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Modeling Academic Self Efficacy and Social Support to Increase Academic Engagement of Health Student Through Academic Resilience as an Intervening

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Abstract: Academic engagement is currently an important focus in education. This is because the academic engagement that students have will have a significant impact on the abilities of nursing students, especially in providing nursing care and services. Some of the impacts of students' lack of academic engagement result in students experiencing decreased learning achievement and not being active in learning activities in class. The aim of this research is to analyze the influence of self-efficacy and social support on nursing students' academic engagement through academic resilience as an intervening variable. The sample in this study was 590 nursing students from health institutions in Mojokerto Regency who were determined using stratified random sampling. The variables in this research are self-efficacy, social support, academic resilience and academic engagement. Data analysis was carried out using confirmatory factor analysis. The results of the research show that self-efficacy and social support contribute significantly to academic engagement, academic resilience has a significant effect on academic engagement, and self-efficacy and social support contribute significantly to academic engagement through academic resilience. The high academic engagement that health students have during their education will help students to be actively involved in academic and non-academic activities.

Keywords: *academic self-efficacy; social support; academic engagement; academic resilience*

1 INTRODUCTION

The nursing education consists of theoretical and practical education to develop the professional skills and knowledge of nurses. These skills and knowledge are traditionally taught through face-to-face lectures, laboratory instruction, and clinical rotations (Cornine, 2020). However, the COVID-19 pandemic requires alternative strategies to maintain high-quality nursing education. Oducado & Estoque (2021) showed that some nursing skills are easier to teach in person than online. However, two years have passed and the government has re-enacted face-to-face learning. This phenomenon will certainly cause challenges not only for lecturers but also for students as participants in the world of higher education. The very rapid changes in learning methods have caused students to experience academic stress. The academic stress felt by students has an impact on engagement which results in decreased learning motivation during the learning process, such as lack of concentration in learning, understanding of the material, piling up assignments, and interactions with lecturers and peers, decreased interaction between lecturers and students, internet connection disruptions, and cancellation of practice or internships (Hill dan Fitzgerald, 2020). In addition, compared to face-to-face teaching, distance teaching greatly reduces self-efficacy and academic engagement in learning behavior (Zhang dkk., 2023).

In general, engagement or involvement is a psychological state of mental and mental connectivity that brings energy, absorption, and dedication. (Christenson & Reschly, 2012). Although the definition of involvement is still being developed, according to Krause and Coates (2008; Perkmann et al., 2021) involvement is summarized into multidimensional aspects (Lester dkk., 2013). Active Academic Engagement among students during the educational process plays an important role in developing their potential and skills, providing a means to access quality education. This perspective is in line with research conducted by Schaufeli et al. (2002) in the context of students. According to Schaufeli dkk (2002; Ma & Wang, 2022) academic engagement is a positive and satisfying attitude towards work related to the mind characterized by vigor, dedication, and absorption. Engagement refers to a more persistent and pervasive affective-cognitive state that is not focused on a particular object, event, individual, or behavior. Vigor refers

to a high level of energy and mental resilience, a willingness to invest effort in one's work, a lack of fatigue, and persistence despite difficulties. Dedication refers to a strong involvement in one's work, accompanied by a sense of significance, enthusiasm, inspiration, pride, and challenge from the study. Absorption refers to a state of total enjoyment in work characterized by time passing quickly and an inability to detach from work. In addition, students' active involvement in the learning process, which includes attention during class, regular attendance, completion of assignments, participation in exams, and participation in various academic activities (Aslamawati et al, 2015; Sengsouliya et al., 2020). This form of involvement fosters positive impact and a satisfying attitude towards their studies or academics (Casuso-Holgado dkk, 2013; Queirós et al., 2022). Engagement is also a predictor of academic success (Hodge dkk., 2018), academic engagement can promote academic achievement and reduce risky behavioral problems (Li dkk., 2020), increasing positive well-being (Serrano & Vaillo, 2016; Barragan Martin et al., 2021), related to positive personal variables including positive emotions (Oriol dkk., 2016; Myint & Khaing, 2020), and in the long term has an impact on subjective well-being, academic variables, and other positive social variables (Queirós et al., 2022).

Lack of academic engagement is influenced by various factors both within oneself and from the surrounding environment. Such as including social support, self-efficacy in completing academic tasks (Schaufeli & Salanova, 2007; Anwar et al., 2022), Ouweneel dkk (2013; Widowati et al., 2023) put forward several factors that can influence students' academic engagement, namely personal resources, academic self-efficacy, hope, optimism, and social support. Academic resilience are important characteristics that help nursing students, who must engage in intensive learning and clinical practice, to cope with academic stress and adapt to their school and clinical field (Villafañe et al., 2022).

Several research results also show that academic self-efficacy is one of the factors related to academic engagement (Chen et al., 2021). Several research results also show that, academic self-efficacy is because students with high academic self-efficacy have the belief that they are able to complete academic tasks at various levels of difficulty (level), have the belief that their abilities are not limited to a particular activity and situation (generality), and have a strong belief in their strength (strength) to successfully complete the task. Referring to the findings of previous researchers, it can be concluded that self-efficacy has a strong relationship with academic engagement. Academic engagement in several other studies has also been found to correlate with social support. Research conducted by enjadi one of the factors related to academic engagement Galugu dan Baharuddin (2017; Nnadi & Onah, 2023) found a positive and significant correlation between social support and student engagement. Therefore, the higher the social support from parents, teachers, and friends, the higher the student's desire to be actively involved in academic activities. Also supported by the results of research conducted by Sarafino (2002; Anwar et al., 2022) that there is a positive and significant relationship between social support and academic engagement, where the higher the social support received by students, the higher the students' desire to be involved in lecture activities and vice versa.

To overcome obstacles and find solutions throughout their studies and future careers, nursing students are considered to need to have academic resilience (Chow et al., 2020). Research has noted that Academic Resilience is also a potential predictor of learning engagement (Romano et al., 2021). Students with academic resilience tend to demonstrate higher levels of achievement despite risks and adversity (Simões et al., 2021). Romano et al (2021) argued that students with higher levels of academic resilience showed higher levels of learning engagement. Resilient students are those who re-engage and do not give up when faced with difficult academic tasks. However, further research shows that academic resilience is a relevant feature identified in all students who face severe difficulties during their academic path (Agasisti dkk, 2018; Chow et al., 2020). Therefore, the changes and challenges that exist require students to have resilience, where students who have positive resilience can adapt. In addition, positive academic resilience can overcome academic stress and increase engagement.

Based on the results of previous studies as explained above, it shows that academic engagement has a relationship with academic resilience, academic self-efficacy and social support. In addition, it was also found that academic resilience has a relationship with academic self-efficacy and social support. Referring to the findings of previous researchers about the problem of low academic engagement in undergraduate nursing students, it is suspected that it is related to the high and low levels of academic resilience, academic self-efficacy and social support. Therefore, in this study, the researcher wants to test whether academic self-efficacy and social support are significantly related to academic engagement in undergraduate nursing students by placing academic resilience as a mediator.

2 MATERIALS AND METHODS

The method in this study uses a quantitative approach with an explanatory research design and multivariate correlation. The population of this study were all undergraduate nursing students in Mojokerto Regency. The research sample was taken using disproportionate stratified random sampling. with research subjects being 590 students. The research instruments were (1) Academic engagement scale, namely the Utrecth Work Student Survey (UWES-9S) (2) The Academic Resilience Scale (3) Academic Self-Efficacy Scale or ASES (4) Multidimensional Scale Of Perceived Social Support (MSPSS). The data analysis technique used Structural Equation Modeling (SEM) using the AMOS application.

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3 RESULTS

1. Validity and Reliability of Instruments

The validity and reliability test of the instrument used is Confirmatory Factor Analysis (CFA). The data analysis techniques used are Path Analysis and Structural Equation Model (SEM). The application used is IBM SPSS Amos. In order to determine the suitability index on the research instrument used, the researcher uses limit criteria based on the chi square value, RMSEA (Root Mean Square Error Approximation), SRMR (Standardized Root Mean Squared Residual), and CFI (Comparative Fit Index)(Kline, 2023).

Tabel 1. Analysis of research instrument reliability

Variable	Significance α
ASE (Academic Self Efficacy)	0,761
SS (Social Support)	0,816
AR (Academic Resilience)	0,772
AE (Academic Engagement)	0,838

Source: Primary research data

From the results of the reliability test, it was found that all research instruments used had good reliability results. The results of the Confirmatory Factor Analysis (CFA) showed that all statements used in each research variable had met the suitability index and there were no omitted research statement items.Hasil analisis jalur

The hypothesis in this study was tested using the IBM SPSS Amos application. This modeling is intended to explain the influence of two independent variables (Academic Self Efficacy and Social Support) on Academic Engagement through Academic Resilience. In order to test this model, the determination of the boundary criteria uses chi square (p> 0.05), RMSEA <0.08, SRMR <0.08, TLI> 0.90 and CFI value> 0.95 (Hair Jr et al., 2021)

Tabel 2. Fit indeks path analysis

Fit Index	
RMSEA	0,072
SRMR	0,022
CFI	0,986
TLI	0,974
X^2	0,068

Source: Primary research data

From the path analysis model, the RMSEA value is 0.072 < 0.08, the SRMR value is 0.022 < 0.08, the CFI value is 0.986 > 0.95, the TLI value is 0.974 > 0.90, and the chi square value (X2) is 0.068 > 0.05. Based on these results, the model that has been compiled is stated as appropriate because it has met at least three required criteria. Furthermore, the analysis stage is continued to test the coefficients of each variable.

2. Pengujian koefisien variabel

Tabel 3. Testing the coefficient of each research variable

Variable	Koefisien Jalur	t	P value
Direct influence on academic engagement			
- Academic Self Efficacy	0,226	3,44	0,023
- Social Support	0,283	3,89	0,019
- Academic Resilience	0,350	4,22	0,012
Indirect influence on academic engagement			
- Academic Self Efficacy	0,160	2,88	0,028
- Social Support	0,106	2,16	0,032

Note : p < 0,05 = All items were significant

Source: Primary research data

From the coefficient test table of the direct influence variable of academic self-efficacy on academic engagement, the path coefficient value is 0.226, the t value is 3.44 and the p value is 0.023. This shows that there is a positive direct influence between academic self-efficacy in nursing students on academic engagement of nursing students. The higher the academic self-efficacy possessed by nursing students, the more it will affect the academic engagement of nursing students. From the variable coefficient test table, the direct effect of social support on academic engagement obtained a path coefficient value of 0.283, a t value of 3.89 and a p value of 0.019. This shows that there is a positive direct influence between the social support obtained by nursing students on the academic engagement of nursing students. The higher the social support obtained by nursing students, it will have an impact on the academic engagement of nursing students.

From the coefficient test table of the direct influence variable of academic resilience on academic engagement, the path coefficient value is 0.350, the t value is 4.22 and the p value is 0.012. This shows that there is a positive direct influence between academic resilience in nursing students on academic engagement of nursing students. The higher the academic resilience possessed by nursing students, the more it will affect the academic engagement of undergraduate nursing students. From the variable coefficient test table, the indirect effect of social

support on academic engagement through academic resilience as a mediator, the path coefficient value is 0.106, the t value is 2.16 and the p value is 0.032.

This shows that there is a positive indirect influence between social support received by nursing students on academic engagement of nursing students. The higher the social support received by nursing students, the more it will impact the academic engagement of nursing students.

4 DISCUSSIONS

1. The direct influence of academic self-efficacy on academic engagement

From the coefficient test table of the direct influence variable of academic self-efficacy on academic engagement, the path coefficient value is 0.226, the t value is 3.44 and the p value is 0.023. This shows that there is a positive direct influence between academic self-efficacy in nursing students on academic engagement of nursing students. The higher the academic self-efficacy possessed by nursing students, the more it will affect the academic engagement of nursing students. The results of this study are similar to research conducted by Anggraini & Chusairi (2022) where the results of the research conducted found a significant influence between academic self-efficacy and academic engagement (p value: 0.000, R2: 0.023). The results of this study are also supported by research conducted by (Putri & Alwi, 2023) where the research results show a positive influence between academic self-efficacy and academic engagement.

Academic self-efficacy is an important thing that nursing students must have. This is because academic self-efficacy will be a driver for nursing students to drive motivation, cognitive abilities, and behavior or actions needed such as choosing activities, situations, and determining how much effort will be exerted and how long the individual will persist in facing problems and academic processes in nursing education. Academic self-efficacy is also one of the factors that influences goals, efforts, activity selection, and persistence in learning activities in class and outside the classroom (practice). When students are confident in their ability to organize and execute steps to achieve their goals (in this case academic achievement) then students will be able to be more committed and tend to maintain their efforts in difficult situations, find the right study partners, a conducive place to study, and be more able to try to create an effective learning environment.

Academic self-efficacy is an important thing that nursing students must have. This is because academic self-efficacy will be a driver for nursing students to drive motivation, cognitive abilities, and behavior or actions needed such as choosing activities, situations, and determining how much effort will be exerted and how long the individual will persist in facing problems and academic processes in nursing education. Academic self-efficacy is also one of the factors that influences goals, efforts, activity selection, and persistence in learning activities in class and outside the classroom (practice). When students are confident in their ability to organize and execute steps to achieve their goals (in this case academic achievement) then students will be able to be more committed and tend to maintain their efforts in difficult situations, find the right study partners, a conducive place to study, and be more able to try to create an effective learning environment. From the table testing the coefficient of the variable direct effect of social support on academic engagement, the path coefficient value is 0.283, the t value is 3.89 and the p value is 0.019. This shows that there is a positive direct influence between social support obtained by nursing students on the academic engagement of nursing undergraduate students. The higher the social support obtained by nursing students, the higher the academic engagement of nursing undergraduate students.

The results of this study are similar to research conducted by Mulyadi & Saraswati (2020) where the results of the research conducted showed that the social support received by students contributed 9.2% to students' academic engagement

Social support is basically any form of attention that students receive from people around them. Social support from people other than family members of students will be a source of motivation to achieve that students have. Social support can come from fellow students, can come from lecturers or other people around students. This is a normal condition considering that at the age of students, the support given by people around them is a form of attention that students want. Students who are humans in the age category of teenagers will try their best to get the attention of others. When they get this, it is possible for students to achieve good achievements in the lecture process.

2. The direct influence of academic resilience on academic engagement

From the coefficient test table of the direct influence variable of academic resilience on academic engagement, the path coefficient value is 0.350, the t value is 4.22 and the p value is 0.012. This shows that there is a positive direct influence between academic resilience in nursing students on academic engagement of nursing students. The higher the academic resilience possessed by nursing students, the more it will affect the academic engagement of undergraduate nursing students. This research is similar to research conducted by (Marta et al.,

2024) where the results showed a positive influence between academic resilience on academic engagement mediated by achievement motivation.

Nursing students often face a variety of academic challenges, from managing a heavy course load to navigating the complexities of clinical placements. In this context, the concept of academic resilience possessed by students will enable students to face every exam, academic stress and other academic pressures. Academic resilience has effectively become an important factor in determining the academic engagement of undergraduate nursing students and their overall success. Academic resilience is an important quality for nurses, because the nursing profession is inherently stressful. Undergraduate nursing students who have higher academic resilience are less likely to experience stress disorders and are more likely to continue the process of studying as healthy individuals and actively engaged in learning. Academic resilience is also considered the ability to cope with adverse situations, stay focused, and maintain optimism. Academic resilience is an important characteristic for nurses in today's complex health care system.

Academic resilience can play a significant role in undergraduate nursing students' academic engagement, which is a multidimensional construct that encompasses students' cognitive, emotional, and behavioral investments in their studies. Students with high academic resilience are better prepared to meet the challenges of nursing education, demonstrating greater commitment, persistence, and enthusiasm in pursuing their academic achievement. Strategies to enhance academic resilience in nursing students may include developing supportive learning environments, providing access to mentoring and counseling resources, and implementing targeted interventions to build coping mechanisms and promote self-regulated learning. By fostering academic resilience, nursing programs can better prepare their students to thrive in the demanding healthcare field, ultimately contributing to their long-term success and retention in the nursing workforce.

3. Indirect influence of self-efficacy on academic engagement

From the coefficient test table of the indirect influence variable of academic self-efficacy on academic engagement through academic resilience as a mediator, the path coefficient value is 0.160, the t value is 2.88 and the p value is 0.028. This shows a positive indirect influence between academic self-efficacy in nursing students on academic engagement of nursing students. The higher the academic self-efficacy possessed by nursing students, the more it will impact the academic engagement of nursing students.

The results of this study are supported by research conducted by (Yudiani et al., 2023) where the results of the research showed a positive influence between self-efficacy and academic engagement. Similar research conducted by Khoirunnisa & Purwandari (2023) where the research results conclude that the self-efficacy possessed by students will have an influence on the academic engagement possessed by students.

Self-efficacy, as an individual's belief in their own abilities, has been recognized as an important factor in the academic success of nursing students. Research results consistently show that students with higher self-efficacy tend to set ambitious goals, exert greater effort, and persist in the face of challenges. Academic self-efficacy, defined as an individual's belief in their ability to successfully complete academic tasks, has been shown to be positively related to motivation, intrinsic motivation, and academic achievement. Nursing students with high academic self-efficacy tend to face academic challenges with confidence, utilize effective learning strategies, and develop positive attitudes toward learning. The impact of self-efficacy on academic engagement can be understood through its influence on cognitive and behavioral processes. Self-efficacy beliefs contribute to motivation in several ways, including determining the goals people set for themselves, the amount of effort they expend, their persistence in the face of adversity, and their academic resilience to failure. Furthermore, self-efficacy beliefs can foster positive social relationships and support, which can help reduce anxiety and improve stress management. This, in turn, may enhance nursing students' ability to fully engage in academic activities, leading to improved academic performance and a greater sense of academic engagement.

4. Indirect influence of social support on academic engagement

From the coefficient test table of the indirect influence variable of social support on academic engagement through academic resilience as a mediator, the path coefficient value is 0.106, the t value is 2.16 and the p value is 0.032. This shows that there is a positive indirect influence between social support obtained by undergraduate nursing students on the academic engagement of undergraduate nursing students. The higher the social support obtained by undergraduate nursing students, the more it will affect the academic engagement of undergraduate nursing students.

The results of this study are supported by research conducted by (Kusdiyati et al., 2019) where the research results concluded that the social support that students have or receive will help students in their efforts to increase academic engagement while in class.

Nursing students are often faced with various challenges during their academic journey, which can affect their overall performance and success. One important factor that has been shown to play a significant role in nursing students' academic outcomes is their social support. Several studies have highlighted the various sources of stress experienced by nursing students, including academic issues, clinical practice, and social factors. These

stressors can have a detrimental effect on nursing students' physical and mental health, leading to problems such as anger, anxiety, depression, and learning difficulties. However, the presence of a strong social support system can act as a buffer against the negative consequences of stress, ultimately improving nursing students' academic engagement and performance. Social support can come from family, friends, peers, and faculty, which have been shown to play a significant role in helping nursing students cope with the challenges they face. Students who perceive higher levels of social support tend to demonstrate better coping mechanisms, higher levels of academic engagement, and better academic outcomes.

5 CONCLUSIONS

1. From the results of the research conducted, it was found that academic self-efficacy, social support and academic resilience have a direct effect on the academic engagement of undergraduate nursing students.

2. From the results of the research conducted, it was found that academic self-efficacy and social support have an indirect effect on the academic engagement of undergraduate nursing students.

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The Analysis of Assessment and Psychological Assistance Services to Find Out the Causes and Impacts of Violence Against Women and Children

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Abstract: Violence against women and children is becoming increasingly widespread and rising each year, severely impacting their psychological well-being. Victims can experience severe psychological disorders such as depression and anxiety if they don't receive effective interventions. Institutions like the Unit Pelaksana Teknis Perlindungan Perempuan dan Anak (UPT PPA) in East Java provide protection and a sense of security for victims until their psychological condition recovers. This study combines documentary research with interviews and field observations to examine the psychological dynamics and common causes of violence against women and children. It also reviews the effectiveness of psychological interventions provided by UPT PPA in East Java. Findings indicate that violence is often caused by low self-control and influenced by factors such as frustration and deep-rooted patriarchal culture in society. The most dominant impact of violence is psychological, including anxiety, depression, and prolonged deep fear. However, psychological disorders in victims have been successfully stabilized through a series of assessments and psychological interventions conducted by UPT PPA in East Java. This reveals that the assessment process and psychological support provide positive impacts and direct social support for the recovery process from the trauma of victims.

Keywords: *Children; Psychological Intervention; Violence; Women*

1. INTRODUCTION

Violence has become an increasingly pervasive issue as social values evolve within communities. For instance, in East Java Province, 777 cases against women and 1,232 cases against children were recorded in 2023 (KEMENPPPA, 2024). With various types of violence emerging, this inevitably results in numerous negative impacts, both psychologically and physically, particularly on women and children who often become victims. Psychologically, women who experience violence often suffer from depression, anxiety, Post-Traumatic Stress Disorder (PTSD), and decreased self-esteem. The trauma caused by violence can last long-term, disrupting women's ability to lead their daily lives and form healthy relationships. This aligns with the findings of Anggadewi (2020), which state that physical and sexual violence is frequently associated with depression, anxiety, behavioral problems, sexual behavior issues, and PTSD. Additionally, research by Kusristanti et al. (2021) indicated signs of depression and suicidal ideation in women who are victims of sexual violence. These studies found that physical and sexual violence are the most common causes of trauma. Furthermore, negative impacts are also evident in children who witness or experience violence. Research conducted by Waluyo et al. (2022) shows that psychologically, children who experience physical and/or sexual violence tend to suffer from serious emotional and behavioral disorders, including depression, anxiety, and behavioral problems. They are also at high risk of developing mental health issues later in life, such as Post-Traumatic Stress Disorder (PTSD) and personality disorders. This is consistent with the findings of Arcani & Ambarini (2022), which state that victims of sexual violence endure intense suffering and long-term effects that damage their lives, including post-traumatic stress disorder.

To address the long-term risks that endanger the psychological condition of victims, a series of intensive interventions is necessary to restore their psychological well-being. When considering the various impacts of violence, the psychological impact is the most crucial. Previous research indicates that violence can result in severe psychological disorders and physical injuries that may lead to death. Therefore, protection agencies are needed to provide safety and help victims recover both physically and psychologically. One related institution is called the Unit Pelaksana Teknis Perlindungan Perempuan dan Anak (UPT PPA) in East Java. This government agency focuses on handling cases of violence against women and children within the in East Java region. As a central referral service between districts and cities, UPT PPA is responsible for addressing various cases of violence across the province. Through a series of practices and observations of cases handled over four months at UPT PPA in East Java, the author has compiled this article to analyze the causes and impacts of violence through the lens of social psychology theories, linked to cases encountered at UPT PPA in East Java. The article also aims to assess the effectiveness of psychological assessment and

assistance interventions for victims of violence against women and children handled by UPT PPA in East Java. This is supported by data on violence occurring in the in East Java region.

2. MATERIALS AND METHODS

This study employs qualitative methods, including documentary research, interviews, and observations conducted at the Unit Pelaksana Teknis Perlindungan Perempuan dan Anak (UPT PPA) in East Java. The documentary research method involves collecting data or cases from secondary sources, such as previous studies and relevant databases through official websites (KEMENPPPA, 2024). This method entails in-depth analysis of existing data to understand specific phenomena, identify interrelated issues, and draw conclusions based on the gathered information. Observations and interviews are conducted in the field, collecting real-time data during the client assessment process to obtain an accurate picture of the phenomenon being studied. This process involves observing clients as they recount the chronology of events, body gestures, and changes that occur during the assessment process. By combining these two methods, the research can provide more comprehensive and in-depth results on the topic under study.

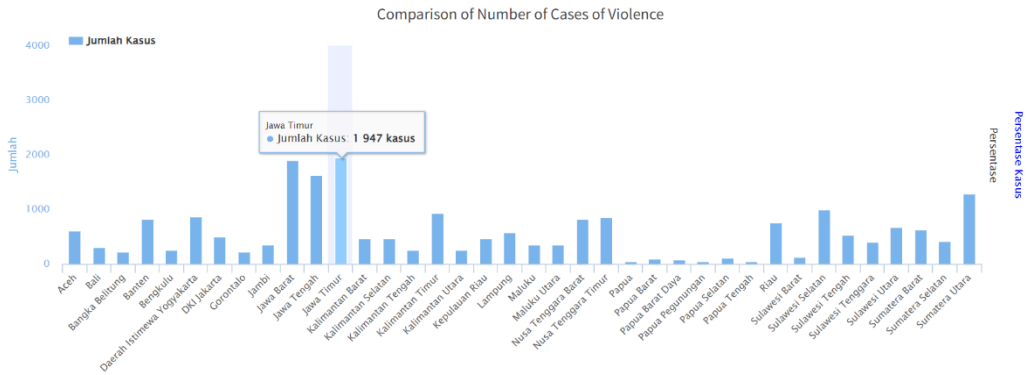
This research focuses on cases of violence against women and children that are reported to and handled by UPT PPA. In the case study method, data were collected through interviews and observations of 10 victims of violence during the assessment and psychological assistance process. Additionally, an analysis of the chronology of several cases reported to UPT PPA was conducted. Direct observations were also carried out to monitor the handling process and the services provided by UPT PPA to the victims. This observation method involved direct monitoring for 2 months through interactions between UPT PPA psychologists and the victims, as well as an evaluation of the facilities and programs provided. The case data were collected over 1 month through the number of cases handled and national case data. Subsequently, an analysis was conducted to identify the causes, impacts, and effectiveness of the interventions in addressing cases of violence against women and children in the East Java region.

3. RESULTS

The increasingly complex social dynamics have given rise to various issues related to violence and other problems that victimize women and children. These issues emerge due to various causal factors, including family conflicts, dual roles in the household, and mismatched principles between partners. In some cases, entrenched views on gender roles and family instability trigger severe stress, which is the root cause of Domestic Violence (DV). Furthermore, traits such as low self-control, a tendency toward aggression, or a lack of empathy in individuals can also increase the risk of domestic violence (Setiawan et al., 2023). When a problem arises between husband and wife that leads to domestic violence, it often impacts the children as well. This isn't only affects them physically but can also have psychological consequences post-incident. Both physical and psychological violence manifest as a form of expression of the various pressures experienced by individuals, resulting in deep and prolonged negative impacts on the victims. Women and children, who are most often the victims, frequently find themselves in vulnerable positions due to a lack of social or economic support. Social support from family is the support they most hope for (Hitijahubessy et al., 2021). This is because the family is the closest party, considered to be very aware of the issues occurring, and is expected to provide support and be able to cover their personal shame.

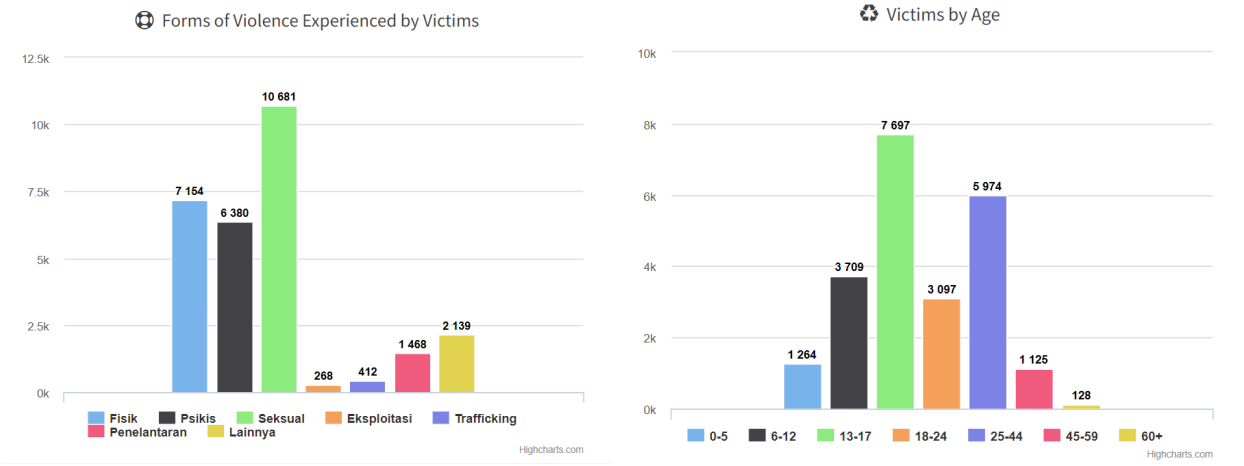
a. Case Data Description of Violence in East Java Province

According to the data summary of violence cases from KEMENPPPA (2024), 1,947 cases of violence were recorded in East Java up until 2023. As shown in the comparison graph of the number of violence cases across various provinces in Indonesia, East Java ranks first as the province with the highest number of violence cases, followed by West Java in second place.

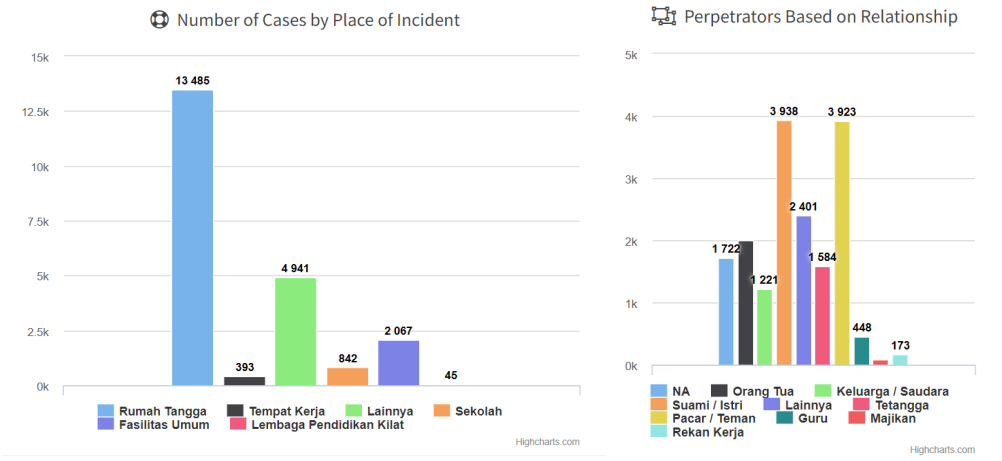


Graph 3.1 Number of Violence Cases in East Java

Violence cases encompass various forms, each with distinct impacts and causes. According to KEMENPPPA (2024) data, the national cumulative graph of violence types shows several types of violence occurring in Indonesia, such as physical, psychological, sexual violence, exploitation, trafficking, neglect, and others. The next graph reveals that the highest type of violence in Indonesia up to 2023 is sexual violence, with 10,681 cases, followed by physical violence with 7,154 cases, and psychological violence with 6,380 cases (KEMENPPPA, 2024). This indicates that sexual and physical violence are the most prevalent types of violence in Indonesia.



Among these violence cases, the most affected victims are underage children. This is often because they are powerless to resist, and sometimes perpetrators of sexual violence commit such acts as a way to vent their anger at someone related to the victim as a form of revenge. This is evident from the age-based victim graph, which shows that the most common victims are those aged 13-17 years, with 7,697 cases, followed by victims aged 25-44 years, with 5,974 cases. Furthermore, the data indicates that the majority of incidents occur within households, with 13,485 cases throughout 2023 (KEMENPPPA, 2024). This implies that a significant portion of violence cases primarily involve Domestic Violence (DV).



Graph 3.3 Number of Cases By Place of Incident and Perpetrators Based on Relationship

The victims are still considered children who fundamentally don't have the strength to resist and don't fully understand the situation they are facing. In many cases, violence generally occurs within the household and is perpetrated by the husband. However, according to the KEMENPPPA (2024) data graph, the highest number of violence cases are committed by spouses, with 3,938 incidents, followed by partners/friends with 3,923 incidents. Therefore, UPT PPA plays an essential role in assisting with the follow-up process on reported cases and focusing on supporting victims both psychologically and legally. UPT PPA itself has handled approximately 176 cases throughout

2023. Based on the UPT PPA Jatim (2024) case handling data recap, there were 257 complaints with 81 cases outside the jurisdiction of UPT PPA in East Java. The following below is Table 3.1 recap of cases received and handled by UPT PPA in East Java from 2023 to May 6, 2024.

