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## ***The Relationship between Learned Helplessness and Adversity Quotient in Working High School Student at Dewantara Sub-strict***

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### **Abstract:**

*This study aims to determine the relationship between learned helplessness and adversity quotient in high school students who work in Dewantara District. The research method used is a correlational quantitative method which aims to determine whether there is a relationship between two or more variables. Data were obtained through Learned helplessness and Adversity quotient scales. The subjects in this study amounted to 96 respondents of Dewantara High School students who were known to be working, the subjects were obtained based on accidental sampling method. This research was conducted in six high schools spread throughout Dewantara sub-district. data collection using Learned Helplessness and Adversity Quotient scales. The results of this study indicate that there is a significant negative relationship between learned helplessness and adversity quotient, which means that the higher the level of learned helplessness experienced by students, the lower their level of adversity quotient. Conversely, the lower the level of learned helplessness, the higher the level of adversity quotient possessed by students. It can be concluded that learned helplessness has a negative impact on students' ability to face and overcome challenges. Conversely, low levels of learned helplessness can help improve students' ability to face difficulties and challenges.*

**Keywords:** *Learned helplessness, Adversity Quotient, Working Students*

### **1. Introduction**

Having a job during school years, especially at the high school level, has become a common experience for adolescents (Herman, 2000). Most students choose to work to meet their daily financial needs and also to cover educational/academic expenses (Tumin et. al, 2020). According to BPS Indonesia as of March 2023, the percentage of students aged 10-24 who work has increased by about 0.86% compared to 2022, which is 7.39%. BPS data also shows that students with high school

equivalent work up to 7.47%, junior high school equivalent up to 2.65%, and elementary school equivalent up to 0.96%. It can be concluded that the higher the level of education, the higher the percentage of students who work. Mortimer (2010) mentioned that students who work long hours tend to have low grades, academic problems, stress, fatigue and lack of concentration, as well as pessimistic feelings. In this situation, working students must have the ability to cope and persevere. If these working students do not have the ability to survive, then they will not be able to live life and will not be able to provide great benefits for their own success (Suganda, 2021).

According to Stolz (2000), individuals who do not have the ability of adversity quotient will have difficulty surviving, feel useless, and feel that their lives are futile. Therefore, the ability to survive or fighting power in life is important for every individual. The researcher conducted an initial survey on 30 students who were known to be working in Dewantara District. The researcher divided the questionnaire based on variables, Learned Helplessness and Adversity Quotient. Based on the initial survey, it was found that most of them have control over difficult situations. However, adversity quotient aspects such as origin, ownership, reach and endurance tended to be low, which resulted in them feeling guilty, having difficulty identifying problems, lacking responsibility and lacking resilience to adversity.

Meanwhile, in the variable of Learned Helplessness, it was found that high school students who worked in Dewantara District fulfilled all three aspects of Learned Helplessness with a fairly high percentage, such as in the stable-unstable and global-specific aspects, which caused them to feel that they would continue to face difficult situations in the long term with effects that spread to all aspects of their lives. Therefore, based on the phenomena obtained from the field, the researcher raised the title "The Relationship between Learned Helplessness and Adversity Quotient in Working Students in Dewantara District".

Stoltz (2000) states that the Adversity Quotient is an individual's ability to overcome difficulties in his or her life and to turn existing difficulties into opportunities to achieve success. Adversity Quotient has 4 aspects: Control, Origin & Ownership, Reach, Endurance (C02RE). According to Mohanty et. al (2015), Learned Helplessness describes a negative condition or experience that occurs continuously in an individual, which causes the onset of giving up behavior to try to get out of the situation.

## 2. Metode

This study used a quantitative approach of correlation type. The population in this study was high school students who were known to work in Dewantara district.

The research sample is part of the number and characteristics of the population (Sugiyono, 2019). The technique used for sampling in this study is the accidental sampling technique, that is, taking sample members obtained by chance / accidental meeting with researchers, if the person encountered by chance is suitable as a data source, then it can be used as a sample (Sugiyono, 2017).

Data collection in this study uses primary data types, which are data collected directly from the respondents. The primary data used in this study is the questionnaire, and the instruments used in this study are the learned helplessness and adversity quotient scales (Sugiyono, 2019). Questionnaire is a data collection technique that is done by giving respondents a set of questions or written statements to answer (Sugiyono, 2019).

## 3. Result

**Table 1**  
**Normality Test**

| One Sample Kolmogorov Smirnov Test         |       |
|--|-------|
| Significance value                         |       |
| Learned Helplessness<br>Adversity quotient | 0,200 |

Source: data processed by SPSS (2024)

Based on Table 1, it can be seen that the Kolmogorov-Smirnov value is 0.050 and the significance is 0.200 ( $0.200 > 0.05$ ), which means that the residual data is normally distributed, so it is suitable for use.

**Table 2.**  
**Linearity test**

| ANOVA Tabel                                 |           |                |    |             |         |       |
|---|-----------|----------------|----|-------------|---------|-------|
| Variabel                                    | Linearity | Sum of Squares | df | Mean square | f       | Sig.  |
| *Adversity Quotient<br>Learned helplessness | Linearity | 2643.624       | 1  | 2643.624    | 100.209 | 0.000 |

Source: data processed by SPSS (2024)

Based on the linearity value obtained in Table 2, we know that the significance value is 0.000. Therefore, there is a linear relationship between the Learned Helplessness and Adversity Quotient variables because the significance value is less than 0.05.

**Table 3**  
**Correlation Test Results of Learned helplessness with Adversity Quotient**

| Correlation                                |    |                     |                 |
|--|----|---------------------|-----------------|
| Variabel                                   | N  | Pearson Correlation | Sig. (2-tailed) |
| Adversity Quotient<br>Learned helplessness | 96 | -0,730              | 0,000           |

Source: data processed by SPSS (2024)

Based on Table 3, the significance value is 0.000, which is less than 0.05 ( $0.000 < 0.05$ ), which means that the variables of learned helplessness and adversity quotient are significantly correlated. The Pearson correlation coefficient value is  $r = -0.730$  (negatively correlated), which means that the relationship between the two variables is strong. The higher the learned helplessness, the lower the adversity quotient and vice versa.

#### 4. Discussion

Based on the results of the hypothesis testing conducted in this study, it is known that  $H_a$  is accepted while  $H_o$  is rejected. Both variables have a strong relationship with a negative direction of the relationship. This can be interpreted that the higher the learned helplessness, the lower the adversity quotient, and the higher the adversity quotient, the lower the learned helplessness. The results of this study are consistent with the research of Arum (2019), which shows the same results, namely the negative relationship between learned helplessness and adversity quotient. This means that learned helplessness can reduce the level of adversity quotient to low.

The results of this study indicate that the majority of high school students with learned helplessness are in the moderate category. This means that students experience a decrease in motivation that leads to feelings of helplessness, but only under certain conditions. According to Prayogo & Rehulina (2014), learned helplessness that occurs in childhood and adolescence will cause a decrease in motivation so that they are reluctant to empower themselves. Then seen from

gender, there is a significant difference where males have higher learned helplessness compared to females.

Students who work in Dewantara district are motivated by lack of family support and economic problems that require them to work to meet family needs. This is also explained by Aminah & Chalid (2023) that educational practices in Aceh are still unable to change the mindset of the community as a whole and also supported by the welfare of the community, so that many parents and students in Aceh, especially in Dewantara subdistrict, consider that work is something they also need to prioritize. Based on this situation, there are many problems and obstacles experienced by students who work, starting from lack of study and rest time,

Feeling helpless and pessimistic in the face of academic difficulties that lead to truancy. Overcoming this requires the ability of the Adversity Quotient. Stoltz (2000) states that the Adversity Quotient is an individual's ability to overcome difficulties in his or her life and to turn existing difficulties into an opportunity to achieve success.

Then the researcher conducted descriptive research on AQ, which showed that the majority of working high school students in Dewantara Subdistrict were in the moderate category (campers), that working high school students in Dewantara Subdistrict, have the ability to overcome difficulties, but require more time and effort, and they tend to be burdened by problems, but can still find a way out. This can be interpreted as different social roles and expectations for men and women, as mentioned by Kinanti et al. (2021) that men are often encouraged to be independent and are considered to have a great responsibility to help the family. In terms of school and major categorization, the majority of working high school students in Dewantara sub-district have a moderate Adversity Quotient (Campers), this can be seen that school origin and major do not make a significant difference in their Adversity Quotient level. This suggests that other factors, such as perseverance, self-motivation, and risk-taking, are more important (Stolz, 2000).

## **5. Summary**

Based on the results of the hypothesis testing described in the previous chapter, it can be concluded that there is a significant negative relationship between learned helplessness and adversity quotient among working students in Dewantara District. In other words, the higher the level of learned helplessness experienced by the students, the lower their level of adversity quotient.

Conversely, the lower the level of learned helplessness, the higher the level of adversity quotient possessed by the students. This suggests that learned helplessness has a negative impact on students' ability to face and overcome challenges. Conversely, low levels of learned helplessness may help improve students' ability to face difficulties and challenges.

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## ***The Description of Bullying among Victims of Bullying in Modern Islamic Boarding Schools***

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### **Abstract:**

*This study aims to determine the description of bullying among victims of bullying in modern Islamic boarding schools. This research uses a descriptive quantitative approach, with univariate analysis, namely describing the level of bullying based on gender and aspects of bullying. The subjects in this research were eight hundred modern Islamic boarding school students who were obtained based on a non-probability sampling technique, namely purposive sampling. Based on the research results, it was found that the description of bullying among victims of bullying tends to be high, the majority of students are victims of bullying in modern Islamic boarding schools with a percentage of 50% but 43% other tended to be low. The research results also show that the majority of male students in modern Islamic boarding schools are victims of bullying, the victims of bullying among male students tend to be higher than female students. The low level of bullying among female students is because women have effective communication skills and are able to build good relationships with the people around them. The aspect that measures bullying the highest in this research is indirect bullying. This is because students do not realize that they are victims of bullying because bullying is carried out indirectly.*

**Keywords:** *Bullying, victims of bullying, Modern Islamic Boarding School Students*

### **1. Introduction**

Bullying often occurs in formal and informal educational environments, such as public schools and Islamic boarding schools (Hamidah, 2020). Victims of bullying/the bullied are individuals who have experienced bad or negative treatment and feel oppressed, resulting in long-term impacts both physically, emotionally and psychologically that they have to bear (Coloroso, 2007). Bullying behavior in the Islamic boarding school environment can create an environmental atmosphere that is

less supportive of the development of students, both in the academic and social fields (Tampi et al., 2023).

Cases of bullying and cyberbullying have become global cases, as stated by Sampson in 1997–1998 in the Problem Oriented Guide for Police Series No. 12. Sampson studied 120,000 samples from 28 schools, involving 120,000 students under 15 years of age and from 28 schools (Hertinjung, 2013). KPAI records contain: 2,473 cases of bullying were either educated as well as social media and these numbers still exist continues to increase (KPAI TEAM, 2020). Apart from that, PPA (Protection of Women and Children) information data recorded that there were 1,665 reports of cases of physical and psychological violence against children in 2022. The forms of violence against children reported were also very diverse, namely bullying or verbal violence, beatings, abuse, beatings and sexual violence. The horrendous news of bullying is what happened to students at the Gontor Darussalam Modern Islamic Boarding School, Ponorogo, causing the victim to die (Mubyarsah, 2022).

Law no. 23 of 2002 article 54 states: "every child in and within the school environment must be protected from acts of violence committed by teachers, school administrators or their friends in the school concerned, or other educational institutions". According to Masdin (2013) bullying occurs due to tendencies hurting the weak, that is applied through physical actions or psychic that causes the person suffering, this action is carried out automatically directly or indirectly by an individual or group and carried out with greater intensity, irresponsibility, repetition, and happier feeling. Apart from that, the phenomenon of bullying is also understood as directed words and actions to others, which may give rise to anxiety, stress, mental and physical pain, and these actions are planned in advance first from strong to weak (Wahidin, 2016).

According to Coloroso (2007), the impacts felt by victims of bullying, both physically and psychologically, include feeling that their self-esteem has dropped, failing to maintain their stance, losing their potential, isolating themselves, not wanting to go to school, somatic complaints, social dysfunction, suicide, feeling there is no social support, difficulty regulating emotions, irritability, sadness, frustration, desire to take it out on other people, inability to concentrate, anxiety, and can even become perpetrators because emotions cannot be controlled or regulated properly. Therefore,

based on the phenomena obtained, the researcher raised the title " The Description of Bullying among Victims of Bullying in Modern Islamic Boarding Schools".

Olweus (1993) states that victims of bullying are individuals who are passive, anxious, weak, lack self-confidence, are less popular, and have low self-esteem. According to Olweus (1993), aspects of bullying can take the form of physical, psychological or verbal actions carried directly or indirectly. All aspects of bullying tend to hurt and damage the victim.

## 2. Methode

This study used a quantitative approach of descriptive type. The population in this study was modern Islamic boarding school students. The research sample is part of the number and characteristics of the population (Sugiyono, 2019). The technique used for sampling in this study is the nonprobability sampling technique, namely purposive sampling, that is sampling technique carried out with certain considerations, these considerations are carried out in accordance with the desired criteria to determine the number of samples to be studied (Sugiyono, 2017). The sample in this research was 800 modern Islamic boarding school students.

Data collection in this study uses primary data types, which are data collected directly from the respondents. The primary data used in this study is the questionnaire, and the instruments used in this study are the bullying victim scale. Questionnaire is a data collection technique that is done by giving respondents a set of questions or written statements to answer (Sugiyono, 2019). The data analysis used in this research is univariate analysis, namely describing the level of bullying based on gender and aspects of bullying.

