years old. This study is a quantitative research with two hipotesis. Using path analysis, it was found that parental and peer attachment significantly influence resilience (R-Square 14%) and psychological well-being (R-Square 13%). Based on those results in this study, it's known variable that promoting adolescent resilience is peer attachment (t = 3.12 > 1.96) and variable that promoting adolescent well-being is mother attachment (t = 2.99 > 1.96) and father attachment (t = 2.99 > 1.96).

Keywords: Parental and peer attachment, well-being, resilience, adolescent

INTRODUCTION
Adolescent, the second decade of life, is period in which an individual undergoes physical and psychological changes (World Health Organization, 2009). Papalia, Olds, and Feldman (2008) define adolescent is developmental period of transition from childhood to adulthood with age ranged eleven to twenty years old, it involve develop in physical, cognitive, and psychosocial. Hall’s conception of adolescence view the adolescent development age between fourteen until twenty four years old (Arnett, 2006). Stage in adolescent can be separated into three: early adolescent (10-13 years old), middle adolescent (14-16 years old), and late adolescent (17-19 years old) (Karunan, 2006; Santrock, 2012). Ruffin (2009) explain that physical development in adolescent includes rapid gains in height and weight, development on sex characteristic, and brain development. Cognitive development include developing advance reasoning skills, abstract thinking skills, and has ability to think about thinking. Psychosocial development include establishing an identity, autonomy, and intimacy.

Few psychologist studying adolescent area for scientific research (Arnett, 2006). In developing countries, urgent need for research on adolescent, psychologist make planning, design, and implementation more research that involve adolescent (Karunan, 2006). Adolescent is a very critical stage in social changes, adolescent have long time to find them identity (Rathi & Rastogi, 2007). Adolescent is a time opportunity, but also considerable increase in risk of social problem, the problem that happen in adolescent stage includingsubstance use, school misconduct, academic failure, juvenile, and delinquency as well as mental health problem in nation concern (Simon-Morton, Crump, Haynie, & Saylor, 1999). Others problem in adolescent is less attention by parent (Gemeay, Ahmed, Ahmad & Al-Mahmoud, 2015). Masten & Gewiritz (2006) argues that key to solve the problem in adolescent is resilience as general concept to positive adaptation that designed to promote health development. Resilience have been associated with individual characteristics, family support, supportive agency outside family, and culture (Brown& Rhodes; Garmezy; Matson,
Werner & Smith; in Atwool, 2006). In socialization, agency which influence adolescent behavior and adjustment is peer, media, and school (Ekasari & Bayani, 2009). Recent literature, Finn (in Fass & Tubman, 2002) focused identified attachment to parent as potential risk factor for adolescent performance dan expectations.

Moreover, according to the research that was conducted by Marriner, Cacioli, and Moore (2014) found that attachment and resilience are greater correlated. Fergusson and Lynskey (1996) argues parental attachment is factor increase adolescent resilience. In earlier study, had differences result, Ekasari and Bayani (2009) found father attachment is correlated with adolescent resilience, but Tyas (2013) found mother attachment is correlated with adolescent resilience. Adolescent enter in a new social psychological phase, in this period Moretti and Peled (2004) suggest that factor dominates influence adolescent is peer attachment. According to model protective factors model Werner (1995), has highlighted community factor or peer that make adolescent resilience. It’s make adolescent who deviant were able to change in their lives (Werner & Smith; in Zolkoski & Bullock, 2012).


However, contradiction evidence comes from number of studies about correlation between parental and peer attachment with resilience and psychological well being. Based on this contradiction, this empirical study expected to reviewing study about the influence of parental and peer attachment to resilience and psychological well-being. In summary, there is theoretical view that parental or peer attachment should promote resilience and psychological well-being, especially in adolescent in Indonesian.

METHODS

Participants in this study were 134 students grade one until grade three from one University in Jakarta, both male (45.5%) and female (54.5%) with convenience sampling (Sugiarto, Siagian, Sunaryanto, & Oetomo, 2003). The participants’ age ranged between 16-19 years old. To test the hypothesis, the data used in this study were collected from three scale, namely Inventory Parental and Peer Attachment (Armsden & Greenberg, 1987), Brief Resilience Scale (Smith, Dalen, Wiggins, Tooley, Christopher & Bernard, 2008), and Scale of
Psychological Well Being (Ryff & Singer, 1998) using likert scale comprises five response from Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree in each statement.

**Inventory Parental and Peer Attachment**

The researcher modification the IPPA scale, using 15 item from 53 item in IPPA Scale. The result of construct validity IPPA showed in table 1, table 2, and table 3.

| Table 1 | The Construct Validity of Mother Attachment ($\alpha = 0.82$) |
|------------------|------------------|------------------|------------------|------------------|
| **Item** | **Factor Loading** | **Standard Error** | **T-Value** | **Result*** |
| MA1 | 0.62 | 0.09 | 6.69 | Y |
| MA2 | 0.59 | 0.09 | 6.80 | Y |
| MA3 | 0.68 | 0.09 | 7.56 | Y |
| MA4 | 0.40 | 0.09 | 4.33 | Y |
| MA5 | 0.80 | 0.08 | 9.53 | Y |

*Result description Y = item valid, X = item not valid.

| Table 2 | The Construct Validity of Father Attachment ($\alpha = 0.77$) |
|------------------|------------------|------------------|------------------|------------------|
| **Item** | **Factor Loading** | **Standard Error** | **T-Value** | **Result*** |
| FA1 | 0.41 | 0.10 | 4.34 | Y |
| FA2 | 0.58 | 0.10 | 5.85 | Y |
| FA3 | 0.92 | 0.11 | 8.05 | Y |
| FA4 | 0.39 | 0.09 | 4.07 | Y |
| FA5 | 0.33 | 0.09 | 3.54 | Y |

| Table 3 | The Construct Validity of Peer Attachment ($\alpha = 0.87$) |
|------------------|------------------|------------------|------------------|------------------|
| **Item** | **Factor Loading** | **Standard Error** | **T-Value** | **Result*** |
| PA1 | 0.55 | 0.09 | 6.37 | Y |
| PA2 | 0.90 | 0.07 | 12.69 | Y |
| PA3 | 0.92 | 0.07 | 13.06 | Y |
| PA4 | 0.74 | 0.08 | 9.62 | Y |
| PA5 | 0.38 | 0.09 | 4.32 | Y |

**Brief Resilience Scale (BRS)**

The researcher adaptation Brief Resilience Scale consisting six items to measure ability to bounce back or recover from stress. The construct validity the Brief Resilience Scale (BRS) can be look in table 4.
Table 4  
*The Construct Validity Brief Resilience Scale (α= 0.70)*

<table>
<thead>
<tr>
<th>Item</th>
<th>Factor Loading</th>
<th>Standard Error</th>
<th>T-Value</th>
<th>Result*</th>
</tr>
</thead>
<tbody>
<tr>
<td>RES1</td>
<td>0.10</td>
<td>0.10</td>
<td>0.93</td>
<td>X</td>
</tr>
<tr>
<td>RES2</td>
<td>0.21</td>
<td>0.10</td>
<td>2.06</td>
<td>Y</td>
</tr>
<tr>
<td>RES3</td>
<td>0.56</td>
<td>0.10</td>
<td>5.44</td>
<td>Y</td>
</tr>
<tr>
<td>RES4</td>
<td>0.29</td>
<td>0.10</td>
<td>2.83</td>
<td>Y</td>
</tr>
<tr>
<td>RES5</td>
<td>0.52</td>
<td>0.10</td>
<td>5.11</td>
<td>Y</td>
</tr>
<tr>
<td>RES6</td>
<td>0.79</td>
<td>0.11</td>
<td>6.91</td>
<td>Y</td>
</tr>
</tbody>
</table>

*Result description Y = item valid, X = item not valid.

Scale of Psychological Well Being (SPWB)

The researcher modification six items from 18 items in SPWB to measure autonomy, environmental mastery, personal growth, positive relation with others, purpose in life and self-acceptance. The construct validity the Psychological Well Being Scale (PWBS) can be look in table 5.

Table 5  
*The Construct Validity Scale of Psychological Well-Being (α= 0.70)*

<table>
<thead>
<tr>
<th>Item</th>
<th>Factor Loading</th>
<th>Standard Error</th>
<th>T-Value</th>
<th>Result*</th>
</tr>
</thead>
<tbody>
<tr>
<td>PWB1</td>
<td>0.37</td>
<td>0.11</td>
<td>3.25</td>
<td>Y</td>
</tr>
<tr>
<td>PWB2</td>
<td>0.65</td>
<td>0.13</td>
<td>4.87</td>
<td>Y</td>
</tr>
<tr>
<td>PWB3</td>
<td>0.61</td>
<td>0.12</td>
<td>4.96</td>
<td>Y</td>
</tr>
<tr>
<td>PWB4</td>
<td>0.49</td>
<td>0.11</td>
<td>4.43</td>
<td>Y</td>
</tr>
<tr>
<td>PWB5</td>
<td>0.28</td>
<td>0.12</td>
<td>2.28</td>
<td>Y</td>
</tr>
<tr>
<td>PWB6</td>
<td>0.49</td>
<td>0.11</td>
<td>4.51</td>
<td>Y</td>
</tr>
</tbody>
</table>

*Result description Y = item valid, X = item not valid.
RESULTS

First hypothesis
This study was found that peer attachment ($\beta_3 = 0.26; t = 3.12 > 1.96$) significant predict adolescent resilience with R-Square 14%. Mother attachment ($\beta_1 = -0.16; t = -1.99 < 1.96$) and father attachment ($\beta_2 = -0.17; t = -2.02 < 1.96$) has no affect in adolescent resilience. It’s showing that the peer attachment as predictor to promoting adolescent resilience. Statistical analysis showed in table 6.

Second hypothesis
This study was found mother attachment ($\beta_1 = 0.25; t = 2.99 > 1.96$) and father attachment ($\beta_2 = 0.25; t = 2.99 > 1.96$) significant predict adolescent psychological well-being with R-Square 13%. Peer attachment ($\beta_3 = 0.0069; t = 0.0084 < 1.96$) has no affect in adolescent psychological well-being. It’s showing that the parental attachment as predictor to promoting adolescent psychological well-being. Statistical analysis can be look at table 7.
Table 7
Output Second Hypothesis.

Influence Parental and Peer Attachment to Psychological Well-Being

<table>
<thead>
<tr>
<th>Term</th>
<th>Coefficient</th>
<th>Standard Error</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOTHER</td>
<td>0.25</td>
<td>0.082</td>
<td>2.99</td>
<td>0.082</td>
</tr>
<tr>
<td>FATHER</td>
<td>0.25</td>
<td>0.082</td>
<td>2.99</td>
<td>0.082</td>
</tr>
<tr>
<td>PEER</td>
<td>0.0069</td>
<td>0.082</td>
<td>0.084</td>
<td>0.11</td>
</tr>
</tbody>
</table>

DISCUSSION

Overall, the result demonstrate the quality of attachment relationship in adolescent. It can be concluded that peer attachment as predictor to adolescent resilience and parental attachment (mother attachment and father attachment) as predictor to adolescent psychological well-being. In first result is contradiction with Fergusson & Lynskey, Ekasari & Bayani, and Tyas study, they found parental attachment are correlated with resilience, but not in this study. The researcher argues factors which difference in study is age participant and type measurement scale. Fergusson & Lynskey in the earlier study using adolescent age between 15-16, Ekasari & Bayani and Tyas, they study using junior high school students. Wilkinson saw that adolescent as developmental phase orient themselves to their friends and peers than parental. Moretti & Peled explain that period adolescent is dominates by peer. Werner in protective factor model report that peer like community in adolescent has direct effect as factor influence resilience. From numbers perspective can be known that adolescent become resilient with peer.

Second, the contradiction this result with Farliani and Kenny et al. study, but same with Wilkinson and Walford (in Wilkinson, 2004). Based on Wilkinson study, it’s presented why peer attachment has no significant influence psychological well-being. One problem that known, that parental attachment has direct effect to adolescent psychological well-being, but in peer attachment is indirect effect. For future study, peer attachment must mediated by one variable, namely self-esteem. This evidence for support next model and construct that compatible using parental and peer attachment theory.

REFERENCES


ADOLESCENCE LIFE SATISFACTION BETWEEN GENDER AND THEIR DOMAIN SATISFACTION

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Abstract
Life satisfaction is part of subjective wellbeing (Diener, 2009). The aim of this research is to determine the relationship between life satisfaction, gender and domain satisfaction (five domain satisfaction: family, friends, school, environment and himself) among late adolescence. Sample of this research, was late adolescence age 16-19 years, which attending to the church routinely (N = 80), taking by quota sampling. Instrument for collecting life satisfaction data is Multidimensional Students’ Life Satisfaction Scale (MSSLS) (Gilman et al., 2000). Data analysis using two way anova showed there is significant difference at adolescence’s life satisfaction among the five domains satisfaction (F = 81.400; p (0.000) <0.05). Results of the analysis between the gender showed that male and female adolescence satisfied with their life (F = 0.007; p (0.938)> 0.05). The analysis also showed that there is no interaction between the gender and domain satisfaction toward adolescence’s life satisfaction (F = 0.974; p (0.421 > 0.05). The highest of adolescence’s life satisfaction is domain of friend (mean of total life satisfaction score = 42.772, while the lowest adolescence’s life satisfaction is in domain of school (Mean = 31.460). This results support research of Oberle, et al., (2011) that adolescence’s interaction with the wider social environment, make them spend more time with their friends or peer than their family or himself.

Keywords: Life satisfaction, late adolescence, gender, domain satisfaction

INTRODUCTION
Life satisfaction is the cognitive component of subjective well being - an evaluation of the individual’s life, both evaluations are positive or negative (Diener, 2009). Results of the research of individual and mental health, so far indicates that a healthy individual not only shows the absence of a disease, but there was subjective well being. Research conducted by Keyes (2006) regarding mental health showed that individuals with good mental health more productive, they can carry out their daily activities better and have a lower risk for experiencing chronic health problems, such as heart disease.

Life satisfaction is an important construct in the field of positive psychology, because life satisfaction is closely related to the development of positive individual, both in psychological development, behavioral and social (Diener, 2009). Lim and Putnam’s research (2010) showed that they were religious would feel more satisfaction in life. There is a positive association between life satisfaction and religiosity. Religiosity is known to form individual well being. Religious in this case is not related to the level of faith, but attend to services and establish good friendly relations with members of the congregation. Intimate friendship in different congregational life with social networks is outside the church as well as interaction with a strong religious faith. The existence of these interactions can form
mutually reinforcing social interaction between members of the church and it is this that forms the positive effect on life satisfaction.

Research on subjective well being in general and life satisfaction, in particular has done a lot in adult population, for example research of Diener, et al., (2002), but research on the adolescent population and children is very limited (Huebner, 2004), whereas life satisfaction in children and adolescents is closely linked with the development of physical, mental, academic, emotional, and social functioning. Research of Fogle et al., (2002) showed that adolescents who have high life satisfaction have a more open attitude (personality classified as extravert), have confidence enough in social relations also has a good relationship with parents (Dew and Huebner, 1994) and peers (Dew and Huebner, 1994; Ma & Huebner, 2008). Thus it can be said that when a person has a high life satisfaction then the individual will be able to establish a good social relations with the group. Besides individuals who have high life satisfaction is an individual who has a goal and managed to achieve these objectives (Diener, 2009).

Basically the measurement of the satisfaction of the individual's life can be divided into two general measuring of life satisfaction and domain satisfaction (specific measurement of life satisfaction) (Diener, 2002). Research of Benson (2003, in the Oberle et al., 2011) indicates that domain satisfaction, such as the neighboring communities and the ecological context unconsciously have an important influence on adolescent development in a positive direction. Adolescent development, physical, cognitive, emotional and social enable sphere of life changes, from the realm of the family evolved into a social realm, such as school, friends and other social domains. The aim of this research is to determine whether there are differences in terms of life satisfaction of late adolescence between gender (male and female) and domain satisfaction? In this research domain satisfaction of late adolescence are family, friends, school, neighborhood and self.

**LITERATURE REVIEW**

Life satisfaction is one of the three major components of subjective well-being in which the other components consist of positive affect and negative affect were included in the affective dimension. Life satisfaction includes the cognitive dimension which also includes the domain or area from various fields of life satisfaction (Diener, 2009). According to Hurlock (2009) life satisfaction is a form of individual assessment in assessing satisfied or not the individual in life lived. Thus it can be said that life satisfaction is an unpleasant condition that arises when a person's needs and expectations are met. Life satisfaction is divided into general satisfaction and domain satisfaction (Diener, 2002). In general it can be concluded that life satisfaction is a cognitive assessment evaluation of the individual toward his life as a whole and his domains satisfaction.

**Domain Satisfaction**

Gilman, et al., (2000) suggests that life satisfaction is composed of five domains or areas there are satisfaction with family, satisfaction with the friendship, satisfaction with education, satisfaction with the neighborhood, and satisfaction with himself. (1) Satisfaction of the family. Family as a sphere that is closest in one's life where the child is formed by upbringing
imposed by their respective parents. (2) Satisfaction of friendship. According to Hurlock (2009), satisfaction with the friendship can be identified and determined by looking at the quality of friendships with peers. (3) Satisfaction of education. Achievement is said to be an element that can measure happiness (Hurlock, 2009). Adolescence is a period towards the end of the stage of career achievement thus needed to establish a career achievement in accordance with what is desired. (4) Satisfaction with the neighborhood. Neighborhood as a place to grow and formed with the applicable rules in the environment whether it is appropriate or not for themselves. Incompatibility rules by themselves can form dissatisfaction in life. (5) Satisfaction with himself. It is important to achieve satisfaction in life. Dissatisfaction inside can bring up feelings of inferiority are like as teenagers who are at the development stage of the search for identity.

**Factors that affect life satisfaction**

Veenhoven (2013) describes a number of conditions to be a factor in affecting life satisfaction there are: (1) demographic variables, such as gender, age and income. Men tend to be more satisfied than women. Life satisfaction does not decline with age, but it can be said someone assess his life quite satisfied. Someone who has sufficient income or even more likely to feel satisfaction of life. (2) The ability of individuals to survive that includes health and personality. Individuals who have a good lifestyle and healthy physically and mentally tend to have higher life satisfaction. Individuals who are satisfied tend to socialize in extraverted and open to new experiences. (3) Life experience. Individuals with each other has life experience is different. Problems with family, work, school, friends, and so on effect on life satisfaction. Someone who assess positively to every experience of life will be able to feel life satisfaction than those who do not.

**Late adolescence**

According Santrock (2003) late adolescence more interested in the job or career, dating, and tends to show themselves. At this time, adolescences have been able to develop ideals in accordance with their ability and experience or education. According to Blos (in Sarwono, 2012) late adolescence marked by the achievement of five of the following: (1) The growing interest in the functions of the intellect. (2) Appears desire to initiate new experiences and conform with others. (3) Sexual identity that has formed. (4) There is a balance between the interests of self and others. (5) They have a distance between themself and their social environment.

**Development Task of late adolescence**

Developmental tasks of late adolescence according Havighurst (Santrock, 2003) are as follows:

(1) Achieving a mature relationship with peers. Male and female adolescence can work well with others to achieve specific goals. When adolescence successfully completes the developmental tasks they will have a good social adjustment, but if they failed it may bring an obstacle in getting along with others.

(2) Achieving social role as a man or a woman. Late adolescence can accept themselves as male or female according to the prevailing social role in society.
(3) Receiving physical state and used effectively. Late adolescence can receive both his physical state changes internally (attitudes, interests, and attention to oneself) and externally (physical size). They are expected to maintain physical and satisfied with their physical.

(4) Achieving emotional independence. Late adolescence can act independently without relying on their parents or other adults. Teens are expected to foster compassion and respect for their parents and other adults without relying solely on them so it can be said that late adolescence have independence.

(5) Prepare for a career. Late adolescence can choose and prepare for future careers in accordance with abilities, skills, and interests.

(6) Achieving behavior socially responsible. Late adolescence can participate in their community with the awareness of responsibility in social life. Late adolescence is expected to develop values and awareness in relationships in social life.

(7) Faith and fear of God. Late adolescence has a maturity of attitude in running religious values in everyday life.

**METHODS**

Variables involved in this research are: life satisfaction, as the dependent variable, gender and domain satisfaction as independent variables.

Life satisfaction in this research is the assessment of cognitive evaluation of the individual as a whole life with ideal conditions expected to domains of life. When there is a difference between the current conditions with the expected conditions, it can be said that individuals experience dissatisfaction in life. Adolescence life satisfaction associated with the various domains such as family, school, neighborhood, friendship, and self.

Life satisfaction of late adolescence is assessed with Multidimensional Students’ Life Satisfaction Scale (MSSLS) of Gilman et al (2000), which has 5 domains satisfaction, there are family, friends, school, neighborhood, and self. Higher score of life satisfaction means those individuals happier.

Subjects of this research is late adolescence, aged 16-19 years with a high school education background and is actively involved at Gereja Pantekosta di Indonesia (GPdI) Elohim, Sidoarjo. A criterion actively involved is they are regularly attended worship with the absence of a maximum of two consecutive weeks. Total population of 150 subjects whiles the sample of 80 subjects. The level of confidence is 95% with a margin of error of 92.49%. Thus the sampling technique in this research is quota sampling. The research data was processed with statistical techniques of two ways analysis of variance. Data analysis was performed with SPSS for Windows Version 16.

**RESULTS**

The analysis showed that the research instrument (MSSLS) classified as valid and reliable. Although in this case there are 8 items that are dropped in some areas (domains), which is the domain of friendship (2 item), domain of school (3 item) and environment domains (3 item). Details of the results analysis instrument showed in Table 1.
Table 1
*Results of the validity and reliability of the instrument*

<table>
<thead>
<tr>
<th>Domain</th>
<th>Number of item dropped</th>
<th>Range of Validity</th>
<th>Cronbach’s Alfa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>-</td>
<td>0.490 – 0.580</td>
<td></td>
</tr>
<tr>
<td>Friendship</td>
<td>8, 15</td>
<td>0.354 – 0.587</td>
<td>0.899</td>
</tr>
<tr>
<td>School</td>
<td>19, 21, 23</td>
<td>0.327 – 0.540</td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td>25, 28, 29</td>
<td>0.320 – 0.611</td>
<td></td>
</tr>
<tr>
<td>Self</td>
<td>-</td>
<td>0.377 – 0.665</td>
<td></td>
</tr>
</tbody>
</table>

Table 2
*Demographic of Subjects*

<table>
<thead>
<tr>
<th>Variable</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>46</td>
<td>57.5</td>
</tr>
<tr>
<td>Male</td>
<td>34</td>
<td>42.5</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 years</td>
<td>17</td>
<td>21.2</td>
</tr>
<tr>
<td>18 years</td>
<td>15</td>
<td>18.8</td>
</tr>
<tr>
<td>17 years</td>
<td>17</td>
<td>21.2</td>
</tr>
<tr>
<td>16 years</td>
<td>31</td>
<td>38.8</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high school</td>
<td>51</td>
<td>63.7</td>
</tr>
<tr>
<td>College</td>
<td>19</td>
<td>36.3</td>
</tr>
</tbody>
</table>

Table 2 shows that the number of female subjects (57.5%) more than men (42.5%), the majority of subjects aged 16 years (38.8%) and have a high school education background (63.7%).

Table 3
*Mean and Standard Deviation score of Life Satisfaction*

<table>
<thead>
<tr>
<th>Gender</th>
<th>Family</th>
<th>Friendship</th>
<th>School</th>
<th>Environment</th>
<th>Self</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>32.68</td>
<td>4.04</td>
<td>31.82</td>
<td>3.57</td>
<td>36.68</td>
<td>4.48</td>
</tr>
<tr>
<td>F</td>
<td>34.00</td>
<td>4.50</td>
<td>31.20</td>
<td>3.32</td>
<td>37.15</td>
<td>5.14</td>
</tr>
<tr>
<td>Total</td>
<td>33.44</td>
<td>4.28</td>
<td>31.46</td>
<td>3.42</td>
<td>36.95</td>
<td>4.85</td>
</tr>
</tbody>
</table>

Table 3 shows the mean score of the highest life satisfaction either totally or in adolescent male and female are domain of friendship, while the mean score of the lowest life satisfaction is domain of school. The score of life satisfaction in female adolescent is higher than male, especially in family and environment domain, while in the self domain- score of life satisfaction of male adolescence is higher than females.

Results of analysis of variance showed there is a significant differences in adolescent life satisfaction among the five domains satisfaction ($F = 81 400; p (0.000) <0.05$). Results of
the analysis showed that male and female adolescence have a same life satisfaction ($F = 0.007; p (0.0938) > 0.05$). The analysis also showed that the interaction between the gender and domain satisfaction is not significant ($F = 0.0974; p (0.421) > 0.05$).

**DISCUSSION**

The results showed there isn’t difference in the two lines of adolescence life satisfaction among the five domains satisfaction ($F = 81.400; p (0.000) < 0.05$). The rank of adolescence life satisfaction score in general, which the highest rank is domain of friendship (42 775), environment (36 676), self (34 147), family (32 676), and schools (31 462). Life satisfaction is an individual assessment of life in general, which includes several areas or domains of life (Diener, 2009). This research investigated the domain of life which includes the domain of family, friendships, neighborhood, school and themselves. Adolescent development, especially late adolescence, physical, cognitive and social highly optimized. It’s means that they can think, or choose and decide something suitable for him. Socially late adolescence has a strong relationship with their peers, at school, organization or other social activities. These conditions reduced their time and dependency to his parents.

In general, the ability to establish social relationships or working together has an important role to the late adolescence (Havighurst, in Santrock, 2003). This is because the various social environments make late adolescence learn from peers, the same or a different gender, or other people in their environment. On the other side, environment can also get pressure. In this case from various experiences, both positive and negative, which is obtained from the environment late adolescence may feel satisfied or dissatisfied with their life in general or in particular, is associated with the domain satisfaction, that are family, friends, school, neighborhood and the self.

Interests and more opportunities to interact with peers allow late adolescence feel more satisfied than the interests and opportunities to interact with parents (families) and schools or any other environment. This is consistent with the results of this research which showed the highest satisfaction score is domain of friends, both in male and female satisfaction or as a whole. This results are consistent with the results Oberle, et al., (2011) that friends and social environment has an important influence for adolescence life satisfaction. The second highest life satisfaction scores were in the areas of environment, followed by the area of self, family and school. The score of life satisfaction in the areas of school been modest, it is possible perceptions of the late adolescence to school less positive. In general, the school is perceived as the task of learning to do chores or replay. This perception tends to make more late teens to feel dissatisfaction.

Results of this research showed the rank of the mean score of life satisfaction in the late female adolescence (from top) is the domain of friends ($M = 42.869$), the environment ($M = 37.1522$), family ($M = 34.000$), self ($M = 32.9348$) and schools ($M = 31.1957$). The order of the mean score of life satisfaction male adolescence friendships ($M = 42.647$), environment ($M = 36.950$), self ($M = 33.450$), family ($M = 33.437$), and schools ($M = 31.823$).

In general, assessment of late adolescence to the satisfaction of his life was not affected by gender. Both late adolescence male and female, showed a mean score of the
highest life satisfaction in the domain of friends, followed by the environment. The lowest mean score of life satisfaction of late adolescence male and female is the domain of school. Score of life satisfaction in female adolescent is higher than male, especially in the family and the environment domain, while in the self domain male adolescence life satisfaction score of males is higher than females. It is possible that the characteristics of the social relations female late adolescence tend to be limited and domestic in nature (more at home) than male.

CONCLUSION

Late adolescence has an interest and focus on social environment, this make their social life, especially friends or peers has the highest mean score and have a significant difference compared to the other domains satisfaction (environment, family, self and school). The highest score of domain satisfaction of male and female late adolescence is friend, whereas the lowest score is school.

IMPLICATIONS

Friend is an important domain satisfaction for late adolescence; it means that parents or other adults need to keep an eye on the social environment or social relation of late adolescence. On the other hand domain satisfaction of school has a lowest score, it’s imply that teacher or school need to give attention about their way of teaching, improved and make their classroom or lessons more interesting for their student.

REFERENCES


FOSTERING POSITIVE TRAIT: CONTRIBUTION OF PARENTING STYLE ON RESILIENCE AND GRATITUDE IN INDONESIAN LATE ADOLESCENTS

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Abstract
Early life experience, particularly parenting style, is one of the significant factors that mostly found contribute to the persons mental health. Most of the research support that authoritative or democratic style has positive impact on mental health, meanwhile permissive and authoritarian style has negative impact. This research tries to more systematically explore about how is the contribution of the perceived paternal and maternal parenting style on two positive traits, namely resilience and gratitude, on late adolescents. Research used correlation study and quantitative approach. The sample of the research is thirty two Indonesian university students who are in the stage of late adolescence. Sample is obtained from convenience non-probability sampling. Measurement scale are parenting style authority questionnaire (PAQ), resilience scale (CD-RISC), and Indonesian version of gratitude scales. Statistical analysis found that resilience, gratitude, and parenting style has correlation. Regression analysis revealed that authoritative or democratic style would positively predict resilience and gratitude. Meanwhile, authoritarian and permissive parenting style would have negative impact on resilience and gratitude. In addition, multiple regression also found that paternal authoritative style is the most positive contributing factor for both resilience and gratitude, while paternal permissive style contribute negativelyto the level of gratitude and resilience. Further, it also found that the effect of paternal authoritative style on resilience would not significant if maternal permissive parenting style was accounted together. The results indicate that mothers has more significant part for building resilience, and fathers has significant role for fostering gratitude. Suggesting the beneficial effect of authoritative style and the negative effect of permissive style, education and intervention about fostering positive trait in adolescents should be noticed about this. The limitation and implication of this research is discussed at the end of the paper.

Keywords: Parenting, gratitude, resilience, adolescent

INTRODUCTION

Human being is always facing challenges during their life. Further, there will always developmental task which should be achieved in every stage of development (Papalia, Olds, & Feldman, 2007). If people could not successfully achieve and adapt with the developmental task in each of the stage, the disturbances or disorder would happened. These disturbances then can be resulting to psychological disorder, maladjustment problems, and even mental illness.

One of the developmental stages which found crucial to the onset of psychological disorder or mental illness is late adolescents, which is happened around fifteen until early of twenty years old. It is supported by the data which states that 75% of mental disorder begin before the age of 24 and half by age 15 (Department of Health in “Promoting mental health and building resilience in adolescence”, October 2015). Therefore, the intervention or
education to prevent the mental illness and building resilience is important in this developmental stage.

Late adolescence is a phase of transition from adolescence to adulthood. Some of the researcher also called this phase as emerging adulthood (Papalia, Olds, & Feldman, 2007). While some Western researcher state that the age of adolescent is happened until twenty years old, Sarwono (2010) states that the phase of adolescents in Indonesia is longer than Western countries because of the difference age of autonomy and readiness for leaving from their parents house. So, according to Sarwono (2010), the adolescence phase in Indonesia is still ongoing until before twenty five years old as long as they haven’t already married. In this phase of late adolescence, people need to learn for more independent and create the foundation for their adulthood, in terms of starting to build career, forming new relationship, and creating the long life goals (Papalia, Olds, & Feldman, 2007). One of the ways to build these foundations of adulthood is by coming to college or university level. Therefore, university life is an important phase for each of individual who become students in this academic institution.

There are various challenges that should be conquered by students during their life as university students. These challenges occur during the first year, every academic phase, until the end of the university life before graduation. For freshmen university students, social and academic adjustment is become a central issue (Misra & Castillo, 2004). They need to adapt with academic systems, exploring the new environment, socialize with new friends, and there is also demand to have good academic achievement (Stallman, 2009; Ross, Niebling, &Heckert, 1999). In the next future years as a student, they are also faced with challenges of manage the time for study, develop social network, and start to build their career (Stallman, 2009).

Academic and non-academic challenges that are faced by students as part of their late adolescence developmental task could be a risk factor for mental health problems. Based on research by Verger, et.al (2009), psychological distress among students tends to be higher than employee population in the same age and gender. The high level of psychological distress is related to the anxiety and depression, low self-esteem, low ability to concentrate and coping with problems, and involve in social relationship (Goldberg & Williams, 1991). If students could not cope with these problems, psychological stress can hampered their ability to learn and attend (Ursin&Eriksen, 2004, 2010). Other research also suggests that unsolved psychological distress also related to the risk of sick that could be influenced the absenteeism (Nystuen, Hagen, & Herrin, 2001).

Considering about the negative impact of psychological distress, students need to have the ability to face, or even thrive in the face of adversity. The personal qualities that enable one to thrive in the face of adversity is called as resilience (Connor & Davidson, 2003).Connor & Davidson (2003) explain that resilience also can be seen as a measurement of successful coping stress. Resilient people have some personal characteristics such as having good emotional regulation, tolerant with stress, flexible and accept changes, having secure and attach relationship, and having good self-control (Reivich&Shatte, 2002; Connor & Davidson, 2003). With their characteristics, resilient people have capacity to respond adaptively and productively on facing the problems (Reivich&Shatte, 2002). In the context of students, if they have resilience, they can more able to face the stress or during university life,
and therefore can prevent to have psychological distress which hampered the academic and personal life. Based on the previous research on one of the private religiously-affiliated university in Jakarta, there is variability in terms of resilience. Listiyandini & Akmal (2015) found that majority of students has medium level of resilience and there are some of the students who have low resilience, and only very small number of students who have high resilience.

Beside resilience, students also need another positive trait to be successful for facing the problems in the phase of late adolescents. Resilience can help people to have better problem-focused coping to face the challenges. But sometimes, people need to have broader perspective and wisdom when the problem is still happened after they have already tried to solve it. Sometimes, the problems that occur frequently make people feel distressed, helpless, and depressed. But, Peterson & Seligman (2004) explains that in the face of adversity and helplessness, human always has opportunity to see life as something positive and still being happy. According to them, one of the character strengths and virtues that found to be related to happiness is gratitude (Peterson & Seligman, 2004).

In general, gratitude is a sense of thankfulness and appreciation. According to McCullough, Emmons, & Tsang (2002), it is an emotion that most people feel frequently and strongly. The Gallup Organization (in Alex, 2008) conducted a research survey by telephone and reported that 67% people reported expressing gratitude toward others. In Indonesia, we frequently find many people around us frequently say “Thank You” to other people or “Alhamdulillah” as an expression of thankfulness after receiving gift. The benefit of being grateful is already explored which shows that in many cultural setting, grateful person has a more positive appraisal and broader perspective about life then realize that life is blessing and meaningful (Peterson & Seligman, 2004).

According to Mc Millen (in Krause, 2006), if people can see suffering as something positive and meaningful, they tend to looking for new coping strategies, either consciously or unconsciously, and help to bring their life to more positive way. In addition, some studies also explain that gratitude could prevent depressive and pathology condition (Bono, Emmons, & McCullough in Peterson & Seligman, 2004). Someone who feels grateful have more autonomy, personal growth, sense of purpose, and self-acceptance. Grateful person also would have adaptive coping strategies, look for social support, appraise experience from different perspective, and have a plan to solve their problem (McCullough, Tsang, & Emmons, 2004). Gratitude also could be an indicator of wellbeing that reflects from their satisfaction with life (Watkins, et.al, 2003). Research in Indonesia done by Akmal (2008) explains that across cultural setting in Indonesia, gratitude is become one of the main predictor of happiness. Listiyandini (2015) conducted a research about the level of gratitude in young people at Jakarta and found that mostly falls into the high category and some fail in medium level of gratitude.

Considering about the beneficial and protective effect of being resilience and grateful on adolescents mental health, it should be worth it if research can explore about the relation between these positive traits and its predictor. Previous research shown that the development of protective factors for being resilience could be coming from external or internal factors. Research in Indonesia found that spirituality could be a quite strong predictor of resilience in the sample of university students (Listiyandini & Akmal, 2015). Gratitude itself has an aspect
of transcendence and spiritual, since many people tend to associate gratitude to the God, universe, or life. So, it could be hypothesized that gratitude and resilience is correlated. Therefore, the relationship of gratitude and resilience is become the first question in this research.

Then, research in many years also explains that development of protective factors for mental health is also coming from the early experience of individual. Previous studies have been conducted to explore about the role of parenting style on children’s wellbeing (Lambourn, et al., in Schnuck&Handal, 2011). The conceptualization of parenting style that is widely-used and most accepted has been coming from Baumrind (Papalia, Olds, & Feldman). She outlined three dimensions of control in parenting: authoritarian, authoritative, and permissive (Baumrind, in Schnuck&Handal, 2011). Authoritarian parents, according to Baumrind, value control and unquestioning obedience, permissive parents value self-expression, self-regulation, and rarely punish, Then, authoritative parents value a child’s individuality but also stress social constraints (Papalia, Olds, & Feldman, 2007).

In Western culture, an authoritative parenting style has consistently been identified as having the best influence on children across many dimensions. It related to children’s achievement, social development, mental health, and self-esteem, as well as higher life satisfaction and lower scores on depression (Lamborn, et.al; Milevsky, Schlechter, & Netter; in Schnuck & Handal, 2011). Consistent with this, research conducted by Schnuck & Handal (2001) also found that perceived authoritative parenting style related to better college adjustment in university freshmen students, while perceived permissive and authoritarian parenting style related to lower level of adjustment. Meanwhile, research in Indonesia conducted by Pemata&Listiyandini (2015), found that, even perceived authoritative parenting style related to higher resilience, permissive and authoritarian parenting style do not have negative impact on resilience on first years immigrant students. Although the contribution is not as big as authoritative parenting style, however, perceived authoritarian and permissive parenting style still can predict positively their resilience level (Permata&Listiyandini, 2015). Papalia, Olds, & Feldman (2007) also suggested that there are cultural differences in parenting styles outcome, especially in Western and Asian culture. Because of that, the role of parenting style on adolescent outcome in Indonesian is still remaining question and can be explore again in this research. In this research, the relation and contribution of parenting style to the gratitude and resilience would become the second question.

In addition, although some of the research suggests that most parents within a household utilize similar parenting style (Simons & Conger, in Schnuck&Handal, 2011), it would be interesting to explore more about the possibility of differences between perceived paternal and maternal parenting style. Schnuck & Handal (2011) also suggested that it would be interesting if we can explore about how these combination of parenting style would relate to the level of adjustment in college students. Therefore, for the third question, we are also going to explore about what kind of parenting style, either paternal or maternal, who contribute more to the level of resilience and gratitude among late adolescents. Then, as a part of developing the methodology from previous research, this research will try to more systematically analyze about the contribution of each maternal and paternal parenting style as well as the combination of both on these two positive traits.
Resilience

According to Connor & Davidson (2003) who also developed CD-RISC (Connor Davidson Resilience Scale) resilience is “personal qualities that enable one to thrive in the face of adversity”. In addition, Connor & Davidson (2003) states that characteristic of resilient people include: 1) personal competence, high standards, and perseverance; 2) Belief in the instinct, tolerant with negative feeling, and perceive stress as a resource, 3) Positive acceptance with change and having attach relationship with others, 4) Self-control, and 5) Spirituality.

Resilience involves the interaction between risk and asset. It includes individual, family, environmental and social setting. Individuals called resilient when they are in a risky situation. Resilient individual is able to use flexibility and problem solving skills behaviour to seek help in responding to stressors. Resilience is defined as good results from the response (McCubbin, Thompson, Thompson, in Isaacson & Futrell, 2002). Interaction between asset and risk is also known with the terms of risk factors and protective factors. The researchers identified individual risk and protective factors into four main actors, namely personal, home/family, community and school (Fuller, 2002; Werner 1995 in Clay & Silberberg, 2004).

Risk factors are all forms of actions, behaviours and characteristics which reduces resilience. Risk factors may increase the odds possibility of maladaptive behaviour, health problems and reduce psychological well-being due to difficulties in life (Clay & Silberberg, 2004). Poverty is one of the risk factors in person’s life (Benard, 1991; Reivich & Shatte, 2002; Isaacson, 2002; Anthony, 2008). Grotberg (in Clay & Silberberg, 2004) replacing the words poverty with low income families. In addition to poverty, external risk factors also coming from lack of social support from family, friends, school and community, poor parenting, chronic marital conflict and violence, parental divorce, neglect, as well as physical, emotional, and or sexual abuse (Clay & Silberberg, 2004). Grotberg (in Clay & Silberberg, 2004) categorize internal risk factors such as physical illness and/or chronic mental risk, low tolerance for frustration, behavioural problems, aggression and antisocial behaviour in early stage, like thrill-seeking behaviour, usage of alcohol and or drugs, unclear gender identity, risk sexual activity, low self-esteem, and also less future orientation (Clay & Silberberg, 2004).

Protective factor is any kind of action, behaviour and characteristics that support the development of resilience (Clay & Silberberg, 2004). In general, the researchers divide three protective actors, namely the disposition of personal, family characteristics, and environmental influences such as peers, school, and community (Froggein Isaacson, 2002; Anthony, 2008). In other words, protective factors are also internal and external, as the division is done by Grotberg (1997). According to Grotberg (‘1997), external protective factors of resilience is known as “I Have” term, namely in the form of external support such as family, social networking, and institutions. Benard (1998) states that quality immediate care giving environment, specific characteristics of the family, school, and community, is strong predictor of resilience. Various studies have identified the clear relationship between qualities of care and support that in individual experienced during gestation, childhood, to adolescence, with resilience. Not only relationships with parents are important in developing resilience, but also relationships with siblings, grandparents and other relatives. This
relationship can be a source of additional support and sources of support if there is no substitute for parents. Belief (faith), purpose, stability and positive attitude are given by spirituality and religion also predicts resilience factor. Having responsibility or involving in an activity contains a valuable message that individuals and able to contribute. Families who have a good quality of care, hope, and provide opportunities to participate in the community can enhance the resilience. Research shows that the family of resilient children usually gives children the opportunity to participate and contribute to the various ways (Benard, 1998).

**Gratitude**

There are some definitions of gratitude, among of them are: “Gratitude is a sense of thankfulness and joy in response to receiving a gift, whether the gift be tangible benefit from a specifics other or a moment of peaceful bliss evoked by natural beauty.” (Peterson & Seligman, 2004). Besides, Emmons & Shelton, in Snyder & Lopez (2005) explains that “As a psychological state, gratitude is a felt sense of wonder, thankfulness, and appreciation for life. It can be expressed toward others, as well as toward impersonal (nature) or non-human sources (God, animals).” (Emmons & Shelton, in Snyder & Lopez, 2005). In addition, McCullough, Kilpatrick, Emmons, & Larson (in Bono, Emmons, & McCullough, 2004) also states that: “Gratitude as a moral affect because it largely results from and stimulates behaviour that is motivated by a concern for another person’s wellbeing – referring to moral in a local sense rather than an absolute sense because a recipient may perceive a gift to augment his/her well-being even though it might not be a moral/ beneficial for other parties.” (McCullough, Kilpatrick, Emmons, & Larson, as cited in Bono, Emmons, & McCullough, 2004). Based on those previous researchers, it can be concluded that gratitude is a sense of thankfulness, happiness, and appreciation for things that are received during life, either from God, human beings, other creatures, and the universe, which then encourage someone to do the same thing as he can get.

Based on Fitzgerald (1998) and Watkins, et al (2003), there are three components on gratitude construct, they are: 1) Have a sense of appreciation for others or God and life. This component is derived from Fitzgerald (1998) that gratitude includes a warm feeling of appreciation for someone or something and clarified by Watkins, et al (2003) who states being grateful is about appreciate the contributions of others to the welfare (well-being) and has a tendency to appreciate the simple pleasures (simple pleasure); 2) Positive feelings towards life. This component is derived from the characteristics of grateful people according to Watkins et al (2003), that grateful people do not feel in lack about life, or in other words, have a sense of abundance. Someone who feels abundance will have a positive feeling about themselves. They will feel wealthy with what they already had and satisfied with the life; 3) Tendency to act positively as an expression of positive feelings and appreciation. According to Fitzgerald (1998), gratitude also includes the good will to someone or something and a tendency to act upon the appreciation and goodwill. This is also supported by Watkins et al (2003) who said about the importance of expressing gratitude. The above explanation demonstrates that gratitude is not only related to an appreciation of what is obtained, but also there is an element of expression of appreciation and feelings that can be realized in action and good will.
Parenting Style
Darling & Steinberg (1993) who suggest a mechanism of parenting style based on Baumrind’s theory, parenting style is a constellation of attitude toward the child that are communicated to the child and that, taken together, create an emotional climate in which the parent’s behaviours are expressed. These behaviours include both the specific, goal-directed behaviours through which parents perform their parental duties and non-goal-directed behaviours, such as gestures, changes in tone voices, or the spontaneous action of expressing emotion (Darling & Steinberg). According to Baumrind’s model (Papalia, Olds, & Feldman, 2007), there are three kind of parenting style, which are authoritarian, permissive, and authoritative. Authoritarian parents try to make children conform to a set standard of conduct and punish them arbitrarily and forcefully for violating it. They are more detached and less warm than other parents. Permissive parents make few demands and allow children to monitor their own activities as much as possible. They are warm, non-controlling, and undemanding. Authoritative parents have confidence in their ability to guide children, but they also respect children’s independent decisions, interests, opinions, and personalities (Papalia, Olds, & Feldman, 2007). In this study, we are going to measure the perceived parenting style, which is the perception of the children about the parenting styles used both by their mother and father.

METHODS

Participant
Inclusion criteria for the participant are university student who is in the age of late adolescents according to Sarwono (2010). In this research, sample is obtained from non-probability convenience sampling based on availability and willingness to participate in this research. Based on the suggestion of Kerlinger (2000), the minimum sample for research is about 30. The total number of participant in this research is 32 within age of late adolescents (M=20.47, SD=1.72). Based on gender, most of the participants are female (81.2%) than male (18.8%). They are coming from various universities, including private (77.5%) and public university (12.5%), from several departments, such as psychology (59.4%), economy (34.4%), or social politics and information technology (6.2%). All of them are Muslim and single. Most of the participant identified themselves as Javanese (40.6%) and being a first child (40.6%).

Regarding the parents, most of participants come from two-parent families within a household (90.6%) and only few who has single-parent because of divorce condition (9.4%). Both father and mother mostly in the age of middle to late adulthood, with mother age range between 40 until 60 yrs old (M=49.5) and father within age range between 43 until 85 yrs old (M=54.31). Most of the participants’ mothers are housewife (53.1%), with college or university education (65.6%), and identified as Javanese (43.8%). In terms of father demographic factor, most of them are still working as government corporate (21.9%) as well as civic (15.6%) or private corporate employee (18.8%) and manage their own business (18.8%). Most of the father also identified as Javanese (46.9%) and well-educated with college or university education (71.9%).
**Design**

In general, this study is quantitative, non-experimental, and correlation study. Quantitative research use numeric data and look phenomenon as something that can be classified, measured, empiric, and has causal relationship (Sugiyono, 2010). Non-experimental design is chosen because there's no manipulation or treatment into variable. Based on the data, analysis tries to find whether a statistical relationship between variable exists.

**Procedure: Measurement and Analysis Technique**

For measuring resilience, researcher used CD-RISC scale adapted from Connor & Davidson (2003). This scale consists of 25 items represent the five components of resilience and measured by Likert scale from 0-4. The range of the score is between 0-100 which higher score reflects higher level of resilience. The adaptation version of CD-RISC is seems valid and reliable with internal consistency around 0.9 (Listiyandini & Akmal, 2015).

For gratitude measurement, researcher used Indonesian version of gratitude scale which created by Listiyandini, et.al (2015). This scale consists of 30 items measures two kind of gratitude, namely personal (10 items) and transpersonal/spiritual gratitude (20 items). It also includes three components of gratitude, called as sense of appreciation, positive feeling toward others, and expression of gratitude. Participants are asked to fill the questionnaire by self-report. Using Likert scale from 1-6, participants need to indicate about how much the statements in the questionnaire (e.g. *one of the ways to express my gratitude for God is by doing everything passionately*) can reflect their own feeling and experience. The level of gratitude is obtained from the score that reflects in the scale. Higher score reflects higher gratitude and vice versa. Based on the psychometric testing, this scale seems valid and reliable to measure gratitude construct among Indonesia population with high reliability coefficient ($\alpha=0.8-0.9$).

The Parental Authority Questionnaire (PAQ) was used to measure student’s perceived parenting style. The PAQ measures of authoritarian, authoritative, and permissive parenting style, each separated for mother and father. Each item is associated with 1 of the 3 styles of parenting, and is rated by 5-point scale by participants, where 1 equals “strongly disagree” and 5 equals “strongly agree”. PAQ is already adapted by Permata & Listiyandini (2015) in Bahasa and based on the psychometric testing, 3 different parenting style prototypes for both mothers and fathers seems have good internal consistency, range of reliability coefficient between 0.7-0.9.

After data is collected, researcher analyzed the data using SPSS for Windows 21.0. To answer each question, we use Pearson-product moment correlation, simple linear regression, and multiple regression analysis. Based on the normality test using Kolmogorov-Smirnov, it found that the data is normally distributed ($p>0.05$).
RESULTS

Description of Resilience, Gratitude, and Parenting Style

Table 1

<table>
<thead>
<tr>
<th>Variables</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resilience</td>
<td>50</td>
<td>88</td>
<td>69.94</td>
<td>9.463</td>
</tr>
<tr>
<td>Gratitude</td>
<td>3.80</td>
<td>5.53</td>
<td>4.8885</td>
<td>.46794</td>
</tr>
<tr>
<td>Paternal Parenting Style</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paternal Authoritarian</td>
<td>1.78</td>
<td>4.44</td>
<td>2.8472</td>
<td>.57821</td>
</tr>
<tr>
<td>Paternal Permissiveness</td>
<td>1.00</td>
<td>4.40</td>
<td>2.4750</td>
<td>.75818</td>
</tr>
<tr>
<td>Paternal Authoritativeness</td>
<td>2.10</td>
<td>4.80</td>
<td>3.5312</td>
<td>.73152</td>
</tr>
<tr>
<td>Maternal Parenting Style</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maternal Authoritarian</td>
<td>1.83</td>
<td>4.33</td>
<td>2.8698</td>
<td>.70930</td>
</tr>
<tr>
<td>Maternal Permissiveness</td>
<td>1.89</td>
<td>4.00</td>
<td>2.9201</td>
<td>.56532</td>
</tr>
<tr>
<td>Maternal Authoritativeness</td>
<td>2.80</td>
<td>5.00</td>
<td>3.7219</td>
<td>.46817</td>
</tr>
</tbody>
</table>

Table 1 explains about the means and standard deviation of each variable. From 0-100 scale (all possible score), seems like most of respondent fails in medium to high category (M=69.94, SD=9.463). For gratitude, because of all possible score is within 1-6 scale, it shown that most of the respondents is on high category of gratitude (M=4.89, S=0.46). We can also see that, from the scale 1-5, either for paternal or maternal parenting style, authoritativeness tendency is the highest above all parenting style (M=3.53, SD=0.731 and M=3.72, SD=0.46), suggest that participants have strong perception that their parents mostly use authoritativeness parenting style than other parenting style.

Correlation between Resilience, Gratitude, and Parenting Style

Table 2

<table>
<thead>
<tr>
<th>Variables</th>
<th>Resilience</th>
<th>Gratitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resilience</td>
<td>1</td>
<td>0.497**</td>
</tr>
<tr>
<td>Gratitude</td>
<td>0.497**</td>
<td>1</td>
</tr>
<tr>
<td>Paternal Parenting Style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paternal Authoritarian</td>
<td>-0.331</td>
<td>-0.355*</td>
</tr>
<tr>
<td>Paternal Permissiveness</td>
<td>-0.443*</td>
<td>-0.474**</td>
</tr>
<tr>
<td>Paternal Authoritativeness</td>
<td>0.360*</td>
<td>0.490**</td>
</tr>
<tr>
<td>Maternal Parenting Style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maternal Authoritarian</td>
<td>-0.115</td>
<td>-0.215</td>
</tr>
<tr>
<td>Maternal Permissiveness</td>
<td>-0.470**</td>
<td>-0.265</td>
</tr>
<tr>
<td>Maternal Authoritativeness</td>
<td>0.324</td>
<td>0.417*</td>
</tr>
</tbody>
</table>

Note: * sig at p<0.05; ** sig at p<0.01

From table 2, we can see that:
1. Resilience and gratitude has positive and significant correlation with r=0.497 (p<0.01). It suggests that higher level of gratitude, the higher would be the resilience.
2. Paternal authoritarian style has negative and significant correlation with gratitude (r = -0.355, p < 0.05), indicates that the higher perceived authoritarian paternal style the greater tendency of gratitude getting lower.

3. Paternal permissiveness has significant inverse relationship with both resilience (r = 0.443, p < 0.05) and gratitude (r = -0.474, p < 0.01). It indicates that the stronger tendency of paternal permissiveness is being perceived, the gratitude and resilience would be lower.

4. Paternal authoritativeness has positive and significant correlation with both gratitude (r = 0.490, p < 0.01) and resilience (r = 0.360, p < 0.05). It means that the higher tendency of paternal authoritativeness style being perceived, the higher the resilience and gratitude would be.

5. There’s no correlation between maternal authoritarian style with both gratitude and resilience (p > 0.05).

6. Maternal permissiveness style has inverse relationship with resilience (r = -0.470, p < 0.01). It indicates that the higher tendency of maternal permissiveness style being perceived, the lower the resilience would be.

7. Maternal authoritativeness style has positive and significant relationship with gratitude (r = 0.417, p < 0.05). It explains that the gratitude level would be higher, if the tendency of maternal authoritativeness is being perceived also higher.

From the analysis above, parenting style that has positive correlation with resilience is paternal authoritativeness style. Then, parenting styles which have inverse or negative relationship with resilience is permissiveness, either paternal or maternal. For gratitude, authoritative parenting style, either from mother or father, has positive relationship with the level of gratitude. Meanwhile, paternal authoritarian and paternal permissiveness have inverse relationship with gratitude. It seems that three kinds of paternal parenting styles more frequently predicts both for gratitude and resilience then maternal parenting style. It is suggesting that father play important role for building resilience and gratitude on late adolescent.

**Impact of Each Parenting Style to Resilience and Gratitude**

To see more about how much the contribution of each parenting style that has relationship with gratitude and resilience, we conduct the simple linear regression. Table 3 and 4 explains about the role of each parenting style on predicts resilience and gratitude.

**Table 3**

<table>
<thead>
<tr>
<th>Predictor of Resilience</th>
<th>r</th>
<th>R square</th>
<th>F</th>
<th>a</th>
<th>b</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paternal Parenting Style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paternal Permissiveness</td>
<td>-0.443*</td>
<td>0.190</td>
<td>7.311</td>
<td>83.611</td>
<td>-5.525*</td>
<td>0.011</td>
</tr>
<tr>
<td>Paternal Authoritativeness</td>
<td>0.360*</td>
<td>0.130</td>
<td>4.468</td>
<td>53.491</td>
<td>4.658*</td>
<td>0.043</td>
</tr>
<tr>
<td>Maternal Parenting Style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maternal Permissiveness</td>
<td>-0.470**</td>
<td>0.221</td>
<td>8.505</td>
<td>92.910</td>
<td>-7.8762**</td>
<td>0.007</td>
</tr>
</tbody>
</table>

Note: *sig at p<0.05, **sig at p<0.01
Table 3 explains that paternal permissiveness and maternal permissiveness contribute negatively for resilience, while paternal authoritativeness contributes positively to resilience. The contribution of paternal permissiveness on resilience is around 19% of its variance and maternal permissiveness is 22.1% of variance. These contributions are higher and more significant than the positive contribution of paternal authoritativeness which only fails on 13% of variance. It indicates that while authoritativeness style has positive impact for resilience, permissiveness style, both from mother and father, would have negative effect to resilience. Further, Maternal permissiveness style is the strongest predictor of resilience in negative way.

Table 4
Simple linear regression analysis of parenting style and gratitude

<table>
<thead>
<tr>
<th>Predictor of Gratitude</th>
<th>r</th>
<th>R square</th>
<th>F</th>
<th>a</th>
<th>b</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paternal Parenting Style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paternal Authoritarian</td>
<td>-0.355*</td>
<td>0.126</td>
<td>4.328</td>
<td>5.707</td>
<td>-0.287*</td>
<td>0.046</td>
</tr>
<tr>
<td>Paternal Permissiveness</td>
<td>-0.474**</td>
<td>0.225</td>
<td>8.691</td>
<td>5.612</td>
<td>-0.293**</td>
<td>0.006</td>
</tr>
<tr>
<td>Paternal Authoritativeness</td>
<td>0.490**</td>
<td>0.240</td>
<td>4.596</td>
<td>3.783</td>
<td>0.313**</td>
<td>0.004</td>
</tr>
<tr>
<td>Maternal Parenting Style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maternal Authoritativeness</td>
<td>0.417*</td>
<td>0.174</td>
<td>6.311</td>
<td>3.338</td>
<td>0.417*</td>
<td>0.018</td>
</tr>
</tbody>
</table>

Note: *sig at p<0.05, **sig at p<0.01

From table 4, it can say that each of the paternal parenting style has significant contribution on gratitude. It states that paternal permissiveness and paternal authoritarian could become negative predictor for gratitude. Paternal permissiveness can explains about 22.5% of gratitude variance and paternal authoritarian explains about 12.6% of variance. However, together with maternal authoritativeness which has contribution 17.4% of variance, paternal authoritativeness also explains gratitude positively with contribution around 24% in a positive way. It suggests that paternal authoritativeness is become the strongest predictor of gratitude than the other parenting styles.

Impact Combination of Parenting Style to Resilience and Gratitude

Table 5
Multiple regressions analysis of parenting style combination and resilience

<table>
<thead>
<tr>
<th>Predictor of Resilience</th>
<th>R2</th>
<th>F</th>
<th>a</th>
<th>b1</th>
<th>b2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paternal Parenting Style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b1) Paternal Permissiveness</td>
<td>0.312</td>
<td>6.587</td>
<td>97.562</td>
<td>-0.321</td>
<td>-0.362*</td>
<td>0.004</td>
</tr>
<tr>
<td>(b1) Paternal Authoritativeness</td>
<td>0.265</td>
<td>5.226</td>
<td>78.887</td>
<td>0.224</td>
<td>-0.392*</td>
<td>0.012</td>
</tr>
</tbody>
</table>

Note: *sig at p<0.05, **sig at p<0.01

From table 5, it indicates the combination of parenting style that would the most negative effect on resilience is combination of paternal and maternal permissiveness, which explains about 31.2% of resilience variance. The strongest negative predictor is maternal...
permissiveness style which can significantly decrease the level of resilience, even when it combines with paternal authoritativeness. It suggests that being perceived as permissive mother would hamper the resilience of the late adolescents.

### Table 6

<table>
<thead>
<tr>
<th>Predictor of Gratitude</th>
<th>R2</th>
<th>F</th>
<th>a</th>
<th>b1</th>
<th>b2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paternal Parenting Style (b1)</td>
<td>Maternal Parenting Style (b2)</td>
<td>Paternal Authoritarian Maternal Authoritativeness</td>
<td>0.224</td>
<td>4.187</td>
<td>4.198</td>
<td>-0.194</td>
</tr>
<tr>
<td>Paternal Permissiveness Maternal Authoritativeness</td>
<td>0.285</td>
<td>5.768</td>
<td>4.445</td>
<td>-0.225*</td>
<td>0.269</td>
<td>0.008</td>
</tr>
<tr>
<td>Paternal Authoritativeness Maternal Authoritativeness</td>
<td>0.282</td>
<td>5.698</td>
<td>3.164</td>
<td>0.240*</td>
<td>0.235</td>
<td>0.008</td>
</tr>
</tbody>
</table>

Note: *sig at p<0.05, **sig at p<0.01

Table 6 shown about how is the combination of parenting style on gratitude in late adolescents in this research. It seems that the stronger positive predictor of gratitude is combination between paternal authoritativeness and maternal authoritativeness, which can explains about 28.2% of gratitude variance. It indicates that paternal and maternal authoritativeness would result the best outcome of gratitude. Between father and mother, the most significant parenting style that influences gratitude is paternal authoritativeness. However, paternal permissiveness could also have negative effect in gratitude. It can significantly make the level of gratitude decrease, even when it combines with maternal authoritativeness. It is suggesting that father takes the more significant part for building gratitude than mother.