Table 3.1 Recap of the Case Handling at UPT PPA in East Java

RECAP OF CASE HANDLING THROUGH THE GREETING POST AT UPT PPA DP3AK, EAST JAVA PROVINCE IN 2023

No	Case Types	Form	Woman (Age 18 – 55 years)	Child (Age 0 Years-18 Years old)	Accumulation	Gender: Man	Gender: Woman
		AS OF DECEMBER 31, 2023 (Update March 25, 2024)					
1	Domestic Violence (DV)	Physical	23	10	33	7	26
		Psychological	8	4	12	2	10
		Sexual	2	5	7	0	7
		Abandonment	5	6	11	3	8
2	NON Domestic Violence (Violence committed by perpetrators outside the household/family)	Physical	8	4	12	2	10
		Psychological	7	4	11	0	11
		Sexual	6	20	26	3	23
		Abandonment	0	0	0	0	0
3	ESKA		0	0	0	0	0
4	TPPO		5	3	8	0	8
5	KBGO		8	1	9	0	9
6	ABH		0	0	0	0	0
7	Fulfillment of Children's Rights		0	47	47	24	23
	Sum		72	104	176	41	135
	Total		176				

Number of Case Complaints: 257
Number of Cases Still in Process: 16
Termination: 160
Case Not UPT Domain: 81

RECAP OF CASE HANDLING THROUGH A GREETING POST AT UPT PPA DP3AK, EAST JAVA PROVINCE IN 2024

No	Case Types	Form	Woman (Age 18 – 55 years)	Child (Age 0 Years-18 Years old)	Accumulation	Gender: Man	Gender: Woman
		Until May 6, 2024					
1	Domestic Violence (DV)	Physical	6	2	8	1	7
		Psychological	2	3	5	0	5
		Sexuall	0	3	3	0	3
		Abandonment	2	6	8	3	5
2	NON Domestic Violence (Violence committed by perpetrators outside the household/family)	Physical	0	2	2	2	0
		Psychological	3	1	4	1	3
		Sexual	2	8	10	0	10
		Abandonment	1	0	1	0	1
3	ESKA		0	0	0	0	0
4	TPPO		3	0	3	0	3
5	KBGO		6	3	9	0	9
6	ABH		0	0	0	0	0
7	Fulfillment of Children's Rights		0	16	16	6	10
	Sum		25	44	69	13	56
	Total		62				

Number of Case Handlers: 81
Number of Cases Still in Process: 35
Termination: 33
Case Not UPT Domain: 12

According to the UPT PPA Jatim (2024) data, the majority of sexual violence victims are children, with 20 cases, and most physical domestic violence victims are adult women, with 23 cases in 2023. Staff members from the Handling, Complaints, and Emergency Division of UPT PPA (2024) confirm that child sexual violence and domestic violence are among the most prevalent cases recently.

b. Case Chronology Obtained Through Assessment and Psychological Assistance for Victims

In one domestic violence case handled by UPT PPA in East Java, a client was beaten by her husband at a gas station in the Merr Surabaya area, witnessed by their three children. The client was then forced with her children into a car and taken to Malang to visit the husband's sick relative. According to the client, she was beaten on the way, resulting in bruises on her face and back. However, upon arriving at the hospital where the husband's relative was being treated, the husband's family ignored her condition despite the visible bruises. Because the husband lost in the election, he beat her again, but their eldest child tried to protect her and was eventually beaten. On Friday, the client escaped with her eldest child with the help of her child's friend and was brought to Surabaya. Despite her husband's apologies and promises to not repeat his actions, the client no longer trusted him. The husband had been abusive since the beginning of their marriage, including when the client was seven months pregnant. The client was forbidden from working and interacting with others, including her own family. The husband often called her every hour, displayed possessive behavior, and frequently issued threats. He regularly demoralized her with his words almost daily and occasionally made death threats.

In financial matters, the husband was very calculating. Additionally, he hid all of the client's important documents, hindering the divorce process. Due to these incidents, the client experienced psychological impacts from the ongoing pressure. She frequently felt fear due to memories of her husband's past abuse and was anxious and uneasy, fearing her

husband would find her and take her away forcibly. Therefore, the necessary service was psychological assessment and support provided directly by the psychologist on duty at UPT PPA in East Java. In the initial stage, after understanding the chronology and the client's needs, counseling sessions were conducted, and the Depression Anxiety and Stress Scale (DASS) psychological test was administered to gauge the client's anxiety and stress levels. This process is part of the psychological support provided to the client.

Another case of domestic violence involves a client with four children. This incident of domestic violence occurred in Papua. The four children are actually from the client's first marriage with an Ambonese man. In short, the client married the perpetrator and had a daughter with him. She then lived in Papua with her four other children. However, since these four children weren't his biological children, they often received different treatment from the perpetrator. Additionally, when angry, the perpetrator frequently took out his emotions on three of the children by hitting or yelling at them. The fourth child didn't receive as much harsh treatment because the perpetrator saw him as an obedient child. However, this child still witnessed his siblings being mistreated by their stepfather. Consequently, he was indirectly affected psychologically, experiencing anxiety, a decline in academic performance, and trauma. Unable to tolerate her husband's behavior any longer, the client took her five children and returned to their original home in Surabaya. Due to this incident, the client's four children experienced trauma and resentment towards their stepfather. Therefore, in this case, the follow-up action involved an initial assessment followed by psychological support in the form of counseling for the four children. During the counseling process, the author had the opportunity to participate in sessions and observe the four children.

Although assessment and psychological support services are essential for clients, not all clients can receive them. This is because not all clients require psychological support services. Based on the chronological records and observations made during the client's assessment process, the necessary services for addressing the case can be identified. The assessment and psychological support process for clients includes a series of psychological tests (SPM, HTP Graphics, Baum Test, DAP Test, SSCT, & DASS), as well as several service mechanisms and requirements that will be explained in the following table:

Table 3.2 Client Assessment and Psychological Assistance Service Mechanism

No.	Components	Description
1.	Terms of Service	1. Identify the type of case, case authority, and case risk level 2. Initial assessment results on clients. 3. Creation of a service intervention plan.
2.	Systems, Mechanisms, and Procedures	1. Receive the results of the assessment and service intervention plan. 2. Review the service intervention plan created. 3. Carry out the intervention process through communication with PPA service providers to handle clients. 4. Monitor and evaluate client progress after intervention and identify the effectiveness of the results of the services provided 5. Conduct intensive follow-up with the relevant psychologist to ensure the child's readiness when living a social life and needs that haven't been met or if needed, can hold a case conference mechanism. 6. The termination stage is when the client's condition has been declared recovered and returned to its original state. So, the case will be closed when all the client's needs are met as needed. 7. Record the progress of case handling to SIMFONI PPA (Online Information System for the Protection of Women and Children).
3.	Service period	1-2 hours/meeting
4.	Fee	Free of charge (free)
5.	Service Products	Victim/client psychological assistance report
6.	Service complaints	1. Come directly to the UPT PPA Prov. in East Java 2. Through the UPT PPA Prov. in East Java (+62)895-3487-71070) 3. Referrals from Regencies/Cities and Other Agencies/Community Organizations

4. Social Media Instagram @dp3akjatim.official

4. DISCUSSIONS

Various cases of violence against women and children each year involve diverse forms of violence. This increases individual awareness of the importance of preventive actions and effective interventions. This phenomenon calls for collective efforts to protect vulnerable groups from various forms of violence, whether physical, emotional, or psychological. The rise in cases also highlights the need for education and public awareness about human rights and the importance of reporting and addressing incidents of violence early. With increased awareness, it is hoped that society can significantly participate in the protection and empowerment of women and children. Therefore, institutions like the Unit Pelaksana Teknis Perlindungan Perempuan dan Anak (UPT PPA) are essential in resolving violence cases, especially for the psychological recovery of victims. According to KEMENPPPA (2024), domestic violence and child sexual abuse dominated as the highest forms of violence throughout 2023, with 10,681 sexual violence cases and 7,154 physical violence cases. Child sexual abuse often occurs because perpetrators view children as weak and naive, which irresponsible individuals exploit for sexual gratification (Octaviani & Nurwati, 2021). In the case previously mentioned, domestic violence was committed by the husband against his wife (the client) and their children as a form of venting his frustrations over his failure as a legislative candidate. His possessive nature and excessive suspicion towards his wife led to physical abuse when she didn't answer his calls or engaged in activities that aroused his suspicion. Additionally, the client was forbidden from working because her husband feared she would leave him if she had financial independence. The client didn't tell anyone out of fear of being blamed and the shame if the issue spread.

This case illustrates the complex dynamics behind domestic violence. The perpetrator had a harsh and emotional character and low self-control. Self-control is the ability to adapt to impulsive urges, and poor self-control leads to deviant and harmful behavior (Marsela & Supriatna, 2019). This causes individuals to seek instant gratification without considering long-term consequences. Findings by Gottfredson & Hirschi (2017) also show that individuals with low self-control tend to behave aggressively. Thus, self-control is crucial in preventing aggression, and its absence can strengthen aggressive behavior (Hastuti, 2018). The perpetrator's harsh and possessive nature indicates a lack of self-control, manifesting in domineering and controlling behavior towards his partner. This aligns with the client's situation, where she had to follow all her husband's demands. In this case, low self-control also led to a lack of trust, causing the husband to frequently video call his wife while she worked out of town and distrust her statements. Baumeister & Tierney (2011) found that low self-control could lead to interpersonal issues, including frequent conflicts and damaged trust due to impulsive behavior disrupting healthy relationship dynamics. The client's husband previously worked in shipping, but since the Covid-19 pandemic and due to illness, he hadn't worked for several years. His failure as a 2024 legislative candidate led to selling their assets to pay for his candidacy and home renovations.

All these failures and challenges could contribute to the husband's frustration, leading to aggression. According to Baron & Branscombe (2019), the frustration-aggression hypothesis suggests that frustrated individuals often engage in some form of aggression, and all aggressive actions stem from frustration. However, frustration isn't the only reason for aggressive behavior, as individuals can channel their frustration in various ways (Baron & Branscombe, 2019). Nevertheless, frustration is a common cause in many domestic violence cases the author has encountered, whether due to bankruptcy, failure to achieve something, debt, or other underlying issues. Additionally, domestic violence often occurs due to patriarchal culture and traditional gender views still prevalent in many societies. Patriarchal culture views male violence against females as a way for men to maintain their dominance (Wardani et al., 2023). This culture positions men or husbands as the ultimate authority in the household. Therefore, men have the right to dictate as they please. In the previous case, the client was forbidden from working to ensure she was dependent on her husband. This is related to patriarchal culture, where the dominant male doesn't want to be challenged and ensures women remain submissive and weak. When women can earn and support themselves, they gain the power to leave their partners and live independently.

Despite this, most domestic violence (DV) victims, who are predominantly women, don't dare to disclose their condition to those around them. As seen in the previous case, the client was reluctant to inform anyone about her situation due to fear of being blamed. According to Social Role Theory, which is closely related to patriarchal culture, many societies still hold rigid expectations regarding the roles that men and women should play. When women act outside of these expected roles, they are often blamed and considered the cause of problems within relationships or society. This can further reinforce the stereotype that women must be submissive and obedient (Helgeson, 2016). This often leaves victims feeling cornered and without a way to speak out. Besides causing physical injuries, DV can also inflict deep trauma and disturb the psychological condition of the victims. In the previous case, the client was psychologically affected. She felt extremely pressured by her husband's treatment. Additionally, the client often experienced fear due to memories of her husband's previous violent behavior. She also felt anxious and uneasy, fearing

that her husband would find her and forcibly take her away. This is a common impact on DV victims, with potential variations depending on each individual (Maisah & Yenti, 2016).

DV also has psychological impacts on children. In the case of DV involving the four children mentioned earlier, they felt anxious, experienced a decline in academic performance, and felt scared when hearing yelling. One of the four couldn't focus and only played around at school. They also felt hatred and labeled their father as a bad person because of his abusive behavior. Mardiyati (2015) revealed that such feelings are part of the children's unresolved disappointment. The turmoil they experience is expressed through hating and labeling the perpetrator as bad. Maisah & Yenti (2016) also argued that children who are DV victims might regress developmentally, such as losing courage, refusing to sleep alone, experiencing deep disappointment, lacking focus, constantly seeking attention by causing trouble, and declining academic performance. Therefore, there needs to be a series of handling processes focused on the psychological recovery and creating a sense of safety for the victims' post-incident.

To address the violence against women and children and their resulting impacts, UPT PPA (Unit Pelaksana Teknis Perlindungan Perempuan dan Anak) in East Java was established under the Provincial Government of East Java, KEMENPPPA, and Dinas Pemberdayaan Perempuan Perlindungan Anak dan Kependudukan (DP3AK) in East Java. This institution provides protection and handling services for violence cases in East Java. It offers various services useful for handling cases and the physical and psychological recovery of victims. One such service is assessment and psychological support for violence victims, focusing on the psychological recovery of victims' post-incident. Through this service, victims receive direct care from an on-duty psychologist. The aim is for the victims' psychological conditions to stabilize and for them to receive social support through positive affirmation. Most DV victims usually experience trauma, despair, and deep disappointment. Therefore, in addition to psychological recovery, they need social support to help them rise and continue their lives, facing future challenges more robustly. This aligns with Rismelina's (2020) opinion that social support is necessary for individuals to become strong and handle life's problems. If victims feel strong social support, they will be able to reduce the negative risks that can harm and affect their daily activities.

The assessment and psychological support services provided by UPT PPA East Java Province have demonstrated high quality. This can be seen from the effective benefits of counseling that can be directly felt by the victims. From the cases previously presented, the writer participated in the final counseling process and observed a stable psychological condition in the clients. For the client (wife) who was a victim of domestic violence, she is now able to work and no longer haunted by her husband's actions. She is also more focused on making her children happy. As for the four child clients, the observations conducted showed that their psychological condition has stabilized. This is evidenced by the improvement in their academic performance and their good social interactions with school friends. This indicates that the assessment process and psychological support provide positive impacts and direct social support for the trauma recovery process in victims. Additionally, the assessment process, which includes several psychological tests and observations, provides maximum efforts towards the interventions to be implemented. The efforts provided by UPT PPA East Java are not only curative but also preventive through socialization and the provision of psychoeducation to the community through regular seminars or webinars and articles on the official website of DP3AK East Java Province. Furthermore, the facilities used in handling cases are quite adequate. Starting from two permanent Clinical Psychologists who are ready to provide counseling directly or via telephone. There are also waiting rooms for new complaint clients, special rooms for counseling and psychological support, children's playrooms, protection vehicles, and other supporting facilities.

5. CONCLUSIONS

Based on the accumulated data from KEMENPPPA in 2023, the level of violence in Indonesia, particularly in East Java, is notably high. The majority of violence cases are dominated by domestic violence (DV) and child sexual abuse, with the highest incidents occurring within family environments. One of the causes of DV is the individual's low self-control. In several cases, frustration acts as a driving force for aggression. When individuals experience frustration due to low self-control, it leads to an increase in aggression, which is often taken out on their spouse or children. However, frustration alone can't be considered the primary factor in violence; financial issues and gender role inequality are also contributing factors. Additionally, the patriarchal culture and conservative Social Role Theory in society enforce that women must be obedient and capable of managing their households. As a result, women are often blamed when DV cases occur. The analysis also revealed that DV causes victims to tend to experience various psychological disorders, such as trauma and other specific psychological issues. Therefore, they require psychological support and social assistance from institutions like UPT PPAin East Java. In this regard, social support is necessary to help victims feel stronger and more resilient in facing problems. The preventive efforts made by UPT PPA in East Java towards victims have shown good and effective quality, enabling the psychological recovery of the victims. Additionally, preventive measures such as webinars and psychoeducation for the community are conducted to minimize the violence rate in East Java.

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Psychoeducation Outreach to Families Through The Live Instagram Of The Family Learning Center (PUSPAGA) Surabaya City

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Abstract: The family, as the primary source of a child's education, plays a crucial role in the child's growth and development. Particularly for adolescents who face mental health challenges as they transition from childhood to adulthood. To address these issues, psychoeducation for both parents and children is essential. This study examines the effectiveness of the PUSPAGA psychoeducation outreach program via Instagram Live in Surabaya. Utilizing qualitative research methods, data were collected through interviews to understand the program's impact. The findings indicate that the program successfully raises awareness about mental health and family well-being, leveraging the broad reach of social media. Despite challenges such as technical limitations and varying audience engagement, the program has been positively received, highlighting the potential of digital platforms in delivering psychoeducational content. Recommendations for future program development are provided to enhance the effectiveness and reach of similar initiatives.

Keywords: *Family education; Instagram Live; mental health; psychoeducation; PUSPAGA*

1 INTRODUCTION

As the primary and fundamental source of a child's education, the family represents the first environment a child knows. Therefore, the family is expected to provide the foundation for the child's growth and development according to their physical, cognitive, and psychosocial stages. Problems within the family do not only originate from the parents but also from the children. During adolescence, children are particularly vulnerable to mental health issues, as this period marks the transition from childhood to adulthood, wherein they are in the phase of seeking their identity. According to Unicef data from 2019, it is estimated that one in seven adolescents globally, approximately 166 million experience mental health disorders. Additionally, data from SehatNegeriku in 2023 shows that 6.1% of Indonesians aged 15 and above experience mental health disorders (Tarmizi, 2023). To address these issues, both parents and children need to receive psychological education to be more aware and conscious of mental health issues and to gain deep knowledge and understanding of these topics.

In the current digital era, psychoeducation plays a crucial role in supporting well-being. Easy and unlimited internet access allows instant information dissemination, and the growing presence of social media has become an inseparable part of people's lives. Surabaya as major city in Indonesia, leverages social media to improve the quality of life for its residents through innovative programs. One such program is the Family Learning Center (PUSPAGA) of Surabaya, which provides psychological counseling, education, and psychosocial support to families. PUSPAGA faces challenges in reaching all societal segments due to limited access to direct counseling and psychological support services. According to Sari et al., (2020), Indonesia's geographical structure as an archipelago and its widespread population pose challenges, as access to mental health resources remains minimal compared to the overall population. Therefore, utilizing digital technology is an effective solution to expand the reach of services. This aligns with recent research by Kruzan et al., (2022) demonstrates that recruiting individuals from diverse backgrounds can be efficiently accomplished through social media. One of PUSPAGA's flagship programs is psychoeducation outreach through Live broadcasts on the social media platform Instagram. According to a report by We Are Social and Hootsuite in 2024, Instagram is one of the most frequently used platforms in Indonesia with 167 million active social media users and over 85.3% monthly active users, highlighting its potential to disseminate information and education widely (Riyanto, 2024). The PUSPAGA

psychoeducation outreach program via Instagram Live aims to provide education on mental health, stress management, effective parenting strategies, and healthy family communication. Research by Yanuar et al. (2021) indicates that online psychoeducation is effective in raising awareness about the importance of mental health. This study examines the PUSPAGA psychoeducation program through Instagram Live, presenting data and analysis that offer a comprehensive overview of the program's effectiveness and recommendations for the development of similar programs in the future.

2 MATERIALS AND METHODS

This study employs a qualitative research methodology. In qualitative methods, theory is often utilized merely to give perspective or approach, therefore qualitative research results strive to achieve an understanding from a deep and comprehensive perspective while accepting the subjectivity of both the researcher and the participants. using unstructured interviews conducted directly with speakers, hosts, and the audience to collect data. Participants were asked to express their opinions on the criteria for speakers, how hosts create an interactive atmosphere during live Instagram sessions, what attracts viewers to participate, the benefits gained from attending the live sessions, and the strengths and weaknesses experienced during the live broadcasts. Relevant questions were prepared to understand the dynamics and effectiveness of the psychoeducation outreach program through Instagram Live by PUSPAGA Kota Surabaya, carefully listening and taking detailed notes on participants' responses. Data collection took place from May 15 to May 17, 2024, with interview durations of approximately 10-15 minutes for each participant.

3 RESULTS

Psychoeducation outreach through PUSPAGA's Live Instagram in Surabaya City is an interactive program aimed at increasing public awareness of the importance of family well-being and the pivotal role of families in child development. Specifically designed as a preventive measure, this program aims to provide understanding through social media platforms to the community. It reaches all age groups from children to adults, ensuring broad community participation. Held every Friday, the program involves contributions from various parties including speakers, moderators, and the viewers. Speakers or presenters are typically psychologists or counselors from PUSPAGA and volunteer psychologists. Additionally, PUSPAGA frequently collaborates with the Student Organization (ORPES), consisting of all Student Council Chairpersons from junior high schools across Surabaya. Moderation is handled by PUSPAGA staff or internship students assigned to PUSPAGA.
The implementation process of psychoeducation through Live Instagram by PUSPAGA Surabaya City involves several stages designed to ensure the event runs smoothly and effectively. The first stage is planning and preparation, where topics relevant to family well-being such as parenting, mental health, and child education are selected. These topics are chosen based on current issues that are actively discussed to meet the needs and interests of the audience. Next, invited speakers need to be competent and experienced in their respective fields.

Interviews conducted by researcher with one of the speakers who has presented on PUSPAGA's Live Instagram outlined the criteria a speaker should possess. According to the participant, speakers invited to the Live Instagram program can come from various backgrounds as long as they have competence in the relevant field and understand the topics to be discussed. However, they tend to prioritize speakers who are professionals as psychologists to ensure the quality and credibility of the information provided. The participant also added that if a topic is deemed less understood, it will be redirected to colleagues who are more knowledgeable about that topic. This indicates that the selection of speakers is not based on specific criteria; PUSPAGA Surabaya City provides opportunities for individuals from various backgrounds who have competence in related fields to contribute. PUSPAGA Surabaya City strives to ensure that each Live Instagram session is guided by competent individuals ready to provide accurate information, while maintaining flexibility to present various perspectives from different professions. This system also demonstrates PUSPAGA's dedication to ensuring that the audience gains clear and profound understanding of the topics discussed.

On the day of the event, technical aspects and technology preparation take center stage. A stable internet connection and properly functioning technical equipment such as cameras and microphones are crucial to ensure the smooth running of the event. The moderator plays a pivotal role as the event facilitator, starting with a brief introduction about PUSPAGA, the event's objectives, and introducing the speaker. The speaker then delivers the main content according to the predetermined topic, using clear and engaging language. Following the presentation, a Q&A session is opened allowing the audience to ask questions directly through the comment section, which are answered by the speaker in real-time. Active interaction and discussion with the audience are also encouraged to enrich the conversation. In building an active and interactive atmosphere during the event, the moderator plays a crucial role. Here are findings obtained through interviews conducted by students with two participants who have served as moderators on Live Instagram:

"If it's not interactive enough, you have to cleverly liven up the atmosphere by asking questions or using icebreakers to get feedback from the Live Instagram participants." (AH, May 16, 2024)

"To attract the audience, communication techniques are essential; intonation when speaking needs to be considered. As much as possible, encourage the audience to interact by writing comments so that viewers feel actively involved in the event." (MP, May 16, 2024)

Both participants provided their views on enhancing interactivity during Live Instagram sessions. AH emphasized the importance of creating an engaging atmosphere by asking questions or using icebreakers to stimulate feedback from participants. Meanwhile, MP highlighted communication techniques as key to attracting the audience. According to MP, intonation during speech should be noted, and audience engagement should be encouraged by inviting them to write comments, thereby making them feel more involved in the event. Preparation of strategies for Live Instagram is crucial, especially for PUSPAGA Surabaya City moderators, as these strategies can help create a more engaging and beneficial experience for the audience, ensuring they feel engaged and gain value or insights from each session.

The closing stage involves summarizing the key points discussed during the Live session. Information about the next Live Instagram session or other activities organized by PUSPAGA is also provided to the audience at the end of the event. Additionally, the event recording is saved and uploaded to Instagram's reels feature, making it accessible for viewers who couldn't join live. Finally, details of the execution of this Live Instagram session will be compiled into a report format, useful for evaluation purposes and for planning future activities.

The Live Instagram program also received positive responses from the audience. The number of viewers obtained during the sessions indicates the audience's enthusiasm in supporting this program. The fluctuation in the number of viewers joining the Live Instagram sessions varies, depending on the topic presented. If the topic discussed does not align with the audience's interests or needs, they may lose interest and not derive maximum benefit from the session. Based on interviews with a participant who is an audience member of Live Instagram PUSPAGA, it was revealed that:
"I don't regularly participate in this activity; only when the material or theme presented is interesting and relevant to life." (RA, May 17, 2024)

Participants explain that they do not always participate in Live Instagram activities regularly. The participant revealed that they only join when the topic or material presented is interesting and relevant to their life. In addition to the above interview results, based on the recap of Live Instagram Education by PUSPAGA from February to April below, the most popular theme was OCSEA (Online Children Sexual Exploitation and Abuse) with a recorded audience of 2243 accounts. The lowest number of viewers was for the theme "Moment Lebaran, Moment memperkuat Ikatan keluarga" (Eid Moments, Strengthening Family Bonds) with only 97 accounts. This demonstrates that audience interest depends on the themes presented.

Table 1. Recap of Instagram Live Education by PUSPAGA Surabaya City

Month	Date	Theme	Number of Participants
February	16 February 2024	Building a Fun Relationship with Mom and Dad	348 account
	23 February 2024	Fun Ways to Boost Learning Motivation, Generation Z Style	293 account
March	01 March 2024	Not Just Wallets that Matter, Mental Health Also Needs Attention	167 account
	08 March 2024	Prevention and Eradication of Drug Abuse and Illicit Trafficking	357 account
	15 March 2024	Self-diagnosis? Seriously? That's a Loss!	206 account
	22 March 2024	Getting to Know OCSEA Better	2243 account
April	05 April 2024	Eid Moments: Strengthening Family Bonds	97 account
	19 April 2024	Strategies for Managing Emotions for Mothers	118 account

From the interview results with participants, it is known that themes that are interesting and relevant to daily life have their own appeal. Furthermore, participants also expressed the benefits gained after attending the Live Instagram sessions, where they acquired valuable new insights. The information and knowledge they obtained can be applied in

their daily lives. Participants also mentioned that these activities provided another perspective from experts on various issues, complete with solutions.

Through this process, PUSPAGA Surabaya has successfully conducted effective, informative, and beneficial Instagram Live Education sessions for the community in Surabaya. This program not only provides useful information but also strengthens social support and community engagement, thereby creating an interactive platform that supports the overall well-being of families and individuals. Students also had the opportunity to speak and gain further insights into the strengths and weaknesses during the implementation of the Live Instagram program with participating audiences. Participants also shared their views on the strengths and weaknesses of the Live Instagram activities. Participants highlighted that the main strength of Live IG is its flexibility, as it can be conducted from anywhere using a smartphone, allowing interaction with people from various places even if not in person. However, participants also mentioned some technical drawbacks such as signal problems or devices that can cause poor camera quality or intermittent sound. Additionally, participants also revealed that the material discussed often repeats, making Live sessions sometimes boring and less interactive.

The psychoeducational outreach program through Live Instagram by PUSPAGA Kota Surabaya offers several significant advantages. One of the main advantages is its wide accessibility. By using Instagram as a platform, this program can reach a broader audience, including those who may not be able to attend face-to-face sessions due to geographical or time constraints. The ease of access is also a plus, as audiences can participate in Live sessions from anywhere using a phone or computer device. However, the program also has some drawbacks that need to be considered. Technical limitations are one of the main challenges, where the success of Live sessions heavily relies on stable internet connections. Technical issues such as buffering or connectivity interruptions can disrupt the session. Additionally, the quality of devices such as cameras and microphones can affect the audience's experience. There are also other concerns regarding the lack of variety in content and Live activities that may become boring due to lack of interactivity. These factors could potentially reduce audience interest in joining Live activities.

Overall, the psychoeducational outreach program through Live Instagram by PUSPAGA Kota Surabaya offers significant benefits in terms of accessibility, interactivity, and content flexibility. However, there are challenges that need to be addressed to ensure the program runs effectively and delivers maximum value to the audience. By overcoming these shortcomings, the Live Instagram program by PUSPAGA can continue to evolve and become a valuable resource for families and communities in Surabaya.

4 DISCUSSIONS

Psychoeducation programs are currently being actively promoted on social media. Psychoeducation itself is an initiative aimed at providing psychological education to prevent various issues, particularly mental health problems. Kurniawati & Lestari (2021), as cited in Lestari & Wahyudianto (2022), explain that the purpose of psychoeducation for the community is to help individuals resolve the problems they face in their daily lives. The rising issues related to mental health disorders among teenagers have become the main focus of the Psychoeducation Outreach Program. Hurlock (2002) stated that adolescence is often likened to a period of 'storm and stress,' a time when individuals undergo physical and psychological transitions (Anggadewi, 2020). Therefore, to raise awareness and provide insights on psychological or mental health issues within the family context to the community, PUSPAGA participates in this effort by conducting outreach programs utilizing Instagram Live.

Psychoeducation outreach is an effort in learning that involves cognitive processes. This aligns with Albert Bandura's social cognitive theory, which posits that individuals act based on their observations of others. In the context of psychoeducation outreach through Instagram Live, individuals gain insights from the observed activities related to the presented material. Based on the results of an interview with one of the audience members, it was stated that relevant Instagram Live material applicable to their current situation and condition will be implemented in their daily life. By observing, individuals acquire knowledge, rules, skills, strategies, as well as beliefs and attitudes (Yanuardianto, 2019). This means that individuals act according to the learning outcomes they gain from their environment, forming the expected actions. This theory involves three important components: personal factors in the form of internal stimuli (cognition), social environmental factors (observing others' behavior), and the behavior itself (Adhiti, 2023). These three components constitute a triadic reciprocal determinism that occurs when individuals are in a social environment and the consequences that follow their behavior. Personal factors (cognition) include an individual's thoughts, feelings, and beliefs. In this context, PUSPAGA's Instagram Live program involves the understanding and knowledge viewers gain from the material presented during the broadcast. Meanwhile, social environmental factors are derived from the interactions between the presenters and viewers, such as leaving comments and asking questions. Behavior refers to how viewers apply the knowledge they acquire from PUSPAGA's Instagram Live outreach in their daily lives. Through

continuous exposure, meaning regularly participating in Instagram Live sessions, individuals are more likely to gain knowledge that will change their behavior. This insight is a result of observational learning.

An outreach program certainly involves two-way communication between the presenter and the audience. Communication is also a crucial part that can indicate the success of an outreach activity. Laswell, as cited in Yanti (2021), explains that communication can be defined as the activity of delivering messages by a communicator to a communicant through media that generates certain effects. The process where the communicator uses media to disseminate messages broadly, continuously, and meaningfully to influence a large audience in various ways is referred to as mass communication (Kustiawan et al., 2022). In her book "Psychology of Communication," Yanti (2021) describes three effects of mass communication as follows:

1. Cognitive Effect
   The cognitive effect is closely related to knowledge. The psychoeducation outreach through PUSPAGA's Instagram Live provides the audience with new insights on the mental health topics presented.
2. Affective Effect
   Mass communication induces an affective effect that leads to changes in individual attitudes and values.
3. Conative Effect
   This effect relates to the behavioral patterns that become habitual for the audience. After participating in PUSPAGA's Instagram Live psychoeducation outreach, two possibilities may occur: the audience may develop either aggressive or prosocial behavior.

Besides utilizing social media as a means of mass communication, an individual's interpersonal communication skills when engaging with the audience are also crucial. Interpersonal communication itself is defined as communication between individuals, allowing each participant to directly capture the reactions of others, both verbally and nonverbally (Ritonga, 2019). According to Ritonga (2019), there are three techniques in communication: informative communication, persuasive communication, and instructive communication. Therefore, it is important for individuals, especially those involved in PUSPAGA's Instagram Live program, to apply these techniques. Additionally, other techniques such as voice intonation, the use of easily understood language, and friendly facial expressions are essential components used by presenters to attract and retain the audience's attention. These communication techniques help overcome the limitations of physical interaction on online platforms, creating a more personal and enjoyable experience for the audience.

As an online-based psychoeducation outreach medium, the Instagram Live program has been widely conducted and easily accessed. In line with this, research by Jafar & Rezky (2023) titled "The Effectiveness of Online Psychoeducation for Improving Mental Health Literacy" found that providing psychoeducation online is highly beneficial for increasing individuals' knowledge about mental health concepts. Additionally, research by Jones et al., (2018) shows that psychoeducational interventions (PI) also have a positive impact on various aspects such as knowledge about depression, behavior, attitudes, treatment adherence, and mental health outcomes. By enhancing parental and child understanding, these interventions improve communication, conflict resolution, and problem-solving, which are crucial in managing and preventing depressive symptoms in adolescents. The success of the program is marked by the audience's enthusiasm in participating. Based on research conducted by Lidiawati (2021) titled "Online Parenting Psychoeducation and Mental Health During the Pandemic," the results obtained from online psychoeducation activities in the form of talk shows indicated significant enthusiasm from parents to ask questions during the activities, discuss related themes, or have personal conversations related to the themes, as well as requests for the program to continue.

Apart from that, the success of the event also depends on the communication strategies employed by the presenters and moderators in building an interactive Instagram Live session. Persuasive communication that incorporates humor has been shown to reduce anxiety and enhance the recipients' level of happiness (Dolinšek et al., 2024). Additionally, effective humor can strengthen the relationship between the communicator and the audience, making the message more easily accepted and reducing tension in interactions. This approach often increases engagement and positive responses from the recipients. Findings by (Saptandari et al., 2022) indicate that the two-way communication process occurs interactively and can motivate viewers to engage. Furthermore, this built interaction can motivate individuals to actively participate in the Instagram Live sessions while feeling understood and receiving psychological support.