## 3. Result

### Categorization of Student Victims of Bullying

**Table 1**

| Score       | Category      | Frequency | Percentage |
|-------------|---------------|-----------|------------|
| $X > 31,94$ | High          | 403       | 50%        |
| $X < 29,94$ | Low           | 346       | 43%        |
|             | Uncategorized | 51        | 6%         |
|             | Total         | 800       | 100%       |

Source: data processed by SPSS (2024)

The results of the categorization of students who are victims of bullying in the table above show that the students who are victims of bullying are included in the high category, namely there are 403 students or 50%, while the students who are victims of bullying are in the low category as many as 346 students or 43%. Meanwhile, there were 51 students who were not categorized or 6% because the students who were victims of bullying were not included in the high or low categorization scores.

**Categorization of male and female students who are victims of bullying**

**Table 2.**

| Score     | Category      | Gender | Frequency | Percentage |
|-----------|---------------|--------|-----------|------------|
| X > 31,94 | High          | Male   | 201       | 51%        |
|           |               | Female | 202       | 49%        |
| X < 29,94 | Low           | Male   | 171       | 44%        |
|           |               | Female | 175       | 43%        |
|           | Uncategorized | Male   | 19        | 5%         |
|           |               | Female | 32        | 8%         |
| Total     |               |        |           | 100%       |

Source: data processed by SPSS (2024)

Based on the table of categorization of male and female students who are victims of bullying above, it is known that there are 201 male students who are victims of bullying in the high category or 51%, while there are 202 female students who are victims of bullying in the high category or 49%.

**Categorization of Bullying Aspects**

**Table 3**

| Aspects           | Score      | Category      | Frequency | Percentage |
|-------------------|------------|---------------|-----------|------------|
| Direct Bullying   | X > 16,252 | High          | 381       | 47,6%      |
|                   | X < 15,508 | Low           | 364       | 45,5%      |
|                   |            | Uncategorized | 55        | 6,9%       |
| Indirect Bullying | X > 15,343 | High          | 386       | 48,3%      |
|                   | X < 14,706 | Low           | 364       | 45,5%      |
|                   |            | Uncategorized | 50        | 6,3%       |
| Total             |            |               | 800       | 100%       |

Source: data processed by SPSS (2024)

Based on the categorization of bullying dimensions above, it can be seen that the highest percentage of bullying victims lies in the Indirect bullying dimension which has a percentage value of 48.3%. Meanwhile, in the low category, both direct bullying and indirect bullying dimensions both have a percentage value of 45.5%.

#### **4. Discussion**

This research was conducted to describe bullying among victims of bullying in modern Islamic boarding schools. Victims of bullying are individuals who are passive, anxious, weak, lack self-confidence, are less popular, and have low self-esteem (Olweus, 1993). According to Coloroso (2007) victims of bullying/the bullied are individuals who have experienced bad or negative treatment and feel oppressed, resulting in long-term impacts both physically, emotionally and psychologically that they have to bear.

Based on the results of the analysis carried out in this research, it is known that the description of bullying among victims of bullying tends to be high, the majority of students are victims of bullying in modern Islamic boarding schools. The results of this study are consistent with the research of Fadilah et al. (2021) that the phenomenon of bullying cases still often occurs in Islamic boarding school educational areas. Furthermore, the research results of Samsudi et al. (2021) added that bullying cases continue to increase and children who are victims of bullying have lower learning achievements compared to children who are not victims of bullying.

In Indonesia, more male than female are victims, bullying behavior occurs more often in teenage children (Desiree, 2012). The results of the research also show that the majority of male students in modern Islamic boarding schools are victims of bullying, male students tend to be more likely to be victims of bullying than female students. The low level of bullying among female students is because women have effective communication skills and are able to build good relationships with the people around them. This could also be because, during adolescence, also called puberty, there is a process of searching for identity, where teenagers interact a lot with the social environment and their school/Islamic boarding school environment (Oktaviana, 2014).

The aspect that measures bullying the highest in this research is indirect bullying. This is because students do not realize that they are victims of bullying because bullying is carried out

indirectly. This is in line with what was stated by Olweus (1993) Indirect bullying is bullying that is carried out indirectly, including spreading rumors, isolating other people, slandering other people which leads to social isolation of other people which is done in various ways. The results of this study are also consistent with the research of Ru'iyah, S. (2019) that bullying behavior that is often found in modern Islamic boarding schools is bullying that is carried out indirectly against the victims.

## 5. Summary

Based on the research results, it was found that the description of bullying among victims of bullying tends to be high, but for others it tends to be low. The research results also show that the majority of male students in modern Islamic boarding schools are victims of bullying, the number of victims of bullying among male students tends to be higher than that of female students. The low level of bullying among female students is because women have effective communication skills and are able to build good relationships with the people around them. The aspect that measures bullying the highest in this research is indirect bullying. This is because students do not realize that they are victims of bullying because bullying is carried out indirectly.

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## ***The Relationship between Hardiness and Work Family Conflict in Teachers Implementing the Independent Curriculum in North Aceh***

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### **Abstract:**

*The purpose of this study was to understand the relationship between hardiness and work family conflict in teachers implementing the Merdeka Curriculum in North Aceh. The research method used in this research is quantitative research with a correlational research design and a sample size of 385 teachers. This study used Nonprobability Sampling technique, namely Incidental Sampling. The results of this study indicate a significant relationship between hardiness and work family conflict in teachers, with a negative correlation value of -0.483, therefore the hypothesis ( $H_a$ ) is accepted, namely the relationship between hardiness and work family conflict. One of the causes of the emergence of work family conflict is because of the great demands of work, so that high hardiness tends to reduce the level of work family conflict to low. This shows the importance of hardiness in reducing the level of work family conflict in individuals because the higher the hardiness, the lower the level of work family conflict, and vice versa, the lower the hardiness, the higher the work family conflict.*

**Keywords:** *hardiness, teacher, work family conflict*

### **1. Introduction**

The independent curriculum was launched by the Minister of Education and Research as a new curriculum. Where the independent curriculum is interpreted as a learning design that provides opportunities for students to learn calmly, relaxed, fun, stress-free and pressure-free, to show their natural talents. Independent learning focuses on freedom and creative thinking. One of the programs presented by the Ministry of Education and Culture in the launch of independent learning is the start of the driving school program. This school program is designed to support each school in creating a generation of lifelong learners who have the personality of Pancasila students. For the success of all

this, the role of a teacher is needed (Rahayu et al, 2021). Curriculum changes organized by the government, in this case the Ministry of Education, have an impact on several components of education, including teachers whose implementation of an independent curriculum faces various obstacles. Teacher constraints are problems that occur in the learning process due to a sense of inability to deal with the learning environment. Teacher constraints can be said to be obstacles that are based or not based on a teacher, both psychological, sociological and physiological obstacles in the teaching and learning process (Rohani, 2010).

The main characteristics of this curriculum that support learning recovery are project-based learning to develop soft skills and character according to the Pancasila learner profile and focus on essential material so that there is sufficient time for in-depth learning for basic competencies such as literacy and numeracy (Berlian, Solekah and Rahayu, 2022).

The times have also proven that women's roles and men's roles tend to be the same, both in the family and at work. They work together to take care of the family, children and household chores. It is no longer considered taboo if men take part in childcare tasks and other household tasks (Darmawati, 2019).

## **2. Metode**

This research uses a quantitative approach, which is a type of research involving data collection with the help of instruments and statistical data analysis with the aim of describing and proving predetermined hypotheses. In this study using a correlational approach, which is to determine whether or not there is a relationship between two or more variables (Sugiyono, 2019).

The population in this study is unknown population. The population is unknown (unidentified population) called infinite, namely a population whose number of population members cannot be known with certainty (Supardi, 1993). The sampling technique used in this research is Nonprobability Sampling, namely Incidental Sampling. The sample to be used is 5% and is based on a table developed by Cochran (Sugiyono, 2019). Based on this formula, the sample used in this study was 385 teachers who implemented the independent curriculum in North Aceh.

### 3. Result

**Table 1.**

Normality test results

| <b>One-Sample Kolmogorov-Smirnov Test</b> |       |
|---|-------|
| Significance value                        | .000c |

Source: data processed by SPSS (2024)

Based on the normality test that has been carried out, it can be seen that the significance value for this data is .000 ( $p < 0.05$ ), so it can be concluded that the data in this study are not normally distributed.

**Table 2.**

Linearity test results

| <b>Anova Table</b> |      |
|--------------------|------|
| Significance value | .000 |

Source: data processed by SPSS (2024)

Based on the tests that have been carried out on the two research variables, namely on the hardiness scale and work family conflict, it is obtained that the significance value on linearity is 0.000. The significance value is less than 0.05 ( $0.000 < 0.05$ ) Therefore, between the hardiness scale and work family conflict there is a linear relationship.

**Table 3.**

Correlation Test Results of Hardiness Variables with Work Family Conflict

| <b>Spearman Rho</b>     |        |
|-------------------------|--------|
| Correlation Coefficient | -0,483 |
| Sig. (2-Tailed)         | .000   |

Source: data processed by SPSS (2024)

From the results above, it can be seen that the Spearman Rho correlation value with a correlation level of -0.483. The amount of correlation that occurs between the two variables is -0.483 with a sig (2-tailed) number of 0.000 ( $p < 0.05$ ), so there is a significant relationship between the two variables of hardiness and work family conflict. From the SPSS results, the correlation coefficient is -0.483, meaning that the level of correlation strength or relationship is a strong relationship, then there is a contribution of 48.3% of hardiness affecting a person's work family

conflict.

#### **4. Discussion**

The data that has been analyzed shows a significant negative relationship between hardiness and work family conflict . This can be assessed from the results of the correlation coefficient between the dependent variable work family conflict with the independent variable hardiness obtained Spearman Rho correlation value with a significance value of 0.000 (Sig 0.000 <0.05) then  $H_a$  is accepted and  $H_o$  is rejected. Teachers who have high hardiness tend to have lower levels of work family conflict. Qurratul Aini and Ratnaningsih (2020), said the higher the hardiness score, the lower the work family conflict, conversely the lower the hardiness score, the higher the work family conflict experienced by the subject.

Teachers who carry out their duties will experience high work family conflict due to factors that occur, namely from within themselves such as lack of accuracy, intelligence, proficiency, skills and personality, then this also happens because of external things such as demands in the family and work, where individuals will experience conflict when getting criticism from family and superiors, then the difficulty of dividing time in the family with work, (Bellavia & Frone, 2005) with high family and work conflicts individuals have low hardiness, individuals with lowhardiness often perceive many things as a form of threat and source of stress, so that when he feels stressed, the negative consequences he must face become increasingly severe (Vogt, Rizvi, Shipherd and Resick, 2008 in Fitroh, 2011).

Based on the correlation per aspect, it can be seen that the aspect ofstrain-based conflict in work family conflict has the greatest influence on hardiness in teachers who implement the independent curriculum in North Aceh, namely where one role can make it difficult for teachers to carry out the demands of their duties in other roles, one of the causes of the emergence of work family conflict due to large job demands, stress due to work and negative feelings obtained at work enter the family sphere (Minnotte et al., 2015).

When viewed from the correlation of hardiness aspects, it can be seen that the results of the correlation of the highest aspects are the challenge aspects, from the test results it is found that the aspects that contribute most to overcoming work family conflict are challenges, where individual

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steps in dealing with conflict are to consider conflict as a challenge to get better according to Kobasa (in Rahmawan, 2011).

## 5. Summary

This study aims to investigate the relationship between hardiness and work family conflict in teachers who implement the Merdeka Curriculum. The results showed a significant negative relationship between the two variables. Teachers with low hardiness tend to have higher levels of work family conflict. This shows that low hardiness can reduce the teacher's ability to deal with conflicts experienced while carrying out two roles at once. This study makes an important contribution to the understanding of how hardiness can influence the tendency of work family conflict in teachers and can increase enthusiasm and can achieve goals and psychological well-being in teachers.

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***Problematic Pornography Use and Sexual Shame: A Moderated Mediation  
Model of Perceived Social Realism and Gender***

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**Abstract:**

*Sexual shame is a significant psychosexual health consequence of pornography use, mainly when individuals engage in upward social comparisons. Research has shown that pornography viewing patterns can vary significantly across genders, highlighting gender as a potential moderator. Moreover, the cognitive mechanisms underlying the direct association between pornography use and sexual shame remain unexplored. Therefore, the present study was undertaken to examine the indirect relationship between problematic pornography use and sexual shame through perceived social realism with gender as a moderator. 182 self-identified pornography users (51.1% females), with a mean age of 21.03 years (SD= 1.38), participated in the present study. The participants recruited through purposive sampling completed an online survey consisting of the Problematic Pornography Consumption Scale, the Sexual Shame and Pride Scale, and the Perceived Social Realism Scale. The results indicated no significant gender differences in the pathways among problematic pornography use, perceived social realism, and sexual shame. The direct effect of problematic pornography use on sexual shame was significant for males only. Conversely, the positive association between problematic pornography use and sexual shame, mediated by perceived social realism, was substantial for females but not for males. The results confirmed that the effects of problematic pornography use are still gender-specific. Notably, for females, sexual shame associated with problematic pornography use can be explained by their perceptions of social realism in pornography. In contrast, this rationale does not similarly account for the associations of sexual shame with problematic pornography use in males. The present study highlights the potential consequences of problematic pornography use on psychosexual health, particularly sexual shame, by examining the roles of cognitive appraisal and gender. Additionally, the findings contribute to the existing literature on pornography within the Malaysian context.*

**Keywords:** *Problematic Pornography Use, Sexual Shame, Perceived Social Realism, Gender*

## **1. Introduction**

Pornhub.com, the world's largest pornographic website (Grubbs & Kraus, 2021), recorded an astounding 5.49 billion adult visits in May 2024 alone (Statista, 2024). It is worth noting that these statistics come from just one of the thousands of websites that host pornographic materials. The proliferation of pornographic videos on the Internet has surged dramatically in pornography consumption, leading to potential problematic pornography use. Problematic pornography use (PPU) is an umbrella term that encompasses the uncontrollable, repetitive, and persistent use of pornography, which is associated with clinically significant distress and negative outcomes, including personal, relational, and functional impairments such as unemployment (Bóthe et al., 2024; Vieira & Griffiths, 2024). Over the past two decades, PPU has become a growing concern in Western countries, particularly the United States (Robb-Dover, 2024; Smith & LeSueur, 2023; Vieira & Griffiths, 2024). Asian countries are also no exception whereby in 2020, Malaysia ranked first in Asia for the most visits to pornographic websites, and females were affected more psychologically by PPU (Hanafi, 2022; Nozid et al., 2023; Tan et al., 2022).