**DISCUSSION**

The purpose of the present study was to systematically investigate the relationship between parenting style, resilience, and gratitude. Analysis revealed that relationship exists between gratitude and resilience itself and between parenting style and both gratitude and resilience. It also explores about how much the contribution of each parenting style on gratitude and resilience.

The first goal of the study was to determine if gratitude and resilience has relationship. From the analysis, it found that gratitude and resilience has positive and significant correlation. The positive relationship that exists between these variables is in medium level. Previous research shown spirituality could be a quite strong predictor of resilience in the sample of university students (Listiyandini & Akmal, 2015). Gratitude itself has an aspect of transcendence and spiritual, since many people tend to associate gratitude to the God, universe, or life. According to Mc Millen (in Krause, 2006), if people can see suffering as something positive and meaningful, they tend to looking for new coping strategies, either consciously or unconsciously, and help to bring their life to more positive way. In addition, some studies also explain that gratitude could prevent depressive and
pathology condition (Bono, Emmons, & McCullough in Peterson & Seligman, 2004). It seems that being grateful can help adolescents has broader perspective about life and help them to have better coping strategies, so that they can be more resilience in facing challenges.

A second goal of study was to assess how much the contribution of each parenting style on resilience and gratitude. Research in many years explains that development of protective factors for mental health is also coming from the early experience of individual. Regression analysis that conducted in this research explained that authoritative parenting style play an important role for creating gratitude and resilience, while permissive parenting style has negative effect on resilience and gratitude.

Being grateful means having sense of appreciation and feeling satisfied with every single thing in life. It then also helps people tend to be more emphatic and pro-social as an expression of gratitude itself. The tendency to be feels positive and care about others would help adolescents to have better adjustment toward challenges and then feeling happier as well as not feeling depressed. The benefit of authoritative parenting style on gratitude and resilience which found in this study is consistent with the research which explains that children coming from authoritative parents has better social development, mental health, as well as higher life satisfaction and lower scores on depression (Lamborn, et al Milevsky, Schlecther, & Netter; as cited in Schnuck & Handal, 2011). Authoritative parents tend to be responsive and also has standard of conduct. They listen to request of the children without being too influenced by the children because they have their own reasoning. Because of that, adolescent from authoritative parents, not only can express what they need to but also want to listen about their parent obligation. If they get something from their request, it because that they already try to influence their parents opinion. Therefore, they tend to be seems not only more persevere but also can appreciate every single gift that parents already give to them.

While research in Indonesia conducted by Pemata & Listiyandini (2015) found that permissive and authoritarian parenting style do not have negative impact and can still predict positively the resilience level of first years immigrant students, this study didn’t have the similar results. In our study, we found that permissive parenting style can have negative impact on resilience and gratitude, even when compare to negative effect of authoritarian style. Participant who perceived their parents higher in permissiveness, tend to have lower resilience and gratitude. The mechanism of why these results occur should be explored more in the future. We argue that this is because of the characteristics of permissiveness, which is very high too responsivenss but lack of controls, can makes adolescents tend to feel taken for granted about what is coming in their life. They don’t have exposure how to become more persevere to get what they need. Permissive parents are always encourages self-monitoring and do not give any standard of conduct about what their children are doing. For the children, they never had any standard of conduct and by only tell their parents what they wanted to do and need to do, the parents can give all the request without doing criticize. If anything happen because of the consequences of their wrong action, the permissive parents also always there to helping in every single need and rarely give punishment, even the action should be punished. Therefore, the children tend to growing up as a person who feel pampered, get everything they wanted, and further, do not perform perseverance, and because they never how difficult to negotiate for gain something, they cannot really appreciate about what they already had.
Following the suggestion from Schnuck & Handal (2011) about comparing combination of parenting style, third goal of our study was to investigate which one from the mother or father who has more important role in fostering resilience and gratitude. We found that maternal parenting style, especially the permissiveness, would have the most negative effect for resilience. Adolescent who perceived their mother higher in permissiveness, tend to have lower resilience. Even father already act authoritatively, but if mother still do not have any standard of conducts, act permissively about the children actions and always giving help and never punish even when children doing the wrong thing, the ability of children to cope and thrive in the adversity is getting lower. Because of that, we could say that mother is become the central role for setting the standard of conduct for adolescents to growing up as resilient people. For father, it found that paternal parenting style has most significant contribution for foster gratitude. If father act permissively, adolescent feel taken for granted about what they already had because they never feel difficulties to receive the things what they wanted. But, if father can be responsive as well as firm about the thing what can children do and what can the thing that should be avoided, adolescents tend to have better sense of appreciation and feeling positive about every simple thing in their life. Therefore, in this context, father also has an important role to socialize about how to pursue the happiness with some struggles, and that happiness is not something that only taken for granted easily.

From this research, we already know about how important is parenting style to fostering gratitude and resilience. Meanwhile, there are some limitations in this research. First of all is the sample in this study is quite low in variability, which is most of them are girl, Javanese, coming from parents who are well-educated and has an opportunity to go to university. There are some conditions that some of the late adolescents are not represented well in this research. Therefore, next research could explore the effect of parenting style on different characteristics. Second, regarding the measurement, this study is only relied on self-report questionnaire. This could be quite subjective and create bias for some respondents. Further, parenting style which measured in this study is only using perceived parenting style. Because of that, it might be cannot reflect accurately the parenting style from the perspective of parents. And the third, it should be noted that this study was only using the minimum sample size. Therefore, generalizability and universalities cannot be drawn only with this research. Research in the future can use more sample and consider about better proportion of respondents across demographic factors.

CONCLUSION

Resilience and gratitude are two positive traits which have positive and significant correlation. If adolescents have higher level of gratitude, then they also tend to be more resilience. Considering the benefit effect of being resilience and grateful for adolescent mental health, fostering these two traits would have positive and empowering impact on their life. In this research, it seems that authoritative parenting style, particularly from father, would have the most positive impact on gratitude. While, permissive parenting style, especially from mother, would have the most negative impact and decrease the resilience of late adolescents. It indicates that father has an important role for fostering gratitude, while mother has significant part for building the resilience of late adolescents.
Implication of the Study
Suggesting that mother has significant contribution on resilience and father has important role on gratitude, it can be noted that mother and father should cooperate together for fostering both resilience and gratitude. For the mother, permissiveness style is discouraged if they want the adolescents getting more resilience. The tendency of being too much pampering children could bring the negative effect on adolescence resilience. Further, it also suggests that father should be more authoritative and less permissive if they want the children have the good sense of appreciation about what they already had. Not only encourage discussion, father also need to build standard of conduct and not always being too responsive to the request of the children, so they could be more grateful and appreciate about the gift that received.

Suggestion for Future Study
1. Using more samples to get better reflection of the population and doing a research in the different sample characteristics, such as adolescents who has divorce parents, low-socio economic status, not go to school anymore, etc.
2. If the same characteristics subjects would be employed in the future research, it also need to consider better proportion of respondents across demographic factors, including socio-economic status, religion, ethics, or level education of the parents.
3. Not only measure gratitude, parenting style, and resilience by self-report, it also important to measure the variable using other techniques. For example, gratitude and resilience can be validated with observer from significant others. Parenting style can measured directly to the parents, not from the perceived parenting style from adolescents.
4. In terms of parenting style, next research can also explore about how is the correlation between parenting style in mother and father, then doing a classification whether there is consistent style or not. Therefore, the effect of consistency between parents parenting style on resilience and gratitude could be explored.
5. Exploring more about the other factors that might be contributes to the level of gratitude and resilience on late adolescents, such as peer support, spirituality, or another early experience, either positive or negative, such as living in a poverty condition, being abused or bullied, or having academic achievement.

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THE ROLE OF FAMILY FUNCTION ON PSYCHOLOGICAL WELL-BEING ON LATE ADOLESCENTS

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Abstract
Adolescents are faced with various hard development tasks, including academic tasks, which have possibility impact their mental health. Family would play an important role in this regard. By using data which obtained through 243 students, this study aims to investigate family function on the psychological well-being of adolescents. We emphasis the theoretical foundation of adolescents psychological well-being through their ability of autonomy, positive relationships with others, personal growth, the purpose of life, environmental mastery, and self-acceptance (Ryff & Singer, 1998). We also explored association of their psychological well-being with the academic achievement as well as the differences in family function based on adolescents’ residence. The results showed a highly significant correlation between family functioning and psychological well-being on adolescents. Surprisingly, psychological well-being doesn’t have association with their academic achievement. In addition, adolescents who lived at home with their parents have better family function than they who lived at boarding house.

Keywords: Family function, Psychological Well-being, Adolescents

INTRODUCTION
Adolescence is a transitioning period from childhood to adulthood which is accompanied by physical, cognitive, and psychosocial changes. Adolescents age is around 11 to 21 years old, which are divided into three classification such as pre adolescence, middle adolescence, and late adolescence (Marliyah, L., Fransisca IRD, and Suyasa P.TY.S., 2004). Adolescents are those who studying in junior high school, senior high school and college. This indicates a major role of adolescents not only as a child but also students. The late adolescence, who are the college students, the period of physical, cognitive and psychosocial development their experienced determining to the next developments, called early adulthood.

Late adolescences are expected to have an autonomy, independent, evolving toward friendship which bring a "beneficial", and so on (Santrock, 2003). But in fact, less individuals who are able to get the condition of those development, for example, anarchy demonstration, parents involvement in lecturing, a bad relation with a friend (such us drugs using and free sex), has no purpose life which seen as unfinishing lecture (Patutie, Grace, 2015; Fau, Teodora Nirmala, 2015; Mardira, Salman, 2015; Kusdiono, Mas, 2015). However, there are some contradictory phenomena such as the scholarships, paying their own tuition, good academic achievement, and others (Huda, 2015; Prasetyo, Bagus, 2015; Anonymous, 2015). However, there are some contradictory phenomena such as the scholarships, paying their own tuition, good academic achievement, and others (Huda, 2015; Prasetyo, Bagus, 2015; Anonymous, 2015).

Family’s life could be the base of behaviors to the late adolescences circumstance during the college period, so they could provide the answers for complex problem. Family life is associated with life satisfaction, self-esteem, academic performance, bad or good.
behavior at school, mental health, and a variety of problem behaviours (Shek, 2002). In addition, the togetherness and family adjustment are able to affect psychological well-being which included independent, positive relationships with others, personal growth, the purpose of life, environment mastery, and self-acceptance (Uruk, A.C., Thomas V.S., Pamela A.C., 2007).

Family function is a circumplex model which has three basic components such as cohesion, adaptability and communication (Olson in Vangelisti, 2004). Siu, A.M.H., & Daniel T.L.S. (2005) describe a family function into five components such as communication and cohesiveness, conflict and harmony, mutuality, parents caring and controlling children (C-FAI). It is based on the existence of cultural differences between the philosophy behind parent-child communication, such as the differences in parent-child alignment at the Western and the Eastern. Communication within the family members, especially between parents and children, usually describes the closeness of parent-child relationship, where the relationship is able to predict the emotional stress of children (Chong, WH, Vivien SH, SY Lay, Rebecca P.Ang., 2006).

Cohesiveness which refers to the togetherness among the family members, especially in parents-children, shows that spending time together can predict adolescences well-being (Offer, 2013). In addition, good harmony in the family, where the child lived with both of parents, showed lower symptoms of depression and suicidal ideas in adolescents which were illustrates the emotional well-being in adolescents (Sweeny, 2007). This was confirmed that a less of parents conflict were felt by children shows a good academic adjustment (Parsaa, P., Mohammad AP, Nakisa P., Ali G., 2014).

Although previous studies showed a major contribution in predicting the psychological well-being in late adolescence, but only less discussion about psychological well-being which associated with the family function common college students (without any special characteristics such as economic deprivation, parents divorce, etc.). Besides, the development of measuring tools accuracy is still needed. Because of the use of measuring instruments that has not described as the well-being psychology (overlap with other variables, such as emotional well-being) and the development of a specific family function measuring tools in Indonesia which are adapted toward the Eastern culture. Consideration of samples and the development of demographic data, such as gender, age, education level of parents, parents job, numbers of family members, and others, are necessary to obtain comprehensive data. In previous research, some of the demographic data was able to show level differences in psychological well-being (Yeo, LS, Rebecca P.Ang., Vivien S.H., Wan H.C., 2007; Daraei, 2013).

**METHODS**

**Participants**
The participants for this study were 243 college students at Gunadarma University who are study in economic department (n = 59), psychology department (n = 111), and technology department (n = 73). Most participants were female (61%, n = 148) and participants’ age ranged in 17 to 24 (M= 19,904). There was 175 participants who lived in their home and the rest were live at boarding house.
Instruments

*Scale of Family Function* was adapted and modified from (Siu, Andrew M. H. & Daniel T.L. Shek, 2005), which consists of mutuality, communication and cohesion, conflict and harmony, parents concern, and parents control. Internal consistency reliability estimate of 0.917 was found for the family function scale.

*Scales of Psychological Well-Being* (Ryff, C.D. & Singer, B., 1998). This instrument includes six dimensions of well-being (i.e., autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self acceptance). Each subscale has 3 items for a total instrument length of 18 items. In this study, the internal consistency estimate was found to be 0.733 for psychological well-being.

RESULTS

Correlation and regression analysis (see Table 1) shows the role of family function on the psychological well-being in adolescents were very significant as many as 15.7%. However, psychological well-being was not associated to the academic achievement of students by GPA (Grade Point Average) as basic measurement. This is due to intellectual abilities of students as a consideration in the measurement of academic achievement. Even though the late adolescences have a good psychological well-being, it was not enough as a predictor of academic achievement. Descriptive analysis of the results showed the average value of psychological well-being and family function which is divided based on demographics data such as gender, age, and adolescences’ residence (see Table 2).

<table>
<thead>
<tr>
<th>Variables</th>
<th>Pearson Correlation</th>
<th>F</th>
<th>R Square</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Well-being x Family Function</td>
<td>0.396**</td>
<td>44.914</td>
<td>0.157</td>
<td>0.000</td>
</tr>
<tr>
<td>Psychological Well-being x Academic Achievement</td>
<td>0.050</td>
<td>0.572</td>
<td>0.003</td>
<td>0.450</td>
</tr>
</tbody>
</table>

**Table 1**

*Correlation and Regression Analysis*

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Psychological Well-being Mean</th>
<th>Psychological Well-being SD</th>
<th>Family Function Mean</th>
<th>Family Function SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>75.12</td>
<td>8.416</td>
<td>79.33</td>
<td>8.021</td>
</tr>
<tr>
<td>Girls</td>
<td>77.09</td>
<td>7.058</td>
<td>56.00</td>
<td>-</td>
</tr>
<tr>
<td>Live at home</td>
<td>76.69</td>
<td>7.050</td>
<td>142.02</td>
<td>16.565</td>
</tr>
<tr>
<td>Live at boarding house</td>
<td>76.56</td>
<td>8.910</td>
<td>138.81</td>
<td>21.998</td>
</tr>
<tr>
<td>19 years old</td>
<td>72.00</td>
<td>-</td>
<td>135.00</td>
<td>-</td>
</tr>
<tr>
<td>20 years old</td>
<td>74.06</td>
<td>8.755</td>
<td>134.44</td>
<td>21.316</td>
</tr>
<tr>
<td>21 years old</td>
<td>77.34</td>
<td>7.091</td>
<td>142.63</td>
<td>17.024</td>
</tr>
<tr>
<td>22 years old</td>
<td>77.52</td>
<td>7.429</td>
<td>144.95</td>
<td>18.374</td>
</tr>
<tr>
<td>24 years old</td>
<td>76.79</td>
<td>8.182</td>
<td>141.60</td>
<td>16.220</td>
</tr>
</tbody>
</table>

"Promoting Children’s Health, Development and Well-being: Integrating Cultural Diversity"
DISCUSSION

Based on the result above, analysis shows that the function of the family is able to predict the psychological well-being in late adolescents commonly without any special characteristics (such as, economics deprivation, parents divorce, etc.). This suggests that the results of previous studies also applies to students in general condition (Offer, 2013; Shek, 2002; Sweeny, 2007). Even though the late adolescents have a good psychological well-being, it was not enough as a predictor of academic achievement. This is due to intellectual abilities of students as a consideration in the measurement of academic achievement such as IQ as a control variable.

Another thing that can be seen is that the boys have less psychological well-being than the girls. This is in step with previously of research Ryff and Keyes (1995) which showed better psychological well-being in girls. The age differences also showed psychological well-being level on participants where participants in age 21 and 22 years old had high psychological well-being. It becaused participants who’s 20s were at a transition into early adulthood where they didn’t acquire knowledge only to satisfy their desires alone, but they use everything they know to achieve goals such as careers (Schaie dalam Papalia, R.D. Feldman, G. Martorell, 2014).

The differences of late adolescents’ residence did not show any differences in psychological well-being. This shows that both participants either living at home or in a boarding house has a same psychological well-being states. Although the analysis results showed that families function better at respondents living in the house, but they are still in the same category. It showed that the mean value of respondents has a good family function so it able to predict the good psychological well-being states. The interesting thing is the family function better perceived by the average male respondents than female. The highest mean value of family function was on 22 years old in accordance with the results of psychological well-being were also highest in late adolescents at 22 years old.

CONCLUSION

The function of family was able to be one of the predictors of the psychological well-being in late adolescence with a contribution as many as 15.7%. Surprisingly, psychological well-being is expected to be a predictor of academic achievement for the late adolescence but in fact the two variables are not correlated. This is because the academic achievement also has the intellectual ability (IQ) as a consideration for measurement. Descriptive analysis based on demographic data also support results of research in which the older age had better psychological well-being because it was supported by better family function (highest mean value). The condition of psychological well-being that both occur in late adolescence who lived at home or boarding house because the mean value of family function were at same category.
REFERENCES


THE INFLUENCE OF PRESENCE OF CHILD AND COUPLE HARMONY TO FAMILY HAPPINESS OF ETHNIC COMMUNITY MADURESE

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Abstract
The happiness of family is desire and hope of every couple in marital, because happiness is a goal in a marriage. But in sustainability may be not easily, sometimes a lot of obstacles and challenges that must be passed. Markman (2010) suggested the key to a good relationship, in which there are love, commitment, alignment (match), the ability to resolve conflicts, and appeal. Happiness Family predicts the stability of marriage. Herawati (2012) in previous research suggests that one factors of marital happiness of ethnic Madurese is the presence of child. The purpose of this study was to determine how the influence of presence of a child and couple harmony to family happiness on ethnic Madurese community. This study uses a quantitative approach, the method of data collection through a questionnaire on ordinal scale. The sampling technique used random sampling techniques. Samples were taken from four districts, Sumenep, Pamekasan, Sampang and Bangkalan. The method of data analysis used regression with SPSS software program. The results showed that families with child would be happier than those without child. The presence of child influences the family happiness showed a coefficient of 0.34 with significance P<0.05. Meanwhile, couple harmony showed coefficients greater than the presence of child. The correlation coefficient couple harmony was 0.60 with a significance P<0.05. Measure of F regression is 80.108 with significance 0.00 (P<0.00). This means that the presence of child and couple harmony can be used to predict the family happiness.

Keywords: Presence of Child, Couple Harmony, Family happiness, ethnic Madurese.

INTRODUCTION
A family is not complete without children, because the children are love of marriage. Child for some people is a source of happiness, and happiness is the hope and aspiration of each marriage. Happiness for everyone can be interpreted differently. Happiness in marriage can be sourced from different factors. Based on Laws No. 1 of 1974 article 1 that marriage is an inner and outer bond between a man and a woman as husband and wife with the intention of forming a family or household happy and everlasting based on God. Supported by Peraturan Pemerintah RI No.21 Year 1994 on the implementation of the construction of a prosperous family, Chapter I, Article 1, paragraph 2 states that a prosperous family is a family that was formed based on a valid marriage, is able to meet the spiritual and material needs of life decent, cautious God Almighty, has a harmonious relationship, harmony and balance between members and between the family and the community and the environment. A relationship which is harmonious and balanced between members and families can only be formed by a happy marriage. A happy marriage is the initial formation of a family happiness.

In realizing the family happiness need process and patience. There is always a problem and a conflict that must be faced and resolved in every marriage. The adjustment process is needed throughout the life in marriage, so the ability to accept and respect the couple becomes very important to maintain marital harmony. Not infrequently occur when
problems and conflicts can not be resolved culminate in divorce, so the family becomes incomplete and scattered. The higher the divorce cases of recent years is evidence that many households are not able to survive the conflicts or family issues. Divorce is not taboo to be avoided, even be a way of solving that is considered the most solution-for now. One of the areas with divorce cases increasing year increase was Madura. (Herawati, 2015)

Madura is an archipelago located in the north eastern corner of the island of Java. The island is relatively small, only 160 km in length and part breadth reach 40 km. Madura is the third large ethnic population (after the Javanese and Sundanese) in Indonesia, which comes from the island of Madurese and islands in the vicinity. Madura included in the province of East Java (Rifa'i, 2007). Madurese ethnic scattered everywhere, not just living in Madura, but in all parts of Indonesia and even outside Indonesia. When meeting with the Madurese, attached is a dialect of language that is easily recognizable, ways of speaking clearly and distinctly. Later that having in mind is carok cultural and negative stereotypes. However, there are positive things that can be imitated as persistent in working, expressive and brave. Indigenous and personality of Madurese is the starting point of the formation of character with firm principles influenced by the characteristics of the geographic area. Madurese is known for being able to appreciate and uphold a sense of solidarity with others. This kind of attitude to live makes people outside of Madura easily recognized, flexible and showed a tolerant attitude toward others. Rifa'i (2007) in his writings convey that image of Madurese ethnic groups present, the Madurese people really cling to the customs and obey the Islamic religion adhered fanatically. Madurese also be courageous and very dignity so choose better dead than alive in disgrace, had to work hard to achieve prosperity and happiness.

Divorce cases in Madura lately relatively higher, continues to increase with the problems that the more contested divorce. (Radar Madura, Friday, January 11, 2013, p.25). Whereas the causes of divorce in Sampang district is the dominant personality of each couple are less mature, so that they can not control themselves. In general, domestic conflict that ended in divorce because of ego between husband and wife. (http://www.maduraterkini.info/headline/angka-perceraian.html).

Based on interview data from the Religious Court, the cause of divorce to the district of Sumenep, Pamekasan, Sampang and Bangkalan in 2011 the highest is because there is no harmony, followed because of no responsibility and economic factors. In 2012 the region Bangkalan little change in the number, but the causes remain the same divorce with the highest case because there is no harmony, followed by economic factors, and then because of no responsibility. In the area of Sumenep, Pamekasan and Sampang highest cause of divorce remains the same because there is no harmony factor, followed by economic factors, and then economic factors. Thus the fourth district of Madura good across the region in 2011 to 2012, the causes of divorce is due to disharmony, no responsibility and economic factors. Disharmony more because each couple is equally not budge when in conflict can not control themselves and maintain their egos. It is closer to the compatibility factor with a partner. Broadly speaking, the divorce can occur when happiness in marriage can not be realized; therefore, a family happiness was also far from expectations. A last ideal of marriage is to achieve family happiness.

Family Happiness for everyone can different within interpret. Some may feel happy when it reaches economic establishment, there are because they have offspring, there are
happy when the marriage is no conflict to lead to divorce. Therefore the meaning of family happiness can vary individuals with one another. According to Fincham et al., (2000) Happiness marriage is not as simple as illustrated by the absence of unhappiness over the sustainability of marriage, marital happiness has a broader meaning and motivation in to a relationship, it is the stimulation of commitment in marriage. Fincham et al., (2000) suggested that the factors that influence marital happiness focus on micro context and macro context. Included in micro context, is the presence of children, stress and transition in life, while macro-context, is economic factors, and a couple of factors.

Hawari (in Murni, 2004) suggested six aspects as a hold happy marriage relationship is: a. Creating religious life in the family. A harmonious family is marked by the creation of religious life in the house. This is important because there are a religious moral values and ethics of life. Based on several studies found that families who are not religious planting commitment to low or no religious value at all likely to be conflict and strife in the family, with an atmosphere like this, then the child will feel comfortable in the house and most likely the child will seek another environment who can accept it. b. Having time with family. Harmonious family always make time to be with his family, whether it's just a get together, eat together, to accompany the child to play and listen to the problems and complaints of children, in this togetherness child will feel he needed and cared for by their parents, so the children will feel comfort. c. Have good communication between family members. Communication is the basis for the creation of harmony in the family. d. Mutual respect among the members of family. e. The quality and quantity of minimal conflict. If the families are often disputes and quarrels, the atmosphere in the family is no longer fun. In a harmonious family each family member tries to resolve the problem with a cool head and look for the best solution of every problem. f. The existence of a relationship or a close bond between family members. The close relationship between family members also determines the harmony of a family, if a family does not have the close relationship between family members so there is no longer a sense of belonging and a sense of community will be less. The close relationship between family members can take the form of togetherness, good communication between family members and mutual respect. The sixth aspects have a relationship which is closely related with each other. The process of happiness in the household is determined whether or not the sixth aspect of the function above. The study is limited to the factor of the presence of child and couple harmony whose influence will be observed against family happiness ethnic Madurese.

METHODS

The approach of this study is a quantitative approach. The data collected through questionnaires. Sampling techniques used random sampling techniques. With a sample criteria are Madurese were born and grew up with the culture of Madura, and who reside in Madura, aged 21-50 years. There are 160 people as sample, which is taken in four districts; Sumenep, Pamekasan, Sampang and Bangkalan.

According to Sugiyono (2012) sampling technique is used to determine the sample when the object to be inspected or very large data sources. This sampling technique is often used in two phases: first determine the sample area, and the next stage of determining those
that exist in that area by sampling too. In this research will be a three-stage cluster sampling for Madura region. Here is an overview of Madura region can be seen in Table 1.

<table>
<thead>
<tr>
<th>No</th>
<th>Kabupaten</th>
<th>Jumlah Kecamatan</th>
<th>Jumlah Kelurahan/Desa</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sumenep</td>
<td>27</td>
<td>333</td>
</tr>
<tr>
<td>2</td>
<td>Pamekasan</td>
<td>13</td>
<td>188</td>
</tr>
<tr>
<td>3</td>
<td>Sampang</td>
<td>14</td>
<td>186</td>
</tr>
<tr>
<td>4</td>
<td>Bangkalan</td>
<td>18</td>
<td>279</td>
</tr>
</tbody>
</table>

Table 1

Overview Madura

Three-stage cluster sampling in Madura will be conducted as follows:
1. In the first phase of election districts, in this case taken 1 district randomly at each district, i.e. In Sumenep elected Batu Putih, in Pamekasan elected District of Pamekasan, Sampang elected in District of Camplong and in Bangkalan Selected District of Labang.
2. In stage 2 the election of village in the district chosen, in this case taken each one village at random. Elected in Batu Putih subdistrict gunung village, in the district elected Pamekasan Kolpajung village, in the district of elected village Camplong Dharma Tanjung. Labang elected in District Sukolilo West Village.
3. In the third stage the election of elected RW on the municipality, in this case taken 1 RW randomly. Then from the RW been 1 RT, RT All residents in one of the criteria that the research subject, the research sample.

Data collection method used questionnaire. The questionnaire prepared using ordinal scale. The scale designed to measure the variables in this study are: family happiness scale, scale of couple harmony and scale of the presence of child. Furthermore, the data were analyzed using a statistical technique of regression analysis with SPSS version 23.0.

RESULTS

The result of the analysis of the third variable correlation calculation is as follows:

Table 2

Results of the third correlation calculation variables

<table>
<thead>
<tr>
<th></th>
<th>Family happiness</th>
<th>Presence of child</th>
<th>Couple harmony</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family happiness</td>
<td>1.000</td>
<td>.340</td>
<td>.600</td>
</tr>
<tr>
<td>Presence of child</td>
<td>.340</td>
<td>1.000</td>
<td>.389</td>
</tr>
<tr>
<td>Couple harmony</td>
<td>.600</td>
<td>.389</td>
<td>1.000</td>
</tr>
<tr>
<td>Family happiness</td>
<td>.007</td>
<td>.007</td>
<td>.001</td>
</tr>
<tr>
<td>Presence of child</td>
<td>.003</td>
<td>.001</td>
<td>.001</td>
</tr>
<tr>
<td>Couple harmony</td>
<td>160</td>
<td>160</td>
<td>160</td>
</tr>
<tr>
<td>Family happiness</td>
<td>160</td>
<td>160</td>
<td>160</td>
</tr>
<tr>
<td>Presence of child</td>
<td>160</td>
<td>160</td>
<td>160</td>
</tr>
<tr>
<td>Couple harmony</td>
<td>160</td>
<td>160</td>
<td>160</td>
</tr>
</tbody>
</table>
Based on the table above, the correlation coefficient between variables showed significant overall. The influence of the presence of child on family happiness shows the correlation coefficient 0.34 with a significance 0.007 (P<0.05) it means that the hypothesis is accepted, that there is the influence of the presence of the child to family happiness. While the influence of couple harmony to family happiness showed a correlation coefficient of 0.60 with significance of 0.003(P<0.05) which means that the hypothesis is also accepted, that there is a couple harmony influence on family happiness. In addition, the correlation coefficient presence of child and couple harmony showed significant correlation of 0.389 with 0.00(P<0.05) which means there is a correlation between the presence of child and couple harmony.

The effect of couple harmony to family happiness showed the greatest correlation coefficient compared with a correlation coefficient of influence of the presence of child to family happiness and the correlation coefficient presence of children and couple harmony. These results indicate that couples who have a match with one another have the same desires and expectations of the ideals and objectives of their family life, including one of which is the presence of a child. It can also predict that couple harmony can show the desires or needs and expectations similar to the marital relationship and their family life as a whole, and it must also be able to predict their family happiness. Here are the results of the regression analysis of family happiness.

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>58.973</td>
<td>2</td>
<td>29.487</td>
<td>80.108</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>15498.677</td>
<td>157</td>
<td>271.907</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15557.650</td>
<td>159</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: family happiness
b. Predictors: (Constant), couple harmony, presence of child

Based on regression analysis of the results table, the ANOVA (analysis of variance) produce F value of 80 108 with significant regression of 0.00% therefore hypothesis is accepted. It means that the presence of child and couple harmony can be used to predict the happiness of the family. Therefore, there is the influence of the presence of children and couple harmony to family happiness.

DISCUSSION

According to Ryff (1989), making sense of happiness as the realization of a positive psychological functioning. Diener (1995) interpret happiness as a reflection of satisfaction of a person’s life which then led to balance of a negative positive emotion. James (2006) corroborate this opinion by saying that the satisfaction and happiness, both a subjective feeling that comes from within the individual. These feelings arise because of the desire of our thoughts. This opinion is supported by Cloninger (2004) who said happiness would not
exist without the self-awareness, Lyubomirsky (2007) says that to understand why a person happier than others, we must know the underlying cognitive processes.

In a subsequent study, Diener (2000) reveals that the term well being and happiness can be used interchangeably because basically these two words meaning the same. Diener (2000) with the famous theory of subjective well being. Diener & Lucas (in Ryan & Deci, 2008) defines well being as subjective well being; well being is an individual evaluation of his life, including a cognitive assessment of the life satisfaction and affective evaluation of the mood and emotions. Well being viewed from three dimensions are life satisfaction, positive affect and the absence of negative effect. In this case the well being viewed in the context of marital happiness, which includes satisfaction in married life and positive and negative affection.

Ryff (1995) suggested psychological well being to mean happiness make it more acceptable among scientists and worth examining. In this context happiness reflects individual efforts to realize the positive abilities that life becomes better. Ryff and Singer (1996) developed the concept of psychological well being based on the concept of psychologists oriented positive function of human or picture of the whole person. Happiness according to Ryff refers to the psychological state of humans which allows it can accept their own identity, establish social relations are positive, have freedom of action (autonomous), master the environment, developing potential and have a purpose in life that is certain (Ryff & Singer, 1996; Keyes, Shmotkin & Ryff, 2002). This opinion is supported by Ryan & Deci (2001). Happiness is as a result of individual efforts in meeting the psychological needs.

Herawati (2015) through his research on marital happiness found studies that universal (ethic) about happiness need to use epic (consider local content from local culture), need to carefully consider the frame of reference that is truly relevant and suitable to serve as the cornerstone reference in discuss psychological phenomena in a cultural context. Therefore Herawati (2012) suggested that marital happiness is satisfaction with the overall marital life that includes pleasure outer and inner tranquility.

Mubarok (2005) had earlier said that a happy family is a family that sakinah, in which there is peace, love and based on the teachings of Islam. Diener (2008) argued that the factors that influence marital happiness in addition to the personality of the couple are also influenced by the culture. This opinion is reinforced by Sharma (2010), which suggests that in addition to personality, social factors are equally important in determining happiness.

It can be concluded based on the study of theoretical and empirical studies about the meaning of family happiness obtained the understanding that (1) family happiness is a goal to be achieved by every married couple (2) Understanding of family happiness includes happiness outwardly according to the study of the theory of Subjective Well Being (SWB), and happiness inwardly by Psychological Well Being (PWB) theoretical studies (3) The theory of SWB can be represented through behavioral marital satisfaction and positive affection and negative. PWB theory can be represented through behavioral accept their own identity, establish positive social relationships, have freedom of action (autonomy), master the environment, developing potential and have a definite purpose in life.
CONCLUSION

Family happiness is a complete family consisting of father, mother and children. Marriage is a process of sharing ideas, learning and understanding of each other. In every marriage there is always a problem, there are many conflicts and contradictions due to adjustments between two people who live together. These problems gradually affect the relationship or harmony. However, couple harmony gives a greater opportunity to achieve harmony, thus family happiness easily realized.

The presence of child is also one thing that affects the family happiness. Household without the presence of child is not complete as a family. Although the correlation coefficient for the presence of child is not better than couple harmony but both is equally affecting family happiness. It also means there is a correlation between the presence of child and couple harmony. The couple harmony will facilitate to expressed wishes and expectations of the marriage and family which would be their wake, including a desire to be the presence of a child.

REFERENCES


SOCIAL STORIES TO IMPROVE PRAGMATIC EMOTION RECOGNITION IN HIGH FUNCTIONING AUTISM SPECTRUM DISORDER (HF-ASD)

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Abstract
Children with autism spectrum disorder (ASD) have difficulties to recognize emotional expression and mood status of others in certain situation. Ability to recognize others emotion in social context is very important because this ability has strong connection to make effective social relationship. Most of children with autism spectrum disorders fail to generalizing their recognition and giving informative explanation. They need to explicit cues as clue to give themselves an explanation on others emotion. Besides, they are lack of several domains such as social skills, communication, and learning problems. Because of these problems, children with ASD need emotion recognition training in social context. The purpose of this research is to examine the effectiveness of pragmatic emotion recognition intervention through social stories. This intervention is to increase the recognition of emotional expression and mood status. Subject in this research is a child with HF-ASD in 5th grades from inclusive elementary school in Yogyakarta, 11.7 years old. Single case research design is chosen in this research by giving pragmatic emotion recognition intervention through social stories. The result shows that there is positive effect on judgment to mood status of others and quality of syntax after pragmatic emotion recognition intervention. Subject can predict a positive or negative mood status and possibility of behaviors of the characters in the story stated explicitly and implicitly.

Keywords: social stories, high functioning autism spectrum disorders, mood status, pragmatic emotion recognition.

INTRODUCTION

The first publication about the autistic individuals publish by Leo Kanner who told the 11 children were characterized as "autistic disorder in affective contact". Children who described by Kanner has characteristics such as fail to develop some emotional abilities in interpersonal relationships as it develops in other children in general. These children tend to treat others as objects than treat them as human beings (Bowler, 2007).

In further era, individual who has problems in developing some emotional abilities and then lead to problems in interpersonal relationship are classified as children with pervasive developmental disorder. Pervasive developmental disorders (PDD) has the incidence of about 3-4% of the child population. PDD cover every aspect of children's lives, has a significant effect on performance related to tasks (Phelan, Steinke, Mandich, 2009).

Based on DSM-IV, there are three main areas of problems in children with autism, namely social interaction, social communication and imagination, flexibility of thinking, and imaginative play. Symptoms of autism can be very mild (mild), moderate, and severe. Children with autism who have low level of cognitive ability, can not speak clearly (nonverbal), have a self-harm behavior, and show very limited interest and routine activities then classified as a low functioning autism. In contrast, children with autism who have good cognitive function and high intelligence, are able to use language and speech effectively, and have good ability to follow a routine activities that generally
classified as high-functioning autism. Two dichotomy of this characteristics greatly affect the educational implications and models of treatment for children with autism.

Autism, according to IDEA (Individuals with Disabilities Education Act) is developmental problem that impact on development of verbal and nonverbal communication and social interaction, generally occurs before 3 years old, and affects on performance in the next period of life. Other characteristics related to the activity or repetitive behavior and typical movements, resistant to changes in the environment or daily routines, and unusual responses to sensory experience (Hallahan & Kauffman, 2006), difficulties in socialization, imagination, language development, and communication (Wright, B, et al., 2008; Wing and Gould in Aarons and Gittens, 1999).

In general, children with pervasive disorder have difficulty in abstract thinking, understanding or comprehension, and problem solving. Children with PDD had difficulty in verbalizing domain-specific strategies. In addition, the use of visual aids such as pictures or meaningful symbols more stressed than just using verbal communication in applying cognitive orientation program on occupational performance.

Based on several studies, children with autism spectrum disorder have problems with facial emotion recognition. They have difficulty in choosing the right facial expressions associated with gestures (facial expression), named, and emotional context. Research that conducted by Tager-Flusberg and Sullivan (in Wright, et al. 2008) found that autistic children have more problems in assessing the mental state of character in a story than normal children.

Lopez and Leekam (in Wright et al., 2008) conducted research using visual images to help recognition of objects. They found that autistic children with high intellectual function can use the context of verbal information to recognize and recall words as well as normal children.

The ability to know the emotions of others in a social context is very important, because it relate to referential communication skills. Referential communication skills is a typical situation that make communication become clear when communicator explaining to listeners of certain description. In short it is ability to recognize and accept other's perspective. At a communication process the speaker's ability to adjust to the knowledge of others and their needs is an important basis to establish an understanding of each other. To be able to create a message in a referential communication, basic language skills require such as phonological, syntactic and semantic (Dahlgren & Sanberg, 2008).

Besides referential communication, more comprehensive communication system in a relationship is a total communication. Total communication (in Sutadi, Bawazir, Cape, 2003) is a communication that uses more than one system at the same time by using gestures, expressions, images, photographs, pictograph, writing, pointed objects, and others that are used together in a conversation. There are three aspects in total communication, first interaction, this occurs when speakers and listeners interplay, the second expression system which contact between individuals taking more than one of sign language such as gestures, body language, pictures, images, third is the pragmatic aspect.

Most of autistic children fail to generalize his understanding and in providing informative explanations. They also need explicit signs to encourage them to give an explanation for their emotional status. This is closely related to problems in social, communication, and rigidity of repetitive behaviors (Begeer et al., 2008).

Gray and Grand (in Delano & Snell, 2006) introduce social story intervention as a method for teaching autistic children to recognize social situations. They use a script of social story, a short story that illustrates the important aspects from certain social situations that may be challenging for children. This social story also describes the possibilities of reaction of other people in a situation and provides information about responses is fit to the social context.

The purpose of this research is to examine the intervention of pragmatic emotion recognition with social stories to improve the recognition of pragmatic emotion in autistic children who have high
functioning ability. The hypotheses proposed in this research is: there is difference in ability to recognize of pragmatic emotion in autistic child with high intellectual function before and after the recognition of pragmatic emotion intervention.

The final results that expected from the pragmatic emotion recognition intervention is individuals who diagnosed with autism are able to assess the status of one's mood based on events experienced. Furthermore, they can predict the behavior arises due to the status of a particular good mood to mood tangible (explicit) or not expressed.

Frame work of pragmatic emotion recognition intervention for enhancing the ability of individuals with autism in recognizing the mood status and predict behavior based on mood status and events that experienced by a person can be seen in Figure 1 below.

![Diagram](attachment://diagram.png)

**Figure 1**

Research frame

**METHODS**

Subject in this research is a child identified as HF-ASD (High Functioning Autism Spectrum Disorder), 11.7 years old, the fifth grade at an elementary school inclusion. Subject in this research did not has problems with pronunciation or phonology and semantics or meaning of the word. Despite having an adequate vocabulary but can not make sentence effectively, so the message appears piecemeal and less well connected. Moreover when in social situations, subject need clear cues or explicit instructions to judge emotion or mood status of others.

Bradley-Johnson, et al., (2008) proposed three-level measurement of autistic individuals to obtain comprehensive data. Ranging from assessments are subjective, objective, then more objective. The first level, access to data based on the perspective of teachers, parents and the people close to him and from the children themselves. Level two is rating scale usage, and the last level is the direct assessment, is done by observing the natural setting and direct interaction between the examiner and the individual.

Assessment for diagnose using Observation Sheet For Special Need Children with Autism (Children with impaired communication and socialization) prepared by the Research Team and Assistant of Higher Education Mentoring Program in Basic Level of Disability, Educational Psychology Section at Faculty of Psychology UGM. Also used CARS (Childhood Autism Rating Scale) which is adjusted from Sattler (2002). In addition, cognitive function was measured using...
Binet intelligence test LM and social maturity test using VSMS. Based on the measurement results, subject known have scored 113 in Binet scale of intelligence and social maturity score equivalent with 13 years 0 months. It means the level of intelligence is above average and social maturity in general is above his age.

Based on observations and measurement by degree of autism scale (CARS) is known that subject is less responsive to others and to changes in affective stimuli. Subject less nimble and often when doing something less focused, often using objects as toys or knocking the table. Subject still bound routine activities and must be well prepared by teachers and parents when the situation is changes. Subject easily distracted by gaze and respond excessively to the shrill voice, crowing roosters and lightning. Besides that, subject less sensitive to pain. Subject able to communicate with good articulation, understandable but the sentence structure is not clear. While researching subject seems lazy and often put his head on the table, subject versed in mathematics and memorization, but difficulties in social studies.

Based on the absence of problem in language skill and level of intelligence is above average so he can be trained to develop communication skills. It is important to give intervention of emotion recognition skills in a social context for developing referential communication skills and total communication to build mutual interaction.

**Research Design**

Single case research is chosen as research design. A1 is a baseline condition and B is a condition of treatment or intervention. After being given the intervention then be measured to determine the tendency of A2 (Barlow & Hersen, 1984).

Measurement used for before and after intervention are:

a. Form which contains information on the mood congruency, an explanation for the emotion-related, the uncertain relationship between mood to behavior, and quality of syntax filled by parents and teachers.

b. Teacher reports about children behavior in school setting

Furthermore, evaluation of intervention results analyzed by examining the sentences created on each sheets of subject response after receiving social stories as stimulus. The manuscript contains about events that can raise a person's mood status and mood status of characters in the story and the possibility of the characters to do something.

**Intervention procedure**

Implementation of interventions that will be given is recognition of Pragmatic Emotion modified from Begeer et al., (2008) and Wright (2008). Subject in this research have been able to recognize basic emotions and explanation of mood status (feeling) concretely but cannot associate the situation or social context with emotions of others and associate mood status with behavior.

The skills that trained to subject are congruence mood to behavior, the explanation for emotion-related, uncertain relationship between mood status to behavior, and quality of syntax. Character in the story named by people who are strange and well known by subject (session 1 and 2) and named not well known by subjects (session 3).

At this intervention, subjects exposed to a series of stories and later he respond may be oral, written or both. A series of stories containing characters’ feeling both positive and negative then associate it to the possibility of certain behaviors. After that we can see subject responses is aligned or not between character’s feeling (mood) with the possibility of behaviors that will be performed.
In accordance with the instructions that in a questions form after each story being presented. If the subject responds with short and quite vague, then the facilitator will deepen the subject's response by providing inducement with words that derived from the subject's response.

In the first and second sessions used five (5) texts story consisting of two short stories and three (3) long stories. In the first short story or script contain the feeling of characters explicitly while the second to fifth stories or script the feeling or emotion that felt by characters are expressed implicitly. The characters in the script named by unknown person. The manuscript contains a meaningful positive behavioral conditions and other manuscript contains a meaningful negative behavioral conditions. Here's one example script used in this intervention:

_Yoga lost the opportunity to compete Karate. Though he has been practicing hard enough to deal with it._

_Ari showed his ability in gymnastics very good today. He became the best gymnast student in the class._

_Your bike is Broken. When you went home from school, you saw someone repair your bike. Yoga and Ari is your friends. Yoga and Ari is very good at repairing bikes, and one of them had been repair it._

_Which one of your friends who had been repairing your bike? Give reasons!_

In the third session, researcher provide three (3) long stories which contain more various situations and emotions of characters. To determine the effectiveness of this treatment, measurement of understanding the emotions associated with the existing social context in the story is need to do. The areas are:

a. Mood-behavior congruency
   Subject is asked to respond regarding the behavior to be done. When characters in the story have positive mood is lead to positive behavior or character in the story has a negative mood is directed to negative behavior, so subject has a positive score or mood-congruent.

b. Explanation of related emotion
   This explanation includes two categories:
   1. References on mood, for example: Ali did it because he was angry.
   2. References to events that lead to certain behaviors, for example: Ali doing this because the toy is broken.

c. Uncertain relationship between mood and behavior
   Uncertain relationship between mood and behaviors that may be predict by subject. This is indicated by the statement "may", e.g.: "Ali mad so he might do it (slamming stuff)

d. Quality of Syntax
   Assessing the quality of syntax:
   1. Structure of the sentence
   2. Length of the sentence(response/answer), words, phrases, arguments.
   3. Clarity sentences (selecting the right word to describe mood or situations)

Data Analysis
Data analysis in this research by analyzing the tendency of the data obtained during the base line measurement, the tendency of the data during intervention and after intervention. Base line measurement is done by observing at subject ability to respond the congruence of mood, explanation of related emotion, uncertain relationship between mood and behavior, and quality of syntax.
RESULTS

Subject identified as High-Functioning Autism since 4.5 years old. There are two main areas as important issue. First, problems in recognizing emotions in a social context that plays an important role in developing the referential communication skills to build mutual interaction with others. Currently the subject still needs explicit instructions in assessing the emotion or mood status of others. Second, problem is in quality of syntax.

Table 1
Pragmatic Emotion Recognition Session 1 and 2

<table>
<thead>
<tr>
<th>Areas</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<tbody>
<tr>
<td>Mood congruence</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>-</td>
</tr>
<tr>
<td>Explanation of related emotion</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Uncertain relationship between mood and behavior</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>-</td>
<td>√</td>
</tr>
<tr>
<td>Quality of Syntax</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Compared with results of assessment before intervention based on achievement in Bahasa and information from teachers and parent about subject ability in uncertain relationship between moods to behavior, that subject is less able to judge the mood of person (character in the story) with the possibility behaviors that can be performed. He need explicit instructions to predict behavior, such as laugh as an indication of happy, scream as an indication of anger, and so on.

Table 2
Pragmatic Emotion Recognition Session 3

<table>
<thead>
<tr>
<th>Areas</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mood congruence</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Explanation of related emotion</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Uncertain relationship between mood and behavior</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Quality of Syntax</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

The procedure in session three was conducted as in interventions in session 1 and 2, but given an extra instruction by giving target for the syntactic quality. In the third session of intervention used script with names of the characters known as subject’s classmates. At this session subject more quickly respond by writing on the answer sheet. Subject showed no confusion as before, looks happy and enthusiastic. Based on teacher report after intervention, subject more involved in social situations such as group discussion, during break he join classmates; can express his opinion in a group. Based on observation, he involved more in social interaction than before intervention.

DISCUSSION

The results of this research indicate that the pragmatic emotional recognition intervention affect the increased ability to recognize emotions in social context. There are changes before and after intervention. Subjects in this research show improvement in mood congruence, explaining the uncertain relationship between mood and behavior, and quality of syntax. There is one aspect of subject's ability that has not changed; it is explanation of related to emotion. This capability from first to third session was able to give an adequate answer. The prominent change is quality of the syntax.
Based on the results of research conducted by Delano & Snell (2006) providing social stories in the individualized program and ask to subject many questions about comprehension, and participate in a minimum of 10 sessions of play with peers can increase social engagement. Two of the three subjects in their research showed generalization of behavior in the classroom setting. These findings suggest the use of social stories without adding social skills interventions can be considered effective to increase the duration of social engagement and frequency of certain social skills.

According to Berger et al., (2008) children with autism spectrum disorder and had normal IQ (HFASD) can have a proper understanding of the basic emotions such as happiness, fear, anger, and sadness. At the age of 8-10 years old can recognize emotions expression, name of emotions (anger, sadness, etc.), and to understand the emotional context and causes, on a par with his peers. But often still have problems related to the pragmatic understanding of emotions, including the use of superficial and written responses. Often they fail to generalize their understanding and to give informative explanations and need explicit instructions to encourage them to give an explanation for their emotions.

There are several factors that cause success in this intervention, for example, the first, subject already has the ability to recognize basic emotions and expressions such as happy, angry, upset and scared. Secondly, the high support from parent, especially his mother in encouraging the subject to be actively involved in the intervention process.

The increased of pragmatic emotion recognition ability of subject caused by internal factors and already has the ability to recognize emotional expressions. Besides that the support from parents that can lead subject to follow the intervention properly by conditioning subject to be comfort before and during the program.

Based on research that conducted by Benson et al., (2008) the involvement of parents in this case the mother has a very big role in lowering the degree of problems of individuals with autistic disorder. The subjects were included in their research, women who has daily activities such as preparing meals, take children to places where children play socially in order to practice communication, social, self-help and other skills. This finding emphasizes the importance of using everyday activities that parents did as a natural learning environment for their children.

In this research there were some limitations. Several limitations of this research are as follows: (1) The limited amount of research subject that cannot be compare to similar cases. This is due to the individual who has the same characteristics both in terms of degrees of autism and level of cognitive function are rare. Moreover, a complexity of implementation procedures of pragmatic emotion recognition intervention that administered individually. (2) The social stories do not provide many various kinds of situations, characters, and emotional status of characters, and behavior/action of characters.

CONCLUSION

Based on the finding of this research, it can be concluded that the pragmatic emotion recognition intervention can improve recognition of mood status, congruence mood, and ability to recognize the uncertain relationship between mood and behavior, and improve the quality of syntax of individual with HF-ASD. There is a positive effect on mood status judgements of others and quality of syntax after pragmatic emotion recognition intervention. Subject can predict a positive or negative mood status and possibility of behaviors of the characters in the story that stated explicitly and implicitly.
REFERENCES


Identification tool for Children with special needs: For teachers in inclusive schools. (2009). Research Team and Assistant of Higher Education Mentoring Program in Basic Level of Disability Affairs. Educational Psychology Section at Psychology Faculty UGM.
INTERNAL FACTORS THAT INFLUENCE SUICIDAL IDEATION IN PEOPLE OF GUNUNGKIDUL

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Mulia Sari Dewi
Syarif Hidayatullah State Islamic University Jakarta

Abstract
Gunungkidul is one of the areas in Indonesia that has the highest suicide cases. Many cases occurred in the productive age and continued to increase from 18 cases in 2001 to 38 cases in 2008. Previous studies of the phenomenon of suicide in Gunungkidul more in terms of sociological and economic aspects, only few studies reviewing the issue of the psychological aspect. This research is ought to better understand the internal variable within the individual that influence suicidal ideation. This research aims to examine the effect of depressive symptoms, interpersonal needs, sex, smoking behavior, level of education and the habit of drinking alcohol on the idea of suicide. Participants in this research were 167 people of Gunungkidul regency. The instrument used in this research is the Modified Scale for Suicide Ideation (MSSI) to measure suicidal ideation, Interpersonal Needs Questionnaire (INQ) for measuring interpersonal needs, and Depressions Beck Inventory II (BDI-II) to measure symptoms of depression. Confirmatory Factor Analysis (CFA) was used to test the validity of the instruments. The result of Multiple Regression showed a significant influence of all independent variables for suicidal ideation (p<0.05; R Square = 0.22). The variables that had a significant influence on suicidal ideation are cognitive symptoms of depression, sex, and smoking habits.

Keywords: Suicidal ideation

INTRODUCTION
Suicidal Ideation is the third highest causes of death in the school-age (WHO, 2001). It is predicted that the rate of suicide will be increasing about 1.53 million in 2020 (WHO, 2001). The Ministry of Health and WHO reported about the healthiness in school-age based on the data from Global School-based Student Health Survey (GSHS). From the Data of Mental Health, it showed that 4.2% of adults are seriously concern to suicide. Meanwhile, 3.2% of them have been planned to suicide.

In Indonesia, the rate cases of suicide are 1.6 until 1.8 cases per 100,000 people. Nevertheless, one of areas in Indonesia which is having the highest rate of suicide is Gunungkidul. The suicide rate in Gunungkidul is about 9 cases per 100,000 people (Subandi, 2011). The suicidal cases are occurred in the several of age. Fifteen cases were mostly happened to people above 60 years in 2008. Meanwhile, twelve cases were happened at the productive age (Subandi, 2011).

Suicidal ideation is the main factor of suicide attempt (Wong, 2011). The other potential factors are Depression (Chan, 2011: Lemstra, 2013; Sugawara, 2012; Wong, 2011), Interpersonal Needs (Joiner, 2005; Wong, 2011), Sex (Sugawara, 2012), Smoking Behavior (McGee, 2005; Sugawara, 2012) and Alcoholic (Sugawara, 2012).

The suicidal ideation is general thoughts from wishes about being dead to more specific thoughts such as developing detail plans regarding when, where and how suicide
might occur (Joiner et al, 2005). There are some internal factors that influencing the suicidal ideation; and depression is the potential factors of all. According to Symptom Motivational of Beck (1967), it is considered that suicidal motivation is one of the depression indicators (Chan, 2011; Lemstra, 2013; Sugawara, 2012; Wong, 2011).

From all of the factors that influencing the suicidal ideation or suicidal attempt, Joiner (2005) categorized all the factors into two main dimensions as the part of Interpersonal Needs. Those are Thwarted Belongingness and Perceived Burdensomeness. All of the factors in the two dimensions were taken from several previous researches and the causative factors have been categorized.

Thwarted Belongingness is one of the indicator of suicidal ideation because the individu is failed to build a social relationship with the other (Joiner, 2005). Therefore, it is assumed that this failure influence to suicidal ideation.

Perceived burdensomeness is a dimentiion of Interpersonal Needs. It is such a perception the individu burdens the other’s life (Joiner, 2005). At one cases, the individu has a cronical desease. This individu is only have his family for helping him to life. Therefore, the individu would rather suicide than burden his family with the illness he has.

From the previous research, it was explained that there are several potential factors of suicidal ideation such as Depression (Wong, et al., 2011; Chan Liu, Chu Chan, 2011; Sugawara, Yasui-Fukukoru, Sasaki, Danjo, Matsuzaka, Kaneko, Nakaji, 2012; Lemstra, Rogers, Morarors, Grants, 2013), Interpersonal Needs (Joiner, 2005; Wong, et al., 2011), Sex (Sugawara, et al., 2012). Meanwhile, the other writer explained that Smoking Behaviour (McGee, Williams, Nada-Raha, 2005; Sugawara, et al., 2012) and Alcholic are also the potential factors of suicidal ideation.

METHODS

Participant
There are 167 people in Gunungkidul (42.5% female) which have been selected by the head of hamlet as the participants. The age are (<18 = 21.5%, 19-39 =43.1, 40-60 = 34.1%, >60 = 1.1%) mean 32.53293 (Elementary School = 13.19126), Education level (Elementary School = 28.7%, Junior High School = 36.5%, Senior High School = 31.7%, University = 2.9%). The subjects of smoking behavior are 70 people (42%) and the alcoholic is 1 person (0.6%). The subject are categorized based on the minimum of age (15 years old), minimum of education level (Elementary School) and the inform concern.

Procedure
This is a quantitative research. The participants were given the Questionnaire to respond. And then, the participants were interviewed by closed question where their respond have being scored.

The Measurement
The suicidal ideation (Adapted from MSSI) based on Miller (1991). The participants were given four closed question where every question has the four chosen answer.
Table 1
The Blueprint Scale of Modified Scale for Suicidal Ideation

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Item</th>
<th>Item Number</th>
<th>( \Sigma )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suicidal Ideation</td>
<td>Desire to die.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Desire to live.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Active suicide attempt</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Passive suicide attempt</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total (amount)</strong></td>
<td></td>
<td></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

The respondent were given the scale that will be tested by the confirmatory factor analysis so that the researchers got several significant item.

Table 2
The Loading Factor of Suicidal Ideation Item

<table>
<thead>
<tr>
<th>No</th>
<th>Coefficient</th>
<th>Error Standard</th>
<th>t score</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.44</td>
<td>0.08</td>
<td>5.31</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>0.44</td>
<td>0.08</td>
<td>5.31</td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td>-0.02</td>
<td>0.08</td>
<td>-0.02</td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>0.44</td>
<td>0.08</td>
<td>5.31</td>
<td>√</td>
</tr>
</tbody>
</table>

Note: √ = Significant (t > 1.96); X= not significant

Based on the table 3.4, the t score is significant because the coefficient loading factor from the entire item showed that t < 1.96. While seeing the other item of loading factor, it is known that the loading factor in number 3 is <1.96. Therefore, the 3rd item will not included in the analysis of score factors.

Symptom Depression

Beck Depression Inventory II (BDI-II) measured the 21 items of symptom depression. The score is about 0-3 for every question. The question which is suitable with depression criteria is having the highest score. Meanwhile, the 16th item (sleeping behavior) and the 18th item (the changing of dietary habits) consisted of seven choices to distinguish whether the behavior increased or decreased. But, the score is the same as the other item.

Table 3
The Blue Print of Symptom Depression Scale (BDI-II)

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Item</th>
<th>Item Number</th>
<th>( \Sigma )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Symptom</td>
<td>Sadness</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Lack of happiness</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Crying</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Agitation</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Crotchety/ Bad tempered</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Cognitive Symptom</td>
<td>Past failures</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Guilty feeling</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Feeling Condemned</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Hated Towards oneself</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Denounce of oneself</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Worthless</td>
<td>14</td>
<td>1</td>
</tr>
</tbody>
</table>
The respondent were given the scale that will be tested by the confirmatory factor analysis so that the researchers got several significant item.