5 CONCLUSIONS

The Psychoeducation Outreach Program through PUSPAGA's Instagram Live serves as an effort to provide the public with insights on mental health issues. PUSPAGA effectively utilizes social media platforms, especially Instagram, to achieve this goal, considering the increasing number of active social media users in Indonesia every day. The topics presented on Instagram Live always take into account the current hot issues in society, adding an extra point of interest

for the audience. This program helps raise public awareness of the importance of psychological knowledge that can be applied in daily life to build a prosperous family and create a quality generation. Despite the challenges and shortcomings in the Instagram Live program, the successful implementation of PUSPAGA's Instagram Live program is due in no small part to the contributions of various parties who continually collaborate to create an effective and interactive outreach program.

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Leadership in Higher Education: An Examination of Styles, Assertiveness, and Creative Problem-Solving

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Abstract: This research investigates the complexities of leadership within the higher education sector, focusing on leadership styles, assertiveness levels, and creativity in problem-solving among university leaders. The primary objective of this study is to provide a comprehensive analysis of the experiences and behaviors of these leaders, shedding light on their effectiveness in managing the complexities inherent in educational institutions. The study employs a mixed-method research design, utilizing the Consensual Qualitative Research-Modified (CQR-M) approach to offer a nuanced understanding of the experiences and behaviors of top-ranking officials. The participating institutions, Isabela State University and Dela Salle Dasmarinas in Cavite City, provide a diverse context for the exploration of leadership dynamics. The quantitative findings reveal that a substantial 83.3% of the participants exhibit a free-rein leadership style, signifying a preference for autonomy in decision-making. Additionally, a majority of the university leaders emerge as non-assertive and intellectual conformists, shedding light on prevalent communication patterns and cognitive approaches within the leadership cadre. Qualitative analysis yields five major themes that encapsulate both the characteristics and challenges faced by university leaders. These themes provide a comprehensive narrative, addressing the nuances of their experiences and shedding light on the multifaceted nature of leadership within complex educational institutions. This study contributes to the existing body of knowledge by not only quantifying prevalent leadership styles and traits but also by providing a rich qualitative exploration of the contextual factors influencing university leadership. The insights garnered from this research hold significance for academic institutions aiming to enhance leadership effectiveness, offering practical implications for leadership development programs and fostering a deeper understanding of the complexities faced by educational leaders in managing the evolving landscape of higher education.

Keywords: *Leadership style, university leaders, general traits, assertiveness, consensual qualitative research-modified*

Introduction

In the dynamic landscape of higher education, effective leadership within academic institutions plays a pivotal role in shaping the trajectory of educational endeavors. This research journal article delves into the multifaceted realm of leadership styles, assertiveness levels, and creativity in problem-solving exhibited by university leaders.

As the higher education sector undergoes constant evolution, the need for adept and adaptable leadership becomes increasingly apparent. The exploration of various leadership styles is crucial in understanding how university officials navigate the intricate web of challenges and opportunities inherent in their roles. By examining assertiveness levels, this research aims to uncover the assertive communication patterns that characterize effective leadership, contributing to the broader discourse on leadership effectiveness in academia.

Furthermore, the investigation into the creativity exhibited by university leaders in problem-solving endeavors to unearth the innovative approaches employed in addressing the unique challenges faced by educational institutions. This facet of the study seeks to provide insights into the role of creative thinking in fostering adaptability and resilience in the face of the ever-changing educational landscape.

The study not only endeavors to contribute to the academic understanding of leadership within the higher education context but also holds practical implications for institutional development. By elucidating the experiences and behaviors of university leaders, this research seeks to provide valuable insights that can inform leadership training programs and foster a culture of effective leadership within academic institutions.

Literature Review

Leadership is a multifaceted process through which individuals motivate and guide their groups, often involving influence and collaboration between leaders and followers to attain organizational objectives, particularly through transformative change. Dubrin (1995) defines leadership as the capacity to instill confidence and garner support among those essential to achieving organizational goals. In educational institutions, which are critical to national development, effective administration involves managerial processes such as planning, organization, monitoring, control, and evaluation. Hence, it is imperative for these institutions to be led by competent, ethical, and diligent leaders who can influence human resources, maintain an optimistic outlook toward future changes, and emphasize staff development and learning, thereby enhancing the quality of academic activities (Sanyal, 2000, as cited by Mozaffari, 2016).

Effective leadership hinges on a set of inherent traits possessed by leaders. Despite years of research, scholars continue to seek a comprehensive understanding of the defining characteristics of effective leadership (C. Dulewicz, Young & Dulewicz, 2005, as cited by Mothilal, 2010). Each leader exhibits unique skills and a distinct style of leading, making it essential to comprehend these individual leadership styles and their efficacy in managing people. Leadership style encompasses the approach and manner in which direction is provided, plans are executed, and individuals are motivated. From the perspective of employees, it includes the spectrum of both overt and subtle actions undertaken by their leaders (Newstrom & Davis, 1993).

Dulewicz and Higgs (2005), as cited by Mothilal (2010), posit that effective leadership is a fusion of personality traits, cognitive attributes, and behavioral factors. They further elaborate that effective leadership can be conceptualized as a combination of: (1) Personal characteristics enabling effective leadership; (2) A repertoire of essential skills and behaviors; (3) Context-dependent leadership styles; and (4) Alignment of leadership behaviors with personal style.

The trait leadership theory, articulated by Stogdill, contends that individuals possess inherent qualities that either predispose them for leadership roles or can be cultivated to excel in such roles (Leadership Central, 2016). These qualities include intelligence, responsibility, creativity, and other

values contributing to effective leadership. Additionally, assertiveness, dependability, persistence, and adaptability are identified as overarching traits characterizing effective leaders.

Scholars have also identified general personality traits commonly found in effective leaders. Dubrin (1995) enumerates these traits as self-confidence, honesty, integrity, credibility, dominance, extroversion, assertiveness, emotional stability, enthusiasm, a sense of humor, warmth, creativity, a high tolerance for frustration, self-awareness, and self-objectivity. While past studies have explored personality traits and leadership styles using the Big Five factors (OCEAN)—openness, conscientiousness, extraversion, agreeableness, and neuroticism—and found significant relationships with leadership styles, recent studies have highlighted the importance of assertiveness and creativity in leadership effectiveness (Bosiok, 2013; Judge et al., 2020).

Assertiveness

Research on assertiveness in leadership gained prominence during the 1990s. Assertiveness is a personality trait influencing leaders' approach to performance goals and tasks. It involves expressing one's beliefs, feelings, and opinions while respecting others' rights. Assertive behavior manifests in various forms and is highly valued in leaders.

The relationship between assertiveness and leadership remains complex. Santora (2007) points out key questions, such as how assertive leaders are perceived and whether assertiveness impacts social and instrumental outcomes associated with leadership. Ames et al. (2009) emphasize that individual differences in assertiveness significantly affect perceptions of leaders. Conflicts and differing views within organizations often lead to confrontational assertive behavior, reflecting the diversity of personalities among leaders.

Assertiveness can be instrumental in achieving successful leadership and advancing group goals. However, Santora (2007) argues that leaders with extremely low or high assertiveness levels may face challenges. Extremely low assertiveness may hinder task completion and be perceived as a weakness, whereas overly high assertiveness may negatively impact relationships. Thus, moderate assertiveness is suggested to be effective for both social and instrumental outcomes. Ames et al. (2007) propose that leaders must understand the positive and negative consequences of assertiveness and adapt their assertiveness levels flexibly and effectively.

Recent studies, such as those by Grant and Gino (2018), further explore the nuanced role of assertiveness in leadership, suggesting that situational factors and cultural contexts significantly influence the effectiveness of assertive behaviors.

Creativity

Creativity is among the most highly sought-after traits in leaders today. Creative leaders introduce new ideas, innovations, or transform existing concepts. They encourage innovative thinking within their organizations and bring unique approaches to interactions with team members and colleagues. This emphasis on creativity is especially crucial in educational institutions, which are crucibles for future leaders.

Creative leaders, as described by Kreitner and Kinicki (cited by Dubrin, 1995), often "march to the beat of different drummers." They challenge the status quo, continuously seek improvement, and provide unique perspectives on problem-solving. Given the importance of creativity in leadership, there is a pressing need for further research in this area, as highlighted by Bosiok (2013).

Recent studies by Anderson, Potočnik, and Zhou (2014) emphasize the role of creative leadership in fostering organizational innovation and adaptability. These studies indicate that creative leaders not only enhance organizational performance but also contribute to a more engaged and motivated workforce.

Leadership Style

Leadership style refers to the approach adopted by a leader in different situations, with significant implications for various organizational aspects, including employee motivation, performance, productivity, and communication.

Leadership styles play a pivotal role in effective school administration, with different styles being appropriate in diverse organizational cultures. For this research, university officials from De La Salle University – Dasmarinas, a private institution and Isabela State University, a government run institution were chosen as a focus, given their critical positions and the need for accountability. These officials not only manage large institutions but also serve as instructional leaders responsible for developing effective teaching teams, as highlighted by Wallace (2013), as cited in Krasnoff (2015).

Recent studies, such as those by Wang, Waldman, and Zhang (2014), further investigate the interplay between different leadership styles and organizational outcomes in educational settings, providing valuable insights into effective leadership practices in HEIs.

The dearth of research on leadership in an academic setting, particularly in Higher Education Institutions (HEIs) with multiple campuses, makes this study particularly critical. By examining leadership styles, assertiveness levels, and creativity in problem-solving, this research seeks to illuminate the experiences and behaviors of university officials and their effectiveness in managing these complex educational institutions.

MATERIALS AND METHODS

The current study employed a mixed-method research design to achieve its objectives. Mixed-method research design integrates philosophical assumptions that guide data collection and analysis, combining both qualitative and quantitative data within a single study or series of studies.

For the qualitative data derived from short narrative responses to questions, the research utilized a Consensual Qualitative Research-Modified (CQR-M) approach, which was developed by Spangler, Liu, & Hill (2012). CQR-M was deemed suitable for this purpose, given its capacity to provide a thorough and in-depth examination of individual experiences, ensuring consistency in data collection across participants. The core elements of CQR-M involve the use of open-ended questions in semi-structured data collection techniques, typically in interviews.

Participants

The study involved six prominent University officials from De La Salle University-Dasmariñas and Isabela State University. Specifically, the participants included the ISU president, vice president/vice chancellor for Academic and Related Affairs, vice president/vice chancellor for Finance and Administrative Services, and vice chancellor for mission, external affairs, and advancement.

Materials

To gather the necessary data, the researchers designed a set of guided questions for face-to-face interviews. Additionally, leadership self-assessment tools for assertiveness, leadership style, and creativity in problem-solving were incorporated. These tools were adapted from Andrew J. DuBrin's book entitled "Leadership Research Findings, Practice, and Skills" (2016). The assessment instruments included:

Leadership Style: An 18-item test in which participants rated items as "Mostly Yes" or "Mostly No," revealing their leadership styles as Authoritarian, Participative, or Free-rein.

Assertive Scale: A 30-item test requiring participants to rate items as "Mostly True" or "Mostly False," providing insights into the level of assertiveness, categorizing individuals as non-assertive, assertive, or aggressive.

Creative Personality Test: A 20-item test with "Mostly True" or "Mostly False" ratings, used to identify the level of creativity exhibited by a leader.

Interview/Guide Questions: The researchers formulated a set of semi-structured interview questions tailored for the respondents from De La Salle University-Dasmariñas and Isabela State University.

Procedure

The researchers conducted face-to-face interviews and surveys with the university officials from De La Salle University-Dasmariñas and Isabela State University. However, due to the officials' demanding schedules, shorter and semi-structured interviews were conducted. These interviews, with the officials' permission, were recorded and subsequently transcribed for in-depth analysis. Survey questionnaires were collected and processed for data analysis.

Data Analysis

Thematic analysis was utilized in analyzing qualitative data while, measures of central tendency, including mean scores, frequency, and percentage of responses, were computed for the quantitative data

RESULTS

The self-assessment on leadership styles, assertiveness and creativity reveals that most of the participants tend to be participative or democratic leaders, non-assertive, and creative. Below are the tables that show the results.

Table 1. Leadership style, level of assertiveness, and creativity in problem-solving of the participants.

General Traits					
Leadership Style	%	Assertiveness	%	Creativity in Problem Solving	%
Participative	83.33	Assertive	16.67	Creative	33.33
Free Rein	16.67	Non-assertive	83.33	Intellectual Conformist	66.67

Table 2. Individual Leadership Style, Assertiveness, and Creativity on Problem Solving of the Participants

Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
Free-Rein	Participative	Participative	Participative	Participative	Participative
Non-assertive	Non-Assertive	Assertive	Non-Assertive	Non-Assertive	Non-Assertive
Creative	Intellectual Conformist	Creative	Intellectual Conformist	Intellectual Conformist	Intellectual Conformist

Leadership Styles

The study revealed that the participants predominantly employ participative and free-rein leadership styles. Participative leadership, also known as democratic leadership, values input from team members and peers while still vesting the ultimate decision-making authority with the leader (Johnson, N.D.). On the other hand, free-rein leadership is characterized by minimal direct supervision, allowing subordinates to function autonomously and demonstrate their capabilities. These findings suggest that most university leaders do not adhere to traditionalist leadership norms but rather acknowledge the rights, capabilities, and contributions of their team members. They actively seek and incorporate the inputs of other employees before making final decisions.

Assertiveness

The study indicated that a significant majority of the participants (83.3%) exhibited non-assertive behavior. This could be attributed to the fact that participants occupy high-level management positions where they may not directly issue orders to subordinates. Their non-assertiveness might also be due to their democratic leadership style, as assertiveness may manifest in a more empathic manner. Furthermore, the participants displayed characteristics of intellectual conformism, often aligning their thinking with the majority and adhering to established rules and protocols when resolving issues.

Qualitative Phase

The short interviews conducted with the university leaders revealed five major themes, shedding light on their experiences and perceptions as leaders:

Table 3. Superordinate and subordinate themes on leadership experiences

Superordinate Themes	Subordinate Themes	Sample Response
Q1. How will you define leadership?		
Leading towards a Goal	Leading people Influencing people Motivating people	…leading people towards a goal …inspiring or binding people …service, motivation, solution
Q2. What is the most challenging experience you have as a university leader?		
Organizational Discipline	Rules Protocols	…. handling people …giving sanctions …implementing rules that I personally don't believe in
Q3. How do you face your everyday challenges?		
Stewardship	Positivity	…with a smile …through prayers

Q4. Can you name at least 1 or 2 of your main goals for the university and solution?"		
Aiming for the Stars	Highest Standards	…to become internationally recognized university …give the best quality education
Q5. How would you describe yourself as a leader?		
Ethical Leadership	Virtues of a Good Leader	…very ideal, every inch a Lasallian leader …humane but firm …a prayerful who recognizes the sovereignty of God

Theme 1: Leading towards a goal: The university leaders generally perceive leadership as a means of guiding, influencing, and motivating individuals toward achieving common goals. Leadership, in their view, is the path to goal attainment. They defined leadership when asked for a brief definition as:

".. leading people towards a goal" for Leader 1 while for Leader 2 it is *" inspiring and binding people"* and for leader 3 *" it is service, motivation and solution".*

The Harvard Business Review (2023) reported on the evolving capabilities required for effective leadership. Findings revealed that majority of senior leaders believed that leading strategically and leading through uncertainties and changes are qualities that are increasingly vital as organizations navigate complex global challenges and shifting workforce expectations ((Harvard Business Publishing, 2023). Being said, leaders are always facing challenges and expectations from their people and how they deal with those challenges is another important aspect of their leadership style.

Few participants admitted that the most challenging experienced they have were handling people, giving sanctions and imposing rules that are contradictory with their personal stand. These leads to the next theme organizational discipline.

Theme 2: Organizational Discipline: Leaders highlighted the challenges associated with making ethical decisions. Organizational discipline was considered essential, emphasizing adherence to company protocols and fair rule enforcement. The study highlighted the leaders' difficulties in imposing sanctions and rules, confirming the majority's non-assertive tendencies as revealed in the quantitative result of this study. Organizational discipline was seen as vital in achieving an honest, fair, and efficient work environment.

Theme 3: Values of stewardship: The university leaders exhibited strong personal values in their daily challenges, radiating positivity and religiosity that can influence their subordinates positively.

Theme 4: Aiming for the Stars: All participants shared a common goal-setting principle: "It is better to aim high and miss than to aim low and hit." Their ambitions included achieving international recognition for their universities, reflecting their determination to raise the institutions' global stature.

Theme 5: Ethical Leadership: Ethical leadership, guided by respect for ethical beliefs, values, and the dignity and rights of others, was evident among the leaders. Concepts such as trust, honesty, consideration, charisma, and fairness were closely associated with their leadership styles.

The generated themes highlight both the characteristics and challenges faced by the university leaders. The themes of achieving a goal, values of stewardship, and ethical leadership align with their personality traits of non-assertiveness and conformity. In contrast, the themes of organizational discipline and aiming for the stars illuminate some of the key challenges these leaders encounter, further emphasizing their democratic and free-rein leadership styles.

CONCLUSION

The higher education sector in developing countries like the Philippines plays a pivotal role in socioeconomic well-being. As the new millennium progresses, educational leaders face continuous challenges in strategic planning, institutional reforms, and resource management (Bright, 2006). Therefore, there is a growing demand for creative and assertive leaders to address these challenges effectively.

The responsibilities placed upon university officials are undeniably demanding and require significant attention. Virtues and ethical leadership are vital traits for leaders in any educational institution. This study's results provide a valuable foundation for further research on leadership in higher education institutions.

It is hoped that the insights gleaned from this study will pave the way for more in-depth exploration of leadership in the context of higher education institutions, ultimately contributing to their continued growth and success.

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The Power of Psychoeducation: An Effort to Increase Understanding of ADHD Among Parents and Teachers

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Abstract: Attention Deficit Hyperactivity Disorder (ADHD) is one of the neurodevelopmental disorders that often occurs in children with a prevalence of 7.2% in children under 18 years of age according to a meta-analysis of 175 global studies in 2015. This high prevalence has not been balanced with the understanding of parents and teachers due to the lack of information, resulting in inappropriate treatment of children with ADHD. Psychoeducation plays an important role in providing accurate information about the symptoms, causes, and treatment of ADHD. We tried to explore the influence of psychoeducation on parents' and teachers' understanding of ADHD. This study used a systematic review method by collecting data from PubMed, ScienceDirect, and Google Scholar. The selected articles were articles published in the last 5 years with a focus on ADHD psychoeducation in children with a population of parents and teachers. Data analysis used the PRISMA model which produced 35 research articles that passed the systematic review. The results showed that psychoeducation can improve understanding, change misunderstandings, improve skills, and provide support for parents and teachers in dealing with children with ADHD. This study emphasizes the importance of structured psychoeducation for parents and teachers in efforts to disseminate information about ADHD.

Keywords: Psychoeducation, Understanding ADHD, Parents and Teachers

1 INTRODUCTION

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder characterized by inattention and hyperactive-impulsive behavior that interferes with an individual's function and development (American Psychiatric Association, 2022). The emergence of this disorder is a major concern for both the medical community and the general public because ADHD is the most common mental health disorder in children (Adiputra et al., 2021). A meta-analysis of 175 studies worldwide showed the prevalence of ADHD in children under 18 years of age was 7.2% (Thomas et al., 2015). The understanding of parents and teachers has not kept pace with the many cases of ADHD in children due to lack of information. This is supported by research conducted by Adiputra et al. (2021) regarding the perception of PAUD teachers about ADHD which shows that teachers still do not understand ADHD and find it difficult to deal with their students. Teachers who have a low understanding of ADHD assume that ADHD can only be treated with medication (Ruziqna, 2022). Shroff et al. (2017) stated that there are misconceptions among teachers about ADHD, such as the assumption that handling the behavior of children with ADHD is by reducing their focus on academic learning. Lack of understanding about ADHD leads to poor judgment of children with developmental disorders, causing parents to be reluctant to seek professional help (Silvana et al., 2020). Children with ADHD are often labeled as naughty or uncontrollable children, even becoming victims of bullying by people around them who do not understand how to interact with those with attention deficit hyperactivity disorder (Gunawan, 2021).

This lack of understanding among parents and teachers results in inappropriate treatment which can hinder child development and worsen existing symptoms (De Jongh & Wium, 2021). Sufficient knowledge in recognizing early child development disorders is needed so that prevention, stimulation, healing, and recovery efforts can be provided appropriately. Improving understanding of ADHD can be done through psychoeducation. Through psychoeducation, parents and teachers can gain a more accurate understanding of the symptoms, causes, and treatment of ADHD.

Psychoeducation has been reported to be effective in increasing parental knowledge of ADHD, compliance with treatment for children with ADHD, and skills in dealing with children with ADHD in a study conducted by Dahl et al. (2020). In line with research conducted (Karunia & Cahyanti, 2016), psychoeducation has also been shown to significantly improve teachers' ability to detect ADHD early in students and intervention skills in the classroom. Psychoeducation about ADHD among parents and teachers can provide appropriate support for children with ADHD so that it can help overcome the challenges faced and improve their quality of life. Based on the description above, the author wants to explore the influence of psychoeducation on the understanding of ADHD among parents and teachers.

2 MATERIALS AND METHODS

This study uses a systematic narrative review method by understanding previous scientific articles to obtain a summary and produce a comprehensive report optically. The compilation of this systematic review is guided by the Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) model. There are 4 stages in conducting literature observations based on the PRISMA model, including identification, screening, eligibility, and inclusion. Identification is carried out by determining the eligibility criteria of the articles to be reviewed. Here we present a table of inclusion and exclusion criteria in determining the selected articles:

Table 1. Article Criteria

No	Inclusion Criteria	Exclusion Criteria
1	Publications in 2019 - 2024	Publications before 2019
2	Using English Language	Using other than English Language
3	Full publication	Incomplete publication (only abstract or preliminary study report)
4	Using experimental methods	Using literature study or systematic review methods
5	Specifics related to ADHD psychoeducation in children	General psychoeducational topics
6	Population of parents and/or teachers	Population other than parents and teachers
7	Using a sample of more than 50 participants	Using a sample of less than 50 participants
8	Studies reporting long-term effects	Studies that do not report long-term effects
9	Using validated measuring tools	Using unvalidated measuring instruments
10	Indexed journals	Unindexed journal

The search for articles in this study was conducted on several scientific sources, such as PubMed, ScienceDirect, and Google Scholar by typing the keyword "Psychoeducation ADHD for Parents and/or Teachers" in the Search column. We filtered the database to limit publications from 2014 to 2024. This literature search was conducted in August 2024. Articles obtained through the search were selected based on predetermined inclusion and exclusion criteria. Articles that pass the screening process will be further evaluated for eligibility. Data taken from each study include the title, author, subject, method, and research results obtained. Articles that pass the eligibility stage are then included in the final analysis and reporting.

3 RESULTS

The following are the results of the systematic narrative review research method based on the PRISMA model, with predetermined criteria:

a) Identification Stage

In the identification stage, a search was conducted in several major scientific databases: PubMed, ScienceDirect, and Google Scholar. Using the keyword "Psychoeducation ADHD for Parents and/or Teachers", a total of 400 relevant articles were found in the publication period from 2019 to 2024.

b) Screening Stage
The screening process was carried out by applying the predetermined inclusion and exclusion criteria. At this stage, a number of articles were removed because they did not meet the criteria. The results of this screening stage were 35 articles.
c) Eligibility Test Stage
After screening, the articles that passed were evaluated to ensure that they met the required methodological criteria. At this stage, 35 articles that met all inclusion and exclusion criteria were confirmed.
d) Inclusion Stage
From the 35 articles that passed the eligibility stage, the information extracted included the title, author, research method, population studied, and the main results obtained. Articles that passed the eligibility test stage were then included in the final analysis and reporting to obtain a summary of the results and conclusions.

4 DISCUSSIONS

The findings of this systematic review of 35 articles indicate that psychoeducation has been shown to be one of the most effective interventions in improving parents' and teachers' understanding of ADHD in children and adolescents, as well as in helping them manage the symptoms that arise. From the literature analysis conducted, various studies revealed the positive impact of psychoeducation on individuals who are directly involved in the care and education of children with ADHD.

Effectiveness of Psychoeducation for Parents
Psychoeducation for parents plays an important role in providing them with a deeper understanding of ADHD, as well as the skills needed to help their children overcome the challenges. Studies show that parents who participate in psychoeducational programs tend to be better able to positively manage the behavior of children with ADHD, resulting in a more harmonious parent-child relationship. Psychoeducational programs that focus on improving parenting skills have been shown to reduce stress levels in parents and improve family interactions (Powell et al., 2022). Research by Dahl et al. (2020) also found that parents who gain a good understanding of ADHD are able to identify their children's needs more accurately and provide more appropriate support.

Furthermore, parents' participation in psychoeducation not only helps them improve their parenting skills but also provides them with access to significant social support. A study by (Jiménez et al., 2022) showed that parents who participated in a group psychoeducation program benefited from sharing experiences and strategies with other parents of children with ADHD, which indirectly reduced feelings of isolation and loneliness.

The Impact of Psychoeducation on Teachers and the School Environment
In the school environment, the role of teachers is very important in managing ADHD because they spend a lot of time with children in an academic context. Several studies have shown that psychoeducation provided to teachers significantly improves their ability to recognize ADHD symptoms and apply appropriate strategies in classroom management. A study by Shen et al. (2021) highlighted that teachers who received specific training in ADHD psychoeducation were able to create a more inclusive and responsive learning environment to the needs of students with ADHD.

Furthermore, psychoeducation not only provides theoretical information but also involves teachers in the practical application of ADHD management strategies. Daswananda et al. (2022) reported that a psychoeducational program specifically designed for teachers provided them with skills in modifying teaching methods and using positive reinforcement strategies, which have been shown to be effective in reducing disruptive behavior in the classroom. This study also highlighted that teachers who are equipped with knowledge about ADHD feel more confident in managing students with ADHD and are better able to create a conducive learning environment (Mohammed et al., 2023).

Online Based Psychoeducation
The use of online psychoeducational methods can be an important alternative, especially given the limitations of face-to-face interactions. A study by (Shou et al., 2022) showed that online psychoeducational programs were effective in improving parents' and teachers' understanding of ADHD, despite limitations in terms of personal interaction. In this

context, online psychoeducation has been able to reach more participants, especially in areas that were previously difficult to reach by face-to-face programs.

However, several studies have noted that although online methods provide greater flexibility and access, face-to-face psychoeducation remains superior in building interpersonal relationships and providing deeper emotional support. Chacko et al. (2024) stated that direct interaction allows participants to share experiences more intimately and support each other, which in turn increases the effectiveness of the program.

Long-Term Impact of Psychoeducation

One important finding from the literature is that effective psychoeducational programs typically focus on long-term outcomes. Programs that focus only on short-term interventions are less likely to produce significant outcomes, while programs designed to measure long-term outcomes are more likely to produce meaningful changes in ADHD management (Fernández et al., 2021). Research shows that when parents and teachers receive ongoing support through psychoeducational programs, they are able to manage their child's ADHD symptoms more consistently and strengthen their coping skills as the child develops (Hosseinnia et al., 2024).

Quality of Measurement Tools and Research Validity

Another important aspect of psychoeducation is the quality and validity of the measurement tools used in the study. Studies that use validated measurement tools are more likely to provide accurate and reliable results in evaluating the impact of psychoeducation. For example, a study by Ward et al. (2022) showed that the use of valid psychological measurement tools helped in measuring the level of teachers' understanding of ADHD before and after participating in a psychoeducational program. This allows for a clearer evaluation of the effectiveness of the program.

Several other studies have also emphasized that appropriate measurement tools are essential in ensuring that the impacts measured are not just subjective perceptions, but are supported by objective data. Mundal et al. (2020) found that a psychoeducational program using a validated measurement tool showed significant improvements in ADHD management skills by parents and teachers, providing stronger evidence of the long-term benefits of psychoeducation.

Implications for Future Psychoeducational Program Development

Based on the findings of the 35 articles reviewed, it is clear that there is a need for the development of more focused and sustainable psychoeducational programs. Given that ADHD is a condition that requires long-term management, psychoeducational programs need to be designed to provide ongoing support for parents and teachers. Research by Fernández et al. (2021) emphasizes the importance of designing psychoeducational modules that are accessible over a long period of time, so that parents and teachers can continue to update their knowledge according to the child's development.

In addition, the use of technology in psychoeducation must continue to be developed. A study by Păsărelu et al. (2023) showed that a combination of face-to-face and online methods can be an effective solution in reaching more participants, while maintaining the quality of interpersonal interactions necessary for program effectiveness.

5 CONCLUSIONS

This study identified and analyzed 35 articles that met the inclusion and exclusion criteria related to ADHD psychoeducation. Overall, these findings highlight the importance of ADHD psychoeducation programs in improving the knowledge and skills of parents and teachers in managing children with ADHD. Collaboration between parents and teachers, as well as the selection of appropriate implementation methods, greatly contribute to the success of the intervention. The use of validated measurement tools also ensures objective and accurate results, so that this intervention can continue to be developed and applied widely.

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Perspective of Humanistic Psychology *Hierarchy of Needs*: Loneliness of Adolescents Living in Orphanages

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Abstract: Loneliness can lead to severe issues that adversely affect the mental and physical health of adolescents. Loneliness in adolescents living in orphanages tends to be higher than in adolescents living with their families. This can cause them to have negative expectations of the future and put them at risk. Loneliness can also affect adolescents' social anxiety, delinquency, aggression and depression. This paper is library research on the phenomenon of loneliness in adolescents living in orphanages studied through the Abraham Maslow-Hierarchy of Needs humanistic approach. The results show that of the five hierarchies of human needs, the needs are met at the level of physiological needs and safety needs. Unmet needs are love and belonging needs, self-esteem needs and self-actualization needs. The review found that it is necessary to increase the need for affection to be able to go towards self-esteem needs and self-actualization needs.

Keywords: Adolescent, Hierarchy of needs, Loneliness, Orphanage.

1. INTRODUCTION

Loneliness prevalent in diverse age demographics especially for adolescents (Lodder et al., 2015; Zhang et al., 2015). Loneliness is a subjective experience of social isolation. (Luhmann & Hawkley, 2016). Loneliness can be defined as an unpleasant experienced by adolescents when social relationships are lacking in quantity and quality (Russell, 2014). Often feelings of loneliness arise when individuals perceive others as a threat because of the barriers individuals feel that cause them to be alienated from society (Bartholomeusz et al., 2021). In a sense, loneliness can be a complex emotional reflection that arises from not being able to fulfill social relationship needs such as love and affection. (Ayazlar & Güzel, 2014). Loneliness experienced by adolescents has various impacts on health, can damage the mental and physical health of adolescents (Cacioppo et al., 2015). The results of the study found loneliness positively predicts future states of social anxiety, paranoid and depression (Lim et al., 2016). Loneliness also triggers problems experienced by adolescents such as behavioral problems, delinquency and aggression (Matthews et al., 2015). Adolescents who experience loneliness often feel misunderstood and have less meaningful relationships (Lim et al., 2016). Adolescents who feel lonely tend to feel negative feelings such as sadness, disappointment, anger and feel alienated by their peers (Hogi & Putra, 2019). Loneliness in adolescents can occur due to a lack of socialization with peers (Okwaraji et al., 2018), loss and divorce (Lasgaard et al., 2016). Likewise, adolescents who lose support from their parents can experience feelings of anxiety, lack of affection and loneliness (Durualp & Cicekoglu, 2013). Loneliness in adolescents living in orphanages tends to be higher than in adolescents living with family (Durualp & Cicekoglu, 2013). Adolescents who are in orphanages due to separation from their families can prevalent them to have negative expectations of the future and place them in at-risk groups (Durualp & Cicekoglu, 2013). Living in a new environment and being separated from family can make them vulnerable to hopelessness and feelings of loneliness (Durualp & Cicekoglu, 2013). Orphanages provide children who have lost their parents with basic needs and a place to receive care and support (Hassan et al., 2017). Orphanages provide the best support to achieve balance in children's lives but have not been able to replace the role of society towards those living in orphanages (Alqahtani, 2021). However, there are several reasons why adolescents living in orphanages experience loneliness such as poor relationships with care staff, lack of love from the community and memories of parental death (Tadesse et al., 2014). The challenges faced by adolescents living in orphanages may be due to the inability of orphanages to deal with the problems they experienced due to psychological challenges such as anger, sadness, anxiety, bullying, discrimination, poor attachment and isolation that require caregivers who can take good care of them (Christopher & Mosha, 2021).