Undeniably, the pervasive nature of PPU has profound implications on societal functioning. High levels of PPU not only affect individual users but also influence their behaviours towards others, leading to broader social consequences (Sharpe & Mead, 2021). For instance, users often report lower relationship satisfaction and stability, diminished positive communication, and increased psychological aggression between partners, mainly due to the unrealistic depictions and false narratives found in pornography (Jongsma & Fritz, 2022). This suggests that PPU can disrupt intimate relationships and social interactions that affect the overall well-being of individuals and communities.

### **Problematic Pornography Use and Sexual Shame**

Shame is an umbrella term that covers a wide range of emotions in which sexual shame is a specific subset of shame characterised by feelings of disgust or humiliation towards sexual acts, feelings, or desires (Wright & Moawad, 2023). This type of shame is considered a psychosexual health consequence of problematic pornography use, especially when users engage in upward comparison. Supported by the theory of social comparison, the way people compare themselves with their reference groups includes two types of social comparison which are upward and downward

social comparison (Cherry, 2024; Festinger, 1954). In upward comparison, shame is developed from unrealistic comparisons from pornography, such as action, size, performance and so on. When individuals feel they are not perfectly identical to the actors or actresses, they may feel ashamed (Sniewski & Farvid, 2020).

These unrealistic expectations and distorted views can further exacerbate sexual shame, creating a vicious cycle where individuals' self-esteem and sexual well-being are continually undermined (Merino et al., 2024; Wright et al., 2021). This cyclical effect then highlights the profound impact of problematic pornography use on the individuals' psychological and sexual health (Camilleri et al., 2020; Puralijan et al., 2024). Additionally, internalising these unrealistic standards and negative self-perceptions can hinder the development of healthy, fulfilling intimate relationships, further compounding the emotional distress experienced by those affected (Chong, 2022).

### **Perceived Social Realism as a Mediator**

Although pornography viewing is increasingly common, individuals in emerging adulthood are particularly vulnerable to developing behavioural disorders as a result (Bernstein et al., 2023). One explanation for this vulnerability is that frequent pornography users often come to believe that the scripts depicted in pornography are realistic. This belief arises because frequent viewers tend to synchronise their sexual scripts and behaviours with those portrayed in pornography (Peter & Valkenburg, 2010; Tan et al., 2022; Vandebosch et al., 2017). This condition may adversely provoke negative sexual self (i.e., sexual shame), especially if pornography users imply upward or unrealistic comparisons from the actors or actresses to their real-life sexual contexts.

Meanwhile, past studies have consistently employed perceived social realism as the mediator in understanding the association between pornography use and condomless sex (Wright et al., 2023). Also established is the bivariate relationship between problematic pornography uses and perceived social realism (i.e., Gunnoo & Powell, 2023) as well as perceived social realism and sexual shame (i.e., De Jong & Cook, 2021). Therefore, it is reasonable to hypothesise that individuals with problematic pornography use patterns tend to perceive social realism of pornography that consequently evokes the feeling of sexual shame.

### **Gender as a Moderator**

Users of different genders are affected differently by sexual shame when exposed to pornography. Extensive research has consistently found that men view pornography more frequently and experience greater negative mental health effects (i.e., psychological distress, sexual shame, etc.) than women (Carroll et al., 2016; Grubbs et al., 2015; Regnerus et al., 2016; Shaughnessy & Byers, 2014; Tan et al., 2022; Wright, 2021). However, some past studies discovered the positive effects of pornography use on both genders. For instance, males can relieve their boredom, enhance their sexual knowledge, and improve their sexual satisfaction (Kirby, 2021; Tan et al., 2022). For females, pornography use may enhance their sexual arousal and improve their intimacy with their sexual partners (Litsou et al., 2021; Mulya & Hald, 2014; Tan et al., 2022). This trend underscores a significant gender disparity in pornography consumption patterns besides reflecting the different social and psychological impacts of pornography use on men and women distinctively.

However, it is crucial to note that the psychological effects of problematic pornography use can be more pronounced in women. Several studies have found that women are more susceptible to the negative psychological impacts of problematic pornography use than men. Brown (2017) and Solis (2017) found that pornography content is targeted at male users, and it prioritizes male enjoyment. On the contrary, the content of pornography often demeans and objectifies women. Hence, women may experience greater feelings of sexual shame, lower self-esteem, and more significant emotional distress as a result of their pornography consumption (Ballester-Arnal et al., 2016; Bóthe et al., 2018; Bóthe et al., 2022; Okabe et al., 2021; Tan et al., 2022). This heightened vulnerability could be attributed to societal expectations and gender norms that place different pressures on men and women regarding sexuality and pornography use.

### **The Present Study**

Malaysia is a relatively conservative country that makes discussions about sexuality difficult and sensitive due to cultural and religious constraints (Tey et al., 2022). Moreover, there is a notable lack of studies on the mediating role of perceived social realism between problematic pornography use and sexual shame in the existing Malaysian literature. Therefore, the present study aims to expand the literature on the association among problematic pornography use, social realism, and

sexual shame, specifically targeting Malaysian emerging adults. It seeks to fill the research gaps by addressing the following research objectives:

1. to examine the association of problematic pornography use, perceived social realism, and sexual shame among pornography user samples.
2. to test the hypothetical moderated mediation model (i.e., Model 59) in identifying the effect of gender as a moderator and the perceived social realism as a mediator in the association between problematic pornography use and sexual shame.

## **2. Methods**

### **Participant**

The participants comprised 182 pornography users (51.1% females; 65.4% singles) with a mean age of 21.03 (SD = 1.38). Most participants were Chinese (87.4%), followed by 6.6% Indians, 3.3% Malays, and 2.7% other ethnicities. Participants were recruited using the purposive sampling method.

### **Research Procedure**

The data was collected using Qualtrics, an online survey platform. A recruitment advertisement with its project description was created and published on various social media such as Instagram, LinkedIn, WhatsApp, and Facebook. Participants were shown the information sheet once they clicked the survey link or scanned the QR code. They were then required to indicate their agreement to participate in the survey by clicking the agree option before answering the survey questionnaire. The institutional ethical review committee has approved the research procedure.

### **Measurement**

**The Problematic Pornography Consumption Scale (PPCS-6)** is considered a short, reliable, and valid scale to assess PPU. The scale created by Bothe et al. (2021) consists of six items designed to evaluate individuals' experiences with pornography use. Participants indicated their responses on a 7-point Likert scale ranging from 1 (Never) to 7 (All the time). A higher mean score reflects greater

problematic pornography consumption. The scale showed good reliability, indicated by a McDonald's Omega of .889.

**Sexual shame** was measured using an 8-item subscale from the Sexual Shame and Pride Scale developed by Rendina et al. (2018). Participants responded from 1 (not at all like me) to 6 (exactly like me) on the Likert scale. The scale's McDonald's Omega of .845 in the present study indicated good reliability. Total scores range from 8 to 48, with higher scores indicating greater levels of sexual shame (Cronbach's  $\alpha$ : .90). The subscale has demonstrated convergent and predictive validity.

**Perceived Social Realism** was evaluated using the 7-item scale developed by Peter and Valkenburg (2010). Participants rated their responses on a 5-point Likert scale from 1 (fully disagree) to 5 (fully agree). A mean score is computed, with higher scores reflecting a stronger perception of the realism associated with pornography use. The scale showed excellent internal reliability, indicated by a McDonald's Omega of .845.

### 3. Result

#### **Relationship between Variables**

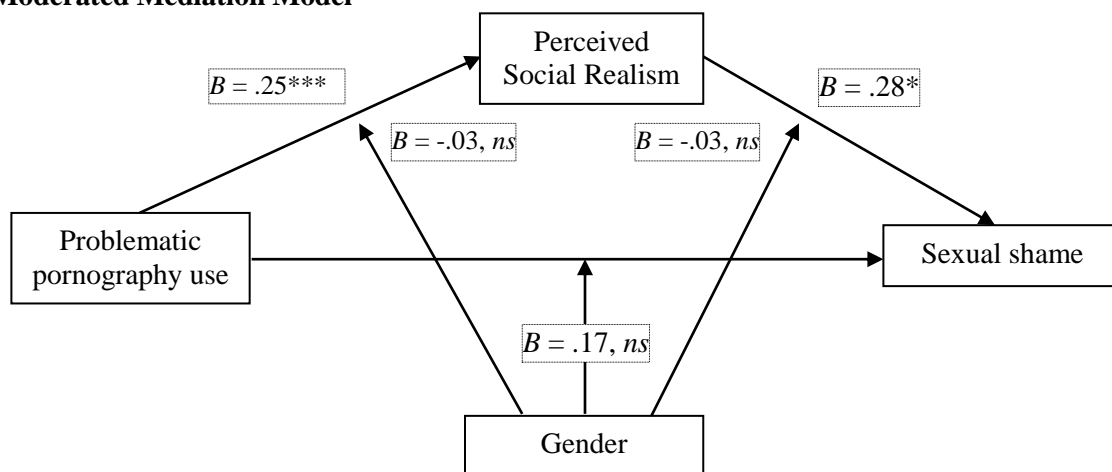
The correlation analysis revealed a significant positive relationship between problematic pornography use and perceived social realism,  $r(180) = .393$ ,  $p < .001$ . Similarly, problematic pornography use positively correlated with sexual shame,  $r(180) = .271$ ,  $p < .001$ . In the same direction, higher perceived social realism was significantly linked to higher sexual shame,  $r(180) = .194$ ,  $p = .007$ .

#### **Moderated Mediation Analysis**

Figure 1 presents the results of the moderated mediation analysis (SPSS Macro Process Model 59) using 10,000 bootstrap samples, reflecting the interconnection among the selected variables. Results indicated that problematic pornography use was positively associated with perceived social realism,  $B = .25$ ,  $SE = .06$ ,  $t(178) = 4.40$ ,  $p < .001$ , 95% CI [.14, .36]. Also, perceived social realism was positively significantly linked to sexual shame,  $B = .28$ ,  $SE = .12$ ,  $t(176) = 2.23$ ,  $p = .03$ , 95% CI [.03, .52]. In contrast, problematic pornography use was not

significantly associated with sexual shame,  $B = .09$ ,  $SE = .08$ ,  $t(176) = 1.14$ ,  $p = .26$ , 95% CI [-.06, .23]. It is interesting to note that the conditional direct effects of problematic pornography use on sexual shame were significant for males ( $B = .25$ ,  $SE = .25$ ,  $t = 3.15$ ,  $p < .001$ , 95% CI [.09, .41]) but not for females ( $B = .09$ ,  $SE = .08$ ,  $t = 1.14$ ,  $p = .26$ , 95% CI [-.06, .23]). In addition, the indirect effect of problematic pornography uses and sexual shame via perceived social realism was only significant for females ( $B = .07$ ,  $SE = .03$ , 95% CI [.01, .14]) but not for males ( $B = -.01$ ,  $SE = .03$ , 95% CI [-.08, .06]). Despite some significant differences between males and females along the direct and indirect association, the index of moderated mediation was not statistically significant [Index = -.08, 95%; CI (-.18, .01)] hence the overall moderated mediation model was not supported.

**Figure 1.**  
**Moderated Mediation Model**



#### 4. Discussion

The present study assessed the association among problematic pornography use, perceived social realism and sexual shame. It also investigated the effects of gender as a moderator and perceived social realism as a mediator in the association between problematic pornography use and sexual shame. The results of the present study supported the positive associations among the main variables: individuals reported with higher problematic pornography use tend to have higher perceived social realism and higher sexual shame. The results are further supported by past studies (Floyd et al., 2022; Sniewski & Farvid, 2020; Tan et al., 2022)

Even though the index of moderated mediation results does not support the significant moderated mediation model as a whole with regard to gender and perceived social realism, the results found some interesting findings worth considering. Particularly, the effects of problematic pornography and sexual shame are still very gender segregate. Notably, sexual shame associated with problematic pornography use for females can be explained by their perception of social realism in pornography. It is reasonable to conclude that females tend to uphold the upward comparison (Franzoi et al., 2012; Wright et al., 2021). In the context of the present study, females may have internalised the sexual scripts portrayed in pornography (i.e., perfect sexual bodies and performances), especially when they perceive pornography as real and useful, which would then inhibit the feeling of incompetence and shame as a sexual being if their sexual bodies and performances were incompatible with those of pornography actresses’.

On the other hand, this rationale does not similarly account for the sexual shame experienced by male pornography users for problematic pornography use. For males, problematic pornography use is directly associated with sexual shame, but not via perceived social realism. On top of perceived social realism, the idealised male image portrayed in pornography may increase the sense of comparison among male pornography users despite their views of social realism, which may still decrease the self-ratings that provoke sexual shame (Gewirtz-Meydan et al., 2024).

Furthermore, the motivation for pornography users may explain these gendered pornographies use and its effect on sexual shame via perceived social realism. Males use pornography for boredom relief, excitement seeking and sexual arousal (Moynihan et al., 2022; Qadri et al., 2023), which emphasizes the self-fulfilling sexual feeling that may reduce the impact of perceived social realism of their pornography use. In comparison, females tend to consume less pornography, and their pornography uses tend to have different focus points or purposes (Brown et al., 2017; Daskalopoulou & Zanette, 2020; Esplin et al., 2021; Grubbs et al., 2019; Gurevich et al., 2017; Litsou et al., 2021; Prause, 2019; Weinberg et al., 2010) that are not so self-focused thus resulted in their views on pornography’s realness and usefulness taking probably more weightage and impact on their psychosexual outcomes. Therefore, the perception of social realism can explain females’ but not males’ sexual shame associated with problematic pornography use.