<table>
<thead>
<tr>
<th>Motivational Symptom</th>
<th>19</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficult of concentrate</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>Pesimistic</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Desire to suicide</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Losing intention</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Doubtness</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Losing intention to sexual activity</td>
<td>21</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physics Symptom</th>
<th>15</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of energy</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>The changing of sleeping behavior</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>The changing of eating behavior</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Tiredness</td>
<td>20</td>
<td>1</td>
</tr>
</tbody>
</table>

| Total (amount)                        | 21 |

Table 4
The Loading Factor of Emotional Symptom Item

<table>
<thead>
<tr>
<th>No</th>
<th>(Coefficient)</th>
<th>(Error Standard)</th>
<th>(t score)</th>
<th>(Significant)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.98</td>
<td>0.06</td>
<td>15.62</td>
<td>√</td>
</tr>
<tr>
<td>4</td>
<td>0.72</td>
<td>0.07</td>
<td>10.30</td>
<td>√</td>
</tr>
<tr>
<td>10</td>
<td>0.48</td>
<td>0.08</td>
<td>6.36</td>
<td>√</td>
</tr>
<tr>
<td>11</td>
<td>0.76</td>
<td>0.07</td>
<td>10.98</td>
<td>√</td>
</tr>
<tr>
<td>17</td>
<td>0.40</td>
<td>0.08</td>
<td>5.31</td>
<td>√</td>
</tr>
</tbody>
</table>

Note: √ = significant (t>1.96) ; X= not significant

Table 5
The Loading Factor of Cognitive Symptom

<table>
<thead>
<tr>
<th>No</th>
<th>(Coefficient)</th>
<th>(Error Standard)</th>
<th>(t score)</th>
<th>(Significant)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0.74</td>
<td>0.07</td>
<td>10.74</td>
<td>√</td>
</tr>
<tr>
<td>5</td>
<td>0.81</td>
<td>0.07</td>
<td>12.07</td>
<td>√</td>
</tr>
<tr>
<td>6</td>
<td>0.76</td>
<td>0.07</td>
<td>11.10</td>
<td>√</td>
</tr>
<tr>
<td>7</td>
<td>0.80</td>
<td>0.07</td>
<td>12.03</td>
<td>√</td>
</tr>
<tr>
<td>8</td>
<td>0.68</td>
<td>0.07</td>
<td>9.50</td>
<td>√</td>
</tr>
<tr>
<td>14</td>
<td>0.79</td>
<td>0.07</td>
<td>11.42</td>
<td>√</td>
</tr>
<tr>
<td>19</td>
<td>0.52</td>
<td>0.08</td>
<td>6.69</td>
<td>√</td>
</tr>
</tbody>
</table>

Note: √ = significant (t>1.96) ; X= not significant

Table 6
The Loading Factor of Motivational Symptom Item

<table>
<thead>
<tr>
<th>No</th>
<th>(Coefficient)</th>
<th>(Error Standard)</th>
<th>(t score)</th>
<th>(Significant)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0.37</td>
<td>0.09</td>
<td>4.27</td>
<td>√</td>
</tr>
<tr>
<td>9</td>
<td>0.54</td>
<td>0.10</td>
<td>5.55</td>
<td>√</td>
</tr>
<tr>
<td>12</td>
<td>0.38</td>
<td>0.08</td>
<td>4.75</td>
<td>√</td>
</tr>
<tr>
<td>13</td>
<td>1.55</td>
<td>0.19</td>
<td>8.37</td>
<td>√</td>
</tr>
<tr>
<td>21</td>
<td>0.40</td>
<td>0.08</td>
<td>5.12</td>
<td>√</td>
</tr>
</tbody>
</table>

Note: √ = significant (t>1.96) ; X= not significant
Table 7

The Loading Factor of Physics Symptom

<table>
<thead>
<tr>
<th>No</th>
<th>(Coefficient)</th>
<th>(Error Standard)</th>
<th>(t Score)</th>
<th>(Significant)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>0.79</td>
<td>0.07</td>
<td>11.20</td>
<td>√</td>
</tr>
<tr>
<td>16</td>
<td>0.63</td>
<td>0.08</td>
<td>8.35</td>
<td>√</td>
</tr>
<tr>
<td>18</td>
<td>0.73</td>
<td>0.07</td>
<td>10.26</td>
<td>√</td>
</tr>
<tr>
<td>20</td>
<td>0.90</td>
<td>0.07</td>
<td>13.21</td>
<td>√</td>
</tr>
</tbody>
</table>

Note: √ = significant (t > 1.96) ; X = not significant

Based on the table 4-7, the t score is significant because the coefficient loading factor from the entire item showed that t < 1.96. While seeing the other item of loading factor, it is known there is no any item that the loading factor is 1.96. Therefore, all the item will be included in the analysis of score factor.

Interpersonal Needs

This research used the adaptation scale of Interpersonal Needs Questionnaire (INQ, 2005) from Joiner (2005). This is a Likert scale which is consisting twenty five questions.

Table 8

Interpersonal needs Questionaire (INQ) Blue Print

<table>
<thead>
<tr>
<th>Dimensi</th>
<th>Item</th>
<th>No. Item</th>
<th>Favorable</th>
<th>Unfavorable</th>
<th>Σ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived Burdensomeness</td>
<td>These days the people in my life would be better off if I were gone</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>These days I think I given back to society</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>These days the people in my life would be happier without me</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>These days I think I have failed the people in my life.</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>These days I think people in my life would miss me if I went away</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>These days I think I am a burden on society</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>These days I think I am an asset to the people in my life</td>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>These days I think my ideas, skills, or energy make a different</td>
<td>8</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>These days I think my death would be my relief to the people in my life</td>
<td>9</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>These days I think I contribute to the well-being of the people in my life</td>
<td>10</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>These days I think I feel like a burden on the people in my life</td>
<td>11</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>These days I think the people in my life wish they could be rid of me</td>
<td>12</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>These days I think I contribute to my community</td>
<td>13</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>These days I think I make things worse for the people in my life</td>
<td>14</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The respondent were given the scale that will be tested by the confirmatory factor analysis so that the researchers got several significant item.

**Table 9**

<table>
<thead>
<tr>
<th>No</th>
<th>Coefficient</th>
<th>Error Standard</th>
<th>t Score</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.51</td>
<td>0.07</td>
<td>7.79</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>0.03</td>
<td>0.08</td>
<td>0.34</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>0.91</td>
<td>0.09</td>
<td>10.62</td>
<td>√</td>
</tr>
<tr>
<td>4</td>
<td>0.65</td>
<td>0.07</td>
<td>9.35</td>
<td>√</td>
</tr>
<tr>
<td>5</td>
<td>0.15</td>
<td>0.07</td>
<td>2.25</td>
<td>√</td>
</tr>
<tr>
<td>6</td>
<td>0.55</td>
<td>0.07</td>
<td>8.30</td>
<td>√</td>
</tr>
<tr>
<td>7</td>
<td>0.23</td>
<td>0.07</td>
<td>3.58</td>
<td>√</td>
</tr>
<tr>
<td>8</td>
<td>0.52</td>
<td>0.07</td>
<td>7.59</td>
<td>√</td>
</tr>
<tr>
<td>9</td>
<td>0.57</td>
<td>0.07</td>
<td>8.12</td>
<td>√</td>
</tr>
<tr>
<td>10</td>
<td>0.79</td>
<td>0.06</td>
<td>1.29</td>
<td>X</td>
</tr>
<tr>
<td>11</td>
<td>0.79</td>
<td>0.07</td>
<td>12.19</td>
<td>√</td>
</tr>
<tr>
<td>12</td>
<td>0.92</td>
<td>0.06</td>
<td>15.05</td>
<td>√</td>
</tr>
<tr>
<td>13</td>
<td>-0.13</td>
<td>0.06</td>
<td>-2.11</td>
<td>X</td>
</tr>
<tr>
<td>14</td>
<td>0.79</td>
<td>0.06</td>
<td>12.46</td>
<td>√</td>
</tr>
<tr>
<td>15</td>
<td>0.72</td>
<td>0.07</td>
<td>10.94</td>
<td>√</td>
</tr>
</tbody>
</table>

Note: √ = significant (t>1.96) ; X = not significant

Based on the table 3.5, the t score is significant because the coefficient loading factor from the entire item showed that t > 1.96. While seeing the loading factor of item, it is known...
that the item where the factor <1.96 are the item number 2, 10, 13. Therefore, these items will not be included in the forward analysis.

Table 10

<table>
<thead>
<tr>
<th>No</th>
<th>Coefficient</th>
<th>Error Standard</th>
<th>t score</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>0.87</td>
<td>0.06</td>
<td>13.58</td>
<td>√</td>
</tr>
<tr>
<td>17</td>
<td>0.70</td>
<td>0.07</td>
<td>10.58</td>
<td>√</td>
</tr>
<tr>
<td>18</td>
<td>0.55</td>
<td>0.07</td>
<td>7.78</td>
<td>√</td>
</tr>
<tr>
<td>19</td>
<td>0.73</td>
<td>0.07</td>
<td>11.00</td>
<td>√</td>
</tr>
<tr>
<td>20</td>
<td>0.79</td>
<td>0.07</td>
<td>11.60</td>
<td>√</td>
</tr>
<tr>
<td>21</td>
<td>0.76</td>
<td>0.06</td>
<td>11.71</td>
<td>√</td>
</tr>
<tr>
<td>22</td>
<td>0.44</td>
<td>0.07</td>
<td>6.33</td>
<td>√</td>
</tr>
<tr>
<td>23</td>
<td>0.50</td>
<td>0.07</td>
<td>6.70</td>
<td>√</td>
</tr>
<tr>
<td>24</td>
<td>0.86</td>
<td>0.07</td>
<td>12.64</td>
<td>√</td>
</tr>
<tr>
<td>25</td>
<td>0.60</td>
<td>0.07</td>
<td>8.49</td>
<td>√</td>
</tr>
</tbody>
</table>

Note: √ = significant (t> 1.96); X = not significant

Based on the table 3.6, the t score is significant because the coefficient of loading factor from the entire item showed that t > 1.96. While seeing the loading factor of item, it is known that there is no any item showing that the loading factor is <1.96. From the inter item correlation, the item 16 and 24 showed more than three inter item correlation of standard error. Therefore, the item 16 and 24 will not be included in the analysis of score factors.

RESULTS

The researchers used the multiple regression analysis to learn the effect of Symptom Depression, Interpersonal Needs and Demography Variable to the variable of suicidal ideation.

Table 11

<table>
<thead>
<tr>
<th>Model Summaryb</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>R</td>
<td>R Square</td>
<td>Adjusted R Square</td>
</tr>
<tr>
<td>1</td>
<td>.469a</td>
<td>.220</td>
<td>.154</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Sex, Age, Burdensomeness, Alcoholic, Motivation, Education, Belongingness, Emotion, Smoking Behavior, Cognition and Physic
b. Dependent Variable: suicide

Through the process of multiple regression analysis, the result showed that R-Square is 0.220 or 22%. It means that the variants proportion of suicidal ideation which have been explained by all the independent variable including demography variable is 22%, meanwhile 8% of it has influenced by the outside research variable.

The next step is F-test to analyze the entire effect from independent variable and demography variable to dependent variable. In the table 1.2, it can be seen that p score (Sig.) is 0.000 or p = 0.000 with p score <0.05 in the right column. Therefore, the null hypothesis
that showed there were no any effect both the entire independent variable and demography variable was not valid.

And then, the researchers analyzed the regression coefficient from every IV and the variable of demography. If Sig. showed <0.05, then the regression coefficient is significant. It means that the IV has a significant influence to the suicidal ideation of people in Gunungkidul. (See the table 3)

**Table 12**

*Anova for the entire effect of IV and The Variable of Demography to DV*

<table>
<thead>
<tr>
<th>ANOVA⁶</th>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>3559.581</td>
<td>11</td>
<td>323.598</td>
<td>3.958</td>
<td>.000⁷</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>12671.905</td>
<td>155</td>
<td>81.754</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Amount)</td>
<td>16231.486</td>
<td>166</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Sex, Age, Burdensomeness, Alcoholic, Motivation, Education, Belongingness, Emotion, Smoking Behavior, Cognition, Physic

b. Dependent Variable: suicide

**Table 13**

*Regression Coefficient*

<table>
<thead>
<tr>
<th>Coefficients⁵</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>40.255</td>
<td>9.537</td>
<td>4.221</td>
</tr>
</tbody>
</table>

Burdensomeness
B.010  .093  -.009  -.110  .913
Belongingness
-.091  .099  -.082  -.913  .362
Emotion
.066  .103  .066  .640  .523
Cognition
.520  .122  .463  4.261  .000
Motivation
-.037  .111  -.035  -.334  .739
Physic
-.176  .131  -.158  -1.339  .182
Age
.024  .063  .032  .380  .704
Sex
-3.990  1.944  -.200  -2.053  .042
Junior High School
-.690  2.015  -.034  -.342  .733
Senior High School
-1.903  1.999  -.090  -.952  .343
University
-4.108  4.796  -.071  -.856  .393
Smoking Behavior
-4.435  1.985  -.222  -2.234  .027
Alcoholic
-7.295  10.606  -.057  -.688  .493

a. Dependent Variable: suicide
Based on the coefficient regression in the table 4.13, the regression equation can be seen through the explanation below:

\[
\text{Suicidal ideation} = 40.225 - 0.010 \times \text{Perceived Burdensomeness} - 0.091 \times \text{Thwarted Belongingness} + 0.066 \times \text{Symptom Emotion} - 0.037 \times \text{Symptom Motivational} + 0.024 \times \text{Age} - 3.990 \times \text{Sex} - 0.690 \times \text{Junior High School} - 4.108 \times \text{Senior High School} - 4.435 \times \text{Smoking Behavior} - 7.295 \times \text{Alcoholic}
\]

The significant variable can be seen from the Coefficient score of B and its significant rate. The significant variable are the cognitive of symptom depression (B = 0.520, sig= 0.000; sig<0.05), sex (B= -3990, sig = 0.042; sig<0.05) and smoking behavior (B= -4.435, sig = 0.027; sig <0.05)

Based on the beta coefficient, the sequence of Independent Variable from the lowest influence to the highest influence of suicidal ideation in people of Gunungkidul can be seen from the data below:

1. Symptom Cognition, the score is 0.463
2. Sex, the score is -0.220
3. Smoking Behavior, the score is 0.222

Table 14

The Proportion of Variant Dependent Variable caused by each Variant Independent Variable

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>R Square Change</th>
<th>F Change</th>
<th>df1</th>
<th>df2</th>
<th>Sig. F Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.108a</td>
<td>.012</td>
<td>.006</td>
<td>9.86008</td>
<td>.012</td>
<td>1.954</td>
<td>1</td>
<td>165</td>
<td>.164</td>
</tr>
<tr>
<td>2</td>
<td>.119b</td>
<td>.014</td>
<td>.002</td>
<td>9.87818</td>
<td>.002</td>
<td>.396</td>
<td>1</td>
<td>164</td>
<td>.530</td>
</tr>
<tr>
<td>3</td>
<td>.293c</td>
<td>.086</td>
<td>.069</td>
<td>9.54007</td>
<td>.072</td>
<td>12.831</td>
<td>1</td>
<td>163</td>
<td>.000</td>
</tr>
<tr>
<td>4</td>
<td>.398d</td>
<td>.158</td>
<td>.138</td>
<td>9.18239</td>
<td>.072</td>
<td>13.946</td>
<td>1</td>
<td>162</td>
<td>.000</td>
</tr>
<tr>
<td>5</td>
<td>.399e</td>
<td>.159</td>
<td>.133</td>
<td>9.20599</td>
<td>.001</td>
<td>.170</td>
<td>1</td>
<td>161</td>
<td>.680</td>
</tr>
<tr>
<td>6</td>
<td>.421f</td>
<td>.177</td>
<td>.146</td>
<td>9.13774</td>
<td>.018</td>
<td>3.414</td>
<td>1</td>
<td>160</td>
<td>.066</td>
</tr>
<tr>
<td>7</td>
<td>.422g</td>
<td>.178</td>
<td>.142</td>
<td>9.15966</td>
<td>.001</td>
<td>.235</td>
<td>1</td>
<td>159</td>
<td>.628</td>
</tr>
<tr>
<td>8</td>
<td>.424h</td>
<td>.180</td>
<td>.139</td>
<td>9.17732</td>
<td>.002</td>
<td>.389</td>
<td>1</td>
<td>158</td>
<td>.534</td>
</tr>
<tr>
<td>9</td>
<td>.429i</td>
<td>.184</td>
<td>.137</td>
<td>9.18546</td>
<td>.004</td>
<td>.720</td>
<td>1</td>
<td>157</td>
<td>.397</td>
</tr>
<tr>
<td>10</td>
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<td>.186</td>
<td>.134</td>
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<td>.002</td>
<td>.350</td>
<td>1</td>
<td>156</td>
<td>.555</td>
</tr>
<tr>
<td>11</td>
<td>.437k</td>
<td>.191</td>
<td>.134</td>
<td>9.20382</td>
<td>.005</td>
<td>1.024</td>
<td>1</td>
<td>155</td>
<td>.313</td>
</tr>
<tr>
<td>12</td>
<td>.466l</td>
<td>.217</td>
<td>.156</td>
<td>9.08222</td>
<td>.026</td>
<td>5.178</td>
<td>1</td>
<td>154</td>
<td>.024</td>
</tr>
<tr>
<td>13</td>
<td>.469m</td>
<td>.220</td>
<td>.154</td>
<td>9.09780</td>
<td>.002</td>
<td>.473</td>
<td>1</td>
<td>153</td>
<td>.493</td>
</tr>
</tbody>
</table>
1. Predictors: (Constant), Burdensomeness
2. Predictors: (Constant), Burdensomeness, Belongingness
3. Predictors: (Constant), Burdensomeness, Belongingness, Emotion
4. Predictors: (Constant), Burdensomeness, Belongingness, Emotion, Cognition
5. Predictors: (Constant), Burdensomeness, Belongingness, Emotion, Cognition, Motivation
6. Predictors: (Constant), Burdensomeness, Belongingness, Emotion, Cognition, Motivation, Physic
7. Predictors: (Constant), Burdensomeness, Belongingness, Emotion, Cognition, Motivation, Physic, Age
8. Predictors: (Constant), Burdensomeness, Belongingness, Emotion, Cognition, Motivation, Physic, Age, females
9. Predictors: (Constant), Burdensomeness, Belongingness, Emotion, Cognition, Motivation, Physic, Age, females, Junior High School
10. Predictors: (Constant), Burdensomeness, Belongingness, Emotion, Cognition, Motivation, Physic, Age, females, Junior High School, Senior High School
11. Predictors: (Constant), Burdensomeness, Belongingness, Emotion, Cognition, Motivation, Physic, Age, females, Junior High School, Senior High School, University
12. Predictors: (Constant), Burdensomeness, Belongingness, Emotion, Cognition, Motivation, Physic, Age, females, Junior High School, Senior High School, University, Smoking Behavior
13. Predictors: (Constant), Burdensomeness, Belongingness, Emotion, Cognition, Motivation, Physic, Age, females, Junior High School, Senior High School, University, Smoking Behavior, Alcoholic

These are the information from the table 4:
- The variable of Perceived Burdensomeness influenced to the variants of Interpersonal Needs about 1.2%. It did not significant statistically because F = 0.164 and df = 1.165 (sig > 0.05).
- The variable of Thwarted Belongingness influenced to the variants of Interpersonal Needs about 0.2%. It did not significant statistically because F = 0.530 and df = 1.164 (sig > 0.05).
- The variable of Symptom Emotion influenced to the variants of symptom depression about 7.2%. It was significant statistically because F = 0.000 and df = 1.163 (sig < 0.05).
- The variable of symptom cognition influenced to the variants of symptom depression about 7.2%. It was significant statistically because F = 0.000 and df = 1.162 (sig < 0.05).
- The variable of Symptom motivation influenced to the variants of symptom depression about 0.1%. It did not significant statistically because F = 0.680 and df = 1.161 (sig > 0.05)
- The variable of Symptom Physic influenced to the variants of symptom depression about 1.8%. It did not significant statistically because F = 0.066 and df = 1.160 (sig > 0.05).
- The variable of age influenced to the variant of age about 0.1%. It did not significant statistically because F = 0.235 and df = 1.159 (sig > 0.05).
- The variable of Sex influenced to the variant of age about 0.2%. It did not significant statistically because F = 0.389 and df = 1.158 (sig > 0.05)
- The variable of SMP (Junior High School) influenced to the variant of age about 0.4%. It did not significant statistically because $F = 0.720$ and $df = 1,157$ (sig > 0.05)
- The variable of SMA (Senior High School) influenced to the variant of age about 0.2%. It did not significant statistically because $F = 0.350$ and $df = 1,156$ (sig > 0.05)
- The variable of university education influenced to the variant of age about 0.5%. It did not significant statistically because $F = 1.024$ and $df = 1,155$ (sig > 0.05)
- The variable of smoking behavior influenced to the variant of age about 2.6%. It did not significant statistically because $F = 5.178$ and $df = 1,154$ (sig > 0.05)
- The variable of alcoholic influenced to the variant of age about 0.2%. It did not significant statistically because $F = 0.473$ and $df = 1,153$ (sig > 0.05)

**Table 15**
The proportion of the Variants of Dependent Variable caused by each Independent Variable

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>R Square Change</th>
<th>F Change</th>
<th>df1</th>
<th>df2</th>
<th>Sig. F Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.119&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.014</td>
<td>.002</td>
<td>9.87818</td>
<td>.014</td>
<td>1.171</td>
<td>2</td>
<td>164</td>
<td>.313</td>
</tr>
<tr>
<td>2</td>
<td>.421&lt;sup&gt;b&lt;/sup&gt;</td>
<td>.177</td>
<td>.146</td>
<td>9.13774</td>
<td>.163</td>
<td>7.914</td>
<td>4</td>
<td>160</td>
<td>.000</td>
</tr>
<tr>
<td>3</td>
<td>.422&lt;sup&gt;c&lt;/sup&gt;</td>
<td>.178</td>
<td>.142</td>
<td>9.15966</td>
<td>.001</td>
<td>.235</td>
<td>1</td>
<td>159</td>
<td>.628</td>
</tr>
<tr>
<td>4</td>
<td>.424&lt;sup&gt;d&lt;/sup&gt;</td>
<td>.180</td>
<td>.139</td>
<td>9.17732</td>
<td>.002</td>
<td>.389</td>
<td>1</td>
<td>158</td>
<td>.534</td>
</tr>
<tr>
<td>5</td>
<td>.437&lt;sup&gt;e&lt;/sup&gt;</td>
<td>.191</td>
<td>.134</td>
<td>9.20382</td>
<td>.011</td>
<td>.697</td>
<td>3</td>
<td>155</td>
<td>.555</td>
</tr>
<tr>
<td>6</td>
<td>.466&lt;sup&gt;f&lt;/sup&gt;</td>
<td>.217</td>
<td>.156</td>
<td>9.08222</td>
<td>.026</td>
<td>5.178</td>
<td>1</td>
<td>154</td>
<td>.024</td>
</tr>
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<td>7</td>
<td>.469&lt;sup&gt;g&lt;/sup&gt;</td>
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<td>9.09780</td>
<td>.002</td>
<td>.473</td>
<td>1</td>
<td>153</td>
<td>.493</td>
</tr>
</tbody>
</table>

1. Predictors: (Constant), Interpersonal needs
2. Predictors: (Constant), Interpersonal needs, Symptom Depression
3. Predictors: (Constant), Interpersonal needs, Symptom Depression, Age
4. Predictors: (Constant), Interpersonal needs, Symptom Depression, Age, Sex
5. Predictors: (Constant), Interpersonal needs, Symptom Depression, Age, Sex, Education
6. Predictors: (Constant), Interpersonal needs, Symptom Depression, Age, Sex, Education, Smoking Behavior
7. Predictors: (Constant), Interpersonal needs, Symptom Depression, Age, Sex, Education, Smoking Behavior, Alcoholic

_Interpersonal Needs_ influenced to suicidal ideation about 14%. The variable of symptom depression influenced to suicidal ideation about 16.3%. Meanwhile, Age influenced to suicidal ideation about 0.1%, sex 0.2%, education 11%, smoking behavior 26% and alcoholic 0.2%.

**DISCUSSION**

This research attempts to learn the internal variable of every people in Gunungkidul that is influencing to suicidal ideation. The main result of this research showed that the research hypothesis (Ha) is acceptable. Therefore, there is a significant influence between...
Interpersonal Needs and Symptom Depression to suicidal ideation for every people in Gunungkidul. It is the same as Wong’s research (2010) which is finding the significant relation between symptom depression and suicidal ideation. On his research, the four dimensions of symptom depression are influencing to the suicidal ideation, nevertheless it is only symptom cognition that influencing to suicidal ideation significantly.

The cognition of symptom depression is influencing to suicidal ideation significantly. On this symptom, the respondents are having a negative thought, tend to overcome guilty and deserved to be punished. This kind of feeling will continue to the assumption of negative things that he or she felt or even worst (Beck, 1967)

The same as the suicide data, sex has been influencing to suicidal ideation significantly. The researchers compare the result of this research with the data from Police Resort of Gunungkidul about suicide cases in 2012-2014. In this data, the researchers learned that the suicidal ideation of male were higher than female. Therefore, the researchers consider that males were easily having symptom depression (especially the cognition of symptom depression) because they have a higher responsibility than females.

It is also the same as the research of Sugawara, et al., (2012), Lemstra, et al., (2013) and Chan, et al., (2011), which explained that the rate of suicidal ideation were different between male and female. The research explained that marriage status, occupation and sex were influencing to the symptom depression and suicidal ideation.

Then, Smoking Behavior has also had a significant influence. This variable is the same as the research of McGee, et al., (2005) and Chan, et al., (2011) which stated that smoking behavior influenced to suicidal ideation

Since this is a quantitative research, the collected/available data variable is more focus on the respondent answer in every item and scale’s statements. Thus, the data result is only used to learn whether the variable has influenced or not influenced to the other variable. The result of this research is different from the previous one because of some factors. Those differences are caused by differences of cultural context between the native culture and Indonesian culture. The native culture is used (INQ AND BDI-II) scale while doing the research. In fact, the raw scale that is used for this research is actually used for the adaptive people who are more overt in education and culture. Since the people in Gunungkidul are more extroverts (because of their culture), the differences of using this scale has been affected to the respondent’s perspective in every scale’s item.

Besides, Javanese people were believed in the harmony of life. According to them, there are two signs of unmitigated harmony. The first is the harmony of togetherness and second is mental harmony. They do not want to have an open conflict whereas the absence of mental conflict makes a harmony of life (Suseno, 1984). Thus, it is taboo for Javanese people to assert one self.

The embarrassment (isin) in Javanese people exhibits sign of sainthood (Suseno, 1984). It means that every person must respect the other based on their social status. There is a relation between the embarrassments (isin) with this research. The embarrassment (isin) becomes such the biggest wall to restrain the burdensomeness in every person. For instance, once someone has a debt piled on his neighbor; the embarrassment (isin) will lead him to the cognition of symptom depression where the feelings of guilty and deserved to be punished were the characteristic of this symptom. It has become the biggest possibility to influencing
the highest rate of suicidal ideation. A myth of *pulunggantung* in Gunungkidul is used as a “shield” to avoid gossip around the suicide, since the Javanese people are avoiding a conflict based on their Principe, respecting each other and managing their emotion (Suseno, 1984).

This research did not analyze the suicidal ideation from the influence of religiosity, *adversity quotient*, resiliency, the personality type and the other demography factors such as socioeconomic level and the environment quality. However, this research is able to provide a description of suicidal ideation that occurred in Gunungkidul. In addition, the myth of *pulunggantung* can be described psychologically by the researchers through the variable of *Interpersonal Needs*, symptom depression, age, sex, education, smoking behavior and alcoholic.

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THE ROLE OF FAMILY INSTITUTION IN DEVELOPING CHILDREN’S MENTAL HEALTH AND PSYCHOLOGICAL WELL-BEING

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Abstract
In the twenty-first century, the role of family institution in developing children’s mental health and psychological well-being is very important. This study is an attempt to provide a conceptual framework for parents in optimizing the role of family institution in developing children’s mental health and psychological well-being. This study also aims to provide a deep analysis on the future challenges faced by family institution as so the parents are able to cope with the challenges. Conceptually, the role of family institution consists of five roles, namely spiritual, intellectual, social, physical, and propaganda (dakwah) roles. Parents are urged to help their children have a balanced growth and development in these five areas. In the early stage of children’s development, the exposure towards the mental health and psychological well-being should be provided.

Keywords: Family institution, psychological well-being, mental health, parents.

INTRODUCTION

Generally speaking, there is no real health without mental health and there is no real happiness without psychological well-being. In this context, after reviewing various literature on mental health, the writer comes to the conclusion that the most comprehensive definition of mental health is as given by World Health Organization or WHO (2015): A state of complete physical, mental, social, and spiritual well-being, and not merely the absence of disease. It is related to the promotion of well-being, the prevention of mental disorders, and the treatment and rehabilitation of people affected by mental disorders.

With regard to the topic of our conference, the writer would argue that family institution is the first and foremost institution for children in shaping their personality, mental health, and psychological well-being. In the context of national education system, family institution is regarded as an informal education. In article 1 number 13 of Law Number 20/2003 about National Education System, it is clearly spelled out that informal education is given through family and environmental education. Additionally, in Article 28 verse (5) it is stated that early childhood education for informal education is provided in the form of family education or environmental education.

Based on the above mentioned law, it can be understood that the family institution as an informal educational institution has a significant role as it is a part of our national education system. The first educational influence that children experience in their life span is found in the family institution.
Many studies have been conducted to identify the importance of mental health and psychological well-being for our children (Burhanuddin: 1998, Daradjat: 2001, and Langgulung, 1983).

The work of Burhanuddin (1998) was actually similar to the work of Daradjat (2001). He discussed more on the role of religion in mental health. Daradjat has two works, first on Islam and Mental Health (2001) and second, on Mental Health (2001). In the first book, Daradjat emphasized on the relationship between six principles of belief and mental health, while in the second book, Daradjat explained more about the effect of education and religion toward children’s mental health. She found that home involvement and emotional attachment between parents and children are seen as important factors for mental health.

A study by Langgulung (1983) gave more insights on mental health from both modern psychology and Islamic psychology perspectives. He discussed the basic theory of mental health, new approaches in mental health, and ideas of early Muslim scholars on mental health, such as al-Kindi, al-Farabi, al-Ghazali, Ibn Shina, Ibn Rusyd, Ibn Thufail, and Ibn Khaldun. Like Daradjat (2001), Langgulung (1983) also discussed the types of mental health diseases.

A recent study is conducted by Rusydi (2011) involving 130 members of Jamaah Tablighh activists in Jakarta. The study concluded that religiosity has a significant impact on mental health’s five dimensions: happiness, life satisfaction, psychological functioning, good relationship with others, and self-realization. These five aspects of dimensions are based on the Warwick-Edinburgh Mental Well-being Scale which emphasized on positive mental health. In his literature review, Rusydi (2001) said that positive mental health means that individual’s mental health is seen from the psychological functioning rather than from its mental disorder and symptoms.

Despite many studies have been done in accordance with the role of family institution and the role of parents in developing children’s mental health and psychological well-being, the findings are still inconclusive. This is due to the fact that most of the studies were not specifically mentioned the role of family institution in promoting children’s mental health and psychological well-being.

Therefore, further study on the role of family institution is urgently needed to identify the role of family institution and the challenges faced by the parents in developing children’s mental health and psychological well-being.

METHODS

The purpose of this study is to provide a conceptual framework for parents in optimizing the role of family institution in developing children’s mental health and psychological well-being. This study also aims to provide a deep analysis on the future challenges faced by family institution as so the parents are able to cope with the challenges.

This study used a qualitative approach to refine and further explore the substance that be the research focus. The qualitative data was collected by the literature review and analyzed using the logical framework.
The Challenges of Early Childhood Education
Currently, the mental health condition of the world's population in general, and the Indonesian population in particular, is very alarming. WHO looked at mental health problems become a global issue that needs the attention of all parties. To draw our attention how serious this problem is, let me quote the following statement from WHO (2015):

“The world’s population is ageing rapidly. Between 2015 and 2050, the proportion of the world's older adults is estimated to almost double from about 12% to 22%. In absolute terms, this is an expected increase from 900 million to 2 billion people over the age of 60. Older people face special physical and mental health challenges which need to be recognized.

Over 20% of adults aged 60 and over suffer from a mental or neurological disorder (excluding headache disorders) and 6.6% of all disability (disability adjusted life years-DALYs) among over 60s is attributed to neurological and mental disorders. These disorders in the elderly population account for 17.4% of Years Lived with Disability (YLDs). The most common neuropsychiatric disorders in this age group are dementia and depression. Anxiety disorders affect 3.8% of the elderly population, substance use problems affect almost 1% and around a quarter of deaths from self-harm are among those aged 60 or above. Substance abuse problems among the elderly are often overlooked or misdiagnosed.

Mental health problems are under-identified by health-care professionals and older people themselves, and the stigma surrounding mental illness makes people reluctant to seek help.”

In the context of Indonesia, data from the Ministry of Health (2011) showed that of the 241 million population of Indonesia, as many as 17.4 million (7.2%) experienced a mental disorder. In 2012, that number rose to 19 million, with details experiencing psychotic disorders 0.46% and 11.6% suffered from emotional disorders behavior.

Problems with mental disorders or mental health has become a global problem and needs to get the attention of the whole society. For us, as educators and parents to our children, this issue is a very serious challenge. The challenges we face more severe if we look at the condition of early childhood education.

In general, there are two major challenges for early childhood education, both internal and external challenges. As for internal challenge, the following phenomenon is our great concern.

During the last three-four years (2011-2015) according to data from the daily newspaper (Kompas, 08/15/2015), there were six couples who are involved in corruption cases. They are the Democratic Party Treasurer Muhammad Nazaruddin and Neneng Sri Wahyu (2011), Mayor of Palembang Romi Herton and Maysito (2014), Regent of Karawang Ade Swara and Nurlatifah, Regent of Empat Lawang Budi Antoni al-Jufri and Suzanna (2015), Governor of North Sumatera Gatot Pujo Nugroho and Evy Susanti (2015), and finally Regent of Banyuasin Pahri Azhari and Lucianty (2015).

What is the meaning gained behind this political and social phenomena? According to Robertus Robert, a sociologist from Jakarta State University (UNJ) as quoted by Kompas
(08/15/2015), the family can no longer be relied upon as a bulwark against corruption. Families should be free from political interests actually be used as political capital. As a result, political office is no longer a means to serve the public. However, these positions actually used for personal and family interests. There should be a clear distinction between private and public matters. The values in the family that are primordial should not enter into the realm of politics.

More specifically, the internal challenges in early childhood education are malnutrition, low level of parents’ education background, and lack of healthy life.

In my opinion, the greatest external challenge is our nation position compared to other countries with regard to the Early Childhood Education Indexs. It is important to draw our attention to the data of Early Childhood Education Indexs published by UNESCO (2012).

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(Source: Education for All Global Monitoring Report. UNESCO. 2012)

Of the 45 countries participated in the study, the data show that overall scores of Indonesia is 22.1. It is the second lowest before India (21.2) and the three countries above Indonesia are Philippines (30.5), China (30.7), and Vietnam (31.3). The top five countries are Finland (91.8), Sweden (91.7), Norway (88.9), United Kingdom (87.9), and Belgium (84.7).

In addition to the overall index, UNESCO (2012) also released the indexs reported from the dimension of availability indexs, outreach indexs, and quality indexs. For the purpose of this paper, the indexs is summarized in the following description.
**Availability**

In term of availability, Indonesia holds the lowest position of 45 countries with an index of 11.5, below India (21.8), Turkey (33.5), China (34.8), and Malaysia (35.1). The top five countries are Belgium (99.7), Norway (98.6), UK (97.7), Sweden (97.5), and Finland (94.9).

**Outreach**

As for outreach, of the 45 countries surveyed, Indonesia is in the 42 position (22.7), above India (19.5), Vietnam (19.2), and China (19.0), below Turkey (23.9). While the top five countries are Norway (92.4), Denmark (89.8), Sweden (86.7), Finland (84.2), and Belgium (78.5).

**Quality**

In term of quality of childhood education, of 45 countries studied, Indonesia is in the last second lowest (24.0), above India (22.5) and below Philippines (24.7), Vietnam (26.8), China (27.8), Ghana (28.1), and Brazil (28.9). The top five countries are Finland (93.5), Sweden (90.2), UK (86.9), Norway (80.4), and Belgium (78.0).

Given the above mentioned data, we have enough evidence to conclude that Indonesia is still left behind in term of quality of early childhood education and this should be the greatest challenge that we have to undertake.

**The Role of Family Institution**

Before discussing the role of family institution, it is important to refresh our mind with a famous wisdom, “It is easy to build a house but not home”. Building a house is material driven, on the other hand, building a home is non-material driven which include spiritual, intellectual, emotional, physical, and social aspects.

Let’s draw our attention to the conceptual frame work of developing mental health and psychological well-being for our children, as shown in the following figure.

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**Figure 1**

*Model of Developing Children’s Mental Health and Psychological Well-being*  
In his explanation, Shaw cited in Suryadi (2010) said that the horizontal dimension represents the time at which guidance intervention takes place. The two different rectangles represent two basic techniques for achieving objectives—directly through working with students or indirectly through working with significant adults in the learning environment. The proportion of the population which can be reached through a given technique initiated at a given time is indicated by the white areas. Shaded areas represent the proportion of the population not reached by a given program.

The message from the above mentioned figure is very clear that guidance program which one of its focus is on mental health is for all children. In this regard, family institution holds a very important role in developing children’s mental health and psychological well-being. The question is what are the roles of family institution that parent should be aware as so they can develop their children’s mental health and psychological well-being.

Suryadi (2010) in his work entitled Family Counseling mentioned 5 (five) important roles of family institution. These roles are spiritual, intellectual, social, physical, and propaganda (dakwah) roles. Each role will be briefly discussed in the following part.

a. Spiritual role
Parents should provide their children with religious teachings in early stage of life span. Islam as a way of life should be taught and practiced in the family institution. Inculcation of tawhid as foundation of family education for children is very important. It is the parents who will determine their child as a Christian, Zoroastrian, or Jewish.

The Prophet Muhammad, peace upon him, said: “Every new-born child is born in a state of fitrah. His parents then make him a Jew, a Christian or a Magian” (Hadis narrated by Shaikhani, Abu Daud and Tirmidhi). According to Ansari (1989) the term fitrah is translated as ‘original purity’ or ‘primordial faith’—an ontological state that disposes the individual to the good and lawful.

In short, the concept of baiti jannati (my home is my paradise) should be operationally implemented in the family institution.

b. Intellectual role
Our home is the first madrasah for our children in learning all kinds of things. Parents are the first and primary educators for their children. This means that parents are responsible for their children’s education. The task of educating our children might be shared to teachers, ustadh or relatives, but the responsibility remains for the parents. An Arabic wisdom mentioned "al-ummu madrasatun fa in a'dadatha a'dadta syi'ban thayyibal a'raq". This means that the mother was like a madrasah (school) for their children. So if you set it up properly, you have prepared a superior generation.

One of the role that parents may play for the intellectual functions is by improving the reading culture in the family. This can be done by providing family library with all resources such as newspaper, magazine, or other reading materials. It is important to bear in our mind that parents should not substitute their role by providing tablet, gadgets, smartphones, and other electrical devices.
c. **Social role**

In our modern life, especially in multicultural society, family institution is challenged to play its role more effectively in providing mental health and psychological well-being for our children. By optimizing social role, parents will be able to develop interpersonal and intrapersonal abilities in their children. Through these two capabilities, emotional attachment between parents and children will grow properly. Social values, such as respect, altruism, social responsibility, sharing, forgiving, and cooperation are among the social values that must be inculcated in the family institution.

d. **Physical role**

Physical health is very important aspect for parents to take into account when they educate their children. Nutrition, diet, healthy living, physical exercise, and adequate rest are parts that need to be paid more attention by the parents. This is based on the wisdom which says that a healthy mind in a healthy body.

e. **Propaganda (dakwah) role**

Considering family institution as the primary source of learning for religious teachings, parents must have the courage to invite and remind their children to do good actions. The parent should observe and implement the principle of mutual advice and giving friendly reminder for all family members in performing obligated tasks such as shalat (prayer), Quranic recitation, and fasting. When the time for prayer is coming, for example, parents should wake their children to perform the prayer.

After all five roles of the family institution are executed, the most important parents’ role in educating their children is to be a good role model (uswah) in all aspects of life. This is because children tend to imitate other’s behavior. Abdurrahman Al-Bakhalawi (1984) in his book *Ushulu Tarbiyah Al-Islamiya wa Asalibuha fil Madrasah wal-mujtama* mentions that a child always requires a real example in his house, and it will be seen from two parents so that he could understand the basic teachings of Islam.

**CONCLUSION**

The issue of mental health is becoming a global problem that needs attention from all parties. The problem of mental health continues to grow with significant impacts on our children’s psychological well-being in our family institution.

To help our children have good mental health and psychological well-being requires time and effort from family institution. Family institution holds a very important role in developing children’s mental health and psychological well-being. The role of family institution consists of four areas or dimensions, namely, spiritual, intellectual, social, physical, and propaganda (dakwah) dimensions.

Parents are urged to help their children have a balanced growth and development in these five areas. In the early stage of children’s development, the exposure towards the mental health and psychological well-being should be provided.
The focus and emphasis on family education is on character education. Parents in their relationship to the children, may play various roles. They might play their roles as a muaddib (educator), murabby (teacher), rafiq/qarin (friend), thabib (doctor), munadzim (regulator disciplinarian), and mursyid (counselor).

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PARENTING SELF-EFFICACY: THE EFFECT OF FATIGUE, SOCIAL SUPPORT AND WORK FAMILY CONFLICT AMONG WORKING MOTHER WITH PRE-SCHOOL AGE CHILDREN

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Abstract
The aim of this study is to examine the effect of fatigue, social support, and work family conflict toward parenting self efficacy on working mothers with pre-school age children. Sample was taken as many as 164 working mothers who have pre-school age children participated. This study used non-probability sampling, which is purposive sampling. Fatigue, social support, and work family conflict provided support for the influence on parenting self efficacy. The result revealed that parenting self efficacy was predicted by all independent variable ($R^2 = 0.316$). This study used multiple regression analysis, it can be seen that only fatigue and informational support from social support were significant to be predictor of parenting self efficacy among working mothers. Whereas, emotional support, instrumental support, companionship support, time based conflict, strain based conflict, and behavior based conflict were not predict parenting self efficacy significantly will be discussed in the discussion and suggestion in this paper.

Keywords: fatigue, social support, work family conflict, parenting self efficacy, working mothers.

INTRODUCTION
In the modern era, many things have been progressed and changed in technology, education, social, or cultural. One of the change that is clearly visible and growing rapidly is the number of working women.

In this decade, the participation of women in the workforce grew rapidly (Barker; 2003; Opie & Henn, 2013). This trend is also occurred in Indonesia, a lot of women are flocking to work in companies or participate in various organizations (Kompas, 2011). According to the Central Bureau of Statistics in 2012 from the total population of 112 million the number of workers in Indonesia, there are currently 43 million women workers who contribute economic growth in Indonesia (Kompas, 2013).

In Indonesia, this trend is occurred because mothers wanted to help their financial. However, based on data from the Central Bureau of Statistics from 2000-2014 states that the increasing numbers of working women in line with the increasing level of education which is taken by women.

A working mother perform three roles at once, as a wife, a mother at home, and also a worker outside the home. So, the role as a mother who has a job outside the home, had to be considered. Possibly, the amount of her responsibility over the three roles are performed at the same time will make stressed and conflict (Miles et al., 1998; Visser et al., 2003; Opie & Henn, 2013).

Therefore, working mothers are also mentioned very vulnerable to have interrole conflict. For example, one of newspaper interviewed a working mother with pre-school age
children said the difficulty to deal her time between work and family and sometimes she feels guilty because she feels less act as a mother because of her task at work (Kompas, 2011).

Study from National Institute of Child Health and Human Development (NICHD) and National Longitudinal Survey of Youth (NLSY) indicate that there were negative effects on a child’s cognitive development and behavior whose mother returned to work in early years after birth (Papalia, Olds, and Feldman, 2009).

In the stages of child development, the role of parents is needed, especially at preschool age. According to the child psychologist from United States, Elizabeth B. Hurlock (1980), childhood is the longest period in the life span development when individuals are relatively powerless and depend on others. Therefore, parents are expected to provide the best parenting to children because this is the right time to educate the most important and effective in the life span.

The capacity of mothers who are able to adapt the skills as a parent, responsive the needs of children, provide stimulation, nurturing environment which supports child development is related to high parenting self-efficacy (Coleman & Karraker, 2000).

Based on the study that was conducted, showed that parenting self-efficacy affects some variables related to the child development. Some of these studies said that parenting self-efficacy directly affects child success through imitating attitudes and beliefs of parents (Ardelt & Eccles’, 2001). Then, parenting self-efficacy was also to be important indication of the level of quality of care (Raikes & Thompson, 2005).

In a previous study by Coleman and Karraker (1998), then re-examined by Jones and the Prinz in 2005 reported that parenting self-efficacy become the primary factor and being a predictor of positive parenting behavior during parenting. Furthermore, parenting self-efficacy also mentioned effects the parents ability to have parenting productively for their child (Ontai & Sano, 2008).

Parenting self efficacy was explained become a predictor to increase parenting ability and support in parenting as a parent (Bloomfield & Kendall, 2005). Other study which is support the importance of parenting self efficacy showed that parenting self efficacy effects parenting practice effectively (Finlayson et al., 2007).

Parents with high parenting self efficacy was more possible for having Parents with high-self efficacy are more likely to see child-raising as a challenge, rather than a threat. They trust in their own abilities, to exhibit perseverance in the face of difficulties, and are less likely to experience stress in the face of general parenting demands.

Specifically, studies which discuss about parenting self-efficacy among working mother who have the dual role has not been investigated excessively (Osman, 2009). However, one of the study said that working mothers who have confidence on their ability to perform their role as a parent have good household and can provide positive effect on their ability in parenting.

By looking the urgency that existed on parenting self-efficacy, especially among working mothers in their role of parenting. It becomes base initiating this study to find out some variables that affect parenting self efficacy.
THEORITICAL REVIEW

Parenting self efficacy
In the psychological literature, the concept of self-efficacy has been formulated by Albert Bandura and includes Parental Self-Efficacy (PSE) (Sansom, 2010). The general concept of self-efficacy is defined as a people’s belief in their capabilities to to produce desired effects by their own actions (Bandura, 1977; Sansom, 2010).

Bandura (Desjardin, 2003) defines the perception of parenting self-efficacy as a parent competence in performing their role of parents and believe that they are able to complete tasks as parents. This definition is conform with the general concept of self efficacy were previously explained by Bandura that parents who feel competent may have a higher level of motivation to perform their role in parenting (Desjardin, 2003).

Based on these definitions, Bandura implicitly explained that people who have knowledge about parenting behaviors must be represent their belief of the competence to perform behavior effectively (Coleman & Karraker, 2003). Then, in parenting context, Johnston and Mash (1989) defined that parenting self efficacy is the degree to which parent feels competent and confident in handling child problems. Parenting self efficacy was also defined as parents’ self-referent estimations of competence in the parental role or as parents’ perceptions of their ability to positively influence the behavior and development of their children. (Coleman & Karraker, 2000).

PSE is a potentially important cognitive construct, related to child and family functioning, that can be broadly defined as the expectation caregivers hold about their ability to parent successfully. (Jones & Prinz, 2005).

Fatigue
There are no established clinical criteria of fatigue, nor is there a universal definition. (Cooklin et al., 2011). However, fatigue has been conceptualized as a multidimensional construct, encompassing feelings of significant and persistent exhaustion, which interfere with an individual’s cognitive, emotional and psychomotor functioning (Milligan et al., 1996; Ream & Richardson 1996; Pugh et al. 1999; Cooklin, et al., 2011). Fatigue was resulting from prolonged mental and/or physical activity (Tidwell, 2008), especially experienced by the caregiver can be physical and psychological (Jensen & Given, 1991; Tidwell, 2008). Fatigue was effect parenting by mothers (Tidwell, 2008).

Fatigue was also mentioned more dangerous than tiredness, Tiredness is temporary and easily relieved by rest, whereas fatigue is an overwhelming and enduring sense of exhaustion and lack of energy that is not easily relieved by rest (North American Nursing Diagnosis Association, 2001; Dunning & Giallo, 2012).

Taken together, these findings highlight that fatigue is a serious problem that has the potential to have an impact on parents’ daily functioning and, in some cases, their ability to care for their children (Giallo et al., 2011).

The National Institute Health (NIH) United States describe fatigue as feeling exhaustion, tiredness or lack of energy and different with need for sleep, but fatigue is a lack of motivation and energy (Mubarok, 2007). According to the NIH, fatigue could be an
emotional stress, boredom, or lack of sleep (Mubarok, 2007). Fatigue also plays a substantial role in the healthy population (Michielsen et al., 2003).

Fatigue is defined as an experience of tiredness, dislike of present activity, and unwillingness to continue, or as a disinclination to continue of performing the task at hand and a progressive withdrawal of attention from environmental demands as a gradual and cumulative process (Michielsen et al., 2003).

Fatigue was also mentioned more reported among mothers because intensive daily and overnight demands of infant care (Elek et al., 2002; Fisher et al., 2002; Cooklin et al., 2011), poor physical health (Parks et al., 1999; Bayer et al. 2007; Cooklin et al., 2011), less support, and no housemaid (Fisher et al., 2002; Cooklin et al., 2011). It is plausible that some of these risk factors persist into the early years of childhood, especially on working mothers.

Then, higher fatigue associated lower parenting sense of competence (PSOC) or lower parenting self efficacy, less warmth and involvement with the child, and more irritability in the parenting role (Cooklin et al., 2011).

Fatigue was reported dominantly on mothers than fathers which have more than one child under 5 years (Cooklin et al., 2011). Fatigue was found to contribute to overreactive discipline among mothers of 1–4 year old children both directly and indirectly via the mediator of parenting self-efficacy (Lesniowska et al., 2014). It is also likely that fatigue adversely effects parents’ capacity to offer optimal parenting (McQueen & Mander 2003; Bayer et al., 2007; Cooklin et al., 2011).

Social Support
Cutrona discovered that parental self-efficacy could be protected from the negative effects of life stress or by a strong social support (Young, 2011). To be more specific that social support correlated significantly with parenting practice mediated by parenting self-efficacy on mothers (Izzo et al., 2000).

In stressful situations, a person need for social support. Social support refers to comfort, caring, esteem, or help available to a person from other people or groups (Sarafino, 2011). Sarafino also divides the social support into four dimensions, namely; emotional support, instrumental support, informational support, and companionship support (Sarafino, 2011).

Emotional or esteem support conveys empathy, caring, concern, positive regard, and encouragement toward the person. Tangible or instrumental support involves direct assistance, as when people give or lend the person money or help out with chores in times of stress. Informational support includes giving advice, directions, suggestions, or feedback about how the person is doing. Companionship support refers to the availability of others to spend time with the person, thereby giving a feeling of membership in a group of people who share interests and social activities.

Taylor (2004) explained social support is a form of information and feeling loved and cared, valued and appreciated, and is part of a network of communication and mutual obligations of parents, lover, relation, friends, social networking environment as well as in society. Sarason et al., (1990) further said that social support always includes two important things, namely the perception of the number of people who can be relied by an individual when need help, and the degree of satisfaction of the support received related to the perception of individuals that their needs are fulfilled.
Social support was important to be predictor of parenting behavior mediated by parenting self efficacy (Umana-Taylor et al., 2013). To be more specific, one of the study in Korea revealed that instrumental and emotional support from husband was the most important (Phang & Lee, 2009). Social support that come from husband was a source of support that had the greatest relationship with parenting self-efficacy (Halloway et al., 2005).

**Work Family Conflict**
Carlson, Kacmar, and Williams (2000) explained workfamily conflict is a condition because one role (work or family) interfere another role (work or family). Work family conflict has been defined as a form of interrole conflict in which the role pressures from the work and family domains are mutually incompatibilities some respect (Greenhaus & Beutell, 1985).

Consistent with Greenhaus and Beutell’s (1985) definition, three forms of work family conflict have been identified in the literature: (a) time-based conflict, (b) strain-based conflict, and (c) behavior-based conflict. Time-based conflict may occur when time devoted to one role makes it difficult to participate in another role, strain-based conflict suggests that strain experienced in one role intrudes into and interferes with participation in another role, and behavior-based conflict occurs when specific behaviors required in one role are incompatible with behavioral expectation in another role.

Then, work family conflict as a variable may be a predictor related to parenting self efficacy, especially on family which is child development.

Historically, work family conflict was described the functioning of the job and have a negative impact on other work (Haslam et al., 2014). This becomes a unique discussion for working mothers. Parents who susceptible work family conflict was mentioned occured on parents who have toddlers and potentially disrupt the functioning of roles between work and family (Namaguchi, 1997; Haslam et al., 2014).

More specifically, work family conflict described negatively related to parenting self-efficacy and quality of interaction between parents and children (Cinamon et al., 2007). The author has not found studies that discuss the effect of work family conflict towards parenting self-efficacy, the authors want to examine the effect between these two variables.

Based on the explanations that have been put on forward, the authors interested to find out parenting self-efficacy among working mothers with pre-school children and fatigue, social support, also work family conflict as independet variables on this study.

**METHODS**

Participant were 180 working mothers with pre-school children range on 2-5 years. All participants came from variety of job. But, the authors used 164 participant as a sample. This study was used non-probability sampling, which is purposive sampling. Parenting self-efficacy is measured by PSOC tool which developed by Jonhston and Mash (1989) to measure the general domain of parenting self-efficacy on efficacy aspects, include seven statements that measure the efficacy of parents. Then, the measuring instrument fatigue in research that would be used is the Fatigue Assessment Scale (FAS) developed by Vries, Michielsen, and Van Heck in 2003 that has 10 items and a unidimensional measurement which measures only fatigue. The authors construct an instrument to measure social support
based on the theory of Sarafino (2011) involves four aspects which are emotional support, instrumental support, informational support, and campinship support. The next instrument to measure work family conflict was developed by Carlson, Kacmar, and Williams (2000), which consists of 18 items.

**RESULTS**

Based on data in Table 1 show that the distribution of age in this study is divided into two categories based on developmentally early adulthood and middle age. Based on data in Table 1, subjects with an age range of 20-40 was 150 mothers who included in the early adulthood development with a percentage of 91.46%, then followed by mothers with age more than 40 years was 14 mothers with a percentage 8.54% which include in middle adulthood.

In Table 1 show the number of mothers who have one child was 85 people with a percentage of 50.62%, followed by the number of mothers who have two children was 54 people with a percentage of 323.93%, three children was 24 people with a percentage of 14.63%, and more than three children was 3 people with a percentage of 1.82%.

Based on variety of their job is divided into five categories which is as civil servants was 64 people with percentage of 39.02%, followed by mothers who work as private employees was 60 people with percentage of 36.58%, then mothers who work as a labor was 23 people with percentage of 14.02%, mothers who work as a teacher was 13 people with percentage of 7.94%, and the last number of mothers who work in other category types was 4 people with percentage 2.44%.

<table>
<thead>
<tr>
<th>Description of sample</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-40 years</td>
<td>150</td>
<td>91.46%</td>
</tr>
<tr>
<td>&gt;40 years</td>
<td>14</td>
<td>8.54%</td>
</tr>
<tr>
<td><strong>Children</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 child</td>
<td>83</td>
<td>50.62%</td>
</tr>
<tr>
<td>2 children</td>
<td>54</td>
<td>32.93%</td>
</tr>
<tr>
<td>3 children</td>
<td>24</td>
<td>14.63%</td>
</tr>
<tr>
<td>&gt;3 children</td>
<td>3</td>
<td>1.82%</td>
</tr>
<tr>
<td><strong>Job</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PNS or civil servant</td>
<td>64</td>
<td>39.02%</td>
</tr>
<tr>
<td>Private employe</td>
<td>60</td>
<td>36.58%</td>
</tr>
<tr>
<td>Teacher</td>
<td>13</td>
<td>7.94%</td>
</tr>
<tr>
<td>Labor</td>
<td>23</td>
<td>14.02%</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>2.44%</td>
</tr>
<tr>
<td><strong>Time work/day</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-7 hours</td>
<td>9</td>
<td>5.49%</td>
</tr>
<tr>
<td>8-9 hours</td>
<td>136</td>
<td>82.93%</td>
</tr>
<tr>
<td>9-10 hours</td>
<td>15</td>
<td>9.14%</td>
</tr>
<tr>
<td>&gt;10 hours</td>
<td>4</td>
<td>2.44%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>164</td>
<td>100%</td>
</tr>
</tbody>
</table>
Subject description based on amount of time work showed that mothers who work 6-7 hours/day are 9 people with percentage 5.49%, mothers who work 8-9 hours/day are 136 people with percentage 82.93%, then mothers who work 9-10 hours/day are 15 people with percentage 9.14%, mothers who work more than 10 hours/day are 4 people with percentage 2.44%.

**Variable Categoritation**

Based on Table 2, there is 88 mothers or 53.66% with low score of parenting self efficacy and 76 mothers or 46.34% with high score of parenting self efficacy. Then, there is 71 mothers or 43.29% with low score of fatigue and 93 mothers or 56.71% with high score of fatigue.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Precentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parenting self efficacy</td>
<td>88</td>
<td>Low 53.66%</td>
</tr>
<tr>
<td></td>
<td>76</td>
<td>High 46.34%</td>
</tr>
<tr>
<td>Fatigue</td>
<td>71</td>
<td>Low 43.29%</td>
</tr>
<tr>
<td></td>
<td>93</td>
<td>High 56.71%</td>
</tr>
<tr>
<td>Emotional support</td>
<td>86</td>
<td>Low 52.44%</td>
</tr>
<tr>
<td></td>
<td>78</td>
<td>High 47.56%</td>
</tr>
<tr>
<td>Instrumental support</td>
<td>91</td>
<td>Low 55.49%</td>
</tr>
<tr>
<td></td>
<td>73</td>
<td>High 44.51%</td>
</tr>
<tr>
<td>Informational support</td>
<td>99</td>
<td>Low 60.37%</td>
</tr>
<tr>
<td></td>
<td>65</td>
<td>High 39.63%</td>
</tr>
<tr>
<td>Companionship support</td>
<td>83</td>
<td>Low 50.60%</td>
</tr>
<tr>
<td></td>
<td>81</td>
<td>High 49.40%</td>
</tr>
<tr>
<td>Time based conflict</td>
<td>83</td>
<td>Low 50.60%</td>
</tr>
<tr>
<td></td>
<td>81</td>
<td>High 49.40%</td>
</tr>
<tr>
<td>Strain based conflict</td>
<td>89</td>
<td>Low 54.27%</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>High 45.73%</td>
</tr>
<tr>
<td>Behavior based conflict</td>
<td>88</td>
<td>Low 53.66%</td>
</tr>
<tr>
<td></td>
<td>76</td>
<td>High 46.34%</td>
</tr>
</tbody>
</table>

Based on table 2, we know that there is 86 mothers or 52.44% who have low score of emotional support and 78 mothers or 47.56% with high score of emotional support. Then, there is 91 mothers or 55.49% who have low score of instrumental support and 73 mothers or 44.51% with high score of instrumental support. Based on table 2, we know that there is 99 mothers or 60.37% who have low score of informational support and 63 mothers or 39.63% with high score of informational support. Next, we would know that there is 83 mothers or 50.60% who have low score of companionship support and 81 mothers or 49.40% with high score of companionship support.

Based on table 2, it show that there is 83 mothers or 50.60% who have low score of time based conflict and 81 mothers or 49.40% with high score of time based conflict. Then, there is 89 mothers or 54.27% who have low score of strain based conflict and 75 mothers or 45.73% with high score of strain based conflict. Based on table 2, we also describe that there is 88 mothers or 53.66% who have low score of behavior based conflict and 76 mothers or 43.54% with high score of behavior based conflict.

**Regression Analyses**

In this study, multiple analysis regression is used to know score about the effect of independent variable, such as fatigue, emotional support, instrumental support, informational support, companionship support, time based conflict, strain based conflict, and behavior based conflict on parenting self efficacy as a dependent variable.
Table 3
Regression Analysis

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.562</td>
<td>.316</td>
<td>.281</td>
<td>7.24211</td>
</tr>
</tbody>
</table>

Based on Table 3, $R^2 = 0.316$ indicates that 31.6% explained parenting self efficacy by all independent variable, whereas 64.4% was explained by other variables out of this study.

The F-test result can be seen on the table 4. Based on that table, it shows that $\text{Sig.} = 0.000$ ($p<0.05$) and indicates that there is an effect simultaneously of fatigue, emotional support, instrumental support, informational support, companionship support, time based conflict, strain based conflict, and behavior based conflict toward parenting self efficacy significantly.

Table 4
F-test

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Square</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>3756.334</td>
<td>469.542</td>
<td>8.952</td>
<td>0.000</td>
</tr>
<tr>
<td>Residual</td>
<td>8129.471</td>
<td>52.448</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>11885.805</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5 describes $\text{sig.}=0.007$ of fatigue and $\text{sig.}=0.014$ of informational support. It indicates that fatigue and informational support become predictor which significantly affect parenting self efficacy among working mothers with pre-school age children.

Table 5 also shows about coefficient regression of fatigue is negative and it means that the higher level of fatigue, the lower level of parenting self efficacy, and its contrary. Meanwhile, informational support has a positive coefficient regression and it means that the higher level of informational support, the higher level of parenting self efficacy, and its contrary.

Table 5
Coefficient Regression

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficient</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>59.072</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>Fatigue</td>
<td>-0.233</td>
<td>-0.254</td>
<td>0.007</td>
</tr>
<tr>
<td>Emotional support</td>
<td>0.047</td>
<td>0.052</td>
<td>0.626</td>
</tr>
<tr>
<td>Instrumental support</td>
<td>-0.127</td>
<td>-0.120</td>
<td>0.207</td>
</tr>
<tr>
<td>Informational support</td>
<td>0.241</td>
<td>0.238</td>
<td>0.014</td>
</tr>
<tr>
<td>Companionship support</td>
<td>0.111</td>
<td>0.118</td>
<td>0.216</td>
</tr>
<tr>
<td>Time based conflict</td>
<td>-0.103</td>
<td>-0.111</td>
<td>0.176</td>
</tr>
<tr>
<td>Strain based conflict</td>
<td>0.012</td>
<td>0.013</td>
<td>0.894</td>
</tr>
<tr>
<td>Behavior based conflict</td>
<td>-0.130</td>
<td>-0.144</td>
<td>0.090</td>
</tr>
</tbody>
</table>
Then other variables which have significance score more than 0.05, such as emotional support = 0.626; instrumental support = 0.207; companionship support = 0.216; time based conflict = 0.176; strain based conflict = 0.894; behavior based conflict = 0.090 indicate that there is no significant effect on parenting self efficacy on working mothers.