According to Maslow's Hierarchy of Needs Theory, all humans have a desire to meet physiological needs, security needs, social or affection needs, self-esteem needs, and self-actualization needs (Fergeus et al., 2019). Underlying this hierarchy is the assumption that humans must fulfill each level of their needs. When one need is met, the individual will be motivated to reach the next level. If there are needs that are not met, there will be negative impacts (Ang, 2016). Loneliness, isolation, rejection, and not having friends are the most important things felt by individuals when the need for love is not fulfilled as a form of giving and receiving affection (Bland & DeRobertis, 2017). Maslow conceptualizes that without the need for love, individuals will expect a relationship excessively with people in general (Bland & DeRobertis, 2017). Some previous studies have focused on individual needs such as the need for affection which correlates with loneliness, self-esteem correlates with loneliness. However, there are few reviews in analyzing the level and fulfillment of needs based on the hierarchy of needs aspect. Research reveals that loneliness needs to be analyzed with a humanistic approach because it can explain loneliness through individual needs and can find solutions to the loneliness experienced. (Perjan et al., 2017). In addition, previous studies have neglected loneliness and orphanage adolescents as research subjects. Therefore, the author considers examining the phenomenon of loneliness in adolescents living in orphanages from the perspective of humanistic psychology as an analysis. The purpose of this study is to look at the loneliness of adolescents living in orphanages viewed through Maslow's hierarchy of needs theory approach.

2. MATERIALS AND METHODS

This paper is a library research. Library research is a research method with references from various sources of systematic scientific library information related to research targets through research abstracts, indexes, journal reviews and reference books (Sugiyono, 2021). The method used is a literature study using secondary data obtained from journal articles, book chapters, proceedings or research reports related to the theme to be studied. This literature review is based on collecting literature regarding Abraham Maslow's humanistic psychology (hierarchy of needs) and loneliness in adolescents living in orphanages. Therefore, the author uses the humanistic psychology approach, namely Abraham Maslow's hierarchy of needs theory in reviewing loneliness in adolescents living in orphanages. The steps taken in this paper are collecting, identifying, analyzing and synthesizing data. Then interpret the existing data by the formulation and objectives of the research to get a conclusion regarding the related discussion.

Material

This paper analyzes writings related to loneliness in adolescents living in orphanages and the humanistic psychology approach, namely Abraham Maslow's hierarchy of needs theory. The source of data is literature using primary sources and secondary sources related to Abraham Maslow's hierarchy of needs theory and loneliness in adolescents living in orphanages. Sources of data obtained include books, journal articles, proceedings and others related to the theme under study.

Procedure

The author conducted a random literature search through online sources and the Google database, Google Scholar, Web of Science and several other websites. The journals used were from 2014 to 2024 or within the last 10 years. The keyword search strategy used also varies to identify literature and get relevant topics (Snyder, 2019).

Data Analysis

Several references were found and analyzed in 36 journals from various journal publications and used 2 books as references. Based on the journals found, the authors screened the titles to abstracts and removed irrelevant publications and read the full text of the identified studies that met the eligibility criteria (Frandsen et al., 2021). The author confirmed the author's name, year of publication, place of publication, edition and page number, type of publication, theme studied, and the results found were also summarized by the author. This process assisted the researcher in identifying relevant themes regarding this research question. The author collected journals that discussed adolescents living in orphanages and their relation to Abraham Maslow's theory - *hierarchy of needs*. To classify needs, the author categorized based on Maslow's five needs consisting of physiological needs, security needs, affection needs, self-esteem needs and self-actualization. This aims to get an overview of the needs that are met and those that are not met in adolescents living in orphanages. The author also looks for links to loneliness based on the *hierarchy of needs* theory itself. Furthermore, the author conducts a comparative analysis and connects the articles found.

3. RESULTS AND DISCUSSION

Abraham Maslow's Hierarchy of Needs Theory

Maslow's theory of personality as is a holistic-dynamic theory. Individuals are continuously motivated by one need or another and have the potential to grow towards psychological health, i.e. self-actualization (Feist et al., 2021). Maslow's hierarchy of needs concept assumes low-level needs must be met before individuals have a strong desire for higher needs (Trivedi & Mehta, 2019). The five needs that make up this hierarchy are conative, meaning they are striving or motivational (Feist et al., 2021). Maslow arranged the order of needs starting from physiological needs, security, affection, self-esteem and self-actualization. Individuals who are motivated by self-esteem or self-actualization must first meet the needs for food and security (Feist et al., 2021).

The five needs can be explained as follows (Taormina & Gao, 2013): The first level, namely physiological needs, Is defined as a lack of nutrients, chemicals, internal conditions (exercise/health) or mental environment that the body needs to survive so that its prolonged absence can manifest psychological stress. The second level of safety needs is the of protection in the form of protection from mental hazards, environmental disasters, personal protection from physical harm, financial protection from poverty or lack of stability in one's life. The third level of love and belonging needs is the lack of close, enduring and emotionally pleasurable interactions with others in both group and intimate relationships that result in personal relationships characterized by mutual effective care. The fourth level of self-esteem needs is the lack of respect one has for oneself or the lack of respect one receives from others. The fifth level of self-actualization needs is the process of a person becoming what they are and unique.

If the needs are not met, there may be no physical indications but the individual will feel anxious and feel tension within themselves (Trivedi & Mehta, 2019). Maslow revealed that if the needs at the lower level are met, it will automatically move to the next level. However, once the need for appreciation is met, the need does not always move to the level of self-actualization. Individuals who self-actualized, maintain their feelings of self-worth even when insulted, rejected and belittled by others (Feist et al., 2021).

Loneliness in Adolescents Living in Orphanages as viewed from the Hierarchy of Needs Theory

Adolescents residing in orphanages undergo diverse emotional states including boredom, deprivation, rejection, feelings of helplessness, and experiences of loneliness (Boadu et al., 2020). Loneliness denotes a negative affective state characterized by a perceived deficiency in both the quantity and quality of social relationships experienced by individuals (Russell, 2014). Loneliness in adolescents living in orphanages can be reviewed through Maslow's hierarchy of needs. Maslow's most basic hierarchy of needs is physiological needs. Physiological needs such as

clothing, food and shelter including food, water, oxygen, maintenance of body temperature and others (Feist et al., 2021). Lack of satisfaction with physiological needs results in malnutrition, fatigue, loss of energy and so on (Feist et al., 2021). Orphanages receive the assistance needed to meet their needs from various donations, and governmental and non-governmental organizations (Pilapil, 2015). Research suggests that orphanages provide food, shelter, clothing and water so that the physiological needs of children in orphanages are adequately met (Pilapil, 2015). Adolescents living in orphanages get food, water, clothing, shelter or various basic needs provided by the orphanage (Abdullah et al., 2023). Therefore, the basic needs or physiological needs of adolescents living in orphanages are adequately met. When these physiological needs are satisfied, the following needs will arise (Deep & Goyal, 2021).

The second fundamental need is the need for security. When individuals have partially fulfilled physiological needs. They will subsequently be driven by the need for security. Among them are physical security, stability, dependence, protection, and freedom from threatening things such as disease, fear, anxiety, danger, and natural disasters (Feist et al., 2021). Lack of satisfaction with the need for security results in fear and a sense of insecurity (Feist et al., 2021). Adolescents need a sense of security in themselves due to the loss of family and limited circumstances while in the orphanage (Rahmawati & Amalia, 2020). The fulfillment of these needs can make them feel more secure in living their lives (Rahmawati & Amalia, 2020). Adolescents in orphanages receive protection such as education, health/medical care provided by government agencies and several other donations (Pilapil, 2015). Research suggests that children in orphanages have more complex medical needs than their peers such as skin diseases, infectious diseases, infections and allergies (Steenbakkers et al., 2018). When children are identified with diseases, the orphanage will provide medical treatment to improve the health outcomes of the children in the orphanage (Steenbakkers et al., 2018). This illustrates that the need for security in adolescents in orphanages is adequately met.

The third Is the need for affection including the desire to make friends, and have a partner, the need to be part of the family, and the environment (Feist et al., 2021). Individuals with physiological and security needs met will be motivated by the need for affection (Feist et al., 2021). Lack of satisfaction with the need for affection can result in an individual becoming socially defensive, aggressive or fearful (Feist et al., 2021). Adolescents need affection to grow psychologically and to fulfill this need. Children in orphanages may experience difficulties in establishing and maintaining social relationships (Steenbakkers et al., 2018). The absence of parents can lead to feelings of isolation and loneliness in adolescents in orphanages. They need other roles such as caregivers and peers. However, some orphanage caregivers lack the necessary knowledge to understand adolescents' emotional needs (Bettmann et al., 2015). Research shows that caregivers do not show affectionate attachment to children living in orphanages (Vedasto et al., 2023). Adolescents feel a sense of rejection when their caregivers are insufficiently responsive and lack individualized attention (Boadu et al., 2020). Attention, guidance and support that caregivers cannot provide individually due to the large number of children in the orphanage (Resty, 2016). As a result, adolescents who do not receive proper attention from caregivers are more likely to experience emotional problems such as loneliness (Sahad et al., 2017). Adolescents living in orphanages lack emotional support from family, lack caregiver conditions that must divide attention to many children and weak and defensive relationships with the social environment (Pilapil, 2015). Therefore, the need for affection in adolescents living in orphanages is not met. This can be attributed to Maslow's expression of the need for love as giving and receiving affection (Feist et al., 2021). Without the need for love, a Person has a desire to have a relationship with their environment and eventually becomes lonely (Bland & DeRobertis, 2017).

The fourth is the self-esteem needs. If physiological, safety and affection needs are met, The subsequent need that fosters a sense of acceptance in individuals is the need for appreciation (Deep & Goyal, 2021). Maslow identified two levels of need for appreciation, namely reputation and self-esteem. Self-esteem is the feeling of worth and confidence that a person possesses. (Feist et al., 2021). Lack of satisfaction with the need for esteem results in self-doubt, self-depreciation, and lack of trust (Feist et al., 2021). When individuals can fulfill the need for affection, they are free to

pursue the need for esteem. However, the needs of orphanage adolescents stop at the need for affection, so they have difficulty in pursuing the need for esteem. Feeling unloved, and unaccepted by the environment can interfere with self-esteem in adolescents living in orphanages.

The highest need Is self-actualization. Maslow revealed that if the individual has been able to fulfill the need for appreciation then he is on the verge of self-actualization (Feist et al., 2021). Self-actualization includes self-fulfillment, the realization of one's potential and the desire to be creative in the true sense of the word (Feist et al., 2021). Needs at the highest level can be met if the lower levels are met first. However, in adolescents living in orphanages, only physiological and safety needs are met. Research shows that children who are left behind have physiological needs and security needs, but the lack of emotional connection with parents and social anxiety due to difficulty getting along with peers causes affection needs not to be met (Ren et al., 2017). The unmet need for affection causes them to experience loneliness. Finally, the level of need for appreciation will also be hampered and unable to achieve self-actualization.

4. CONCLUSIONS

Loneliness is an unpleasant experience when an individual's social relationships lack quantity and quality significantly. Loneliness in adolescents living in orphanages can be viewed from the perspective of Abraham Maslow's humanistic psychology – hierarchy of needs. Unmet needs are the need for affection, the need for appreciation and the need for self-actualization. Needs at the previous level, namely physiological and security needs, have been met. This makes adolescents living in orphanages unable to achieve higher-level needs. The needs of adolescents in orphanages stop at the need for affection so they have difficulty in pursuing the need for appreciation. In the end, it makes individuals unable to reach the highest level of self-actualization.

Considering the unmet needs, namely the need for affection the orphanage can help in improving social relationships and establishing friendships in orphanage adolescents. This can be done by creating activities such as sports activities, religious activities and entertainment. Activities can be carried out both among friends in the orphanage and with other orphanages.

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Delinquent Behaviour: An Analysis of Albert Bandura's Social Learning Theory

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Abstract: The phenomenon of delinquent behavior that is usually carried out by adolescents is skipping school to drug use and murder. One of the causes is the wrong modeling from the environment so that adolescents implement it into deviant behavior. The purpose of the research in this article is to understand the social learning theory of modeling by Albert Bandura and its implementation. The application of social learning in the learning process is by looking at the social environment as a learning tool. The method used for this research is library research by collecting data relevant to the theme from books, journals, articles and others without conducting a review of the field. On the basic assumption of the theory used, Albert Bandura's learning theory, there is a cognitive process in adolescents that plays a role in learning and learning occurs due to the influence of the social environment.

Keywords: Albert Bandura, Social Learning, Modelling, Delinquent Behavior, Adolescents

1 INTRODUCTION

Santrock defines adolescence as a transitional developmental period between childhood and adulthood that includes biological, cognitive and socioemotional changes (Santrock, 2018). Adolescence is a transitional period from childhood to adulthood which is synonymous with a period full of challenges and crises. Various emotional problems occur in adolescents which are manifested in the form of behavior that is difficult to accept by society, such as behavior that is considered delinquent. Hormonal changes that occur in the adolescent body make adolescents more impulsive and rebellious (Agarwal, 2018). The phenomenon of delinquent behavior is psychologically seen from the characteristics of a person contained within himself and the way he interacts with his environment (Gosain, 2020;Laeeque et al., 2022). Cases of delinquent behavior that usually occur are brawls, theft, skipping school, murder, promiscuity and drugs (Jamisari & Herdiansah, 2022). The term delinquent is formed because of an action that is planned and violates established social rules (Bobbio et al., 2020). Various emotional problems occur in adolescents which are manifested in forms of behavior that are difficult to accept by society, such as behavior that is considered delinquent.

Delinquent behavior is a form of illegal behavior that reflects the role of continued delinquency, where this behavior is considered by society to be a very serious deviation (Bynum & Thompson, 2017). In addition, other experts define delinquent behavior as adolescent behavior that causes physical harm to others, delinquency that causes material harm, delinquency that does not cause harm to others, and delinquency against status (Sarwono, 2016). Some of the factors that influence delinquent behavior are biological factors, and psychogenesis, sociogenesis. Some of the factors that influence delinquent behavior are biological factors, and psychogenesis, sociogenesis (Bynum & Thompson, 2017). Furthermore, delinquent behavior can be categorized into two forms, which include status offenses and index offenses.

Status offenses apply to children under the age of 18, or children who are still under parental responsibility, including running away from home, truancy, drinking and curfew violations. While index offenses are more serious forms of offenses, such as murder, rape, robbery and assault which are included in "violent crimes", which is an action or behavior aimed directly at others, while burglary, motor vehicle theft and arson, are included in "property crimes", which are crimes that are non-violent but directly related to property. Based on the forms of delinquent behavior described, it will have a detrimental impact on adolescents. Physically, adolescents will be attacked by various diseases due to their abnormal lifestyle, and mentally, they will change their mindset towards a deviant direction and eventually violate the

rules. Factors from within a person that can have a negative impact on their environment are emotional problems, behavioral problems and health problems (Abdel-Basset et al., 2018).

Delinquent behavior or deviation in adolescents certainly occurs due to influencing factors, including the environment carried out by parents which can affect the emotional development of adolescents (Pangesti & Tianingrum, 2019). The environment is one of the factors in the formation of delinquent behavior (actions that cause victims or property damage) (Martins et al., 2018)(Azeredo et al., 2019)(Joo & Chung, 2019). The main figure in this theory is Albert Bandura, who views individual behavior as not merely an automatic reflex to a stimulus, but also as a result of reactions that arise as a result of interactions between the environment and the individual's own cognitive scheme (Husamah et al., 2018). Bandura's theory explains that social, cognitive and behavioral factors play an important role in the learning process. Delinquent behavior in adolescents increases due to motivation from the process of imitating the actions of others, it is influenced by cognitive factors (Karneli et al., 2018). Delinquency is reinforced by verbal recognition from those around them(Syifa, 2018). This results in that the cognitive factors experienced by adolescents are expectations in achieving success. While social factors show adolescents in observing someone's behavior. So, according to Bandura between a person's cognitive factors, environmental factors, and behavioral factors affect each other and these factors interact with each other to influence learning (Husamah et al., 2018).

According to Bandura, the objectives of the modeling technique are: (1) development of new skills, meaning getting responses or skills to respect others, not disturbing and showing reduced delinquent behavior after combining what is obtained from observation with new behavior; (2) facilitation of preexisting of behavior, eliminating the fear response after seeing the character (for the observer); (3) changes in inhibition about self-expression, taking a responses shown by a character by observation to the model (Erford, 2017). Cognitive social theory or known as observational learning the learning point of all this is vicarious experiences. Although humans can and have learned a lot from direct experience, they learn more from observing the behavior of others (Feist & Feist, 2014).

Behavior is obtained through the social learning process, as well as delinquent behavior in children. According to Bandura, this social learning process begins with the process of observing children to take models from the environment (Bandura, 1989). In addition, modelling does not just take place, but involves children's cognitive functions. This causes simple behaviors to be easily imitated and complex behaviors are not easily imitated. Bandura's cognition theory states that the events of observing, taking models, and the process of producing behavior take place through several stages of cognition functions (Feist & Feist, 2014). In addition, the principles of Bandura's social cognitive theory are three variables, namely personality, environment and behavior. The three variables are interrelated and interconnected continuously. This position is called reciprocal determinism.

This patterns of reciprocal-determinism uses feedback, until finally finding the right behavior according to what is desired. The production of delinquent behavior is related to the triangular relationship of environmental (L), behavioral (P) and personality (K) variables. According to the triadic model explanation, delinquent behavior arises because of the pathological environment that triggers delinquent behavior (L->P). Then the delinquent behavior committed by the child is felt by the environment (P->L). In performing delinquent behavior, children have motives and goals for their behavior (K->P), and children enjoy the consequences of delinquent behavior imposed on their friends or the environment (K->L). It is more fatal if the punishment from the environment will create more resentments so that children tend to produce higher delinquent behavior (L->K->P). The environmental component consists of the physical environment around the individual that has the potential to reinforce stimuli, as well as the social environment of people who are present (or not). The environment influences the intensity and frequency of behavior, just as the behavior itself can have an impact on the environment (Bandura, 1989).

According to authoritarian parenting, self-esteem and bullying, where researchers place authoritarian parenting in environmental aspects (Environment), self-esteem aspects of personality (Person-Cognition) while behavioral aspects (Behavior) are found in bullying. First, authoritarian parenting puts adolescents into bullying, because parenting, especially authoritarian parenting, has an important role in shaping children's behavior, where parents are role models for children, when parents commit violence against children, children will consider this violent behavior as normal (Irmayanti, 2016). Furthermore, in his theory, Albert Bandura focused on two important things that he considered to be very influential on human behavior, namely: observational learning (modeling) which is better known as social learning theory and self-regulation (personality psychology). Some of the stages that occurred in the modeling process are: attention, retention, reproduction and motivation (Bandura, 1977).

The social cognitive theory perspective was born based on criticism of the theory developed by behaviorists. According to Albert Bandura, although the principle of learning is sufficient to explain and predict behavior, it must consider an important phenomenon ignored by the behaviorism paradigm, namely that humans have the ability to think and regulate their own behavior. This theoretical perspective views human behavior as a component of a model that interacts with each other to influence the components of the environmental situation, as well as human personal components which include affection or emotion and individual cognition. Individuals can also get feedback from observers who have learned from the behavior. This explains that the individual who models increases the likelihood that the observer will produce the same behavioral response (Hergenhahn & Olson, 2017). Based on the modeling process, a person acquires new behaviors, this is due to the thinking skills that a person.

Bandura labeled his theory as social cognitive theory based on several reasons. Not only do humans have cognitive abilities that contribute to the process of human motivation, affection and action, but also how they motivate

and regulate their behavior and create social systems to organize and structure their lives (Bandura, 1989). Based on previous research that has been presented, there are various conditions faced by adolescents, so that they are involved in various delinquent behaviors. Delinquent behavior is a worrying problem and society's greatest fear of the younger generation (Perera, 2016). This is because delinquent behavior committed by adolescents causes the destruction of the future of adolescents, losses not only for themselves but also have an impact on their environment (Tri Anjaswarni & Ah, 2019).

2 MATERIALS AND METHODS

Research Methods

The research method used is the library research method, namely collecting data or scientific papers related to the object of research. The study of this research uses a literature review in which the literature taken is in accordance with the subject matter and is analyzed more deeply so that conclusions and findings can be drawn from the research. This literature review is carried out on a number of literatures related to the research ideas in this paper, namely delinquent behavior and Albert Bandura's social learning theory. The literature taken from books, journal articles both national and international and other literature (Hendriarto et al., 2021). The type of writing used is a literature review that focuses on writing findings related to the topic of writing.

The literature approach has special characteristics that are the basis for developing this research, namely first, where this research is structured based on the data or text presented, not with data in the field then the researcher only gets sources that already exist in the library or ready-made data and data that has been used (Snyder, 2019). This literature research process is carried out by reviewing and analyzing a literature with relevant topics which are then continued (Wohlin et al., 2020).

Library research is carried out for three reasons, namely, first, the research problem under study can only be answered through library research and it is impossible to expect data from field research. Second, library research is needed as one of its own stages, namely preliminary research to understand more deeply the new symptoms that are developing in the field or in society. Third, library data remains reliable to answer research problems (Zed, 2014).

Data Source

The data sources that are the material for this research are in the form of exploring several journals, books, articles and other data sources that are considered relevant to the research. The data sources obtained in this study are books, journals and articles that have been selected. The data sources consist of 13 books and 27 journals related to Albert Bandura's Social Learning Theory.

Data Collection Technique

The data collection technique for this research is to find data about things related to the theme of this research. This is in the form of books, journals, articles and so on (Sugiyono, 2020).

Data Analysis Technique

The steps in literature research are (Sugiyono, 2020):

a) Collecting research materials, where the materials collected are information or empirical data sourced from books, journals, scientific research reports and other literature that supports the research theme.
b) Reading library materials, this activity aims to provide an explanation that this research is not a passive job. In reading research materials, readers must dig deeply into reading materials that allow them to find new ideas related to the research title.
c) Making research notes, where this activity can be said to be the most important stage. This is because in the end all the material that has been read must be drawn a conclusion in the form of a report.
d) Processing research notes, all materials that have been read will be analyzed to obtain a conclusion which will then be compiled in the form of a research report.

3 RESULTS

During this transition period, adolescents can also experience negative changes such as having feelings of insecurity, less able to socialize with the existing environment, and so on (Ambara, 2021). The basic assumption of social learning theory by Bandura says that the ability to behave and behave is flexible enough to be learned by humans. Bandura's social learning theory suggests that the environment is a strong stimulus in the learning process, so that humans can develop in an environment that provides positive support. Then Bandura's social learning theory says that environmental conditions influence a person's certain responses (Yanuardianto, 2019). While other experts define that

social learning is that human behavior is largely based on the meaningful interactions of people with their environment. Then, although personality can change at any time, it has a basic unity that preserves it from change as a result of childhood experiences.

Social learning theory is the result of the learning process through imitation of the behavior of others (Edinyang, 2016) . Imitation behavior occurs because individuals obtain reinforcers to learn the behavior of others. Modeling is a type of learning of certain behaviors without someone having direct experience (Lesilolo, 2018). Based on social learning theory, it is concluded that juvenile delinquency committed by a person is obtained from observation of the environment which is then imitated based on the figures he learns. Imitation is a process of a person to imitate the behavior of other people or the media around him. The important thing to make someone imitate the behavior of others is where the individual finds a way to learn this behavior. Imitation carried out by someone who commits delinquency is known not only at the stage of imitating words but also imitating a certain action or behavior (Mattiro et al., 2022)

The imitation process involves the modeling of a figure that is imitated, a person usually imitates the closest figure during interaction. A child is said to have a greater tendency to imitate the behavior of those closest to him, such as parents, teachers or friends who often interact with him (Utami, 2020). The role of the environment, both family and society is very important in the development of children's behavior. Therefore, a positive environment is very important so that children can learn positive behavior (Fawaid et al., 2023). Delinquent behavior according to Bandura's social learning theory is mostly caused by individual responses to the environment and vice versa to behavioral production phenomena. In general, Bandura's social learning theory states that delinquent behavior is caused by the availability of behavioral models and repeats due to the reinforcement of the delinquent behavior he has done (Wenar & Kerig, 2005).

A study shows that the way a person behaves can be influenced by observations obtained indirectly by observing the actions of others. It concludes, something that someone observes or feels towards the way of behaving can affect the way the observer behaves (Hergenhahn & Olson, 2017). Albert Bandura's social learning theory states that learning occurs through observation learning and vicarious learning. Observation learning is children imitating the behavior of their teachers or parents in many values: discipline, honesty, commitment, responsibility, religiosity, hard work, democracy, and so on. Meanwhile, vicarious learning is imitating the behavior of other adolescents who get reinforcements (Santrock, 2014). Delinquent behavior will be dangerous if it lasts until they become adults because it has the potential to become antisocial, criminal, and even psychopathic behavior. Bandura's social learning theory states that delinquent behavior tends to persist because of the innate potential of personality in children related to the production of their behavior (Feist & Feist, 2014). Another analysis is that delinquent behavior appears as an active response of children in dealing with situations or reactions to their environment (Wenar & Kerig, 2005). Delinquent behavior is formed from children's observations of others, direct observation, positive and negative reinforcements, training, instructions and false beliefs (Feist & Feist, 2014).

The learning process will help a person to actualize their potential so that it can be done optimally. However, what a person learns is strongly influenced by what he learns and how he learns. This can lead to delinquent behavior in the form of physical violence (punches, attacks on objects / other people), verbal violence (saying harsh words, insulting, demanding others), anger (resentment) and hostility (suspicion and envy). Furthermore, the results found that imitation can take place only through observation of the model's behavior even though the observation is not carried out continuously. The study found the result that subjects who are shown delinquent behavior will act higher than subjects who are not shown delinquent actions. Delinquent actions imitated by the subject are physical and verbal (Yanuardianto, 2019). Learning will be able to make a person's behavior develop so that changes occur that are expected to be positive for that person in the future (Rufaedah, 2018).

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Delinquent behavior will increase or decrease depending on the reinforcement received. Delinquent behavior accompanied by positive reinforcers will increase delinquent behavior. Delinquent behavior accompanied by negative reinforcers can also increase delinquent behavior. In this case, delinquent behavior is carried out because a person is a victim of a painful stimulus such as being ridiculed or attacked by others and will retaliate (Krahe, 2001). Based on this explanation, it can be concluded that delinquent behavior carried out by individuals imitates a model in the social environment, in this case adolescents may be able to imitate the behavior of the models they see, most of which contain elements of violence. Individuals learn through direct observation, direct experience and the process of imitation. The learning process can be experienced by anyone, including children or adolescents. Therefore, the environment is asked to help provide examples or become good figure models for adolescents and direct them to be better and more positive in increasing their potential so that adolescents can avoid delinquent behavior(Thoyibah et al., 2019). In addition, the

existence of regulations and attention from the government for delinquent behavior in adolescents can prevent or minimize delinquent behavior in adolescents (Choi, 2022).

4 DISCUSSIONS

Delinquent behavior by individuals imitates a model in the social environment, in this case adolescents may be able to imitate the behavior of the models they see, most of which contain elements of violence. Individuals learn through direct observation, direct experience and the process of imitation. This can lead to delinquent behavior in the form of physical violence (punches, attacks on objects / other people), verbal violence (saying harsh words, insulting, demanding others), anger (resentment) and hostility (suspicion and envy). This is also evidenced by Schunk's research which found the result that imitation can take effect only through observation of the model's behavior even though the observation is not carried out continuously. The study found that subjects who were shown delinquent behavior would act at a higher rate than subjects who were not shown delinquent actions. Delinquent actions imitated by the subject are physical and verbal. Albert Bandura's social learning theory is learning by observing and acting. The essence of observing is modeling, which includes observing correct activities, appropriately coding these events for presentation in memory, performing the actual performance of the behavior, and becoming sufficiently motivated. Learning by doing allows one to achieve new patterns of complex behavior through direct experience by thinking about and evaluating the consequences of the behavior. In brief, Albert Bandura is a figure in the social cognitive psychology school that examines it in the theories he built. Bandura's social learning theory briefly states that children learn from their environment, so that it is then produced in personal and behavioral dynamics.

5 CONCLUSIONS

Adolescence has an immature emotional condition so that it is easy to fall into doing things that are against the norms found in society and cause problems. This problem is often said to be delinquent behavior, where delinquent behavior has a negative impact on the teenager, family and society. The phenomenon of delinquent behavior is now growing which is very worrying in social life. It is important for adolescents to form a good personality so as not to lead to adolescent delinquent behavior. Social learning theory built by Albert Bandura states that children learn from their environment which is then triggered into their behavior. Environmental factors that have significant others observed by adolescents which are then indirectly observed and directly shown in their behavior are modeling dynamics in the learning process of delinquent behavior. Adolescent behavior forms a reciprocal relationship by three factors, namely, behavioral, environmental and personality factors. Adolescent delinquent behavior emerges, originating from the negative behavior around them so that mistakes occur and choose to imitate models that cause deviant behavior. The experiences that adolescents get from their environment will have a significant impact on their development, personality and behavior in the future. Adolescents as the nation's successor if they continue to engage in delinquent behavior will have a major impact if not addressed immediately. Therefore, adolescents must be able to choose a positive environment and figure to become a good successor to the nation.

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Case Study of Individual with Paranoid Schizophrenia in X Mental Hospital

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Abstract: Schizophrenia, a complex mental disorder with multiple causes and diverse symptoms, is a prominent illness in X Mental Hospital, with a higher prevalence in men. Paranoid schizophrenia, characterized by delusions and hallucinations, is the most common subtype, often observed in men. This qualitative study uses a case study approach to explore the disorder, focusing on a 37-year-old male patient diagnosed with paranoid schizophrenia. Data was collected through observation and interviews with both the patient and his close contacts, analyzed thematically. The subject exhibited symptoms such as anger, isolation, and delusional beliefs that others were conspiring against him, likely triggered by lifelong psychosocial and economic stressors. Erikson's Psychosocial Development Theory suggests that unresolved crises during adolescence and early adulthood contributed to the subject's psychological state. The study concludes that the subject's mental disorder aligns with schizophrenia's diagnostic criteria, influenced by significant life events and unresolved psychosocial conflicts.

Keywords: *; Development Theory; Hallucinations; Schizophrenia*

1 INTRODUCTION

Schizophrenia comes from the Greek words "schizo" meaning split and "phren" meaning soul. The word is used to characterize the divided or fragmented cognition of individuals with this illness. The word schizophrenia does not include the presence of multiple personalities in a person. The definition of schizophrenia is still undergoing revision as new clinical signs are identified. PPDGJ-III defines schizophrenia as a syndrome characterized by multiple causes and diverse symptoms. The onset of schizophrenia is influenced by various factors, including genetic, socio-cultural, and physical effects. Schizophrenic illness may develop as a result of the combined effects of multiple risk factors. Schizophrenia is the dominant psychotic illness diagnosed in patients at X Mental Hospital. The prevalence of schizophrenia is higher in men, specifically affecting 12 million people, compared to 9 million women. The annual incidence rate is 15.2% per 100,000 population. The onset of the condition is common in males between 15 and 24 years old, and in females between 25 and 35 years old. The onset of schizophrenia symptoms usually occurs during late adolescence or early adulthood. Males are more likely to experience cognitive impairment and have worse outcomes than females. Men have a higher susceptibility to mental illness than women due to their role as the main breadwinner in the household, making them more vulnerable to life stresses. In contrast, women are less likely to experience mental illness because they have a greater capacity to accept life circumstances than men (Zahnia et al., 2016). The lifetime risk of morbidity due to schizophrenia is about 0.85% for both men and women. The highest incidence of this mental condition is observed in late adolescence or early adulthood. In Indonesia, the prevalence of schizophrenia is estimated to affect around 1-2% of the population. There are nine different forms of schizophrenia that have been recognized, which include paranoid schizophrenia, hebephrenic schizophrenia, catatonic schizophrenia, nonspecific schizophrenia, post-schizophrenic depression, residual schizophrenia, schizophrenia simplex, other schizophrenia, and unclassified schizophrenia. Among the nine types of schizophrenia described, paranoid schizophrenia was the most frequently diagnosed disease in patients, accounting for 40.8% of cases.

According to the World Health Organization in 1990, Paranoid Schizophrenia is the main schizophrenia subtype observed in various countries (Yudhantara et al, 2018). Patients with paranoid schizophrenia have prominent symptoms

of paranoid delusions and are more common in males, with a rare occurrence at a young age. Patients are often immersed in their delusions, exhibiting behaviors such as hostility or excessive self-centeredness. These delusions may manifest as a strong belief that others are discussing them, a belief that there is a conspiracy against them or a plan to harm them, or a belief that there is an external force controlling their actions, often the patient themselves being the target.