Overall, the present study has made several noteworthy contributions to the study of potential consequences of problematic pornography use on psychosexual health (i.e., sexual shame) by realising the roles of cognitive appraisal and gender. Moreover, the results have filled the knowledge gap and further enlightened practitioners dealing with pornography issues to consider gender and cognitive evaluation as part of their treatment plans or strategies.

### **Limitations and Recommendations**

The findings from the present study should be interpreted with certain limitations. Firstly, the participants were predominantly of Chinese ethnicity, which may not reflect the actual ethnic composition of Malaysia. Therefore, future researchers should aim to recruit participants following the proportion of ethnicities in Malaysian society or others. Secondly, the cross-sectional design limited the cause-and-effect determination of the variables. Future researchers could, therefore, consider applying longitudinal studies to explain the cause-and-effect of the variables and further confirm the hypothetical moderated mediation model proposed in the present study. Finally, the researchers applied a quantitative online survey research design, which may not have deliberated on the differences in each participant. Hence, future researchers could consider a mixed-method research design (e.g. online questionnaire and interview) for a more comprehensive and holistic outcome on this topic.

### **5. Summary**

In conclusion, the moderating role of gender does not show significant differences in the individual bivariate pathways between problematic pornography use, perceived social realism, and sexual shame. Despite the non-significant index of moderated mediation results, there are several interesting findings to take note of. For example, the present study provides preliminary statistical support for the mediating role of perceived social realism between problematic pornography use and sexual shame among emerging adults in Malaysia, particularly among female pornography users. In particular, females, but not males, with sexual shame resulting from problematic pornography use tend to explain their perceptions of social realism in pornography. Overall, the results of the present study have added to the limited literature on self-reported pornography problematic use in the area of sexual shame among emerging Malaysian adults.

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## ***Women During Menopausal Transition: Psychological, Somati-Vegetative Symptoms***

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### **Abstract:**

*Purpose: The menopausal transition is a critical phase for psychological disorders such as depression and anxiety. Women will experience various kinds of complaints, both physical and psychological, due to a significant decrease in hormone levels. The consequences of this situation can result in a decrease in a woman's quality of life when she enters the menopause phase. This study, with its unique approach of using sensitive measuring instruments to detect menopausal symptoms in women in the menopausal transition phase, aims to collect data on women's health during this period. This sets it apart from previous studies conducted in Indonesia. Method: This research is quantitative research using cross-sectional observational methods. The total number of respondents was 102 women aged 40 to 55, not undergoing hormonal therapy, not having abnormalities or disorders of the uterus, not having had previous uterine surgery (hysterectomy), and not experiencing chronic/chronic menstrual cycle disorders. The sampling technique uses purposive sampling. The research instrument was the Indonesian version of The Menopause Rating Scale, a widely recognized tool for measuring menopausal symptoms which the inventor knew of this measuring instrument. Result: Data collection for this research is expected to be completed by specific date. Conclusion: Researchers are optimistic about the potential impact of this study. By collecting data that adequately represents the condition of women in the menopausal transition phase, we can determine appropriate health promotion efforts. This will empower women to recognize and address their complaints during the menopausal transition, leading to improved health and quality of life.*

**Keywords:** *the menopausal transition, menopausal symptom, the menopause rating scale*

## 1. Introduction

Menopausal symptoms have significant impact on women quality of life. These symptoms can last 5 to 10 years before menopause (Gracia & Freeman, 2018). Therefore, women need to be aware of and increase adequate knowledge about the symptoms of menopause that appear in order to overcome these negative impacts. Many studies have proven the impact of hormonal changes in the menopause transition phase (Agarwal, et al., 2018; Diyu & Satriani, 2022; Simangunsong, 2019). Especially in Indonesia, researchers have not obtained data that comprehensively describe the condition of women in the menopause transition phase. Meanwhile, health workers need information related to menopause symptoms to provide comprehensive health services to women in the menopause transition phase. The data referred to by researchers is also related to the level of severity suffered by women in the menopause transition phase due to extreme hormonal changes.

The menopause transition phase is not a disease, but rather a transition phase in every woman's life marked by a decrease in the production of the estrogen, progesterone and testosterone hormone. This hormonal decline is fluctuating, causing physical, psychological and even social disorders. The results of Harper (2022) study on British women found that there were many disorders felt by the respondents, the 10 most common symptoms included: mood swings, brain fog, fatigue, irregular periods, poor concentration, anxiety, irritability, problem sleeping, weight gain, and night sweats. These disorders can range from mild to severe.

The menopausal transition can be identified as a time of increased risk for depressive mood in women (Gordon, et al., 2021). Maki et.al., (2019) identified 12 cross-sectional studies on the prevalence of depressive symptoms across women's reproductive stages. The conclusion was that perimenopausal women were 45–68% more likely to suffer from depression than premenopausal women (28–31%). The women reported a clinically significant increase in symptoms. The scientific study de Wit et.al., (2021) generated data that the majority of women (82.0%) reported experiencing moderate to severe irritability at least once. However, the severity of irritability varied greatly from week to week (mean between-subject coefficient of variation/CV) 72.9% and mean within-subject CV 63.7%.

Research on women during the menopause transition is widely conducted by health professions such as nursing and midwifery. Research topics published in Google Scholar often relate to husband

support, level of knowledge, and women's attitudes towards menopause. The purpose of this study was to determine the prevalence of menopause symptoms and the factors that influence them. The success of this study can provide information related to menopause symptoms. In addition, the results of this study can be used by health providers to develop promotive management to overcome menopause symptoms, so that there is an increase in women's quality of life.

## **2. Metode**

This study is a cross-sectional study. The sample in this study was 102 women aged 40-55 years in the Bekasi and Jakarta areas. The stages of aging used the STRAW (Stages of Reproductive Aging Workshop) rules to identify perimenopause Harlow et.al., (2017) that consist of premenopause, perimenopause, menopause transition, menopause, and postmenopause. This study used age groups of women in the perimenopause and menopause transition phase Soules et.al., (2001) state that in general the terms perimenopause and climacteric should not be used in scientific papers, but use the term menopause transition

The research instrument used The Menopause Rating Scale (MRT) discovered Heinemann et.al., (2004), and adapted into the Indonesian version by Susanti et.al., (2019). Researchers used this measuring instrument because it has several advantages, including MRS has been compared with other questionnaires with results ( $r = 0.91$ ) (Schneider, et al., 2000). It proves that MRS is valid for measuring the population and quality of life of women approaching menopause. Furthermore, MRS is the right tool to evaluate routine symptoms in women approaching menopause (Zöllner, et al., 2005). The MRS consists of three dimensions (somatic-vegetative, psychological), and 11 items on a 5-point Likert scale from 0 to 4. The somatic-vegetative dimension is in items 1,2,3 and 11), the psychological dimension is in items 4,5,6 and 7), and the urogenital dimension is in items 8, 9 and 10). Possible MRS scores range from 0 to 44, with 0 meaning no symptoms and 44 meaning severe symptoms.

Respondent characteristics consisted of demographic data (age, number of children, age at menarche, occupation, education, marital status, and health status (not undergoing hormonal therapy, not experiencing uterine abnormalities or abnormalities, never having undergone uterine surgery (hysterectomy), and not experiencing chronic/chronic menstrual cycle disorders.). Data

collection used the teleinterview technique. Data were processed using the SPSS data processing system with a significance level of  $p < 0.05$ .

### 3. Result

**Table 1. Univariate Analysis Results**

| Variable  | Frequency<br>(n=102) | Percentage<br>(%) |
|---|----------------------|-------------------|
| <b>Age</b>  |                      |                   |
| 40-43   | 27                   | 26,47             |
| 44-47   | 28                   | 27,45             |
| 48-51   | 22                   | 21,57             |
| 52-55   | 25                   | 24,51             |
| <b>Health Status</b>  |                      |                   |
| not undergoing replacement therapy (hormonal), not experiencing any disease in the uterine area, not undergoing hysterectomy, not doing heavy sports/exercise for more than 10 hours per week, not experiencing chronic irregular menstrual cycle disorders, not experiencing anatomical abnormalities in the urinary system, not experiencing anatomical abnormalities in the ovaries. | 100                  | 98,04             |
| not undergoing replacement therapy (hormonal), not experiencing any disease in the uterine area, not undergoing hysterectomy, not doing more than 10 hours of heavy exercise per week, not experiencing anatomical abnormalities in the urinary system, not experiencing anatomical abnormalities in the ovaries.   | 2                    | 1,96              |
| <b>Total Childern</b>   |                      |                   |
| 0   | 6                    | 5,88              |
| 1   | 23                   | 22,55             |
| 2   | 21                   | 20,59             |
| 3   | 34                   | 33,33             |
| 4   | 14                   | 13,73             |
| 5   | 4                    | 3,92              |
| <b>Age of First Menstruation</b>  |                      |                   |
| 9   | 4                    | 3,92              |
| 10  | 4                    | 3,92              |
| 11  | 3                    | 2,94              |

|                                       |    |       |
|---------------------------------------|----|-------|
| 12                                    | 22 | 21,57 |
| 13                                    | 26 | 25,49 |
| 14                                    | 16 | 15,69 |
| 15                                    | 17 | 16,67 |
| 16                                    | 8  | 7,84  |
| 17                                    | 2  | 1,96  |
| <b>Employment Status</b>              |    |       |
| Working Woman                         | 38 | 37,25 |
| Housewife                             | 64 | 62,75 |
| <b>Marital status</b>                 |    |       |
| Divorced Alive                        | 7  | 6,86  |
| Divorced Dead                         | 8  | 7,84  |
| Married                               | 83 | 81,37 |
| Not Married                           | 4  | 3,92  |
| <b>Education Status</b>               |    |       |
| Low (Elementary, Middle, High School) | 60 | 58,82 |
| High (College)                        | 42 | 41,18 |

Berdasarkan tabel 1 diperoleh dari 102 responden, dari kelompok usia 40-43 tahun didapatkan hasil sebanyak 27 responden (26,47%), kelompok usia 44-47 sebanyak 28 responden (27,45%), kelompok usia 48-51 sebanyak 22 responden (21,57%), dan kelompok usia 52-55 sebanyak 25 responden (24,51%). Data status kesehatan yaitu tidak sedang mengalami terapi sulih (hormonal), tidak mengalami penyakit di daerah kandungan, tidak mengalami operasi histerektomi, tidak melakukan olah raga/exercise berat lebih dari 10 jam per minggu, tidak mengalami gangguan siklus menstruasi tidak teratur menahun/kronik, tidak mengalami kelainan anatomi pada sistem perkencingan, tidak mengalami kelainan anatomi pada ovarium sebanyak 100 responden (98,04%) dan tidak sedang mengalami terapi sulih (hormonal), tidak mengalami penyakit di daerah kandungan, tidak mengalami operasi histerektomi, tidak melakukan olah raga/exercise berat lebih dari 10 jam per minggu, tidak mengalami kelainan anatomi pada sistem perkencingan, tidak mengalami kelainan anatomi pada ovariu sebanyak 2 responden (1,96%) saja.

Based on table 1, there were 102 respondents, from the 40-43 age group, the results were 27 respondents (26.47%), the 44-47 age group as many as 28 respondents (27.45%), the 48-51 age

group as many as 22 respondents (21.57%), and the 52-55 age group as many as 25 respondents (24.51%). Health status data, namely not undergoing replacement therapy (hormonal), not experiencing diseases in the uterine area, not undergoing hysterectomy surgery, not doing heavy sports/exercise for more than 10 hours per week, not experiencing chronic irregular menstrual cycle disorders, not experiencing anatomical abnormalities in the urinary system, not experiencing anatomical abnormalities in the ovaries as many as 100 respondents (98.04%) and not undergoing replacement therapy (hormonal), not experiencing diseases in the uterine area, not undergoing hysterectomy surgery, not doing heavy sports/exercise for more than 10 hours per week, not experiencing anatomical abnormalities in the urinary system, not experiencing anatomical abnormalities in the ovaries as many as 2 respondents (1.96%) only.

Data on the number of children obtained were women who had no children as many as 6 respondents (5.88%), the number of children 1 as many as 23 respondents (22.55%), the number of children 2 as many as 20.59%), the number of children 3 as many as 34 respondents (33.33%), the number of children 4 as many as 14 respondents (13.73%), and the number of children 5 as many as 4 respondents (3.92%). The age of first menstruation was at 9 years old with 4 respondents (3.92%), at 10 years old with 4 respondents (3.92%), at 11 years old with 3 respondents (2.94%), at 12 years old with 22 respondents (21.57%), at 13 years old with 26 respondents (25.49%), at 14 years old with 16 respondents (15.69%), at 15 years old with 17 respondents (16.67%), at 16 years old with 8 respondents (7.84%), at 17 years old with 2 respondents (1.96%).

Data on employment status, namely working as many as 38 respondents (37.25%) and as a housewife as many as 64 respondents (62.75%). From the marital status obtained divorced as many as 7 respondents (6.86%), divorced by death as many as 8 respondents (7.84%), married status as many as 83 respondents (81.37%), and not married as many as 4 respondents (3.92). From the educational status of the low education group (Elementary School, Junior High School, Senior High School) as many as 60 respondents (58.82%) and higher education (College) as many as 42 respondents (41.18%).