Then, we also examined to find out the significant level on incremented proportion variant from each variable.

Table 6 explains the contribution of each independent variable toward parenting self efficacy, fatigue = 21.4%; emotional support = 3.1%; instrumental support = 0%; informational support = 3.9%; companionship support = 0.5%; time based conflict = 1.3%; strain based conflict = 0.01%; behavior based conflict = parenting self efficacy = 1.3%. The total amount of contribution from each independent variable is 31.6%, this score is suitable with score of regression analyses simultaneously.

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>R Square</th>
<th>R Square Change</th>
<th>F Change</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fatigue</td>
<td>.214</td>
<td>.214</td>
<td>44.114</td>
<td>.000</td>
</tr>
<tr>
<td>Emotional support</td>
<td>.245</td>
<td>.031</td>
<td>6.676</td>
<td>.011</td>
</tr>
<tr>
<td>Instrumental support</td>
<td>.245</td>
<td>.000</td>
<td>.002</td>
<td>.960</td>
</tr>
<tr>
<td>Informational support</td>
<td>.284</td>
<td>.039</td>
<td>8.580</td>
<td>.004</td>
</tr>
<tr>
<td>Companionship support</td>
<td>.289</td>
<td>.005</td>
<td>1.058</td>
<td>.305</td>
</tr>
<tr>
<td>Time based conflict</td>
<td>.302</td>
<td>.013</td>
<td>2.989</td>
<td>.086</td>
</tr>
<tr>
<td>Strain based conflict</td>
<td>.303</td>
<td>.001</td>
<td>.262</td>
<td>.610</td>
</tr>
<tr>
<td>Behavior based conflict</td>
<td>.316</td>
<td>.013</td>
<td>2.910</td>
<td>.090</td>
</tr>
</tbody>
</table>

CONCLUSION

Based on this study, we can conclude that there is simultaneous effect of fatigue, social support (emotional support, instrumental support, informational support, companionship support), and work family conflict (time based conflict, strain based conflict, work family conflict) on parenting self efficacy significantly among working mothers with pre-school age children with the contribution is 31.6%.

From all independent variable in this study, there is only fatigue and informational support become a predictor of parenting self efficacy significantly.

Whereas on proportion variant method conclude that fatigue, emotional support, and informational support become predictor of parenting self efficacy among working mothers with pre-school age children.

DISCUSSION

The reason of conducting this study was because parenting self-efficacy is a basic thing that must be have by parents, especially the mother who carry out the duties of care towards their children to grow up properly. Especially for working mothers who must make them required to be able doing dual role as career women as well as mothers to their children. Obviously in
these conditions parenting self-efficacy become very important, so mothers could perform the role as a good parent. The aim of this study was to examine the effect of variable such as fatigue, emotional support, instrumental support, informational support, companionship support, time based conflict, strain-based conflict, and behavior-based conflict toward parenting self-efficacy working mothers who have pre-school age children.

The result shows that there was a significant effect on the overall independent variable, such as fatigue, emotional support, instrumental support, informational support, companionship support, time based conflict, strain-based conflict, behavior-based conflict toward parenting self-efficacy among working mothers with pre-school age children.

These results fit with the previous research which said that fatigue effects negatively on parenting self efficacy (Cooklin et al., 2011). This is confirmed by other studies that fatigue interfere the parents capacity to have an optimally parenting role (McQueen & Mander 2003; Bayer et al., 2007; Cooklin et al., 2011).

Furthermore Giallo, et al., (2011) found that fatigue associated with reduced parenting self-efficacy among 50 mothers of their children age 2-5 years with Autism Spectrum Disorder (ASD). Fatigue was also related to the difficulties of parents who have young children.

For social support variables, some studies said that social support contribute to give effect on parenting self efficacy. One study said that the overall social support is very important to be predictors of parenting behavior and it is influenced by parenting self efficacy (Umana-Taylor et al., 2013).

Past research has also been mentioned that social support is positively associated with maternal parenting self-efficacy (East & Felice, 1996; Shapiro & Mangelsdorf, 1994; Umana-Taylor et al., 2013). Then research in Korea found that social support which instrumental and emotional support from the husband were the most important (Phang & Lee, 2009). Social support that comes from the husband is a source of support that have the greatest relationship with parenting self-efficacy (Halloway et al., 2005).

This study is contrast based on the results, where the overall social support variables affect parenting self-efficacy was significantly only informational support.

Based on the results of these studies, it can be assumed that working mothers in Indonesia are prefer need to know about some information and learning to find out how perform the role of parenting optimally. On the other hand, working mothers in Korea were prefer to the instrumental support as possible the lifestyle than having to re-learn and seek information about parenting. Both a different perspective this could be a factor that lead this results a bit different, and can be seen for yourself how the culture in Indonesia and also in Korea are quite different. This assumption could be further research suggestions to add demographic variables.

Then, the variables of social support which is emotional support overall does not significantly affect parenting self-efficacy. However, the results using the proportion of variance method described its contribution to parenting self-efficacy and the results explain that the emotional support affect significantly to parenting self-efficacy with a contribution of 3.1%. These results may be different because of the method of analysis and may be a significant score of emotional support from social support is too small or exceed requirements (p.>0.05) so that their effects on parenting self-efficacy is not significant.
For companionship support from social support, we have not found studies that specifically describes companionship support on the parenting self-efficacy. Most studies only use major variables to see the effect of social support on parenting self-efficacy.

In this study, we conducted a test of minor hypothesis that explains the overall effect of each iv and none of the variables of work family conflict that has significant influence on parenting self-efficacy. We admits the selection of variables of work family conflict only based on the studies that measure the relationship between work family conflict with parenting self-efficacy. The study stated that the work family conflict negatively related to parenting self-efficacy and quality of interaction between parents and children (Cinamon et al., 2007). Variable work family conflict is also emphasized in previous studies that parents are easy experienced to work family conflict and mentioned dominantly occurs in parents who have young children and reportedly has the potential to disrupt the functioning of roles between work and family (Namaguchi, 1997 in Haslam et al., 2014).

After we did the examination used multiple regression analysis, the results showed that none of the variables of work family conflict significantly affect parenting self-efficacy. These results may be influenced by the scores of three variables of work family conflict can be seen in table 2 of the total participants, the majority have a low score or no significant conflict between family and work, thus causing these three variables did not significantly affect parenting self-efficacy.

Limitation in this study is the measurement tool of parenting self-efficacy, fatigue, and work family conflict which are all items used are favorable, we assumed that when combined or added items that unfavorable may be the scores could change followed by changes the scores of the significance of each independent variable on parenting self-efficacy. Then, in this study did not look at demographic variables such as level of education and income of working mothers who may become factors that affect parenting self-efficacy on working mothers with children ages pre-school.

Furthermore, it is necessary to do a qualitative approach to the interview method on the respondent. However a qualitative approach, is needed to explore the deepened results of this study. This study used quantitative approach.

Suggestions
For other researchers who are interested in the same dependent variable, the selection of instrument of other parenting self efficacy is recommended that enrich the research of parenting self-efficacy. We recommend for future research using other factors outside of this research such as personality, level of education, income, and other variables.

The population used in this study only come from several agencies with different types of jobs vary but the numbers of member for each job are not the same. It is suggested that further studies using the same number of respondents in each type of job in order to better represent the condition of respondents by type of work and may be a possibility that the type of work also affects parenting self-efficacy.

It also recommend for further study which conduct the study with the subject of working mothers who have pre-school age children only so the results can be even more specific because the subject just focus on children as young as pre-school. It is advisable also
to examine the father as research subjects related to parenting self-efficacy, or other variables associated with parenting.

Practically, for working mothers who still have the pre-school age children, it is advisable to take the time to relax and calm the mind and energy caused by fatigue after many activities as a career woman as well as parents. It is suggested to the mothers to spend time for recreation with the children and the husband or just gather in the house to eat together and to focus on interacting with the family. It is very likely beneficial to reduce feelings of fatigue experienced by working mothers and can reduce the risk of fatigue, improve the quality of interaction with the family. So, mothers can increasingly have confidence, although having a job outside the home, they also having good parenting role.

Working mothers also need to improve information about child care to optimalizing child growth. It can be done in various ways, for example followed the parenting events or parenting discussions to get information about how to do a good parenting. However, if it is not possible, because of the limited time due to work, it will enough if mothers just establish communication with the family members, such as husband or the parents.

Parents may be able to share information clearly to the mother because they had more experiences about taking care of children and it is very useful if the mother can get information directly. Another added value is obtained from parents can simultaneously provide emotional support for mother to be a good parent.

Husbands and families also have to create a conducive atmosphere and have to support working mothers, in order to reduce fatigue.

**REFERENCES**


THE EFFECTS OF PARENTING STYLES AND PEER GROUP INTERACTION TO CHARACTER ON ADOLESCENTS

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Abstract
This study was conducted to determine the effects of parenting styles, and peer group interaction to character on adolescent with demographic factors age and gender. The study was conducted on a sample of 210 adolescent in Ciputat, Tangerang Selatan who are attain the age of 10-22 years old. The respondents completed instruments measuring parenting styles, peer group interaction and character. The result indicated that there was a significant influences from parenting styles variables (authoritative), peer group interaction (openness and frequency of relationship), age and gender to character on adolescent.

Keywords: Parenting Styles, Peer Group Interaction, Character

INTRODUCTION

Every parents wants their child to grow be a good people and have a good character like intelligent, respect, and responsible to each other. Character means as stucture of characteristic that guide people to do something right in ccertain situation (Berkowitz, on Liptak and Orndorff, 2007). Follow to Fleeson (2014), character means characteristic described behavior, thought, emotion, and motivation thinkable with true or false and good or bad according to standart of moral behavior. Goodwin, et al (on Miller, 2014) suggests that character means something important for an individual that showed a way how an individual judged by each other. Character will developed follow to human developing scale, age, and differ one each other.

One of human developing stage is adolescence. Adolescent is a human cycle of growth and development with ranged age 10-22 years (Steinberg, 2005). Adolescencence is a transition periode from childhood to adulthood with changes of cognitive and sosio-emotional (Santrock, 2012). Adolescent is always do something without wisdom because their emotional have still weak.

Changes of physical, cognitive, and sosio-emotional on adolescent sometimes causes problems if they can’t control it. One of a problems that always happen to; adolescent like reported by Ministry of Youth and Sports of Republic of Indonesia (KEMENPORA) on 2009 is many of subject doing traffic acccident are students. The fact indicated a weak character of citizenship on adolescent (on Character Development Scale, 2007), means people with this character is follow to law. Reported as many 76% robbing cases doing by adolescent (Kemenpora, 2009). The fact indicated a weak character of integrity on adolescent (on Character Development Scale, 2007), means people with this character are honest in words or behavior, yang jujur dalam perkataan maupun perbuatan, dishonest, corrupt or thieve.
Data reported by BNN said that on 2012 as many 50-60% drug user in Indonesia are students (Prihananto, 2012). On 2010, 90% porn video actor are students (Waie, 2012). The fact indicated a weak character of respect on adolescent (on Character Development Scale, 2007), means people with this character will respect themselves or other people. Other problems that happen on adolescent is gang fight, data reported by KPAI said on 2012 as many 139 cases gang fight doing by student happen in Indonesia. The fact indicated a weak character of citizenship and respect on adolescent.

The phenomenon is a prove of weakness of character values on adolescent. The statement supported by Doris (2002) that suggest adolescent delinquency or behavior that doing by someone but be in contradiction with the situation called lack of character.

But, adolescent is not always making a problems but then can produce an achievements on world’s competition. The data reported by Kemenpora said that on 2009, Indonesia had a lot of achievements on science or sports (Kemenpora, 2009). The fact indicated a strong character of determination on adolescent (on Character Development Scale, 2007), means people with this character had strong and patient on goal striving, never feel despondent and have self discipline.

According to the phenomenon, it descrit described that character on adolescent can different one each other, it happens because there is a factors that influence it. Wiley (on Liptak dan Orndorff, 2007) suggests that character is a combination of 2 factors that are : genetic predisposition and environment influences. Genetic predisposition means that a child born with character and happen by generation from parents and the remaining character getting from environment influences. Environment influences are media, parenting styles, and school environment. Piaget suggests on moral development theory that character development happen from action and thoughts about the worlds as a outcome from interaction with the environment (on Liptak dan Orndorff, 2007).

On character building process on adolescent, family factor especially parents had a big influences because one of parents’s role is parenting. Parenting is a complex activity that includes many specific behaviors that worked individually and together to influence child outcomes (Darling, 1999). Baumrind (1966) differ parenting styles on 3 types, that are: (1) Authoritarian; parents attempts to shape, control and evaluate the behavior and attitude of the child in accordance with a set of standard.(2) Authoritative; parents attempts to direct the child’s activities but in a rational, issue-oriented manner. (3) Permissive; parents attempts to behave in a nonpunitive, acceptant and ;affirmative manner towards the child’s impulses, desires and actions. Follow to Shahsavari (2012), parenting styles is an important factor on character and moral development on child.

According to Darling (1999), parenting styles used to predict behavior in future include social competence, academic performance, phychosocial development, and problem behaviour. Adolescent with parents that apply authoritative parenting style will have a better outcomes on social competence, academic performance, psychosocial development, and behaviors. Adolescent with parents that apply authoritarian parenting style many of them showed a good performance at school and distant from problem behavior but weak on social competence and less self-esteem also high level of stress. Adolescent with parents that apply permissive parenting style have a tendency of problem behavior and low academic performance but have a high of self-esteem and social competence, and lower level of stress.
All of the outcomes that appear from parenting styles applied by parents to their child is a reflection of adolescents character.

Previous study conducted by Barnes (on Terry, 2004) suggests that authoritative parenting styles related with positive behavior outcomes include increasing of academic performance, autonomous, and self-esteem also have a problem solving competence, a good relationship with peers, and distant from deviant behavior. Authoritarian parenting style related with negative behavior outcomes like aggressive, emotional disorder, depression, and less self-esteem.

Steinberg, et al (on Huver, 2010) suggests that adolescent with authoritative parenting style shown a better psychosocial development, greater academic competence, and less delinquent behavior. Steinberg, et al (on Terry, 2004) found that adolescent with permissive parenting style related with delinquent behavior and deviant behavior like use alcohol and drugs.

If previous research found that parenting styles had an influence on social competence, academic performance, psychosocial development and problem behavior on adolescents that means a reflection of the character, in this research the author wants to focused to aspects of character that appear from certain behavior such as kindness, integrity, citizenship, determination, responsibility, dan respect (Liptak dan Orndorff, 2007).

Other factor that have an important role on adolescent’s character is peer group. Adolescents as an individual have many of needs, one of them is social need such as peer group. Harris (1995) suggests that peer group play an important role on adolescent social living, they have tendency to waste more time with their peer group and trying to be accept in their group.

According to Konopka (on Gunarsa, 2012), adolescence is an important phase on character development. Character development is a emotional and intellectual process that influenced by social interaction. One of type of social interaction on adolescent is peer group interaction. Douvan and Adelson (on Berndt, 1982) suggests that a friendship on peer group interaction more happen on early adolescence.

Sullivan (on Klarin, 2012) explained that there are some aspects that have to be satiable on peer group interaction that are openness and cooperation. Zarbatany (on Rubin, 2011) appends that the important aspect on peer group interaction is frequency of relationship.

Research conducted by Bester (2007), found that a good relationship of peer group interaction have a significant influences to personality such as cordiality, carelessness, soft-heartedness, and abstract thinking where it means that the personality aspects indicated character aspects theory that the author used on this research that are kindness and respect. It in line with the research conducted by Hui Ho (2006) found that peer group interaction have a positive influences to behave and values on society. The research found that frequency of relationship on peer group can influence moral development on adolescent depend on ideas and values that belief by the group.

But the previous research contrast with research conducted by Albert, at al (2013) suggests that peer group is a main influence that give contribution to delinquent behavior doing by adolescent such as drunk. The research in line with previous research conducted by
Miftahul (2013), suggests that there is a significant influence between intensity of relationship on peer group with teenager delinquency.

It means, there is still a different result about influences of peer group interaction to character on adolescent. Because of it, the author wants to know further about influences of peer group interaction to character on adolescent.

There is demographic factors such as age, gender, and ethnic related with character on adolescent. In this research, the author will tested two factors that are age and gender. It’s according to the research conducted by Bester (2007) suggests that boys are more likely to be influence by peer group interaction and parenting styles more than girls.

According to the background explained before that there is many factors that can influence character on adolescent. The author takes two important factors, there are peer group interaction and parenting styles. For addition, the author will tested the influence of age and gender.

METHODS

Sample
The sample consists of 210 adolescents (117 male and 93 female) in Ciputat, Tangerang Selatan. The age ranged from 10 to 22 years.

Procedure
The study was conducted at a number of high school, junior high school and people living area. The subjects were provided basic information for each test to make them understand how to perform.

Instruments
The Character Scale. It was developed by John J. Liptak, Ed.D and Robert M. Orndorff, Ed. D (2007) that refer to character aspects consists of citizenship, integrity, determination, responsibility, kindness and respect. Consists of 30 items and using four alternative responses by Likert ranged from “very agree” to “very disagree”.

The Parenting Styles Scale. Parental Authority Questionnaire (PAQ) was developed by Buri (1991) according to Baumrind’s parenting styles theory, consists of Authoritarian, Authoritative, dan Permissive. The validity of this scale are 0,6 for permissive, 0,7 for authoritarian and 0,66 for authoritative. PAQ consists of 30 items and using four alternative responses by Likert ranged from “very agree” to “very disagree”.

The Peer Group Interaction Scale. It was made by researcher according to peer group interaction aspects explained by Sullivan (on Klarin, 2012) and Zarbatany (on Rubin, 2011) that is openness, cooperation and frequency of relationship. Consists of 29 items and using four alternative responses by Likert ranged from “very agree” to “very disagree”.

RESULTS

In this stage, the researcher trying to examines the hypotheses using multiple regression analyses with SPSS 17 software. There is three important things that should look lively on
regression analyses; first, $R$ square score to find out how many percent (%) of variant on DV explained by IV. Second, to find out if IV had a significant influences to DV. Third, to find out the significant of regression coefficient from each IV. First step is to analyses the $R$ square score. R square score is shown in Table 1:

<table>
<thead>
<tr>
<th>Model</th>
<th>$R$</th>
<th>$R$ Square</th>
<th>Adjusted $R$ Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.481a</td>
<td>.232</td>
<td>.201</td>
<td>8.41281</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), gender, freq. of relation, permissive, age, authoritative, cooperation, authoritarian, openness

It shown that the $R$ square score is 0.232, it means that the variations of dependent variable influenced by independent variable is 23.2% and the remaining 76.8% influenced by other variables out of the research. Second step is analyses the effects from all of independent variable to character. The result of T-test shown in table 2:

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>$F$</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>8</td>
<td>536.125</td>
<td>7.575</td>
<td>.000a</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>201</td>
<td>70.775</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>209</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), gender, freq. of relation, permissive, age, authoritative, cooperation, authoritarian, openness
b. Dependent Variable: character

Significancy column (Sig.) shown 0,000 it means that Sig. < 0,05, it’s explaining that hypotheses suggest that there is a significant influences between parenting styles, peer group interaction, age and gender to character accepted. The third step is find out the significany of regression coefficient from each IV. Dapat dilihat pada tabel sebagai berikut:

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>7.597</td>
</tr>
<tr>
<td></td>
<td>Authoritarian</td>
<td>.105</td>
</tr>
<tr>
<td></td>
<td>Authoritative</td>
<td>.047</td>
</tr>
<tr>
<td></td>
<td>Permissive</td>
<td>.061</td>
</tr>
</tbody>
</table>

"Promoting Children’s Health, Development and Well-being: Integrating Cultural Diversity"
It shown that openness variable and frequency of relationship variable had a significant score are Sig. < 0.05 it means that both of variables statistically significant. The other variables as authoritarian, authoritative, permissive, cooperation, age and gender had a significance score are Sig. > 0.05 it means that the variables are not statistically significant. The last step is to find out how increasing of variants proportion from each IV to character.

Table 4
Increasing of Varians Proportions

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R Square Change</td>
</tr>
<tr>
<td>1</td>
<td>.013&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.000</td>
<td>-.005</td>
<td>9.43385</td>
<td>.000</td>
</tr>
<tr>
<td>2</td>
<td>.148&lt;sup&gt;b&lt;/sup&gt;</td>
<td>.022</td>
<td>.013</td>
<td>9.35279</td>
<td>.022</td>
</tr>
<tr>
<td>3</td>
<td>.165&lt;sup&gt;c&lt;/sup&gt;</td>
<td>.027</td>
<td>.013</td>
<td>9.34973</td>
<td>.005</td>
</tr>
<tr>
<td>4</td>
<td>.386&lt;sup&gt;d&lt;/sup&gt;</td>
<td>.149</td>
<td>.133</td>
<td>8.76531</td>
<td>.122</td>
</tr>
<tr>
<td>5</td>
<td>.396&lt;sup&gt;e&lt;/sup&gt;</td>
<td>.157</td>
<td>.136</td>
<td>8.74671</td>
<td>.008</td>
</tr>
<tr>
<td>6</td>
<td>.468&lt;sup&gt;f&lt;/sup&gt;</td>
<td>.219</td>
<td>.196</td>
<td>8.43897</td>
<td>.062</td>
</tr>
<tr>
<td>7</td>
<td>.468&lt;sup&gt;g&lt;/sup&gt;</td>
<td>.219</td>
<td>.192</td>
<td>8.45907</td>
<td>.000</td>
</tr>
<tr>
<td>8</td>
<td>.481&lt;sup&gt;h&lt;/sup&gt;</td>
<td>.232</td>
<td>.201</td>
<td>8.41281</td>
<td>.012</td>
</tr>
</tbody>
</table>

Predictors: (Constant), authoritarian, authoritative, permissive, openness, cooperation, req. of relation, age, gender

It shown that if it look lively from R<sup>2</sup> and significant score (Sig. < 0.05), there is three variables that had a significant contribution to character that are parenting style authoritative (2.2% contribution, sig. < 0.05), openness (12.2% contribution, sig. < 0.05) and frequency of relationship (6.2% contribution, sig. < 0.05).

DISCUSSION

The results from this study conducted by the researcher showed that openness variables and frequency of relationship variables positively had a significant influences to character on adolescents. It means if openness and frequency of relationship on peer group interaction become higher, as high as the character.

There are no previous studies suggest that openness and frequency of relationship had influences to character. It caused the character theory used by researcher in this study developed by John J. Liptak and Orndorff consists of citizenship, integrity, determination,
responsibility, kindness and respect, whereas the previous studies mostly used a negative character theory like aggressive or juvenile delinquency as like as study conducted by Miftahul (2013), the results suggest that there was a influences between frequency of relationship to delinquent behaviour.

There is another study conducted by Bester (2007) suggest that a good peer group interaction had a significant influences to personality, consists of cordiality, carelessness, soft-heartednes, and abstract thinking. If it look lively, the results on this study is not too differ from character theory used by researcher that are kindness dan respect.

Authoritarian, this aspect had no significant influences to character, previous study suggest that this parenting style type is a motive from risky behaviors like alcohol and drug use (Ginsburg, et al on Dewar, 2013). Barnes (on Terry, 2004) the study found that authoritarian related to negative behaviors like aggressive, emotional disorder, and depression.

Authoritative, this aspect positively had a significant influences to character, previous study suggests that adolescents with authoritative parenting style shown social mature, less influent by peer pressure and greater academic competence (Steinberg,et al. 1992). Steinberg (on Huver, 2010) suggests that adolescents with authoritative parenting style less delinquent behavior. Winarti (2011) on her study suggests that authoritative parenting style had a significant influences to moral development.

Permissive, this aspect had no significant influences to character, previous study suggest that adolescents with permissive parenting style showed higher agressive (Underwood,et al on Dewar 2014). Schaffer (on Johnson, 2012) found that adolescents with permissive parenting style related with antisocial behavior like break the rules or character theory called citizenship.

Age, this aspect had no significant influences to character. This results supported by results study conducted by Wu, et al (1998). They found that there was no significant influences that is behavior differences between adolescent the age of 12, 13, 14, 15 and 16 years old.

Gender, this aspect had no significant influences to character, previous study conducted by Mallum, at al (on Okorodudu, 2010) found that there was no influences cause by gender difference to delinquency. It contrast with research conducted by Bester (2007) that boys more likely to be influence by peer group interaction on kindness and respect more than girls. Research conducted by Rai, et al (2009) found that boys more likely to be influence by parenting style more than girls, inappropriate parenting style causes easier for boys to feel worried, less self-esteem and have a problem on behave.

CONCLUSION

This study was conducted to determine the effects of parenting style, peer group interaction, age and gender to character on adolescent. This study uses a quantitative approach with sampled totaled 210 adolescent who are attain the age of 12-20 years old and lived in Ciputat. The sampling technique used is a non-probability sampling technique. Two of data instrument used in this study are modified by the author: character building scale, and peer
group interaction scale. Parenting styles measure by data instrument developed by Buri (1991) called Parental Authority Questionnaire (PAQ).

The result showed that there was a significant influence from parenting styles variables, peer group interaction, age and gender variables on character in adolescent. The impact from all of independent variables showed with significance index of 0.000 (p<0.05) and R-square 0.232 or 23.2% and the remaining 76.8% influenced by other variables outside the research. Minor hypothesis test results that tested a significance of each dimension of the independent variables on character building, there are two significant regression coefficients, such as openness and frequency of relationship.

The author hopes that the implications of the result can inspiring the parents to control their children’s peer relationship so it can make a good character to your children. The result of this study also hoped can be developed in future studies. For example, by testing the other dimensions associated with character building as the effect of gadget, the effect of games, and social media.

REFERENCES


“I WILL STAY NO MATTER WHAT”: A DYNAMIC OF MARITAL COMMITMENT AMONG PERSONS WITH LOW LEVEL OF MARITAL SATISFACTION

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Abstract
The purpose of this study was to explore the experience of marital commitment among persons with low marital satisfaction level. It also explored how persons respond to the unsatisfaction condition of their marriage. Using qualitative approach with interview and observation methods, this study involved two participants struggling on marital conflict. The result revealed values regarding marriage, children, social pressure, and hope were factors play dynamic of participants decision to keep their commitment toward marriage.

Keywords: Marital commitment, marital satisfaction.

INTRODUCTION
Commitment is one of the most important things in a marriage. Numerous studies have identified commitment as a factor that determine the sustainability, satisfaction, and stability of marriage (Brooks, 2007; Impett, Beals, & Peplau, 2001). Marital instability caused by the low level of marital commitment (Impett et al, 2001) not only give impact to the couples (Amato, 2000; Amato & Hohmann-Marriott, 2007), but also can cause psychological distress, poor academic performances, and health disturbance in children (Amato, 2000; Frisco, Muller, & Frank, 2007; Ham, 2003; Hango & Housekencht, 2005; Sun and Li, 2002). Given how significant the impact of marital instability for family members, the study concerning marital commitment become important. Deeper understanding in marital commitment can be a baseline for developing strategies that can optimize marital quality for society.

Most studies in marital commitment were conducted in Western countries. However, the findings obtained are not necessarily correspond to the reality experienced by couples who live in the non-Western country (Fakher, 2013). This assumption developed since the individual build and run his/her interpersonal relationships based on the norms, customs, and expectations that exist in their culture (Lalonda, Hynie, Pannu, & Tatla, 2004). Therefore, the reason for maintaining or ending a marriage have root on the norms and customs that exist in the person’s culture.

In the past five decades in Western countries, Interdependence theory is seen as appropriate theory to explain how commitment of romantic relationship is established, maintained or ended up (Rusbult & Van Lange, 2003). According to the Interdependence theory, in their interaction with other people, person will seek relation that provide maximum benefit with minimal cost (Miller and Perlman, 2009). Therefore, persons will maintain beneficial relationship when it beneficial for them and will leave his/her romantic relationship when it cost was going to get her loss. There are three main theoretical models
about the commitment in romantic relationships that refers to the theory of interdependence, namely The Cohesiveness Model (Levinger, 1976), The Commitment Framework (Johnson, 1973), and The Investment Model (Rusbult, 1980, 1983). Although has been used widely, research conducted among those theoretical models less involved “marital adversity” since most of their research participants were categorized in “normal population”. Meanwhile, according to Lydon and Zanna (1990), study on marital commitment will be more valid and comprehensive when it involves marital adversity.

According to literature review, most study on marital commitment conducted through quantitative approach (eg, Duffy & Rusbult, 1986; Impett, Beals, & Peplau, 2001; Rhatigan & Axsom, 2006; Rusbult, Martz, & Agnew, 1998 ). Since quantitative approach focuses on standardized measurements in data collection (Patton, 2002), so that the experiences and perspectives of individuals reduced to the relationship between variables or the number of predetermined and limited response categories. With such characteristics, the result of the research tend to be based on the perspective of the researchers/experts (outsider) rather than person who have direct experience on it (insider). Furthermore, according to Adams and Jones (1999), narrative method is the most suitable and valuable method to understand the dynamics of marital commitment. In narrative method, researcher will directly ask to participants about their experiences (as insider) regarding on marital commitment and what the meaning for them. By allowing individuals to narrate their experience, it is expected that the findings will appear more meaningful than simply reducing the complexity of the response to the numbers or limited-predetermined variables, as in quantitative methods.

Based on explanation above, I plan to explore the dynamic of marital commitment in person who struggling on their marital adversity (as reflected on low level marital satisfaction) based on the perspective of participants. The research questions of this study are: (1). How is the marital condition of participants?, (2) How is participants’ responses and meaning-making of the condition?, (3). What’s factors that contribute to participants’ marital commitment?

THEORY

**Definition Commitment in Romantic Relationship.** Commitment is the intention to maintain a romantic relationship (marriage, engaged, dating, cohabitation) despite the fluctuations in the level of satisfaction in the relationship (Jones, Adams, Moore, & Berry, 1995). High level of commitment means the individual has long-term orientation to remain with his/her spouse in any condition (Cox, Wexler, Rusbult, & Gaines, 1997; Impett, Beals, & Peplau, 2001; Rusbult & Buunk, 1993).

**Theoretical Model on Commitment.** The development of theoretical model on marital commitment have been rooted in Interdependence theory. Rusbult and Van Lange (2003) statd the structure and function of many interpersonal phenomenon can be understood properly if using analysis of Interdependence theory. There are three main theoretical models on marital commitment that rooted in Interdependence theory, i.e The Cohesiveness Model (Levinger, 1976), The Commitment Framework (Johnson, 1973), and The Investment Model (Rusbult, 1980, 1983).
The Cohesiveness Model. This model proposed by Levinger (1976) and contains three basic components play on commitment, namely attraction, barrier, and alternative. Attraction components means the individual will be motivated to maintain is/her marriage only when he/she perceived the rewards gained from relationship were greater than the cost. Barrier components means variety of barriers that may inhibit person to end unrewarding marriage such as moral values, social stigma, divorce procedures, and financial dependence on spouse. Alternative components means the more- attractive - potential relationship or partner person may have outside his/her marriage that can replace his/her current marriage. The lack of attractive alternatives can improve the stability of marriage by making the individual keep stay in his/her current marriage, thus increasing commitment.

The Investment Model, an extension on Interdependence theory proposed by Rusbult (1980, 1983). He argued the individual’s dependency on relationship determined by the perceived level of satisfaction, quality of alternatives, and the investments. Satisfaction component is emerged when individuals feel their partner can fulfil their needs. Quality of alternatives component seen as individuals’ perception of the availability of more attractive alternative relationship/partner outside his/her current marriage. The investment component is the amount of the resources that have been invested by individuals in relationships/marriage, in which individuals will feel a loss when the relationship has to end.

The Commitment Framework (developed by Johnson, 1973). This theory mentioned that there are three types of commitment in romantic relationships, i.e personal commitment, structural commitment, and moral commitment. Personal commitment involved individuals interest in partner and relationship, as well as developing identity as couple. Structural commitment involved barriers that makes people reluctant to leave the relationship such as the availability of alternatives, social pressure, termination procedures and investment. When an individual with low personal commitment has high structural commitment, then he/she will feel trapped in his/her marriage.

Marital Satisfaction. Marital satisfaction refers to a global level of favorability that individual spouses report with their marital relationship (Roach, Frazier, & Bowden, as cited in Knowles, 2002). There are multitude of factors that contribute to marital satisfaction. As cited in Haseley (2006), these factors include feelings of love, trust, respect, fidelity, social support, commitment, equity of tasks, gender roles, and sexual interaction. Others scholar, Mathew (2002), cited that marital satisfaction was related to higher occupational status, higher income, higher educational level, similarities between spouses in age and religion, esteem for the spouse, sexual satisfaction and companionship

METHODS

This study used qualitative approach and involved participants with low level of marital satisfaction. Since marital unsatisfaction was sensitive theme to share with others for most Indonesian people, researcher met some difficulties to recruit participants for this research, therefore we got two person only. As the purpose of qualitative study is not making generalization, and more focused on the depth of gathered-data, the amount of two participants in this study is considered appropriate (Patton, 2002).
Researcher conducted an interview and observation to each participant. The interview for each participants was held twice, each took duration between 1 - 1.5 hours. The interviews used a semi-structured method, in which consist of several key questions that help to defines the areas to be explored, but also allow the researcher and interviewee to diverge in order to pursue an idea or response in more detail (Gill et.al, 2008).

The data emerged from this study analyzed by method from Miles, Huberman, and Saldana (2014). Data were coded (coding), then grouped into categories or themes (pattern codes) – which in this process, the researchers also wrote down thoughts that arise when analyzing the existing data (jotting). The processed data then presented by arranging it according to the research question.

RESULTS

Participants Characteristics
This study involved two participants with low level of marital commitment. The characteristic of the participants can seen on the table below:

Table 1
The characteristics of the participants

<table>
<thead>
<tr>
<th>Name</th>
<th>Yesi</th>
<th>Mahmud</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>32 y.o</td>
<td>35 y.o</td>
</tr>
<tr>
<td>Duration of Marriage</td>
<td>14 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Number of Children</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Ethnic</td>
<td>Javaness</td>
<td>Javaness</td>
</tr>
<tr>
<td>Religion</td>
<td>Islam</td>
<td>Islam</td>
</tr>
<tr>
<td>Education</td>
<td>Diploma</td>
<td>Master</td>
</tr>
<tr>
<td>Job</td>
<td>Nurse</td>
<td>Trainer, Writer</td>
</tr>
</tbody>
</table>

Particpants 1 Yesi
The Condition of Low Level of Marital Satisfaction. During eight years of her marriage, Yesi feel satisfied and happy with her spouse and family. Her level of marital satisfaction decreased extremely after finding the infidelity of her husband. She was very disappointed since she believed commitment was the important thing in marriage. When asked to put herself on marital satisfaction scale from point 0 to point 10 (where 0 indicate very unsatisfied condition and 10 indicate very satisfied condition), she stand on point 5. This condition remains until now.

Yesi found her husband infidelity in 2007, a week after visiting her father at Sukabumi and return to home. His husband’s mistress sent her a text, thank her for the fancy bedroom she used to had sexual intercourse with Yesi’s husband. Having confused with the text, Yesi asked her husband for confirmation. He then admitted for having sexual affair with other woman while Yesi and their children going to Sukabumi. At that time, Yesi shocked and screamed.

Yesi husband’s infidelity then resulted on the decreased marital satisfaction. In the term of Interdependence theory, the infidelity could seen as a cost in relationship. Cost are an undesirable experience, it can be physical or psychological burden (Miller & Perlman, 2009).
Cost made individuals be frustrated and distressed about the relationship. If a relationship is more costly than rewarding, then the negative outcome result (Miller & Perlman, 2009). In Yesi’s case, it’d be the decreased marital satisfaction.

**The Participant Responses and The Meaning of Condition.** Her husband infidelity made Yesi very disappointed and stressed. To relieve her emotional stress, she used to pray or do worship. By doing these, she felt peaceful, more sincere, more patient and stronger to face the situation. According to Pargament (as cited in Lager, 2006), asking for help directly to God through prayer or doing worship are part of religious coping. Poston and Turnbull (as cited in Lager, 2006) revealed the religious coping that used by individuals when he/she face difficult situation can strengthen and help them to find positive meaning of the situation. Not only feel peaceful and stronger to face the situation, Yesi also interpret her marital condition as a test from God. She believe someday God will replace her suffer with happiness and her marriage will change to the better condition. With this understanding, Yesi try to accept the reality and interact with him as before.

Yesi also express her negative emotional by writing a letter for her husband as a signal about the inconvenience she felt due to his negative behavior. By conveying the message that she was not comfortable with the situation, Yesi wants her husband take concrete steps to make things better.

Based on explanantion above, we can concluded that Yesi also made number of strategies to cope with the situation, i.e, religious coping and emotional coping. Snyder (2002) called this ability to generated coping strategy as Waypower. Yesi also believe that by doing religious coping, her marriage condition will be changed from misery into happiness. Snyder (2002) named this believe as willpower. Waypower and willpower are components of hope (Snyder, 2002). Thus, it can be said that Yesi had hope that help her to survive in an unpleasant situation of her marriage.

**Factors that Contribute to Marital Commitment.** Although devastated by her husband's infidelity, Yesi decided to keep commit to her marriage. There are several factor that play role in Yesi’s marital commitment. First, she still able to see the positive aspect of her condition. Yesi feel grateful that her marriage condition has a much better situation than others who also betrayed by husband. Did not like other marriage in same cases, Yesi still have her husband visiting her and their children regulary and fulfilled their needs (both physical or psychological), although he is now already married with his mistresses. Yesi realize not all the cheating husband has the merit like her husband, many of them were actually abandoned his wife and the children. From the Interdependence theory view, this is indicate that Yesi still perceive her marriage as something rewarding, so that it encouraged her to keep stay in (Miller & Perlman, 2009). The positive aspect of her husband may become the attraction of her marriage (Levinger, 1976) and by the time also possible to increase her marital satisfaction. Since relationship attractiveness and satisfaction are components of commitment (Levinger, 1976; Rusbult, 1980), thus it can be the reason why Yesi still committed to her marriage. Meanwhile, Yesi’s ability to see positive aspect from her cheating Husband also indicate gratitude and optimism. Gratitude is one of the coping strategies that helps person to develop positive meaning of the situation (Emmons & Skelton, 2005), while optimism helps the person to adapt during the crisis in marital relations (Thuen & Rise,
Roesch and Duangado (2010) said that optimism is a form of coping that have a correlation with waypower, one of the hope component.

Her concern about children’s well-being was another factors driving her to keep commit on marriage. Yesi does not want her children become suffer or abandoned due to the divorce. This concern emerges after she observing her nephew. He became unhappy and filled by sorrow following the divorce of his parent. Did not want her children experience the same thing, she refuse to divorce despite her sorrow.

She also has several values that made her reluctant to end her marriage. First, marriage should be only once in a lifetime. Second, although her husband was unfaithful, she has obligation to remain loyal. Third, a wife should take care of her husband in any time. From the cultural perspective, these established values might be influenced by the characteristics of collectivist culture that emphasizes loyalty, obedience, and the concern to maintain social harmony (Konsky et al, 2000). A wife in collectivist cultures will devote herself to her husband, including taking care when he is ill. Therefore, when the husband suddenly get impotence with no medical base, Yesi has big heart to encourage and accompany him doing therapy, putting aside her painful feeling. By doing this, Yesi does not break the social expectation in her culture concerning the necessity for wife to be loyal, obedience, and devote to husband.

Yesi hide her marital condition to her parents. She did not want her parents know the situation in her marriage. She worried that they will experience emotional discomfort when realize Yesi husband’s infidelity. For that reason, Yesi never consult her marital problems to her parents. Since in the collectivist cultures, children are encouraged to honor, love and glorify the parents (Albert et al, 2005), Yesi tried to not make her parents suffer by hiding her marital problem from them.

Based on the explanation above, it can be concluded the factors that contribute to Yesi’s marital commitment were the ability to still see positive aspect from her unfaithful husband, her values regarding marriage and wife’s obligation and her concern for children’s well-being. Aside of that, based on explanation on the previous sub section, she also has hope which reflected on component waypower and willpower. According to the Interdependence framework, especially from The Cohesiveness Model perspective (Levinger, 1976), it can be stated that there’s either attraction and barrier components of the relationship that play dynamic on Yesi’s marital commitment. Attraction component of her marriage reflected on her ability to see positive aspect from her unfaithful husband. Barrier component reflected on her values regarding marriage and her concern for children’s well-being. Meanwhile from The Commitment Framework Perspective (Johnson et.al, 1999), the type of commitment Yesi engaged are either personal commitment, structural commitment, and moral commitment. Personal commitment reflected on her wish to stay in marriage due to there’s still positive and beneficial aspect she can gain from her unfaithful husband. Structural commitment reflected on the barrier she had, i.e her concern for children well-being. Moral commitment reflected on the values regarding marriage.
Participant 2 Mahmud

The Condition of Low Level of Marital Satisfaction. Having married for four years, Mahmud had low level of marital satisfaction. His unsatisfaction feeling emerged after perceiving his wife’s behavior as unappropriate. For example, Mahmud felt she often do not obey his words or instructions. He also thought his expectation regarding his wife could not fulfilled anymore by her. He perceived her as unrespectful person to himself. Those made him feel “minder” due to his inability to teach / to train his wife. Other unsatisfaction feeling emerged from wife’s behavior who always doubt his career choice as entrepreneur. His wife also demands and asks him continuously for having their own house, although he has explained the strategic plan to pursue it. Those are made him feel lack of support and his creativity blocked. The fact that his wife more prioritize her extended family upon husband and children also made Mahmud feel pissed off on her. She prefer to help her extended family first, and did not pay much concern on her nucleus family.

Based on scale 0 to 10, where 0 represent feeling of deep unsatisfied and 10 represent feeling of very satisfied, Mahmud put himself on scale 4, revealed he has deep unsatisfied feeling to his marriage. Interdependence theory assumed, unsatisfied feeling to romantic relationship can develop when person perceive the relationship burdened by much cost rather than by reward. What perceived as cost by Mahmud was his wife’s unappropriate behavior, which lead him to feel unpleasant and unsatisfy.

Although feeling unsatisfy, Mahmud still have commitment to maintain his marriage. Nevertheless, he has intention to conduct polygamy. He assumed, polygamy do not broke his marital commitment. The intention to polygamy arise since he has an assumption that his new wife can provide peaceful and pleasant atmosphere to himself. This peaceful and pleasant atmosphere is required so that he can be more productive and creative in running his business and life. Related to Mahmud intention for polygamy, Interdependence theory assumed people will compare the result he gained from current relationship with result he expect to gain from other relationship (Miller & Perlman, 2009). When he perceives other relationship more rewarding than the current relationship, he will leave the current relationship and pursue the relationship considered more rewarding. In Mahmud’s case, although he did not ruin his marital commitment, but he perceived another woman/relationship can provide what hasn’t been given by his current wife. This perception leads his intention to polygamy.

The Participant Responses and The Meaning of Condition. Mahmud viewed his wife’s unpleasant behavior as deviated ribs which need to be straightened. Mahmud realized that he had to be more patient in educating her in order to improve her attitude. In this case, Mahmud using a religious approach, ie, every evening after the prayer, he discuss Islamic guidance on marriage living with her. According to Cannary and Stafford (as cited in Ogolsky, 2009), sharing thoughts by discussion, as Mahmud did, is one of several methods to maintain relationship. He also increased the quantity and quality of his worship, in order to be perceived as religious person by his wife. By perceiving as religious person, he believed his wife will respect him and obey his words since he had noticed she, who is active in the religious organization, tend to obey the words or instruction comes from people considered religious. Mahmud also increases his worship, either quantity or quality, so that his wife will perceive him as a pious. This intention develop since he learned that his wife tend to obey the words of people who considered to be pious. He believes she will obey his words
immediately after she had noticed that her husband was a pious man. Mahmud also learned that his wife behavior has potential to change positively when all of her wish concerning material possession (house, car, jewelry) fulfilled. Therefore, Mahmud has develop some strategic plan to provide his wife needs, such as work harder and restructure family financial. At the end, when various strategies he planned did not bring result as he expected, he will develop acceptance and tolerance to cope with situation.

Based on previous explanation, it can be concluded that Mahmud made various strategic plan to overcome his wife unpleasant behavior. According to Snyder (2002), Mahmud’s ability to generate a number of strategies can be categorized as Waypower. The result of the study from Roesch and Duangado (2010) showed Waypower was significantly related to problem solving or problem-focused coping. Mahmud also believes that he can run those strategies to achieve what he expected. Snyder (2002) named this belief as willpower. Either waypower and willpower are indicators of existing hope (Snyder, 2002).

Factors that Contribute to Marital Commitment. The low level of marital satisfaction does not necessarily make Mahmud end his marriage. There are several factors to be considered by him. First, he believes marriage is a commitment that should be kept as long as does not involved infidelity. For Mahmud, as long as his wife does not have affair with other man, her improper behavior can be tolerated. Second, Mahmud has high concern on his children’s well-being since divorton will make children gain less affection from parents. In the collectivist cultures, where children were considered as the most valuable in life (Jones, Asari, & Djuartika, 1994), the individual feels he/she should give priority to the children’s well-being. Third, Mahmud wants to model his extended family who never had divorce and run harmonious families. Those role model plays as motivating factor for Mahmud to keep maintain his marriage. The study from Weigel, Benner and Ballard-Reisch (2003) has supported this finding. It revealed people whose parents divorced or less harmonious tend to consider marital commitment as unimportant. Mahmud, who grown up in committed and harmonious family, holds belief that marriage should be maintained. Moreover, for him, maintaining and keep committed to marriage also means that he has been preventing his parents feeling from grief that arises when Mahmud divorced. This awareness arises because people in the collectivist culture emphasizes the obligation of individuals to always put the welfare of others (especially parents) over personal well-being, as well as the importance of maintaining harmony in group (Triandis, Brislin, & Hui, 1988).

Another thing that makes Mahmud decided to keep committed to his marriage is his ability to see the positive aspect in his wife, such as her loyalty to family, her commitment in taking care and protecting the children, and her potential to change into positive way. For Mahmud, his marriage still provide benefit for him. This is consistent with the statement of Interdependence theory (as cited in Miller & Perlman, 2009) that people will stay in a relationship as long as it rewarding for him/her.

According to the Interdependence framework, especially from The Cohesiveness Model perspective (Levinger, 1976), it can be stated that there’s either attraction and barrier components of the relationship that play dynamic on Mahmud’s marital commitment. Attraction component of his marriage reflected on positive aspect from his wife despite of her improper behavior. Barrier component reflected on his values regarding marriage, social pressure for not disappointing his extended family (especially parents) and his concern for
children’s well being. Meanwhile from *The Commitment Framework Perspective* (Johnson et.al, 1999), the type of commitment he engaged are either personal commitment, structural commitment, and moral commitment. Personal commitment reflected on his wish to stay in marriage due to there’s still positive and beneficial aspect he can gain from his wife. Structural commitment reflected on the barrier he had, i.e social pressure for not disappointing his extended family (especially parents) and his concern for children well being. Moral commitment reflected on the values regarding marriage.

**CONCLUSION**

There are several lesson learned gained from the study, i.e:

- Participants’ low level of marital satisfaction emerges when their expectation couldn’t be fulfilled by spouse.
- Sociocultural context plays role in participants’ interpretation of marital unsatisfaction condition and how they keep commit to their marriage.
- Having dissapointed, participants still able to see positive aspect from their spouse. It is make them able to forgive and ‘tolerate’ spouse’s negative behavior, and at the end keep commit to their marriage.
- Participants generate some strategies to deal with/overcome the unsatisfaction condition (waypower), they also believe those strategies can be worked and the condition will be better (willpower). These waypower and willpower are the component of hope (Snyder, 2012).
- Marital satisfaction is not dominant determinant for marital commitment. Other factors also play significant role, i.e hope (waypower & willpower), participants concern on their children welfare, and social context (“pressure” and values).
- Investment factors (money, time, energy, etc spent on it), as stated by Rusbult (1980), are not determinant factor for marital commitment.
- Participants experienced personal, structural, and moral commitment.
- Participants’ condition show similarity with Western perspective but still has uniqueness.

Our suggestion for the next study are:

- It should be focused on and explore social context aspect.
- It should be focused on and explore local wisdom regarding marriage or marital commitment.
- More systematic qualitative methods and data analysis, including enlarge the amount of participants.
- Involving participants from different ethnic background.

**REFERENCES**


HOW COULD A HOUSEWIFE GOT SATISFACTIONS ON HER MARITAL LIFE?

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Abstract
Each religious community is encouraged to have a thankful feeling for what God delights, including about marriages. After getting married some women decided to become a career woman and others decided to be housewives. The amount of house activities makes housewives prone to stress and makes them hard to achieve marital satisfaction. This study aims to examine the relationship between gratitude and marital satisfaction in housewives. This research used quantitative method. Respondents in this research were women who have been married at least three years and already have children (N=100). They completed two self report measures. Results indicate that there is a very significant positive relationship between gratitude and marital satisfaction in housewives. Which means, when a housewives feels grateful of their lifes it will be more likely to obtained marital satisfactions.

Keywords: Gratitude, Marital Satisfaction, Housewife

INTRODUCTION

Build and maintain a relationship with a partner is an important aspect in individual development. According to Gardiner and Kosmitzki (in Papalia, Olds & Feldman, 2009) in most societies, marriage allows the division of tasks within the unite use of resources and jobs. Ideally, marriage gives intimacy, commitment, friendship, affection, sexual fulfillment, companion, and the emotional ties, as well as a new identity and self-esteem.

After deciding to get married, each individual has a new job as husband and wife. According to Supardi (2009) husband has social, moral and economic responsibility concerns living, protecting, pattern, parenting, having relationships with the environment, and having the same reproductive rights.

In contrast to the husband who must work as an obligation to the family economy, after marriage, the woman will be facing a conflict of roles for being a housewife or become a housewife who also works (Utami & Puspitadewi, 2012). A housewife task could be frustrating to do if a woman does not have enough mentally preparation. In general, a household is unpaid work, continuous unrelenting and exhausting. Sometimes there are routines that lead to boredom and loneliness, especially when having limited social relationship. As a result, she became increasingly dependent on husbands for financial support, emotional, and attention including friends exchange ideas. If the requirements are not met, can lead to depression (Abbott, 1992).

Many activities to do at home, ranging from taking care of the house, children and husband as well as the possibility of financial problems, makes housewives prone to stress and its hard to achieve marital satisfaction. This is supported by research Varuch, et al. (in...
Pujiastuti & Retnowati, 2012) which revealed that the employment status (employed and unemployed) also affect the relationship between marriage dissatisfaction and depression. Housewife reported to have higher levels of depression and blood pressure than the working wife. Even so, there are a lot of mothers make a choice to be housewives, even though she has a lot of potential that can be contributed to the nation and the other chooses to be a career woman for the sake of earning his living (Arlina, 2009).

Marital satisfaction is one of the expected things by all married couples. According to Duvall and Miller (1985) marital satisfaction is subjective feeling, the husband meant the fulfillment of feeling appreciated, loyalty, and an agreement on the future of the relationship, while the wife, marriage satisfaction mean the fulfillment of emotional security, communications and attachments. Marital satisfaction can be measured by the aspects of marriage. These aspects are communication, leisure activities, religious orientation, conflict resolution, financial management, sexual orientation, family and friends, kids and parenting, personality, and equal participation (Olson & fowers, 1989). Marital satisfaction is one of the criteria for measuring success in marriage. Although there are many pressures that cause stress to the housewife can affect marital satisfaction, but Yunita (2014) mentions that being a housewife is a grateful gift.

Gratitude defined by Emmons and Shelton (Conoley & Conoley, 2009) as the positive emotions associated with belief for having something valuable, sensed a miracle, grateful and appreciation for life. Lopez (2009) said gratitude are a common emotional experienced. Gratitude can also be a broader attitude towards life in the form of a tendency to see everything in life as a prize or gift. According to Peterson and Seligman (2004) gratitude is a sense of grateful and happy in response to receipt of the gift, whether the gift is a benefit that is seen by other people or moments of peace posed by natural beauty. Gratitude can also be assumed as the strengths and virtues that directs a better life.

Marital satisfaction is one of the things expected by all married couples. Marital satisfaction is the evaluation of a husband and wife to a marriage relationship that is likely to change throughout the course of the wedding itself (Lemme, 1995). On the other hand, Duvall and Miller (1985) suggests the definition of marital satisfaction as subjective feelings, the husband meant the fulfillment of feeling appreciated, loyalty, and an agreement on the future of the relationship, while the wife, satisfaction marriage meant the fulfillment of a sense of emotional safety, communication and attachment.

If a person is satisfied with the marriage, it assumes that the expectations, desires and goals are fulfilled, in part or as a whole. Burgess and Locke (in Ardhanita & Andayani, 2005) suggests that there are several criteria that triggered the experts in measuring the success of marriage. These criteria include how long lasting the marriage is, husband and wife happiness, sexual adjustment, adjustment of the wedding, and the unity of the couple. On the basis of these criteria can be seen that marital satisfaction to be one important factor in the success of a marriage.

According to Dariyo (2004) in marriage, women are slightly more difficult to make adjustments, while men are more able to adapt than women. This is because women often frustration when he realized that the man was not as ideal as she desired in reality.

Survey results from Unger and Crawford (in Pujiastuti & Retnowati, 2004) found that wives tend to have lower marital satisfaction (56%) compared to the husband (60%). Wives
who do not work (housewives) have this level of psychological adjustment of the lowest, followed by the wives are working, and the highest level of adjustment is the husband who works.

Given the difference of views between husband and wife on marital satisfaction, it is undeniable that eventually many cases of marriages end in divorce because they feel the marriage does not work well. Based on data from the Religious Courts (Badilag) Supreme Court (MA) of Indonesia in 2010 reported that during 2005 to 2010, the average of one out of ten married couples end up in divorce court. Of the two million married couples in 2010, 285,184 couples divorced. Divorce rate in Indonesia is the highest in Asia Pacific.

Research shows that gratitude is important for everyone, and to be grateful appears to be a highly valued trait (Gallup in Watkins, Woodward, Stone, & Kolts, 2003). According to Watkins, Woodward, Stone, and Kolts (2003) gratitude can be an important force for the good life. Gratitude is one positive factor that has been shown to have an inverse relationship with depression, and improve subjective well-being of individuals.

Individuals who feels grateful, significantly related to the degree of gratitude expressed. Moreover, expressed gratitude among individuals is significantly associated with spousal support obtained, then arises a sense of closeness, and marital satisfaction (Mitchell, 2010). In a relationships under the bonds of marriage, housewives has many household tasks that must be undertaken, with a number of stressors, ranging from housekeeping, child, until her husband. Not only about domestic affairs, housewives are also expecting a happy marriage, including getting satisfaction in marriage.

**METHODS**

**Subject**

Subjects in this study were 100 housewives who had been married to a minimum marriage age of three years.

**Instrument**

The instrument used in this study are:

a. Gratitude measurement will be done using SS-8 (Oryza & Menaldi, 2010) which is an adaptation of the GQ-6 (McCullough, Emmons, & Tsang, 2002) into Indonesian. Unlike the original, the GQ-6 consisting of 6 items, SS-8 has a greater number of items, ie 8 items. Oriza and Menaldi (2010) adding items about God because their research shows that God is a figure that is most grateful for the people of Indonesia. Item correlations on this scale ranged between 0.321 to 0.601 and reliability of 0.747.

b. Marital satisfaction will be measured by marriage satisfaction questionnaire which is the development of Enrich Marital Satisfaction Scale (EMS) made by Olson and fowers (1993). This questionnaire was developed by Fatimah (2009). EMS is a multidimensional inventory marital satisfaction scale contains 10 categories. Tenth scale of this category is the issue of personality, communication, conflict resolution, financial arrangements, leisure, sexual relationships, children and parenting, family and friends, equal participation, and religion. Consists of 40 items with an item correlations ranged between 0.305 to 0.723 and reliability of 0.935.
Analysis
The analysis technique used in this study is the Pearson product moment correlation technique

RESULTS

Results obtained by analysis of correlation coefficient of 0.471 with a significance value of 0.000 ($\rho < 0.01$). Based on the results of the analysis showed that there was a significant relationship between gratitude and marital satisfaction with the positive direction of the relationship. Thus, this hypothesis is accepted. Results of testing the correlation between gratitude and marital satisfaction can be seen in Table 1.

Table 1
Correlation of Gratitude and Marital Satisfaction

<table>
<thead>
<tr>
<th>Marital Satisfaction</th>
<th>Pearson Correlation</th>
<th>Gratitude</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>.471**</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
<td>.000</td>
<td>1</td>
</tr>
<tr>
<td>N</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (1-tailed).

Table 2
Subject Description by Age

<table>
<thead>
<tr>
<th>Ages</th>
<th>N</th>
<th>Mean of Marital Satisfaction</th>
<th>Mean Gratitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 – 23</td>
<td>7</td>
<td>188,57</td>
<td>43,57</td>
</tr>
<tr>
<td>24 – 27</td>
<td>29</td>
<td>179,38</td>
<td>41,62</td>
</tr>
<tr>
<td>28 – 31</td>
<td>18</td>
<td>185,78</td>
<td>41,78</td>
</tr>
<tr>
<td>32 – 35</td>
<td>22</td>
<td>177,18</td>
<td>41,09</td>
</tr>
<tr>
<td>36 – 39</td>
<td>24</td>
<td>173,83</td>
<td>38,04</td>
</tr>
</tbody>
</table>

Based on the table 2 the average score of gratitude and marital satisfaction is the highest in subjects aged 20 to 23 years and the lowest in subjects 36 to 39 years. Based on the table 3 the highest average score of gratitude is subjects with S2 educational level and the lowest in subjects with education level D3. Meanwhile, the highest average marriage satisfaction scores are in subjects with secondary education level and the lowest is subjects with education level S2.
### Tabel 3  
**Subject Description by Educational Level**

<table>
<thead>
<tr>
<th>Education level</th>
<th>N</th>
<th>Mean of Marital Satisfaction</th>
<th>Mean Gratitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD</td>
<td>3</td>
<td>171.33</td>
<td>39.00</td>
</tr>
<tr>
<td>SMP</td>
<td>18</td>
<td>194.72</td>
<td>40.89</td>
</tr>
<tr>
<td>SMA</td>
<td>34</td>
<td>178.62</td>
<td>41.09</td>
</tr>
<tr>
<td>SMK</td>
<td>10</td>
<td>185.50</td>
<td>38.30</td>
</tr>
<tr>
<td>D3</td>
<td>6</td>
<td>174.67</td>
<td>37.83</td>
</tr>
<tr>
<td>S1</td>
<td>24</td>
<td>171.87</td>
<td>42.04</td>
</tr>
<tr>
<td>S2</td>
<td>5</td>
<td>163.20</td>
<td>42.40</td>
</tr>
</tbody>
</table>

### Tabel 4  
**Subject Description by The Number of Children**

<table>
<thead>
<tr>
<th>Number of children</th>
<th>N</th>
<th>Mean of Marital Satisfaction</th>
<th>Mean Gratitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>58</td>
<td>180.03</td>
<td>41.29</td>
</tr>
<tr>
<td>2</td>
<td>29</td>
<td>175.28</td>
<td>40.48</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>182.50</td>
<td>38.12</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>189.50</td>
<td>40.75</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>193.00</td>
<td>44.00</td>
</tr>
</tbody>
</table>

Based on the table 4 the highest average score of gratitude and marital satisfaction is in subjects who have 5 children. Meanwhile, the average satisfaction scores are the lowest marriage on the subject which has 2 children and the lowest average score of gratitude for the subject that has 3 children.