2 MATERIALS AND METHODS

The type of research used in this study is qualitative research, using a case study approach to explore Paranoid Schizophrenia disorder. According to (Creswell, 2018) a case study is a qualitative approach that aims to explore a case in depth and detail on an issue or problem. Case studies were chosen because they are able to provide a clear picture of the context in which a situation can occur, so that the results can be interpreted by considering environmental and situational factors. This is important to provide an understanding of how contextual variables affect the situation under study. It allows the researcher to explore the phenomenon in its natural context, providing an in-depth understanding of the impairment experienced by the research subject.

The subject in this study is a male with 37-year-old characteristics who has been diagnosed with Paranoid Schizophrenia and has no neurological disorders or other significant developmental disorders. Primary data was taken from the research subject and secondary data was obtained from significant others, namely nurses, doctors, and the subject's younger siblings. Secondary data is needed to perform member checking on the validity of the data. The use of pseudonyms was used to maintain the privacy of the data provided for research purposes.

Data collection strategy is a method used by researchers to collect research data. Data collection is done through several methods, namely direct observation and interviews. Direct observation is a type of observation in which the researcher directly observes the research subject at the location and time of the event. The researcher is physically present at the location and records detailed data about the subject's activities or behavior. This method provides rich and contextual data, because researchers can interact directly. (Gay et al, 2012) define direct observation as an observation conducted by physically presenting the researcher at the location systematically and recording the observed behavior in a natural context. Interviews allow researchers to explore the perspectives, experiences and views of individuals that cannot be obtained through other data collection methods.

Data analysis in this study aims to assist researchers in obtaining conclusions. To get the right conclusion, the right strategic data analysis is needed. In this study, thematic analysis was used to analyze the collected data. Thematic data analysis includes identifying, analyzing, and reporting patterns (themes) in the data. This technique is used to organize data and interpret various aspects of a research topic. (Creswell, 2018) explains that the steps in thematic analysis are preparing the data to be processed by reading and analyzing to find out the meaning of the data that has been collected. The collected data is reduced to data to obtain important points which are then grouped based on themes or coding. This coding process will produce new themes which are then used by researchers to make a brief description and end by interpreting the data to make it easier to understand.

3 RESULTS

The main complaint of the subject came to X Mental Hospital because of anger. There have been changes in behavior since 2-3 months. These behaviors include shouting, talking dirty, and slamming things. The subject damaged the motorcycle, said it was repaired but could not return it to its original state. The subject carries sharp weapons such as sickles, mines, etc. which are put in the room. If taken by the family, the subject returns it to its original place. The subject talks to himself and rambles, and hits the family. When he was taken to X Mental Hospital, the subject did not want to go, so the security forces were involved. The subject once wandered off and could return at night. Interaction with others decreased, did not want to meet people, and when spoken to only daydreamed. The subject said that he could not sleep at all since 5 days and was angry in the morning. The subject does not want to worship at all, often forgets to throw things at home, matches are put in the freezer. The subject had a cough and an injury to the left wrist from having his hands tied and an injury to his leg from being hit by a shard.

The subject likes to be alone, causing prejudice with his neighbors, such as suspecting that he will be hurt or killed, and suspecting that his neighbors gossip that he is not married and not as successful as his neighbors and relatives. The subject feels that he is given privileges by God, considers himself the smartest.

The subject since childhood was raised with harsh parenting by his late father and his mother only acted as if she did not know his father's nature like that. Until when the subject was studying at the junior high school level, the subject's father had a severe stroke. The subject helped take care of his sick father for months until his father passed away. As a result, the subject had to help earn a living because he was the only male in the family. When he returned home from school, the subject immediately worked in the fields. The subject never enjoyed adolescence like his peers. The subject was bullied by his friends because he was considered poor and ugly, which made him inferior so that he never knew women. There were problems in the subject's extended family so he preferred to work until he migrated to Kalimantan. In addition, related to economic problems. The subject once exerted himself in the fields but still repeatedly failed to harvest watermelons and suffered considerable losses due to harvesting with the wrong rules. Many failures, difficulties, and unfulfilled needs and desires experienced by the subject triggered complaints of unreasonable behavior during these 2-3 months.

4 DISCUSSIONS

Erikson stated that individuals grow based on epigenetic principles. This means that the ego develops over a period of time and in a certain way (Boeree, 2007). This theory says that an individual's personality develops in eight stages, each of which is determined by the success or failure of the previous stage. At each stage of development there are tasks that are psychosocial in nature. Successful management of these challenges can help individuals gain psychosocial benefits and resilience, thus helping them progress to the next stage. However, if an individual does not make it through a certain stage, they will grow into maladaptation or malignancy (always in a state of suspicion).

Erikson divided the human life span into eight stages of crisis, in each phase there is individual psychosocial conflict. Lifelong development consists of eight stages, each of which has a strength value that forms a positive or negative personality, when weaknesses appear negative traits dominate a person's growth (Krismawati, 2014). Erikson believed that each crisis phase has basic virtues that individuals achieve when successful in the opposition of the crisis phase, but if failed to achieve will reduce the individual's ability to complete the next crisis phases.

In this case, the subject cannot complete stages V to VI of development properly so that the subject's ego becomes unadaptive in various problems in his life. This poorly resolved stage of development can cause the subject to experience psychopathology.

1. Trust vs Mistrust
   From childhood, the subject's relationship with his mother went well because the subject's mother could take the time to take care of the subject. From a young age, the subject has been cared for and taught by the subject's mother. The role of the mother is very important to love and provide affection where the basic needs of the baby are met and consistent and good quality care provides the basis for the development of trust (Fitrikasari et al, 2021). This event shows that the subject can develop a sense of trust in his environment.

2. Autonomy vs Shame and Doubt
   Children's independence can be optimized and developed when they receive support and encouragement from their parents for their efforts (Holis, 2007). The subject was raised with firm yet tolerant parenting so that the subject could develop balanced autonomy and shyness. A little shyness and hesitation is something that should be considered normal. Without it, children will develop maladaptive tendencies that Erikson called impulsiveness, which is doing something without thinking (Mokalu, 2021).

3. Initiative vs Guilt
   The subject developed into an initiative person because the subject's parents encouraged and encouraged the subject to explore things within himself. There are no demands or restrictions on the subject in trying things that the subject is interested in. So that the subject develops an attitude of initiative.

4. Industry vs Inferiority
   When he was in school, the subject was a person who was only active in the academic field and never participated in non-academic activities. The subject is a mediocre person regarding grades, not a smart one but also not one who cannot keep up with the lessons. The subject knows the interest he has in the automotive field so when he will continue to the secondary school level, the subject enters an automotive vocational high school. If individuals are encouraged and reinforced on their own initiative, they begin to feel diligent (competent) and confident in their ability to achieve goals.

5. Ego Identity vs Role Diffusion
   In this fifth stage, the subject is already a teenager. This period is the time to find identity. At this time the subject is faced with discovering his own existence. When adolescents search for their identity and relate to a

good environment, a good identity also emerges. If not, there will be an identity crisis (Kitchens & Abell, 2020).

When the subject was a teenager, the subject's father passed away due to a severe stroke which caused the subject to spend more and more free time in the fields, farming to earn money because there was no longer a father figure as the head of the family who provided for him. The subject said he accepted his situation but there were feelings of sadness and disappointment with the situation. The subject feels that he bears the burden of being the only male in the family who must fulfill all daily needs and send his younger brother to college. The subject feels unable to enjoy adolescence like his peers who can play and don't need to work.

At this stage, the subject was also bullied by his friends because he was from a poor family, his parents were only farmers, he went to school using an ontel bicycle when his friends his age were already using motorcycles. The subject was also bullied for moving from an MI school, which was considered private and not top, to a public school. When bullied, the subject did not do anything to the bullying friend, but there were feelings of sadness and shame. As a result, the subject became insecure because he felt ugly and always labeled himself poor. This event made the subject become a role diffusion/identity crisis. This is likely to lead to a weak sense of confidence, role diffusion, and lack of direction in adulthood. Role diffusion involves the subject being unsure about himself or his position in the environment. a person who has difficulty in finding his own identity may feel detached from reality and may develop irrational or even paranoid beliefs. They may feel that they have meaning or power that others do not, or may have a drastically different perception of reality.

6. Intimacy vs Isolation
In this sixth stage, a person develops long-term relationships with others. Those who fail to complete the previous stages and do not have a strong sense of identity are unable to establish close relationships with others.

At the age of 37, the subject is not married and has never dated because the impact of bullying in the previous stage made him insecure and did not dare to get to know women. The subject has negative beliefs about themselves that developed as a result of the bullying treatment received previously. The subject became upset and disliked seeing the closeness of couples who were making out, felt jealous seeing friends his age who already had wives and children while he was still single like this. The subject also said that he was embarrassed if a man would propose to his sister and see that his sister was still single at this age.

The subject has difficulty completing this stage well because in the previous stage, the subject was unable to find his personal identity. Therefore, the subject tends to isolate themselves and rarely interact with the environment. If the subject has difficulty forming intimate relationships at this time due to a previously unresolved identity crisis or fear of rejection, then the subject may experience isolation which refers to the inability to form meaningful and intimate relationships with others. This can lead to feelings of loneliness, isolation, and ostracization.

Eventually, symptoms of fear of being gossiped about by neighbors for not being well-established and unmarried at the age of 37, anger at seeing a partner, and sexual fantasies emerged. This is also related to the subject's hope to work hard to be established and be able to establish a relationship to the level of marriage. In the case of the subject who was suspicious of being hurt and gossiped about for being unmarried and unestablished at the age of 37, psychosocial conflict occurs when the subject feels pressured by social or cultural expectations to achieve a certain level of success in adult life, such as getting married and gaining economic stability. Delusions about being hurt or gossiped about by others are manifestations of insecurity and anxiety that arise from feeling unestablished or not meeting these expectations.

When looking at the definition of schizophrenia, the characteristics that appear in the subject are distortions in thoughts, perceptions, emotions, speech, and behavior. According to (Yudhantara et al, 2018) schizophrenia is a severe mental disorder that can affect individual feelings, thoughts, and behavior. Schizophrenia is also one part of a psychosis disorder which can be characterized primarily by a loss of understanding of reality and reduced insight. Characterized by the subject's disorganized way of thinking, difficulty processing information consistently or logically.

When looking at the factors of schizophrenia according to (Zahnia et al, 2016), the factors that stand out in the subject are psychosocial factors. In addition, seen from the factors of schizophrenia according to (Prihananto, 2018) the economic level is a prominent causative factor. So that when there is a disturbance in these factors, it causes a mental imbalance in the subject which eventually leads to symptoms of schizophrenia in the subject.

There are positive symptoms of schizophrenia in the subject involving separation from reality (Nevid et al, 2014)), namely delusions or delusions of self-belief that the subject is given privileges by God because he is sensitive and feels smarter than others so that he does not want to accept help from others. There is a chasing delusion that the subject believes that he will be hurt by neighbors / people around him. There are auditory hallucinations such as hearing a female voice when the subject is masturbating even though there is no woman there, visual hallucinations see a neighbor couple having sex in front of the subject. The subject sometimes says or wants things that do not make sense such as there is a big tree that contains a ghost, seeing blood so you feel pain, not daring in your own home, Japan is said to be stupid, and says there is such a thing as a poor country.

In addition, there are negative symptoms that affect the subject's ability to function and live his life (Nevid et al, 2014). Symptoms that stand out in the subject are separating themselves from the social environment tend to close themselves, lose their ability to think, and lose their initiative or laziness to do something.

According to (Maramis, 2012), states that psychotic symptoms in individuals who have schizophrenia mental disorders that match the characteristics of the subject are general appearance and behavior that are not prominent and social withdrawal. This is found in the observation of the subject, where when in the inpatient room the subject rarely interacts with patients or nurses in the room. Most interactions start from other people. In addition, there are perceptual disorders related to auditory and visual hallucinations, and thought disorders in the form of delusions of grandeur and delusions of pursuit.

5 CONCLUSIONS

The subject with the initials ANH is a 37-year-old male. The physical characteristics of the subject, which are 163 cm tall and 50 kg in weight, are seen based on the patient's nutritional check data. The subject has short thin hair, a thin beard, a sharp nose, fair skin, and has an injury on the left wrist because the subject rebelled so that the subject's hands were tied by a neighbor before being taken to the X Mental Hospital. While in the X room, the Subject rarely interacts with friends around him, more often alone in the garden and tends to close himself. Sometimes, the subject only talks to one of the patients he knows.

This is the first time the subject has been admitted to a mental hospital. The precipitating factor for the subject to enter the psychiatric hospital was psychological factors, namely because the subject had a prejudice that he was gossiped about by neighbors and suspected that someone wanted to harm him. The reason is that the subject is 37 years old and until now unmarried, when his friends his age are married and well-established. Many failures, difficulties, and unfulfilled needs and desires from within the subject experienced by the subject have triggered complaints of unreasonable behavior for the past 2-3 months. The symptoms shown are anger, damaging things, and distancing themselves from the social environment. The subject was diagnosed with mental disorder F20.0, namely paranoid schizophrenia with the symptoms shown were delusions, delusions of grandeur and pursuit, and auditory and visual hallucinations. The most apparent personality traits in the subject are suspicion and excessive vigilance.

The development of the subject's mental disorder is obtained from the accumulation of events that occur in the subject's life. At the time of the examination, it was found that the clinical mental disorder in the form of self-understanding (insight) was at the fourth level / degree, namely the subject had realized the disorder experienced until he was in this hospital, but the subject did not understand the cause of the pain he was experiencing. So it can be concluded that the personality that appears on the subject is in accordance with the definitions, factors, symptoms, and criteria that have been discussed. The subject's behaviors are also in accordance with the criteria for the diagnosis of schizophrenia. The process of mental disorders in the subject can also be explained through Erickson's Psychosocial Development Theory. Analysis of the subject matter in the subject occurs in stages V-VII.

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Psychological Dynamics of a Male Child Patient with Paranoid Schizophrenia Symptoms

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Abstract: Paranoid schizophrenia is one of the variants of schizophrenia characterized by the dominance of paranoid symptoms, such as delusions often related to suspicion or threats from others, and it may also be accompanied by auditory hallucinations, which involve hearing voices that are not present. Paranoid schizophrenia, according to PPDGJ, is a subtype of schizophrenia marked by the presence of dominant delusions or auditory hallucinations. Delusions commonly observed in paranoid schizophrenia may include mistrust, suspicion, or the belief that the individual is in danger or being attacked by others. These symptoms can trigger a tendency for the individual to become obsessed with these negative thoughts or beliefs, which in turn can affect their behavior and social interactions.

Keywords: Schizophrenia, Schizophrenia Paranoid , Study Case, Psychological Dynamics, Medical Treatment

1 INTRODUCTION

According to the Guidelines for Classification and Diagnosis of Mental Disorders (PPDGJ), paranoid schizophrenia is one variant of schizophrenia characterized by the dominance of paranoid symptoms, such as delusions often related to suspicion or threats from others, and it may also be accompanied by auditory hallucinations, which involve hearing voices that are not present. Paranoid schizophrenia, according to PPDGJ, is a subtype of schizophrenia marked by the presence of dominant delusions or auditory hallucinations. Delusions commonly seen in paranoid schizophrenia may include mistrust, suspicion, or the belief that the individual is in danger or being attacked by others. These symptoms can trigger a tendency for the individual to become obsessed with these negative thoughts or beliefs, which in turn can affect their behavior and social interactions. It is important to note that the diagnosis of paranoid schizophrenia should be made by a qualified mental health professional, such as a psychiatrist or psychologist, through careful observation and evaluation of the symptoms experienced by the individual. This article employs case study as a qualitative research method. The case study approach is chosen to gain an in-depth understanding of the phenomenon under investigation by examining specific cases within a relevant context. This approach allows for a detailed analysis of the dynamics, challenges, and solutions in real-world situations related to the research topic. Data is collected through various techniques such as in-depth interviews, observations, and document analysis to provide a comprehensive and contextual view of the case being studied.

In paranoid schizophrenia, individuals often experience paranoid delusions, which are false beliefs that certain people or entities are trying to harm or control them. They may also have auditory hallucinations, such as hearing voices that are not present, often related to paranoid themes. However, intellectual and cognitive abilities are usually preserved in paranoid schizophrenia, allowing individuals to lead relatively normal daily lives. Nevertheless, proper medical treatment and therapy are still necessary to manage symptoms and improve the individual's quality of life (Landra & Anggelina, 2022). In the subject's case, the axis has not yet fully developed because the subject is under 18 years old. Therefore, even though the subject shows symptoms of hallucinations and delusions, a definitive diagnosis cannot be established yet, and axis 2 notes "dd (symptoms) of paranoid schizophrenia."

2 MATERIALS AND METHODS

Qualitative data analysis technique is a research method that focuses on collecting and processing data, such as texts, interviews, observations, and visual artifacts to explore and understand the meanings, concepts, characteristics, and social phenomena from various perspectives. In contrast to quantitative analysis that relies on numbers and statistics, qualitative analysis focuses more on an in-depth understanding of the context and subjective nuances of the data collected.

Below is the identity data of client EPL :

Name	:	EPL
Place/Date of Birth	:	Surabaya / September 28, 2010
Age	:	13 years
Gender	:	Male
Ethnicity	:	Javanese
Religion	:	Islam
Last Education	:	Elementary School
Occupation	:	Student
Marital Status	:	Single
Address	:	Rungkut
Sibling Order	:	1 of 2 siblings
Hobbies / Interests	:	Listening to music, cooking, playing games
Purpose of Examination	:	Psychological Evaluation
Location	:	Psychology Clinic
Examination Dates:	:	April 19 and 22, 2024
Examiner:	:	Margaretha Oktaviana Suryaningrum

3 RESULTS

The subject was diagnosed with schizoaffective type depression with symptoms of paranoid schizophrenia and recurrent depressive disorder, current episode severe with psychotic symptoms. Typical personality disorders lead to Borderline along with a history of increased body temperature above normal as a child and disorders in the digestive system, namely gastric ulcers. The subject's condition worsened due to the death of his mother. GAF Scale during the initial examination was included in severe disability in communication and judgement and almost did not function in all areas, then after 1 year GAF decreased to moderate symptoms and moderate disability.

Subject assessment was conducted twice. The first was on Friday, April 19, 2024 at 09.00-11.30 WIB and the second was on Monday, April 22, 2024 at 10.00-12.00. Activities in the first meeting, namely: 1) CFIT 2 Psychological Test 2) BAUM and DAP Graphic Tests 3) FSCT. The above test activities aim to determine the development of the subject. After the psychological test is completed, it is continued with interviews and observations with the subject and significant other (the client's biological father). Before taking the FSCT test, the subject felt a headache or dizziness due to the influence of the drugs he was taking so the test was postponed until April 22, 2024. The activities in the second meeting aimed to dig deeper into the subject's data and continue the FSCT psychological test because the subject felt dizzy when working on the FSCT on April 19, 2024 and to dig deeper into the subject's information and background.

Data was obtained through identification of medical records, observation, and interviews with subjects and significant others (client's biological father).

The subject's family situation was initially still going well. The subject's father and mother were married in a secret marriage and then officially married when the subject was one year old. Although at first the subject's mother did not get the blessing of her family, namely her mother and younger sibling, the subject's parents still decided to keep the marriage. The subject's mother's family was also reluctant if the subject's father visited their house just to establish family ties. Therefore, the relationship between the subject's father and his wife's family was not good. The subject was closer to his mother than to his father because the intensity of the meeting was uncertain. Sometimes it could be once every two months or once every two weeks, and so on because of the need to work outside the city as a trader. In addition, the subject's father also had a strict and disciplined nature, in contrast to his mother who was loving and kind, making the subject more comfortable being around his mother. The subject and his family lived in a house that had not been inhabited for 8-9 years so that it became haunted. He lived there from when he was a baby until he was 2-3 years old.

In the social environment, the subject is known to like drinking hard liquor, such as Balinese arak for the first time as much as 6-8 small glasses since 2023. Then the second time around 3-4 months ago he drank Singaraja as much as 10 small glasses so that his digestion was sensitive and caused stomach ulcers. Singaraja is a traditional Balinese beer that consists of fermented grapes or local beer that has a bitter taste with a low alcohol content. In addition, the subject also likes to drink tea 2-3 times a day, if drinking coffee is considered rare, once a week. The subject has also committed acts of stealing his aunt's money and causing unrest by pointing a knife at his neighbors if he feels threatened, especially when his neighbors tease him that he suffers from mental illness. Since 6th grade of elementary school until the beginning of junior high school, the subject smoked 1-2 cigarettes a week for about 3 months. As the age increases, the subject is used to finishing 1 pack of cigarettes for 2 days. The cigarettes used are usually those with a candy-like sensation, for example LA Purple and Carmen.

4 DISCUSSIONS

In paranoid schizophrenia, individuals often experience paranoid delusions, which are false beliefs that a person or entity is trying to harm or control them. They may also experience auditory hallucinations, such as hearing non-existent voices, which are often associated with paranoid themes. However, intellectual and cognitive abilities are usually preserved in paranoid schizophrenia, allowing individuals to live relatively normal daily lives. However, proper medical care and therapy are still needed to manage symptoms and improve the individual's quality of life (Landra & Anggelina, 2022). In the subject's case, the axis has not been fully formed because the subject is still under 18 years old. Therefore, although the subject's hallucinations and delusions are visible, the diagnosis cannot be confirmed and axis 2 includes the description of dd (symptoms) of paranoid schizophrenia.

Social Psychoanalytic Theory by Karen Horney suggests that social and cultural factors, especially childhood experiences, have an important influence in shaping an individual's personality. Lack of affection and attention during childhood can result in basic hostility toward parents, which can then lead to basic anxiety. Horney explains that individuals tend to develop defense mechanisms to deal with basic anxiety through interactions with others. Horney believed that every individual is born with the potential to develop, and a supportive environment, including genuine acceptance and love, is needed to create feelings of security and satisfaction. An environment that meets these needs will allow individuals to express their true identity (real self). However, in reality, the ideal environment is often not achieved due to various limitations or inabilities of parents. This dissatisfaction can result in children feeling insecure and dissatisfied. Although they may not directly show hostility toward their parents, these feelings can become internalised and unconscious, which can then produce basic anxiety, leading to feelings of isolation and helplessness. Basic anxiety and hostility are interrelated and can reinforce each other, ultimately contributing to neurosis. Humans develop defence mechanisms to cope with this anxiety. Horney initially identified three general ways in which humans cope with neurotic tendencies: 1. approaching, 2. resisting, or 3. distancing (Feist, 2017).

Social and cultural factors, especially childhood experiences, have a significant impact on shaping an individual's personality. Lack of affection and attention in childhood can lead to the development of basic hostility towards parents, which can then lead to basic anxiety. This is also the case with EPL, from childhood to adolescence he was not very close to his father figure because the frequency of meetings was uncertain due to work, and he was also abandoned by his mother, which made him even lonelier. EPL needs a figure who makes him not lonely, so he looks for it in his social environment.

1. Horney's Neurotic Needs Horney suggested that there are ten neurotic human needs to combat the anxiety that exists in him, namely:

a. The neurotic need for affection and approval :

It means the need for affection and acceptance. EPL subjects want a sense of compassion and acceptance from his family, but what he hoped for has not been fully fulfilled

Because his mother died followed by other family members. EPL fathers strive to meet these needs,

But the subject harbours hatred as well as affection for his father. Hate stems from alleged EPL that his father had tried to hurt his mother, even though at that time EPL's father wanted to help his mother to heal, feeling pity comes from the fear of losing because currently EPL's father is suffering from a heart attack. Because
a symptomatic disease of schizophrenia, EPL is ridiculed by his friends and is poorly accepted by other family members.

b. The neurotic need for a powerful partner:

The subject has low self-confidence due to his shortcomings, so he tries to get closer to friends who he considers to have a strong position or influence on him. However, in the end the subject chooses the wrong social environment, for example, he likes to drink alcohol and smoke.

c. The neurotic need to restrict one's life within narrow borders :

The subject does not really like to stand out and has a way of life like most people, even though the subject has schizophrenia.

d. The neurotic need for power :

The need for power. It is known that the subject does not really care about this need.

e. The neurotic need to exploit others :

The need to take advantage of others for personal gain. It is known that the subject does not really care about this need.

f. The neurotic need for social recognition or prestige :

The need for social recognition or prestige. It is known that the subject does not really care about this need.

g. The neurotic need for personal admiration :

The need to be amazed at oneself. It is known that the subject does not attach much importance to these needs and on the contrary, the subject tends to have a lack of self-confidence.

h. The neurotic need for ambition and personal achievement :

The need for personal ambition and achievement. It is known that the subject does not attach much importance to this need.

i. The neurotic need for self-sufficiency and independence :

The need for independence and freedom. The subject has the tendency to want to be free, for example playing with friends without knowing the time and following bad habits of his friend to smoke and drink alcohol.

j. The neurotic need for perfection and unassailability :

The need for perfection and the impossibility of error. It is known that the subject does not attach much importance to this need.

5 CONCLUSIONS

Karen Horney's Social Psychoanalysis theory posits that social and cultural factors, particularly childhood experiences, play a crucial role in shaping an individual's personality. A lack of love and attention during childhood can lead to feelings of hostility towards parents (basic hostility), which may then give rise to basic anxiety. There is a significant role played by the social environment, including both family and peer interactions. The subject has experienced repeated losses, which have contributed to their worsening state, and there are also influences from genetic factors as well as interactions with friends. Psychoeducation, family interventions, cognitive behavioral therapy (CBT), and rehabilitation are provided to patients and their families. The goal is to increase their understanding of symptom recognition, symptom management, treatment (including goals, benefits, and side effects), as well as to improve coping skills, improve communication among family members, build social support, and improve skills in dealing with daily problems.

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Psychological Dynamics of Individual with Acute and Transitional Psychotic Disorders

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Abstract: Acute-Transient Psychotic Disorder is a mental condition in which individuals have difficulty understanding or assessing reality, often characterized by symptoms such as delusions, hallucinations, strange behavior, and disorganized speech. Based on the DSM-V, this disorder differs from schizophrenia mainly in duration, which occurs within 1 day to less than 1 month. This study aims to determine and understand the psychological picture of individuals who have acute and transient psychotic disorders. The researchers uses a single case study method with a qualitative approach. In the examination process, the researchers collects data by conducting interviews, observations, and looking at the subject's medical records. The results show that acute and transient psychotic disorders can occur due to internal and external factors from the subject. This can also be studied more deeply using Freud's psychoanalytic approach related to defense mechanisms and psychosexual development.

Keywords: Acute-Transient Psychotic Disorder, Psychoanalysis, Defense Mechanism, Psychosexual Development

1 INTRODUCTION

Acute-Transient Psychotic Disorder is a mental condition in which individuals have difficulty understanding or assessing reality, often characterized by symptoms such as delusions, hallucinations, bizarre behavior, and disorganized speech. According to the DSM-V, this disorder differs from schizophrenia primarily in its duration, which occurs within 1 day to less than 1 month, in the absence of a general medical disorder (Harrison et al., 2018). Although individuals can recover fully, there is a risk that this condition can progress to schizophrenia (Sadock et al., 2019). The exact cause is unknown, but this disorder often occurs in patients with a history of personality disorders such as borderline, schizoid, schizotypal, or paranoid, who may have a biological or psychological vulnerability to psychotic symptoms (Sadock et al., 2010). Severe psychosocial stress, such as the loss of a family member or a serious accident, can also trigger this disorder, especially if faced by individuals who are already vulnerable.

According to the DSM V-TR, brief psychotic disorder is characterized by the presence of at least one of the following positive psychotic symptoms: delusions, hallucinations, disorganized speech (such as frequent rambling or incoherence), or markedly abnormal psychomotor behavior, including catatonia (Criterion A). The episode lasts for at least 1 day but less than 1 month, after which the individual fully returns to their predisposition level of functioning (Criterion B). The disturbance is not better explained by depressive or bipolar disorder with psychotic features, schizoaffective disorder, or schizophrenia, and is not attributable to the physiological effects of a substance (e.g., hallucinogen) or another medical condition (e.g., subdural hematoma) (Criterion C). In addition to the four major symptom areas listed in the diagnostic criteria, assessment of cognitive, depressive, and manic symptoms is essential to distinguish between the schizophrenia spectrum and other psychotic disorders.

Psychotic disorders can be triggered by substance use, drugs, toxins, or other medical conditions. In the case of substance- or drug-induced psychotic disorders, the psychotic symptoms are considered to be the direct physiological

effects of the substance abuse, drug use, or toxic exposure, and usually resolve once the trigger is removed. In psychotic disorders associated with other medical conditions, the psychotic symptoms are considered to be the direct physiological effects of the medical condition..However, transient psychotic disorders often have no clear cause, although patients with certain personality disorders may be more biologically or psychologically vulnerable to psychotic symptoms, especially those with borderline, schizoid, schizotypal, or paranoid traits. Some patients may also have a family history of schizophrenia or mood disorders, although this has not been definitively concluded. From a psychodynamic perspective, psychotic symptoms can be viewed as inadequate coping mechanisms, or as a form of defense against forbidden fantasies, and may be related to attempts to escape from stressful psychosocial situations or the inability to meet certain expectations (Yoseph et al., 2009). Although no particular age group is more susceptible to the initial symptoms of psychotic disorders, McFarlane (2011) indicated that these symptoms often first appear in adolescence, triggered by a combination of neurodegenerative processes, psychosocial stress, and hormonal changes. Research by Dian (2018) shows that traumatic experiences can trigger acute psychotic disorders, which are characterized by difficulty distinguishing between reality and fantasy, social isolation, and aggressive and destructive behavior. Patients with low socioeconomic status or who have experienced significant cultural changes, such as immigration, are also at higher risk for developing the disorder (Yoseph et al., 2009).

In the context of psychoanalysis, Freud emphasized that psychotic disorders can occur when there is an imbalance in the personality structure between the id, ego, and superego, which usually work together to maintain a person's mental balance. Freud argued that normality is the result of a balance of energy between these three structures. When the ego is unable to control the urges of the id or withstand the pressures of the superego, the individual may slip into a neurotic or even psychotic state (Semiun, 2006). This personality structure consists of three, such as: conscious, preconscious, and unconscious, which regulate how individuals respond to instinctive urges and pressures from the outside world (Alwisol, 2004; Hall & Lindzey, 1993). When the ego loses control, the defense mechanisms used can become maladaptive, worsening the individual's mental condition. Traumatic experiences can be a trigger for this disorder, as shown by Dian (2018), where trauma can disrupt mental balance and cause individuals to have difficulty distinguishing between reality and fantasy, which is often accompanied by social isolation and aggressive or destructive behavior (Yoseph et al., 2009). Psychotic symptoms often first appear in adolescence, driven by a combination of neurodegenerative factors, psychosocial stress, and hormonal changes, which can progress to more serious disorders such as schizophrenia if not treated appropriately (McFarlane, 2011). Through a deep understanding of personality structure and defense mechanisms, Freud's psychoanalytic approach provides important insights into how and why these psychotic disorders occur.

2 MATERIALS AND METHODS

In this study, a qualitative approach with a single case study method was employed. Data collection involved semi-structured interviews, which fall under the category of in-depth interviews and are less rigid compared to structured interviews (Sugiyono, 2019). Semi-structured interview were conducted for participant and significant person of participant. The researchers also utilized observation to understand the behaviour exhibited by the subject during interactions, and document analysis, including medical records, to determine the subject's diagnosis. The purpose of researchers using a qualitative case study approach is to get a complete picture of the client's problems, conditions, and personality. The duration of the assessment conducted on the participants, for example approximately two weeks or 14 days. Participants in this study consisted of one client with male gender and aged 22 years. The participant, referred to as ZA, is from East Java and is a Muslim. ZA is the eldest of three siblings. ZA received their education up to senior high school in a boarding school and has not had any work experience.

3 RESULTS

Based on the examination results, the subject meets the criteria for Acute and Transient Psychotic Disorders not Specified based on the Guidelines for the Classification and Diagnosis of Mental Disorders (PPDGJ-III). The following is results of the examination that the researchers has conducted on the subject based on PPDGJ-III:

- Using a diagnostic order that reflects the priority given to selected key features of the disorder. The priority order used is:
  a.) Acute onset (2 weeks or less = the length of time that psychotic symptoms become apparent and interfere with at least some aspects of daily life and work, excluding a prodromal period in which symptoms are often vague) as the defining characteristic of the entire group;
  ➢ Based on auto anamnesis from the subject's father, the Islamic boarding school, and fellow students, the subject said that the subject was 'sick' and not like usual. The subject often daydreamed and was like a

dazed person, so he was incoherent when communicated with. The subject experienced this around January 24, 2024, and finally the subject was picked up by his parents on January 28, 2024 (for 4 days the subject could not be communicated coherently).

➢ After the subject was home, the subject experienced hallucinations of seeing Habib Umar and delusions that he would be given a cap by Habib Umar because he was the chosen one.