**Analysis of Measurement Results Using MRS**

**Table 2. Respondent symptoms during the menopausal transition**

| No. | Menopause Complaint  | MRS<br>Measurement |       | p-value |
|-----|--|--------------------|-------|---------|
|     |  | Mean ± SD          |       |         |
| 1   | Body feels very hot, sweating  | 0.61               | 0.987 | 0.027   |
| 2   | Heart discomfort (irregular heartbeat, palpitations)   | 0.33               | 0.836 | 0.000   |
| 3   | Sleep problems (difficulty sleeping, difficulty sleeping soundly, waking up too early)   | 0.98               | 1.202 | 0.000   |
| 4   | Depressed feelings (feeling depressed, sad, crying easily, not excited / lethargic, mood swings)                               | 0.82               | 1.112 | 0.000   |
| 5   | Irritability (feeling nervous, angry, aggressive)  | 0.72               | 1.102 | 0.000   |
| 6   | Resting (feeling restless, panic)  | 0.66               | 1.121 | 0.000   |
| 7   | Physical and mental fatigue (decreased general performance, decreased memory, decreased concentration, forgetfulness / senile) | 1.25               | 1.256 | 0.000   |
| 8   | Sexual problems (changes in sexual desire, sexual activity and sexual satisfaction)  | 0.94               | 1.257 | 0.037   |
| 9   | Bladder and urinary tract problems (difficulty urinating, frequent urination, uncontrolled urination)                          | 0.34               | 0.838 | 0.000   |
| 10  | Vaginal dryness (dry or burning sensation, in the vagina, difficulty in intercourse)   | 0.56               | 0.991 | 0.025   |
| 11  | Joint and muscle discomfort (joint pain, rheumatic complaints)   | 1.66               | 1.309 | 0.000   |

Table 2 showed that psychological symptoms were the most common symptoms felt by women in the menopause transition phase. Then somato-vegetative symptoms and the lowest wereurogenital symptoms. This showed that psychological symptoms are not trivial, while this transition period can occur for 3-9 years (Muharam, et al., 2018), depending on the individual condition of the woman.

#### **4. Discussion**

Menopause symptoms vary among women. It occurs due to hormonal changes in the female reproductive system (10). At the age of 40, women begin to start the menopause transition period because of changes in reproductive hormones. In the premenopause phase, climacteric complaints and uterine bleeding periods are irregular. This period starts at the age of 40. In certain women, vasomotor complaints (related to nerves and blood vessels) and premenstrual syndrome complaints such as body aches and irritability can occur. In women experiencing menopause, their estrogen levels have decreased. The symptoms that appear can also be more numerous compared to symptoms during premenopause. The changes that occur during the climacteric period will not be the same for every woman. It depends on the amount of estrogen that each woman has (Bromberger, et al., 2015).

Agarwal, et al., (2018) study on Indian women generated comprehensive data on symptoms and signs experienced by women during the transition. Research of Soares (2017) found data on the prevalence rate of depression during the menopausal transition reaching 20%. It means that the majority of women do not experience clinically significant mood disturbances during this transition phase. These women adapted to the transition and demonstrated high quality of life and well-being. They also showed good resistance to the negative effects of perimenopause. Initial assessment when entering perimenopause is a very important part of predicting the risk of depression during the transition. Agarwal also emphasizes that even if women do not have a history of depression, they are still susceptible to perimenopausal depression.

In this study, the results of demographic characteristics were obtained with the youngest age being 40 years and the oldest age being 55 years. The results of the study based on the distribution of characteristics of the number of parities, the most results were found to have 3 children as many as 34 people (33.33%) and the least who had 5 children were 4 people (3.92%). In a study conducted by Irul dan Esti (2018), the distribution of characteristics based on the number of parities was found to have the most results in the number of parities  $\geq 3$ . It is in line with the results of the distribution of characteristics of the number of parities in this study. The results of the distribution of characteristics based on the age of menarche were most at the normal age of menarche (12-14 years) totaling 64 people (62.75%). The results of the Indonesian Demographic and Health Survey

report (2018) stated that the majority of Indonesian adolescents have a menarche age ranging from 11-14 years. It is in line with the results of the distribution based on the age of menarche in this study.

The results of this study showed a difference in psychological well-being between working and unemployed menopausal women. Working menopausal women have a higher average score compared to unemployed menopausal women. It is in accordance with the opinion of Ahrens dan Ryff (2006) who state that women with good education and performing dual roles with higher level of autonomy. Working women and those with high levels of education have more freedom to access resources and abilities that they can use to manage various roles. The implication is that they feel autonomy in carrying out various roles in their lives.

## 5. Summary

Hormonal changes are indeed a natural occurrence. However, these changes affect the physical, psychological, and social aspects of women in the menopause transition phase. Based on the results of data analysis and journal studies, the most common symptoms are psychological symptoms. The broad impact of this psychological disorder affect the psychological well-being of women. The results of the study published in scientific research journals only target a small portion of the total number of women in the menopause transition phase. Further research is needed to perfect this study, especially for mothers who do not work. So that these women have a way to deal with symptoms during the transition. On the other hand, health providers can develop adequate promotive efforts.

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## ***Predicting students' career adaptability through academic motivation***

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### **Abstract:**

*From an early age, students should be encouraged to develop the psychological attributes that will serve them well in their future professional careers. Previous literature indicates a positive correlation between academic motivation and students' career adaptation. Accordingly, this study postulates a positive correlation between intrinsic and extrinsic motivation and students' career adaptability, as well as a negative correlation between amotivation and students' career adaptability. This quantitative study employs a convenience survey approach to collect cross-sectional time data. The motivation and career adaptation scales were employed to collect the data, which were then subjected to analysis using Spearman correlations. The results of the first hypothesis indicate a positive and significant correlation between intrinsic ( $\rho = .60$ ) and extrinsic ( $\rho = .52$ ) motivation with career adaptation, with a sufficiently large correlation load. The study revealed a negative and significant correlation ( $\rho = -.13$ ) between amotivation and career adaptability, as predicted by the second hypothesis. The study also outlines its limitations and offers recommendations for future research..*

**Keywords:** Academic motivation; Career adaptability

### **1. Introduction**

The unemployment rate for individuals aged 15 and above in Indonesia is 4.82%, or approximately 7.20 million people in 2024 (BRS, 2024). This phenomenon can be attributed to a multitude of factors, both intrinsic (individual) and extrinsic (external). However, before the term "unemployment" is applied, it is necessary to identify the nature of the problem. A review of the mentality of high school students is necessary to prepare them for their professional careers. Educational statistics data indicate that 30.22% of students graduating from high school in 2023 are

of productive age. Consequently, the unemployment rate in Indonesia is likely to be greater than what has been reported. Consequently, high school students who are still teenagers must assess their mental state in order to anticipate their future professional careers.

Adolescence is a period of life during which individuals must confront a number of challenges in order to gain a sense of identity, self-awareness, and future direction (Santrock, 2012). However, it is often observed that students lack academic motivation during this developmental period. It is evident that academic motivation is of significant importance, as it aligns with the desired learning outcomes. These outcomes can subsequently inform the development of activities and initiatives that can direct and maintain persistence in learning (Meyshera & Hamdan, 2023). A student who is able to maintain persistence in learning is more likely to be able to identify their life purpose as a student and to plan their future life journey.

In general, upon completion of their secondary education, students will likely pursue further professional development. Nevertheless, a significant number of companies will select prospective employees who demonstrate a high degree of career adaptability. Small to medium-sized companies are less likely to invest in employee training and development due to the higher costs and time constraints involved, as well as concerns about the effectiveness of such programs for the company. Conversely, large companies will undoubtedly demand higher standards. Consequently, prospective employees who lack the requisite career adaptability will be unable to compete for positions within the company.

Career adaptation is defined as the psychosocial resources that enable individuals to cope with changing work and working conditions. This involves the capacity to adapt to changing tasks, engage in continued self-learning, and regulate one's career direction (Savickas & Savickas, 2017). Adaptable individuals are prepared to anticipate and respond to undesirable situations, and they are able to identify and pursue alternative possibilities (Fang et al., 2018). Career adaptation is a crucial aspect of the process of adjusting to new rules, colleagues, and work environments (Savickas et al., 2009). In the absence of such preparation, the individual may develop an apathetic attitude, become unable to make decisions, exhibit unrealistic expectations, and hinder their own career advancement (Savickas & Porfeli, 2012). Moreover, examining students' career adaptability is crucial because it serves as a form of preparation for the world of work, which will ultimately foster self-confidence

and well-being in students (Hirschi, 2009). Career adaptability is a crucial factor in high school students' career development, and it is closely associated with academic achievement (Wang et al., 2024). Moreover, the academic environment exerts a significant influence on students' academic adaptability (Wang et al., 2023). Moreover, students are able to explore careers when they have career adaptation (Kou et al., 2024).

In addition, it is well established that students' motivation is correlated with the manner in which they adapt. Motivation is not only necessary in an academic context, but also in a broader context. The existing literature indicates that students who are motivated are more likely to adapt to their environment (Wijoyo et al., 2023). Students who exhibit a strong desire to succeed academically tend to exhibit higher levels of career concern, curiosity, and self-confidence (Shultz, 2017). Consequently, students who demonstrate career adaptability are more likely to encounter positive opportunities in their work context (Konstam & Celen-Demirtas, 2015).

Academic motivation serves to foster passion and enthusiasm for learning, thereby encouraging students to dedicate their full attention to achieving their academic goals (Wahyuni, 2010). At least, motivation is divided into intrinsic, extrinsic, and amotivation (Trinoyal et al., 2018). An individual with good motivational qualities is driven by their own desires, while poor motivation is determined by external factors (Deci & Ryan, 2000). Students who are intrinsically motivated will exhibit greater adaptability and satisfaction in the academic setting. Conversely, students who receive external encouragement tend to exhibit less adaptive behavior and perform at a suboptimal level (Vansteenkiste et al., 2009). Intrinsic motivation is a significant factor for students (Sobur, 2003). However, this does not negate the importance of extrinsic motivation, given the dynamic nature of students' circumstances and the prevalence of challenges in the learning environment (Sardiman, 2012).

Although the work and academic contexts differ, students who are intrinsically motivated will exhibit a high level of curiosity and autonomy. In contrast, those who are extrinsically motivated will find it easier to complete their work because they are influenced by their environment. An independent mental state is of great importance in today's world of work, as it greatly increases the likelihood that those who are independent will be able to adapt to their work environment after graduating from school.

Consequently, based on this phenomenon and the existing literature, it can be posited that there is a correlation between academic motivation and student career adaptation. This is because it is assumed that when students are motivated, they have a strong desire to succeed academically and a level of concern for their career. . The following hypothesis is therefore proposed: H<sub>1</sub>: There is a positive relationship between motivation and career adaptation. H<sub>2</sub>: There is a negative relationship between amotivation and career adaptation.

## **2. Method**

### **Procedure**

Prior to the commencement of data collection, this research received ethical approval from the Faculty of Psychology, Medan Area University. The data were collected cross-sectionally using both print and digital scales. The printed scale is distributed by an enumerator, who then administers it to convenience students. Each sample has consented to the informed consent document that has been prepared, and each respondent acts as a volunteer in responding to the scale that has been provided. The data was collected actively for a period of two weeks, as no further significant additions were made after that point.

### **Participants**

The convenience sample consisted of 151 students from the Kartika Medan school. The majority of students were women (74%) and men (26%). The majority of students did not participate in extracurricular activities (72%), while a minority participated in extracurricular activities (28%) at their school. The sample from Kartika Middle School consisted of 10 students, with grades 7 (0.66%), 8 (3.97%), and 9 (1.99%) represented. The sample from Kartika High School consisted of 141 students, with grades 10 (25.17%) and 11 (23.18%) being the most represented. The sample from Kartika High School consisted of 12 students, representing 45.03% of the total sample. The mean age of the sample is 16.21 years, with the majority of respondents identifying as Muslim (89.40%) and Christian (10.60%).

### **Measurement**

The Academic Motivation Scale (AMS) from Natalya (2018) is employed to assess students' academic motivation. The scale comprises three factors that collectively represent motivation. The

first factor, intrinsic motivation, comprises seven items, with the item "I feel pleasure and satisfaction when learning new things" serving as an illustrative example. The second factor, extrinsic motivation, comprises six items, with the item "So that I can get a prestigious job later" serving as an illustrative example. The third factor, amotivation, comprises two items, with the item "I don't know; I feel that school is just a waste of time" serving as an illustrative example. The scale comprises six response options, ranging from "strongly disagree" to "strongly agree." At the outset of the scale, students will be instructed to engage in a guided imagery exercise, wherein they are encouraged to reflect on their academic experiences thus far and to read each item of the questionnaire in the order presented. The exercise begins with the following prompt: "In general, I do this because..." All reliability coefficients for each factor exhibit a Cronbach's alpha value of greater than 0.70 (Natalya, 2018).

The Career Adaptability Scale (CAAS) developed by Khairunnisa et al. (2021) is employed to assess students' career adaptability abilities. The CAAS measuring tool is comprised of four factors: concern ( $\alpha = .799$ ), control ( $\alpha = .746$ ), curiosity ( $\alpha = .798$ ), and confidence ( $\alpha = .815$ ). It has been reported to have a fit model. The CAAS measuring instrument comprises 24 items, with each item rated on a Likert scale from 1 (least strong) to 5 (strongest) (Khairunnisa et al., 2021). The data will be subjected to correlation analysis, with those items that do not complete the provided scale being excluded. In general, all data will be analyzed with the assistance of JASP computer software.

### 3. Results

In terms of descriptive value, intrinsic motivation is of greater importance than extrinsic motivation. In contrast, amotivation is of low value, as it is derived from only two items. Similarly, the consistency of the constructs of intrinsic and extrinsic motivation is reliable, whereas amotivation is still inconsistent due to the limited number of items.