### Tabel 5  
**Subject Description by The Age of Marriage**

<table>
<thead>
<tr>
<th>Age of Marriage</th>
<th>N</th>
<th>Mean of Marital Satisfaction</th>
<th>Mean Gratitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 – 6 tahun</td>
<td>54</td>
<td>181.40</td>
<td>42.00</td>
</tr>
<tr>
<td>7 – 10 tahun</td>
<td>21</td>
<td>175.76</td>
<td>40.38</td>
</tr>
<tr>
<td>11 – 14 tahun</td>
<td>10</td>
<td>173.90</td>
<td>36.40</td>
</tr>
<tr>
<td>15 – 19 tahun</td>
<td>15</td>
<td>181.20</td>
<td>40.07</td>
</tr>
</tbody>
</table>

Based on the table 5 the highest average score of gratitude and marital satisfaction is in subjects who have been married for 3 to 6 years and the lowest in subjects who have been married for 11 to 14 years.

**DISCUSSION**

This study examined the relationship between gratitude and marital satisfaction on housewives. The analysis showed that there is a positive relationship between gratitude and marital satisfaction. The correlation coefficient is 0.471 ($\rho <0.01$). From the results of the analysis showed that there was significant positive correlation between gratitude and marriage satisfaction in housewives. This means that the higher gratitude, the higher level of marital satisfaction housewife will be. Conversely, the lower gratitude, the lower level of
housewife marital satisfaction will be. Results of research supporting this is research conducted by McCullough, Emmons, and Tsang (2002) which states that people who have high scores on gratitude tended to increase life satisfaction and positively affect happiness, vitality and hope.

Gordon, Arnette, and Smith (in Watkins, 2014) also found similar things that gratitude associated with relationship satisfaction. In addition the study also found that the expression of gratitude to the spouse allegedly associated with the satisfaction of the couple. Neither the research findings Watkins (2014), both men and women, when married couples have a sense of gratitude, it will feel more connected to their partner and more satisfied with the relationship possessed compared to what was previously perceived.

It is inevitable that married life does not always run smoothly. Problems in the household often appear one after another. Even more when the marriage has been blessed with children, will require extra effort to create good parenting. Normative in society, a housewife is required to overcome all kinds of household problems. Even many husbands who demand and expect, pretty wife at home, taking care of the household and children. It is not wrong for being a housewife is also a career option, ie, work to serve families (Etiwati, 2009).

Citizens generally consider domestic work is limited to responsibility for preparing food, cleaning, and organizing the household and child care. Yet as housewives, women also have a responsibility to develop satisfying relationships with family, the husband and children. Although it sounds simple, the work as a housewife in fact quite heavy and time consuming. The phenomenon of a great number of women who became housewives, not only in Indonesia, but also in the world. There is a value they believe, a responsibility to remain at home, his life dedicated to taking care of the house, children and husband. All returns on personal choice. Thus it can be seen that to minimize failure in marriage life, individuals must have a high sense of gratitude towards life. That is to say that the key to staying happy in carrying out the task of being a housewife is always grateful. According Yunita (2014) being a housewife is a gift, in which not all women were given the same opportunity to taste it. If it is called grace, bitter or sweet that occurs certainly be grateful. This was confirmed by Telaumbauna (2012) which states that recent studies demonstrate that gratitude has a profound positive effect on health, mood and even the survival of marriage.

When gratitude is present between the couples in everyday life they are, allowing the couple to feel the positive state due to gratitude, and the positive benefits received thanks from the spouse allows couples to build resources that positively so that when they face the negative events in the relationship, they can reflect on the positive ways that they have been discussed previously and can overcome the negative things that might arise in the relationship (Frederickson in Mitchell, 2010). According to Mitchell (2010) incorporate gratitude into they can use to improve satisfaction.

Based on the existing descriptive data of research subjects in this study had a high category of gratitude (M = 40.81), as well as marital satisfaction (M = 179.36). Gratitude can affect marital satisfaction, as evidenced by the average score is in the high category. This is supported by Watkins (2014), both men and women, when their partners are grateful, they feel more connected to their partner and more satisfied with their relationship than what they had before.
In this study, it was found that the average score of gratitude and marital satisfaction highest in terms of age were in the age range 20 to 23 years, where a housewife who just entered early adulthood have marital satisfaction and gratitude the highest compared with middle age early adulthood, and housewives at the end of the final adult age have the lowest marital satisfaction and gratitude.

Terms of level of education, it can be seen that the average score is highest gratitude in subjects with S2 educational level and the lowest in subjects with education level D3. Meanwhile, the average marriage satisfaction scores are the highest in subjects with secondary education level and the lowest in subjects with education level S2. This is contrary to one of the factors that influence marital satisfaction according to Hendrick and Hendrick (1992) which suggests that where couples who have a low education level, can feel the satisfaction is lower because more face stressors such as unemployment or low income levels. Judging from the number of children, it can be seen that the average score of gratitude and marital satisfaction is highest in subjects who have 5 children followed by a subject who has 4 children. This is contrary to the theory Bee and Mitchell (1984), which suggests that the presence of children affects the decrease in marital satisfaction, especially in women. In addition, research Hendrick and Hendrick (1992) showed that increasing the child can add to stress the couple, and reducing the time as a couple, but it turns out other effects could also arise, namely the presence of children can affect marital satisfaction of husband and wife with regard to the expectation of the child's whereabouts.

Associated with an average score of marital satisfaction highest in terms of long marriages where there are subjects that have been married for 3 to 6 years and then decreased in subjects with longer marriages 7 to 14 years, and then again increased in subjects who have been married for 15 to 19 year. According to the theory advanced by Duvall and Miller (1985) that the highest levels of marital satisfaction at the beginning of the wedding, then decline after the presence of a child and then increased again after the child independent. Based on the above it can be concluded that grateful often considered simple, but has been proven to help people live a difficult time of life. Grateful expressed by one of the spouses is correlated with the partner's marital satisfaction. When gratitude is present between the couples in their everyday life, allows couples to feel the positive state due to grateful as well as provide an avenue for achieving marital satisfaction.

REFERENCES


SAFETY NEEDS OF PREGNANT WOMEN IN COMMUTER MARRIAGE

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Abstract
This research to describe safety needs of pregnant women in a couple who live a commuter marriage. The method of research used qualitative approach. The subject of the research were three people and were determined by purposive with snowball sampling technique with the characteristics of the women who was already married, primigravida pregnant, pregnant with the age of pregnancy 7-9 months, doing a commuter marriage with the type of adjusting couple, living commuter marriage start early pregnancy. Data collection techniques used semi-structured interviews. Techniques of analysis data used the model of Miles and Huberman that is data reduction, data display, and concluding drawing. The result of the research can be that the safety needs of pregnant women in a couple who live a commuter marriage has been fulfill though it can’t accompanied by her husband everyday. Things that makes the pregnant women is not safe can be overcome with good so as not to cause the concern that sustainable. The pregnant women also use the means are there to feel safe such as a communication device and a transportation. Besides the pregnant women also keeping health and hygiene to prevent the pain which may arise. In the psychological aspect pregnant women overcome the negative thoughts by doing things that make their mind be fresh again. Besides pregnant women also do a variety of activities that make the felling they’re always happy, so they can live a pregnancy with good. The factors what affect safety needs of pregnant women in a couple who live a commuter marriage are the environment and the relationship of individuals with the other peoples.

Keywords: safety needs, pregnant women, commuter marriage

INTRODUCTION
Pregnancy is one of the tasks of development desired and expected by most women who have entered married life. However, on the way a woman should pass through a variety of challenges when going through pregnancy. A woman is said to be pregnant if the egg is successfully fertilized sperm cells. According to Pieter and Lubis (2010), the pregnancy is the period of a woman carrying the embryo (fetus) in the womb. Human pregnancy occurs during the 40 weeks from the last menstrual period until the time of birth (38 weeks from fertilization).

Pregnancy is divided into three-month period, or trimester, the first trimester, second trimester and third trimester. In each trimester, pregnant women will experience a variety of changes, both physically and psychologically (Pieter and Lubis, 2010).

Psychological changes that occur in pregnant women, both in the first trimester, second, and third this cause psychological needs of pregnant women who have to be met. The psychological needs include personal preparedness pregnant women, the mother's ability to balance physical changes with the psychological condition so that the physical and mental burden can be passed with joy, without stress or depression.
Husband support that is positive will have a positive impact for growth and development of the fetus, physical and psychological health of the mother. Husband's support is very influential to increase confidence and mental readiness of the mother during pregnancy and childbirth when it will face. Husband's support not only from the financial side, but also about love, instilling confidence in his wife, open and honest communication, caring attitude, attention, responsiveness and readiness as a father.

For husband who accompany his wife everyday, maybe it will be able to support her husband continue to be met everyday. Husband can give attention and affection directly. Husband also can provide the protection needed by pregnant women at any time. In addition, the husband would be husband spry and alert when something happened to his pregnant wife. So the husband's support would be more easily met.

However, unlike the case for some couples undergoing commuter marriage because they have to work outside the city, or for other reasons. If it is to meet only a very limited by time, it will be more difficult to show love, a sense of concern, caring attitude. So it would be less to be responsive and alertness as a husband.

According to Rhodes (Dewi, 2013) commuter marriage is a man and woman in a marriage, which still wants marriage, but voluntarily choose to undergo a career, guided by a strong commitment, and they are separated by distance. Meanwhile, according to Gerstel and Gross (Dewi, 2013) commuter marriage is a voluntary choice, a pair of men and women living in a residence with two different geographical locations, and they split at least three nights a week for at least three months.

Gross (Dewi, 2012) divides offenders into two types of commuter marriage couples, the first adjusting couple (young couples) are a couple with a marriage that has not aged between 0-5 years old, do not have children or already have a child with toddlers (under three years) or children (under five years). Type 2 is established couple (couples established) is a long-married couple, do not have children or have grown children or adolescents. Basically commuter couple adjusting type will be more difficult in future undergo a commuter marriage because marriage is still young and is still in a period of adjustment.

Pregnant women often feel a dependence on others, especially her husband. Dependence perceived sense of pregnant women will increase when approaching childbirth. Dependence experienced by pregnant women is influenced by the needs of security or safety needs (Pieter and Lubis, 2010). A sense of security or safety has some sense, a condition that is safe escape danger or injury, a condition that does not result in harm to, or means that can keep from the occurrence of an event that causes unsafe (Pei in Darmawati, 2006). While safety needs is a need to encourage individuals to obtain peace, certainty and regularity of the state of the environment (Maslow in Koeswara, 1986).

According to Maslow (Siagian, 2012) safety needs is not only physical, but also psychological. Physical security means the security of a guarantee safety of any person in a residence or in a particular environment, while the psychological security is defined as the safety of the mockery, of gossip and so forth.

Safety needs in pregnant women can be met with the support of the family, particularly the husband support. The absence of positive support from family, especially her husband, will cause pressure in pregnant women. The pressure may be feelings of anger, sadness or jealousy, causing uncontrolled emotional distress to the mother. The pressure in
the mother affect to the development of the developing child, both before and after birth. One result of pressure on the mother before birth can cause irregularity in child development and complications at birth or was born prematurely. After the birth, either due to pressure in the mother during pregnancy is a poor adjustment on all members of the family (Hurlock, 1980).

Accustomed away from the husband makes a wife feels awkward anymore to live independently without a husband, even if the woman is pregnant. Some women feel that they need safety needs can be met despite undergoing commuter marriage. Based on such matters can be seen that safety needs during pregnancy is one of the things that can affect pregnant women. Safety needs can be met with the support of her husband during pregnancy both physically and psychologically. For pregnant women who undergo commuter marriage will experience the fulfillment of safety needs to be apart from her husband. However, from the results of the initial interview to the mother DN, it is known that the mother DN safety needs can be met, both physically and psychologically, although currently undergoing commuter marriage. Therefore, researchers wanted to know more about the description of safety needs and the factors that affect the safety needs of pregnant women, especially pregnant women away from her husband. So the researchers intend to conduct research on the Safety Needs Pregnant Women at Commuter Marriage.

**METHODS**

**Types of Research**

Qualitative research by Moleong (2006) is a study that aims to understand the phenomenon that is experienced by the subject of the study such behavior, perception, motivation, action, holistically, and by way of description in the form of words and language, in a specific context that is naturally and by utilizing a variety of natural methods.

The method used in this research is qualitative descriptive. Descriptive method is a troubleshooting procedure was investigated by analyzing and presenting the facts in a systematic way about the state of the actual object. According to Meoleong (2006) study was a qualitative descriptive aims to provide the symptoms, facts, or events in systematic and accurate information on the properties of the population or a particular region. A reason for using the descriptive method in this research is shaped simpler and easier to understand because does not require statistical techniques. This research uses a symbolic interaction approach. Researchers conducted in-depth interviews about safety needs of pregnant women in couples who undergo commuter marriage.

**Data and Data Sources**

Source data from this study were drawn from the responses of those who observed and interviewed. The main data sources are recorded through written records and recording of the main data sources through interviews.

According to Sugiyono (2011) samples were selected purposively and are snowball sampling. Samples in the early stages of entering the field have been the person who has authority on the social situation investigated. As for the characteristics of the selection of research subjects are as follows:

a. Women who are married.
b. A mother who is pregnant for the first time (primigravida) because it will be more sensitive to undergo pregnancy (Pieter and Lubis, 2010)

c. Pregnant with a gestational age between 7-9 months (3rd trimester), because at the age of 7-9 months of pregnancy among subjects felt increasing anxiety due before delivery so that the support it needs and safety needs have also increased (Pieter and Lubis, 2010)

d. The perpetrator commuter marriage by adjusting the type of couple, because in this type will be more difficult for a woman to undergo a commuter marriage, so that it can be seen how the safety needs in pregnant women (Dewi, 2010)

e. Living a commuter marriage started early pregnancy, because the longer a subject undergoing commuter marriage the more complex problems that arise (Dewi, 2010)

**Data Collection Methods**

Techniques interviews conducted in this interview is semi-structured interview, the technique is to find things that are more in-depth about the participants in interpreting situations and phenomena. The purpose of this problem is to find problems more openly, in which interviews are asked ideas and opinions.

**Data Analysis Techniques**

Miles and Huberman (Sugiyono, 2011) activity in the analysis of the data as follows:

a. Data Reduction (Reduction Data)
   The data obtained from the field is quite a lot, for it then to be noted carefully and in detail. Researchers analyze the data through data reduction. Data reduction means summarizing, choose things that are basic, focusing on things that are important, look for themes and patterns.

b. Data Display (Data Presentation)
   Once the data is reduced, then the next step is to display the data. In qualitative research data presentation can be done in the form of tables, graphs, pie chart, and pictogram. Through the presentation of the data, then the data is organized, arranged in the pattern of relationship, so it will be more easily understood.

c. Conclusion Drawing / verification
   The third step in qualitative research is conclusion and verification. Preliminary conclusions presented are still provisional, and will change if not found strong evidence that supports the next stage of data collection. But if the conclusions put forward in the early stages, supported by evidence of valid and consistent when researchers returned to the field gathering data, the conclusions put forward a credible conclusion.

**Validity of Data**

According to Moleong (2006) to establish the validity of (trustworthiness) the data required inspection techniques. Implementation of inspection techniques based on four criteria used, the degree: a) Credibility, b) Transferability, c) Dependability, and d) Confirmability.
RESULTS

According to the third subject of this research, underwent a commuter marriage during pregnancy is the best option that has been considered previously. Pregnant women often feel a dependence on others, especially her husband. Dependence perceived sense of pregnant women will increase when approaching childbirth. However, under any circumstances, pregnant women are required to keep her pregnancy well even without the company of her husband everyday.

For pregnant women who underwent commuter marriage, far from her husband that does not mean they do not get the support of her husband during her pregnancy. Husband kept trying to give enough attention and fulfill the husband support needed by pregnant women. Similarly, pregnant women themselves, they undergo a pregnancy to be more fun despite undergoing commuter marriage.

As well as the three subjects that have been chosen by the researchers revealed that the pregnancy in which they live very happy. Too many things they can do to make it more fun. That they did during their commuter marriage, without a husband who always accompanies them. Here is a description of safety needs of pregnant women in couples who undergo commuter marriage.

Maslow (Siagian, 2012) explains that physical security is a security and guarantees the safety of a person in a residence or in a particular environment. Physical security can be realized if a person is protected from harm or injury, means that can keep out of the occurrence of an event that causes unsafe and also prevent pain and injury.

Based on the research results obtained by researchers of the three subjects in mind that there are some things that can make the subject is not safe. But of the things that make unsafe the subject can still be overcome despite undergoing commuter marriage with her husband.

Things that make them unsafe subject is the subject of fear of slipping if the bathroom, the subject overcome this by way of caution. Subjects also feel unsafe to stay alone at home, the subject was afraid that if there is an unknown person entered the house of a subject with the purpose of taking the goods even to harm the subject. Anticipation of the subject is to always close the windows and lock the doors when going out of the house and when dusk. Then if in case something bad to the subject, the subject will contact the nearest person in order to obtain help quickly. The closest people namely parents and neighbors of the subject. The entire subject is that the subject can avoid the dangers that make the subject becomes unsafe.

Morning sickness experienced by the subject also makes the subject feel safe to go out alone on a motorcycle, so that the subject chose to go escorted by parents by means of a private car or by public transport. Additionally means of communication becomes important to support state of the subject that is undergoing a commuter marriage. The absence of means of communication such as mobile phones can help the subject to contact her husband or contact with others if you need help.

Circumstances husband away from pregnant women do not make pregnant women inattention. Based on the data from three subjects, the husband also petrified maintains physical security of pregnant women in various ways. Husband of attention form the subject
indicated by checking the state of the subject at home and remind the subjects to consume foods that are good for pregnant women. Husband subjects also provide facilities that can create a sense of security for the subject. As performed by the husband III subjects are replacing ceramic tile in the bathroom with a rough material that is not slippery. In addition husband III subjects also put a hockey stick as a weapon if the thief entered the house.

Maintaining health is also the most important thing for pregnant women. It may be difficult for a husband who is away from his wife to help maintain the health of pregnant women and babies in the womb. Nevertheless husband of three subjects of this research still can participate to help to maintain health. Subject to maintain their health with the control to a gynecologist regularly, take vitamins regularly, maintain a diet and choose their food with selective and maintain the cleanliness of the body and also his home. Husband subject can still help by reminding the subject in choosing food that subject and also a healthy baby and avoid the disease.

**CONCLUSION**

Based on interviews that have been conducted by researchers at three subjects showed that the safety needs of pregnant women in couples who undergo commuter marriage is as follows:

a. There are a few things that make the subject feel safe physically, such as unsafe in their own homes for fear of strangers who would harm them. But these things can be overcome by the subject by locking doors and windows, so it does not pose a continuing concern. Subjects can also take advantage of existing facilities well to help her feel safe and protected from harm, as a means of communication and transportation. Furthermore, the subject also can maintain the health of the subject and her baby well to prevent the pain that may occur when the subject is pregnant by the way to the doctor regularly check the content, maintaining the cleanliness of body and environmental hygiene.

b. In the psychological security, sometimes appearing negative thoughts on the subject of the situation away from her husband. But can be overcome by watching television at home, telling stories and talking to people nearby and the streets in the morning. Feeling that arises in the subject is positive feelings such as happiness, pride, and enthusiasm for the subject in undergoing pregnancy. To avoid negative feelings, the things that pregnant women are more diligent undergo such activities go early to the office and home over night to the house, shopping for personal use and also the baby and also by listening to classical music. Besides subjects also fill their free time, that is by doing activities together with the people closest to a subject such as a parent or neighbor subject. It is known to the security of the psychological subjects have also been fulfilled.

c. Factors affecting the safety needs that environmental factors are the environmental conditions that make the subject to be safe as locking doors and windows when going or when inside the house so that no strangers coming into the house. While factors of individual relationships with other people are also greatly affects the safety needs of pregnant women. Husband support can be shown in the form or any other form of communication. Besides the important things that are usually done by a husband can be
met with a replacement figure like a parent or significant other as neighbors, so that psychosocial support obtained also from the support of family and the environment.

Suggestion
Theoretically with the completion of a thesis can contribute information and new knowledge in psychology-related safety needs of pregnant women in couples who undergo commuter marriage.

In practical terms, the authors also hope that this research can be useful to:

a. For research subjects
This research may be material information for pregnant women to find out more about the importance of meeting the safety needs for pregnancy, so it can help pregnant women to undergo pregnancy quieter despite undergoing commuter marriage.

b. For Couples (husband)
This research is expected to be material information for couples or a husband whose wife is pregnant, especially on commuter marriage couples undergoing in order to meet the safety needs required by his pregnant wife despite undergoing commuter marriage. Husband must keep paying attention and caring to his wife one of them is to frequently communicate by telephone, or video call.

c. For Family and Environment
This research is expected to be material information for families and the environment on pregnant iu undergoing commuter marriage to help pregnant women in the fulfillment of safety needs of families and the environment by giving support to pregnant women either support physical and psychological support.

d. For Further Research
During the research, researchers found that one of the underlying life in couples undergoing marriage especially commuter in a state of pregnancy is the commitment. Commitment to the pregnant woman and her partner to live a commuter marriage would be very interesting if used as a research in the future.

REFERENCES


*“Promoting Children’s Health, Development and Well-being: Integrating Cultural Diversity”*
SCHOOL ENGAGEMENT AND ACADEMIC STRESS ON HOMESCHOOLING STUDENTS

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Abstract
Homeschooling gives more opportunities for students to feel the learning processes both at school and also at home with great support from tutors and parents. With less pressures compare to conventional school, homeschooling provides less academic routine demands and also creates less academic stress. The aim of this study is to measure the role of school engagement to academic stress on homeschooling students. Participants of this research are 115 homeschooling students located in Tangerang, Banten. This research approach is quantitative research with the use of regression to analyze the data. The result shows that school engagement in three aspects (cognitive engagement, emotional engagement, and behavioral engagement) has negative correlation and also significant contribution to decreasing of both academic stress aspect (inability to fulfill tutor’s and parent’s expectation and inability to fulfill his/her own expectation). This findings show that school engagement plays important role in students learning. The more they feel engage with the learning processes, the more they feel enjoyment, and the less academic stress they felt.

Keywords: Academic stress, School engagement, Homeschooling students

INTRODUCTION

Education has always played an important role in developing a nation. Education affects the way of thinking people and shaping their behavior as an individual and also as society. Each person has right to have well education provided by government and private sectors. For gaining good education people go to school, and most of them take the formal school. In fact, formal school has been criticized as a place that pushed and demanded a lot of things from the students. Formal school also mentioned as stress source because the condition pushes students to be highly competitive to gain good result and achievement. At this point, some parents think that homeschooling could become good solution for their children to learn and gain good knowledge without facing any stressful condition in its processes.

Homeschooling later emerged as an alternative solution for many individuals or students with various limitations to still get a chance to feel good education. Homeschooling even accommodate gifted students (Jolly, Matthews, & Nester, 2012; Winstanley, 2009). In Indonesia, homeschooling is an informal education that is recognized equal to the formal education (public schools or private) and non-formal (courses) after students pass the exam in accordance with national standards of education (Article 27 of the Education of Law No. 20/2003 in Mulyadi, 2007).

Homeschooling is a learning process in which education is done by the family, especially the parents in the home and child-centered (Korkmaz & Duman, 2014). In addition to studying at school, students can also study at home with the help of a home tutor, and also with the help of parents (Mulyadi, 2010). Homeschooling has the education system that
tailored to the needs of the child with an open curriculum, a flexible learning schedule in accordance with the collective agreement (Sugiarti, 2009).

Academic stress is commonly found in the students' learning process. Several things could become sources of academic stress as the demands of academic tutors, teachers, professors, parents, to her/him. Another thing that also can be a source of stress is the academic demands of the work tasks, school discipline, to test that must be faced by students. Shahmohammadi’s study (2011) explains that things could be the cause of students’ academic stress, among others, is the examination, the amount of material that must be learned, difficulties understanding the subject matter, and the amount of homework given by the tutors.

One of the things considered to affect students' academic stress is school engagement. The stronger the students' school engagement is felt when students perceive schools and other learning activities positively. This positive perception helps students become emotionally closer to the school. Ultimately behavior displayed later become positive behaviors conducted by students in order to get maximum learning results (Elffers, Oort & Karsten, 2012). The study belongs to Reina, Buffel, Kindekens, de Backer, Peeters, and Lombaerts (2013) found that low school engagement resulted in the emergence of the bad behavior of the students related to learning performance and eventually disrupt the good learning achievement.

**METHODS**

Participants of this research are 115 homeschooling students from Tangerang, Banten. About 60 people are male students, and 65 the rest are female students. The mean age of participant was 17.85 years ($SD = 3.90$).

*Academic stress.* Academic stress is the perceptions that tend to be negative from the individual to the expectations of parents and teachers are high on the achievement of high academic achievement (Ang, Huan, & Braman, 2007). In order to measure the academic stress then used a scale adapted from Ang, Klassen, Chong, Huan, Wong, Yeo and Krawchuk (2009). This scale has two aspects, (1) inability to meet academic expectations of teachers and parents, as well as (2) inability to meet academic expectations of her/him. This scale has a range of possible answers between 1 and 5 with a choice of answers very often to never. The reliability of the scale is 0.897.

*School engagement.* School engagement is an attachment of students to the school where students have positive emotions and good feelings in a school close to the all learning activities. This research uses the concept of school engagement from Wonglorsaichon, Wongwanich, and Wiratchai (2014) who constructed school engagement into three dimensions, such as (1) cognitive engagement, (2) emotional engagement, and (3) behavioral engagement. This scale has a range of possible answers between 1 and 5 with a choice of answers from highly appropriate to highly inappropriate. The reliability of the scale is 0.978.

Correlation and regression is used as the technical statistics to analyze the data, and to measure the influence of each aspect from the school engagement to the academic stress.
RESULTS

Basically the result findings can be seen from the Table 1 and Table 2. The first table is elaborates the correlations from each aspect of the two variables such as inability to fulfill tutor’s and parents expectation and inability to fulfill her/his own expectation as the aspects from academic stress, and three aspects from school engagement such as cognitive, emotional, and behavioral.

Table 1

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<td>scheng1</td>
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<td>-.489**</td>
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<td>scheng3</td>
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<td>.867**</td>
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</table>

The all correlation is very significant ($p < .00$)

From the Table 2 also can be seen the regression values of each aspect from school engagement to the academic stress. The contribution of school engagement’s aspects to academic stress is higher for the condition where the homeschooling students feel stresses of the inability to fulfill tutors’ and parents’ academic expectation than to fulfill her/his own academic expectation.

Table 2

<table>
<thead>
<tr>
<th>Inability to fulfill tutors’ and parents’ expectation</th>
<th>Inability to fulfill his/her own expectation</th>
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<tr>
<td>$R^2$ (each)</td>
<td>$R^2$ (each)</td>
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<td>Sig.</td>
<td>Together</td>
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<td>-------</td>
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</tr>
<tr>
<td>Cognitive</td>
<td>0.262 (26.2%)</td>
</tr>
<tr>
<td>Emotional</td>
<td>0.278 (27.8%)</td>
</tr>
<tr>
<td>Behavioral</td>
<td>0.278 (27.8%)</td>
</tr>
</tbody>
</table>

DISCUSSION

The result findings in Table 1 show that every school engagement aspect has a significant negative correlation to academic stress. Every student need positive feelings related to his/her school and its circumstances to perform well. The feeling of comfortable supports students join better learning processes because the tasks and the exams are facing in a positive way. It is very important to see academic stress as something prominent. Every stressful moment could lead into something worse. At this point, students’ school engagement related to
learning processes could reduce the possibility of having bad academic motivation, academic stress, and even burnout (Cazan, 2015). Finn and Rock (1997) stated that school engagement could reduce the tenses of the stress and becoming an important component of academic resilience.

Homeschooling provides students broader opportunities to develop their skills on the class. The situation and learning processes is a student-centered. This condition creates bigger autonomy from students to express their talents and skills (Hospel & Galand, 2015) that support the tasks such as student portfolio given by the tutors. The autonomy has positive effects because it develop good self-efficacy from the students and helps students take the academic tasks as challenges, not as stress source.

The study belongs to Wang and Eccles (2013) states that all aspects of school engagement such as cognitive, emotional, and behavioral engagement affect students’ academic self-concept. When the concept of academic self-owned classified as positive, the student will view school assignments, including exams, as something interesting, fun and challenging to be faced. Therefore, it is understandable why students with high school engagement which tends to have lower academic stress.

Emotions are said to have an important role towards the emergence of a sense of comfort in learning and a wide range of activities related to the learning process of students, both at school and at home (Linnenbrink-Garcia & Pekrun, 2011). Positive emotions encourage students to show better learning performance and to be able to cope with the pressure of learning.

But as a whole, the results of this study show that cognitive engagement is capable of making students performing good self-regulated learning and monitoring the learning process and also controlling the success of learning (Wang & Eccles, 2013). Emotional engagement contributed the most crucial thing which is students’ comfort in learning. This result obviously pushed students to become more enjoying the learning process. Then, the engagement behavior strengthens the commitment of students in involving in all activities related to the learning process at school and at home (Wang & Eccles, 2013).

School engagement also has bigger impact in influencing academic stress felt by students because their inability to fulfill tutors’ and parents’ expectation compare to the inability to fulfill her/his own expectation. This finding show that basically, school engagement which is shaped by external surroundings, also has bigger influence on academic stress where it source is also external factors. Appleton, Christenson, and Furlong (2008) stated that school engagement has different roots from each component, and also displayed that fact about the role of social context behind the concept, which is its output effect on external factors mostly.

CONCLUSION

It is important to create a comfortable learning environment for students to encourage children to have positive perception and emotions about the school with all its learning activities. This convenience situation can be built through the support of tutors and parents so that children can express themselves and work on assignments and exams demands with feelings of pleasure. Entanglement school students with cognitive, emotional and behavioral
also bring positive effects in dealing with academic demands. Students who have a high school engagement tend to have lower academic stress. This becomes important findings in research on homeschooling students. That is, the condition of homeschooling more fluid in the learning process could create more space for students to be have more mental health and produce the learned maximum performance.

REFERENCES


RELATIONSHIP BETWEEN RISKY SEXUAL ATTITUDES WITH PORNOGRAPHY ADDICTION AMONG UNIVERSITY STUDENT

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Mercubuana University

Abstract
The present study aims to examine the relationship between sexual attitudes with the level of pornography addiction among university student. There were 39 convenient sampling from a private university in Indonesia were participated in this study. The criteria for this sampling are: a student in university X, age 18-21 years old and in relationship with someone as a couple. Youth Pornography Addiction Screening Test (YPAST) was used to measure the level of pornography addiction, while sexual attitude scale developed by Kinsey (1965) was used to measure sexual attitude namely: touching, kissing, deep kissing, petting, masturbation and sexual intercourse. Pearson correlation was used to determine the relationship between sexual attitude and pornography addiction. Result indicated that, there is significant and positive relationship between sexual attitudes with pornography addiction ($r=0.394$, $p=0.012 < 0.05$). This result explain that the higher the score for sexual attitude the higher the level of addiction. Result in the present study describes the level of pornographic addiction among university student. Implication of the present study can be used to develop framework in preventing pornography addiction as well as minimizing the risky sexual attitude among university student.

Keyword: Pornography

INTRODUCTION

Teens are a period of transition, marked by puberty where there is sexual maturity and psychosocial interrelated, changes of puberty contribute to the union of sexuality in adolescents (Santrock, 2003). The presence of the film through electronic media carries an enormous influence on the moral development of adolescents. It cannot be separated from the attitude of teenagers towards pornography.

Behaviour can be interpreted as a response or reaction of the individual to the stimulus that comes from outside or from within him (Ali, 2010, p. 15). Behaviour influenced by several factors or domains. The domain is knowledge or attitude.

The most common in adolescent deviation is a deviation of sexual behaviour. Adolescent sexual behaviour consists of three words which have a very different understanding of each other. Whereas, sexual is stimuli or sexual drive which comes both from within himself and outside himself. Therefore, adolescent sexual behaviour is an act committed by adolescent related to sexual drive which comes both from within himself and outside himself (Notoatmodjo 2007, p. 266). Deviation of sexual behaviour in adolescents is influenced by several factors; one of them is pornography (Celine Deon, 2011, p. 15).

The negative impact of the media, especially pornography is a serious matter to be dealt with. The increasing number of adolescents who are exposed to pornography is a major problem that could contribute to the growing number of teenagers who is active sexual behaviour. The increasing prevalence of diseases caused by active sexual behaviour in adolescents is also affecting an increasing problem on adolescent reproductive health.
Therefore the present study aims to examine the relationship between risky sexual attitudes with pornography addiction.

**Sexual Attitude**
According to Simkins (1984) in Sarwono (2010), sexual behaviour is all of behaviour that driven by sexual desire, both the opposite sex or with sesame types. The forms of this behaviour can vary, start from reading porn, watch porn, feeling attracted to dating, courtship and intercourse. The sexual objects it may be others, insiders, delusion, or yourself (Murti, 2008).

Nevid, et al., 1995 (in Amalia, 2007: 28) defines sexual behaviour as all types of physical activity that uses the body to express the erotic feelings or feelings of affection. While premarital sex behaviour is sexual activity with a partner before marriage in adolescence (Cavendish, 2009: 663).

Meanwhile, according to Mohammad (1998) Sexual behaviour can be defined as "the interaction between creative pro behaviour with the physical and social situation that surrounds". Sexual behaviour includes 4 stages (Kinsey (1965) in Murti, 2008), that is:

1. In contact (touching), start from holding hands to cuddle
2. Kissing (kissing), start from a brief kiss to kiss the lips with a tongue playing (deep kissing)
3. Intimacy (petting) touch sensitive parts of the body of his partner and lead to the generation of sexual arousal
4. Having sex (sexual intercourse)

Some stages of sexual behaviour that are usually performed, wherein the next step is more deeply and increasingly leads to sexual behaviour. These stages are (London 1978 in Amalia, 2007: 29):

1. **Awakening and Exploration**
   The stimulation for youself was done by fantasizing, watching movies, and reading some pornographic books.
2. **Auto sexuality: Masturbation**
   Behaviour stimulates them with masturbation to get sexual satisfaction.
3. **Heterosexuality: Kissing and necking**
   Stimulate each other with their partners, but not leading to a partner’s sensitive areas, only limited kiss the partner lips and neck.
4. **Heterosexuality**
   a. Light petting: the behaviour of touching a limb of each other and still in a state of wear dress
   b. Heavy petting: the behaviour of each genital in swipe-friction and in a state of not wearing clothes to achieve satisfaction. This stage is the beginning part of sexual intercourse
5. **Heterosexuality: copulation**
   The behaviour which doing the intercourse involving both sexual organs
Pornography

Law No. 44/2008 on Pornography in force since November 2008, the definition of pornography are drawings, sketches, illustrations, photographs, text, voice, sound, moving pictures, animation, cartoons, conversation, gestures, or other forms of messages through various forms of media communication and / or performing in public, which contains obscenity or sexual exploitation that violate the norms of decency in society.

So, in this research Youth Pornography Addiction Screening Test (YPAST) use to examine pornography addiction level among university student

Relationship between Sexual Attitudes with Pornography

In the previous studies, the results in Yayasan Kusuma Buana and BKKBN on 1993 about reproductive health in 12 cities in Indonesia showed that adolescents seek their own sex information through reading and porn. From 3954 respondents around 59% adolescent of boys and 28% adolescent of women say ever read a pornographic book. Reading material of pornographic also the source of sex information for 49% adolescent boy and 16% adolescent female (BKKBN 2004). According to Wolak (2007, within Pontianak City of Building Light, 2007) the pornography shows could give the wrong perception in child about a healthy sexual relationship and this studies need to continue regarding the impact of pornography in children.

Another study conducted by the BKKBN in 4 cities in West Java in 2002, shows that almost 60% of adolescents aged 15-19 is never start viewing the movie porno and 18.4% of young women said they had read a book porn. The survey also notes that 40% of adolescents said they claimed to have had sex before marriage. According to teenage boys who had had sex, one of the factors that cause them to do so is because of the influence of watching porn (BKKBN, 2004).

The example for this case, occurred in Madura. As reported by Okezone.com (2011). Because of often watch porn videos and being drunk, a junior high school’s student in Sampang, Madura, raping a high school student. Before doing that action, the suspect took the victim to walk around the town. Then, the suspect forced the victim to drink wine to get drunk. As a result of this act, BS, which is a junior high school student, is finally dealing with police officers.

The seventh-grade students were arrested after the victim’s mother complained to the police about the rape of his daughter. Police had to postpone the inspection because when arrested, the suspect in a state of heavily hangover after drinking liquor types of wine. In front of the officer, the suspect BS like regret and admitted all his actions against the victim who has been known since at the same school. Yes, the victim was his former brother-grade junior high school at the time the suspect. The suspect also confessed to rape, as a result of the frequent of watching porn on the internet and on his cell phone. From the results of the police investigation, the victim was raped after being offered a drink of mixedwine with some friends of suspect.

Now, this student must stay in Mapolsekta Prodeo Hotel in Sampang, with the threat of pasal 81 UU RI nomor 23 Tahun 2002 on Child Protection. The police also suggest to the entire student to be more careful choosing friends for hanging out, to avoid the worse thing. Literature found that there is significant relationship between sexual attitude and
pornography. The previous study explained that there is a relation of exposure a pornography media frequency with behavioural frequency of adolescent boy masturbating in SMK X.

METHODS

In this study there are 40 purposive sampling participated, it’s consist of 23 male students and 17 female students. All of the students have to fulfil the criteria which are in relationship or couple with someone, aged 18-21 years old, and a student in X University.

There are 2 measures use in the present study, the first one is sexual attitude scale developed by Kinsey (1996). This measure is consisting of ten questions using the Likert scale. The dimension including: touching, kissing, petting, and sexual intercourse. The second measure is YPAST developed by Aspen counselling Service (2010) which already validated in Indonesian sample with good reliability (Cronbach Alpha > 0.80). This measure is consisting of 25 Likert scale. The scoring for this measure are divided into 3 categories: 1. Score 0-25 consider as mild exposure toward pornography, 2. 26-50 consider as at risk or problematic level, 3. 51-above consider as fully addiction.

Procedure involve in the present study including asking participant to fill up self-administration questionnaire for the duration of 7-10 minutes. Analysis use in the present study, includes descriptive statistic bivariate correlation and cross tabulation.

RESULTS

1. Characteristics of respondents by sex
   Based on the table 39 respondents (100%) are discovered that the frequency of male is 22 (56.4%) and female is 17 (43.6%). So, the frequency of male is more than the frequency of female.

2. Characteristics of respondents by age
   Based on the table, 39 respondents (100%) are discovered that the frequency of the age 18 is 2.6%, the age 19 is 28.2%, the age 20 is 41%, the age 21 is 2.6%, the age 22 is 12.8%, the age 23 is 7.7% and the age 24 is 5.1%. So, the age 20 is the most that filled out the questionnaire.

3. Characteristics of respondents by faculty
   Based on the table, 39 respondents (100%) are discovered that Faculty of Psychology is 16 (41%), Faculty of Design is 5 (12.8%), Faculty of Computer Science (Fasilkom) is 7 (17.9%), Faculty of Communication is 6 (15.4%), and Faculty of Engineering (Teknik) is 5 (12.8%). So, Faculty of Psychology is the most that filled out the questionnaire.
4. The relationship between pornography addiction with sexual behavior

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Adiksi</th>
<th>perilakuseksual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.394*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.012</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.394*</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.012</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>39</td>
<td>39</td>
</tr>
</tbody>
</table>

*. Correlation is significant at the 0.05 level (2-tailed).

The result shows the value of $r = 0.394$ and $p = 0.12$. The conclusion from these results is that there is a significant relationship between pornography addiction with sexual behavior because the value of $p = 0.012 > p$ value $= 0.05$.

5. Crosstab

This study found that there are 22.5% in mild category meaning that there is having a normal exposure toward pornography. 67% in at risk category and 10% in fully addict category. Result of cross tabulation indicated that there are more male students in the category of fully addict and problematic level in compare to female students.

This research also found that there are 15% of the respondent perceive strongly agree on holding hand is normal during a couple time with partner. 12.5% of the respondent perceives that hugging is normal behaviour during couple time and 10% of the respondents perceived that having sex is a normal behaviour with the partner in relationship.

**DISCUSSION**

Result in the present study indicated that there is significant relationship between risky sexual attitude and pornography addiction. This finding is in line with previous study which mention that the more likely individual enjoy pornography the more likely they practice the risky sexual attitude.

Finding in this study also supported the idea that, pornography make students perceived several risky sexual attitude such as kissing, touching and having sex are normal thing to do when they are with their partner. This study also support previous research on the idea that male student are more risky toward pornography, this is because the score for fully addict category and at risk category are more higher in male students in compare to female students.

Implication of the present study can be used to provide intervention in the form of education or campaign toward university students that pornography is dangerous and can lead to practicing risky sexual attitude.
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THE SURVEY OF THE INTERNET PORNOGRAPHY USED BY MUSLIM TEENAGERS

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Abstract
In this modern era, internet use is becoming increasingly accessible to teenagers which consequently causes their involvement in internet pornography use. This research aims at analyzing the frequency of the internet pornography use among Muslim teenagers in which the number of subjects of the study is about 169 teenagers as students from Islamic Junior High School (SMP Islam) or Madrasah Tsanawiyah who have ever used internet. Statistically, the research applies the Pornography Cyber Use Inventory by Grubbs, Sessoms, Wheeler, & Volk 2010 as a scale. As the result, the descriptive data analysis shows that (a) 83.4% of the subjects admit to having (intentionally/unintentionally) used internet pornography, (b) 10 – 13 years is the first age when they start accessing the internet pornography, (c) The most widely chosen areas in accessing the internet pornography are internet cafes, (d) 38.5% of the subjects prefer accessing the internet pornography privately, (e) 55.6% of the subjects are more open to talk about the internet pornography with peers, and (f) curiosity becomes the most significant factor of accessing the internet pornography (47.3%). At last, to obtain better results, further research are highly recommended that they include focus group discussion and in-depth interview to collect data.

Keywords: Internet Pornography Use, Exposure to Pornography.

INTRODUCTION

In 2014, Divisi Anak dan Reamaja/DIAR (the Division of Child and Adolescent) and Yayasan Kita dan Buah Hati studied 2227 elementary school students (grade 4, 5 and 6) as their respondents concerning their involvement in viewing pornographic materials. The research indicates (a) 92% of the children ever accessed pornography, 7% never, and 1% did not answer respectively, (b) the pornography media being viewed include movie/DVD (20%), site and HP (17%), games (13%), video clips (12%), Soap Opera/TV series (10%), advertisement (8%), print media (4%) and storybooks (3%), and (c) regarding the places where they viewed pornographic material, 52% of the respondents mentioned home (privately/with siblings), 18% Cinema, 10% friends’ house, 6% internet cafes, 4% missing, 4% never, 3% school, and 3% other places respectively.

The aforementioned data are in line with the research by An-Singchen, et al (2013) who observed 1166 respondents. 829 respondents (71.1%) stated that they were already exposed to Internet pornography. The percentage is higher than that of the research by Lo Wei An-Singchen, et al (2013) which results in 38% exposure. However, it is considered lower compared to the research by Ybarra and Mitchell (cited in An-Singchen, et.al 2013) observing US young people with 87% exposure. In the mean time, some other research with 342 respondents finds 41.3% of the respondents claim to having seen Internet pornography by accident, especially through links to pornographic sites embedded in a search or a website address with incorrect spelling or through the transfer of the website, pop-up ads and email.
spam. Meanwhile, the remaining respondents in the sample say that their exposure to internet pornography is intentional. In this case, the exposure to internet pornography, either it is intentional or unintentional, largely affects children's sexuality development and behaviors.

The recent research by Owen et al (2012) shows the relationship between teenagers who are exposed to internet pornography and their beliefs about sex. Similarly, Peter and Valkenburg (2008b) confirm that sexually explicit material can offer a range of sexual attitudes, and may differ from the values instilled from their families and schools. Consequently, this condition causes a conflict in their beliefs about sex, associating understanding with uncertainty (Peter & Valkenburg, 2008b). According to Kastleman (2007) such condition is what the pornography providers expect. Generally, the main target of pornography is male audiences who have not reached puberty, considering that internet pornography users are mostly males (Maas, 2010). In addition, the other targets are those who possess high spirituality, intelligence and sensitivity.

Further, Kastleman (2007) describes as the targeted users of internet pornography, in the beginning, children and teenagers have a big curiosity which then makes them view pornographic images or videos secretly or in hiding. Soon after, they typically feel disgusted and then come the guilt. For those who are considered “pious” (having high spirituality) or good, talented (clever) and sensitively kind-hearted will not tell their parents or teachers about such experience because they need to keep their image as “great” children or teenagers. In addition, such above description is also shown in the study by Nelson et.al (2010) which measures the frequency of pornography use among Islamic university students who generally live in a dorm. Regarding the acceptance of pornography use, the study by Goodson, McCormick, and Evans (cited in Nelson et.al, 2010) indicates 18% feel embarrassed, 20% feel uncomfortable, 24% feel guilty, and only 29% are worried of being arrested or judged if caught in hand, respectively. Overall, the finding shows that 67% of respondents believe pornography use is acceptable. However, 87% of respondents argue that it is totally wrong, yet they still view pornographic materials. At end, the researcher feels the need to further examine the experience of Muslim teenagers due to the internet pornography use.

**METHODS**

**Research Design**

This research is a descriptive, the conclusive design that aims at describing the experience of Muslim teenagers due to the internet pornography use.

**Respondents**

The respondents in this research are teenagers aged 12 to 15 years old as students at Junior High School (SMP) or Madrasah Tsanawiyah (Mts) who have ever used internet. Basically, the number of respondents obtained in this research is 246 students, but the number that can be used as the research data is only 169 students because the remaining 77 are unacceptable.

**Data Collection Technique**

In this research, non-probability sampling is applied as the sampling technique. Such technique gives an understanding that the exact number of the population is unknown, so the
probable chance of the samples is also unknown. In addition, the other sampling technique used is accidental sampling which is based on coincidence. In this case, any students whose class is accidentally unoccupied with teaching-learning activities, the researcher attend the class and take the students as the samples. Overall, the samples in this research are taken from three schools, one school in central Jakarta and the others in East Jakarta and South Tangerang.

**Operational Definition and Variables Measurement**

The variables in this research are:

a. The experience of Muslim teenagers due to internet pornography use.
b. The questionnaires modified for each variable in this research is closed questionnaires.

**Research Process**

a. Survey and Initial Data Collection
b. Field Data Collection
c. Data Processing
d. Data Analysis and Interpretation
e. Research Report

**Data Analysis Technique**

The statistical calculation applied in this research is multiple regression statistical analysis technique. In this analysis, the researcher uses SPSS software version 18.

**RESULTS**

**Data Description**

Demographically, the data shows the following results:

<table>
<thead>
<tr>
<th>Table 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
</tr>
</tbody>
</table>

![Graph showing gender distribution]
The table above shows that the number of male respondents 58.8% is significantly bigger than that of female respondents, 38.5%.

Table 2

Exposure to Pornography

According to the table, 83.4% of the respondents admit to having watched pornographic materials (intentionally or unintentionally), while 14.2% state never and 2.4% do not answer. Such result is in line with the data obtained by Divisi Anak dan Remaja/DIAR (Child and Adolescent Division) and Yayasan Kita dan Buah Hati (2014) which indicate 92% of children are involved in accessing pornographic materials, whereas 7% mention never and 1% do not answer.

In general, the number of those who have ever watched pornographic materials is so much bigger. However, it does not mean that we can simply ignore those who say never or do not answer considering that it is also a big deal. It seems that the differences in the data collection need to be taken into consideration because practically collecting data using questionnaires causes social desirability (the teenagers respond to questions with a normative answer which is what they should do, instead of answering the actual conditions).

In previous studies, Boies in Larry J. Nelson, Laura M. Padilla-Walker, and Jason S. Carroll, 2010 find that males are more common in using internet pornography. Given the idea that this research does not examine children’s involvement in viewing pornographic materials by gender, further studies are suggested that they should take this part. In addition, they can also measure the impacts of children’s exposure to pornography on their sexual behaviors.
The table indicates the first age when they first viewed pornographic materials (intentionally or unintentionally) is at the age of 10 or 13 years old. This finding becomes more interesting because the previous research by Larry J. Arnett in Nelson, Laura M. Padilla-Walker, and Jason S. Carroll (2010) show that individuals firstly viewed pornographic materials at the age of 18 to 27 years old. It means that the age when children first viewed pornography has now become significantly shorter. Meanwhile, according to Mark Kastleman (2007) children at younger ages can easily imitate what they see, read or hear. Previous studies even reveal that exposure to pornography can encourage children to act sexually against younger, smaller or more vulnerable children (Kastleman, 2007).

Children development experts discover some cases of sexual abuse and report that any premature sexual activities in children always point to two possible stimulants: experience or exposure. This means children who are sexually deviant; they may have been mistreated or simply exposed to sexuality through pornography (Kastleman, 2007). Therefore, further researches should examine whether exposure to pornography is accompanied by self-exploration and sexual experimentation.
In general, 84% of the teenagers live with their parents and siblings in which it shows they have a direct interaction with their parents. In the meantime, 8.9% of them live with one parent (father or mother), along with their siblings, whereas 6% live with other families such as grandmother, grandfather or uncle. To this end, more in-depth research with regard to the quality of family relationships is highly recommended.
According to the table, most parents did not pass Diploma program which means their educational qualification ranges from elementary school to senior high school. In this range, father education reaches 32.5%, while mother education takes 32.6%. Basically, parents’ education is related to their ability in explaining the internet pornography use. Surprisingly, during the data collection, many children have expressed that they do not even know their parents’ educational qualification. To this end, further researches need to examine the openness of parents about their educational background and the time when their children need to know their level of education.

Table 6
Mother Education

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary School</td>
<td></td>
</tr>
<tr>
<td>Junior High School</td>
<td></td>
</tr>
<tr>
<td>Senior High School</td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td></td>
</tr>
<tr>
<td>Father</td>
<td>32.5%</td>
</tr>
<tr>
<td>Mother</td>
<td>32.6%</td>
</tr>
</tbody>
</table>

Table 7
The places where the teenagers access internet pornography

<table>
<thead>
<tr>
<th>Access Source</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet Cafe</td>
<td>52.0%</td>
</tr>
<tr>
<td>Home</td>
<td>40.0%</td>
</tr>
<tr>
<td>Friend’s Home</td>
<td></td>
</tr>
<tr>
<td>Relative’s House</td>
<td>1.6%</td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>
After finding the places where the teenagers access or use internet pornography, which are internet cafes (53.8%), home (40.8%), friends’ and relative’s house (2.4%), and others (1.8%) respectively, we can see the importance of parental education and parents’ ability to explain the internet pornography use. As the biggest percentage of choice, the internet cafes are generally based around home environment or school. Thus, parents and schools are required to work together to take a good care of the teenagers due to their exposure to pornographic materials. In addition, while internet access has now become more common at home, parents are supposed to set strict rules of use.

**Table 8**

*The frequency of accessing internet pornography within the last 12 months*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>36.5%</td>
</tr>
<tr>
<td>Several times</td>
<td>38.5%</td>
</tr>
<tr>
<td>Several times in a year</td>
<td>8.3%</td>
</tr>
<tr>
<td>Once a month</td>
<td>3.6%</td>
</tr>
<tr>
<td>Once a week</td>
<td>3.6%</td>
</tr>
<tr>
<td>Several times in a week</td>
<td>1.2%</td>
</tr>
<tr>
<td>Everyday</td>
<td>4.1%</td>
</tr>
</tbody>
</table>

The table shows that within the last 12 months 38.5% of teenagers have accessed internet pornography several times, while 8.3% mentions several times in a year, 3.6% once a month, 3.6% once a week, 1.2% several times in a week and 4.1% everyday respectively. However, 35.5% of them confirm that they have never accessed internet pornography within a year.
As regard to internet pornography use within the last 3 months via personal computer, the table indicates 65.7% of the teenagers say “never”. On the other hands, 14.2% mention once a month, 5.9% once a week, 5.3% several times in a week, 3.6% everyday, and 4.1% several times in a day respectively.

Table 10
The frequency of accessing internet pornography within the last 3 months via Mobile/Tablet
In the meantime, the other finding as described in table 10 shows that 60.9% of the teenagers claim to have never used internet pornography via Mobile/Tablet within the last 3 months. On the contrary, 18.9% state once a month, 8.3% once a week, 3.6% several times a week, 1.8% everyday, and 5.3% several times in a day respectively.

If we compare the data on the internet pornography use within the last 3 months via personal computer with that of via Mobile/Tablet, we can see the increased number of teenagers who have viewed pornographic materials several times in a day. In this case, to obtain more profound data, further researches needs to conduct interviews and focus group discussion (FGD) as data collection methods.

**Table 11**

<table>
<thead>
<tr>
<th>With whom the teenagers use (access) internet pornography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private (alone)</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>38.5%</td>
</tr>
</tbody>
</table>

As outlined in the table, most of teenagers (38.5%) prefer accessing internet pornography privately (alone). This finding can be linked with one of the adolescent psychological conditions as examined in this study, **loneliness**. Nevertheless, the role of peers also play significant role which is shown from the percentage of friends equal to 32.9% (the combination between the percentage of male friends, 23.4% and that of female friends, 9.5%). To more prove whether same sex or opposite sex play more significantly than the other in regard to the selection of companion in accessing internet pornography, further researches are needed to conduct.

Further, 7.1% of the teenagers access internet pornography with their siblings and cousins. As commonly known, kinship in Indonesia is very strong. Hence, good relationships with siblings and cousins are easier to construct. Such finding is in accordance with the researcher’s observation and interview with clients in the psychology clinic showing that the cases related to internet pornography use and sexual exploration behaviors happen during a long holiday (Eid, Christmas, or long weekend) when they spend vacation by staying with their siblings or cousins.
The teenagers’ interest with the opposite sex is measured with the number of teenagers who access internet pornography with their girlfriends/boyfriends, 9.5%. This percentage requires a great deal of attention if it is linked to exploration associated with sexual behaviors. In her research, Fadhila (2008) mentions the behavior of students in accessing pornographic websites on internet encourages them to do sexual behaviors such as kissing, petting, oral sex and intercourse. As in others (9.5%), further researches are needed to more explore whose role takes the percentage. To this end, in-depth interviews may help to analyze.

Table 12

To whom the teenagers talk about internet pornography

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Friends</td>
<td>40.6%</td>
</tr>
<tr>
<td>Female Friends</td>
<td>13.6%</td>
</tr>
<tr>
<td>Girlfriend/Boyfriend</td>
<td>1.2%</td>
</tr>
<tr>
<td>Parent</td>
<td>5.9%</td>
</tr>
<tr>
<td>Teacher</td>
<td>1.2%</td>
</tr>
<tr>
<td>No one</td>
<td>34.9%</td>
</tr>
</tbody>
</table>

After intentionally or unintentionally viewing pornographic materials, the teenagers prefer sharing them with peers as seen from the biggest percentage, 54.4% (the combination of the percentage of male friends, 40.8%, and that of female friends, 13.6%). According to the data, 1.2% of them decide to talk to their girlfriends/boyfriends. To examine whether same sex or opposite sex play more significantly than the other in regard to the selection of companion in talking about internet pornography, further researches are needed to conduct.

Surprisingly, 34.9% of the teenagers consider that no one they can talk to concerning internet pornography use. Such condition has something to do with the psychological states of adolescents, such as the quality of family relationship, interpersonal communication, self-esteem, and loneliness which are all examined in this research. In the meantime, teenagers’ attachment with authoritative figures (parents and teachers) and their openness to them explain only 5.9% of the teenagers who choose to talk about pornography with their parents and 1.2% with their teachers.
As described in table 13, there are some factors that encourage the teenagers to view pornographic materials on internet. Ones of the biggest factors are curiosity (47.3%) peer influence (31.4%). In addition, psychological conditions such as boredom (6.5%), entertainment (6.5%), and excitement (1.2%) also play roles on stimulating them to access internet pornography. Later, satisfaction on sexual desire (1.2%) and gaining more knowledge about sex (1.2%) become others reasons why they decide to access internet pornography. According to the finding by Kaiser Family Foundation, 70% of 15 to 17 year-old teenagers have intentionally access inappropriate or sexually explicit information due to their curiosity.

Research Limitation
Topics concerning pornography are very sensitive and are considered taboo among society. Consequently, the data collection using a set of questionnaires in this research results in normative answers by the respondents instead of actual and expressive response. Therefore, it takes a combination of qualitative methods involving focus group discussion and in-depth interviews to find better results.

Recommendation
The researcher gives some suggestions for consideration to other researchers who are willing to examine the same dependent variables and provides some inputs for individuals who are directly associated with this research.
Methodological suggestions
1. The combination of quantitative and qualitative methods is much more appropriate to collect complete and comprehensive data regarding internet pornography use.
2. The influence of demographic data on the dependent variable (internet pornography use) can also be measured.
3. Variables related to sexual behaviors, peers, parents, and other pornographic media are some other interesting topics to research.

Practical Advice
1. Psycho-education program is needed for parents and teachers to openly communicate that internet usage gives negative impacts on teenagers, exposure to pornography.
2. During extracurricular activities such as Islamic spiritual occasions, discussions regarding adolescence challenges and the importance of religious application in daily life are highly recommended.
3. Psycho-education is needed for teachers and parents to encourage teenagers to spend their time with positive activities and give them an opportunity to share with other people.

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THE EFFECT OF USING MULTIMEDIA IN LEARNING CONCRETE NOUNS TO INCREASE THE HAPPINESS SCALE OF THE DEAF STUDENTS IN SLB B DENA UPAKARA

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Abstract
One of the competences which run into a delayed development experienced by deaf children is the language skills. It is obvious that mastering vocabulary is one of the aspects of language skills. Accordingly, it has become a fundamental issue for deaf children. Lack of this aspect results in the dimension of communication within themselves and with other people, for example the emergence of negative labeling, the state of egocentricity, stubbornness, and failure to foster communication with other people. It makes deaf children feel unhappy, uncomfortable, or often experience displeasure.

The result shows that using images and multimedia can speed up and improve vocabulary mastery dealing with concrete nouns for deaf students. It is due to the fact that almost all deaf children rely on the sense of vision to recognize objects around them. In addition, learning media is essential for them to learn more independently. They learn by using multimedia, depending on their readiness and ability without being afraid of the time limit. The presentation of objects which cannot be presented directly in the classroom due to the distance and largeness can be overcome by using multimedia. Hence, it evokes attractiveness and draws attention to them. The direct observation conducted in the classroom yields the finding that the use of multimedia greatly affects the state and feelings of deaf children. It was observed that they expressed a happy feeling with laughter when they were learning by using multimedia. In other words, the use of multimedia can increase the happiness scale of deaf children. Chiefly, the result of measurements based on the Subjective Happiness Scale (SHS) indicates that there is a strong influence using multimedia on happiness of deaf children as they learn the concrete nouns.

Keywords: multimedia, subjective happiness scale, deaf children, concrete nouns

INTRODUCTION
Language problems have become a fundamental issue for the deaf children because they results in the dimension of communication within themselves and with other people. The inability of deaf children to communicate normally evokes the negative labeling on them. The negative labeling given by common people around them, it makes them feel that they are outgroups. They often feel that there is no hope for the future, whereas actually it is feasible that they are able to develop their potential abilities. Unfortunately, the feeling of pessimism dashes their potential. Furthermore, the labels given are only considered on the aspect of deafness, without taking into account their intelligence as well as other demographic aspects (Martin, 2009). Deaf children also suffer from negative labels such as egocentric and stubborn. Besides, they often fail to foster communication with other people. (Effendi, 2000).

In general, there is no difference between deaf children and normal children in terms of IQ. However, the deafness results in the poor input of information into their cognition, thus
their cognition becomes less developed. Accordingly, deaf children need an appropriate model of learning in order to develop their cognition properly (Hamilton, 2001; Hallahan & Kauffman, 1994; Vernon, 2005; Marschark, 2007). The negative labels of deaf children and the emergence of negative environmental attitudes are always associated with the language skills of deaf children as the determinant of the successful communication. The language skills of deaf children are very important to note because they contribute significantly on the learning achievement at school. It is obvious that the language competence determines the achievement of deaf students. Therefore, the earlier language learning is needed, so that the language delay of deaf children is not getting worse (Qi & Mitchell, 2010).