➢ When the subject was at home and during that time the subject did not want to eat and had difficulty sleeping so he had to be reminded or even bribed to eat. In addition, the subject rebelled when his parents did not allow him to leave the house. The subject did not pray, even though he usually prayed five times daily.

➢ While in the Cendrawasih inpatient room, the subject once heard the sound of a bird laughing at night.

b.) The presence of a distinctive syndrome (either "polymorphic" = various and rapidly changing, or schizophrenia-like = typical schizophrenic symptoms);

➢ The subject had various delusions and hallucinations within two weeks, from around January 24, 2024 to early February 2024.

➢ The subject had a delusion that he was trusted to be given a peci by Habib Umar.

➢ The subject had a visual hallucination in the form of seeing Habib Umar coming to his house with his troops, but could not see anymore because there was a light behind the door of his house that covered Habib Umar and his troops.

➢ The subject had a visual hallucination in the form of the weather outside changing very quickly and alternately.

➢ The subject had an auditory hallucination in the form of hearing the sound of birds laughing.

c.) The presence of associated acute stress (not always present, so specified with the 5th character; .x0 = without associated acute stress; .x1 = with associated acute stress). Prolonged difficulties or problems should not be included as a source of stress in this context;

➢ The subject had an experience that he had liked the same sex while in the Islamic boarding school and had expressed his feelings, the reaction of the student that the subject liked was to avoid him. In addition, the subject felt that his boarding school friends looked at him strangely after the incident where the subject expressed his feelings in front of his boarding school friends.

d.) It is unknown how long the disruption will last.

➢ It is not known exactly how long the subject experienced hallucinations and delusions.

- There are no disorders in this group that meet the criteria for a manic episode (F30.-) or a depressive episode (F32.-), although individual emotional changes and affective symptoms may be prominent from time to time.

- There is no organic cause, such as head trauma, delirium, or dementia. It is not intoxication due to alcohol or drug use.

  ➢ Based on alloanamnesis, the subject has never been hospitalized. The subject usually only has fever and flu. The subject has no history of seizures.

  ➢ The subject does not consume alcohol or drugs.

Observation:

Observation of the subject's daily activities shows that the subject is already in a stable phase. The subject can follow routine activities carried out while in the room such as exercise and prayer. While in the room, the subject often interacts and jokes with other patients. The subject will help other patients without being asked, but to clean the room or wash the lunch box, the subject must be asked first.

Autoanamnesis:

During kindergarten, the subject felt sad because his mother no longer waited for him at school, even though he had friends who accompanied him until elementary school. During elementary school, the subject enjoyed playing with his friends and participated in a school-level chess competition even though he did not win. The subject still remembers his three close female friends, namely NSA, SK, and AFA, who were born in 2003. After graduating from junior high school, the subject decided to go to a boarding school because he wanted to experience a free teenage period, although not in a destructive sense. He started learning to ride a motorbike in the 1st grade of junior high school and had two close friends whom he called the 'three friends,' and they are still in touch now. The subject regrets ever making his mother cry, but his

mother still prays for his well-being. The subject wants to continue his education at an Islamic boarding school after watching the boarding school's hymn video. After graduating from junior high school, the subject waited one year before going to a boarding school, during which time he took his mother to and from work and took care of her when she was pregnant. He also prepared himself physically, mentally, and spiritually to enter the boarding school. The subject helped call to prayer for his newborn sibling and prepared a thanksgiving for his birth. At the boarding school, the subject always woke up at 03.00 WIB to pray and take a bath, and was a planner who recorded daily activities. He liked to write, both in a daily journal and motivational sentences, and lived a simple life at the boarding school by sleeping under a carpet or prayer mat. He had six roommates at the boarding school and was initially in a special dormitory for Arabic language students before being transferred to the Tahfidz dormitory in mid-2023. The subject faced several challenges in memorizing the Quran, such as boarding school illnesses, IMNI exams, and Quran exams. To overcome stress, the subject performed ablution, recited the Quran, wrote, and visited graves at the boarding school, and rarely told other people. The subject began to feel feelings of affection for the same sex when he was transferred to the tahfidz dormitory in late 2023. He liked a younger and more beautiful student. The subject finally expressed his feelings in early 2024, although he regretted it afterward and felt bullied by others. He felt sad and guilty, so he went to the Islamic boarding school grave to beg for forgiveness, cry, and ask for punishment from Allah. After that, the subject felt ‘sick’ like he was going crazy, which he considered as a punishment from Allah for liking the same sex. Although other people saw him as quiet, kind, and honest, the subject felt less confident. He was once advised by his friend that as a man, he must be firm, and not easily carried away by feelings. Before being taken to the mental hospital, the subject was taken to alternative medicine by his family after the Islamic boarding school contacted them. When at home, the subject felt a difference of opinion with his parents regarding the hallucinations he experienced, wanted to meet Habib Umar, but was not allowed to leave the house. The subject even injured his arm because of frustration. He hopes to continue his daily activities as usual, publish books, continue his education at the college level, and build his Islamic boarding school.

Alloanamnesis:

a. Father

On Sunday, January 28, 2024, the subject was picked up from the boarding school by his family because the Islamic boarding school reported that the subject was 'sick', and on January 29, 30, 31, 2024, the family tried to treat the subject by taking him to several 'smart people' such as Kyai; although the subject looked calm when he was around them, when he returned home, his condition remained like a 'sick' person, so that in one day he could be taken to three different 'smart people', until finally on Thursday, February 1, 2024, the subject was taken to the Mental Hospital by the family, the first time the subject was admitted to the Mental Hospital, and when he entered the Emergency Room, the subject rebelled a little before being transferred to the intensive care unit for 4 days without being allowed to be visited, and then on Monday, February 5, 2024, the subject was transferred to the inpatient room. The family did not care about what the neighbours said regarding stereotypes about people in mental hospitals, as long as their child recovered.

b. Mother

The subject only drank breast milk for the first three months because he suddenly did not want to anymore, so the subject's mother was forced to give him formula milk with a bottle until he was three years old. At the age of two, the subject was taught toilet training and accustomed to defecating in the bathroom, although the process was often accompanied by bedwetting, but the subject's mother was always patient and consistent in getting the subject used to tell him if he wanted to defecate. When the subject was five years old and still in kindergarten, the subject's mother taught him body parts that should not be touched by just anyone. According to his mother, the subject was a quiet and shy child, so when he was in kindergarten the subject had to be accompanied at school because of his shy nature, such as when he did not want to take pictures because he was embarrassed. However, when he entered junior high school, the subject's shy nature diminished, although he remained a quiet child and rarely talked about problems.

c. Sister

The subject's younger sibling views the subject as a caring and patient older sibling. According to the subject's younger sibling, the subject is an older sibling who rarely talks to his family, especially to himself. The subject's younger sibling said that usually the content of the interaction with his older sibling (subject) is limited to telling stories about activities while at the Islamic boarding school. The subject and his younger sibling were in the same school when they were in elementary school, the younger sibling said that the subject had many friends when he was in elementary school and often played with them.

Based on stories from his older sibling's boarding school friends, the subject's younger sibling found out that the subject started to isolate himself when he moved to dormitory A (specifically for tahfidz) around August 2023. When he was still in dormitory B (specifically for students studying Arabic), the subject still often gathered with his dormitory friends and housemates who were in the same Islamic boarding school as him. The subject's younger sibling said that when he was in dormitory A, the subject only had one friend to talk to who was the subject's neighbour who was in a different dormitory from the subject.

4 DISCUSSIONS

ZA is a 22-year-old man whom his biological parents have raised since childhood. The subject is the first child of three siblings. In this case study, the subject was diagnosed with acute and temporary psychotic disorder in 2024 at the Mental Hospital and was included as a new patient. The subject was initially picked up by his parents at the Islamic boarding school because the Islamic boarding school said that the subject was sick and his behavior was not as usual, even his friends said he had been possessed by a genie. The subject was finally taken to the Mental Hospital by his family after 3 days of trying alternative medicine. The condition of the subject before being taken to the Mental Hospital was angry in the form of raising the volume of his voice in his house until it needed to be held by 7 people, but the subject did not engage in destructive behavior such as hitting people or throwing things. Symptoms that appeared in the subject included delusions, visual and auditory hallucinations. The delusion possessed by the subject is that the subject believes that he has the privilege to be able to get a cap from Habib Umar. Then, the subject's visual hallucination is that he sees Habib Umar from Yemen visiting his house, but he cannot see his troops because they are blocked by the light behind the door of his house. Then, for the auditory hallucination, the subject hears the sound of birds laughing. If associated with Sigmund Freud's psychoanalytic theory, then the background to the symptoms of acute and temporary psychotic disorders is because of the inconsistency between the id and superego of the subject. The id and superego are always in conflict because they are very opposite. If the id represents personal interests and pleasures, then the superego represents the limitations or norms applied by society. The ego plays a role in connecting the mechanism between the id and superego. Anxiety occurs in the ego's efforts to fulfill the needs between the id and superego. In this case, there are two factors that cause the subject to experience psychotic disorders, namely internal and external factors. Internal factors include the existence of defense mechanisms that are not appropriate in dealing with anxiety and external factors include parenting patterns and various experiences of the subject from adolescence to adulthood.

If associated with internal factors, then the id or drive within the subject is the feeling of liking the same sex, where this is contrary to his superego, which is related to the instillation of strong religious norms that if the Islamic religion that is adhered to does not allow its followers to like or have relationships with the same sex, because of an imbalance or something that is opposite, moreover this id is a primitive drive with the principle of only pursuing pleasure or enjoyment (pleasure principle) where this id tries to satisfy all its desires and needs immediately, then this can cause anxiety in the subject, because the subject's ego finds it difficult to make a balanced decision. When the ego cannot achieve a balance between the basic needs of the id and the moral standards of the superego which are both strong, this often results in strong anxiety. If the subject cannot resolve this conflict effectively, positive symptoms or symptoms can appear as a manifestation of the imbalance. Moreover, the subject does not have the right and effective coping mechanism in dealing with his anxiety. The subject cannot manage conflict well because the subject often suppresses the conflicts he experiences so that the suppressed conflict can eventually manifest in acute and temporary psychotic symptoms. The subject experienced a 'boarding school disease', namely himself who liked the same sex in late 2023 to early 2024. This incident made him regret and very sad until the subject cried at the grave of his Islamic boarding school after the subject expressed his feelings to the student he liked in front of his other boarding school friends. In addition, the subject was also busy with his target of memorizing the Quran, the subject felt sad because he felt that his memorization was slower than his other tahfidz friends. In early 2024, the subject saw and heard hallucinatory voices. This is certainly related to one of the defense mechanisms, namely repression, where the subject suppresses various things (memories, thoughts, and perceptions) that are considered dangerous to himself into the unconscious level, when there is a problem the subject chooses not to tell others and suppresses the problem himself. The subject only wanted to tell someone else, namely one of his trusted boarding school friends, when his anxiety had increased and it did not help much. In addition, this repression was also shown by the subject who when asked about his sad past experiences, the subject did not remember it much and said that all past experiences, if they had been passed, would become beautiful memories. In addition, initially the subject also said that he did not want to remember the past too deeply, such as the 'boarding school disease', but after probing and over time, the subject was willing to tell about the incident. The defense mechanism of reaction formation also played a role in this because after crying regretfully at the grave of his boarding school, the subject continuously recited dhikr, which is the formation of a reaction when someone does something that is contrary to the id, namely the subject's sexual urge to like the same sex. When viewed from the perspective of the psychosexual stages, there are three stages related to the problems that the subject experiences, from the cause of the subject liking the same sex to the defense mechanism that the subject uses to overcome anxiety due to the 'boarding school disease', namely: the oral phase, the phallic phase, and the genital phase.

During the oral phase, there was an event where the subject only drank breast milk in the first three months. Furthermore, the subject's mother gave formula milk with a bottle until the subject was 3 years old. The subject often bit the pacifier until the pacifier had to be changed many times. The subject's parents had tried to wean the subject when he

was two years old, but it was unsuccessful because the subject cried and his parents could not bear it. The subject only managed to stop breastfeeding at the age of 3 by not weaning, but when the subject asked where his bottle was, the subject's mother said that a scrap collector had taken the bottle, the subject believed her and did not cry at all. The subject is not the type of child who likes to put random food or objects into his mouth. The subject's meal portions are small. The subject could only eat a lot when he was 5 years old because the subject's mother tried to give the subject vitamins to increase appetite. This subject's behavior can be analyzed using oral aggression personality where there is dissatisfaction in this oral phase, this is also what causes the subject to really like eating from adolescence to adulthood. In addition, it is possible that the behavior of the subject who likes to read the Qur'an can be associated with this, as well as the behavior of the subject who likes to dhikr verbally when feeling anxious because of the 'boarding school disease' that he has, then it can also be associated with oral aggression personality because the subject tries to overcome his anxiety by doing this. During the phallic phase, the subject has started school. However, during kindergarten, the subject still needs to be accompanied by his mother. If associated with the Oedipus complex, then the subject's dependence on his mother can gradually make the child learn to suppress feelings of sexual love for his mother and replace it with a form of affection that is more socially acceptable. During the genital phase, the subject had a close relationship with the opposite sex when he was in junior high school. However, the relationship eventually became distant because he had graduated from school, so the subject had never met again with the female friend he had liked before. This proves that the subject actually also has sexual attraction to the opposite sex. However, because in late adolescence to early adulthood, the subject was in an Islamic boarding school environment where they often interacted or even lived with the same sex, this could cause homosexual impulses to rise from their latent state. In addition, at this stage, the subject's father was busy working as a traveling meatball seller, so the subject had less time to talk to his father to give advice, especially about education about puberty that the subject was experiencing. When the subject graduated from junior high school at the age of 17, the subject's father also migrated to Papua, so the role of the father for the subject during this period was still lacking. Although before migrating, the subject's father lived in the same house as the subject and the subject described that his father's figure was like a hero because he was significantly responsible for the family's economy, in terms of communication, the role of the subject's father was still lacking. In fact, the figure of a father in a man's life should be a friend to share, a role model, and a source of knowledge. In addition, in adolescence, puberty begins to occur, which causes various physical and emotional changes. When teenagers live in a boarding school environment, they often sleep together with peers of the same sex. This situation can give rise to homosexual impulses because of the physical and emotional closeness that occurs between them. At this stage of development, teenagers are in the process of exploring their identity and sexual orientation, so conditions such as in boarding schools can influence or strengthen these impulses. Environmental factors and social interactions during puberty play an essential role in the formation of adolescent sexual behavior and tendencies.

5 CONCLUSIONS

Based on the results of the medical records, the subject was diagnosed with F23.9 Unspecified Acute Transient Psychotic Disorder. Several symptoms appeared in the subject, namely visual hallucinations, auditory hallucinations, and delusions. The subject had visual hallucinations in the form of the weather around the subject changing and alternating quickly. In addition, the subject had visual hallucinations in the form of seeing Habib Umar coming to him and delusions in the form of the belief that he was a chosen person from Habib Umar, so he was given a cap. The subject also had auditory hallucinations in the form of hearing the sound of birds laughing. The subject began to feel these symptoms around the end of January 2024 and lasted until the beginning of February 2024. When at home, the subject was angry until 7 people held him and finally the subject was taken to the hospital on February 1, 2024. The emergence of these symptoms can be associated with Freud's psychoanalytic theory. In this situation, the subject experiences a conflict between his internal drive (id), which causes attraction to the same sex, which is contrary to the religious values instilled in him by the superego. In the Islamic religion, which he believes, different sexual orientations can be considered incompatible with the teachings. The imbalance between this primitive urge and religious values can cause anxiety in the subject because his ego has difficulty making balanced decisions. The ego is in a dilemma between fulfilling its natural urges and obeying the instilled norms. Moreover, the subject is a quiet and introverted figure.

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Psychological Dynamics of Individuals with Schizophrenia Disorder

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Abstract: Schizophrenia is a severe mental disorder that affects an individual's thoughts, feelings, and behavior, marked by a loss of understanding of reality and self-awareness. Schizophrenia is generally characterized by fundamental and characteristic deviations in thought and perception, as well as inappropriate or blunted affect, while clear consciousness and intellectual abilities are usually maintained, although certain cognitive decline may develop later. This study aims to explore and understand the psychological dynamics in individuals with schizophrenia. This study employed a qualitative method with a case study approach. To achieve detailed data, assessment approaches involving autoanamnesis, alloanamnesis, also review of medical records as well as observation to identify the causes and symptoms of schizophrenia disorder in the subjects. The findings indicate that SAS's psychological dynamics show that the clients experience intense feelings of inferiority due to social inequality. A history of experiences of being bullied, failure becoming a veterinarian, also an unsupportive family environment and limited social relationships exacerbate feelings of inferiority and hinder the development of clients' social interests. In the end, client sets too high a final goal for his work to compensate for his feelings of inferiority, but this does not happen in the reality of the client's life.

Keywords: Schizophrenia, psychological dynamics, inferiority, superiority

1 INTRODUCTION

Schizophrenia is a severe mental disorder that affects an individual's thoughts, feelings, and behavior, marked by a loss of understanding of reality and self-awareness (Yudhantara & Istiqomah, 2018). According to PPDGJ-III, schizophrenia is described as a syndrome with varying causes (many of which are still unknown) and a disease course that is not always chronic or widely deteriorating, with outcomes dependent on the balance of genetic, physical, and socio-cultural influences. In PPDGJ-III, schizophrenia is generally characterized by fundamental and characteristic deviations in thought and perception, as well as inappropriate or blunted affect, while clear consciousness and intellectual abilities are usually maintained, although certain cognitive decline may develop later. Schizophrenia is classified into several types based on predominant symptoms, though these categories are not always clear-cut and symptoms may vary. According to PPDGJ-III, the main types include Paranoid Schizophrenia (F20.0), characterized by prominent hallucinations or delusions; Hebephrenic Schizophrenia (F20.1), which typically begins in adolescence and features disorganized behavior and inappropriate emotions; Catatonic Schizophrenia (F20.2), marked by extreme motor disturbances such as stupor or agitation; Undifferentiated Schizophrenia (F20.3), where symptoms do not fit into the other specific categories; Residual Schizophrenia (F20.5), which focuses on persistent negative symptoms after an initial psychotic episode; and Simple Schizophrenia (F20.6), noted for a progressive decline in negative symptoms without a clear history of psychotic episodes.

This manuscript will explore the psychological dynamics of schizophrenic and also explore the various factors contributing to schizophrenia. Schizophrenia is caused by several factors, including genetic, neurochemical, psychodynamic, and prenatal and postnatal factors. Schizophrenia is observed through various symptoms, including positive and negative symptoms. Schizophrenia is a multifaceted mental disorder marked by a variety of symptoms impacting thought, perception, and behavior. Positive symptoms include delusions, hallucinations, and disorganized behavior (Yudhistira & Istiqomah, 2018). Negative symptoms, such as neglect of personal hygiene, social withdrawal, and disorganized speech, reflect a reduction in normal functions (Maramis & Maramis, 2012). Behavioral disturbances,

including motor issues like catatonia, present as either immobility or excessive movement. Additionally, affective symptoms can result in blunted or inappropriate emotional responses. Understanding these symptoms is crucial for effective diagnosis and treatment. Considering the information provided, researches are motivated to investigate and explore the psychological dynamics involved in individuals with schizophrenia.

2 MATERIALS AND METHODS

This study employed a qualitative method with a case study approach. Qualitative research is a methodological approach aimed at understanding phenomena from the perspective of participants, focusing on their experiences, perceptions, and meanings attributed to their lived experiences (Flick, 2018). Qualitative methods aim provide an in-depth understanding of complex social phenomena by exploring the meanings and experiences of individual through detailed data collection (Charmaz, 2022). Qualitative research methods aim to provide an in-depth understanding of human behavior by analyzing how individuals interpret their social and personal experiences (Seidman, 2021). Qualitative methods seek to gain an understanding of participants' lived experiences by examining the meanings they attach to their behaviors and interactions (McCoy, 2021). It is particulary valuable in studying complex social processes, behaviors, and interactions that cannot be easily quantified (Denzin & Lincoln, 2018). This study delves into the psychological dynamics encountered by an individual with schizophrenia through an in-depth case study approach. To achieve detailed insight, assessment approaches involving autoanamnesis and alloanamnesis, as well as observational methods. Interviews with subject's family were carried out to gather additional information, alongside a review of medical records. Autoanamnesis were conducted with the subject on several occasions to collect personal data.

The subject of this study is identified by the initials SAS with diagnosis of schizophrenia disorder. Below is the subject identity.

Table 1. Subject Identity

Name	:	SAS
Place and Date of Birth	:	Malang, November 6th 1997
Age	:	26
Sex	:	Female
Ethnic	:	Javanese
Religion	:	Islam
Last Education	:	Bachelor Degree
Job Title	:	-
Marital Status	:	Single
Address	:	Surakarta
Order in Family	:	1 of 2 siblings
Hobby	:	Watching and playing social media

3 RESULTS

Based on the autoanamnesis, SAS is the eldest of two siblings, has faced significant family challenges following her parents' divorce. The family is geographically dispersed, with SAS residing in Japan, her mother in Surabaya, her father in Madiun, and her younger sister in Pacitan. This separation has deeply impacted to SAS, especially since her father

have remarried. SAS's relationship with her family deteriorated during high school, marked by frequent conflicts between her parents and a noticeable decline in their mutual affection. Her experience involved emotional neglect and financial strain, worsened by overhearing their arguments. Her mother's role as the primary caregiver during her upbringing, despite lacking stringent rules and a more relaxed approach to education and discipline, contrasted sharply with the emotional instability SAS experienced.

SAS an intelligent student who consistently ranked at the top, excelled throughout elementary and junior high school. Despite being bullied in junior high for being the poorest and having few close friends, she participated in an acceleration program and completed her education in two years. In high school, she focused on science, consistently placing second in her class, and received support from her peers with no further bullying. SAS pursued a degree in Veterinary Medicine at a prestigious university in Indonesia. During college, SAS worked part-time at a laundry before focusing on her thesis. After graduation, she moved to Batam for a customer service job but was laid off. She then trained for a job in Japan and in 2021 began working as a production operator at a bakery in Okayama. After falling ill, she resigned and took a part-time job at a sushi restaurant in Kobe while training for elderly care. She eventually worked as an elderly caregiver in Hyogo, Japan. Despite managing her finances reasonably, SAS still faces debt from online loans. SAS often isolates herself to reflect while working in Japan and feels envious of friends who have successful careers become a veterinarian. She feels envious of her friends who has become a veterinarian with a good salary. She aspires to become a doctor and is satisfied with her achievement of graduating as a veterinarian due to her hard work. Although she enjoys attention, she prefers solitude. Regarding her romantic life, SAS had a good relationship with a boyfriend who eventually disappeared after they broke up.

SAS, who has a history of mental health issues, began seeking treatment after experiencing severe symptoms during her time working in Japan in 2021. Diagnosed with manic bipolar disorder, she was admitted to a psychiatric hospital in Japan for three months due to episodes of unprovoked anger and erratic behavior. During the period, SAS exhibited delusions of grandeur, including beliefs that she was a significant religious figure such as Jesus Christ or Prophet Muhammad, and that she possessed extraordinary powers. She felt as though everyone around her was merely acting in a play where she was the main character. After her discharge, SAS returned to work, but delusions reemerged in early 2024, once again affecting her personal relationships. She left home without informing her family and went to Sarangan, seeking to alleviate her mental burden. Upon arrival at Hospital X in Surakarta, she reported that her delusions persisted only in the initial days but ceased afterward. Additionally, she experienced persistent eye pain throughout her stay at the hospital. Based on the allonamnesis, SAS's mother noticed behavioral changes in her daughter after she started working in Japan, suspecting they might be due to romantic issues. However, due to limited contact, she is unsure, and SAS has been hesitant to discuss her problems during phone calls. Her mother also reported that prior to being admitted to the psychiatric hospital, SAS exhibited signs of restlessness, including shouting incoherently, running aimlessly around the house, and repeatedly running from the front yard to inside the house. SAS's younger sister reported that SAS was taken to Hospital X in Surakarta after fleeing to Sarangan from their aunt's home in Pacitan. Before this, SAS showed signs of restlessness, such as shouting incoherently and running around the house. After escaping to Sarangan, her mother and uncle promptly brought her to Hospital X in Surakarta

4 DISCUSSIONS

SAS is a 26-year-old woman who was raised by her parents along with her younger sister. She is the first child in her family. In this case study, SAS has been diagnosed with schizophrenia since 2024 at Hospital X in Surakarta and is considered a new patient there. However, it was discovered that she has a history of being admitted to a mental hospital in Japan. SAS was admitted to Hospital X in Surakarta due to her aggressive behavior, which included getting angry and lashing out at people at home. The primary symptoms of schizophrenia exhibited by SAS include thought echo, where she frequently believes she is the incarnation of a deity; thought insertion or withdrawal, where she feels she has been granted powers by a god; and various delusions, where she claims to be Jesus, the Prophet Muhammad, and Prophet Isa. She also believes that everyone likes her and that she has the ability to control the world.

Adler uses the term Individual Psychology to emphasize that each human personality is unique and different. He argues that humans cannot be divided into separate aspects, Adler believes that humans are a unity with self-consistency (Saifuddin, 2022). According to Adler, life problems are always social in nature, involving the sense of togetherness with others and caring about their well-being. Social drives are innate, although the specifics of relationships with people and social institutions are shaped by experiences interacting with society (Alwisol, 2019). Related to individual psychology theory Adler, there are underlying factors the emergence of symptoms of schizophrenia in clients, namely style life neglected. As explained by Alwisol (2019), a child who feels unloved and unwanted will develop a neglected lifestyle. According to Adler, there are no individuals which is completely ignored. SAS felt that she was not close to her father, and her father stopped gave an act for her since she went to college. Her father who cheated and remarried

finally had a new life away from her. SAS quits been provided for by her father since the 5th semester college, this makes SAS lose his role of her father, and since then she have been rare communicate with her father. This too influence the development of social interests, where according to Adler the father's fault was deep ignoring the child makes the development of interest the child is confused and inhibited (Alwisol, 2019). According to Adler, social interest is an inherent part of human nature and varies in degree across different behaviors. This social interest enables individuals to pursue superiority in a healthy manner and avoid falling into maladjustment (Alwisol, 2019). Development of social interest, children also need the role of mother, but in SAS story, her mother plays the role of taker decisions in the family and being dominant especially after divorcing SAS's father. From here it can be analyzed that her social interests are not develops and this can be the cause of everything type of maladjustment and tends to make goals who is too tall, adopts a rigid lifestyle, and live in their own world.

Adler's theory emphasizes that individuals continually strive to overcome feelings of inferiority and aim for superiority. For Adler, inferiority refers to the feeling of weakness and incompetence in facing tasks that need to be completed (Alwisol, 2019). Superiority, on the other hand, means continuously striving to improve and get closer to the final goal (Alwisol, 2019). Everyone always tries to compensate for their weaknesses, with this effort being shaped by their lifestyle and pursuit of perfection, known as superiority (Fatwikiningsih, 2023). In the pursuit of superiority, subjective perceptions shape behavior and personality, ultimately defining one's final life goals. The final goal is the result of an individual's creative power, the ability to shape one's behavior, and to create one's personality. Humans move towards superiority through their lifestyle and creative self, which originate from feelings of inferiority and are constantly driven by these fictional goals (Fatwikiningsih, 2023). In relation to this theory, SAS's feelings of inferiority are evident in several unpleasant experiences, such as being bullied and mocked as a poor child by her classmates when she was 13 years old. These experiences led SAS to become withdrawn at school and lack friendships. Her sense of inferiority drove her to develop a sense of superiority, as seen in her consistent academic achievements, such as always being at the top of her class and participating in various competitions. This pursuit of superiority is further reflected in her dedication to continuous learning and active participation in extracurricular activities during high school. Another challenging experience occurred when she was unable to continue her co-assignment after graduating with a degree in veterinary medicine in 2019 at the age of 21, due to financial constraints. This setback caused SAS to lose confidence, especially as her peers became doctors. The difficulties she faced also led to fewer friendships and feelings of sadness and disappointment following a breakup with her partner. At this point, SAS experienced a complex of inferiority, which contributed to the emergence of schizophrenia symptoms.

In Adler's theory, neurotic individuals create safeguards to protect their self-esteem. SAS employs safeguarding mechanisms through aggression and withdrawal. SAS demonstrates aggression by self-accusation, such as demeaning herself and feeling worthless in her community. Additionally, SAS tends to withdraw, showing hesitation and indecision when facing her problems. SAS has developed a fictional final goal of working in Japan for a high salary. This fictional final goal is influenced by her creative self, as she strives to secure a better job by participating in training programs and other opportunities. Her creative self plays a crucial role in helping her achieve this final goal. In this context, SAS expresses her sense of superiority by aiming to work in Japan to earn a substantial income. She believes that the salary in Japan is promising and will meet her and her family's needs. On the other hand, SAS also feels superior due to her intelligence, which is recognized and respected in her work environment.

5 CONCLUSIONS

Through Alfred Adler's individual psychology theory, it can be seen that clients experience strong feelings of inferiority due to social inequality. Adler's theory states that all individuals will try to achieve feelings of superiority from feelings of inferiority. A history of experiences of being bullied encourages clients to achieve superiority through academic achievement. The client's history of failure in becoming a veterinarian encourages the client to achieve superiority through his work achievements. An unsupportive family environment and limited social relationships exacerbate feelings of inferiority and hinder the development of clients' social interests. Pressure from the client's family and social expectations also add to the emotional burden felt by the client. The client's difficulty in social interaction can be seen from the client developing a neglected lifestyle. The client sets too high a final goal for his work to compensate for his feelings of inferiority. However, this does not happen in the reality of the client's life.

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Case Study Of Risk Factors Caused Residual Schizophrenia

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Abstract: Residual schizophrenia refers to the enduring symptoms of schizophrenia that persist even after acute psychotic episodes have been managed. This study utilizes Freud's psychoanalytic theory to explore how early trauma and authoritarian parenting styles contribute to the development and persistence of residual schizophrenia. Through a case study methodology involving clinical interviews and psychological assessments, this research integrates psychoanalytic insights with schizophrenia research. Findings indicate that early trauma, such as bullying during adolescence, combined with authoritarian parenting, significantly impacts the onset of schizophrenia. Freud's concepts of the id, ego, and superego provide a framework to understand the psychological conflicts and defense mechanisms involved, emphasizing how repressed memories and a strict upbringing can exacerbate symptoms. The study underscores the importance of psychoanalytic theory in examining the influence of early experiences and family dynamics on schizophrenia, suggesting that addressing these underlying psychological factors is crucial for effective treatment and recovery.

Keywords: Schizophrenia, Psychoanalytic Theory, Trauma, Authoritarian Parenting, Freud, Id, Ego, Superego, Defense Mechanism

1 INTRODUCTION

Schizophrenia is a complex and multifaceted mental disorder that affects approximately 1% of the global population, with symptoms such as hallucinations, delusions, and cognitive impairments manifesting typically in late adolescence or early adulthood (Miller et al., 2017). The aetiology of schizophrenia is multifactorial, with significant contributions from both genetic predispositions and environmental factors. Research has demonstrated that early-life adversities, such as trauma, neglect, and exposure to dysfunctional family environments, play a crucial role in the onset and progression of schizophrenia (McCutcheon et al., 2020). These early adverse experiences can disrupt normal brain development, potentially increasing susceptibility to psychosis and other psychiatric disorders later in life. Furthermore, genetic vulnerabilities, when combined with these environmental stressors, can lead to the development of schizophrenia, highlighting the interaction between biological and psychosocial factors in the disorder's aetiology (Walker et al., 2019).

In addition to these factors, the concept of residual symptoms is critical in understanding the long-term course of schizophrenia. Residual symptoms refer to the lingering symptoms of schizophrenia that persist even after acute psychotic episodes have been managed. These symptoms often include cognitive impairments, social withdrawal, and emotional flatness, which significantly impact the individual's daily functioning and quality of life (Misiak et al., 2021). Residual symptoms can be influenced by ongoing environmental stressors and family dynamics, which may exacerbate or mitigate the severity of these symptoms. For instance, a stressful family environment or continued exposure to trauma can perpetuate or aggravate residual symptoms, complicating treatment and recovery. This study aims to explore how early-life adversities and family dynamics contribute to both the initial onset and the persistence of residual symptoms in schizophrenia, utilising clinical data from RSUD X. By integrating a comprehensive literature review with clinical observations, this research seeks to elucidate the mechanisms linking these factors with the progression and persistence of schizophrenia, aiming to enhance treatment approaches and improve outcomes for individuals living with this debilitating disorder.

2 MATERIALS AND METHODS

In this study, a qualitative research design with a case study approach was employed to investigate the persistence of schizophrenia symptoms. This method allows for a detailed examination of complex psychological phenomena within their real-life contexts, where the researcher plays a crucial role in collecting and interpreting data. Qualitative research is particularly suited for understanding the nuances of individual experiences and is characterised by its use of multiple data sources and inductive analysis to generate comprehensive insights (Smith, 2020). This approach focuses on capturing rich, detailed descriptions rather than seeking broad generalisations.