**Table 1. Descriptive analysis**

|           | Mean  | SD   | $\alpha$ | p     | Skewness (SE)  | Kurtosis (SE) |
|-----------|-------|------|----------|-------|----------------|---------------|
| Intrinsic | 34.15 | 5.84 | .83      | <.001 | -1.044 (0.197) | 1.353 (0.392) |
| Male      | 34.95 | 4.79 |          |       |                |               |
| Female    | 33.86 | 6.17 |          |       |                |               |

|                     |        |       |     |       |                |                |
|---------------------|--------|-------|-----|-------|----------------|----------------|
| Extrinsic           | 31.29  | 4.96  | .80 | <.001 | -1.605 (0.197) | 2.882 (0.392)  |
| Male                | 31.93  | 3.57  |     |       |                |                |
| Female              | 31.06  | 5.37  |     |       |                |                |
| Amotivation         | 4.83   | 2.58  | .29 | <.001 | 0.594 (0.197)  | -0.190 (0.392) |
| Male                | 5.20   | 2.59  |     |       |                |                |
| Female              | 4.70   | 2.57  |     |       |                |                |
| Career adaptability | 101.46 | 14.82 | .94 | <.001 | -1.286 (0.197) | 2.578 (0.392)  |
| Male                | 102.85 | 12.59 |     |       |                |                |
| Female              | 100.95 | 15.57 |     |       |                |                |

\*p= signifikan, SD= standard deviation, SE= standard error,  $\alpha$ = cronbach alpha

The mean score for men was higher than that for women across all constructs, with men also demonstrating higher levels of amotivation. Conversely, women exhibit lower levels of amotivation, indicating that they are more motivated in their academic pursuits than men. However, it is important to note that inconsistencies do occur.

**Table 2. Correlation between constructs**

|                        |     | 1       | 2       | 3     | 4 |
|------------------------|-----|---------|---------|-------|---|
| 1. Intrinsic           | rho | —       |         |       |   |
| 2. Extrinsic           | rho | 0,56*** | —       |       |   |
| 3. Amotivation         | rho | -0,22** | -0,22** | —     |   |
| 4. Career adaptability | rho | 0,60*** | 0,52*** | -0,13 | — |

\* p < .05, \*\* p < .01, \*\*\* p < .001, r= pearson, rho= spearman

The data exhibits a non-normal distribution, as evidenced by the results of the skewness, kurtosis, Q-Q plot, and Shapiro-Wilk analysis. Spearman correlation analysis was therefore conducted to examine the relationship between intrinsic, extrinsic, and amotivation motivation and career adaptation. The results of the analysis indicate a positive and statistically significant relationship between intrinsic and extrinsic motivation and career adaptability. Similarly, the correlation between amotivation and intrinsic and extrinsic motivation is negative. Nevertheless, the correlation between amotivation and career adaptation is known to have a negative and insignificant correlation with a small correlation value. Meanwhile, the largest correlation value was observed in the relationship between intrinsic motivation and career adaptation, which was followed by the correlation between extrinsic motivation.

#### **4. Discussion**

The results of this study reject the null hypothesis and the second hypothesis. This implies that in the context of students, it can be guaranteed that those who are academically motivated will also be able to adapt to careers after graduation. These results align with previous research findings which indicate that successful adaptation can occur when individuals possess drive and are able to respond to situations (Tolentino et al., 2014). Indeed, the process of individual adaptation to their work environment is heterogeneous, with some individuals exhibiting rapid adaptation and others exhibiting prolonged adaptation. For those who adapt rapidly, the process has a positive effect on health (Tangkudung, 2014). This is also consistent with the findings that students who are motivated are likely to experience positive effects on their mental health. Career adaptability is contingent upon student motivation. The greater the intrinsic motivation of an individual, the more likely it is that they will exhibit strong behavioural adaptations to their job or environment.

The inclination to adapt to the demands of the professional world is likely to manifest during the high school years. Individuals will endeavor with considerable effort to achieve exemplary performance at work (Ena & Djami, 2020), a phenomenon that is consistent with students in an academic context. In addition, extrinsic motivation may also be beneficial, as encouragement from the workplace will ultimately require students to work optimally (Nawawi, 2011). Extrinsic motivation necessitates the involvement of an external factor to facilitate adaptation to the prevailing context (Gagne & Deci, 2005). Therefore, it can be formed with the support of colleagues, who can provide comfort and encourage the desire to work well (Han & Rojewski, 2015). Conversely, the findings of this study indicate that when students lack motivation during their academic year, their likelihood of successfully adapting to their future careers is diminished.

Thus, any work context will encourage students to remain optimally adapted in the future (Karatepe & Olugbade, 2016). Similarly, family is also part of students' extrinsic motivation (Tian & Fan, 2014), and social support from family, friends, and teachers helps students prepare for careers and make the transition from school to work (Han & Rojewski, 2015).

#### **5. Conclusion**

The findings indicate that students who are academically motivated have the potential to adapt well to future careers. Thus, upon graduation, students with academic motivation are more likely to

adapt well to their future professional careers. Conversely, students who lack motivation are more likely to experience difficulties in adapting to their future careers.

One limitation of this study is the relatively small sample size, which was selected using probability sampling. Consequently, these findings cannot be extrapolated to a larger population. Consequently, further research must collect data with a sample size that aligns with the recommendations set forth by statistics. Furthermore, the correlation should be expanded to include other variables in order to provide a more comprehensive framework for preventive actions for students in the context of the world of work. It is evident that this research will prove invaluable in the educational context, enabling the improvement of mental conditions with a view to enabling students to flourish in the global competitive environment.

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## ***Exploration Of Student Welfare At Islamic Boarding School Student In The Era Of Globalization***

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### **Abstract:**

*Islamic boarding schools as educational institutions cannot be separated from the purpose of establishing Islamic boarding schools themselves, namely to educate the nation's life and innovate so that students are empowered to face modernization, industrialization and globalization. Unfortunately, since the establishment of the Islamic boarding school until now, there have been many problems faced by the students. The problems experienced by students in this era of globalization take various forms, namely; Curriculum problems, educational time management that is too busy, finances that are often lacking, and parents of students who want to give their children a day off. Santri tend to form low self-evaluations when facing current problems which affect their happiness and life satisfaction. As a result, students are vulnerable to experiencing serious social problems and experience personal disadvantage in Islamic boarding schools and can cause problems with behavioral disorders, therefore students must receive well-being while at Islamic boarding schools. Well being is how the social-emotional state can be balanced as well as cognitive and physical well-being. This research aims to describe the sources of Student Well Being in Islamic boarding school students. This research uses quantitative methods. The expected benefits of this research are providing an overview of student well-being so that students' understanding develops optimally, contributing thoughts and considerations in dealing with student problems in Islamic boarding schools.*

**Keywords:** *Exploration, Student Well Being, Santri, Era of Globalization*

## **1. Introduction**

Islamic boarding schools as a form of Islamic education are expected to continue to play a role in creating superior human resources (HR) amidst the rapid flow of globalization. Because times can change quickly and be full of surprises. If it is not addressed immediately, it is likely that Islamic boarding schools will be eliminated because the education system in Islamic boarding schools is lagging behind in global cultural progress (Jamaluddin, 2012).

Islamic boarding schools as intuitions for producing future leaders and centers for community empowerment must be able to produce a generation that has established resources so that it can compete fiercely on the global stage. Therefore, Islamic boarding schools must be able to face the era of globalization which at first was a challenge and obstacle to become a golden opportunity for the development of Indonesian society (Arifah, 2021).

Josef and Hidayat (in Estika, 2014) who researched 1,200 teenage students in Indonesia. The research found that 4.6% of respondents experienced acute dissatisfaction with school. 65% of respondents experienced moderate levels of psychosocial and mental health problems, and one in eight students (12%) had experienced physical attacks deliberately carried out by other students and in research conducted by Yunidar et al (2015) it was found that every year 5-10 % of new students at the Assalam Surakarta Islamic Modern Islamic Boarding School (PPMI) experience several problems in carrying out the adaptation process, such as not being able to attend lessons, not being able to live in the dormitory because they cannot be away from their parents, carrying out actions that violate the boarding school rules and so forth. This includes the students' different backgrounds such as language, region of origin, economy and age level.

According to the survey results and based on pre-research and initial data collection carried out on Friday 15 July 2022 at the Jabal Nur Islamic boarding school, it is known that at the Jabal Nur Islamic boarding school in Paloh Lada, Dewantara there were cases of bullying between students, violence, likes taking people's things. others, poor regulations & resilience, a large workload and activities with strict regulations in Islamic boarding schools and inaequate facilities. This makes some Islamic boarding school students feel uncomfortable and also want to ask to go home.

Students must receive prosperity while at school with the school as an agent of change for the welfare of its students (Na'imah, and Tanireja, 2017). Well being is also often referred to as prosperity. Well being is how the social-emotional state can be balanced as well as cognitive and physical well-being. The meaning of this sentence is having positive feelings about how a person can feel, think, and act which can increase the ability to enjoy life and reach the full potential where they are (Cahyono, Genia, and Theresia, 2021).

According to Ryff & Keyes (in Na'imah and Tanirejo, 2017) the concept (well-being) is described by several experts in various views. Student well-being is defined as the extent to which a student functions effectively in school communication. School communicative is a group unit that aims to share which is centered in the school (Fraillon, 2004). According to Soutter (Muhammad & Rosiana, 2017) student well-being is a multi-dimensional concept that emerges when individuals interact with other people, with their environment, as well as the conditions and circumstances in which their lives develop, especially in the world of education. Adolescent students who have high well-being are more able to learn and understand information effectively and demonstrate involvement in healthy and satisfying social behavior (Whitman & Gordon, 2008). On the other hand, teenage students with low well-being tend to form low self-evaluations (Amato, 1994).

One part of well being, namely student well being, is students' attitudes, mood, health, resilience and satisfaction with themselves as well as relationships with other people and school experiences ((Na'imah, and Tanireja, 2017). Students who have well being good ones are able to learn and understand information effectively and demonstrate healthy and satisfying social behavior involvement (Awartani, Whitman and Gordon, 2008).

If students experience positive student well-being during school, there will be no negative conditions such as depression, anxiety and deviant behavior and students will be involved in the school community (Fraillon, 2004).

In Abidin and Anam's (2017) research, which examined the influence of peers on the positive and negative behavior of students, they found that there was 42.2% positive influence from peers and 63% negative influence from peers. This means that the influence of peers in Islamic boarding schools has a big influence on the formation of student behavior, where if fellow students at the boarding school like to bully, other students will imitate this behavior.

Based on the explanation above, it can be seen that there are differences from previous research related to the use of student Well Being variables with this research, there has been no research regarding the Exploration of Student Well Being in Islamic Boarding School Students in the Era of Globalization using descriptive quantitative methods, and supported by phenomena that have been found in Previous pre-research, based on the explanation above, researchers were interested in researching student well-being variables with the title "Exploration of Student Well-Being in Islamic Boarding School Students in the Era of Globalization".

## 2. Methode

This research uses descriptive quantitative methods. Quantitative research is a method used to carry out research on a certain population or sample, collecting data using research instruments and statistical data analysis with the aim of testing predetermined hypotheses (Sugiyono, 2019). Furthermore, the type of research used is descriptive. This type of research is carried out to describe the condition or value of the independent variable without making comparisons or connecting it with other variables (Sugiyono, 2015). The population in the study were students at the Jabal Nur Islamic boarding school, totaling 324 students in grades VII & VIII.

The variable in this research is student well-being, which can be interpreted as students who have the ability to accept themselves, have positive relationships with other people, have life goals in their personal lives and can function positively for themselves and their environment.

Data collection in research uses an instrument in the form of a student well-being scale. Data analysis was carried out descriptive analysis. namely by using a psychological scale, namely student well-being. The scale used in this research uses a Likert scale model consisting of favorable and unfavorable statements. This research uses a Likert scale from a score of 1 to 4 for each statement.

his is proven by the following table:

### **Cronbach's Alpha.**

**Table 1.**

| <b>Reliability Statistics</b> |            |
|-------------------------------|------------|
| Cronbach's Alpha              | N of Items |
| .836                          | 42         |

Source: SPSS Trial Results

According to the Cronbach's alpha table above, it is known that 42 items are valid and reliable with a value of 0.836. This means that it is suitable for use as a research measuring instrument. Based on the validity test in this research using the corrected item total correlation test, it is known that there are 42 psychological well-being scale items used for research and 10 items were found that were dropped, namely items 1, 3, 5, 7, 8, 27, 37, 38, 39, 41, 42.

### 3. Result

According to the results of the data analysis that has been carried out, it can be seen that there are more men than women. There were 169 men and 155 women.

#### Based Data Analysis Student Gender

Table 2

| No | Gender | Frequenc<br>y | Percent |
|----|--------|---------------|---------|
| 1  | Man    | 169           | 52,2%   |
| 2  | Women  | 155           | 47,7%   |
|    | Total  | 324           | 100%    |

Based on the table above, the percent value found is 52.2% for men and 47.7% for women.

Based on research, it is also known that the subjects in the research who were students came from different ethnic groups. The dominant tribe in Islamic boarding schools is the Acehese with a number of 307. The next tribe is the Batak tribe with 4 students and the Javanese tribe with 4 students. Next is the Gayo tribe with a number of 2. Lastly, the Malay tribe has 1 santri. Each tribe has a low and medium category. The table also shows that the Acehese tribe has a percentage of 98% in the high and low categories of 2%. Followed by the Batak tribe which is in the high category with a percentage of 100%.

Then the Javanese, Gayo and Malay tribes also have the same percentage, namely 100%. However, with different high categories, namely Javanese with 4, Gayo with 2 and Malay with 1.

Then, the categories of high and low psychological well-being of students were determined with a high percentage of 98% for 318 students and a low category for 6 students with a percentage of 2%. The low category has a decision area  $X > 66$  and the high category has a decision area  $X < 65$ . So it can be concluded that the student well-being aspect of high category students is greater

than that of students in the low category. Examined based on the results of wellbeing, it is known that the aspect that has the highest mean is acceptance with a mean score of 6.60 with a standard deviation value of 1.288. And the lowest aspect is communicative efficacy with a mean of 6.00 and a standard deviation of 1.265. It was found that the description of the psychological well-being of students in the interpersonal aspect, namely Communicative Efficacy in the high category was 70%, in the Empathy aspect the high category was 74%, in the Acceptance aspect the high category was 67% and in the Connectedness aspect the high category was 58%. Furthermore, it is also explained in the table above that the low category in the interpersonal aspect of Communicative Efficacy is 30%, the Empathy aspect is in the low category, namely 26%, in the Acceptance aspect the low category is 33% and the Connectedness aspect is in the low category, namely 42%.