The other finding studies show that the language skills of deaf children greatly affect the speed of cognitive, emotional, and social development. Sutton-Spence (2010) reveals that the majority of deaf children start to learn languages as they enroll in school. In addition to the parental factors, the language delay is affected by the late diagnosis of hearing-impaired children. Deaf children from hearing families (father and mother are not deaf) on the average experience a language delay because they have not been familiar with sign languages as the early stimulation. (Marschark, 2007).

Meadow (2005) investigated normal children and 4-year-old children with hearing impairment which had just detected. It was noted that normal children were able to make simple sentences while deaf children did not understand a single word; deaf children communicated using their instincts. The investigation proved that the late diagnosis of hearing-impaired children at their early age resulted in the length of the language delay. It raises the idea that the lengthy language delay will surely make deaf children face some difficulties in adjusting themselves at school, especially in the early stage of education that is at the playgroup level. Therefore, at the age in which the children are first introduced the language will greatly affect the amount of vocabulary they will master (Meadow, 2005). The earlier the language is introduced, the more vocabulary is mastered since vocabulary is one aspect of the language skills.

Language skills are closely related to the academic achievement of the students. For children with hearing impairment, language delays also affect their ability to involve in learning activities at school. Therefore, providing vocabulary practice to them is needed as early as possible. (Lonigan & Whitehurst, 1998). Delays in language skills faced by deaf children include vocabulary, syntax, morphology, semantics, pragmatics and phonology (Shaw, 1994). These delays resulted in delays in reading skill, and when children enter the school age, it will affect their academic achievement (Moeller et al., 1986).

The incapacity to understand the vocabulary (receptive) is one of the most common problems faced by deaf children in understanding language (Fung, 2005). The type of vocabulary in the form of concrete nouns is more easily understood by the deaf children since it is more real. For that reason, the learning material which contains the vocabulary type of concrete nouns should be given in advance before the abstract ones. (Marscharks, 2001). Furthermore, deaf children also find the difficulties to understand the words which have more than one meaning, thus more explanation is needed.

Several factors that affect the language skills are intelligence, physical factors related to the aspect of organs, and environmental factors (Edja Sadjaah, 2005). The cognitive development of deaf children is also affected by the language competence. Whorf & Saphiras
cited in Schenkler (2004) state that thought or cognitive capabilities are determined by the language skills possessed. In general, the intelligence of deaf children is potentially the same as the normal children’s, but functionally, the intelligence development of deaf children is strongly influenced by the level of language skills. Furthermore, language barriers will also inhibit the cognitive development of deaf children. This language inhibition is also influenced by the degree of the hearing loss. It is clear that the higher the degree of their hearing loss, the lower the children’s skills of verbal language.

It is obvious that introducing vocabulary by giving examples, providing context of everyday use, and conducting discussions will also accelerate the process of understanding vocabulary by the children. Accordingly, the introduction to vocabulary that is packaged in a story would be more effective. Discussions can be developed in the form of questions according to the reading passages. The use of the material equipped with pictures is proven to be an effective way in improving vocabulary, especially for prelingual deaf children (Walker, Munro, and Rickards, 1998).

According to Piaget, elementary school children (6-12 years) are at the stage of concrete operations (Santrock, 2008). Bruner also says that learning should start from real experiences and be experienced directly by children, afterwards it moves to the level of using images, and finally to the use of abstract symbolic elements. The role of learning media which is attractive, interactive and able to enhance the quality of learning is very important. The interactive multimedia is a means of learning which has many elements, namely texts, sounds, graphics, animations, videos, and sorts of interactive aspects. Multimedia is reliable to relate children’s direct experiences to go on more abstract things. Since children are at the stage of concrete operations, the visualization provided by multimedia is still in accordance with the stages of cognitive development of children.

The result of the research conducted by Permadi, et al in 2015, shows that generally images can be used for learning nouns of average category. Accordingly, five aspects of
measurement are examined. These five aspects are the ability to identify images and texts (aspect-1), the amount of nouns successfully spoken in a precise and clear articulation (aspect-2), the test results of image identification indicated by the ability to write nouns properly (aspect -3), the number of nouns written in correspond to their utterances (aspect-4), and the test results in successfully applying nouns in sentences (aspect-5). The measurement results towards these five aspects of measurements show that in terms of the ability to identify images and texts, those reaching 41.67% are categorized as excellent, 50% as average, and the remaining percentage as poor. Dealing with ability to utter the nouns in a precise and clear articulation, excellent category is accounted for 58.33%, average category for 25%, poor category for the remaining percentage. Regarding the ability to write nouns by identifying images, those reaching 8.33% and 66.67% are categorized as excellent and average respectively, while the rest is categorized as poor. In the regard of the ability to write nouns in accordance with the sign produced by lips movements, 75% is categorized as excellent, 16.67% as average, and the remaining as poor. In terms of the ability to apply nouns in sentences, those making 16.67% are categorized as excellent, 66.67% as average, and the remaining as poor. Referring to these results, it is essential to create an interactive media which is able to improve the vocabulary mastery of concrete nouns for optimal learning. Therefore, the interactive multimedia is the best option.

This research would like to investigate the influence of using multimedia to increase the happiness scale of the deaf students in SLB B Dena Upakara. The happiness levels are measured by using Subjective Happiness Scale (SHS) (Lyubomirsky, S., &Lepper, H. S. (1999), (Mattei, D., & Schaefer, C. E. 2004) and the measurements are conducted as the students use images and multimedia in the classroom.

**METHODS**

The equipment used in this research was a computer program containing multimedia applications for learning concrete nouns for deaf students. The subjects of this research were 12 deaf students at the age of 8-15 in preparation class 2 of SLB B Dena Upakara Kabupaten Wonosobo. The learning method developed was an experiential learning using multimedia to measure the students’ vocabulary mastery of concrete nouns. The concrete nouns which were introduced and measured in this research were cabinets, chalks, erasers, benches, dictionaries, bins, dustpans, family photos, chairs, rulers, mats, cloth, boards, calendars, sink, faucets, stairs, microphones, tables, Christian cross, mirrors, clocks, shoe racks, and bowls. While measuring the vocabulary mastery of these concrete nouns, the observer assessed the students in the regard of SHS. An observer accompanied a student so that the observation data was accurate for every student. The methods used in this research were:

1. Designing the interactive multimedia for vocabulary mastery for deaf children which were based on the concrete nouns introduced by the teacher. This multimedia was attempted to students, and then validated to the classroom teacher.
2. Applying Experiential Learning Model which was in the form of a circular process and it consisted of four phases, namely:
   (a) Concrete Experience Phase was a process in which it used students’ experience or the experience which was provided for further learning.
(b) Reflective Observation Phase was a process in which it discussed students’ experiences or shared their reactions and observations using multimedia.

(c) Abstract Conceptualization Phase was a process of discovering the meaning of pictures, sounds, animations, videos, and texts in multimedia. This activity was carried out by the teacher. Students were able to gain new experiences and make a conclusion or a new concept. The concept included the ability to identify images on multimedia, the ability to write concrete nouns, the ability to write nouns by identifying images, the ability to pronounce the concrete nouns in accordance with the display in multimedia, and the ability to pronounce nouns with a precise and clear articulation.

(d) Active Experimentation Phase was a process of applying the nouns that had been managed in sentences. Students arranged jumbled words into a good sentence which was spoken by the teacher.

3. Measuring Subjective Happiness Scale (SHS) to students

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>Sangat tidak bahagia</th>
<th>Sangat bahagia</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya merasa, saya adalah anak yang:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
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<th>Lebih bahagia</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Dibandingkan dengan teman-teman, saya:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>Sangat tidak sesuai</th>
<th>Sangat sesuai</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Mereka bisa bergembira, apapun yang terjadi. Mereka mensyukuri kejadian apapun. Pernyataan tersebut:</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>Sangat tidak sesuai</th>
<th>Sangat sesuai</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Sebagian anak, secara umum tidak terlalu bahagia. Meskipun mereka tidak sedang sedih, tapi mereka tidak pernah bisa bahagia dan tertawa. Pernyaan tersebut:</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>
RESULTS

Examining from the average value and T-test for Statement 1, it indicated that there was an increase of happiness (0.400), even though it was not really significant (0.104). It means that the use of images and multimedia did not necessarily make the happiness level rise significantly. Nevertheless, the significance level signified a prospective indication (feasible to increase). The low significance value was likely to happen due to few numbers of subjects. Thus, by increasing the number of subjects with the same interference, it would obtain significant results. In addition, the assessment indicators for happiness was way too distant, because there were many intervening variables which existed between the direct effects of interference and happiness, such as learning motivation, learning anxiety, or positive feelings toward learning.

### Paired Samples Statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>VAR00001</td>
<td>4.9000</td>
<td>10</td>
<td>.87560</td>
</tr>
<tr>
<td></td>
<td>VAR00002</td>
<td>5.3000</td>
<td>10</td>
<td>.82327</td>
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</tbody>
</table>

### Paired Samples Correlations

<table>
<thead>
<tr>
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<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>VAR00001 &amp; VAR00002</td>
<td>10</td>
<td>.663</td>
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</table>

### Paired Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Upper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 1</td>
<td>VAR00001 - VAR00002</td>
<td>-.40000</td>
<td>.69921</td>
<td>.22111</td>
<td>-.90018</td>
<td>.10018</td>
<td>-1.809</td>
</tr>
</tbody>
</table>

As observed through the average value and T-test for Statement 2, it indicated that there was an increase of happiness (0.400), although it was not really significant (0.104).

### Paired Samples Statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
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<td>Pair 1</td>
<td>VAR00001</td>
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<td>10</td>
<td>.52705</td>
</tr>
<tr>
<td></td>
<td>VAR00002</td>
<td>4.9000</td>
<td>10</td>
<td>.73786</td>
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### Paired Samples Correlations

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>VAR00001 &amp; VAR00002</td>
<td>10</td>
<td>.429</td>
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</table>
### Paired Samples Test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VAR00001 - VAR00002</td>
<td>-.40000</td>
<td>.69921</td>
<td>.22111</td>
<td>-.90018 - .10018</td>
<td>-1.809</td>
<td>9</td>
<td>.104</td>
</tr>
</tbody>
</table>

As seen from the average value and the T-test for Statement 3: *bisa bergembira, apapun yang terjadi dan mensyukuri kejadi dan apapun*, it appeared that there was an increase of happiness for 0.500, yet it was not really significant (0.052).

### Paired Samples Statistics

<table>
<thead>
<tr>
<th>Paired Samples Statistics</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VAR00001</td>
<td>5.2000</td>
<td>10</td>
<td>.78881</td>
<td>.24944</td>
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<td>VAR00002</td>
<td>5.7000</td>
<td>10</td>
<td>.48305</td>
<td>.15275</td>
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</table>

### Paired Samples Correlations

<table>
<thead>
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<th>N</th>
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<th>Sig.</th>
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</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>10</td>
<td>.467</td>
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### Paired Samples Test

<table>
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<th>df</th>
<th>Sig. (2-tailed)</th>
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<tbody>
<tr>
<td>Pair 1</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VAR00001 - VAR00002</td>
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<td>.70711</td>
<td>.22361</td>
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<td>-2.236</td>
<td>9</td>
<td>.052</td>
</tr>
</tbody>
</table>

Examining from the average value and the T-test for Statement 4, it showed that there was an increase of happiness which was accounted for 0.500, yet it was not a great significance (0.052).
The following tables presented the results of measurement using Subjective Happiness Scale (SHS) toward 10 students of SLBB Dena Upakara.

In addition, the happiness level measured by SHS scale, the direct observation in the classroom also indicated that using images and multimedia media greatly affected the state or feelings of the students. It was observed that they expressed a happy feeling with laughter when they were learning by using images and multimedia. It was due to the fact that using images and multimedia was considered as a new experience so that it arise the level of students' interest. The use of multimedia was regarded as an attractive way of learning language since multimedia provided various elements, namely texts, sounds, graphics, animations, videos and interactive aspects. In addition, both images and multimedia provided opportunities for children to learn independently in a more pleasant way.
CONCLUSION

According to the results, it is obvious that using multimedia can increase the level of happiness, even though the raising is small and not really significant. In addition, the level of happiness by using multimedia in learning concrete nouns is better than those using images for the same learning material.

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VOLTAGE VALUE MEASUREMENT BY TWO-ELECTRODES BRAIN CAPACITOMETER AND SYSTEMIC CHANGES DURING VIDEO GAMING

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Abstract
Non-invasive electric-field-based neuroimaging has been used to provide objective assessment and less bias method for understanding human brain activity during video gaming. However, the correlation between human brain activity and systemic changes stills unclear. The aim of this study is to measure the voltage value recorded by two-electrode brain capacitometer and systemic changes during two kinds of video gaming (platform and puzzle). Then determine whether systemic responses during the gaming task are associated with the measurement of brain activation that represents by changes of voltage value. Two-electrode brain capacitometer is localized on Fp1 of 10-20 international system regions that cover left prefrontal cortex in two healthy volunteers. Tensimeter is used for monitoring the blood pressure, while pulse oxymeter is employed for O₂ saturation and heart rate recording. Even though changes in systemic are observed during video gaming, we also found the changes of voltage value pattern at the same time. Based on this study, we assume that there is correlation between voltage value and systemic variables.

Keywords: two-electrodes brain capacitometer, voltage value, video gaming, systemic changes

INTRODUCTION

Video games have been a major part in almost all children and adolescents life (Granic, Lobel, & Engels, 2014). Both male and female spend more than one hours for playing video games in weekend (Cummings & Vandewater, 2007). There are so many researches that revealed the effects of video games to psychological aspects of children and adolescents. They are proved influence both in negative and positive aspects. Although some studies showed aggression (Gentile et al., 2004), addiction (Griffiths, 2005), and obsessive compulsive (te Wildt et al., 2007), improvement of critical thinking abilities also founded (Chuang and Chen, 2009). However these previous researches did the assessment without using neuroimaging devices, which make the possibilities of biases in results (Oppong, 2013; Hammersley and Atkinson, 1993). To understand the effect of video games more objectively, we need to use neuroimaging technologies to record brain activity while playing video games.

Up to now, fNIRS (functional near-infrared spectroscopy) (Tachtsidis and Papaioannou, 2013; Schoeter et al., 2006; Girouard et al., 2009), fMRI (functional magnetic resonance imaging) (Buchweitz et al., 2009; Menon and Crottaz-Herbette, 2005; Redcay et
Brain capacitometer – a novel electric-field-based neuroimaging – is a promising technology that could measure the brain activity in real-time and non-invasively (Taruno et al., 2013). Previous study using brain capacitometer had revealed that increase of voltage value is occurred while playing video games followed by decreasing of voltage value after playing. However, the relation between voltage value and systemic changes remain unclear. The purpose of this study is to measure the voltage value recorded by two-electrodes Brain Capacitometer and systemic changes during two kinds of video gaming (platform and puzzle).

**METHODS**

We studied 2 healthy young (females, age 18 years old) volunteers who had experienced playing the games before experiment. We used two free-accessed videogames (Subway Surfers / platform game and Dagelan Smart / puzzle game) that installed into a smart phone. Subway Surfers is a game where the player can choose a character and control it to jump or slide down the obstacles that awaits in order to gain coins as much as possible and avoid other character that chase it. Dagelan Smart is a game that tests the player’s agility in mental calculation. They will be given questions that need to be answered as fast as possible in order to get to the next level. The higher level the player obtains, the harder question they get.

In order to become familiar with the experimental environment, the volunteers were given the game to practice for about 10 minutes. Following that, each subject sat in front of a desk. The volunteers were alerted via auditory stimulus when to rest and when to start playing the game. The protocol involved a single block go/no-go tasking of 5 minutes playing games, which is the activitation period, followed by 2 minutes period of rest before and after the activitation block (Figure 1).

![Figure 1](image.png)

*Figure 1*

*The experiment was started with two minutes resting, followed by five minutes tasking, and ended with two minutes resting.*

Two-electrode Brain Capacitometer was placed on Fp1 of 10-20 international system regions that cover left prefrontal cortex. Tensimeter was employed on the left arm in order to
measure the blood pressure. The oxymeter was placed on the index finger of the left hand to measure O₂ saturation and heart rate.

In every single minute, we measured the changes of blood pressure, O₂ saturation, and heart rate. The averages of voltage value from 30 seconds before and after the systemic changes measurement were calculated. We then compare each data to analyze the correlation.

RESULTS

In each game, we compared the changes of voltage value and systemic variables from the electrodes that we placed on the left side forehead.

The Platform Game

![Graphs showing voltage value and systemic changes during platform games](2a),(2b),(2c),(2d)

Figure 2

(a), (b), (c), and (d) Graphic of voltage value and systemic changes while playing platform games. Similar pattern can not be founded in resting period and tasking period.

In resting period before the subject was playing platform game, the voltage value decreasing, while the blood pressure, heart rate, and O₂ saturation increasing. In tasking period, the voltage value fluctuates while the blood pressure, heart rate, and O₂ saturation insignificantly changes. In resting period after playing the game, the voltage value significantly increases and the blood pressure, heart rate, and O₂ saturation decreasing (Figure 2(a)).
In Figure 2(b), we can see that in resting period, there is a significant decrease in the voltage value, while the blood pressure increasing, and the heart rate in second resting decreasing significantly more than the first resting. In tasking period the voltage value increasing more than in resting period.

In the resting period, the voltage value increasing, while the blood pressure, heart rate, and O2 saturation increasing in the first period and decreasing in the second period. In tasking period, there is a significant decreasing of voltage value, while the blood pressure, heart rate, and O2saturation fluctuating (Figure 2(c)).

Figure 2(d) show that in resting period, the voltage value tends to decrease, while the blood pressure, heart rate, and O2 saturation tends to increase. In the early tasking period, the changes pf voltage value tends to increase, but there is a drastic decrease of voltage value in the end of the tasking period, while the blood pressure, heart rate, and O2 saturation decreasing.

**The Puzzle Game**

Figure 3

(a),(b),(c), and (d) Graphic of voltage value and systemic changes while playing puzzle games. The changes that happened in brain activity and systemic variables are not similar in resting and tasking period.

We can see in Figure 3(a), the voltage value decreasing in resting period, while the blood pressure was increasing and the heart rate increasing significantly in the second period.
than first period. In tasking period, the voltage value tends to increase even though there is a significant decrease in the end of tasking period, while the blood pressure, heart rate, and O$_2$ saturation increasing.

In the first resting period, the voltage value increasing but in the second resting period there’s a significant decrease of voltage value. The blood pressure, heart rate, and O$_2$ saturation was increasing in the resting period. In tasking period, the voltage value tends to fluctuate, even though there is significant increase in the end of tasking period, the blood pressure increasing significantly, and the heart rate in the end of the tasking period decreasing significantly (Figure 3(b)).

Figure 3(c) show that in resting period, the voltage value increasing significantly, while the blood pressure in the first period there is no changes but it decreases in the second period. The heart rate increases in the first period and decrease in the second period. In tasking period, the voltage value decrease significantly while the blood pressure, heart rate, and O$_2$ saturation fluctuate.

In Figure 3(d), the voltage value was decreasing in the first resting period, while in the second resting period, the voltage value increasing. In resting period, the blood pressure decreases in the beginning, and the heart rate increasing both in the first and second resting period. In the beginning of tasking period, the voltage value decreases but before the end of the tasking period the voltage value increasing significantly, while the blood pressure, heart rate, and O$_2$ saturation fluctuate.

**DISCUSSION**

We found that there is no significant relation between the voltage value and systemic changes while playing video game. The result showed that when there is activity of brain during playing video games, there is also a change in systemic variables. However, the changes that happened between the voltage value and systemic changes do not have the same pattern both in platform game and puzzle game.

**CONCLUSION**

The result of the research shows that there is no similar pattern between the changes of brain activity and systemic variables in the same time. Further researches are needed to understand better about the relation between human brain activity and systemic changes.

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PILOT STUDY: INVESTIGATION OF VOLTAGE VALUE CHANGES BY USING TWO-ELECTRODES BRAIN CAPACITOMETER DURING VIDEO GAMING

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Abstract
In almost all children’s and adolescents’ live, video games have been an ubiquitous part. Although the vast majority of psychological research on the effects of video games has been focused on its negative impact, benefits of playing video games also have been summarized. However, less biases method is needed to provide objective assessment for understanding human brain activity during video gaming. Non-invasive electric-field-based neuroimaging, which provide real-time measurement data, is an emerging method of functional neuroimaging that has major advantages that make it particularly suited to clinical neuroscience research. In this research, we investigate for the first time on an adolescent the changes of voltage value revealed by two-electrodes brain capacitometer that placed over the Fp1 region, which represent prefrontal cortex of left hemisphere, during video gaming. We found same pattern of voltage value changes between two kinds of video games played. Both of them showed increase of voltage value in tasking period followed by decrease of voltage value on resting period. Based on this study, we propose a novel alternative method for measuring brain activity during video game by using brain-capacitometer.

Keywords: adolescents, brain capacitometer, voltage value, video games

INTRODUCTION

Video games have huge effects for children and adolescents life (Zamani et al., 2009). It has a psychological aspect both negative and positive side. The negative aspect such as addiction (Yau et al, 2012), while positive aspect such as enhance creativity (Primack et al., 2012).

There are many kinds of study about measuring human brain activity in video gaming by using neuroimaging such as EEG (electroencephalography) (Sheikholeslami et al., 2007) and fNIRS (functional near-infrared spectroscopy) (Tachtsidis & Papaioannou, 2013).

Brain capacitometer is a novel electric-field-based neuroimaging technology that could measure brain activity indirectly based on voltage value changes. It could measure in non-invasive manner and real-time (Taruno, 2013).

In this research we did the the experiment to measure brain activity of human while playing video games.
METHODS

A healthy eighteen years old adolescent was employed as volunteer in this research. We used two commercially available video games for the Ipad; Subway Surf (a Platform game) and Tangram (a Puzzle game). Subway surf game (by Kiloo) is a game where the player can choose a character and control it to jump or slide down the obstacles that awaits in order to gain coin as much as possible and avoid other character that chase it. Tangram game (by Jiuzhang) is a puzzle game where the player must make complete polygon from several simple geometric shapes.

In order to become familiar with the experimental environment, the volunteer practiced the game about 10 minutes before experiment. Following that, she sat in front of desk on which an Ipad was placed. To alert the subject when to rest and when to start playing the game, auditory stimulus was used. The protocol involved a single block of five minutes playing the game continuously (activation period) with a two minutes period of rest before and after the activation block (Figure 1).

Two-electrodes Brain Capacitometer were placed on Fp1 of 10-20 International system of EEG placement that represent left prefrontal cortex religion (Figure 2a). Matrix sensitivity of electric field current shown that it covers the left prefrontal cortex as region of interest (ROI) (Figure 2b).

![Image](image1.png)

**Figure 1**
The experiment was started with two minutes resting, followed by five minutes tasking, ended with two minutes resting.

![Image](image2.png)

**Figure 2**
(a) The sensor was placed at Fp1 region of EEG 10-20 international system. (b) Matrix sensitivity indicated that electric field current are through the ROI.
RESULTS

In each game, during five minutes tasking period, we found increase of voltage values followed by decrease of voltage values in resting period (Figure 3), from sensors that placed on left side forehead.

![Figure 3](image)

*Graphic of voltage value changes while playing video games. Above is while playing platform game, below is while playing puzzle game. Both of them showed similar pattern.*

DISCUSSION

**Brain Capacitometer System**

Two broad areas may be defined in which non-invasive imaging method could provide useful information. They are imaging of variations or abnormalities in structure and imaging of normal or abnormal functional activity of the brain.

A real-time imaging of human brain functional activity based on electric field had been proposed in 2013 for the first time (Taruno, 2013). Brain Capacitometer system consists of three main components: data acquisition system (DAS) for measuring the capacitance, electrodes as the sensors in getting capacitance signals, and personal computer for data acquisition control.

The capacitance measurements are conducted between pairs of sensors placed on the outside wall of the sheet covering the head. The capacitance data is a response to change of permittivity distribution inside the brain. It used an electrical source of 5V with 2.5 MHz pulse.

Brain Capacitometer measure capacitance between all electrodes pairs of the ECVT sensor with N channel, which give a total N x (N-1)/2 independent capacitance measurement (Wang et al., 2010).
Voltage Value Changes during Video Gaming
To our knowledge, this is the first time that voltage value changes associated with physiological evoked responses have been measured non-invasively in humans while playing video games.

We found significant increase of voltage value measured over the left prefrontal cortex during tasking period compared to resting. The similar pattern occurs both on platform and puzzle game.

In this pilot study, the similar pattern of voltage value changes during tasking period give an indication that increase of voltage value has correlation and due to brain activity.

CONCLUSION

In this research we have proposed for the first time, Brain Capacitometer as an alternative tomography modality to monitor human brain activity in real time through actual experiment.

Our pilot study show that Brain Capacitometer – electric-field-based neuroimaging – may be an effective tool for studying the human brain functional activity, although a much larger cohort of healthy volunteers will be necessary to define its efficacy.

Future applications of this new technology in psychology include study of effectiveness of behavioural therapy, characterize the mental health problem, and many others.

REFERENCES


THE ROLE OF RELIGION AND SPIRITUALITY IN CHILD MENTAL HEALTH

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For the Indonesian society, spirituality is considered to be the core of religion. It is the esoteric dimension of religion. Religion, particularly Islam as I believed and understood, is a holy teaching revealed from God which is received by prophet Muhammad. Islam has many doctrinal elements, "dos and don'ts", should be followed and practiced by Muslims in which these doctrines, in turns, forms a formal and organized religion. This legalistic form of religion has made many thinkers and Western observers consider Islam is less spiritual. Even it is threatening religion which brings about radicalism and terrorism on behalf of Allah. This notion is quite understandable since Islam, even though comes from God as a transcendent values, when it is interpreted, practiced and formalized in the social realm then Islam became historical and social reality mixed up and intermingled with with the local culture. For some, religion has been used and manipulated for political and economical purpose. Instead of contributing peaceful life, it created conflict and wars as we witness today in the Middle East.

Spirituality for Kids

Spirituality in Islam started from the believe in God and Angels. The task of the parents and teachers is how to introduce the transcendent God who has 99 names. The number 99 names for me is a symbolic one, denoting the absolut and unlimited names. The most popular and preferable by God as the holder of those name is rahman-rahim, a feminine name. Loving, caring, giving and compassionate God. According the character and attribute that name, She is a Motherly God. There is a research conducted by Lissa Meller Ph.D from Columbia University, kids who develop a sense of a loving higher power whether they call it God, Creator, Allah or simply "loving universer" are 80 % less likely to suffer major depression and 50 % less likely to suffer from substance abuse. Another research says, children who sense a spirituality tend to be significantly happier. To put in other words, having an understanding of something greater than themselves, that is God, seems to enhance children's sense of personal meaning and purpose. Furthermore it helps the children to reinforce their connection to their community and to other people. This last notion can be easily proved when they go to mosque to learn Alqur'an or sholat jamaah. The children meet new friends and they should behave politely and nicely. In some schools there is an ethical conduct, whenever they meet friend should practice 3S: senyum, salam, sapa. Smiling, hulloing and greeting.

In the Muslim family, there has been a practical and workable guidance to nurture spirituality for the kids, rooted in the idea of fitrah or natural and perennial inclination in every soul since it is implanted by God. Fitrah is divine quality born and develops in every human being, the master piece of the creation of God. That is an inclination to do and prefer good, truth, beauty and peace. These are very spiritual and religious as well. Every person tend to embrace truth, beauty and peace. So, the demand of religion and the natural
inclination is identical. That is why the Prophet Muhammad said that the teaching of Islam is always in line with the listening and obeying the natural inclination. The heart of religion is the religion of the heart. And the heart of the heart is love. If there is no love there is no peace. It is universal golden rule.

Helping others, no matter its scale, is a religious and spiritual action as well which will enrich the soul of the kids. There are three words very easy to say but very meaningful for the spiritual education. They are, hello, sorry, and thank you. As a parent how to make those three words become a habit for our children. Sorry and thank you have a very deep meaning and values even for us as an adult person. We have done so many mistakes every day, then it is necessary and obligatory to say sorry. At the same time we morally owed to others since it is impossible to live without other’s help and assistance, so to say thank you is a moral obligation, besides to develop one’s character and dignity.

Our character is very much shaped, formed and influenced by the psychological memories and habit during our childhood life. It is a formative age of our character. Therefore, giving and implanting spiritual values is very important. There is a good habit in the muslim family to teach their kid reciting and memorizing some short verses of the Qur’an. To encourage their spirit, there is also a competition of Qur’anic recitation for the kid. This kind of activity will enhance a sense of spirituality and emotional intelligence. They engaged in religious social activity. They are becoming familiar with mosque and religious gathering. So, mosque has given a joyful memories in their mind which will never forgot and deleted forever. The children are used to attend social service at the mosque, for instance distributing zakat and meat of idhul adha.

In Islamic tradition, in every single action one should start with praying to God, basmalah. Hoping the bless of God and everything we do hopefully will give benefit for others, reflecting the mercy of God. The spirituality is, then, part of everyday life, incorporated it into ordinary action and words. A simple form of prayer has became an ordinary word for the muslim family. It gives us an inner peace, awake up our onscience, and brings us into transcendental realm.
THE CORRELATIONAL STUDY BETWEEN RELIGIOUSNESS AND ALTRUISM OF STUDENTS’ ISLAMIC STATE SENIOR HIGH SCHOOL (MAN) 15 JAKARTA

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Abstract
The aim of the research is to describe the religious and altruism of students Islamic state high school (MAN) 15 Jakarta and to investigate the correlation between religious and altruism of them. Sample of the research is the students of tenth and eleventh grades. The results of the research had accepted the hypothesis that there was a significant correlation between religious and altruism and religious contributed 16.9% to the altruism variable. The data analysis showed that average of students had religious in median level. The students’ scores of religious practices and beliefs are higher than religious feeling, knowledge, and effect. They have high scores in religious practices and beliefs and they’ve low scores in religious feeling, knowledge, and effect.

Keywords: altruism, islamic school, students, religious

INTRODUCTION

The phenomenon of religious is one of the exciting phenomena to be understood. Spilka et al., have declared (2003) the assumptions that are made by many studies in all religion adherent has tradition of their religion expressions in three ways: behaviour (ritual), supernatural belief, and experience (example: mystical states). Religiousness can be defined as a measure how long the extent of knowledge, confidence, worship and the implementation of rules and appreciation over religion followed by the person. We realize that all religions teach goodness for its followers; however the Indonesian people multi ethnics, religious often find violence and the act of discrimination on a religion of name. People who are devout must have the positive behaviour more consistent. The phenomenon of religious can be shown of wide range of traits, attitude, and humanism. Character of hard working, responsible, discipline, care of another person must have found in people who are devout.

Experts agreed that religiousness is the concept of complex and difficult to define (Holdcroft, 2006). The Complexity is caused by two things, the first because inaccuracy natural English to translate into another language. The second reason, because the religiosity involved many discipline science like theology, religious education and psychological. Glock and Stark (1965) argued that in all the traditions of the world, without ignoring uniqueness every religion, there were manifestations as part of the five religiousness dimensions (Krauss et al., 2005). Glock and Stark (Holdcroft, 2006; Krauss et al., 2005, Ancok and Suroso, 2001) identify five dimensions in religiosity:
1. Ideological dimensions or religious belief, where are a religious person hold fast on the view theological and concede the truth the doctrine. In this dimension shows a level of beliefs of the truth precept religion which fundamental and dogmatic.

2. Dimensions of practices religion and the ritualistic dimensions / religious practice, includes worship and obedience, and that a thing done people to demonstrate a commitment to religion. This dimension is based on the compliance level of someone to work on ritual activities as advocated by his religion.

3. Dimension of experience and appreciation (the experiential dimensions/religious feeling) this pertaining to the understanding religious, feeling, perception and sensation experienced of a person. It is related to supernatural powers and was in nature subjective. In this could include feeling close to the lord, feeling loved by him, felt prayer often gets fulfilled, and so on.

4. Dimensions of religious learning and the intellectual dimensions / religious knowledge, it refers to knowledge pertaining as the foundation of belief, rites, the scriptures and tradition. The dimensions pointed at the knowledge and understanding someone of the teaching as basic his religion

5. Dimensions message and consequences or the consequential dimensions (religious effect). It is related to conduct of one who motivated by precepts his religion. For example; like helping, caused the truth and justice, to be honest, forgive, protecting the environment, steal, and not gamble.

We can see in diagram 1, the dimensions and components religiousness of other researcher. Lenski (1961) proposes four dimensions in construct religiousness, called associational frequency of religious involvement, communal preference, frequency of one primary-type relations, doctrinal orthodoxy, and devotion communion with god. King (1967) proposes ten dimensions authors religiousness called creedal assent and personal commitment, participation in a congregational activities, personal religious experience, personal ties in the congregation, commitment to intellectual search despite doubt, openness to religious growth, dogmatism, extrinsic orientation, financial behaviour and the financial attitude, and talking and reading about religion (Salleh, 2012).
In daily life the application of religiousness not only appears as ritualized behaviours, but more broadly in other behaviour. The results of the Mustafidah study in 2008 to her students in SMAN 3 found the significant relation between religiousness and student learning achievements. The finding from research described the impulse performed well caused religiosity a student. Hurlock (1999) also states that teenagers put interest in religion and consider that religion play an important role in life. It can be observed from their enthusiastic in discussing religion, following religion studies at school and participate in various religious
ceremonies. Religiousness teenagers drive the positive behaviour and prevent negative behaviour. The conclusion taken from Purwadi and Siti Chatijah (2007) stated that there was a very significant negative correlation between religiousness with the consumptive teenagers. Although religion not by itself determine human behaviour, but between religion and behaviour there is a reciprocal strong correlation (Sarwono, 1999).

The environment condition is strongly influence of someone behaviour. The learners, who were educated in religious environment as in religious schools, will tend to high religiousness. The other sides, religiousness can’t automatically encourage pro-social behaviour. Helping is one of pro-social behaviour. Helping in terms of psychology is known the same as with altruism. The concept of altruism is very close with helping concept but it has a difference to understanding both of them. Altruism can be defined desire to help others without sense of your own self-interest (Myers in Sarwono, 2002). Altruism is tendency of selfless to help others (Santrock, 2003). Taufik (2012) said that altruism is referred toward the goodness of others. According to Batson (Taufik, 2012) altruism is a motivational state with the ultimate goal of increasing another’s welfare. According to Leeds (Taufik, 2012), there are several altruism criteria which distinguish them with the help:
1. Benefit one who helped or oriented to the good of assisted,
2. Help is given was a process empathy or sympathy that voluntary give rise to a desire to help
3. The final result the act of that is not for its own sake

Based on the definition that described above, it can be concluded that altruism is voluntary action is a person does to help others without expect rewards or in return. Behaviour can be determined by several factors not only factors situation, the environmental condition, mood and factors personality helper also involved determines any decision someone to help or behave altruistic. According to Einsberg and Mussen (Dayakisni & Hudaniah, 2003) the things which including in altruism component as follows:
1. Sharing
   Individuals who often behave altruist was often give something aid to others more in need of to himself
2. Cooperative
   Individuals having traits altruist prefer to do a job in group, because they think he working they are could be more socialize with a neighbour and could accelerate his job.
3. Helping
   Individuals having traits altruist like to give something or an aid to others without expect return from that allies.
4. Donating
   Individuals having traits altruist glad to help others and gave you anything useful while other people in distress because it can give rise to a positive feeling of the inner self the helper.
5. Honesty
   Individuals having traits altruist had an attitude straight hearts, sincere and do not cheat, they give priority to the value of this trait in him
6. Generosity
Individuals having traits altruist having the attitude of people who like giving help, ready to give the appropriations committee or quixotic the heart to others that require helping expect returns without anything from a person who has served.

7. Consider rights and the welfare of others of individuals having traits altruist are also trying to consider rights and the welfare of others, they are always trying for the other are not in trouble.

There are some research reported the correlation between religiosity (religiousness personality), values and the emotions as well as behaviour pro-social (Saroglou, 2013). Religiousness a person can affect values, the emotions as well as his behaviour in daily life. Jan reitsma, Peer Scheepers, and Manfred TeGrotenhuis (2006) reported the invention of the connection between religiousness and charity by analyzing the influence of dimensions religiousness to intensity philanthropy to poor countries. Participants of research were a representative in seven European countries and showing the effects of different from religiousness and charity of every country. This research uses frequency presence in the church as one of indicators level religiousness participants. They found that in the church, confidence dogmatic and an attitude toward a consequence religiousness (consequential religious) impact on intensity philanthropy positively.

Other research from Ahmed (2009) used the quasi-experiment data to test the correlation between religiousness and behaviour pro-social. If previous studies identified religiousness by how often they attend religious service or through self-reported religiosity, hence the study comparing the students who behave piety high because prepared being a churchman with conduct of students another in a game of general merchandise (a public goods games) and in the game a dictator. The results show that religious students who significantly more cooperative in the game of general merchandise and significantly more quixotic in the game of dictator other for students.

Other research reported by Alpaslan Akay, Gokhan Karabulut, and Peter Martinsson (2011) that looked at the role of religion to cooperation and the level altruistic punishment. Cooperation is an important phenomenon in many situations in our daily lives starting from cooperation (team work) to attention to the environment. Research did in Turkey when Ramadan on night laylat al-qadr. The results of the research overall it shows that is not was no difference in cooperation or altruistic punishment between individuals during Ramadan, even at the religiousness varying. Most of the difference can be explained by contributions other factors. This research indicates the importance of cooperation conditioned (conditional cooperation).

Holdcroft (2006) suggested that schools can develop social moral values. He argued that schools can offer the opportunity to students get the positive experience in correlations with peers and adults in developing knowledge and the skills he will need, either in the field of academic and social environment. He found that religious schools will always internalized norms and values in learning implemented both within and outside the class. School being an environment conditioned for conduct religiosity and pro-social behaviour other. In Indonesia, the results of research Nur Azizah in 2005 found that there were differences in moral conduct and there weren't differences between religiousness majoring students and religious education significantly. Research on MTs’ students and Junior High Schools (SMP) students found that it turns out that moral conduct Junior High School’ students are higher than MTs’ students. She argued that while students of MTs got more religious instruction, but Junior
High School students also exited in religious studies either at schools or outside school. This behaviour causes moral conduct Junior High School students better than students of MTs. Although this was not consistent with some other research but person’s behaviour had relation with his religiosity. These opinions have been further strengthened by the results of research Adlina (2009) who discovered that levels of intelligence the students of spiritual Madrasah Aliyah NU Banats strongly influenced by the magnitude of their perception about self-awareness, attention and appreciation to Al-‘asmā ‘al-husnā.

The findings above indicated the correlation between religiousness and behaviour pro-social (altruism). This correlation could be found not only in adults but also in adolescents and students. In Indonesia, there are several educational institutions for the youth, well below ministry of religious affairs and education and culture ministry. Madrasah played an important role and strategic in education in Indonesia, especially for Muslims. Several assessments and experience has shown that Madrasah capable of engendering the community literate person who Islamic and behave noble, who become the main pillar in the development of religious. Madrasah also has excess in raise awareness religious so that the community able to live harmony and tolerant in the diversity.

More researchers interested to know religiousness and altruism students Madrasah Aliyah 15 Jakarta. This Madrasah does not only apply the national curriculum but also religious curriculum plus religious habitual. The habits are tadarus and pray duha, tradition tahlil and reading hizib besides commemorate Islamic day. Religious activities is done with the purpose to strengthened their belief and habitual practice. Hopefully it makes the learners not only smart but also more religious. The result of the research is to expand the knowledge teenagers religiousness and behaviour pro-social teenagers especially altruism.

Research Problems
According to background above, it can be formulated some research’s problems as follows:
1. How does religiousness students of MAN 15?
2. How does altruism students of MAN 15’s?
3. What is the correlation between religiousness students of MAN 15 with theirs altruism?
4. How many contributions of religiousness students against their altruism?

Research Objectives
Research objective is to describe the religiousness and altruism students’ of MAN 15 Jakarta. It’s also to analyze the correlation between students’ religiousness and altruist.

Research Hypothesis
Based on the background, hypothesis of this research is: there is a significant positive correlation of religiousness to students’ altruist.
METHODS

The research is quantitative method with correlation study. The object is to analyze relations and contribution of a dependent variable to independent variable. In this research, research variable are students’ religiousness and altruism.

Participants
The participants are 105 students or 34 percent of the population.

Techniques of data collection and analysis
The data collection used questionnaire technique. Data analyzed by descriptive statistics and correlation analysis and regression techniques.

Research instrument
A lot of opinions in religions of the world need to understand for measuring different population. A measuring instrument application existing and many applied to Christian of English-speaking was not possible to given on this participants study. Therefore, researcher composing an instrument adapted to the purposes research. An instrument for measuring variable religiousness of the questionnaire religiousness shaped scale Likert. Likewise for variables altruism, an instrument used is the questionnaire altruism shaped scale Likert. An instrument used to collect the data response of religiousness and their altruism. The provision of score against items positive is totally agree given 5, agree given 4, not agree given 3, disagree given 2, strongly disagree given 1. Answers in items negative strongly disagree given 5, disagree given 4, doubtful given 3, agree given 2 and very agree given 1.

Table 1

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<td></td>
<td>Altruist /voluntary</td>
<td>4, 6, 14, 15, 16, 17, 18, 19</td>
<td>8</td>
</tr>
</tbody>
</table>

Table 2

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>Cronbach's Alpha Based on Standardized Items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.717</td>
<td>.760</td>
<td>18</td>
</tr>
</tbody>
</table>
Table 3  
Reliabilitas Instrumen Altruisme

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>Cronbach's Alpha Based on Standardized Items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.623</td>
<td>.661</td>
<td>20</td>
</tr>
</tbody>
</table>

Value of alpha the instrument is 0.760 and 0.661 who greater than the $r$ table 0.4683, it means test overall reliable. As for the validity of items instrument seen from scale corrected item-total correlation while value Cronbach’s alpha if items deleted is the value of reliability items. A few items from instrument religiousness used in research as follows:

- I pray 5 times a day (Item validity 0.584 and reliability 0.678).
- My heart is beating when I heard the Qur'an recited (Item validity 0.662 and reliability 0.671).
- I am a person who honest and keep commendation of (item validity 0.586 and reliability 0.685)

The few examples of the items altruism instrument are:

- I help others without seeing economic status and his background (validity 0.505 and reliability 0.578).
- I help others in prosperity and poverty (validity 0.528 and reliability 0.572)

RESULTS

Analysis data of religiousness divide three category of participants; a lower level, moderate and height based on scores’ the questionnaire. The score 30-65 is included to the level of moderate, the score below 30 to lower level and above 65 in high. Mostly teenagers’ religiosity (religiousness) has background based on schooling and environmental conditions (Ramayulis, 2011). His knowledge and the education levels will affect his default position toward religious teachings. Teenagers being erudite going to be more critical, it’s especially on the dogmatic religion teachings. This statement was implied in the data collected researcher. The results of data processing obtained the average students’ score questionnaire on this research is 64.29. While the highest score was 74 and the lowest was 20. It means that the average participants having religiousness with the level of moderate. Religiosity of participant with the lower level was only 1.9% and participant with high religiosity was 45.7%.

The average score of participants’ was high in dimension practice and religious beliefs. They have low score in religiousness dimension of feeling, knowledge, and effect. Religiousness’ students were high on understanding and practice ritual. As for experience spiritual, knowledge and effects religion in daily and behaviour they got lower. This analysis showed that students of MAN 15 Jakarta having the moderate religiousness in all dimensions. We can see the histogram 1 below. A chart describe the score students normally distributed at the level of moderate.
Data analysis give information about altruism participants which in three categories; lower level, moderate and height based on score of questionnaire. Sum score 35 – 70 means the level of moderate, below 35 in lower level and over 70 high places. Processing data obtained the average score of questionnaire were 73.29, means that the average students had altruism with the high level. While the highest score was 86 and the lowest one was 39. Researcher interpreted that all students had altruism in moderate and high level. There was no student who could be classified in lower level in altruist behaviour.

Religiousness students with the level moderate 29.5% and high places 70.5% of the participants. The fact implied that teenager with a religion studies background generally had encouragement to behave altruist. Participants who has religious educational background, there is no one who having altruism are classified as low, all of them are at the level of moderate and high. Unique from the study is 70.5% of participant research having high altruism or it means more than half participants are helper.
The correlation regression of variables in this research was calculated as below:

Table 4
The correlation between altruism and religious

<table>
<thead>
<tr>
<th>Correlations</th>
<th>altr</th>
<th>Religious</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>.411</td>
</tr>
<tr>
<td>religiusitas</td>
<td>.411</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>altr</td>
<td>.</td>
<td>.000</td>
</tr>
<tr>
<td>religiusitas</td>
<td>.000</td>
<td>.</td>
</tr>
<tr>
<td>N</td>
<td>105</td>
<td>105</td>
</tr>
<tr>
<td>altr</td>
<td>105</td>
<td>105</td>
</tr>
<tr>
<td>religiusitas</td>
<td>105</td>
<td>105</td>
</tr>
</tbody>
</table>

Based the table 4, the contribution religiousness to behaviour altruism was 0.169. It means that 16.9% altruist behaviour students driven by religiosity. While, as many as 83.1% altruist behaviour of students’ caused by others.
Table 5
Regression analysis

<table>
<thead>
<tr>
<th>Model</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>.411</td>
</tr>
<tr>
<td>R²</td>
<td>.169</td>
</tr>
<tr>
<td>Adjusted R²</td>
<td>.161</td>
</tr>
<tr>
<td>Std error of estimate</td>
<td>5.75740</td>
</tr>
<tr>
<td>R Square Change</td>
<td>.169</td>
</tr>
<tr>
<td>F Change</td>
<td>20.9131</td>
</tr>
<tr>
<td>df1</td>
<td>1</td>
</tr>
<tr>
<td>df2</td>
<td>103</td>
</tr>
<tr>
<td>Sig. F Change</td>
<td>.000</td>
</tr>
</tbody>
</table>

Data analysis further to ascertaining the relations between religiousness and altruism done by correlation Pearson analyze. Data processing got a value of $r$ is 0.411. The correlation between religiousness and altruism was positive and significant. It means that hypothesis research accepted, there were the correlation between religiousness and altruism as many as 0.411. The coefficients showed that there was relation as many as 41.1% between religiousness students' of MAN 15 Jakarta with their behaviour altruist. As for contribution religiousness to altruistic behaviour was 16.9%, while factors driving altruistic 83.1% coming from a factor outside of religiousness.

**DISCUSSION**

Religiosity phenomena can be seen from its shape of a wide range of traits, attitudes and humans’ behaviour (Ramayulis, 2011). The attitudes and behaviour patient, generous, like help and forgive or otherwise predictable of religiosity someone. Statement is strengthened from the research showed that all participant research had altruistic behaviour in high level when religiosity (religiousness) was moderate. This analysis strengthened hypothesis study that there is a significant positive correlation between religiousness and altruism of students MAN 15. Dimensions of religiousness are very good on comprehension and practice ritual. This fact can be understood because they educated by understanding the true religion and practices religion especially daily worship. Praying together, the reciting the holy Qur’an together and always commemorating major holidays Muslims are going to strengthen wisdom and practice their worship.

Although the majority of students were helper but in real life we can find that most of the students had less knowledge about religious, they also did not have appreciation special to religion as like as always feel supervised of the lord or spiritual experience other. Everyday researcher experience is there are still found many cheating on test by students while they know such action hated in religion.

An analysis was also informed large contributions effective independent variable to dependent variable. Religiousness variable contribute effective of 16.9 % in forming altruism students, the donation was stated that the increasing behaviour altruist students caused factors religiousness. As many as 83.1% of altruist behaviour increasing influenced by others factors. Therefore variable religiousness is not the only factor that influence student’s altruistic, there
are other factors which can affect altruism as personality, the social class, family, culture, the influence of age group, the situation and other.

Findings on this research are highly supportive of the assumption that generally, who has good religious will behave altruistic. Reminding from the results of research shows that students do not apply or less understanding in his religion in daily life can be caused educators do not to pay more attention to the aspect of experiential, intellectual and consequential in impartment religious values. Because it turns out the understanding and practices fervent religion does not guarantee someone will apply in daily life. Religious education who considers all dimensions religiousness surely they will create more wise human and friendly to the environment. Cases of violence carried out by youth in the name of religion can be minimized prevented and persuasion education.

Limitation of the research
The participant of this research was students at the age of 15 until 17 years old, including teenagers in development psychology. Psychological review said in this time, many correlations variables involve quite complex, while predictor who became the most this research reduced only became religiousness. The predictors which can be used to explain the students’ altruist behaviour, for example family environment, the community, the local culture, motivation intrinsic and extrinsic, as well as a social system.

CONCLUSION
This article described that there is a positive correlation between the level of religiousness in a gesture of altruism, it means the higher the level of religiousness students, the lower attitude altruism. Relations of behaviour altruism not only can be explained through religiosity someone but also by other factors that motivates pro-social behaviour in general. Well-being, moral integrity, as well as social cohesion and individuation is also important in clarifying religious dimensions. The important implication of altruism in the context of religiosity is that the attitudes and behaviour pro-social contributing to change in welfare or well-being someone (Krause, 2007; post 2007) as mentioned in Saroglou (2013).

Proved of the influence of religion to behaviour pro-social is the good thing for Madrasah, especially MAN 15 Jakarta to maintain practices religious habitual and worship at school. The result of this research is that Madrasah also needs to work together with parents to increase religiosity and good behaviour students. In this endeavour should be thought about fixing in the process utilization of the environment to the achievement of a goal with.

Advice
Need to be done far more extensive research of the religiousness and altruism that involves the numbers of the population and participant greater than this research. In addition, to increase behaviour pro-social students, educators and parents also needs to infuse dimensions religiousness feeling, knowledge, and effect besides dimensions beliefs and ritual.
REFERENCES


SCHOOL WELL-BEING AND COLLEGE ADJUSTMENT OF FIRST YEAR MUSLIM OF COLLEGE STUDENTS: THE ROLE OF RELIGIOSITY

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Abstract
This research examined the effect of religiosity on college adjustment and school well-being of 127 Muslim college students who are in their first year of studying in an Islamic University in Jakarta. It also examined how college adjustment affects students’ school well-being. Furthermore, this study also examined how religiosity and college adjustment collectively affect students’ school well-being. Religiosity is measured using adaptation of Sethi and Seligman (1993) religiousness measure scale. College adjustment is measured using college adjustment scale, constructed based on Baker and Siryk theoretical construct (1984), while school well-being is measured using adaptation of Konu and Rimpela’s model (2002). The result of linear regression analysis showed that religiosity significantly affects students’ college adjustment ($R^2=0.739$, $p=0.00$) and school well-being ($R^2=0.759$, $p=0.00$). The finding also showed that college adjustment has significant toward college students’ school well-being ($R^2=0.786$, $p=0.00$). Consequently, both religiosity and college adjustment simultaneously have significant on students’ school well-being ($R^2=0.818$, $p=0.00$). Among three dimensions of religiosity, only religious involvement dimension proved to be significantly affects school well-being and college adjustment. Meanwhile, three out of four dimensions of college adjustment showed significant effect on school well-being, which are academic, personal-emotional, and social adjustment. Impact of these findings toward guidance and counseling in higher education is also discussed.

Keywords: School well-being, religiosity, college adjustment, first-year college students, Muslim college students

INTRODUCTION
As well-being constructs being introduced in the field of Psychology, this construct gains more and more attention (Warr in Kahneman, Diener, & Schwarz, 1999; Ryan & Deci, 2001). Many researches and theories then explored about human’s well-being, as well-being is understood as state in which individual achieve happiness and fulfil his/her potencies (Ryan & Deci, 2001). Allardt (1976) defines well-being as “a state in which it is possible for a human being to satisfy his/her basic needs, consists of three dimensions: having, loving, and being. ‘Having’ refers to materials and impersonal needs. ‘Loving’ is needed to connect to others and to form social identity. While ‘being’ is need for personal growth, like integration with society and living harmonically with nature.

This construct was then also applied and developed in the field of education (Konu & Rimpela, 2002; Konu, Alanen, Lintonen, & Rimpela, 2002), known as school well-being. Konu and Rimpela (2002) suggest that school well-being consists of four dimensions: school condition (having), social relationship (loving), means for self-fulfillment (being), and health
status (health). The explanation about these four dimensions will be more explained in the next part of this writing.

Previous researches concerning college students more often than not, focusing on achievement and persistence in study as indicator of higher education effectiveness (Keels, 2013; Robbins, et al., 2004; Wintre & Bowers, 2007). However, several other researchers found that actually, students’ school well-being is even more, if not equivalent, important (Ramsey & Clark in Konu et al., 1990). School well-being has strong negative relationship with stress and depression. The more students perceived that their well-being at school is high, the less likely they will feel stressed and depressed. On the other hand, the higher their well-being, the more likely they will achieve in their study. Research conducted by Ojeda, Flores, and Navarro (2011) found that positive affect has positive relationship with enculturation, acculturation, self-efficacy, academic satisfaction, and even life satisfaction. This finding supports the importance of well-being in school life. Unfortunately, despite of its importance, the research of school well-being, especially in Indonesia has been still limited.

Among constructs related to well-being, religiosity is quite new to be studied. In fact, as Rayya (2006) pointed out, although religion is an essential ingredient of human culture, it has occupied a marginal position in the mainstream of modern psychiatry and psychology for a very long time. Lately, psychology has begun to display a growing interest in understanding how religion influences people’s psychological well-being. Research shows that there is positive relationship between religious and spiritual involvement with well-being (Tarakeshwar, Pargament, & Mahoney in Rayya, 2006). However, most researches are still focusing on Christian samples. Most of people in Indonesia are Muslim, it is really essential for us to do the research of religiosity in Islamic context.

Often linked or used interchangeably with spirituality (Hill in Good, Willoughby, & Busseri, 2011), religiosity is differed from spirituality and any other psychological construct. Religiosity is conceptualized as behavior and beliefs associated with religion (Good, Willoughby & Busseri, 2011). Some other definitions, even though quite different, but included identification toward specific religion and the practice of the religion belief systems/doctrines (Henderson, 2003; Sethi & Seligman, 1993). If religiosity affects people’s belief and behavior, then religiosity should affect how students perceive, cope, and behave in their academic environment/school. Based on this assumption, religiosity could be hypothesized to have effect on college students’ school well-being.

In this research, we will focus on Muslim college students who studying in Islamic university. This population has different characteristics compared to other students in general. Firstly, college students are different from other educational level students as they have more independence in their study and other life’s aspects. Secondly, Muslim college students who study in Islamic university are assumed to differ from other general college students in their religiosity. This assumption is based on the selection and educational process in Islamic university studied in this research. To be able to get accepted in this university, students had to go through different selection process compared to other universities. They have to pass the test in religion subject and even Arabic language for some majors. In addition, students in this university have to take several religion subjects while studying. So, if we use Glock (in Rakhmat, 2003) definition of religiosity, Muslim college students studying in Islamic
university should have higher intellectual aspect of religiosity compared to general college students. However, whether Muslim college students in Islamic university do really have high religiosity and whether their religiosity affects their well-being are being measured in this study.

This research will be focused on first year students as first year in college study is often seen as critical period. It is because, first year students have to go through several changes in their life, including changes in their learning environment, learning system, social relationship, and many college students even have to face changes in their daily life as they move out their family house into dormitories or other independent living (Al-khatib, Awamleh, Samawi, 2012; Chemers, Hu, & Garcia, 2001). Because of these changes, college students need to do adjustment. College adjustment becomes an inseparable construct. Moreover, research conducted by Siregar (2011) found that college adjustment has strong and significant positive correlation with college students’ school well-being.

Extensive researches have been conducted to understand more about college adjustment (Robbins, et al., 2004). However, almost no research studied about the effect of religiosity toward college adjustment. Most are talking about effect of personal variables such as self-esteem (Aspelmieret et al., 2012; Toews & Yazedjian, 2007), self-efficacy (Chemers, et al., 2001), cognitive ability, or environmental variables, such as social support, family background or attachment (Toews & Yazedjian, 2007), cultures (Choi, 2002) and even demographical factors such as age and gender (Al-khatib, et al., 2012; Toews & Yazedjian, 2007). Meanwhile, how people adjust with changes is highly affected by how they cope with difficulties (Feenstra, Barnyard, Rines, & Hopkins, 2001). And the way someone cope with challenges and difficulties in life should be affected by their values and beliefs. When religion becomes the base of values and beliefs, religiosity is involved. Because of that, this research, religiosity influence toward college adjustment will also be measured, beside college adjustment impact on school well-being.

**School Well-Being**

According to Konudan Rimpela (2002), school condition includes physical condition inside and around the school (in this case, college). School condition also consists of curriculum, class size, class schedule, and reward-punishment system used. Other that, services provided for students, including cafeteria, health service, and counseling service are also included (Konu & Rimpela, 2002). “Social relationship” represents the need to relate with others and form social identity, refers to social learning environment, teacher-students’ relationship, relationship among students, group dynamics, collaboration between school and parents, relationship with school surroundings, decision making in school, and overall condition of school organization. “Being” or “means for self-fulfillment” means need for personal growth. It includes the possibility for students to learn according to their interest, ability, and habits. At the same time, whether they would receive feedback and motivation to achieve. It also deals with how the school treats the students as part of its community and how school appreciate students’ achievement. The last aspect of school well-being is “health status”, which is defined as “the absence of diseases and illness” (Konu and Rimpela, 2002).
Religiosity
Religiosity is defined as complex construct that included identification toward specific religion and the practice of the religion/belief systems/doctrines. Religiosity is conceptualized as behavior and beliefs associated with religion (Good, Willoughby, & Busseri, 2011). Henderson (2003) defines religiosity as having three elements: (1) identification toward specific religion, (2) the obedience toward principles and belief systems existed, (3) the practice of worshipping. Meanwhile, Glock (in Rakmat, 2003) views religiosity as having several dimensions: intellectual, ideological, ritualistic, experiential, and consequential. Intellectual relate with the level of knowledge and understanding toward individual’s religion. Ideological relate with individual’s confidence level toward the truth of their religion. Ritualistic aspect is how obedient someone in doing ritual taught by their religion. Experiential aspect is someone’s level in experiencing religious feeling. Meanwhile, consequential aspect measure how far someone’s behavior in social life is motivated by their religion’s teaching. Meanwhile, to measure religiosity, Sethi and Seligman (1993) define religiosity as three dimensions: religious influence in daily life, religious involvement, and religious hope. This definition and measurement of religiosity from Sethi and Seligman is used in this research.

College Adjustment
“Adjustment is the psychosocial process by which we manage the demands of everyday life, through modifying our selves or our environment” (Atwater & Duffy, 2005: 463). When we talk about college adjustment, there were several definition develops. Among them is college adjustment construct proposed by Baker and Siryk (1984; 1989; in Gerdes & Mallinckrodt, 1994; in Choi, 2002; in Toews & Yazedjian, 2007; in Al-khatib, et al., 2012), that defines adjustment in four areas: academic, social, personal-emotional, and institutional/goal-commitment. Academic adjustment is defined as having a positive attitude toward setting academic goals, completing academic requirements, the effectiveness of their efforts to meet these requirements, and their academic environment. Furthermore, Boulter (2002) explained
that academic adjustment consists of several components, among other are: satisfaction with school/university, presence and retention, teacher’s rating about competence, achievement measurement, lecturer’s opinion, reaction toward authority, and interaction with faculty members. **Social adjustment** is defined as the extent of adjustment between the student and the surrounding environment; students’ ability to cope with social and interpersonal demand in college, including general factor, relationship with others, nostalgic, and social environment. Personal and emotional adjustment refers to the student ability to achieve self-satisfaction within different activities; focuses on student’s internal state during adjustment process in college and ability to cope with psychological pressure and somatic problems. And last dimension, **institutional commitment** refers to student’s commitment degree toward university/college’s educational vision and degree of attachment toward college, also the quality of relationship between student and educational institution.

**METHODS**

**Design and Procedure**
This research is conducted in non-experimental design, one-shot study design for no intervention from researcher involved (Kumar, 2003). Researchers only measured each variable as they are in real-life setting using questionnaire.

**Participant**
150 Muslim college students in **Syarif Hidayatullah** State Islamic University were targeted as participant of this research. Sampling technique used was non-probability sampling, incidental sampling, for practicality reason. Only first year student were asked to complete the questionnaire. However, from 150 questionnaires distributed, only 127 data were able to be used and proceed further.