Data collection was carried out through a combination of in-depth interviews and observations. Autoanamnesis interviews, conducted directly with the subject across five sessions, provided personal accounts of the subject's experiences. Complementary to this, alloanamnesis interviews were performed with the subject's psychiatrist and included a review of the subject's medical records. This approach ensured a well-rounded understanding of the subject's psychological state and treatment progress, allowing for a thorough analysis of the factors contributing to residual symptoms of schizophrenia (Braun & Clarke, 2021).

Table 1. Subject Identity

Name	HAA
Place and Date of Birth	Surabaya, June 9 1991
Age	33 years
Sex	Male
Ethnic	Javanese
Religion	Islam
Last Education	High School
Job Title	Entrepreneur
Marital Status	Single
Address	Surabaya
Order in Family	1 of 2 siblings
Hobby	Reading books, Watching sports, Photography

3 RESULTS

The findings from this study provide a comprehensive overview of the subject's psychological trajectory, shaped significantly by early life experiences and family dynamics. The subject, the eldest of two siblings, experienced a distinct

contrast in parental approaches. His father, embodying an authoritarian style, imposed strict demands with minimal flexibility, creating an environment marked by rigidity and control. This approach likely contributed to the subject's psychological difficulties, as such a parenting style has been linked to increased stress and diminished self-efficacy in adolescents (Baumrind, 2013). In contrast, his mother's parenting, while nurturing, was also characterised by strictness and social withdrawal, further limiting the subject's opportunities for peer interaction and social engagement. The combined effect of these divergent parenting styles, coupled with frequent parental conflicts and a decline in family economic stability following the father's retirement, created a multifaceted emotional and social environment that profoundly influenced the subject's psychological development.

The subject's academic experiences further illuminate the impact of these early life factors. His inclination towards solitude and difficulties in social interactions made him vulnerable to bullying during middle school, a critical period for social and emotional development. Research has demonstrated that bullying can have long-lasting effects on mental health, contributing to issues such as anxiety and depression (Arseneault et al., 2010). Although high school provided some relief through the formation of closer friendships and involvement in academic support activities, these improvements were insufficient to resolve underlying issues with social integration. Higher education posed additional challenges; the subject's initial enrollment in a university was short-lived due to the overwhelming demands of academic and social environments, leading to withdrawal after one semester. Attempts to enrol at other institutions were similarly unsuccessful, exacerbated by negative perceptions and financial losses. His final attempt to pursue higher education was marred by discomfort during a community service event, which led to another withdrawal despite initial intentions to continue.

Post-education, the subject's psychological distress manifested through behaviours such as object-throwing and shouting, prompting psychiatric intervention. Diagnosis of schizophrenia was made, and treatment included invasive procedures such as electroconvulsive therapy during a two-week hospitalisation. Despite discharge, the subject continued to experience symptoms including emotional instability and erratic speech, indicative of residual schizophrenia. The subject's treatment journey involved transitions across multiple psychiatric facilities, reflecting ongoing challenges in managing his condition. After periods at a naval hospital, a general hospital, and a prominent regional hospital, the subject reported a significant improvement in comfort and stability upon returning to a previously visited general hospital. This transition highlights the importance of continuity and a supportive treatment environment in managing schizophrenia effectively (Kopelowicz et al., 2019). The ongoing management of residual symptoms underscores the necessity for tailored treatment approaches and a stable therapeutic setting to support long-term recovery and stability

The subject's residual symptoms included persistent cognitive impairments, social withdrawal, and emotional flatness. These symptoms, which continued despite treatment, align with the characteristics of residual schizophrenia, as outlined in the literature. The data from RSUD X provided detailed insights into these residual symptoms, revealing patterns consistent with those observed in other studies on residual schizophrenia.

4 DISCUSSIONS

The case of Subject HAA offers a detailed exploration into the intricate relationship between early adverse experiences, familial influences, and the development of schizophrenia. HAA's early life was marked by a significant authoritarian parenting style, where his father's rigid and punitive demands and his mother's controlling nature shaped his psychological landscape. These factors are consistent with literature suggesting that authoritarian parenting can impede emotional development and social skills, leading to an increased risk of mental health issues (Baumrind, 2018).

HAA's childhood experiences of bullying further compound the psychological impact of his upbringing. Research consistently demonstrates that bullying can have long-lasting effects, including the development of psychotic disorders like schizophrenia. The persistent bullying HAA experienced during his middle school years, combined with his difficulties in higher education, likely contributed to his psychological distress (Fazel et al., 2020). The recurrence of trauma during his community service in Jombang, exemplifies how unresolved traumatic experiences can trigger or exacerbate symptoms of schizophrenia, reinforcing the need for addressing past traumas in therapeutic settings (Morrison et al., 2018).

Applying Freud's psychoanalytic theory provides a framework for understanding HAA's condition. According to Freud, schizophrenia can be explained through disruptions in the balance between the id, ego, and superego. In HAA's case, the id, which embodies primal instincts and impulses, seems to be disproportionately dominant. This dominance may manifest as uncontrolled impulses, hallucinations, and delusions, aligning with HAA's experiences of auditory hallucinations and aggressive behavior. Freud's concept of repression is also evident; HAA has likely repressed painful bullying experiences,

which later surface as symptoms of schizophrenia. The role of projection, where HAA may attribute his internal fears and insecurities to others, explains his heightened sensitivity and mistrust in social interactions (Freud, 2019).

Furthermore, the underdevelopment of HAA's ego due to authoritarian parenting inhibits his ability to mediate between internal drives and external realities effectively. This dysfunction contributes to the severe disconnection from reality often seen in schizophrenia, as reflected in HAA's challenges distinguishing between hallucinations and actual experiences. The superego, shaped by an overly critical and punitive environment, exacerbates feelings of guilt and worthlessness, contributing to HAA's psychological turmoil (Greenberg et al., 2021).

This study's findings underscore the critical role of early trauma and family dynamics in the development of residual symptoms in schizophrenia. By integrating these findings with Freud's psychoanalytic theory, it becomes evident that unresolved psychological conflicts and defense mechanisms significantly contribute to the persistence of residual symptoms. Addressing these underlying factors in therapeutic settings is essential for improving management strategies and patient outcomes

Overall, this case underscores the profound impact of early life experiences and familial dynamics on the development of schizophrenia. Integrating Freud's psychoanalytic theory with contemporary trauma research highlights the importance of addressing both psychological and environmental factors in understanding and treating schizophrenia. Future interventions should focus on trauma resolution, enhancing ego function, and addressing the impact of early adverse experiences to improve mental health outcomes.

5 CONCLUSIONS

The case study of Subject HAA highlights the significant impact of early life experiences and authoritarian parenting on the development of residual schizophrenia. The combination of stringent parental demands, limited social interactions, and persistent bullying contributed to HAA's psychological distress and diagnosis of schizophrenia. Applying Freud's psychoanalytic theory reveals how imbalances between the id, ego, and superego, as well as defense mechanisms like repression and projection, contribute to the persistence of symptoms. This study emphasizes the importance of addressing underlying psychological factors, such as trauma and dysfunctional family dynamics, in understanding and treating schizophrenia. Comprehensive therapeutic approaches should focus on resolving past traumas and enhancing psychological resilience to improve treatment outcomes and support long-term recovery.

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An Overview of Learning Motivation Among Students Working as Tin Miners

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Abstract: The phenomenon of tin mining among students on Bangka Island is prevalent. The abundance of tin resources and the ease of access to mining activities have led to the widespread involvement of students in mining operations. The practice of tin mining among students raises concerns that it may diminish their motivation to learn, thereby threatening their future prospects. This study aims to explore the learning motivation of students who work as tin miners. A qualitative case study approach was employed to investigate this issue. Data were collected through in-depth interviews with three high school students actively engaged in tin mining. Thematic analysis was conducted on the interview data, and source triangulation was used to ensure the validity of the findings. The study revealed that the students involved in tin mining exhibited low learning motivation due to the limited time and energy available to them as a result of their working conditions.

Keywords: *Tin Mining; Student Motivation; Bangka Island; Learning Motivation*

1 INTRODUCTION

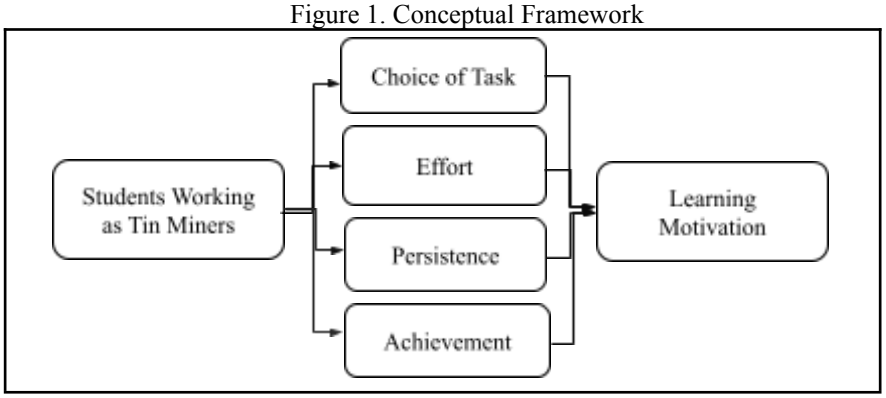
Quality education is pivotal for developing a skilled and knowledgeable workforce, which is crucial for future prosperity (Solas & Sutton, 2018). It significantly enhances individuals' quality of life by improving health, equipping them with essential skills and knowledge, providing better job opportunities, and ultimately increasing productivity and income (Arsani et al., 2020). In Indonesia, with over 52 million students and 218,000 schools as of 2017, the education sector faces substantial challenges (Kemendikbud, 2019). The country's educational system has come under scrutiny, particularly following the 2015 Program for International Student Assessment (PISA) results, where Indonesia ranked 65th out of 72 participating countries (Argina et al., 2017). By 2018, Indonesia's literacy rate had further declined, ranking 62nd out of 70 countries, placing it among the bottom 10 in terms of literacy (OECD, 2019). This educational lag raises concerns about potential negative repercussions across other sectors. The low PISA scores indicate that Indonesian students encounter numerous obstacles in their learning processes. Additionally, inadequate support from their environment can lead to a decline in academic performance, feelings of inadequacy, and a loss of motivation to learn (Prasetyaningtyas et al., 2022). These issues are particularly pronounced in Bangka belitung, where educational challenges are exacerbated by the widespread practice of tin mining among students. Tin mining has been a generational occupation in the region for over 200 years (Ahmadi, 2022). Students engaged in mining face significant risks, including workplace accidents, poor sanitation, skin diseases, exposure to radioactive materials, loss of social interactions, and diminished study time, all of which negatively impact their educational experiences (Safitri & Susanto, 2023). These challenges have contributed to one of the highest dropout rates in the country, surpassing the national average in 2022 (Fajriansyah, 2024). The accessibility of mining activities in Bangka belitung has led to high student involvement in mining, often prioritizing work over education. This shift in priorities, driven by the income from mining, threatens students' learning motivation and overall educational outcomes.

This paper investigates the learning motivation of students engaged in tin mining activities in Bangka belitung. It explores the impact of these activities on students' motivation to learn, providing insights into the unique challenges they face. The study employs a qualitative approach, utilizing case studies to examine the various factors influencing students' learning motivation. Data were collected through in-depth interviews with students actively involved in tin mining. The analysis focuses on how the demands of mining work affect students' time, energy, and overall engagement with their education. This research aims to illuminate the broader implications of student involvement in tin mining, particularly concerning the alarming dropout rates and the ongoing normalization of child labor in the region.

2 MATERIALS AND METHODS

This study explores the learning motivation of students involved in tin mining activities in Bangka belitung through a qualitative case study approach, aiming for a comprehensive understanding of this complex issue. Purposive sampling was employed to select participants, focusing on middle school students aged 13-15 who are actively engaged in mining. Primary data were gathered via semi-structured interviews with three students meeting these criteria, supplemented by relevant literature and documentation. Schunk's Motivation Theory serves as the conceptual framework, focusing on how mining activities influence choice of task, effort, persistence, and achievement (Schunk et al., 2014).

Figure 1. Conceptual Framework



The research employed triangulation for data validation, cross-referencing information from various sources, and conducting member checks with teachers and parents to confirm interview findings. Thematic analysis was utilized to identify and refine themes from the data, providing an in-depth examination of the challenges these students face in balancing their educational pursuits with their work in the mines.

3 RESULTS

This study involved three subjects who were selected according to the established research criteria. All three subjects are currently active junior high school students who also work as tin miners.

1. Subject 1 (KN)
   KN is the first subject who participated in this study. She is a 14-year-old girl currently in the 8th grade of junior high school. KN began working as a tin miner at the age of 10, spending her time outside of school engaged in mining activities. She comes from a family that relies on tin mining for their livelihood. The wages KN earns from mining are saved by her mother to cover school expenses. KN is the eldest of two siblings and has a younger sister. She lives in an area where the majority of the population depends on tin mining to support their economy.
2. Subject 2 (FD)
   The second subject in this study is FD, who has just entered the 8th grade of junior high school and is 14 years old. FD is a girl from the village of Simpang Katis and is the eldest child in her family. She began working as a tin miner when she was in the 3rd grade of elementary school, after being introduced to mining by her mother. FD lives with her grandmother, as her parents separated when she was in the 4th grade. FD enjoys mining because it allows her to earn money to buy the things she wants.
3. Subject 3 (BY)
   BY is the third subject and the only male participant in this study. He is a 13-year-old boy currently in the 8th grade of junior high school. He started mining in the 4th grade of elementary school. BY was introduced to mining by his parents, who also rely on tin mining for their livelihood. In addition to working as a miner, BY is actively involved in activities at the mosque near his home. During his free time, he enjoys playing online games on his device, which he purchased with the money he earned from mining. The community around BY takes pride in his ability to earn his own income through mining activities.

Based on the data obtained from interviews with the three subjects and their respective significant others, two main themes and eight sub-themes were identified. The main themes are the background of students working as miners and the aspects of learning motivation. The presentation and explanation of the research findings will be described in accordance with the conditions in the field and the focus of the study as follows.

Table 1. Thematic Table

Theme	Sub-theme
Background of Student Miners	Economic Conditions
	Social Environment
	Family Environment
	Ease of Access to Mining Work
Aspects of Learning Motivation	Influence choice of Task
	Effort
	Persistence
	Achievement

1. Background of Student Miners
   a. Economic Conditions

   Supporting Family Finances

   KN explained the economic reasons behind their involvement in mining. KN did not want to burden their parents financially and wanted to contribute to the family by helping their parents work. The hope was that the money earned would assist the family's financial situation.

   "E.., the reason is..., to help the family economy and not to burden the family financially" (KN-S1-L18-21).

   For Subject BY, the earnings from mining were used to buy daily necessities and to meet school needs. The money was spent on supplies such as books, pens, and even pocket money when attending school.

   "The money is for buying daily necessities, for example, if I need money for school, I use my own money for school" (BY-S3-L40-44).

   Additional Pocket Money

   Slightly different from other subjects, Subject FD engaged in mining not only to help the family's economy but also to meet personal needs.

   "Yes, I just wanted to earn some extra money; there was no pressure from my parents" (FD-S2-L17-19).

   This statement aligns with SO1's comments regarding the substantial income earned by the subject, which had an impact on their learning process.

   "[...] one of the reasons is income. Their income as tin miners is substantial, so when it comes to studying, they might feel bored or think it's unimportant because there's no money involved" (L-SO1-B30-36).

   Subject BY also mentioned that their mining activities were not only for supporting the family but also for purchasing things they desired.

   "At school, it's for gaining knowledge and achieving dreams, but mining is about earning money for daily necessities, that's all" (BY-S3-L95-99).

   SO2 added that the students working as miners were often tempted by the income they could earn, which allowed them to purchase things they wanted.

"Sometimes parents don't directly involve their children, but the children themselves are tempted to work. Once they feel the decent income, they get into it" (L-SO2-L54-61).

As a parent and a member of the community who works as a miner, SO3 confirmed that students engaged in mining can provide additional income for their families and also earn money for themselves.

"Um... yes, a lot, especially, um... the economy of the Bangka community really depends on tin, and these children, um... yeah... add to the family's income, or for themselves, one way is by participating in mining" (A-SO3-L17-24).

b. Social Environment

Peers

Subject FD described the mining environment, where friends of the same age group also participated in mining activities.

"It depends, usually there are one or two friends of the same age, but the rest are mostly adults" (FD-S2-L48-50).

SO1, who is the teacher of the first subject, confirmed that many students at the school choose to study while also working as miners.

"For my students, since I teach at a junior high school, many students work as miners while attending school" (L-SO1-L14-17).

The response from Subject 2's school friends, who normalized the fatigue caused by working, indicates that such conditions are not considered unusual among students, whether it's due to mining activities or the resulting fatigue.

"[...] their friends think it's normal, it's not strange for them if there is a student who is tired or sleepy in class" (L-SO2-L112-117).

Responses from Workers

Miners generally normalized the presence of underage children in mining activities, with responses that tended not to question the situation, as described by FD.

"Some feel pity, but most of them think it's normal" (FD-S2-L54-55).

BY also reinforced this statement based on their own experience, noting that workers even saw the subject's actions as something to be proud of because it demonstrated independence.

"Maybe they think it's normal, or they're proud because I'm young but already earning money for daily needs" (BY-S3-L67-71).

c. Family Environment

Parents Working in Mining

KN comes from a family where the father works as a tin miner, while the mother is a housewife who also helps the father at work.

"Yes, my father is a tin miner, and my mother is a housewife" (KN-S1-L30-32).

SO2 provided insight into FD's family background, where the subject was born into a family that also relies on tin mining for their livelihood. FD's mother is a miner, so FD often helps with the work.

"Yes, because he doesn't have a father, he feels responsible for the family, and his mother is also a miner" (L-SO2-L33-37).

Family Response

The response from the subject's close family to mining activities while attending school tended to normalize this practice.

"The family's response is just normal" (KN-S1-L41-42).

FD was also not questioned, even though they had to work after school until the evening on school days.

"It's just normal, they don't mind" (FD-S2-L23-24).

Working while attending school was considered a source of pride for BY's family, given the subject's young age, which still required mandatory education, but the subject was able to earn their own money.

"They think it's normal, or they're proud because I'm earning money for myself" (BY-S3-L36-38).

According to SO2, mining families perceive their children's involvement in mining as something ordinary, which leads them not to prohibit their children from participating in mining activities, as they view it as a common phenomenon.

"In the family environment, it's not that they're indifferent, but they're used to it, so there's no effort from the parents to stop the child from working or focus on studying [..]" (L-SO2-L106-111).

d. Ease of Access to Mining Work

Mining Environment Near Homes

SO2 expressed concern that miners should consider the accessibility of mining sites to children in the surrounding area, as the ease of access from the subject's home has facilitated their desire to work.

"[...] sometimes the mining environment is close to their homes, so they play while mining" [...] (L-SO1-L126-129).

2. Aspects of Learning Motivations

a. Influence Choice of Task

Fatigue

KN experiences fatigue from mining activities, which often makes him feel tired and causes him to fall asleep in class.

"I usually feel tired and often fall asleep in class." (KN-S1-L46-47).

KN starts mining activities after school and finishes after Maghrib, so this routine affects his condition in class.

"I usually come home late, I get home after Maghrib, so I feel exhausted in class." (KN-S1-L49-52).

Falling asleep in class is also something FD experiences due to fatigue from mining activities.

"I often fall asleep in class and feel exhausted, I miss out on lessons because I fell asleep." (FD-S2-L28-30).

The fatigue KN experiences is also observed by SO1, a teacher who notices KN during class.

"There is a clear difference because KN actually has competence, but maybe because of fatigue, or... yes, fatigue, I think, his interest in learning is disrupted […]" (L-SO1-L49-54).

SO1 also added that KN actually has a desire to learn, but the fatigue from working has a significant impact on his body.

"Actually, the child has a desire to learn, but due to his physical condition, his body is not supporting him, so there's nothing we can do, and their psychological condition is also affected by the need to earn money, which also has a psychological impact." (L-SO1-L81-89).

SO1 said that a supportive environment for learning will not yield optimal results if the students are exhausted from working.

"Yes, it has a significant impact, but even if their environment supports learning, if their physical state is exhausted, we can't force it." (L-SO1-L101-104).

FD's physical condition also worsens his interest in learning, making him more prone to fatigue and lethargy.

"As for FD, maybe because, sorry, his body is rather large, so he is lazy to study, lethargic, and maybe also tired." (L-SO2-L65-68).

Difficulty in Understanding Lessons

KN finds it difficult to understand the material explained by the teacher due to a lack of focus.

"It is quite difficult; usually, I don't understand when the teacher explains, it's hard because I can't focus." (KN-S1-L107-110).

KN's lack of focus stems from the fatigue caused by working as a tin miner.

"Sometimes I lack focus, usually because I just feel tired." (KN-S1-L66-68).

FD often struggles to understand the material given by the teacher in class; he feels unable to follow the lessons, especially when assignments are given simultaneously.

"I often don't understand because the explanation isn't clear, and when it's explained, we immediately get assignments." (FD-S2-L36-38).

BY stated that difficult material makes him reluctant to participate in school lessons.

"It's just normal, it depends, if the material is easy, I'm happy, but if it's hard, I feel lazy." (BY-S3-L81-83).

SO2 explained the situation FD faces, who also has to support his family, so fatigue is a consequence he has to bear.

"He is the eldest child, and maybe he also helps support the family because FD doesn't have a father, and he still has siblings, if I'm not mistaken, so when learning, it's hard for him to grasp […]" (L-SO2-L16-23).

As a parent, SO3 understands and accepts the impact that mining has on his child's education.

"Yes... the consequence is that... he can't focus, he can't focus because he's studying while mining […]" (A-SO3-L28-31).

<u>Initiative to Attend School</u>

KN realizes that education will provide a better life in the future.

"I prefer learning at school because it makes me think about the future." (KN-S1-L72-74).

KN understands that working as a miner will not help him achieve his dreams.

"No, I quite like studying, if I focus on mining, I won't be able to think about the future." (KN-S1-L81-83).

FD prefers studying at school over working because he enjoys meeting his friends.

"Studying, because school is... how to say it... I get to meet more friends." (FD-S2-L42-44).

BY feels the same way; going to school allows him to interact with his friends.

"It's just normal, I'm happy, maybe because I can meet my friends." (BY-S3-L57-59).

For FD, school is a means to achieve his dreams.

"Because... I want to achieve my dreams." (FD-S2-L122-123).

As a parent, SO3 hopes that his child can continue to a higher level of education.

"Yes, I hope he can continue to higher education." (A-SO3-L76-77).

b. Effort

<u>Time Management Strategy</u>

KN works as a tin miner after school hours and on school holidays.

"Usually, I work on holidays, but on school days, for example, after school as well." (KN-S1-L35-38).

FD also mentioned that he works after school and on school holidays.

"After school or on school holidays. During semester breaks, I work full-time with my mother." (FD-S2-L66-68).

BY explained that he starts working at 4 PM, right after school.

"On Sundays or holidays, I work from morning until evening, but on school days, I work from 4 PM or after school until 5 or 5:30 PM." (BY-S3-L29-33).

<u>Completing Assignments</u>

School assignments are often completed at school because KN feels too tired when he gets home.

"It depends; I usually do it in class because I'm too tired at home, so I do it in class." (KN-S1-L95-98).

FD stated that if he gets home early, he can complete assignments at home, but usually, mining ends after Maghrib or Isha, so he doesn't have the energy to do assignments when he gets home.

"At home, depending on when I get home early, if it's late, I do it at school." (FD-S2-L94-97).

SO2 limits the assignments given to students who work as miners, understanding that their condition might not allow them to complete tasks effectively.

"[...] I limit assignments because I feel bad giving them homework while they work after school, and the quality of their work is often not optimal." (L-SO2-L76-82).

Studying at Home

When at home, KN does not have time to study or do assignments, so he only studies and completes tasks at school.

"No, I study and do assignments in class; I work until at least 5 PM." (KN-S1-L102-104).

The time FD comes home from work determines whether he studies; he will study if he comes home early.

"If I come home early, I study, usually after Isha, or if it's early, after Maghrib." (FD-S2-L86-88).

BY explained that he finishes working by 5:30 PM, allowing him some time to study at home.

"[...] After school, I go to the mine, work until 5 or 5:30 PM, and then I pray Maghrib. After that, I go to recite the Quran, and once everything is done, I can study or do my homework." (BY-S3-L111-123).

SO3 mentioned that BY still studies at home when preparing for exams or when he has homework.

"Yes, he studies when he has homework or assignments, just like that." (A-SO3-L41-43).

c. Persistence

Seeking Help

Asking friends about materials they don't understand is KN's way of dealing with difficult subjects.

"I usually ask my friends how to do it, and if I still don't understand, I ask the teacher." (KN-S1-L114-117).

FD, on the other hand, prefers to ask the teacher directly when he doesn't understand the material.

"I prefer to ask the teacher because it's clearer." (FD-S2-L106-107).

BY relies on both his friends and teachers when he doesn't understand a subject.

"Maybe I'll ask my friends or ask the teacher." (BY-S3-L86-87).

SO1, as a teacher, provided a different perspective, noting that student miners tend to be passive and quiet in class.

"They tend to be quiet, more passive." (L-SO1-L94-95).

Obstacles

Morning hours pose a challenge for FD in studying, as they are more prone to drowsiness during this time due to fatigue from work.

"In the morning, I get sleepy because I'm tired from working." (FD-S2-L113-114).

Unlike FD, BY finds that the time around 8 or 9 p.m., when they are no longer working, is a challenging time to study.

"Yes, sometimes at night, around 8 or 9 p.m." (BY-S3-L148-149).

SO1 noted that the students' lack of concentration and their divided focus between earning money and studying significantly hinder their persistence in learning.

"[...] children who work tend to be less focused, less concentrated. Their minds are already preoccupied with earning money, and they start thinking about their income while sitting in class [...]" (L-SO1-L65-73).

d. Achievement

Suboptimal Performance

Subject 1 expressed dissatisfaction with their academic performance, feeling that they have not studied enough, which has hindered their progress.

"Not satisfied, because my studies have been lacking, so it's been a bit of a setback." (KN-S1-L133-134).

Subject 2 also experienced the impact of insufficient study time on their academic achievements.

"Not great, because I often don't study." (FD-S2-L117-118).

SO1 observed that students who work as miners tend to have a lower interest in learning due to the influence of their jobs.

> *"In terms of learning interest, my students who also work generally have lower interest, probably because of the impact of their jobs […]" (L-SO1-L26-30).*

This low interest has led to unremarkable academic achievements.

> *"It's just average, nothing outstanding." (L-SO1-L107-108).*

SO3 assessed their child's academic performance as average.

> *"Just normal, average. Not particularly smart, but not dumb either. Just in the middle, nothing special." (A-SO3-L63-65).*

<u>Decline in Academic Performance</u>

Meanwhile, FD noticed a decline in their academic performance, observing a drop in their ranking.

> *"Back in 1st and 2nd grade, I was doing well, but after I started working, my ranking dropped to just the top 10." (FD-S2-L61-63).*

SO2 confirmed the decline in FD's performance.

> *"Before working, FD was quite active, often answering questions that other students couldn't. But after they started working, the impact was significant. Maybe they don't study enough anymore, or maybe something else, but it seems like FD is studying less." (L-SO2-L90-98).*

4 DISCUSSIONS

The results of this study indicate that the three subjects are tin-mining students who share similar backgrounds and environments. The economic conditions of their families, which require financial support, motivate them to work even while attending school. None of the subjects' families force them to work in mining; rather, the desire to lighten their parents' burden and assist the family economy by mining comes from their initiative. The earnings they receive are not only used to support their families but also for their own needs, such as BY, who uses his income to purchase school supplies. The income they generate is relatively large for children their age, which drives them to continue working and view school as less important. The initial intent of mining to help the family economy gradually shifts to fulfilling their desires with the money earned.

The social environment surrounding these child miners tends to normalize the practice of child labor in mining. BY often encounters peers of his age working in the mines, and teachers acknowledge that it is common to see students working as miners. The adult miners' response to underage children working is largely indifferent. Awareness of the dangers, children's rights to play, and the importance of socializing in a healthier environment is lacking. This situation reinforces the notion that schooling and mining are common practices that society tolerates.

Families, as the closest individuals to the students, have a strong influence on their decision to work as tin miners. All three subjects come from families that rely on tin mining for their livelihood. Their parents, who also work as miners, do not object to their children helping in the mines. Parents generally perceive their children's involvement in mining as acceptable, which explains the lack of any prohibitive measures from families. BY, for instance, explains that his parents feel proud when he earns money through his hard work, interpreting it as a form of independence.

The ease of access to mining sites is another sub-theme related to the students' backgrounds. The abundance of mining resources allows residents of Bangka to open new mining sites easily. This accessibility also results in a widespread distribution of mining locations, making it easy for nearby residents, including underage children, to access them. SO1 explains that mining areas are often located near residential areas, making it easy for underage children to engage in mining activities.

These conditions contribute to the prevalence of mining practices among students still attending school in Bangka. Student miners face unique challenges when participating in classroom learning. Consistent with the study's focus on examining the learning motivation of student miners, aspects of learning motivation are used to describe the situation.

In terms of learning interest, this study found that fatigue from work is the main complaint affecting students' interest in classroom learning. KN often falls asleep in class due to exhaustion from working after school until after evening prayers. FD experiences similar issues, as she often falls behind in lessons because she frequently falls asleep when the

teacher is explaining the material. SO1, the teacher of these students, notes that their physical exhaustion results in a lack of interest in the learning process. The fatigue they experience also makes it difficult for them to understand the lessons. KN mentions that difficulty focusing on learning often leads to challenges in comprehending the material presented. Similarly, FD and BY also struggle to understand the lessons in school. Despite their fatigue, all three subjects remain motivated to attend school to achieve their dreams, knowing that education is essential for realizing their aspirations. However, the physical exhaustion they experience significantly impacts their learning process, diminishing their interest in learning.

The second aspect of learning motivation discussed in this study is effort. The limited time available leads student miners to seek solutions to balance both activities. KN and FD work outside school hours, either after school or during school holidays. BY starts mining activities at 4 PM and finishes around 6 PM on school days and also works during school holidays. This strategy successfully avoids disrupting school hours, but both KN and FD feel they lack time to study at home. They complete school assignments at school, and after mining, they use their time to rest. Unlike KN and FD, BY schedules his mining activities earlier to allow some time for studying and completing assignments. Although the efforts of the three subjects to avoid disrupting school hours are successful, the quality of effort they put into learning is still lacking due to the limited time they have.

Persistence is the third aspect of learning motivation among student miners. The energy-draining and time-consuming nature of their work hinders their learning process. All three subjects rely on their friends for help when they struggle to understand lessons. SO1, their teacher, explains that these students tend to be passive when faced with difficulties, not daring to ask the teacher for further clarification on challenging material. Their persistence in learning is not evident, given the obstacles they face. FD admits that morning classes around 7 or 8 AM make her sleepy, and BY also struggles to stay awake during his designated study time at home, which is around 8 to 9 PM. SO1 further explains that these student miners are no longer focused on learning, as their orientation has shifted to earning money. Learning seems to have less immediate value to them compared to working, where they can see tangible results daily. As a result, their persistence in learning has diminished, as it is now seen as merely a waiting period before they can start working and earning money.

The fourth aspect of learning motivation in this study is achievement. Learning activities in school are sacrificed as students engage in mining. All three subjects feel that their academic achievements are still not optimal. The time they could have used for studying after school is taken over by mining activities. As a result, KN feels that her study time is reduced, hindering her ability to maximize her achievements. FD also feels that her achievements are lacking due to the circumstances that prevent her from studying. SO1 states that the achievements of students who work as miners are average, with nothing particularly outstanding. SO3, as a parent, shares the same opinion as SO1. FD, who once ranked among the top students, has experienced a decline in her academic performance after starting to mine. SO1 adds that FD was an active student in class before she began mining. The suboptimal learning process in class affects the limited academic achievements of students who work as miners.

This study faced several limitations. Since the research was conducted after the largest tin mining corruption case was exposed, the economy in Bangka weakened due to restricted tin trading. The researcher had limited subjects due to the reduced number of active student miners. Despite this, the researcher successfully recruited three subjects who met the criteria related to the research focus.

5 CONCLUSIONS

This research reveals that the three subjects, who are actively working as tin miners, exhibit low learning motivation due to the limited time and energy resulting from their work conditions. The direct impact of mining activities on their academic performance is evident in the poor quality of learning both at school and at home. The students demonstrate minimal interest, effort, persistence, and achievement in their studies, largely due to the physical exhaustion from their labor. The study further identifies that economic factors are not the sole drivers behind their decision to work as miners; social environment, family influence, and the ease of access to mining locations also play significant roles in their involvement in mining activities.