#### **4. Discussion**

The findings of this study are about exploring student wellbeing among students (sample at Jabal Nur Islamic Boarding School, Dewantara, North Aceh). Tested through a descriptive quantitative approach, this approach is used as supporting data for psychological reality. The descriptive study was carried out based on the distribution of the student wellbeing scale as an instrument given to research subjects and data analysis tests were carried out. This is in line with research conducted by Cahyono, Genia & Theresia (2021) who reported that measuring student wellbeing using appropriate indicators or instruments can create strategic steps to find out whether schools have carried out their duties well. Because in the world of education, student wellbeing is quite important. For example, student wellbeing can increase student achievement at school.

Based on the research results, it was found that as many as 318 students had high category student wellbeing with a percentage of 98%. Meanwhile, in the low category there are 6 students with a percentage of 2%. It is known that the student well-being aspect of students in the high category is greater than that of students in the low category. This is also supported by research by Cahyono, Genia & Theresia (2021) which states that student wellbeing is able to influence the optimization of student function at school and has a major role in learning. Students who have a high student wellbeing category tend to have better mental wellbeing, high academic achievement, close social relationships and a growing sense of responsibility.

Furthermore, looking at the intrapersonal aspect of the psychological well-being variable in students, the highest percentage is the emotional regulation dimension with a high percentage of 86 compared to other dimensions. This means that if students have good emotional regulation, this will be followed by good student wellbeing. This is in accordance with descriptive research conducted by Muhammad & Rosiana (2017) which states that when students feel an emotion, for example happy, the student has growing student wellbeing. So that students get good welfare.

The interpersonal aspect in this research has 4 divisions consisting of communicative efficacy, empathy, acceptance and connectedness. From several divisions of interpersonal aspects, the aspect that has the highest mean is acceptance with a mean score of 6.60 with a standard deviation value of 1.288. And the lowest aspect is communicative efficacy with a mean of 6.00 and a standard deviation of 1.265. Based on the results of data analysis, it was found that the description of the psychological well-being of students in the interpersonal aspect was that communicative efficacy was in the high category as much as 70%. This means that student wellbeing of students is most influenced by communicative efficacy. According to research by Setyahadi & Yanuvianti, (2018), students who tend to have communicative efficacy value things more positively, pay more attention to completing assignments at school and are less passive in class and respect teachers. Furthermore, the interpersonal aspect of empathy is in the high category at 74%. This means that students who have student wellbeing are certainly able to feel like they are in the position of their classmates, especially when they are having a problem at school.

Based on the research results, it was also found that the interpersonal aspect of acceptance received a percentage of 67% after data analysis. This proves that students who have student wellbeing are more able to accept themselves in their Islamic boarding school environment. Supported by research by King & Datu (2017), it is stated that student wellbeing experienced by the individual himself and his classmates tends to be related. So when there are students who have high student wellbeing, it will affect other students too. This is what makes students feel welcome in the class. Furthermore, the interpersonal aspect of connectedness is in the high category at 58%. According to Santrock (2019) peers and classmates are a source of status, friendship that has a sense of interconnectedness during school. Each division of interpersonal aspects equally influences student wellbeing.

Based on the research conducted, it was also found that there were differences in student wellbeing between male and female students. This is supported by the opinion of Diener (2010) who states that men are better able to express positive affect than women and are less prone to experiencing depression, so men are also considered happier. However, after research was carried out, this opinion obtained insignificant results showing that men had higher levels of well-being. Furthermore, the results of other research also reveal that the well-being of men and women has differences when viewed from gender. Namely, research by Perez & Jeannie (Simarmata, 2015) seen from the aspect of spiritual experience, women have a higher level of wellbeing than men. Supported by research by Desi, Soegijono & Wacan (2017) stated that women are able to establish good relationships with people around them to maintain their mental health, this means that positive relationships between women play a role in improving women's wellbeing.

Based on this research, it was also found that ethnic culture plays a role in well-being. This is supported by the results of a 2014 survey on happiness levels conducted by the Central Statistics Agency (BPS) showing that there are 3 provinces that have the highest happiness index, including Riau with an index of 72.42; Maluku with an index of 72.12 and East Kalimantan with an index of 71.45 (Media Online; Kabar24bisnis.com, 2015). In line with the research findings of Amin, et al (2020) it is revealed that changes in demographics, racial, ethnic background and a person's culture of life influence how to achieve prosperity in life as well. For this reason, it is necessary to study well-being more deeply through ethnic culture directly

## **5. Summary**

Based on the results of the research that has been carried out, it shows that the students of the Jabal Nur Islamic boarding school as research subjects are classified as having high student wellbeing with a percentage of 98% and a low percentage of 2%. In the low category based on age, class, gender and ethnicity, it is known that there are 6 students who are classified as having the lowest student wellbeing. Meanwhile, based on the student wellbeing aspect obtained in measuring the students' wellbeing, the students are the intrapersonal and interpersonal aspects.

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## ***Self Regulation in Final Year University Students Who has FoMO Social Media Symptoms***

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### **Abstract:**

*This research aims to determine the description of self-regulation in final year students at University who experience social media FoMO. This research uses a quantitative approach with descriptive methods. Data collection in this research used a questionnaire. The research subjects were final year students at Malikussaleh University, totaling 188 final year students who had high FoMO in social media. The research results show that self-regulation in final year students who experience social media FoMO is in the high category, meaning that final year students can direct and monitor their behavior between working on final assignments and accessing social media. If we look at it based on gender, it is found that male and female students have different levels of self-regulation, where self regulation in male students is higher than self-regulation in female students. Based on the self-regulation aspect, the highest is in the standards and goals aspect compared to the monitoring and feedback loops and strength and depletion aspects.*

**Keywords:** *Social Media FoMO, Final Year Students, Self Regulation*

### **1. Introduction**

The number of internet users in Indonesia is increasing every year, based on the results of a survey conducted by the Asosiasi Penyelenggara Jasa Internet Indonesia (APJII) in 2023 the number of internet users in Indonesia has reached 215 million people, an increase of 1.17% compared to 2022 (APJII, 2023). Nowadays the internet has become a necessity for many people, through the internet a person can access and find all kinds of information all over the world. The Internet is inseparable from everyday life, as it is no longer a trend but a necessity (Putri et al., 2019; Castells, 2010; Surian & Sciandra, 2019 ).

The development of the use of the internet as a communication tool is increasing rapidly after the internet began to be accessible via mobile phones, the term smartphone emerged. With the presence of smartphones, the facilities provided to communicate are increasingly diverse, ranging from SMS, MMS, chat, email, browsing, and social media facilities (Akbar et al., 2018). Behind the various benefits contained in social media that become a driving factor for individuals in using social media, there are negative influences that can arise when accessing social media excessively. This is referred to as Fear of Missing Out (Kusumaisna., 2023).

According to Przybylski, et al, (2013) Fear of Missing Out makes individuals always want to follow what other people are doing, so that individuals who experience Fear of Missing Out view media sosial as something very interesting, characterised by the emergence of a desire to continue to follow or know what other individuals are doing in cyberspace. It can be said that FoMO is a serious problem, especially for students. Rather than using social media as an escape, students can get caught up in compulsive or addictive social media use. This can lead to a range of negative consequences, such as increased physical symptoms and depression, and decreased self-awareness (Baker 2016). One of the factors considered to play an important role in the development of FoMO is self-regulation (Kusnadi, 2022; Ahmed, et al, 2023). Therefore self regulation could be one of the psychological aspect that give impact to individuu when they used social media.

According to Zimmerman, self-regulation is a stage of thinking, feeling and then the behaviour that will be taken to design the plan that you want to do in order to achieve something you want (Yusra and Napitupulu, 2022). Self-regulation has an important role in student life, because self-regulation has a reactive nature in achieving a goal, as well as being proactive to make individuals motivated to make goals that are higher in nature, the more effective self-regulation carried out by individuals, the more perfect the individual's goals are, and vice versa (Alfiana, 2013).

Therefore, the researchers chose self-regulation as a variable because, based on the results of previous research, Wang et al (2014) explained that lack of self-regulation and feelings of distraction can lead to social media addiction. In line with the results of the study conducted by Sianipar and Kaloeti (2019), there is a negative and significant relationship between self-regulation and FoMO among university students, which means that the higher the level of self-regulation, the lower the level of FoMO and vice versa. Students with high self-regulation are able to control their use of

social media and avoid negative effects such as attachment to social media to compulsive and addictive use (Wanjohi et al., 2015).

## 2. Method

This study uses a quantitative approach with a descriptive type. The population in this study were final year university students who has FoMO social media symptoms.

The research sample is part of the number and characteristics of the population (Sugiyono, 2019). The sampling technique used in this study is Nonprobability Sampling technique, which is a sampling technique that provides equal opportunities for each member of the population to be selected as a sample member. This research sample technique uses purposive sampling technique, which is a sampling technique with certain considerations (Sugiyono, 2019).

Data collection in this study used a questionnaire or questionnaire. Questionnaire or questionnaire is a data collection technique that is done by giving questions or written statements to respondents to answer. This questionnaire can be in the form of closed or open questions or statements, can be given to respondents directly or sent by post, or via the internet (Sugiyono, 2019).

## 3. Result

**Table 1**

**Categorisation of Self-Regulation**

| Score               | Category | Frequency | Percentage |
|---------------------|----------|-----------|------------|
| $X > 56,59$         | High     | 88        | 46,8%      |
| $X < 55,19$         | Low      | 75        | 39,9%      |
| $55,19 < X < 56,59$ | Missing  | 25        | 13,3%      |
| Total               |          | 188       | 100%       |

Source: data processed by SPSS (2024)

Based on the categorisation table of self-regulation above, it can be seen that self-regulation in the subject is in the high category with 46.8%, while in the low category a percentage of 39.9% is obtained and 13.3% is not categorised. It can therefore be concluded that the majority of final year students at the University are classified as having high self-regulation.

**Table 2.**  
**Categorisation of Self-Regulation by Gender**

| Gender | Category | Frequency | Percentage |
|--------|----------|-----------|------------|
| Male   | High     | 36        | 45,0%      |
|        | Low      | 32        | 40,0%      |
|        | Missing  | 12        | 15,0%      |
|        | Total    | 80        | 100%       |
| Female | High     | 39        | 36,1%      |
|        | Low      | 40        | 37,0%      |
|        | Missing  | 29        | 26,9%      |
|        | Total    | 108       | 100%       |

Source: data processed by SPSS (2024)

Based on the categorisation table above, it can be seen that regulation in final year university students with male gender is in the high category, namely 45.0%, whereas self-regulation in female gender is in the low category, namely 36.1%. Thus, it can be concluded that the majority of research subjects with male gender are classified as having high self-regulation compared to subjects with female gender..

**Table 3**  
**Categorisation of Self-Regulation by Aspects**

| Aspects                             | Category | Frequency | Percentage |
|-------------------------------------|----------|-----------|------------|
| Standard and<br>Goals               | High     | 104       | 55,3%      |
|                                     | Low      | 84        | 44,7%      |
|                                     | Missing  | 0         | 0%         |
|                                     | Total    | 188       | 100%       |
| Monitoring and<br>Feedback<br>Loops | High     | 89        | 47,3%      |
|                                     | Low      | 71        | 37,8%      |
|                                     | Missing  | 28        | 14,9%      |
|                                     | Total    | 188       | 100%       |
| Strength and<br>Depletion           | High     | 66        | 35,1%      |
|                                     | Low      | 79        | 42,0%      |
|                                     | Missing  | 43        | 22,9%      |
|                                     | Total    | 188       | 100%       |

Source: data processed by SPSS (2024)

Based on the category table above, it can be seen that the self-regulation of final year university students based on the aspect of standards and goals is in the high category compared to the aspects of monitoring and feedback loops and strength and exhaustion. Thus, it can be concluded that the majority of the research subjects have a high percentage in the aspect of standards and goals.

**Table 4**  
**Categorisation of Fear of Missing Out by Gender**

| Gender | Category | Frequency | Percentage |
|--------|----------|-----------|------------|
| Male   | High     | 26        | 32,5%      |
|        | Low      | 35        | 43,8%      |
|        | Missing  | 19        | 23,8%      |
|        | Total    | 80        | 100%       |
| Female | High     | 32        | 29,6%      |
|        | Low      | 66        | 61,1%      |
|        | Missing  | 10        | 9,3%       |
|        | Total    | 108       | 100%       |

Source: data processed by SPSS (2024)

Based on the category table above, it can be seen that the FoMO of final year university students based on male gender is in the high category compared to female gender. Therefore, it can be concluded that the majority of research subjects based on gender, male gender is classified as having high FoMO compared to female gender.

**Table 5**  
**Categorisation of Fear of Missing Out by Aspects**

| Aspects                                     | Category | Frequency | Percentage |
|---|----------|-----------|------------|
| Psychological relatedness needs are not met | High     | 68        | 36,2%      |
|   | Low      | 105       | 55,9%      |
|   | Missing  | 15        | 8,0%       |
|   | Total    | 188       | 100%       |
| Psychological self needs are not met        | High     | 65        | 34,6%      |
|   | Low      | 94        | 50,0%      |
|   | Missing  | 29        | 15,4%      |
|   | Total    | 188       | 100%       |

Source: data processed by SPSS (2024)

Based on the category table above, it can be seen that FoMO in final year university students based on aspects of psychological relatedness needs are not met in the high category compared to aspects of psychological self needs are not met.