**Measurement**
There is three measurement scales used to measure variables:

1. To measure school well-being, we use adaptation version of school well-being scale by Konu and Rimpela (2002). There are four dimensions measured: school condition, social relationship, means for self-fulfilment, and health status. Total 48 items are used, with 6-point Likert scale. This scale has strong inter-item reliability ($\alpha=0.892$) and good internal consistency (corrected item-total r for all items $>0.288$, df=48);

2. To measure college adjustment, we develop measurement scale based on Baker and Siryk (1984) concept. There are 54 items with 6-point Likert scale to measure four dimensions: academic adjustment, social adjustment, personal-emotional adjustment, and institutional commitment. This scale is also proved to have strong inter-item reliability ($\alpha=0.889$) and good internal consistency (corrected item-total r for all items $>0.288$, df=48);

3. To measure religiosity, we adapt religiousness measure by Sethi and Seligma (1993). This scale consists of 14 items, measuring three dimensions: religious influence in daily life (6 items), religious hope (5 items), and religious involvement (3 items). This scale
has strong inter-item reliability ($\alpha=0.85$) and good internal consistency (corrected item-total r for all items $>0.288$, df=48).

RESULTS

Participants Demographic
By gender, the proportion of participants is two to three; consist of 51 male students and 76 female students. Participants came from 11 faculties located in the university. The proportion of participants was balanced between the faculties of religion and the general faculties. The largest number of participants in this study came from the Faculty of Da’wa and Communication Sciences (FIDKOM) and the Faculty of Medicine and Health Sciences (FKIK), as many as 24 (18.9%), and 22 (17.3%). Meanwhile, the smallest numbers of participants from the Faculty of Ushuludin as many as four people (3.1%).

In this research, as many as 58 people (45.7%) came from high school, 29 (22.8%) came from Madrasah Aliyah, while the remaining 11 (8.7%) were from SMK. The majority of participants were entered into the university through Seleksi Penerimaan Mahasiswa Baru (SPMB) Mandiri as many as 41.7%. A total of 23.6% entered through Seleksi Nasional Mahasiswa Perguruan Tinggi Negeri (SNMPT) and Ujian Masuk Bersama (UMB); 15% through the SPMB PTAIN; 14.2% entered through PMDK; and the remaining 3.9% answered in addition to choice answers. Based on the regional origin, there are 58.3% of participants came from Jakarta, Bogor, Tangerang, Depok and Bekasi (JaBoDeTaBek). A total of 19.7% came from cities out of Java and 18.1% came from cities out of JaBoDeTaBek, but still in Java. Of the 127 questionnaires that can be processed, there were 120 participants who reported their cumulative grade point (GPA). The majority of participants (58.3%) have good GPA that is between 3.01 to 3.50.

Hypothesis Testing
Religiosity and school well-being
The result of linear regression analysis shows that religiosity significantly affects college students’ school well-being ($R^2=0.759$, $p=0.00$).

<table>
<thead>
<tr>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Sig.</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>.871</td>
<td>.759</td>
<td>.756</td>
<td>.000</td>
<td>19.03256</td>
</tr>
</tbody>
</table>

This result shows that first null hypothesis (H01), “religiosity has no significant effect on school well-being” is rejected. Because of that, first alternative hypothesis (Ha1) “religiosity has significant effect on school well-being” is accepted. From the determinant coefficient, it can be concluded that 75.9% the variability of college students’ school wellbeing can be explained by using religiosity. While 24.1% can be explained by other factors.
Religiosity and college adjustment
Linear regression analysis also shows that religiosity has significant effect on students’ college adjustment (R²=.739, p =.00). It shows that 73.9% the variability of college adjustment can be explained by using religiosity. While the rest, 26.1% can be explained by other factors.

<table>
<thead>
<tr>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Sig.</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>.860</td>
<td>.739</td>
<td>.736</td>
<td>.000</td>
<td>18.24861</td>
</tr>
</tbody>
</table>

Religiosity and college adjustment on school well-being
Further analysis shows that college adjustment has significant effect toward college students’ school well-being (R²=0.786, p =0.00). Consequently, both religiosity and college adjustment simultaneously have significant effect on students’ school well-being (R²=0.818, p =0.00). The variability of college students’ school well-being (81.8%) can be explained by both religiosity and college adjustment (βrelg = 0.364; βCA = 0.526). From this result, we could also develop a regression model:

\[ \text{ScWB} = c + 0.364\text{religiosity} + 0.526\text{college adjustment} \]

Additional analysis
Among three dimensions of religiosity, only religious involvement (RV) dimension is proved to significantly school well-being (β RV =0.083, p =0.019). Meanwhile, religious influence (RI) and religious hope (RH) dimensions’ effect are not statistically significant (β RI =-0.033, p =0.59; β RH =0.158, p =0.057).

The same result is also shown when analyzing the effect of religiosity on college adjustment. Only religious involvement dimension has significant effect on college adjustment (β RV =0.083, p =0.032). The effect of religious and religious hope shows no significant effect (β RI =-0.088, p =0.20; β RH =0.11, p =0.224).

Meanwhile, three out of four dimensions of college adjustment shows significant effect on school well-being, which are academic adjustment (β AA =0.320, p =0.000), social adjustment (β AA =0.121, p =0.039), and personal-emotional (β PA =0.112, p =0.019). On the other hand, institutional commitment doesn’t show a significant effect on school well-being (β IC =0.064, p =0.232).

Analysis of the data control by gender showed that there was no significant difference between male and female on the scores of school well-being (t = -1.498, p = 0.137,p>0.05). The average score of college students’ school well-being are 3.65 for male and 3.76 for female students. Based on field faculty, this research found that there are significant differences in scores between students from the faculty of religion with students who come from the general faculty (f = 2.168, p = 0.024 <0.05). Then, the calculation results of the ANOVA showed that the different score of school well-being among participants aged 17 years, 18 years, 19 years, 20 years, 21 years and 23 years is significant.
Researchers distinguish between grade point average (GPA) based on four categories, namely 2.01 to 2.50, 2.51 to 3.00, 3.01 to 3.50 and > 3.50. ANOVA calculation results show that there is no difference on the college students' school well-being based on GPA variation. In addition, the effect from the other control data was not significant. Summary of each ANOVA calculation can be seen in the table.

Table 3

<table>
<thead>
<tr>
<th>Control Data</th>
<th>t/ F Value</th>
<th>Sign.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>-1.498</td>
<td>0.137</td>
</tr>
<tr>
<td>Faculty</td>
<td>2.168</td>
<td>0.024*</td>
</tr>
<tr>
<td>Age</td>
<td>3.932</td>
<td>0.05*</td>
</tr>
<tr>
<td>GPA</td>
<td>0.562</td>
<td>0.641</td>
</tr>
<tr>
<td>Origin of school</td>
<td>0.536</td>
<td>0.659</td>
</tr>
<tr>
<td>Origin of region</td>
<td>1.893</td>
<td>0.155</td>
</tr>
<tr>
<td>University’ entry point</td>
<td>0.945</td>
<td>0.440</td>
</tr>
</tbody>
</table>

DISCUSSION

Based on the data analysis, the research hypothesis is accepted. Religiosity as a predictor of college adjustment contributes significantly to variants of college adjustment in the amount of 73.9%. These results are consistent with many previous studies. Research about spirituality and religiosity on Indonesian Muslim teenager has been studied longitudinally in relation to the adjustment. Ball, Joanna, Armistead, Lisa, Austin, Barbara-Jeanne (2003) conducted a study to see how religiosity become an important protective source in order to avoid maladaptive adjustment in adolescents. Sallquist et al., (2010) found that spirituality and religiosity is positively associated with adjustment and negatively correlated with maladjustment. Therefore, it is not surprising that the adjustment in an academic context is also influenced by religiosity.

Religiosity measured based on three dimensions--religious influence in daily life (RI), religious involvement (RV), and religious hope (RH). Of the three dimensions, only one dimension which is religious involvement (RI) is proven to provide a significant effect on students'college adjustment. The significant effect of religious involvement to support students' academic adjustment has been proved by some previous studies. The frequency of practices relating to spirituality or religiosity influence college adjustment. Religious affiliation are also proven to help the overall college student adjustment (Philips, 2000). The students who are members of formal religious organizations have higher academic adjustment scores than those who have not or do not join the affiliation in religious organizations.

Religiosity also has a significant effect on college students' school well-being. Previous study show that there was a positive relationship between involvement with religious and spiritual well-being (Tarakeshwar, Pargament, & Mahoney in Rayya, 2006). This is understandable because religion is a coping method that can be used when facing specific problems. Religion makes us stronger and we tend to use religious coping strategies.
when dealing with any problem. Cohen and Johnson (2011) cite the research of Abdel-Khalek (2010) who found that the religiosity among Muslim Kuwaiti adolescents was related to better health and well-being and less anxiety. In other words, religious people are happier and more satisfied with their lives. Thus, religion is associated with well-being, included college students’ school well-being. The college students’ religiosity provides different thoughts and behaviors strategies in which they engage in coping with stressful situations, and this engagement seems to be related to their well-being.

Of the three dimensions of religiosity, only religious involvement (RV) is proven to provide a significant effect on college students’ school well-being. It can be understood because college student who participate in religious activities will have social relationships and social supports which can help them achieve their personal goals and relieve their exhaustion of campus or academic loads. Trusty and Watts (1999) found that frequent attendance at religious activities were related to numerous predictors of success and wellbeing for high-school seniors. Private religious activities and rituals may be particularly well-suited to help people decreased stress and get at happiness. Thus, college students’ school well-being also increased in line with their worship and their involvement on religious activities. On the other hand, the religious of influence (RI) and religious hope (RH) have no significant contribution on college students’ school well-being because both of dimension were in the cognitive level and not applicable on daily life.

This research also showed that college adjustment had significant effect toward college students’ school well-being. This result support the previous, one of them is Kaur’s research. Kaur (2012) stated that college students had shown significant relationship between their adjustment and well being (r=0.49, p=0.01). This research showed that all dimensions of college adjustment proved to have significant effects on students’ school well-being. The higher the efforts of students to meet the demands and challenges of the campus environment (adjustment of academic, social, personal-emotional, and institutional) then their school well-being increased progressively. A significant effect on college adjustment to school well-being can be understood if we look at the dimensions of both these psychological constructs. Academic adjustment is defined as a student's success in dealing with various demands in the campus, including aspects of motivation, application, performance, and academic environment (Baker & Siryk, 1984). If a student has a good academic adjustment or can meet the various demands in the campus life, his/her school well-being were also good, in terms of school condition (r = 0.378, p = 0.000), social relationship (r = 0.482, p = 0.000), means for self-fulfillment (r = 0.418 p = 0.000) and health status (r = 0.372, p = 0.000).

Second dimension which is social adjustment, demonstrates the ability of students to socialize with people on campus, set up a new social freedom and form social networks as receive emotional support and have a sense of competence. Social adjustment can improve school well-being, especially in the dimension of social relationship (r = 0.524, p = 0.000). Furthermore, personal-emotional adjustment focuses on students’ intra psychic state during the process of adjustment to campus life, as well as the degree of psychological distress and somatic problems experienced by students. The better a student adjust to personal and emotional, the better his/her school well-being, either on health status dimension (r = 0.551, p = 0.000) or the dimensions of social relationship (r = 0.214, p = 0.016 ). Furthermore, institutional adjustment reflects the degree of students’ commitment to the objectives of the
institution and the degree of attachment to certain institutions where students are learning, especially the quality of the link age established between students and educational institutions. It can be understood if a student who has a good institutional adjustment will also have a good school well-being, especially with regard to the social relationship aspect \( r = 0.438, p = 0.000 \).

**CONCLUSION**

1. There is a significant effect of religiosity on college adjustment and college students' school well-being.
2. There is a significant contribution of college adjustment on college students' school well-being.
3. Both religiosity and college adjustment simultaneously have significant effect on college students’ school well-being.
4. In the religiosity variables, only one dimension (religious involvement) which has a significant effect on college students’ school well-being and college adjustment.
5. In college adjustment variable, three-dimensions (academic adjustment, social adjustment and personal-emotional adjustment) have a significant effect on college students' school well-being.

Based on this research, there are several implications and/or suggestion could be provided:

1. The results of this research support the importance of religiosity on both school well-being and college adjustment. Because of that, increasing students’ religiosity should be one of university’s goals in their educational system. In Islamic university, religion based subjects have been taught to their students. However, to make sure that this lessons not only affect students’ knowledge about religion, but really increasing their religiosity, practice based or real life based project or activities could be done. Integrating religious value in every subject could also be done to increase Muslim student’s religiosity.

2. It is known that the involvement in practice or religious activities (religious involvement) is the only dimension associated significantly with college students’ school well-being college adjustment. Therefore, students should involve themselves in religious activities regularly in their daily life. They could be actively involved in religious organizations. By doing these, they will have better support to achieve good school well-being and college adjustment. University or college could also motivate and support their students to be actively practice their religious activities at campus. University could provide better access for praying facilities; give reinforcement for students’ involvement in religious organizations, etc.

3. The results of the research showed that the majority of first year students at the university have a positive college adjustment and school well-being. More emphasis should be given to the processes that occur after that. Researchers suggest that campus should optimize system that can help students maintain and even increase their adjustment and well-being. Considering school well-being’s dimensions, university should provide among other are good campus environment (physically), good social relationship among its components,
wide opportunity for students actualize their potencies, and also good health support system. External evaluation by involving students became important to the campus.

REFERENCES


THE EFFECT OF SELF-CONCEPT, PEER’S CONFORMITY, AND PARENTING STYLE ON BULLYING BEHAVIOR OF AN-NISAA’ PRIMARY SCHOOL STUDENTS IN SOUTH TANGERANG

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Abstract
The purpose of this study is to determine the effect of self-concept, peer’s conformity, and parenting style on bullying behavior of An-Nisaa’ Primary School Students in South Tangerang. The sample size of this study is 236 students in grade 4, 5, and 6 who were chosen with population sampling technique. The research data were collected through four instruments, namely the Revised Olweus Bully/Victim Questionnaire (R-OBVQ), Self Description Questionnaire II (SDQ II), Peer’s Conformity of Wiggins (1994), and Parental Authorithory Questionnaire (PAQ). The data were analyzed using multiple regression analysis. The results showed that self-concept, peer’s conformity, and parenting style significantly influence bullying behavior with R-square of 0.32 or 32%. As for the variable self-concept, there are two dimensions that have significant influence, namely self-image (23.9%) and ideal self (5.1%) with the direction of a negative relationship. That is, the higher self image and the ideal self of a person, the lower the bullying behavior. The variable parenting style, there are differences between the authoritative and permissive parenting style. Parents with permissive parenting style tend to have higher bullying behavior, with a difference of 1.3%.

Keywords: self-concept, self image, ideal self, peer’s conformity, parenting styles, bullying.

INTRODUCTION

Bullying is one of the many acts of violence that occurs in educational institutions ranging from kindergarten to university. Indonesian Child Protection Commission (KPAI) recorded cases of child abuse increased from 2010-2014. In 2014 there were 5.066 cases of child abuse. High rates of child abuse in 2014 made an emergency for government to declare that Indonesia suffered from child abuse. KPAI also record that children bullying behavior in Indonesia also increased from year to year, along with the increasing acts of violence against children. Data recorded by the World Vision Indonesia, in 2008, there were 1.626 cases and in 2009 increased to 1.891 cases, including 891 cases in schools (KPAI, 2014).

The definition of bullying according to Olweus (in O’Moore and Minton, 2004) is "A person is being bullied when he or she exposed, repeatedly and over time to negative actions on the part of one or other persons". While bullying behavior according Coloraso, B., (2006) is an aggressive and negative behavior performed repeatedly by a student or group of students against a weak or group with the aim of hurting the victim in the form of physical, verbal and non-verbal (direct and indirect). Based on the opinion of some experts bullying is divided into four forms, namely:
a. Verbal bullying, such as nicknames, reproach, slander, criticism cruel, insults (both personal and racial), statements nuanced sexual advances or sexual harassment, terror,
intimidating letters, allegations that are not true, whispering vile and wrong, gossip and so forth.

b. Physical bullying, which includes beating, strangling, elbowing, punching, kicking, biting, headlocking, clawing, and spat on the child who is being bullied to the painful position, damaging and destroying the belongings of children who are oppressed.

c. Relational bullying (waiver), is the weakening of the victim's dignity done systematically through neglect, exclusion, exclusion or avoidance. This behavior can include hidden attitudes such as the view that aggressive, eye glance, sigh, shoulders shudder, scorn, mocking laughter and body language were rough.

d. Electronic bullying, is a form of behavior that made the culprit through electronic means such as computers, mobile phones, internet, website, chat room, e-mail, SMS and so on. (Coloroso, 2006)

Bullying has negative effects for victims, perpetrators and witnesses. Among negative effects that can occur in children who are victims of bullying are: anxiety, complaints on physical health, low self-esteem, depression, psychosomatic symptoms, social withdrawal, alcohol and drug use, suicide and decreased academic performance. For bullies will also have the following risks: often getting into fights, the risk of injury from fights, theft, drinking alcohol, smoking, running away from school, fond of carrying sharp weapons, and the worst become criminals in adulthood. While for those who used to watch bullying behavior from others will have these risks: being timid and fragile, anxiety and low self security (Priyatna, 2010).

Based on the research conducted by RH Parada, Marsh H. W, and Yeung (1999), for bullying victims, repeated bullying can cause psychological stress and even suicide. While for bullies (perpetrators), their aggressive behaviour may persist into adulthood in the form of criminality, violence and sexual harassment. Bullying is a problem with serious consequences. One consequence is a self-concept change (Roeleved, W, 2011).

Many factors in a child's environment that causes a person doing the bullying behavior, such as family, peer group, class, school, and community environments. Bullying students are likely to witness violence in their homes, lack of parental supervision, do not have the warmth and involvement of their parents (Olweus, 1993).

Latip’s study (2013) describes the factors that influence bullying Primary School are temperament, parenting styles, peers’ conformity, media and school climate. According Levianti (2008), other factors that can lead to bullying are temperament and personality with low control, low self esteem and lack of assertion (firmness). Factors such media violence via television or movies, and video games become concrete evidence as a trigger for bullying for either a short time or a long time.

**Purpose of the Study**

The purpose of this study is to determine the effect of self-concept, peer’s conformity, and parenting style on bullying behavior of Students at An-Nisaa’ Primary School in South Tangerang. The study also aimed to identify the varian proportion of each dimention from independent variables in determining bullying behavior.
The Effect of Self Concept on Bullying Behavior
Each individual in the age of puberty has a self-concept that has begun to develop. Agustiani (2009) explains that self-concept develops from time to time and it continues to be a differentiated self-concept. According to Calhoun & Acocella (1990), the development of self-concept is divided into two, namely the positive self-concept and negative self-concept. Individuals who have a positive self-concept will tend to be positive. On the other hand, individuals who have a negative self-concept will form a negative attitude anyway.

The results of previous studies show that child’s self-concept has an important role in the bullying, but bullying also affect the child's self concept. Furthermore, the results show that the victim had a negative self-concept before they are being bullied and it becomes more negative after being bullied. As for the bullyers, normally they already have a negative self-concept before they start bullying, which can be caused by parental discord (Roelleveld, W., 2011).

The Effect of peer’s Influence on Bullying Behavior
In socialization, children are trying to be accepted as a member of a group. To be able to become members of the group they seek to adjust to any means even they are willing to act aggressively negative, such as bullying behavior. Hartup, 1992 (in Papalia, Old & Feldman, 2009) revealed the peer group can also encourage anti social tendencies. Children are very susceptible to pressure to make adjustments. By becoming part of a group of peers, children are expected to accept the values and norms of group behavior, though it is not desired by the community, the children do not have the strength to fight. At certain levels, it is good conformity to some groups and not good if it becomes destructive or encourage people to act against their better assessment.

Results of research conducted by Burns, Maycon, B., D. Crossand Brown, G.,(2008) in Class7(age 12), shows one of the factors that affect the student doing the bullying of others is the need to have and adjust the status group. This is similar to the results of Levianti (2008), that the individual doing the bullying that is not despised by his friends. He tends to follow the behavior of friends despite differences with his opinion, to be accepted as part of the group. While the results of Mawardah (2012) to the junior high school students in New York City, suggests that there is a correlation between peer groups and regulation of emotions with a tendency to be perpetrators of cyber bullying among adolescents.

The effect of Parenting Styles on Bullying Behavior
Family is the closest environment for children, as the first place they learn to behave and act on what they saw or felt. Parenting style is an attitude of parents in interacting with their children. The use of a particular parenting style will contribute to the development of color against certain forms of behavior in children. One behavior that children might have is an aggressive behavior.

A study by Papalia, Old & Feldman (2009), revealed a strong association between parenting styles and the children's behavior. Korua Kanine and Bidjuni (2015) conducted study on students of SMK 1 in Manado and the results show that parents with an authoritarian parenting style has a greater involvement of bullying behavior than parents with democratic and permissive parenting style. This is in line with the results from studies of

"Promoting Children’s Health, Development and Well-being: Integrating Cultural Diversity"
Hassan, NC, and Ee. SH (2015) which showed that there is significant positive correlation between bullying and authoritarian and permissive parenting style, but there is no significant relationship between bullying behavior and authoritative parenting style.

METHODS

The sample of this study was 236 students in grade 4, 5 and 6 from An-Nisa Primary School in Pondok Aren South Tangerang. This number of sample reflected all student population in grade 4, 5, and 6.

Measures

1. Revised Olweus Bully/Victim Questionnaire (R-OBVQ). R-OBVQ used to measure the bullying behavior. It is based on the theory presented by Olweus (in Espelage, Swearer, and Jimmerson, 2010), measuring bullying behavior in the aspect of direct physical contact, direct verbal bullying behavior, indirect verbal bullying behavior and and indirect non-verbal bullying behavior. This instrument has a total of 40 items, using a Likert Model Scale with four possible answers.

2. Self-Description Questionnaire II (SDQ II). SDQ II measure individual’s self-concept using the theory of Calhoun & Acocella (1990). The self-concept scale included self-knowledge self image, ideal Self, self-evaluation and social self. This instrument had 40 items, using Likert Model Scale with four possible answers.


Parental Authorithory Questionnaire (PAQ). PAQ is designed based on parenting style theory proposed by Baumrind, which consists of three types of parenting styles, namely, authoritative, authoritarian, and permissive. This scale contains 30 items that represent the three parenting, where each parenting consists of 10 items (Alkharusi. H, Kazem AM, Alzubiadi. A, and Aldhafri, 2011). It used a Likert scale model with four possible answers.

The validity test used in this study is Confirmatory Factor Analysis (CFA). As for answering the research questions, this study used multiple regression analysis techniques. Statistical analysis was performed with the help of Lisrel and SPSS version 20 software.

RESULTS

The results of this study showed that R-square derived data analysis is 0.32 or 32%. This means that 32% of bullying behavior is influenced by self-image, ideal self, self evaluation, social self, acceptance, compliance, authoritarian, authoritative, and permissive, while 68% is influenced by other variables not examined in this study as presented in the following table.
Table 1

<table>
<thead>
<tr>
<th>Predictor (independent variable)</th>
<th>Outcome (dependent variable)</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>self image, ideal self, self evaluation, social self, acceptance, compliance, authoritarian, authoritative, permissive</td>
<td>Bullying behavior</td>
<td>0.57</td>
<td>0.32</td>
<td>0.30</td>
<td>7.75</td>
</tr>
</tbody>
</table>

Furthermore, based on the analysis of multiple regression as shown in Table 2, there are three independent variables which had significant regression coefficients. They are self image, ideal self and the differences in parenting authoritative, permissive parenting.

Table 2

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t-value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>88.370</td>
<td>5.322</td>
<td>16.604</td>
<td>0.000</td>
</tr>
<tr>
<td>Self image</td>
<td>-0.310</td>
<td>0.088</td>
<td>-0.273</td>
<td>-3.529</td>
</tr>
<tr>
<td>Ideal self</td>
<td>-0.308</td>
<td>0.084</td>
<td>-0.280</td>
<td>-3.688</td>
</tr>
<tr>
<td>Self evaluation</td>
<td>-0.089</td>
<td>0.072</td>
<td>-0.082</td>
<td>-1.243</td>
</tr>
<tr>
<td>Social self</td>
<td>0.094</td>
<td>0.067</td>
<td>0.091</td>
<td>1.405</td>
</tr>
<tr>
<td>Acceptance</td>
<td>-0.083</td>
<td>0.081</td>
<td>-0.063</td>
<td>-1.023</td>
</tr>
<tr>
<td>Compliance</td>
<td>-0.048</td>
<td>0.077</td>
<td>-0.037</td>
<td>-0.617</td>
</tr>
<tr>
<td>PA_1</td>
<td>-0.877</td>
<td>1.264</td>
<td>-0.045</td>
<td>-0.694</td>
</tr>
<tr>
<td>PA_2</td>
<td>-2.626</td>
<td>1.265</td>
<td>-0.136</td>
<td>-2.076</td>
</tr>
</tbody>
</table>

The results of data analysis also showed that self-image had 23.9% of variance proportion for bullying behavior. While ideal self variable has 5.1% of variant proportion for bullying behavior. The magnitude of the difference between authoritative parenting and permissive parenting against bullying is 1.3%.

The results of this study showed that R-square derived data analysis is 0.32 or 32%. This means that 32% of bullying behavior is influenced by self-image, ideal self, self evaluation, social self, acceptance, compliance, authoritarian, authoritative, and permissive, while 68% is influenced by other variables not examined this study as presented in the following table.

DISCUSSION

Based on the result of the study and hypothesis testing that has been done, there is a significant influence of self concept, peer’s conformity and parenting styles towards bullying behavior.

Students’ self-image significantly influence bullying behavior with the direction of the negative correlation, meaning that the higher the students' self image, the lower the student bullying behavior. According to Calhoun & Accocella (1990), Self-image is information that individuals have about him. This knowledge includes age, gender, appearance and other personal information such as personal characteristics known to others.
If the individual has to understand about himself associated with identity unknown to others, then the individual will have a positive self-concept, so the evaluation of himself to be positive and can accept the existence of others. Thus the individual is not going to do behaviors that can hurt others (bullying).

The self-ideal aspects of self concept also significantly influence bullying behavior with the direction of the negative correlation, meaning that the higher the self-ideal of students, the lower the students’ bullying behavior. According to Calhoun & Acocella (1990), the ideal self or expectations about themselves is a view of the possibility that the desired happened to someone in the future. Related to this is the humanistic perspective, Rogers, 1981 (in Rizki, 2012) reveals that every human being has an ideal self or ideal identity, namely the desire to be something that fits ideally his own expectations. A healthy person always bend over backwards to be as close as possible to the ideal identity. Thus the individual who has high ideal self will try to well behave, it means not doing the bullying behavior.

The findings of this study showed that students have higher scores for self image and ideal self, while their scores for bullying behavior are low. This means that the sample in this study have positive self-image and ideal self. According to Calhoun & Acocella (1990) individuals who have a positive self-concept are stable and able to accept the existence of others. So the tendency to perform acts that hurt others (bullying) is smaller. As was stated by Roeleveld W. (2011), that some studies show a child's self-concept has an important role in the occurrence of bullying. But bullying can also affect a child's self-concept. Thus it is important to build a positive self-concept in children to take care of victims and perpetrators of bullying.

The results of this study also showed that there is a difference between authoritative parenting style and permissive parenting style, where bullying behavior of children with permissive parenting style is higher than those students with authoritative parenting style. These findings are consistent with research findings by Hassan, NC (2015) against 11-year-old elementary school student in Malaysia, which showed significant relationship between bullying behavior and authoritative parenting style.

The recent study also confirmed the earlier study conducted by Efobi and Nwokolo C. (2014), which showed a positive association between parenting style with bullying behavior. The result of the research also recommends that authoritative parenting produces the best results in children’s education. This is consistent with the theory Baumrind (1971) which found that children with permissive parenting tend to be impulsive, rebellious and less able to control themselves so prone to bullying. According to Baumrind, permissive parenting is a style of parenting when the parents are very involved with their children, but they do not put some demands or control over them. Parents like this let their kids do what they want. The result is that children never learn to control their own behavior and always expect to get their wish. Children whose parents are permissive rarely learn to respect others and have difficulty controlling behavior.
CONCLUSION

Based on the findings of the study it can be concluded that self-concept, peer’s conformity, and parenting style significantly influence bullying behavior with R-square of 0.32 or 32%. As for the variable self-concept, there are two dimensions that have significant influence, namely self-image (23.9%) and ideal self (5.1%) with the direction of a negative relationship. That is, the higher self image and the ideal self of a person, the lower the bullying behavior. The variable parenting style, there are differences between the authoritative and permissive parenting style. Parents with permissive parenting style tend to have higher bullying behavior, with a difference of 1.3%.

The results also showed that self-concept, peer’s conformity, and parenting style significantly influence bullying behavior with R-square of 0.32 or 32%. As for the variable self-concept, there are two dimensions that have significant influence, namely self-image (23.9%) and ideal self (5.1%) with the direction of a negative relationship. That is, the higher self image and the ideal self of a person, the lower the bullying behavior. The variable parenting style, there are differences between the authoritative and permissive parenting style. Parents with permissive parenting style tend to have higher bullying behavior, with a difference of 1.3%.

Based on the findings of the study, the researcher suggests to the school to create a safe environment for students in order to prevent from the possibility of bullying. This can be done by creating intensive program of anti-bullying for students and a parenting program for parents. To the teachers, bullying prevention can be done by giving strengthening students’ self concept. And to parents, should not be too permissive in parenting. Creating a warm and loving atmosphere, that is consistent, will reduce children’s aggressive behavior. Besides, parents are urged to inculcate a strong self-concept to their children in order to prevent them from bullying.

REFERENCES


THE EFFECT OF PARENTING STYLE PERCEPTION ON BULLYING BEHAVIOR OF CHILDREN AT SCHOOL

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Abstract
This research is motivated by the increasing of bullying behavior and its effect on behavior, especially toward children in primary school. Based on the previous research, there are numerous factors that influence of bullying behavior, such family and parenting. Family have been identified as important factors for bullying behavior (James, 2010). Parenting style also plays role in the process of children socialization by the demonstration of bullying behavior (Nwokolo, 2014). This research aims to examine whether children perceptions parenting has any effect on bullying behavior, and which children perceptions parenting style cause a significant effect on the bullying behavior. Sample of this research were the fourth, fifth, and sixth grader students of State Elementary School (SDN) 07 Kebayoran Lama, South Jakarta, academic year 2015/2016. Sampling technique used in this research was nonprobability sampling with 70 people respondents. This research used quantitative approach with linear regression as analysis method. Findings from this research explain that dictatorial parenting influence significantly on bullying behavior in school. It is in accordance with the finding of previous studies conducted by (Myron-Wilson, 1999) that parenting style influences on the bullying behavior.

Keywords: Parenting Style, Bullying Behavior.

INTRODUCTION

In recent years, numerous violence phenomena increase in primary school. Most of the cases in elementary schools are bullying. It is based on data from the Global School-based Student Health Survey (GSHS) in 2007, it said that during the last 12 months approximately 40% of 13-15 year-old students in Indonesia have reported that they were physically beaten in their schools.

According to KPAI, currently bullying case is in the top of public complaints. From 2011 to August 2014, KPAI has recorded that there have been 369 complaints occurred related to that problem. Around 25% total complaints are from educational field, accounted to 1,480 cases. The term bullying defined by KPAI is a form of violence in schools, beating student clash, discrimination in education, or complaint extortion (www.republikaonline.com, 2014).

For instance incident on students of SDN VII Pagi of North Kebayoran Lama, his initials is A (8 years), he was assumed that he was beaten and kicked by his friends, called as R (8 year). The incident occurred in the mid of September 2015. It has been known that he was died after having a fight with his friend. The fight began with annoying speech during the drawing session. R bullied the victim by making his head fallen and hit (www.republikaonline.com, 2015).
The above occurrence is one of bullying example in schools that have brought about a victim. To understand this, we are first necessarily to comprehend the definition of bullying behavior. Bullying includes 6 key elements (Farrington, 1993):
1. It can include physical, verbal or psychological attack or intimidation
2. The bully is (or is perceived to be) more powerful than the victim
3. The bully intends to cause fear and/or harm to the victim;
4. The act is unprovoked by the victim
5. The act is repeated
6. The act produces desired effect

Bullying has been defined as repeated, intentional, aggressive behavior marked by an imbalance of power that occurs in the context of interpersonal relationship. Olweus, 1993 see in (Tracy Evian Waasdorp, Catherine P. Bradshaw, and Jeffrey Duong, 2011). It includes both physical and non-physical behaviors, such as teasing, calling names, rumor or gossip spreading, or socially ostracizing.

Explanation of the definition of bullying is the aggressive behavior that is done repeatedly and intentionally by the offender, which is caused the uneasiness and even injury of the targeted bullying victim.

Thus, the reasons behind the emergence of bullying behavior are necessarily to scrutiny. Based on the previous studies, there are many factors that influence bullying behavior, such as family and parenting. Family is the smallest social unit that provides major foundation for children’s development. In pre-school and middle childhood years the parental and family ethos is a key factor in shaping a child’s behavior. Past research has demonstrated a link between restrictive parental style and child social problems. It has been consistently found that over-bearing and over-controlling parents have children who are more aggressive and less socially skilled than their peers (Myron-Wilson, 1999).

As we know that parenting is an affectionate gateway of the caretaker. The first year is actually the key period for children in their social development, to improve ability to make well adjustment in the preschool years and beyond.

To avoid harmful effects of parenting, Baumrind (1971) argues (see in W. Santrock, 1998) that parents instead of punishing or isolating children, parents should develop rules for children and loving them wisely. Accordingly, there are three styles of parenting which have been found that having an embedded influence on children's behavior, namely:

**a. Authoritarian parenting style**
This parenting is applied by restriction and punishment that entail children to follow parents’ commands. Setting firm restriction and giving small chances for children to talk (deliberation). Such a parenting style is associated to the children’s social incompetence. Children often feel anxious, fail to initiate activities, and have a under level of communication skills.

**b. Authoritative parenting style**
The Authoritative parenting style encourages children to be independent within the boundary and control setting of their activities. Having verbal discussions between parents and children
and parents, it shows warmth and affection to children. This parenting type is associated to children with social competence. Children who grew up with this parenting style have social competence, confidence, and social responsibility.

c. Permissive
This parenting style is divided into two models, namely 1) indulgent permissive model in which parents involves deeply in the performance of their children's lives but sets a little limitation or control over them. This model causes children with social incompetence, especially the lack of self-control. Parents allow their children to do whatever they want and consequently children never learn to control their manners and always expect their wishes are followed. The children will rarely learn to respect others and have difficulty in the behavior control. Permissive indifferent is that parents involves really in the children’s lives. This type is connected to children's social incompetence, especially a lack of self-control.

Based on the above mentioned data, researchers interested in conducting further research on the Effect of Parenting Perception on Bullying Behavior towards Children in School, and what kind of parenting that has a significant effect on the bullying behavior.

METHODS

Population and Research Sample
The population in this research is students of SDN 7 Kebayoran Lama, South Jakarta and the research sample was in grade 4, 5, and 6 accounted to 70 people.

Measurement Research
The instrument which is used to collect data in this research namely instruments of Bullying Behavior Instrument and Parenting Instrument that consists of authoritarian, democratic and permissive parenting which were given to students in grade 4, 5, and 6.

The applied instrument for this research is Likert Attitude Scale which has a positive gradation from very positive sides into very negative sides for each of positive and negative statements. The questionnaire sheet is in Annex B. The answered statements in Likert scale is categorized and displayed in this table.

<table>
<thead>
<tr>
<th>No</th>
<th>Attitude Scale Score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Agree (SS)</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Agree (S)</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Disagree (TS)</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Strongly Disagree (STS)</td>
<td>1</td>
</tr>
</tbody>
</table>
Validity Test Equipment (Test of normality and homogeneity test)

Normality Data
Variable Y (Dependent): Bullying
Variable X (Independent): Parenting style

If the significance value is greater than 0.05, the data distribution is normal.
If the significance value is obtained less than 0.05, the data distribution is abnormal.

Table 1
One-Sample Kolmogorov-Smirnov Test

<table>
<thead>
<tr>
<th>Unstandardized Residual</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>74</td>
</tr>
<tr>
<td>Normal Parametersa</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>.0000000</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>5.71262513</td>
</tr>
<tr>
<td>Most Extreme Differences</td>
<td></td>
</tr>
<tr>
<td>Absolute</td>
<td>.084</td>
</tr>
<tr>
<td>Positive</td>
<td>.084</td>
</tr>
<tr>
<td>Negative</td>
<td>-.038</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov Z</td>
<td>.723</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.673</td>
</tr>
</tbody>
</table>

a. Test distribution is Normal

Based on SPSS output, obtained significance value of 0.673
0.673> 0.05, it can be concluded that the tested data has the normal distribution.

Homogeneity Data
Variable Y (Tied): Bullying
Variable X (Free): Parenting

If the significance value <0.05, variance of both groups is unlike (Heterogeneous)
If the significance value >0.05, variance of both group is alike (Homogeneous)

Table 2
Test of Homogeneity of Variances

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>.856</td>
<td>13</td>
<td>52</td>
<td>.602</td>
</tr>
</tbody>
</table>

Table 3
ANOVA

<table>
<thead>
<tr>
<th>BULYING</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1000.576</td>
<td>21</td>
<td>47.646</td>
<td>1.600</td>
<td>.086</td>
</tr>
<tr>
<td>Within Groups</td>
<td>1548.883</td>
<td>52</td>
<td>29.786</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2549.459</td>
<td>73</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the output from SPSS, obtained significance value 0.602 greater than 0.05. It can be concluded that both data have the same variance (Homogeneous).

**RESULTS**

Linear Regression Test

**Children perceptions of their parent’s Authoritarian Parenting**

<table>
<thead>
<tr>
<th>Model</th>
<th>Variables Entered</th>
<th>Variables Removed</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Otoriter</td>
<td></td>
<td>Enter</td>
</tr>
</tbody>
</table>

a. All requested variables entered  
b. Dependent Variable: BULLYING

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.254a</td>
<td>.064</td>
<td>.051</td>
<td>5.756</td>
</tr>
</tbody>
</table>

Model Summary

a. Predictors: (Constant), Otoriter

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>164.346</td>
<td>1</td>
<td>164.346</td>
<td>4.961</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>2385.114</td>
<td>72</td>
<td>22.127</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2549.459</td>
<td>73</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ANOVA

a. Predictors: (Constant), Otoriter  
b. Dependent Variable: BULLYING

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>85.239</td>
<td>6.742</td>
<td>12.644</td>
</tr>
<tr>
<td></td>
<td>Otoriter</td>
<td>-.463</td>
<td>.208</td>
<td>-.254</td>
</tr>
</tbody>
</table>

Coefficients

a. Dependent Variable: BULLYING

Rooted from the data analysis is found by the R correlation value by 0.254 and the amount percentage of independent variables towards the dependent variable, which is called coefficient determination, R square value. From the output coefficient R2 is 0.064. It means that the children perception of their parents Authoritarian Parenting which has a significant effect on the bullying behavior is 6.4%.

The table shows that the output T count is obtained -2227, with a significant value of 0.029. 0.029 <0.05. It means that Ho is refused and H1 is accepted. In the other words, there is a significant effect of children perceptions of their parents’ authoritarian parenting variable on bullying behavior.
Children’s perceptions of their parents Authoritative Parenting

<table>
<thead>
<tr>
<th>Model</th>
<th>Variables Entered</th>
<th>Variables Removed</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demokratis</td>
<td></td>
<td>Enter</td>
</tr>
</tbody>
</table>

a. All requested variables entered  
b. Dependent Variable: BULLYING

Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.044(^a)</td>
<td>.002</td>
<td>-.012</td>
<td>5.945</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Demokratis

ANOVA\(^b\)

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>5.006</td>
<td>1</td>
<td>5.006</td>
<td>.142</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>2544.453</td>
<td>72</td>
<td>35.340</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2549.459</td>
<td>73</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Demokratis  
b. Dependent Variable: BULLYING

Coefficients\(^a\)

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>72.663</td>
</tr>
<tr>
<td></td>
<td>Demokratis</td>
<td>-.099</td>
</tr>
</tbody>
</table>

a. Dependent Variable: BULLYING

The above chart explains the data analysis obtained by the R correlation value is equal to 0.044 and the effect percentage of independent variable dependent variable with determination coefficient R^2 output coefficient is 0.002. It means that children perceptions of their parents authoritative parenting the effect on bullying is 0.2%

According to the output is found that t count of -0.376 with a significance value of 0.708. 0.708 > 0.05, it means that H0 is rejected and H1 is accepted. In other words, the children perceptions of their parents authoritative parenting hasn’t significant effect on bullying behavior.
Children’s perceptions of their parents’ Permissive Parenting

### Variables Entered/Removed b

<table>
<thead>
<tr>
<th>Model</th>
<th>Variables Entered</th>
<th>Variables Removed</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Permisif</td>
<td></td>
<td>Enter</td>
</tr>
</tbody>
</table>

a. All requested variables entered  
b. Dependent Variable: BULLYING

### Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.180</td>
<td>.033</td>
<td>.019</td>
<td>5.853</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Permisif

### ANOVA b

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>1</td>
<td>83.046</td>
<td>2.424</td>
<td>.124</td>
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<tr>
<td></td>
<td>Residual</td>
<td>72</td>
<td>34.256</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>73</td>
<td>2549.459</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Permisif  
b. Dependent Variable: BULLYING

### Coefficients a

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>78.751</td>
</tr>
<tr>
<td></td>
<td>Permisif</td>
<td>-.362</td>
</tr>
</tbody>
</table>

a. Dependent Variable: BULLYING

Derived from the data analysis, it is obtained that R correlation value equal to 0.180 and the percentage of independent variables towards the dependent variable called for determination coefficient, which is the result of R square. From the output coefficient R2 is 0.033. It means that the children perceptions of their parents permissive parenting the effect on bullying behavior is 3.3%

According to the output it is attained that T count is -1.557 with a significant value of 0.124. 0.124> 0.05, It means that H0 is accepted and H1 is rejected. In the other words there the children’s perceptions of their parents’ permissive parenting is not significant effect on bullying behavior.

**CONCLUSION**

Overall, based on the data explained, it can be concluded that the children’s perceptions of parenting style of authoritarian parenting, authoritative parenting, and permissive parenting. It is approved that only the children’s perceptions of their parents authoritarian parenting is significantly effect on bullying behavior at school, while authoritative and permissive...
parenting are not significant. In other word that Children’s perceptions of their parents’ parenting style as restrictive the more likely they are to become involved in bullying.

Authoritarian parenting is parenting which restricts and punishes and prosecutes children to follow parents’instructions. Setting the strict restrictions and providing small opportunities for children to talk and deliberate. This parenting style impacts on the bullying behavior since the severe parenting is able to generate children’s familiarity with the threatening environment.

Accordingly to the result research conducted by Ahmed and Braithwaite (2004) see in(Gokhan, 2006), it said that the authoritarian parenting influences really on bullying behavior. Some studies (Hagan & McCarthy 1997) see in(Nwokolo, 2014)also show that delinquent behavior, like bullying, is associated with parental rejection, weak parental supervision and inadequate involvement with the child. Thus paying attention to children as well as a close supervision helps in reducing aggressive behaviour in the family and outside – in the school.

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Tracy Evian Waasdorp, Catherine P. Bradshaw, and Jeffrey Duong. (2011). The Link Between Parents' Perceptions of the School and Their Responses to School Bullying : Variation by Child Characteristics and the Forms of Victimization. Journal of Educational Psychology, 324.
THE INFLUENCE OF CHARACTER STRENGTHS AND GENDER ON THE ACADEMIC STRESS OF STATE ISLAMIC UNIVERSITY JAKARTA WORKING STUDENTS

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Diana Mutiah
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Abstract
This research is conducted to figure out the influence of character strengths on academic stress of State Islamic University Jakarta working students. Previous studies have shown that working students have higher academic stress than the opposite. Other studies showed that strengths may work as a buffer and help to maintain or even increase well-being despite challenges. Character strengths may work as protective factor that buffer, prevent, or reduce the negative effects of stress. This research employed quantitative approach with multiple regression analysis. The sample was 252 State Islamic University Jakarta working students. Sample was collected by non-probability sampling technique. In this study, researcher modified data collection instruments: Student-Life Stress Inventory (SSI) for the scale of academic stress and VIA Inventory of Strengths for the scale of character strengths. The results suggest the significant effect of gender and Character Strengths on academic stress of State Islamic University Jakarta working students. Minor hypothesis test on the significance of each regression coefficient of the dependent variable (DV) suggest that bravery, persistence, and gender have a significant impact on academic stress.

Keywords: Character Strengths, gender, Academic Stress, Working Students

INTRODUCTION

Students are future leaders. They are expected to have primary goal, namely achieving academic success. Quality higher education with excellent results is all students’ dreams. However, academic demands can lead academic stress (Chung, 2008). According to Gadzella (1991 Gadzilla & Masten, 2005), academic stress deals with a condition in which academic demands exceed the available resources. It is accompanied by certain symptoms such physical, emotional, cognitive and behavioral reactions directed to stressful events.

Negatively-perceived or excessive stress can affect academic performance or students’ health. American College Health Association survey in 2006 revealed one biggest health issue impacting on students' academic performance is academic stress. About 32 percent reported that academic stress had resulted in an incomplete i.e. a dropped course or a lower grad (Kadapatti & Vijayalaxmi, 2012).

Ahmed Riaz and Ramzan’s research (2013) showed that the main symptoms of students’ stress are anxiety, digestive problems, neck or shoulder pain, and migraine. Besides, students also find difficult concentrating and calming since they are worried a lot.

The stress levels of working student may be higher since they have to manage their time and energy to fulfill obligation in academic as well as workplace at their best (Gadzella & Masten, 2005; Wilks, 2008). Furr and Elling (in Daulay & Rola, 2012), reported higher
stress level of working students, compared to the non-working students who rarely involved in campus and social activity.

Data of National Center for Education Statistics (Papalia, 2008) also showed that students who work 15 hours a week or work in early morning or students with irregular working hours are less academically successful than non-working students. In addition, job stress to improve quality may result in stress reaction (Elsbach & Hargadon in Avey, Luthans, Hannah, Sweetman & Peterson, 2012).

Academic stress is influenced by internal and external factors. External factors of stress are formulated by Agolla and Ongori (2009) from University of Botswana. They suggest that the stressors of external factors encompass time management, academic demands, and academic environments, including academic workload, inadequate resources, low motivation, poor performance in academic, continuous poor performance in academic, overcrowded lecture halls, and uncertainty of getting job after graduating from the university. Meanwhile, the internal factors are character strengths (Park, 2004); positive temperament, self-esteem, self-confidence, self-efficacy, social competence, problem-solving skills, internal locus of control, gender, etc (Chung, 2008).

This research employs character strengths as the Independent Variable (IV) in which the topic has strong theoretical development in positive psychology (Peterson & Seligman in Avey et al, 2012). Moreover, as a set of positive traits reflected in thoughts feelings and behaviors, character strengths can bring out personalities.

Park (2004) stated that character strengths are one protective factor that can diminish the negative effects of stress, trauma and psychological disorders. Character strength is classification system of various good characters formulated by Peterson and Seligman (2004). It is defined as “the underlying processes or mechanisms that define people virtues, allowing individuals to grow and have a good life". In this system, each person can have six major virtues in which each virtue consists of several underlying strengths of character.

Several studies on the relationship between character strengths and life satisfaction suggested that the character strengths may work as a buffer and help to maintain or even increase well-being despite challenges. (Park, 2009). Park (2004) in the journal of Character Strengths and Positive Youth Development stated that some character of certain strengths may be a protective factor that could restrain, prevent, or reduce the negative effects of stress. Lounsbury, Fisher, Levy and Welsh (2009) states that character strengths may help diminish the impact of stressful events for students, such as failing an exam, through cognitive appraisal which can lead to more positive and persistent coping mechanisms, especially in students who have high expectations.

French et al. stated that resources are beneficial to the extent that they fit with the demands of the environment. Resources have different effects in different situations. In another words, resources are very valuable in a certain situation and may not be useful in other situations (French, Caplan and Van Harrison; French, Rodgers and Cobb in Hobfoll, 2002).

On the basis of French et al.’s, this research will not apply all dimensions of character strengths as the Independent Variable (IV). This study only used few that influence academic stress stated in several research journals and Character Strengths and Virtues: A Handbook
and Classification. The character strengths encompass creativity, curiosity, Bravery, persistence, vitality, love, self-regulation, hope, humor, and spirituality.

Besides character strengths, another personal aspect affecting academic stress is gender. There is no research concerning the effect of gender on the working students’ academic stress found by the researcher. In addition, findings of studies regarding stress with references to gender provide different result. Further research is required to figure out the reason.

Hamaideh (2010) and Busari (2012) research on the difference in the perceptions of academics stress and reaction to stressors based on gender are somewhat conflicting. Hamaideh’s research (2010) on male and female Jordanian university students shows that female students reported a higher perception of stressors in frustrations, conflict, pressures and changes, as well as emotional reactions to stressors. Male students reported higher behavioural and cognitive reactions to stressors than female students.

Busari (2012) did not find any significant difference between male students and female students in his research concerning difference in perceptions of academic stress and reaction to stressors based on gender among first year of Nigerian university students. However, with references to mean scores, male students scored higher stress level, in relationships with frustrations and pressures; while female students score higher for financial problems and self-expectations. With references to reaction to stress, male students scored higher for physical and cognitive reactions while female students scored higher for emotional reactions and behavior.

LIMITATION

Academic stress
This research defines academic stress as a condition in which academic demands exceed the available resources, accompanied by certain symptoms such physical, emotional, cognitive and behavioral reactions directed to stressful events (Gadzella, 1991). Academic stress has two dimensions, namely academic stressors (including frustrations, conflict, pressures, changes, and self-imposed) and the reaction to the academic stressor (including physical, emotional, behavioral, cognitive reactions).

Character Strengths
Character strengths refer to is psychological ingredients – processes and mechanisms – that define the virtues” (Peterson & Seligman, 2004). This research includes such variables of character strength, namely creativity, curiosity, open-mindedness, Bravery, persistence, vitality, love, self-regulation, hope, humor and spirituality.

PURPOSES OF RESEARCH

This research is designed to determine the influence of character strengths (consisting of the creativity, curiosity, open-mindedness, bravery, persistence, vitality, love, self-regulation, hope, humor and spirituality dimension) on the academic stress of State Islamic University Jakarta working students.
METHODS

Population, Sample and Sampling Techniques
The population of this research is working students of State Islamic University Jakarta. The sample is 252 people. Samples were taken by using non-probability sampling. It a sampling technique where the samples are obtained in a process that does not give individuals in the population equal chances of being selected. Samples have met the criteria or goals determined researchers, the working students of State Islamic University Jakarta.

Research variable
The variables of this study are the dimensions character strengths (creativity, curiosity, open-mindedness, bravery, persistence, vitality, love, self-regulation, hope, humor, and spirituality), gender, and academic stress (encompassing academic stressors and reaction to academic stressor). The dimensions of the character strength and gender serve as the independent variable (IV) while academic stress serve as the dependent variable (DV).

Instruments
Academic stress scale is adapted and modified from Gadzella (1991)’s Student-Life Stress Inventory. Meanwhile the scale of character strengths is adapted and modified from Christopher Peterson and Martin E. Seligman (2004)’s the Values in Action (VIA) Inventory.

Data Analysis
Researchers do validity test using Confirmatory Factor Analysis (CFA) in lisrel 8.70. Meanwhile, the researchers conduct Multiple Regression Analysis (MRA).using SPSS 16.0.

RESULTS

There are three things should be considered in regression, First is R-square value representing the percentage of variance accounted for the dependent variable (DV), described by the Independent Variable (IV), second, does the overall Independent Variable (IV) have significant impact on Dependent Variable (DV), third is the significance of the regression coefficient of each independent variable (IV).

First, researchers analyzed overall Independent Variable (IV) contribution to Dependent Variable (DV). R square table can be seen as follows:

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.406a</td>
<td>.165</td>
<td>.123</td>
<td>8.83622</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), GENDER, SPIRITUALITY, LOVE, CREATIVITY, REGULATION, HUMOR, PERSISTENCE, BRAVERY, HOPE, OPEN, CURIOSITY, VITALITY
b. Dependent variable: STRESS
Table 1 shows that R Square = 0.165 or 16.5%. It means 16.5% of academic stress variation is explained by overall Independent Variable (IV), the 83.5% is affected by external variable of this research.

The second step is to analyze the impact or influence of all independent variables on academic stress. The F test results can be seen in the following:

### Tabel 2

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Square</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
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<td>307.568</td>
<td>3.939</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>18660.817</td>
<td>239</td>
<td>78.079</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>22351.635</td>
<td>251</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), GENDER, SPIRITUALITY, LOVE, CREATIVITY, REGULATION, HUMOR, PERSISTENCE, BRAVERY, HOPE, OPEN, CURIOSITY, VITALITY

b. Dependent variable: STRESS

Table 2 illustrates that the significance is 0.00 (sig <0.05). It means that null hypothesis is rejected. The null hypothesis stated that there is no significant effect on the entire Independent Variable (IV) to the academic stress. In another word, gender has significant effect on Character Strengths and academic stress.

The next step is to examine the regression coefficient of each independent variable. The data is shown in the rightmost column. If sig <0.05, the regression coefficient is significant. It means the Independent Variable (IV) has a significant impact on academic stress as provided in table 3.

### Table 3

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std.Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>70.362</td>
<td>5.101</td>
<td>13.793</td>
</tr>
<tr>
<td></td>
<td>CREATIVITY</td>
<td>.159</td>
<td>.088</td>
<td>.147</td>
</tr>
<tr>
<td></td>
<td>CURiosity</td>
<td>.121</td>
<td>.102</td>
<td>.105</td>
</tr>
<tr>
<td></td>
<td>OPEN</td>
<td>-.004</td>
<td>.102</td>
<td>-.004</td>
</tr>
<tr>
<td></td>
<td>BRAVERY</td>
<td>-.210</td>
<td>.098</td>
<td>-.185</td>
</tr>
<tr>
<td></td>
<td>PERSISTENCE</td>
<td>-.249</td>
<td>.102</td>
<td>-.203</td>
</tr>
<tr>
<td></td>
<td>VITALITY</td>
<td>-.157</td>
<td>.113</td>
<td>-.131</td>
</tr>
<tr>
<td></td>
<td>LOVE</td>
<td>-.030</td>
<td>.081</td>
<td>-.026</td>
</tr>
<tr>
<td></td>
<td>REGULATION</td>
<td>-.147</td>
<td>.098</td>
<td>-.120</td>
</tr>
<tr>
<td></td>
<td>HOPE</td>
<td>.069</td>
<td>.101</td>
<td>.057</td>
</tr>
<tr>
<td></td>
<td>HUMOR</td>
<td>.114</td>
<td>.084</td>
<td>.105</td>
</tr>
<tr>
<td></td>
<td>SPIRITUALITY</td>
<td>-.092</td>
<td>.083</td>
<td>-.082</td>
</tr>
<tr>
<td></td>
<td>GENDER</td>
<td>3.017</td>
<td>1.279</td>
<td>.153</td>
</tr>
</tbody>
</table>

a. Dependent Variable: STRESS
The regression coefficients of Table 3 suggests the equation of academic stress as follows:

\[
\text{Academic stress} = 70.362 + 0.159 \text{creativity} + 0.121 \text{curiosity} - 0.004 \text{open mindedness} - 0.210 \text{bravery} - 0.249 \text{persistence} - 0.157 \text{vitality} - 0.030 \text{love} - 0.147 \text{self-regulation} + 0.069 \text{hope} + 0.114 \text{humor} - 0.092 \text{spirituality} + 3.017 \text{gender}
\]

Description: Significant (*)

We can simply assess the significance of regression coefficient by reading the rightmost column of Table 3. If \( \text{sig} <0.05 \), the regression coefficient is significant. It means the coefficient have significant impact on academic stress and vice versa. The table shows that the bravery, persistence, and gender coefficients have significant influence on academic stress, while the other variables are not.

Furthermore, table 4 illustrates variant proportion of each Independent Variable (IV) of the academic stress.

### Table 4

**Variant Proporsion of Independent Variable**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>R Square Change</th>
<th>F Change</th>
<th>df 1</th>
<th>df 2</th>
<th>Sig. F Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.035(^a)</td>
<td>.001</td>
<td>.001</td>
<td>.303</td>
<td>1</td>
<td>250</td>
<td>.582</td>
</tr>
<tr>
<td>2</td>
<td>.069(^b)</td>
<td>.005</td>
<td>.004</td>
<td>.881</td>
<td>1</td>
<td>249</td>
<td>.349</td>
</tr>
<tr>
<td>3</td>
<td>.161(^c)</td>
<td>.026</td>
<td>.021</td>
<td>5.378</td>
<td>1</td>
<td>248</td>
<td>.021</td>
</tr>
<tr>
<td>4</td>
<td>.240(^d)</td>
<td>.058</td>
<td>.032</td>
<td>8.308</td>
<td>1</td>
<td>247</td>
<td>.004</td>
</tr>
<tr>
<td>5</td>
<td>.329(^e)</td>
<td>.108</td>
<td>.051</td>
<td>13.980</td>
<td>1</td>
<td>246</td>
<td>.000</td>
</tr>
<tr>
<td>6</td>
<td>.348(^f)</td>
<td>.121</td>
<td>.013</td>
<td>3.638</td>
<td>1</td>
<td>245</td>
<td>.058</td>
</tr>
<tr>
<td>7</td>
<td>.352(^g)</td>
<td>.124</td>
<td>.003</td>
<td>.821</td>
<td>1</td>
<td>244</td>
<td>.366</td>
</tr>
<tr>
<td>8</td>
<td>.364(^h)</td>
<td>.132</td>
<td>.008</td>
<td>2.253</td>
<td>1</td>
<td>243</td>
<td>.135</td>
</tr>
<tr>
<td>9</td>
<td>.366(^i)</td>
<td>.134</td>
<td>.001</td>
<td>.417</td>
<td>1</td>
<td>242</td>
<td>.519</td>
</tr>
<tr>
<td>10</td>
<td>.376(^j)</td>
<td>.141</td>
<td>.007</td>
<td>3.959</td>
<td>1</td>
<td>241</td>
<td>.000</td>
</tr>
<tr>
<td>11</td>
<td>.382(^k)</td>
<td>.146</td>
<td>.005</td>
<td>1.289</td>
<td>1</td>
<td>240</td>
<td>.257</td>
</tr>
<tr>
<td>12</td>
<td>.406(^l)</td>
<td>.165</td>
<td>.019</td>
<td>5.563</td>
<td>1</td>
<td>239</td>
<td>.019</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Creativity
b. Predictors: (Constant), Creativity, Curiosity
c. Predictors: (Constant), Creativity, Curiosity, OpenMindedness
d. Predictors: (Constant), Creativity, Curiosity, OpenMindedness, Bravery
e. Predictors: (Constant), Creativity, Curiosity, OpenMindedness, Bravery, Persistence
f. Predictors: (Constant), Creativity, Curiosity, OpenMindedness, Bravery, Persistence, Vitality
g. Predictors: (Constant), Creativity, Curiosity, OpenMindedness, Bravery, Persistence, Vitality, Love
h. Predictors: (Constant), Creativity, Curiosity, OpenMindedness, Bravery, Persistence, Vitality, Love, SelfRegulation
i. Predictors: (Constant), Creativity, Curiosity, OpenMindedness, Bravery, Persistence, Vitality, Love, SelfRegulation, Hope
Predictors: (Constant), Creativity, Curiosity, OpenMindedness, Bravery, Persistence, Vitality, Love, SelfRegulation, Hope, Humor

Predictors: (Constant), Creativity, Curiosity, OpenMindedness, Bravery, Persistence, Vitality, Love, SelfRegulation, Hope, Humor, Spirituality

Predictors: (Constant), Creativity, Curiosity, OpenMindedness, Bravery, Persistence, Vitality, Love, SelfRegulation, Hope, Humor, Spirituality, Gender

CONCLUSION

The test results of the research hypothesis suggests "the significant effect of gender on character strengths and academic stress of State Islamic University Jakarta working students". Minor hypothesis testing concerning the significance of each regression coefficient of Independent Variable (IV) to the Dependent Variable (DV) showed that bravery, persistence, and gender variables have significant impact on academic stress.