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Case Study of a Attention Deficit/Hyperactivity Disorder Patient

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Abstract: Attention Deficit/Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder in which individuals experience persistent problems of inattention and/or hyperactivity-impulsivity that interfere with functioning or development. This research uses a qualitative outline, more specifically using interview and observation methods. Based on the results of interviews, observations, and assessments conducted by a psychologist to the subject, the subject has attention deficit/hyperactivity disorder. The final result of this research will describe the characteristics and symptoms of ADHD experienced by the subject and examine the role of the environment, especially the family, in supporting or overcoming the challenges faced by the subjects.

Keywords: Attention Deficit/Hyperactivity Disorder, Skinner's Behaviorism Learning Theory, Clinical Psychology

1 INTRODUCTION

Clinical psychology emphasizes the study of behavioral abnormalities and other psychological disorders that occur in humans. Clinical psychologists can research, diagnose, and treat psychological disorders. In order to realize the understanding of students in the specialization of clinical psychology, Field Work Practice is held. This field work practice aims to introduce students to the work environment and learn to apply the knowledge learned in the world of work in real life. In clinical psychology, there are many psychological disorders that can be analyzed from small to large psychological cases, one of which will be discussed, namely attention deficit hyperactivity disorder.

Attention Deficit/Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder in which individuals experience persistent inattention and/or hyperactivity-impulsivity problems that interfere with functioning or development (American Psychiatric Association, 2022). Inattention is characterized as individuals having difficulty maintaining focus, failing to complete assigned tasks and being disorganized. Hyperactivity is characterized by excessive motor activity such as excessive restlessness. Then impulsivity is characterized as hasty behavior that individuals experience without prior thought, which may be harmful or detrimental to the individual. The global prevalence of ADHD ranges from 3-7% of the primary school child population. ADHD cases in Indonesia are quite high with the number reaching 26.4%. The National Bureau of Statistics in 2007 stated that the total population of children in Indonesia was 82 million where one in five children and adolescents under the age of 18 had mental health problems with 16 million of them experiencing psychiatric problems including ADHD (Hayati & Apsari, 2019). This research uses a qualitative outline, more specifically using interview and observation methods. The researcher will analyze the subject's symptoms through observation and will also dig deeper information about the subject through interviews. The final result of this research will describe the characteristics and symptoms of ADHD experienced by the subject, examine the role of the environment, especially the family, in supporting or overcoming the challenges faced by the subject.

2 MATERIALS AND METHODS

Materials

Attention Deficit Hyperactivity Disorder

Attention Deficit/Hyperactivity Disorder (ADHD) is a disorder of neurodevelopmental issues that individuals experience persistent problems of inattention and/or impulsive hyperactivity function or development (American Psychiatric Association, 2022). Children who have ADHD can be identified through several criteria that appear based on DSM-V TR, there are two criteria namely inattention and hyperactive-impulsive.

Skinner's Behaviorism Learning Theory

Skinner considers that the relationship between stimulus and response that occur through interaction in the environment will cause changes behavior. B.F. Skinner is known for his approach directedinstruction model (direct instruction) and believe that behavior is controlled by operant-conditioning (Lu & Hamu, 2022).

Methods

In compiling an article about Case Study of a ADHD patient, the researcher chose to use a qualitative method using interview and observation methods. The author used the interview method to find out more about the patient's condition, the condition of the subject's family at home, and also the patient's condition at school. The interview lasted for 1 hour and was conducted in a place that was comfortable for the subject and the subject's mother so that they felt free in sharing information. Each interview was recorded with the participant's permission and transcribed for further analysis. The questions asked were about identity, subject's medical history, parenting provided, subject's social relationship with others. The observation method is used so that the author can know directly how the subject's condition is, so that it can be compared with the results of the interview. There are two indicators used for observation, namely the ability to deal with attention problems and the ability to restrain oneself to remain calm. Interviews were conducted twice, while observations were made four times since the first time he came to the psychology clinic. Data collection was carried out on March 18, March 19, April 5, April 26, 2024.

3 RESULTS

Observation and Anamnesis Results

The subject was born prematurely at 8 months of gestation, after induction. During pregnancy, the subject's mother often experienced spots and bleeding. In medical history, the subject had suffered from indigestion and dengue fever. From an early age, the subject showed normal physical and cognitive development, such as being able to speak at 14 months old and walk at 12 months old after going through the crawling stage. The subject is known as an outgoing and ignorant person and has been very active since childhood. At school, the subject experienced difficulties in social relationships, especially with the new homeroom teacher, who was considered more ignorant than the homeroom teacher in grade 1. The subject was also a victim of bullying by two classmates who often invited him to fight, although the subject chose to remain silent. Nevertheless, the subject's relationship with other friends is quite good, although sometimes the subject is ignorant. As a result of the bullying experienced, the subject became hesitant to play with his friends, even though there was a desire to play. In grade 1, the subject's teacher reported to his parents that the subject was hyperactive and had difficulty concentrating in class. The subject often moved from seat to seat and could not stay still. The teacher's efforts to address this were unsuccessful, so the subject's parents decided to take him to the pediatric clinic, where the doctor recommended taking the subject to a psychology clinic. At the psychology clinic, the subject was diagnosed with ADHD.

Subject's Relationship with Parents and Subject's Activities at Home:

The subject's relationship with his parents was generally good, but the subject was closer to his mother, with whom he often interacted and depended on in various daily activities. The subject's relationship with his sister is like “Tom and Jerry,” often arguing but remaining close. At home, the subject tends to spend time playing games on his phone or watching YouTube on TV. When playing games and losing, the subject often reacted by shouting and hitting his cell phone. However, after the visit to the psychology clinic, the subject began to play less on the phone and chose to play with toys such as legos. Although the subject has been given the responsibility to study, tutor, and recite the Quran, he prefers to do his assignments at the tutoring center rather than at home, but he gets easily carried away if his friends are busy. The subject has been able to do some independent activities such as bathing and eating alone, but often has to be forced or given instructions by his mother. Nevertheless, the subject still often asks to be bathed or fed.

Observation of Subject Behavior at the Psychology Clinic and Home:

First Meeting (March 18, 2024): At the first meeting at the psychology clinic, the subject showed a cooperative attitude but moved a lot while sitting. Nonetheless, the subject was able to understand the instructions well and completed the given test well.
Second Meeting (March 19, 2024): At the second meeting, the subject took the WISC test. The subject still moved a lot while sitting, but showed enthusiasm and answered questions quickly, especially on the block design and object assembly subtests. The subject was able to do and complete the test very well.
Third Meeting (April 5, 2024): During the home visit, the subject initially showed shyness and preferred to play inside the house. However, after being called by his mother, the subject began to interact with the author, although still shy. The subject seemed to have difficulty maintaining her sitting position and moved around a lot.
Fourth Meeting (April 26, 2024): At this meeting, the subject was more open and welcomed the author with food and drink treats although a little shy. When invited to paint, the subject was able to maintain his focus even though he still moved a lot in his seat. After painting, the subject moved on to playing with legos and showed the ability to create various shapes with good detail, although often in a hurry and lacking caution. The subject tends to get anxious if his work does not meet expectations and shows a tendency to report to his mother after completing the activity.

During the activity, the subject showed an inability to remain still even when performing relatively simple tasks, such as drinking ice or playing conch. He was constantly moving and shifting around, exhibiting typical symptoms of ADHD, including the inability to maintain focus in less structured situations. These observations portrayed the subject as a highly active individual with hyperactive tendencies and difficulty staying focused, despite having good cognitive abilities and creativity.

4 DISCUSSIONS

Based on the criteria for ADHD “AttentionDeficit/Hyperactivity” in the DSM - V TR (American Psychiatric Association, 2022), the subject meets several criteria, including:

1. **Inattention**
   - Often fail to pay careful attention to meticulous attention to detail or make careless mistakes in schoolwork, at work, or during other activities. The subject lacks attention to detail during lessons so that his academic grades are less.
   - Often has difficulty maintaining attention in tasks or play activities. When given lengthy instructions, the subject becomes unfocused and confused.
   - Often does not follow through on instructions and fails to complete schoolwork, homework or workplace tasks. While eating and playing, the subject's focus is very easily distracted.
   - Subjects often forget and lose erasers while at school.
2. **Hyperactive-impulsive**
   - Since he first came to the Psychology clinic until the author conducted a home visit, the subject could not stay still in his seat. The subject always wriggled in the seat.
   - While in class, the subject often moved around in his seat during the middle of the lesson.
   - The subject suddenly tells excessive and very exciting stories to his mother.
   - Often unable to play or do leisure activities quietly. When assembling legos, the subject assembles in a hurry until a lego is broken.
   - Often throws out answers before the question is finished. Sometimes the subject immediately answers his mother without waiting for his mother to finish speaking.
   - The subject often teases his friends and his sister.

Based on Skinner's theory, the behavior that the subject shows is a result of the interaction between stimulus and response. Where, the subject will be easily influenced by what the people around him are doing. Positive reinforcement as a stimulus, can increase the occurrence of repetition of that behavior while negative reinforcement can cause the behavior to decrease or disappear (Asfar et al., 2019). The subject will become crowded, when the subject's friends are crowded. Vice versa, when his friends are quiet, the subject will also be quiet and focus on the activities he is doing. Basically, the stimulus or stimuli given to children will affect the form of response that will be given (Abidin, 2022). The subject reacts to environmental stimuli spontaneously and freely, he or she imitates the observed behavior without considering the possible consequences or repercussions. In the subject's case, angry behavior to the point of shouting at home can be considered as a respondent response. The stimuli that caused the subject to be angry were frustration and difficulty in maintaining attention in a job, as well as bullying by classmates.
The subject's behavior that is difficult to maintain attention in a task, often moving from one seat to another, not concentrating during lessons, and being ignorant to his friends can be considered as an operant response. The stimuli that reinforce this behavior are the lack of appreciation for the tasks that have been done, the lack of appreciation, and the absence of punishment for unpleasant behavior. Therefore, to understand children's behavior correctly, it is first

necessary to understand the relationship between one stimulus and another, understand the response that is likely to appear, and understand the consequences that are likely to arise as a result of the response (Abidin, 2022).

5 CONCLUSIONS

Attention Deficit/Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder in which individuals experience persistent inattention and/or hyperactivity-impulsivity problems that interfere with functioning or development. Inattention is characterized as individuals having difficulty maintaining focus, failing to complete assigned tasks and being disorganized. Hyperactivity is characterized by excessive motor activity such as excessive restlessness. Then impulsivity is characterized as hasty behavior that individuals experience without prior thought, which may be harmful or detrimental to the individual.

Based on the results of interviews, observations, and assessments conducted by a psychologist to the subject, the subject has attention deficit/hyperactivity disorder. The subject experiences problems that become diagnostic criteria for ADHD disorder, such as the subject is less careful during lessons so that his academic grades are less, the subject becomes unfocused when given long instructions, the subject's focus is very easily distracted, the subject often removes the eraser, the subject cannot stay in his seat, the subject is very rushed when assembling lego, and sometimes ignorant of his friends and brother. The subject has hyperactive-impulsive type ADHD, where the subject experiences 6 symptoms related to hyperactivity-impulsivity according to DSM V-TR criteria.

Based on Skinner's theory, the behavior that the subject shows is a result of the interaction between stimulus and response. Where, the subject will be easily influenced by what the people around him do. The subject will become crowded, when the subject's friends are crowded.

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Exploring Hebephrenic Schizophrenia Through the Lens of Skinnerian Behaviorism with Consideration of Substance Abuse History

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Abstract: This study explores hebephrenic schizophrenia in a 21-year-old man, initials MY, with a history of drug abuse. Using qualitative methods and a case study approach, this research was conducted at RSJ X, East Java, for two weeks. Data were collected through documentation study, observation, and interviews, involving the subject and his family. Data analysis followed the Miles and Huberman technique, including data reduction, data presentation, and conclusion drawing. The results showed that the subject experienced symptoms of hebephrenic schizophrenia, including disorganized behavior, affective disorders, and fragmentary hallucinations. A history of drug abuse, family conflict, and pressure from the work environment are factors that worsen the subject's mental condition. The death of the grandfather who was very close to the subject also played a significant role in triggering the disorder. This study emphasizes the importance of holistic interventions in the treatment of hebephrenic schizophrenia, especially those involving psychosocial factors and substance use.

Keywords: Hebephrenic Schizophrenia, Substance Abuse, Mental Illness, Case Study

1 INTRODUCTION

Schizophrenia is a serious mental disorder that affects an estimated 24 million people worldwide, equivalent to 1 in every 300 people (0.32%), with the disorder being more common in young adulthood, with onset tending to be earlier in men than women (WHO, 2022). According to the DSM-5-TR, this disorder falls within the spectrum of schizophrenia and other psychotic disorders defined by a variety of symptoms such as delusions, hallucinations, disorganized thinking, and grossly abnormal motor behavior (APA, 2022). Schizophrenia is characterized by profound disturbances in thinking, emotions, and behavior, often resulting in withdrawal from social interactions and reality, as well as an inability to logically connect thoughts (Davinson, 2010; Rohmah & Pratikto, 2019). Although schizophrenia is not the most common mental disorder, the complexity of its symptoms makes its management extremely challenging, especially when combined with other conditions such as substance abuse. In Indonesia, data from the 2018 Basic Health Research (Riskesdas) showed a significant increase in the prevalence of schizophrenia, from 1.7 percent of households in 2013 to 6.7 percent in 2018 (Riskesdas, 2019). This increase not only reflects the challenges of mental health care in Indonesia, but also highlights the social burden of this disorder. In East Java alone, the prevalence of schizophrenia reached 6.4 permil, indicating that the problem is widespread across different regions in Indonesia (Ismaidah et al., 2022).

One of the most difficult types of schizophrenia to manage is hebephrenic schizophrenia, which is characterized by disorganization of thought and behavior, often in the absence of overt delusions or hallucinations. Patients with hebephrenic schizophrenia tend to have a worse prognosis compared to other subtypes (Fitriani, 2018). Especially if accompanied by substance abuse. This combination of severe mental illness and substance abuse creates a double challenge that worsens symptoms, slows recovery, and increases the risk of relapse. Substance abuse in patients with hebephrenic schizophrenia is often used as a way to cope with their symptoms, but it actually worsens their condition. Dependence on substances such as alcohol or drugs can exacerbate the cognitive and emotional disorganization that characterizes hebephrenic schizophrenia, making medical and psychological interventions more complex and less effective. In the context of the disease course of hebephrenic schizophrenia, understanding the dynamics of how a history of substance abuse affects a patient's condition is crucial. For example, a 21-year-old patient admitted to East Java's RSJ

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X demonstrates how hebephrenic schizophrenia develops and interacts with prior substance use. This patient's history of drug abuse adds a layer of complexity to the course of his illness, influencing the way symptoms present and develop. Factors such as substance dependence can exacerbate the cognitive and emotional disorganization that is a key feature of hebephrenic schizophrenia. The case studies that will be conducted in this article aim to illustrate how the course of hebephrenic schizophrenia can be influenced by various factors, including a history of substance abuse, and underline the importance of understanding the full context of a patient's condition to gain a more complete picture of the challenges they face. Therefore, understanding the dynamics of the course of patients with hebephrenic schizophrenia who have a history of substance abuse is crucial for designing effective treatment strategies and improving the quality of life of patients with hebephrenic schizophrenia.

2 MATERIALS AND METHODS

This research uses a qualitative method with a case study approach, which allows researchers to explore the phenomenon of hebephrenic schizophrenia in depth, especially in subjects with a history of drug use. This method was chosen because it provides a more comprehensive understanding of the subject's condition, and allows for a more complete and meaningful analysis in a natural context. The case study in this research focuses on a subject with the initials MY, a 21-year-old man diagnosed with hebephrenic schizophrenia and has a history of substance abuse. Subjects were selected based on the inclusion criteria, namely subjects who were cooperative, were inpatients with a medical diagnosis of schizophrenia, had complete medical record data, and families who were willing to cooperate for the history taking process. This study was conducted for two weeks at RSJ X East Java.

Data were collected through three main methods: documentation study, observation, and interviews. Documentation study involved reviewing official documents such as medical records, clinical reports, as well as relevant scientific literature on hebephrenic schizophrenia and substance abuse. Observation was conducted for two weeks, which included observing the subject's behavior in daily life, physical condition, as well as his interaction with the surrounding environment. Researchers also paid attention to the symptoms that appeared in accordance with the PPDGJ III diagnostic guidelines (F.20 and F.20.1), which are the main reference in the diagnosis of schizophrenia (Maslim, 2013). Furthermore, interviews were conducted both informally and formally using a general guide, involving the subject and his family (alloanamnesis). This interview aimed to dig deeper into the subject's life history, experience of drug use, and symptoms associated with hebephrenic schizophrenia. The interview guide was prepared based on the theory of schizophrenia, Skinner's behaviorism theory, and psychopathology relevant to the subject's condition.

The data collected was analyzed using the Miles and Huberman technique which consists of three main steps: data reduction, data presentation, and conclusion drawing. Data reduction was done by selecting important information from the results of observations, interviews, and documentation studies. Then, the data was presented systematically in the form of a narrative that was easy to analyze further. Finally, conclusion drawing is done to answer research questions and test hypotheses that have been formulated (Sugiyono, 2014). This approach allowed the researcher to understand more deeply the challenges in the diagnosis and treatment of hebephrenic schizophrenia with a history of drug abuse, as well as to identify factors that influence the subject's condition.

3 RESULTS

Based on medical records, a 21-year-old male was admitted to X Mental Hospital on February 3, 2024. The subject was brought to the psychiatric hospital with a chief complaint of anger. The subject after being discharged from the hospital some time before, became angry the day after, berated his father, shouted, angered his father, talked to himself, had difficulty sleeping, heard male voices telling him to walk, paced, and was restless. The subject also likes to wander on foot from home. The subject has a history of entering RSJ X several times starting in 2021, where the subject was diagnosed with hebephrenic schizophrenia. The following is the identity of the subject in this study and the history of the subject's complaints described according to each aspect:

Table 1. Subject Identity

Name	: MY
Place/Date of Birth	: Palembang, January 31, 2003
Age	: 21 years old
Gender	: Men
Tribal Nation	: Java
Religion	: Islam
Last Education	: Vocational High School
Jobs	: Factory employee
Marriage Status	: Unmarried
Address	: Malang, East Java
Child to	: First of three siblings
Hobbies/Passions	: Listening to music, playing cell phone, playing soccer

Table 2. Aspects of Subject's Complaint History

Aspects of Developmental Problems	Conditions Subject
Motor Aspects	The subject often walked back and forth without a clear direction, even getting lost several times until he was found by residents. In addition, the subject also often experienced stiffness in his body.
Emotional Aspects	The subject often experiences flat affect, with emotionless facial expressions and blank eyes. He has difficulty recognizing and expressing his emotions, often feeling normal even though he is actually angry, sad, or happy. The subject often gets angry for no apparent reason, especially at his father, but admits that his anger is more often directed at himself, not others. However, the subject never throws things when angry.
Cognitive Aspects	The subject has attention problems, often asking for repetition of questions after a long silence or giving irrelevant answers when not focused. When playing chess or other games, the subject can focus and play well. However, he has short and long term memory deficits, often forgetting his childhood, recent events, and home address. His executive function is good when playing, but he has difficulty planning for the future and organizing daily tasks. Information processing is slow, as evidenced by the long time it takes to respond to questions. Cognitively, the subject had difficulty expressing thoughts orally and in writing, even in simple sentences.
Social Aspects	The subject withdraws from the environment, as seen from the fact that he often chooses to sleep or stay in his room rather than interact with others. At home, the deteriorating relationship with his stepmother-who was previously close, but now did not want to see the subject-made him feel down and communicate less and less. The surrounding environment, including neighbors who did not accept the subject well, also encouraged the subject to isolate himself and avoid socialization.
Psychological Aspects	The subject was brought here because he heard whispers, which instructed him to go around, and had difficulty sleeping. The whispers were in the form of male and female voices. The subject also often laughed to himself, including during the interview.

To get a more in-depth picture of the subject's condition, it is necessary to trace his life development history, including various factors that may have influenced his current mental state and behavior. In early childhood, the subject felt happy and comfortable living with his parents in Palembang. This happiness was disrupted when the parents divorced, where initially the subject lived with his mother. But during the earthquake and tsunami in Padang during his late childhood, he was then taken by his father. After the event, the subject was left with his grandparents in Semarang, where he was very close to his grandparents. But there he experienced bullying from neighbors for the first time. Then afterward the subject moved to Malang to live with his father who remarried a second mother. The subject again experienced bullying from neighbors at the beginning of his arrival in Malang, so the subject preferred to play with his school friends only. For his relationship with his birth mother, at first the subject was very close to his birth mother, but after that there was a big conflict with his birth mother which caused tension in family relationships and difficulties in social interaction. In addition, the subject's father was busy working so he did not have time to take care of the subject. At school the subject also had difficulty making friends due to language differences. The subject also liked a girl at school, but it turned out that she already had a boyfriend. During his senior high school years, the subject also started taking drugs (koplo pills) and liquor due to the influence of his friends. Not long after in the same year the subject faced a severe problem, where the subject lost his grandfather who was dear to him and had taken care of him as a child. Seven days after the subject's

grandfather died, the subject began to experience behavioral changes where the subject was seen laughing to himself. Then, the following year the subject experienced stress at work which caused the subject to experience more intense hallucinations, including hearing whispers and laughing to himself. The subject also experienced the death of his grandmother and faced torture in a hut for four months. This history provides important insights for understanding the subject's current mental state and behavior, as well as how various traumatic events and environmental stressors affect his mental well-being.

4 DISCUSSIONS

According to Skinner's behaviorism theory point of view, it states that ultimately a person's behavior is controlled by environmental factors or it can be said that the environment is responsible for a behavior, not the free will of the individual himself (Feist et al., 2017). In the case of the subject, it can be seen that starting from childhood the subject has been separated from his divorced parents so that the subject was entrusted to his grandparents in Semarang, even so while in Semarang he felt the love of his grandparents. However, even as a child in Semarang he was bullied by his neighbors and when he moved to Malang, the subject was also not well received and even had a fight, so the subject preferred not to socialize with his neighbors and chose to play with his school friends. In addition, at home he also experienced problems with his mother who did not want to see the subject anymore even though he was previously close and familiar, so the subject became down and rarely communicated with others and preferred to be alone in the room. The subject's father, who was busy taking care of his household and busy working, also made the subject withdraw even more. At school itself, he also had difficulty interacting there because of language differences with his friends, then the subject also liked a woman, but it turned out that the woman already had a boyfriend. The above incidents that caused discomfort to the subject can be said to be negative reinforcers that make the subject more affected or controllable by drugs and his group of friends who influenced him to use the drugs. Where when using drugs, the subject can forget these uncomfortable feelings and memories for a while. The subject used class IV psychotropic drugs, namely trihexyphenidyl or whose market name is coplo pills or cow pills (Lisa & Sutrisna, 2013). In addition, from the subject's medical record, it is also known that the subject has a history of consuming liquor, although the last time he consumed both was a long time ago. In terms of evidence of use, the subject's father stated that there was video evidence and the subject consumed these things because he was influenced by his friends at vocational high school. Even based on medical records, according to his family, the subject was choked at that time.

When viewed according to Skinner's theory of behaviorism, these things can be explained by the theory that everyone is controlled by a variety of social pressures and techniques. However, all of them can be categorized into four categories: (1) operant conditioning; (2) explaining factors; (3) deprivation and satisfaction; and (4) physical control (Feist et al., 2017). In this case, the subject's vocational school friends who are the subject's social group control the subject with the above categories. At first, the subject was choked by his friend to consume the coplo pills and alcohol, where choking the subject here means that they have exercised physical control over the subject. Then, the subject who became aware of the pleasant effects of taking coplo pills or alcohol can be said to get positive reinforcement and feel satisfaction from this. The subject's vocational high school friends are one of the groups that can influence the subject the most because the subject gets positive reinforcement that he has not received so far, because of the things he has experienced since he was a child until before he took drugs as previously described. Then, the influence of the subject's friends who influence the subject to consume coplo pills and alcohol can also be done through persuasive explanations related to the sense of comfort that can be obtained when using these things. The subject also began to enter the initial stage of drug use, namely the trial and error stage where at this stage physical changes are not yet visible according to Partodiharjo (2007), so it is only natural that the subject's father did not know that his son was using drugs.

Not long after in the same year the subject faced a severe problem, where the subject lost his grandfather who was dear to him and had taken care of him as a child. Seven days after the subject's grandfather died, the subject began to experience behavioral changes where the subject was seen laughing by himself. The subject was known to be using drugs at that time after being taken to the hospital by his aunt, so it was known that the subject was using koplo pills again at that time. Therefore, the subject can be said to have entered the novice beginner stage, where this stage is a continuation of the trial and error stage, which makes the user become accustomed to and use it at any time when deemed necessary because he feels the pleasure (Partodiharjo, (2007). The subject's father did not believe at that time until finally he was called by and given video evidence, so inevitably the subject's father also believed that his son used koplo pills and consumed the alcohol. Trihexyphenidyl or koplo pills are included in the hypnotic sedative group, where sedative is a substance that can have a calming effect, while hypnotic is a substance that can make users feel a drowsy effect (Nur'artavia, 2017). The use of koplo pills, which are included in hypnotic sedatives as well as alcohol, can cause changes in mental and emotional life that manifest in unnatural behavioral disorders, so that it can also have an impact on the social life of its users (Nurhanifah, 2019). This can explain why the subject experienced behavioral changes. Then after it was discovered that the subject was using drugs, the subject was hospitalized in Semarang for 1 month. The subject then stopped using drugs

after that and from the medical record it was also known that the subject last consumed it in 2019. Drugs themselves if used over a long period of time will be able to cause dependence, which is usually characterized by higher doses of use, difficulty controlling their desires in terms of using drugs, and withdrawal symptoms if their use is stopped (Hartanti et al., 2022). Then, there is a theory that states that discontinuing the use of hypnotic sedatives can cause withdrawal symptoms, which can cause anxiety, delusion, depersonalization, agoraphobia, pain, seizures, myoclonia, ataxia, tinnitus, panic, delirium, irritability, depression, dysphoria, and others (Joewana, 2004). Therefore, it can be said that when the subject experiences withdrawal symptoms, one of the consequences is that the subject can experience delusions or delusions, which is one of the signs that someone has schizophrenia.

Furthermore, in 2020 the subject worked at a fish factory. Due to the long distance, the subject finally decided to live in a boarding house. Unfortunately, while there it was told that the subject had no friends. At first the subject said he liked working at the factory, but after that he said he didn't like working there because there was a lot of pressure at the job and the pressure was said to make the subject start hallucinating. This withdrawal behavior can be explained as negative reinforcement, where the subject avoids an unpleasant stimulus, namely pressure at work, so that this withdrawal behavior becomes stronger. The lack of positive reinforcement, such as social support or appreciation, exacerbates the subject's social isolation. In addition, another thing that can be seen using Skinner's behaviorism theory is that this unhealthy personality is the result of social control and self-control (Feist et al., 2017). The subject's self-control, which is carried out by engaging in withdrawal behavior to avoid unpleasant pressures, becomes negative reinforcement and has an impact on the development of the unhealthy personality. Then, when social control feels excessive, a person can also use basic strategies to fight these things, ranging from avoidance, rebellion, or using passive resistance (Feist et al., 2017). For the subject himself, it appears that the subject uses an avoidance resistance strategy, where the subject withdraws from agents who exercise physical or psychological control. Although avoiding interaction provides temporary relief, this behavior reinforces the tendency to withdraw and increases the difficulty in forming healthy interpersonal relationships. Another impact of this resistance strategy also makes the subject have difficulty engaging in intimate personal relationships, tend to become distrustful of others, and prefer to live alone without involvement. This then makes the subject become increasingly closed, withdrawn, and alone. In the long run, behaviors maintained through negative reinforcement and lack of positive reinforcement lead to unhealthy personality development, where subjects become increasingly introverted, withdraw from social relationships, and experience deep social isolation.

This withdrawal or social isolation can increase the likelihood of the subject to experience hallucinations more easily if not treated immediately because when the subject experiences social isolation, the subject will be alone for a long time, so that gradually the subject will create his own world with hallucinations (Wahyu et al, 2021). Hallucinations themselves are one of the positive clinical symptoms of schizophrenia. Where hallucinations are false sensory perceptions where there is no sensory stimulus associated with them. Hallucinations can take the form of false sensing of the five senses, but most often auditory hallucinations and visual hallucinations (Darmawan & Budiman, 2020). Where in this case the subject feels that he hears voices in the form of whispers inviting him to talk or do something when in reality there is none and the subject feels that he sees shadows that in reality do not exist. In addition, the subject also experienced negative symptoms of schizophrenia, starting from being lazy to bathe, worship, and other routine activities (avolition) and only tending to confine himself to his room (asociality). When spoken to, the subject also tends to answer briefly, such as "Yes", "No", or "I don't know" and rarely provides reciprocity (alogia). The subject also speaks in a flat tone and his eyes tend to be lifeless (flat affect). The symptoms shown by this subject also refer to the diagnosis of hebephrenic schizophrenia, in accordance with the PPDGJ-III diagnostic criteria. The symptoms include persistent flat affect, difficulty in recognizing and expressing feelings, and significant impairment of thought processes. According to PPDGJ-III criteria according to Maslim (2013), the diagnosis of hebephrenic schizophrenia requires the fulfillment of several conditions: first, the subject must meet the general criteria for schizophrenia diagnosis. Second, this disorder usually appears in adolescence or young adulthood, with onset generally occurring between the ages of 15 to 25 years. Third, the subject's premorbid personality often shows traits such as shy tendencies and preferring to be alone. Fourth, continuous observation for 2 to 3 months is required to ensure consistency of symptoms. Fifth, affective disorders, volitional impulses, and thought process disorders should be prominent, although hallucinations and delusions may be present but are usually not very prominent.

Then, looking at other factors that cause schizophrenia according to Prihananto et al. (2018) which includes various somatogenic, psychogenic, and sociogenic aspects. Somatogenic factors include heredity, congenital defects, brain abnormalities, temperament, and bodily diseases and injuries. Psychogenic factors involve psychological development, early deprivation, family patterns, stress, and substance abuse. Sociogenic factors include social development, ideals, economic level, and displacement of the family unit. A combination of these factors can contribute to the development of schizophrenia. From the explanations above, it can be seen that there are several factors that cause the subject to experience schizophrenia, starting from psychogenic factors such as poor family patterns, such as high levels of stress, frequent conflicts, and inconsistent parenting. In addition, the subject also experienced early deprivation or lack of affection, attention, and social stimulation in the subject's childhood due to the divorce of his parents. Then another

psychogenic factor that occurred in the subject was the abuse of drugs, in the form of coplo pills, and also alcohol at the vocational level. In addition, the sociogenic factor that occurred in the subject was the displacement of the family unit due to the divorce, where after living with his mother after the divorce of his parents, then because of the tsunami, his father took him back, but was entrusted to his grandparents, until he was taken back to live with his father. This move can also cause disruptions in family structure and function, affect interpersonal relationships, and add stress to the subject as a family member, so in this case there is a disturbance in emotional stability and support, which is very important for mental health. Therefore, it can be seen that there are factors that can explain how the subject became schizophrenic.

This study demonstrates several important strengths, including the use of a methodology that allows for an in-depth analysis of the influence of various factors on a client's mental state, as well as significant contributions to the understanding of mental disorders related to trauma history and substance abuse. This approach allows researchers to explore the complex relationship between past experiences and presenting symptoms, and provides new insights into this field of study. However, this study also has limitations, such as a sample size that may not be large enough for broader generalization and potential biases in the reporting of clients' personal histories that could affect the results. To improve the validity of the findings, further research with a larger sample and data triangulation methods is needed.

5 CONCLUSIONS

The subject, a 21-year-old male from Malang, East Java, was admitted to RSJ X on February 3, 2024 with chief complaints of anger, difficulty sleeping, hearing male voices telling him to walk, and wandering aimlessly. The subject has been diagnosed with hebephrenic schizophrenia since 2021 after being admitted to RSJ X several times. Before experiencing this disorder, the subject used drugs such as trihexyphenidyl (koplo pills) and liquor, which according to his father was influenced by his friends at vocational high school who contaminated the subject with drugs. Skinner's behaviorism theory explains that the social environment, including friends, plays a role in the subject's behavior. The death of his beloved grandfather triggered significant behavioral changes, including a return to drug use. Pressure at work was also a triggering factor for hallucinations. Psychogenic and sociogenic factors, such as poor family patterns, family moves, and early deprivation, also play a role in the emergence of schizophrenic disorders in clients. Therefore, there are complex factors that explain how clients develop schizophrenic disorder.

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