DISCUSSION

This research proposes the two-dimensional character strengths that have a significant effect on academic stress, namely bravery and persistence. The two includes courage virtues. Courage refers to an emotional force containing a strong desire to achieve goal despite the external or internal barriers.

Bravery is courage, not shrinking from threat, challenge, difficulty, or pain. Bravery has a significant negative influence on academic stress. The braver the individuals, the lesser their academic stress. It is consistent with previous studies that showed that the bravery have a low correlation with the degree of stress under pressure (Cox, Hallam, O'Connor, & Rachmanm; O'Connor, Hallam & Rachman in Peterson & Seligman, 2004). According to researchers, bravery will also encourage people to address challenges that in turn may alleviate stress.

As bravery, persistence also has a negative correlation with academic stress in which the higher the persistence, the lower the academic stress. Persistence is a tendency to act in a sustainable manner to achieve goals despite obstacles and difficulties. Persistent individuals are pleased to complete task despite difficulties without complaining a lot (Seligman, 2002). Besides, persistence is associated with hardiness. Hardy individuals are less likely to quit when they encounter failures and setbacks (Kobasa in Peterson & Seligman, 2004).

Gender variables influence significantly to the working students academic stress. There are different academic stress between working male and female students This result is consistent with studies that showed that there are significant differences in academic stress between men and women (Misra & Castillo, 2004; Hamaideh, 2010; Ahmed, Riaz, and Ramzan, 2013; Kai-Wen, 2009; Thawabieh & Qaisy, 2012).

Other variables that do not affect the academic stress of State Islamic University Jakarta working students, namely creativity, curiosity, vitality, love, self-regulation, hope, humor, and spirituality. However, discrepancies or differences in results between recent and the previous studies might be due to several important factors such as sampling error, differences in the use of psychological measurement tools, background samples, as well as
other things not included in this research. Besides, the different cultural background between those studies may also contribute to these discrepancies.

**SUGGESTION**

**Methodological suggestions**
Other researchers can examine other variables affecting academic stress such as goal setting, motivation, positive thinking, psychological well being, and good relationships with family, friends or lecturers. Other researchers may also investigate the influence of character strengths that may affect the academic stress but did not discuss in this paper, including love of learning, integrity, social intelligence, prudence, and gratitude. In addition, further research can examine the academic stress on students who work 10 hours a week and / or compare the academic stress between working and non-working students.

**Practical suggestions**
Students, especially the working ones, are expected to develop bravery and persistence since these two have a significant influence on the academic stress. The relatives of the working students are expected to provide social support in the development the persistence, bravery, and other, and characters strengths of the working students. It is might be useful to the extent that they can alleviate and defend themselves from academic stress. Faculty is expected to give seminars or training to students in general and to working students in particular to develop their bravery, persistence and other character strengths that may work as a protective factor of academic stress.

**REFERENCES**


THE EFFECT OF RELIGIOSITY, MORAL IDENTITY, AND DEMOGRAPHIC VARIABLES ON EMPATHY AND AGGRESSION OF STUDENTS OF SMAN 70 JAKARTA

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Abstract
This study was conducted to determine the effect of religiosity (belief, practice, experience, knowledge, consequences), moral identity (internalization, symbolization), and demographic variables (age, gender) on the adolescent empathy and aggression. This study involved 208 students of SMAN 70 Jakarta which taken by accidental sampling technique. The results showed that there was a significant effect of religiosity (belief, practice, experience, knowledge, consequences), moral identity (internalization, symbolization), and demographic variables (age, gender) on adolescent empathy and aggression. Two of the nine variables (consequences and gender) were having effect significantly towards empathy. While seven of them (belief, practice, experience, knowledge, internalization, symbolization, and age) did not affect adolescent empathy and aggression. For further research suggested to more investigate the behavior of empathy and aggression by adding variables associated with empathy and aggression behaviors, such as self-control and peer group.

Keywords: Religiosity, moral identity, demographic variables, empathy, aggression

INTRODUCTION

Hoffman (1992) stated that one of moral behavior is empathy. Empathy is the ability of a person to be able to feel the burden of which is owned by another person as well as a desire to alleviate it. The opponents of moral behavior is immoral behavior or negative behavior, that behavior contrary to moral norms (Reynolds & Ceranic, 2007). One of them is aggressive behavior. Aggression is a behavior that is intended to harm others, both driven by emotions (anger, injuries, frustration or fear) or instrumentally as intimidate others for a purpose (Weiner, 2003).

The National Commission for Child Protection (Komnas Anak) reported that there were 229 cases of student brawls throughout January to October 2013. This number increased by approximately 44% over the previous year which only 128 cases. In 229 cases of violence between the middle and high school students, 19 students died (m.tempo.co/read/news). It is a blurred portrait of the educational world in Indonesia. The high aggressive behavior indicates a lack of empathy among students.

Several previous studies showed, there are many factors that influence of empathy and aggression. Those are personality (Watson & Morris, 1991), gender, age, and motivation (Garaigordobil, 2009), family relationships (Lam, Solmeyer, Mc Hale, 2012), as well as parenting style and parental encouragement (Spindrad, et.al., 1999), religiosity and moral identity (Hardy, et al, 2012), punishment, emotional rejection, child abuse and broken home (Barnow, Lucht & Freyberger, 2001), stimulation of alcohol (Giancola, 2008), psychosocial and personality (Brook, Rosenberg, Brook, Balka & Meade, 2004), interpersonal,
achievement orientation and specific stressor (Little & Garber, 2000). Among these factors, there are two interesting factors to be studied more deeply, namely religiosity and moral identity.

Religiosity is often associated with lower negative behavior (i.e. aggression) and higher positive behavior (i.e. empathy), but the mechanism by which adolescent religiosity might yield positive interactions with others remains unclear (Hardy et al, 2012). The second factor is moral identity. Moral identity is an important aspect that affects empathy and aggression. As some research results (Reynolds & Ceramic, 2007; Aquino, Reed, Freeman, Lim, & Felps, 2009; Hardy, Walker, Olsen, Woodbury, & Hickman, 2013) stated that moral identity is one of the predictors of human behavior.

Empathy
Many views have been established about empathy. Some philosophers said that the value of empathy as a moral force in a compact upheld by society. Some others view empathy as a moral motive that can be trusted. Its also found an empirical evidence, stated that empathy is a disposition or tendency for the birth of moral action (Hoffman, 1992). According to Rogers (in Cooper, 2011), having a sense of empathy needed some things, such as logging in the world's perception of others and have the sense of being sensitive to the circumstances of others.

Hoffman (1992) defines empathy as an affective response that seems to be experienced, not only suitable to the situation affection of others, but also more clearly felt for the other person's situation than the situation itself. It has not only an affection component, but it also has a significant cognitive component. As in adults who are responding to what is being experienced by others. They give a such response because they have an idea of what others have experienced or are they too have experienced it. It can be concluded that the ability of empathy is the ability to understand the thoughts, feelings and experiences of others to put themselves in someone else without losing its identity, personal attitudes, and control of emotional reactions to experience the emotions of others.

Understanding involves cognition and affective components that make people able to appreciate the position and feelings of others, is a basis of good interpersonal relationships. So based on the above description, in the present study empathy has been defined as an affective response and cognition seem to be experienced, not necessarily suited to the situation that happened to someone else, but it clearly can be felt (Hoffman, 1992).

Aggression
Aggression is a behavior that can be seen. For example, we can see somebody shot, stabbed, hit, slap or curse others. Aggression is not an emotion that occurs in one's feelings, such as anger. Aggression is a behavior that is intended to harm. However, there are not all of behaviors that hurt others included in aggression. For example, a dentist who gives an injection to the patient's teeth, the purpose of the behavior of the doctor is to help not harm the patient (Bushman & Huesmann, 2010).

Aggression is defined as a behavior that is intended to harm others or damage their property. Aggression is a behavior problem that usually attracts a lot of attention (Crowell, in Brook, Rosenberg, Brook, Balka, & Meade 2004). The term aggression has a wider meaning
from physical attacks to others until the type of aggression that is not too obvious like waffle rough when the phone (Canning, 2011).

There has been a lot of debate over how to define aggression (Parrot & Giancola, in Canning 2011). One comprehensive definition of aggression is provided by Baron and Richardson (in Canning, 2011), which describes aggression as any form of behavior that is intended to provide a loss, or harm another person's life. Rivera (in Weiner 2003) explained that the aggression has different meanings that focus on different aspects of aggression and lead to the creation of a difference in approach to the understanding of aggression. Aggression can be divided into three different definitions:

1. Aggression as a behavior that is intended to harm others, both driven by emotions (such as anger, pain, frustration, or fear) or driven instrumental, as in punishment for bad behavior or intimidate others to liberate others.
2. Aggression as an assertiveness, behavior aimed to get what they want (sometimes regardless of the wishes of others).
3. Aggression as an unequivocal statement about the power of a person in a relationship.

Anderson and Huesmann (2003) describes several categories of aggression. The traditional discussions about aggression illustrates a series of dichotomous distinction between types of aggression, those are: instrumental vs affective, impulsive vs premediated, and proactive vs. reactive. This dichotomy commonly understood overlap. Affective aggression is also known as a hostile or emotional is usually interpreted as impulsive, driven by anger, has the principal motive to harm the target, and occurred as a reaction to the perceived provocation. Instrumental aggression is usually interpreted as a planned behavior, which means to get some purposes than to harm the victim. Impulsive aggression is usually interpreted as a behavior previously thought (automatic, fast, and without consideration of the consequences). Premeditated aggression is defined as an aggressive behavior that has been previously thought. Proactive aggression is defined as an aggression without provocation, whereas reactive aggression is interpreted as a response to provocation. It is usually followed by anger.

In this study, aggression classified as reactive and proactive. Reactive aggression illustrates the aggressive behavior that aims to defend themselves from the attacks of others and proactive aggression illustrates the aggressive behavior that deliberately aim to harm others and aims to show that they are strong.

**Religiosity**

Religiosity is a diverse phenomenon. Glock and Stark (1968) revealed that religiosity is a religious attitude which means that there is an element of religious internalization into oneself. Glock and Stark also formulate religiosity as a religious commitment (related to religion or religious beliefs), which can be seen through the activity or behavior of individuals concerned with religion or faith belief espoused.

Religiosity is defined as how much knowledge, how sturdy belief, worship and how the implementation of the rules and how deep appreciation of their religion organizationally and theologically, and a commitment. Historically, the main focus of all religious institutions
are directing people to believe and continuation of any religion is to complete the task (Glock & Stark, 1968).

According with Bergan and McConatha (cited by Holdcroft, 2006) religiosity is defined as the number of dimensions related to religious beliefs and participation. In this definition, they show that the initial research associated with religiosity as unidimensional concept focuses primarily on religious attendance. The authors noted that reliance on the presence of religion only as a measure of religiosity can lead to erroneous conclusions, particularly in studies with older adults who are present may cause physical problems.

**Moral identity**

Moral identity is the degree to which being a moral person is important to a person’s identity (Hardy & Carlo, 2011). Moral identity has been described as one kind of self-regulatory mechanism that motivates moral action. Judging from the view Blasi (1992), directly related to the moral identity and moral action complement one true moral motives.

According to Blasi’s view, the linkage between moral identity with the action expressed by the concept of responsibility (in the sense of taste are strictly obliged to act in line with its consideration) and the concept of integrity. Morality is not only applicable in a particular action, but in the whole of one's life must be rooted in a certain identity. (Blasi, 1992). Damon and Hart (in Aquino & Reed, 2002), who stated that “there are both theoretical and empirical reasons to believe that the centrality of morality to self may be the single most powerful determiner of concordance between moral judgment and conduct. . . . People whose self-concept is organized around their moral beliefs are highly likely to translate those beliefs into action consistently throughout their lives”

Aquino and Reed (2002) proposed that such another individual's identity, moral identity can be a basis for social identification that individuals use to build their self-definition. Damon and Hart (in Aquino & Reed, 2002) assert that moral identity is the only major force in influencing moral behavior of individuals. It can be concluded that the main theory and some research on moral identity have a clear relationship to the moral behavior (Aquino & Reed, 2002). Idealitas to be a good person or a moral person may occupy different levels of self-concept of each individual (Aquino & Reed, 2002). Encouragement of moral identity is explained by the consistency principle, which states that an identity creates a need for individuals to be truthful to himself, therefore, individual feels to act consistently with their identity respectively (Erickson, in Reynolds & Ceranic, 2007). Based on the various definitions above, the moral identity in this study was defined as a self-concept was organized on a set of specific moral nature that is based on the orientation of social cognition. Its refers to the definition of Aquino and Reed (2002). Aquino and Reed’s (2002) conceptualization of moral identity as a chronically accessible schema posits that it consists of two dimensions, one of which reflects a private experience of moral identity centrality, which they call internalization, and the other reflects a public expression, which they call symbolization. These dimensions correspond to theories of the self that posit that self-awareness can be characterized by an internal introspective awareness of one’s inner thoughts and feelings and an externally and active self as a social object that impacts others (Fenigstein, Scheier, & Buss, in Aquino, Ferran & Levan, 2011).
METHODS

This study wants to examine the effect of religiosity, moral identity, age, and sex on empathy and aggression at students of SMAN 70 Jakarta. Two hundred and eight students of XI grade of SMAN 70 were obtained with non-probability sampling techniques. The sample consisted of 69 men and 139 women, age between 15-17 years. Responden completed a questionnaire package containing the instruments of empathy, aggression, religiosity and moral identity.

Instrument

**Empathy.** To measure the empathy, the authors modify the measurement of Davis (1983), Interpersonal Reactivity Index (IRI). IRI consists of four dimensions, namely: perspective taking, fantasy, empathic concern and personal distress. IRI is a multidimensional scale that consists of 28 items self-report designed to measure both cognitive and affective components. Scores range from 0 to 28. Its analyzed by using factor analysis, which consists of four sub-scale of seven items: perspective taking (IRIpt), scale fantasy (IRIfs), empathic concern (IRIec), and personal distress (IRIpd). The modification CFA with 28 items in the instrument Interpersonal Reactivity Index (IRI) resulted that there were six items not valid. These results are based on the acquisition value of Chi-square = 436.88, df = 290, P-value = 0.00000, and the value of RMSEA = 0.049. Chi-square values produce P-value> 0.05 (not significant), where according to the criteria set signifying a model with one factor (unidimensional) is acceptable.

**Aggression.** To measure aggression, the authors modify the 19 items from The Reactive Proactive Aggression Questionnaire (Raine et.al, 2006). This measurement includes two dimensions, ie reactive aggression and proactive aggression. In the original questionnaire consists of 26 items, 13 items reactive aggression and proactive aggression amounted to 13 items. Reliability analysis directed to remove three items by confirmatory factor analysis. One item of aggression proactive and two items reactive aggression were discarded, being 23 items (12 items are proactive and 11 items are reactive). Results of the analysis showed that the modification CFA with 19 items in the instrument The Reactive Proactive Aggression Questionnaire entirely declared invalid. These results are based on the acquisition value of Chi-square = 123.89, df = 89, P-value = 0.00305, and the value of RMSEA = 0048. Chi-square values produce P-value> 0.05 (not significant), where according to the criteria set signifying a model with one factor (unidimensional) is acceptable.

**Religiosity.** In this study the authors used measurements of religiosity of Glock and Stark consisting of five dimensions of belief, practice, knowledge, experience, and consequences. Dimensions of belief consists of the expectations that individuals who will uphold religious views on a theology that would make him admit the truth of religious teachings. Dimension of practice includes adherence run all activities of worship and obedience to the teachings of religion, things that are done by an individual solely for running on their religious commitment. Dimension of experience is that individual religious dimension sometimes achieve some sense of the spiritual agents. Knowledge dimension is the dimension of hope
that religious individuals who will process some minimal information about the basic principles of their belief and rituals as well as their religious scriptures. Consequences dimension identifies the effects of the dimensions of human belief, practice, experience, and knowledge in their daily life.

Religiosity. CFA analysis results for each dimension of religiosity shows the acquisition as follows:

a. Belief
   Through modification, four items owned dimensions of belief is valid, the value of Chi-square = 0.05 df = 1, P-value = 0.82571, and the value of RMSEA = 0.000.

b. Practice
   Through modification, four items owned dimensions of practice is valid, the value of Chi-square = 0.12, the df = 1, P-value = 0.72387, and the value of RMSEA = 0.00

c. Knowledge
   Dimensions knowledge which consists of four items declared valid by the value of Chi-square = 1.69, df = 2, P-value = 0.43042, and the value of RMSEA = 0.000.

d. Experience
   Through modification, four items owned dimensional experience is valid with the value of Chi-square = 0.00, df = 0, P-value of 1.00000, and the value of RMSEA = 0.000.

e. Consequence
   Through modification, four items owned dimensions of consequence declared invalid by the value of Chi-square = 0:23, df = 1, P-value = 0.63355, and the value of RMSEA = 0.000.

Moral identity. To measure moral identity, the authors modify the moral identity scale of Aquino and Reed (2002), which consists of two dimensions, namely internalization and symbolization.

CFA analysis results for each dimension of moral identity indicates the acquisition as follows:

a. Internalization
   Through modifications, the five items owned dimensions of internalization is valid, the value of Chi-square = 0.00, df = 0, P-value of 1.00000, and the value of RMSEA = 0.000.

b. Symbolization
   Through modification of the six items owned dimensional symbolization of the two items is declared invalid, the value of Chi-square = 4.94, df = 6, P-value of 0.55183, and the value of RMSEA = 0.000.

RESULTS

Hypothesis testing
a. Empathy
   Multiple regression techniques result showed that 24.8% of the proportion of variance empathy represented by religiosity, moral identity, age, and gender, while the other 75.2% was represented by other variables. Meanwhile, the following table gives the explanation is the influence of variables of religiosity, moral identity, age, and gender to empathic behavior
in class XI student of SMAN 70 Jakarta. These results can be seen from the significant value obtained by F test. In conclusion, then, null hypothesis (H0) that states there is no influence of religiosity, moral identity, age, and gender of the behavior of empathy of SMAN 70 Jakarta students, can be rejected.

### Table 1

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>3819.427</td>
<td>9</td>
<td>424.381</td>
<td>7.262</td>
<td>.000a</td>
</tr>
<tr>
<td>Residual</td>
<td>11570.246</td>
<td>198</td>
<td>58.436</td>
<td></td>
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<tr>
<td>Total</td>
<td>15389.673</td>
<td>207</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), age, gender, simbolization, internalization, experience practice, knowledge, consequences, belief
b. Dependent Variable: EMPHATY

To test whether there is influence of each dimension in religiosity, moral identity, age, and gender of empathy, the t test results are as follows:

### Table 2

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>31.732</td>
</tr>
<tr>
<td></td>
<td>INTERNALIZATION</td>
<td>.117</td>
</tr>
<tr>
<td></td>
<td>SYMBOLIZATION</td>
<td>.107</td>
</tr>
<tr>
<td></td>
<td>CONSEQUENCES</td>
<td>.213</td>
</tr>
<tr>
<td></td>
<td>EXPERIENCE</td>
<td>-.078</td>
</tr>
<tr>
<td></td>
<td>BELIEF</td>
<td>.004</td>
</tr>
<tr>
<td></td>
<td>KNOWLEDGE</td>
<td>.046</td>
</tr>
<tr>
<td></td>
<td>PRACTICE</td>
<td>.086</td>
</tr>
<tr>
<td></td>
<td>GENDER</td>
<td>-6.693</td>
</tr>
<tr>
<td></td>
<td>AGE</td>
<td>-.276</td>
</tr>
</tbody>
</table>

Dependent Variable: EMPHATY

The conclusion, then, among the nine minor hypothesis proposed, only two received minor hypothesis, namely: religiosity (dimensions Consequences) and sex associated with empathy of SMAN 70 Jakarta student.

b. Aggression

Testing the hypothesis with multiple regression techniques, shows that 20.6% the proportion of variance of aggression represented by the variable religiosity, moral identity, age, and gender, while the other 79.4% is represented by other variables. These results can be seen
from the significant value obtained by F test. In conclusion, then, null hypothesis (H0) that states there is no influence of religiosity, moral identity, age, and gender on the aggressive behavior of SMAN 70 Jakarta student, can be rejected. It means there is a significant influence of religiosity, moral identity, age, and gender on the aggressive behavior of SMAN 70 Jakarta students.

The influence of each dimension in religiosity, moral identity, age, and gender on the aggression, performed by t test results, as follows:

**Table 3**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>3797.247</td>
<td>9</td>
<td>421.916</td>
<td>5.701</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>14653.419</td>
<td>198</td>
<td>74.007</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18450.665</td>
<td>207</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), age, gender, simbolization, internalization, experience practice, knowledge, consequences, belief

b. Dependent Variable: aggression

The conclusion, then, among the nine minor hypothesis proposed, only two received minor hypothesis, are: There is a significant relationship between religiosity (dimensions Consequences) is associated with aggression of SMAN 70 Jakarta student. There is a significant influence between the sexes that is associated with aggression of SMAN 70 Jakarta students.
DISCUSSION

a. Empathy
The results obtained in this study indicate that all of religiosity dimension, internalization dimension of moral identity, a symbolization dimension of moral identity, age and gender influence empathy significantly. This means there is a significant effect of consequences dimension, practice, knowledge, belief, and experience dimension of religiosity, internalization and symbolization dimensions of moral identity, age, and gender on empathy students of SMAN 70 Jakarta, is accepted.

The results of this study also determined that only one consequences dimension of religiosity has a significant influence on empathy. This dimension identifies the influence of the other four dimensions (belief, knowledge, practice, experience) on human behavior and everyday life (Glock & Stark, 1968). Dimensions belief and knowledge are clearly related, however, the level of individual knowledge does not affect the extent belief. It means that although the level of knowledge in a person is low, does not determine the level of belief is also low (Glock & Stark, 1968).

These results contradict with Hardy, et.al. study (2012). The study mentioned that religiosity affects the behavior of empathy. There are several possible causes for it, the first is the difference in research methods. Hardy, et.al. research (2012) using a mediator variable, namely the moral identity as a link between religiosity and empathic behavior, whereas in this study the authors did not use a mediator variable. The absence of a mediator variable which may cause the effect of religiosity on the behavior of empathy in this study is small. In the study Hardy, et.al. (2012) explained that the level of individual religiosity facilitate the formation of individual moral identity and foster moral in him. So that when the variable religiosity tested with empathy behavior directly influence the outcome less when compared to using a mediator variable in the form of moral identity.

Another possibility is due to differences in the use of measurement instruments of religiosity variable in this study and Hardy, et.al. study (2012). In the research of Hardy, et.al. (2012) uses the measurement of religiosity commitment and involvement, whereas in this study the measurement of religiosity using five dimensions of religiosity (belief, practice, knowledge, experiences, consequences) of Glock Stark. The big difference in religiosity measurement used so that different items in it that can cause differences in the results of each study.

The next possibility is the human error factor. When the authors gave questionnaires to the respondents, the author does not explain how important the answers given respondents to the research results. It’s happened because the author distributing questionnaires when respondents carry out sports activities. This might be causing the respondents are less serious in doing questionnaire.

Then, the other factors that affect empathy is the moral identity. However, in this study, namely internalizing dimension of moral identity and a symbolization does not have a significant effect on the behavior of empathy. These results contradict with the research of Aquino and Reed (2002), which examines the importance of moral identity. The study mentioned that moral identity affect prosocial behavior such as donating money to charity and altruism behavior.
There are several possible factors causes for it. The first possibility is contained in the categorization of empathy variables in this study. The number of respondents with high levels of empathy categorization totaled 106, while the number of respondents with low levels of empathy categorization amounted to 102 respondents. Thus it is clear that the difference in the number of respondents with high levels of empathy categorization and low very little. This allows the lack of influence between moral identity and empathy in the present study. Other previous studies whose results differ from the results of the present study is the Hardy, et.al. study (2012), which explained that moral identity influence empathy behavior. It might be caused the study by Hardy, et.al. (2012), the variable moral identity acts as a mediator.

In addition, based on the results of this study regression coefficient value of gender is negative which indicates the direction of a positive relationship between gender and empathy. From the direction of the relationship can be interpreted that there are differences between men and women. This is in line with research conducted by Hojat et.al. (2002). In his study showed that there were the difference in mean of empathy between men and women. Empathy levels of female respondents in the study was higher than the level of empathy for male respondents.

Then, the result of this study also indicates that there is no significant effect of age on empathy. Its contrary result with Lam, Solmeyer, and McHale study (2012). The study found that higher levels of empathy on female than male levels of empathy.

In addition to internal factors such as the level of religiosity and moral identity level, external factors such as environment also impact the level of empathy in individuals, especially teenagers. This is evidenced by research of Barr and Alessandro (2007), which conducts that empathy and prosocial behavior associated with the culture of the school. Results of the study explained that the school culture does not have a significant relationship with prosocial behavior, but they found a significant relationship between school culture with empathy behavior. Power et al (in Barr & Alessandro, 2007) explained that the school provides many opportunities for students to interact positively with other students and teachers. Therefore, when the relationship between pupils and students as well as the relationship between teacher and student is more positive then the emotional abilities of students has increased so that they are better able to understand and respond to the needs and concerns of others. The other explanation is that the student with the ability to process high emotions are better to understand and want to respond appropriately circumstances friends and teachers. He will be viewed more positively by peers and teachers. Therefore, he feels that the school environment more positive. This is the dynamics that occur at school (Barr and Alessandro, 2007).

b. Aggression
The results obtained in this study indicate that the five dimensions of religiosity, the dimensions of moral identity (internalization and symbolization), age, and gender affect aggressive behavior significantly. Its study also showed that only one dimension of religiosity has a significant influence on aggression, that is Consequences dimension.

These results contradict with Hardy, et.al. study (2012). It showed that religiosity negatively affect aggressive behavior. There are several possible causes for it. The first is the different from research methods. Hardy et al (2012) study using a mediator variable, namely
the moral identity as a link between religiosity and aggressive behavior, whereas in this study, the authors did not use a mediator variable. So that the effect of religiosity on the aggression in this study is small. Hardy and Carlo; King and Furrow; Walker and Frimer; Walker and Reimer (in Hardy, et al 2012) explains that the religiosity that exists in individuals facilitate the formation of individual moral identity and foster moral in him. Another possibility is due to differences in religiosity measurement instruments are used in research Hardy, et.al. (2012) and in this study. Hardy, et.al. (2012) used the measurement of religiosity that consist of commitment and involvement dimension, whereas in this study the measurement of religiosity using five dimensions of religiosity (belief, practice, knowledge, experiences, consequences) of Glock Stark. It might be cause differences in the results of each study.

In addition to the dimensions of religiosity, other factors that affect aggressive behavior is the dimension moral of identity. However, in this study, both internalizing and symbolization does not have a significant effect on aggressive behavior. The results are in accordance with the past study conducted by Reynolds and Ceranic (2007). They examined the influence of moral judgment and moral identity on moral behavior (charitable giving and fraud). Results of this study stated that moral identity is not negatively affect the behavior studied, namely cheating behavior.

However, Hardy, et.al. (2012) concluded that moral identity has a significant negative influence on aggression. The authors sought to uncover the possibility of differences in the results of the two studies. Possible differences in the results of both studies is the study conducted by Hardy, et.al. (2012), the variable moral identity acts as a moderator variable.

Another result of this study is gender which is a positive relationship with aggressive behavior. From the direction of the relationship can be interpreted that there are differences between male and female. This is in line with research conducted by Eagly and Steffen (1986). The study showed the influence of gender on aggressive behavior. There were differences in the level of aggression between males and females. In his study male respondents have a higher rate of aggressive behavior compared with female.

It is not only religiosity, moral identity, gender and age, the other variables, such as some external factors also impact the level of aggressive behavior in individuals, especially teenagers. This is supported by Lopez, Perez, Ochoa, and Ruiz (2008) study in Valencia. Their research found that a positive family environment is a factor stronger protection for girls in the development of behavior problems in school, while for boys the classroom environment is a factor affecting the development of behavior problems in school, like aggression. However, the social context plays an important role in regulating the behavior of students both men and women although with different strengths (Lopez et al, 2008). Results of research conducted by Barnow et.al. (2001) also described the same thing. The study examined the influence of punishment, feeling rejected, child abuse, and broken home against adolescent aggressive behavior. The circumstances and family life will negatively affect the level of individual aggression.
SUGGESTION

Based on the results obtained, further research is recommended to further investigate the behavior of empathy and aggression by adding variables associated with empathy and aggressive behavior, such as self-control, family relationship, and peer group. Beside that, Family and school environment can be suggested.

REFERENCES


HEROISM: DEVELOPMENT OF MEASUREMENT TOOLS HEROISM IN ADOLESCENTS

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Abstract

Heroism is something that is highly valued in all cultures, but how exactly it is to define adolescent hero. Surely there are things that inspire teenagers in describing it. In the juvenile stages of cognitive development capable of reasoning about the reasons that may explain the courage of individuals to take heroic action. This research is an exploratory study measuring instrument of heroism, which developed based on the elicitation of 150 participants of the open question relating to heroism. Sampling techniques in this study used criterion sampling, researchers contacted several schools in Jakarta, to include a cover letter, then, the school recommends participants who meet the criteria (qualified volunteer sample). In addition, the researchers also used snowball sampling technique, with the field worker asked for help. The age range of the study participants were aged 14-18 years (M = 15.693, SD = .781). Overall, the number of participants in this study were 401 participants. Reduction of the variable to be a factor made through Exploratory Factor Analysis using PASW program 18. Based on the analysis of Exploratory Factor Analysis (EFA), the scale of heroism has 14 items summarized in four dimensions. The dimensions are formed is altruism, nationalist, leadership and modelling.

Keywords: heroism, adolescent, Exploratory Factor Analysis

INTRODUCTION

Indonesia celebrated it’s National Hero’s Day every 10 November, yet the appreciation essence for the heroic values tend to be interpreted differently for each person. There are so many interpretations of heroes, heroism is the terminology that is different from merely courage (Harvey, Erdos, & Turnbull, 2007). Though heroism deeply embedded in cultures around the world, but the empirical research on this construct is relatively rare, especially in children and adolescents (Furey, 2014). Individuals who behave in certain ways can also be said to have the characteristics of a hero. In children, one child age starting in cognitive development at the stage of concrete thinking, of course, will have a distinctive look than the age of the child afterward, as well as adolescents characterized by cognitive abilities developed in the formal stages of operation. Therefore, the characteristics of a hero who represents the focus of the discussion of this study were associated also with the perspective teenager thinks about the figure which deserve to be called a hero. Previous studies of Heroism and Risk of Harm by Stenström and Curtis (2012), which involved 569 respondents were collected online. Following the review of that study, although the positive traits and qualities that compose Heroism such as courage, bravery and empathy have received research support, little experimental research has directly investigated the perception of heroic acts. The primary purpose of the current research was to address this gap in the literature by investigating a basic question about a central defining feature of Heroism items, namely the risk of potential harm. A related objective was investigating how implicit theories of
personality and moral character influence perceptions of Heroism, particularly as it relates to risk of harm. Results revealed how incrementally escalating the level of risk to the actor can transform an otherwise prosocial behavior into heroism through altruism separating from heroism. Implicit theories impacted perceptions of heroism consistent with the theorizing behind entity/ incremental orientations, and produced an interactive effect with the situational manipulation through information about the particular level of risk differentially affecting the entity and incremental belief systems.

Heroism including literature on the wide and varied including namely the interpretation of heroism, which at some of the views mentioned as someone who is able to resist the occupation and engage in war. However, it may be different when related to the role that is associated with Heroism, for example, the Nobel Prize winners who dedicated his life to the study for the medical world to find a vaccine from a particular disease. The figure of the hero has become a source of tremendous and the motivation, and can be an influence in the lives of individuals (Harvey et al., 2007). Whether myth or real, heroes can be role models for young people, based on a study of characters to learn, and a symbol of national pride (Campbell cited in Stephen, 2006). Bettelheim (cited in Stephen, 2006), describes the importance of having an ideal hero figure, for example in children, because of the fairy tale that shows the value of the hero being a reference to him in the next age.

Furthermore heroic notion that "added to by reference to supreme courage and elaborate means to reach a desired result such as the preserving of life". In this study, limited to direct perception, is genuine of adolescents regarding the hero and not associated with the film's story or soap opera on matters relating to Heroism. A child can only identify the hero in his view that is associated with someone who bravely in defense of truth and have the courage in the fight against crime, but in the imagination or fictitious. Because, a lot of movies or stories that illustrate the story or the story of the courage of a movie character or cartoon in a situation or particular issue is conditioned with high-risk situations and behaviors heroic particular can help others, but it can be different in adolescents who have thinking pattern that is more complex than any other age.

One of the reasons that also explains that the value of trained hard Heroism is because it is difficult to identify in large numbers. Other research that says that the value of Heroism can be observed on a large scale, such as in extreme situations, such as world war one. Reviewing the studies that have been done on the Heroism one of them veterans of World War II as many as 526 people, 83 of whom obtain medals for heroic action or actions. The study sought to understand the characteristics of Heroism and its relation to leadership. Results of the study found that the findings in understanding the characteristics of Heroism, correlated with how the recruitment and training recruits or even workers who have high-risk jobs such as police, fire or rescue teams (Wansink, & van Ittersum, 2008). Furthermore, the results of the study also states that, "It is important to understand that not all heroes are identical. While some heroes may have sought Actively risky situations, others may have simply been in a risky situation and acted in a manner that was consistent with reviews their character. This difference in risk-taking emerged also as a secondary dimension that defines different types of heroes". With another formulation, the results of the study stated that not all heroes perceived identically. Some heroes are perceived to face risky situations, while another emphasis on the aspect of acting in a manner that is consistent is
more important. Differences in risk-taking also emerged as a secondary dimension that defines various types of heroes. Therefore, the notion of the hero or heroes are not identical in every culture. The main aspects of the notion of heroism that look different values into the peculiarities of each culture (Wansink, & van Ittersum, 2008).

Stephen (2006) explains that every individual behavior also describe the cognitive and affective aspects or emotions of the individual. Other studies of Harvey et al. (2007), about the heroism resulted in the finding that the emotion is very important to be able to know the public perception associated with heroism. Emotional factors even more than the cognitive elements, such aspects of courage in taking risks. Aspects of risk, which also measured on personality, then interact with emotions to determine the behavior. Behavior associated with heroism through a desire to appear brave and impress others. "Heroism can be viewed as a highly moral behavior which has been explained as a form of sensation seeking, altruism, citizenship and bravery and as a desirable adaptive response" (Harvey et al., 2007). Based on the study, altruism is one way to know Heroism.

Studies on Heroism other previously studied by Riches (n.d.), through a study entitled "The Intended Heroic Behavior Scale: Development and Validation", explained that heroes are the people who knowingly and voluntarily, acting either of one or more persons significant risk to themselves, without being pushed by certain reward. Heroes are universally appreciated across cultures. In the context of behavior, there are individual differences that make certain people take heroic action in the face of great danger, so it is to unravel the concept of heroism (Harvey et al., 2007). This study is planned to be carried out in adolescents with the condition that the results of the 2010 population census (Puslitbang BKKBN, 2011), showed that the population of Indonesia amounted to 237.6 million, comprising 119.6 million males and 118.0 million females. Furthermore, approximately 81.4 million people, or about 34.26 percent of them children under 18 years. In 2011 the Indonesian population aged 0-17 years to reach 82.6 million, or 33.9 percent of the total population. This shows that one-third of Indonesia's population is children up to teenagers.

Based on the above background, the formulation of the problem in this research is, "Is there a role psychometric characteristics value?, How is the definition of heroism in adolescents in Jakarta? What kind of factors that form the heroism among adolescents in Jakarta?".

Understanding heroes according to Zimbardo (cited in Riches, n.d.), "heroes are people who knowingly, and voluntarily, act for the good of one or more people at significant risk to Themselves, without being motivated by reward". Referring to the definition of a hero figure refers to people who knowingly and voluntarily, to act for the good of one or more people at risk to themselves, without being pushed by rewards or rewards. Here are the general characteristics of heroism that can be observed. Heroic act in various situations, associated with the following characteristics (Franco, Blau, & Zimbardo, 2011): (a) it must be voluntary, (b) the action must involve physical risk or even sacrifice, (c) must be willing to accept the consequences of an action, and (d) measures must be in serving others and performed without extrinsic profit expectations.

Heroism seen as very immoral behavior has been described as the embodiment of altruism, courage and as an adaptive response to the environment (Stephen, 2006). The hero is a common vocabulary that is attached to the individual behavior that is perceived to have
physical strength and courage. Physical courage is not the only component of heroism, but the individuals who demonstrated courage, like the people who risked their own lives or reputations at stake to do or say what is right, not only are popular, also called a hero. Hero can also be interpreted as a close friend or loved ones who are admired and treated as a role model, so called "my hero."

Understanding hero may also refer to people who inspire others, the inspiration that do not necessarily rely on a physical strength of the study of literature, the term hero used to refer to the central character of a masterpiece. John Dryden (quoted in Harvey et al., 2007), who first used the term like this in 1697, is generally accepted as a synonym for the protagonist, even when the protagonist nothing very heroic. Heroic was referred as actions that are special or exceptional. Exploitation of professional athletes, the mission of saving the lives of soldiers and firefighters, and even the lives of fictional characters in literacy works used to interpret the term of hero.

Understanding hero by Chambers Concise Dictionary (quoted in Harvey et al., 2007), "a hero as a man (for heroine, woman) of distinguished Bravery, any illustrious person, a person who is reverenced and idealized", with the formulation of others that heroes are "men and women with superhuman strength, courage, or ability." The emphasis here is on super adjectives that show heroism beyond what is expected to be done by humans in general. Meanwhile, the notion of Heroism as follows: "Heroism represents the ideal of civic virtue transforming citizens into the highest form of civic action, accepting physical peril either social or sacrifice. While implicit theories of Heroism abound, surprisingly little theoretical or empirical work has been done to better understand the phenomenon "(Franco, Blau, & Zimbardo, 2011). Another notion about heroism referred to "the qualities of a hero or heroine; exceptional or heroic courage when facing danger (especially in battle) "(Wansink, Payne, & van Ittersum, 2008). A hero is defined as a person who has "distinguished by exceptional courage and nobility and strength" (Princeton cited in Wansink, Payne, & van Ittersum, 2008). Carlyle (cited in Harvey et al., 2007) mentions that the hero of criteria related to heroic action. A hero should be able to conquer fear, otherwise, it acts as a coward. Furthermore, he should earnestly and sincerely have a clear vision of life, therefore and it should be an inspiration for others. Polster (cited in Harvey et al., 2007) mentions that hero and heroism are the words that have long been associated with men because of the focus on aspects of physical courage and strength.

Courage in taking risks as one of the essence of heroism has been thought to be dominated by men. Research shows that men are more daring in to confront rather than avoid risk than women and men are generally aware of these preferences (Kelly & Dunbar cited in Harvey et al., 2007). In other words, Heroism, not only has a direct value to the individual in terms of morale and self-esteem, but admiration for the hero can form the basis for community identity and inherent to a citizen. Because, individuals and communities involved with the values and culture positive. One form of Heroism is Courageous resistance, which it refers to as "forms of behavior voluntarily even have a high enough risk or cost even for individuals and families and their colleagues, not all individuals are able to show that attitude (Shepela quoted in Harvey et al., 2007).

Related to the characteristics of adolescent development, will be discussed beforehand that term or (odd/unfamiliar) foreign terms that are used to adolescence quite diverse namely
puberteit, adolescentia, and youth (Dirgagunarsa & Dirgagunarsa, 2001). Based on its understanding, the word puberty comes from the Latin meaning "masculine, maturity based on the nature and signs of manhood". Understanding adolescence is shown in the period between childhood to adulthood that must be followed in order to be an individual person mature adults and responsible (Rice, 1999). In its use, the term often used to discuss about puberty and adolescence teenagers are. According to Papalia, Wendkos-Olds., and Duskin-Feldman (2009), adolescence is a time of change in the development of childhood to adulthood which is marked by changes in physical, cognitive, and psychosocial which has the age limit from 12 to the early 20- something years. In general, it can be said, adolescence is a period of transition from childhood to adulthood that includes all the growth experienced in preparation for adulthood with the boundary between the ages of 12-22 years (Dirgagunarsa & Dirgagunarsa, 2001). Most experts do not divide adolescence, but there are also experts who divided it into several periods. The purpose of the division is to help researchers determine whether the results of their research will be generalized to all adolescents or at a certain period of adolescence (Santrock, 1998). According to Santrock (1998), the adolescent period consists of a period of early adolescence and late adolescence period. Early teens are those who sit in secondary schools or individuals who experience puberty period. Meanwhile, the late teens are those who have passed that level and start thinking seriously about a career and identity. Rice (1999) also argues adolescence consists of two periods. Early adolescence (early adolescence) aged between 11-14 years, while the middle or late adolescence (middle / late adolescence) aged between 15-19 years.

By taking limits teenage concept of the figures mentioned above, the teens intended in this study were individuals aged between 12-22 years old and who suffered physical development, cognitive, and psychosocial.

An explanation of the characteristics associated with cognitive development. If in childhood, individuals are only able to think logically and systematically based on the fact available, then in adolescence he began to think operationally (Papalia et al., 2009). The point is in adolescence, individuals begin to develop the ability to visualize objects or events that are not real in their minds and break through thinking abstractly and testing (hypothetical) (Santrock, 1998). These capabilities also encourage young people to think about idealism (Santrock, 1998). They began to wonder about the quality of the expected ideal character in themselves, others, and the world (Santrock, 1998). During childhood stage, they view the world as it appears (the world as it is) then in adolescence, they begin to view the world as possible or ideally formed (the world as it could be) (Papalia et al., 2009; Santrock, 1998).

Formal operational stages also help young people to start thinking like a scientist or think hypothetical deductive reasoning (Berk, 1993; Santrock, 1998). Hypothetical deductive reasoning is the ability to create a hypothesis of possibilities that exist on a problem and solve it through a systematic procedure (Berk, 1993; Santrock, 1998). Generally speaking, cognitive development has helped young people to think about an event indirectly and things that are not concrete. They began to think about the future, or its role in society (Dirgagunarsa & Dirgagunarsa, 2001).

Psychosocial development in adolescence is characterized by the search for identity (Papalia et al., 2009). At this time, individuals try to determine its advantages and disadvantages as well as the appropriate role for him in the future. They are also the
beginning to find out their uniqueness as individuals and differences with others. Or the condition of adolescents, a need to find out about himself, what he will do, and its future (Santrock, 1998).

**METHODS**

This study has provided insight to understand the behavior of individuals, rethink regarding the value of heroism as one of the values which are highly valued in all cultures. This research will construct psychometric characteristics of heroism that can provide clarity of understanding as part of the empirical studies in the realm of indigenous psychology.

As in general, the condition of which requires good cooperation for the achievement of objectives, presupposes the existence of a positive value growing in it, these are to be observed. In addition, it is hoped through this study to motivate further study examination the study of the value, one of the values of heroism.

The participants selected by convenience sampling technique, the subjects were selected based on certain criteria that matches the goals of research and are willing to get involved in this study. Subjects as participants in this study were adolescents who live in Jakarta and are high school students. This research is an exploratory study of the preparation of the measuring instrument of heroism (heroism), which was developed based on the elicitation of 150 participants of the open question relating to heroism. Reduction is done through a variable factor Exploratory Factor Analysis using PASW 18 program.

Sampling techniques in this study using a sampling criterion, the researchers contacted several schools (oldest and), in Jakarta to include a cover letter, then, the school recommends participants who meet the criteria (qualified volunteer sample). In addition, the researchers also used snowball sampling technique, to ask for help field workers, to forward information relating to the participants in accordance with predetermined criteria, namely teenagers in Jakarta, and then recommend to friends, family, or acquaintances they know who meet the criteria for serve as research participants. In the snow-ball sampling technique, researchers chose participants in a chain, if the data collection from participants into-1 has been completed, the researchers requested that the participants provide recommendations for the participants of the 2nd, and 2nd also provides recommendations for participants third participants, and then the process snowballs lasted until researchers obtain sufficient according to need. Snow-ball sampling technique is considered in accordance with the sampling technique in this study, given the coverage area in the study area that includes the DKI Jakarta. A large area makes it difficult to know which participants researcher fit the criteria, so in accordance with the principle of snow-ball sampling is used to populations difficult to detect. Deployment techniques of data collection on participants divided into five regions, South Jakarta, West, East, North and Central. The unit of analysis is the whole thing that we are careful to get a brief explanation of the whole unit and to explain the differences between the analysis units.

The participants selected by convenience sampling method, the sample is based on respondents who are considered in accordance with the intent and purpose of the study and can easily engage in research. The subjects in the present study is limited by certain characteristics, namely adolescence (emerging adulthood) age 15-21 years. Preliminary data
sources used in this study are primary data from the field survey respondents, 150 participants aged teenagers.

The subjects in this study are high school students in X and Y schools in Jakarta, as well as high school students in Jakarta who filled out a questionnaire via the internet. The age of the subjects was quite varied. The target number of research subjects are 385 people. Number of research subjects is a sample calculation using the formula Walpole (cited in Walpole, Myers & Myers, 1998), for the unknown population (unidentified) and 95% confidence level. The sampling technique used in this study is a non-probability sampling due to the infinite population. The sampling was conducted in April until June 2015.

In this study using the study of indigenous psychology is an approach that emphasizes the study of the behavior and way of thinking of a person in the context of culture. Studies of indigenous psychology is a discipline that seeks to understand the psychological phenomenon in the cultural context. Two opinions were basically calling indigenous psychology is a form of psychological approach to understanding phenomena in the context of a particular culture.

**Setting and Research Instruments**

The data was collected and conducted in April until June 2015 in several educational institutions such as the Jakarta High School in the academic year 2014. The research instruments include: informed consent and Heroism scale to be used as an object of factor analysis. Research procedure includes the preparation and implementation. Preparation of research conducted since the preparation of proposals, starting with finding the appropriate literature on the topic of research. After the literature supporting the preparation of the study fulfilled then made measuring tools and instruments to support research and research equipment. Further specified settings and profile of research subjects and the preparation of the research design. This study has several research studies. I study begins by gathering 150 participants' responded to the question "Heroism in my opinion is ..." responses were considered equally be used as a mere statement that the reduction of 150 responses produce 45 statement then compiled in a heroic scale.

**Data Analysis Techniques**

Analysis of the data in this study using the technique Exploratory Factor Analysis (EFA) by the method of Principal Axis Factoring in the program PASW 18.

**RESULTS**

**Overview Participants by Age**

The age range of study participants are 14-18 years (M = 15.693, SD = .781). Overall, the number of participants in this study were 401 participants.

**Overview Participants by Sex**

By sex, number of male participants are 194 participants (48.4%). While the female participants are 207 participants (51.6%). Here is an overview table of participants by sex.
Table 1

Participants by Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>194</td>
<td>48.4</td>
</tr>
<tr>
<td>Female</td>
<td>207</td>
<td>51.6</td>
</tr>
<tr>
<td>Total</td>
<td>401</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Factor Analysis (Process 1)

**Eligibility Test Result Data for Analysis of Factors**

Based on the results in the table, it appears that the value of the Kaiser-Meyer-Olkin in this study amounted to 0.925 which is almost close to 1, and greater than 0.5. The resulting significance of Bartlett's Test of Sphericity of 0.000 < 0.05. Thus, it can be said that the data or samples used in this study have been appropriate or adequate for factor analysis test done. This is because the value of the Kaiser-Meyer-Olkin increasingly close to 1, meaning the data or sample used for factor analysis is adequate. Below is a table 2 that explain the results of the feasibility test data for factor analysis.

Table 2

**Eligibility Test Result Data for Analysis of Factors**

<table>
<thead>
<tr>
<th>KMO and Bartlett's Test</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</td>
<td>.925</td>
</tr>
<tr>
<td>Approx. Chi-Square</td>
<td>46936.221</td>
</tr>
<tr>
<td>Bartlett's Test of Sphericity</td>
<td>Df</td>
</tr>
<tr>
<td></td>
<td>990</td>
</tr>
<tr>
<td></td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td>.000</td>
</tr>
</tbody>
</table>

**Communalities**

Communalities describe the proportion of the variance of each variable (the dependent variable) in the measuring instrument heroism, which is explained by factors heroism (independent variable). Communalities based on the analysis of the data that has not been rotated (rotated), it appears that many variables have a minimum threshold factor loading < 0.50. Thus, it can be said that these variables in measuring devices heroism cannot be explained by factors formed. Based on the minimum threshold loading factor, there are variables in measuring instrument heroism that must be removed (remove).

**Total Variance Explained**

To determine the possible number of factors formed from the measuring instrument heroism of the reference output EFA to look at is the total variance explained. From the initial column cumulative eigen values on the sub column, it appears that the reduction of 45 variables (items) into one factor can explain 25.937% of variance, while the division into two factors explain 30.954% variance. In the initial analysis, there are 10 factors formed by the cumulative value of 44.861%.
Pattern Matrix
This study assumes that the factors which formed is oblique. Therefore, the selected pattern of rotation is oblique rotation that assumes the factors which are formed to have a correlation with each other (Gorsuch, 1983). In the initial analysis, to see where the variables are entered into certain factors, the review carried out by the correlation between the grains of the factors, that each item can be put into a particular factor if the value of the correlation between these factors point to a strong or > 0.5. In addition, the determination to incorporate grains into a particular factor may be based on a minimum threshold factor loading.

Comrey and Lee (1992) explains that if the item has a minimum threshold loading factor > 0.55 at a particular factor, the grain can be said to be good to get into these factors. However, if the item does not have a minimum threshold loading factor > 0.55, the grain can be said to be poor, and can be removed (remove) of the measuring instrument heroism.

Factor Analysis (Process 2)
Eligibility Test Result Data for Analysis of Factors
Once the variables that do not meet the limit values discarded loading factor of 0.5, it appears that the value of the Kaiser-Meyer-Olkin in this study amounted to 0.846 which is almost close to 1, and greater than 0.5. The resulting significance of Bartlett's Test of Sphericity of 0.000 <0.05. It can be concluded that the factor analysis test can be done to obtain a significant factor, and reliable (Hutcheson & Sofroniou, 1999). The following table states the data to test the feasibility of doing factor analysis.

<table>
<thead>
<tr>
<th>Table 3</th>
<th>Eligibility Test Result Data for Analysis of Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>KMO and Bartlett's Test</td>
<td></td>
</tr>
<tr>
<td>Kaiser-Meyer-Olkin Measure of Sampling Adequacy</td>
<td>0.846</td>
</tr>
<tr>
<td>Approx. Chi-Square</td>
<td>2167.348</td>
</tr>
<tr>
<td>Bartlett's Test of Sphericity</td>
<td></td>
</tr>
<tr>
<td>Df</td>
<td>91</td>
</tr>
<tr>
<td>Sig.</td>
<td>.000</td>
</tr>
</tbody>
</table>

Communalities
In the final communality analysis found the value extraction is still relatively small at .243 in the variable "I am known to be honest". However, it can be "compensated" with an adequate sample size. To view a sample of the test adequacy Kaiser-Meyer-Olkin (KMO) can be the basis for determining the variables that have a small extraction value (Field, 2000).

Total Variance Explained
To determine the possible number of factors formed from the measuring instrument heroism of the reference output last EFA to look at is the total variance explained. From the initial column cumulative eigenvalues on the sub column, it appears that the reduction of 14 variables (items) into one factor can explain 32.710% of variance, while the division into four factors explain 52.451% variance. On this analysis there are four factors that are formed with...
a cumulative score of 52.451%. Below is a table with a description of total variance explained.

### Table 4
**Total Variance Explained**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Initial Eigenvalues</th>
<th>Extraction Sums of Squared Loadings</th>
<th>Rotation Sums of Squared Loadings(^a)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>% of Variance</td>
<td>Cumulative %</td>
</tr>
<tr>
<td>1</td>
<td>5.024</td>
<td>35.888</td>
<td>35.888</td>
</tr>
<tr>
<td>2</td>
<td>1.859</td>
<td>13.278</td>
<td>49.166</td>
</tr>
<tr>
<td>3</td>
<td>1.269</td>
<td>9.065</td>
<td>58.231</td>
</tr>
<tr>
<td>4</td>
<td>1.004</td>
<td>7.171</td>
<td>65.402</td>
</tr>
<tr>
<td>5</td>
<td>.799</td>
<td>5.711</td>
<td>71.112</td>
</tr>
<tr>
<td>6</td>
<td>.663</td>
<td>4.733</td>
<td>75.845</td>
</tr>
<tr>
<td>7</td>
<td>.625</td>
<td>4.461</td>
<td>80.306</td>
</tr>
<tr>
<td>8</td>
<td>.547</td>
<td>3.906</td>
<td>84.213</td>
</tr>
<tr>
<td>9</td>
<td>.524</td>
<td>3.743</td>
<td>87.956</td>
</tr>
<tr>
<td>10</td>
<td>.453</td>
<td>3.233</td>
<td>91.189</td>
</tr>
<tr>
<td>11</td>
<td>.405</td>
<td>2.890</td>
<td>94.078</td>
</tr>
<tr>
<td>12</td>
<td>.338</td>
<td>2.417</td>
<td>96.495</td>
</tr>
<tr>
<td>13</td>
<td>.282</td>
<td>2.016</td>
<td>98.512</td>
</tr>
<tr>
<td>14</td>
<td>.208</td>
<td>1.488</td>
<td>100.000</td>
</tr>
</tbody>
</table>

Extraction Method: Principal Axis Factoring.

\(^a\) When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

**Pattern Matrix**

Comrey and Lee (1992) explains that if the item has a minimum threshold loading factor > 0.50 at a particular factor, the grain can be said to be good to get into these factors. However, if the item does not have a minimum threshold loading factor > 0.50, the grain can be said to be poor, and can be removed (remove) of the measuring instrument heroism. Below is a table with a description of factor correlation matrix.

### Table 5
**Factor Correlation Matrix**

<table>
<thead>
<tr>
<th>Factor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.000</td>
<td>.444</td>
<td>.247</td>
<td>.580</td>
</tr>
<tr>
<td>2</td>
<td>.444</td>
<td>1.000</td>
<td>.509</td>
<td>.537</td>
</tr>
<tr>
<td>3</td>
<td>.247</td>
<td>.509</td>
<td>1.000</td>
<td>.465</td>
</tr>
<tr>
<td>4</td>
<td>.580</td>
<td>.537</td>
<td>.465</td>
<td>1.000</td>
</tr>
</tbody>
</table>

Extraction Method: Principal Axis Factoring.
Rotation Method: Promax with Kaiser Normalization.

**Naming Factor**

Having obtained the latest information on the pattern of loading in the factor, then the next step is giving the name of the factors in accordance with the substantive content of those factors. Factors that form must have a name and different content. The variables that go on
each of the following factors: Factor 1 consists of variables "I sincerely help others.," "I volunteered when helping others", "I'm happy if it helps absence coercion","I am helping others selflessly", "I try not to ask for a reward in doing something".

Referring to the contents of the variables mentioned above shows that altruistic behavior characteristics reflected in these five variables. To that end, the factors to-1 named altruism. Next, factor-2 is composed of the variables "I am one with the nature of nationalist, love of the nation", "I am fighting against things that are intimidating.", "I fought against discrimination", and "I am ready to sacrifice for the State. "Based on the characteristics of the contents of all variables in the factors factor of two was named nationalists. Factors to-3 consists of variables "I am a person who dared to lead" and "I have the ability to lead." 3rd factor named leadership because it has the characteristics of a leader. Finally, the factors to-4 consists of variable "I am known as a good person", "I am known to be honest" and "I was able responsible for setting a good example." Based on the characteristics shown all the variables in the factors 4th then factor to -4 named modeling.

Correlation Matrix Inter-Factor
Subsequent analysis related to the discriminant validity. Discriminant validity refers to the extent to which these factors are not correlated with each other or different. Correlations between factors in the construct heroism should not be greater than 0.7. Correlation greater than 0.7 indicate the presence of shared variance. Here is a table that summarizes the five inter-factor correlation matrices.

<table>
<thead>
<tr>
<th>Table 5</th>
<th>Matrix Correlation Between Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor</td>
<td>Altruisme</td>
</tr>
<tr>
<td>Altruism</td>
<td>1.000</td>
</tr>
<tr>
<td>Nationalist</td>
<td>.444</td>
</tr>
<tr>
<td>Leadership</td>
<td>.247</td>
</tr>
<tr>
<td>Modeling</td>
<td>.580</td>
</tr>
</tbody>
</table>

Based on the table above it can be concluded that there is a high correlation between the factors that form the construct of heroism.

DISCUSSION

Scale of heroism which developed on this research include four dimensions that are named according to the characteristics of variables in such factors. These four factors are: leadership, nationalist, altruism and modeling. Psychologists generally discuss heroism as not directly but through the phenomenon of popular struggle, courage, extreme altruism and moral courage (Franco, Blau & Zimbardo, 2011). In modern times, the concept of heroism is no longer just includes the concept of physical activity and acts of sacrifice, but also involves any positive action.

Franco, Blau, and Zimbardo (2011) states that a review of the literature on heroism (heroism) found very little data. Most research in positive psychology is more focused on the
concepts of Positive Psychology associated with the formation of heroism such as strength of character, empathy, morality, and prosocial (Jayawickreme & DiStefano, 2012).

Becker and Eagly (2004) stated that the literature in heroism is still very minimal, so many researchers are trying to define heroism based dictionary. Jayawickreme and DiStefano (2012) defines heroism according to three criteria: an unusual situation that led to the behavior of heroism appeared, behavior reasonable that arise because of the risk perceived, and a more concerned with the welfare of others. Franco, Blau, and Zimbardo (2011) differently explained heroism according to five criteria: social activities to serve others, volunteerism, introducing the risk of acts of heroism performed, actors willing to sacrifice, and the absence of expected benefits offender heroic act.

When referring to the criteria of heroism above, the similarity of characteristics can be obtained related to prosocial behavior. The prosocial characteristics was also owned by the scale of heroism that was developed based on the exploitation of teenagers in Jakarta. Criteria differentiator there is nationalist, modelling and leadership that are not explored in the definition of heroism by Franco et.al (2011) and Jayawickreme and DiStefano (2012).

**CONCLUSIONS**

Based on analysis of Exploratory Factor Analysis (EFA), the scale of heroism has 14 items summarized in four dimensions. The dimensions formed are altruism, nationalist, leadership and modeling.

**Suggestions for Further Research**

Research construct validation test on a scale of heroism is needed to confirm whether the variables on a scale of heroism really describe the dimensions that exist in the construct of heroism. Moreover, it should also be assessed the validity of the heroism scale convergence developed by some of the heroism of the existing scale.

For further research, it is suggested on the data collection tool given a consent form in order to uphold the ethics of research. Before conducting the data collection there should be a means of collecting data in the form of open-ended questionnaire carried out first try to rectify the weakness of the data collection tool that has been developed. For further research the results of this study can also be followed up by other research methods, such as methods of mixed method, in order to develop the existing research results. It is suggested for further research to multiply conducting research with indigenous studies on other themes, in particular the concentration of Positive Psychology, and Social Psychology, in order to enrich a description of theoretical concepts associated with culture or the development phase of a certain age.

In addition, this study also has its disadvantages. The weakness of this study is the number of participants obtained that do not correspond to the amount of the initial target. Researchers target to encompass the subject of the entire region in DKI Jakarta. Schedule data collection is still limited and is only done when the researchers reporting deadlines have not been getting a number of these targets, so the researchers took the initiative lowering the target number of participants as well as distributing questionnaires online via the internet and using social media, in order to obtain additional data online 73 participants. Another
drawback in this study is on an open-ended questionnaire that doesn’t included consent form. Approval sheet serves to prove that the participants voluntarily and there is no element of coercion to provide information to investigators. It is important because it relates to research ethics, protect the rights and privacy of participants.

During the study, researchers encountered some obstacles. One was the time of data collection for quite a long time. This was due to lack of access to questionnaires in several educational institutions, then the participant needs a long time to complete and return the questionnaire. Not to mention quite a lot of participants who refused to fill out the questionnaire because their domicile is not in Jakarta, but in the area of Serpong, BSD.

REFERENCES