#### **4. Discussion**

Based on the results of the research conducted, the researcher obtained the results that the self-regulation of final year students who experienced FoMO was more in the high category. This explains that students are able to regulate, control and monitor themselves when accessing social media. Students who have self-regulation ability show the characteristics of setting learning goals to increase knowledge, increasing motivation, and controlling emotions so as not to interfere with learning activities. Therefore, self-regulation ability is very important for students who are doing a thesis because they are able to take responsibility for the behaviour and goals they have set for themselves (Muntazhim, 2022, Chen & Bembenutty, 2018).

Based on gender, there are differences between male and female students, the level of self-regulation of males is higher than that of females, males are able to plan learning activities and manage time to achieve these goals. This contradicts Wahrumi's (2019) research, which states that female students are able to control their thoughts, behaviour and have goals or objectives to achieve in their lives by showing behaviour that has been adjusted to the actions that have been made and they are able to understand themselves.

Based on the aspects proposed by Baumeister (2007), it is known that final year university students' self-regulation based on the standards and goals aspect is in the high category, where students are able to change their behaviour to meet the desired standards or conditions to achieve their learning goals. Students who have a high level of satisfaction with learning are able to manage time well, manage tasks, motivate themselves and overcome obstacles effectively and tend to have better academic performance (Haru et al., 2023; Kaushar, 2023).

Based on gender, it is known that FoMO in final year students based on male gender is in the high category compared to female gender. Therefore, it can be concluded that the majority of research subjects based on gender, male gender is classified as having high FoMO compared to female gender. This is supported by the research of Gul et al. (2022). Men experience more FoMO because men tend to be more dependent on social media to develop relationships with people who

have the same goals and hobbies. Although the results obtained are different from the results of Bayens' research (2016) explaining that women have a higher level of FoMO than men. This is because women are more likely to experience stress when they feel they are not popular on social media. In addition, Park et al (2009) said that female students are generally more active in using social media to obtain information, to interact with friends, and to get pleasure.

Meanwhile, based on the FoMO aspect, it can be seen that FoMO in final year university students based on the psychological relatedness needs are not met aspect is in the high category, the majority of research subjects have a high percentage in the aspect, namely the psychological relatedness needs are not met aspect, namely when the need for relatedness is not met, the feeling of loneliness will increase so that it will lead to FoMO behaviour (Virnanda, 2020). Where the individual feels anxious and tries to find out about experiences and what other people are doing, one of which is through social media. Students tend to spend time opening their social media to satisfy their need for gratification.

## 5. Summary

Based on the results of the research conducted, it can be concluded that the self-regulation of university final year students who experience FoMO is more in the high category, which means that university students are able to regulate, control and monitor themselves when accessing social media and working on their dissertation. Thus, the higher the FoMO, the higher the self-regulation of final year university students..

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***Effectiveness of Animated Video Psychoeducation to Increase Knowledge of  
Psychological Preparedness for Flood Disasters among Elementary School-Age  
Children in Pirak Timu District***

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**Abstract:**

*This study aims to see the effect of animated video psychoeducation on increasing psychological preparedness for disaster (PPFD) knowledge in elementary school-age children in Pirak Timu District. This study used an experimental one group pretest-posttest design with a total of 26 elementary school students who live in flood-prone areas. The animated video used in this study has been tested for validity by experts and elementary school students who match the research criteria. The results of this hypothesis test are accepted, seen from the significance value of the Wilcoxon Signed Rank Test between the pretest and posttest, therefore it can be concluded that there is an effect of animated video psychoeducation on increasing knowledge of psychological preparedness for disaster*

**Keywords:** *Elementary school-aged children, Disaster psychological preparedness, Psychoeducation, Knowledge*

**1. Introduction**

Indonesia is a very disaster-prone area due to its geological conditions, geographical location, and demographics, besides that the geographical location passed by the equator causes the Indonesian region to have a tropical climate with high rainfall causing tornadoes, floods, or landslides (Yanuarto et al., 2019). Aceh Province is also one of the areas of Indonesia that is worried about disasters, while disasters in Aceh province are not only earthquakes and tsunamis, but also floods or flash floods (BNPB, 2020). According to BNPB (2020) North Aceh Regency is one of the districts where flood disasters often occur, recorded as many as 29 cases from 2019 to 2020, the incident caused the submergence of 1182 houses and caused property damage. According to the BPBD of North Aceh

Regency itself, there are 4 sub-districts that are prone to flooding, namely Pirak Timu, Lhoksukon, Matangkuli and Geudong. Sub-districts that have the potential for frequent flooding when the rainy season arrives are Pirak Timu and Matangkuli sub-districts (Fitria et al., 2023).

Floods have an impact in the form of damage to the primary sector and damage to sectors supporting human activities and activities (Salim & Siswanto, 2021). This of course provides both material and non-material losses for the wider community, including children (Nurani et al., 2022). The analysis shows that students affected by disasters result in schools being closed for a long period of time until the disaster is over. The impact that can occur is a decrease in academic achievement and can also lead to dropping out of school after a disaster. Lack of continuity and declining quality of education services. The decline in the quality of education is indicated by the continued decline in the average META achievement test scores (Eileen Segarra-Alméstica et al., 2022). From the facts stated above, efforts to improve disaster preparedness in school settings are an important agenda that should be the focus of attention in this study (Aprilin et al., 2018).

The researcher conducted a survey to increase the knowledge that children have about psychological preparedness in facing disasters. From the survey results above, it can be seen that in the awareness aspect 51% of students feel afraid when a flood occurs, 75% of students cannot manage their feelings when a flood occurs, and 93% of students are afraid of losing their families and drowning when a flood occurs, in the anticipation aspect 82% of students still play water while swimming in flood water, 85% of students do not know how to overcome panic, In the readiness aspect, 85% of students' houses were submerged during the flood, 70% of students did not know the effects of flood water on their bodies, and 50% of students did not know what steps to take during a flood.

Based on the phenomena and problems that exist in the region, researchers developed a psychological narrative that can increase psychological knowledge of disaster preparedness in elementary school students in North Aceh, especially in flood-prone areas.

## **2. Methode**

The research method used in this research is the experimental method, the research design used is One Group Pretest-Posttest, which in this design there is a pretest, before being given treatment.

Sample is part of the number and characteristics of the population (Sugiyono, 2022). The sampling technique used in this study is Nonprobability sampling, which is a sampling technique that

does not provide equal opportunities for each element or member of the population to be selected as a sample. This study uses purposive sampling, which is a sampling technique with certain considerations.

In this study, data collection used questionnaire or scale techniques. The measurement scale is a reference in determining the length of the interval in the measuring instrument, so that the measuring instrument produces quantitative data (Sugiyono, 2022). In this study, the scale used is the Guttman scale to get a firm answer, namely “True-False”, so that in this study the subject can answer with certainty, right and wrong in knowing PPF.

### 3. Result

#### Normality Test

**Table 1**

|          | Shapiro-Wilk |    |       |
|----------|--------------|----|-------|
|          | Statistic    | Df | Sig.  |
| Pretest  | 0.857        | 26 | 0.002 |
| Posttest | 0.952        | 26 | 0.252 |

Source: data processed by SPSS 26

Data is normally distributed if the sig value > 0.05. In this study, the sig value in the Shapiro-Wilk table for the pre-test is 0.002, which means that the pre-test data is not normally distributed, and the post- test results are 0.252, which means normal distribution, so then the homogeneity of the research data is checked.

#### Homogeneity test

**Table 2.**

| Levene Statistic | Sig.  |
|------------------|-------|
| 1.1911           | 0.146 |

Source: data processed by SPSS (2024)

Based on the results of the homogeneity test above, it can be seen that the significance value of homogeneity is 0.146 so it can be concluded that the significance value > 0.05 means that the research data is homogeneous, because one of the research data is not normally distributed, hypothesis testing uses the Wilcoxon sign-rank test.

### Wilcoxon Signed Rank Test Results

**Table 3**

|                      |                | <b>N</b>        | <b>Mean Rank</b> | <b>Sum of Ranks</b> |
|----------------------|----------------|-----------------|------------------|---------------------|
| Posttest-<br>Pretest | Negative Ranks | 1 <sup>a</sup>  | 3.00             | 3.00                |
|                      | Positive Ranks | 20 <sup>b</sup> | 11.40            | 228.00              |
|                      | Ties           | 5 <sup>c</sup>  |                  |                     |
| Total                |                | 26              |                  |                     |

Source: data processed by SPSS (2024)

a. posttest < pretest

b. posttest > pretest

c. posttest = pretest

From the results above, there was 1 student who experienced a decrease in scores from pretest to posttest, as many as 20 students experienced an increase from pretest to posttest and 5 students who had the same posttest score and pretest score .

### Statistics Wilcoxon Signed Rank Test Results

**Table 4**

|                        | <b>Posttest – Pretest</b> |
|------------------------|---------------------------|
| Z                      | -3.954 <sup>b</sup>       |
| Asymp. Sig. (2-tailed) | .000                      |

Source: data processed by SPSS (2024)

a. Wilcoxon Signed Rank Test

b. Based on negative ranks

Hypothesis testing can be determined using the Asymp. Sig. (2-tailed) value in the Wilcoxon Signed Ranks Test statistical test table, which is  $p < 0.05$ , because the Asymp. Sig. (2-tailed) is 0.000 then  $H_0$  is rejected. Therefore, it can be concluded that there are differences in pretest and posttest results after the application of animated video psychoeducation.

## 4. Discussion

This study aims to determine whether or not there is an effect of animated videos on increasing PPF knowledge in elementary school children in Pirak Timu District. In this study obtained the results that the hypothesis test was accepted ( $p < 0.05$ ) so that it could be concluded that there was a difference between pretest and posttest scores after being given animated video psychoeducation

treatment. The results of the hypothesis test also concluded that there was an increase in knowledge about PPFD in elementary school children in Pirak Timu Subdistrict, as seen from the difference between the mean scores between pretest and posttest of 39.54%. Increasing PPFD or psychological preparedness for disasters can prepare individuals in dealing with psychological stress caused by disasters, when individuals are psychologically prepared individuals will be able to prepare themselves physically, such as preparing household needs, storing water and food (Zulch, 2019).

The increase in PPFD knowledge that occurred was due to several factors. First, because the learning video added background in the form of music and color animation is able to attract attention in Wisada's learning (Wisada et al., 2019). The treatment given is in the form of an animated video, where the use of animated video learning becomes more fun and not boring so that it can make students active and improve student learning outcomes (Rahmayanti & Istianah, 2018). This is in line with research from Oviyanti et al (2024) that animated video learning has a significant impact on the level of knowledge of elementary school students and animated videos can significantly increase the educational effect of students.

Second, some of the material presented by the subject has never received. This has been conveyed in animated videos, these messages include planting trees, knowing how to calm yourself and others when feelings such as anxiety, fear and panic arise and breathing techniques with butterfly hugs, so this treatment is quite effective in giving these children (Astuti, 2024; Kurniawan, 2023; Ramdhiani et al., 2024).

Third, the animated video is very relevant as can be seen from the very high Aiken's V value of student validation conducted by 37 students regarding animated videos explaining flood disaster preparedness, the validation results have a valid value of 8.87 which means it has very high validity. The assessment points include the information conveyed in accordance with the topic of PPFD discussion with a valid value of 0.97 (very high), the language used is easy to understand with a valid value of 0.66 (high), the video developed does not depend on other teaching materials with a valid value of 0.91 (very high), the video is right on target according to the subject 0.83 (very high), The video material is in accordance with its use as learning media with a valid value of 1 (very high), the video contains text, images and animations with a valid value of 1 (very high), the video display is made clear and good with high resolution so that it is comfortable to see and not blurry with a valid

value of 1 (very high) and the video can be watched in groups or individuals with a valid value of 0.83 (very high). According to (Riyana, 2007) one of the characteristics of a good video is visualization with media, which means that the video is made in accordance with the demands of the material or content material. One of these characteristics has a high and good content validity result, which is 0.91. This is in line with the opinion of Russel (1974) who revealed that a good module should have a good content validity value. This is also what makes the conditions for the change in the pretest posttest in this study.

Fourth, the need to conduct screening with the aim of seeing high and low knowledge of students in order to know the people who really need it. At the beginning of the knowledge test screening, it was seen that out of 37 students, there were 11 students who already had knowledge about PPF, according to Zulch (2019) this was because students had experienced flooding, and felt the experience of flooding. Zulc (2019) also added that people who have experienced disasters score higher than people who have never experienced them. Although the research population is in a flood-prone area, some students have obtained high PPF scores. Despite being in a disaster location, 14 other students were not prepared for disasters due to parental guidance and supervision, closeness to parents, discipline and disaster impact activities. Even when a disaster occurs, strong communication between parents and children can control children's behavior (Pratiwi & Nurfadilah, 2019; Tumengkol et al., 2020).

Fifth, the self-directed learning (SDL) approach has an effect or an increase between the pretest and posttest. SDL is a condition in which individuals take the initiative, either with or without the help of others and the stages of self-directed learning are carried out by being aware of their own needs in learning, setting learning goals, making decisions on learning resources, having their own learning strategies and evaluating independently (Knowles, 1975). In this study, the subject can control his own learning process and monitor himself. This is in line with research conducted by Lubis et al (2023) who made learning media using the SDL learning approach which was effective in increasing subject knowledge. Research conducted by Iramadhani et al (2021) explains that the SDL learning approach has proven effective in increasing subject knowledge in their research. Therefore, suggestions for developing other learning media such as leaflets, books, posters and others using the same learning approach.

Sixth, teaching materials are in accordance with the guidance of the material and teaching materials prove an increase. This condition is in line with research conducted by (Riyana, 2007) which explains that a good video is a video that provides education and self-learning process for its users. In addition, the video in this study has a duration of 14 minutes. This helps learning media users to be able to increase their knowledge. This is in accordance with research conducted by Qolbi (2021) that in this study provided audiovisual viewing with a duration of 15 minutes

## 5. Summary

The hypothesis in this study is accepted, so it can be concluded that animated video psychoeducation can increase knowledge about psychological preparedness for disasters in elementary school students aged 7-12 years. This can be seen from the difference between pretest and posttest scores after being given the animated video psychoeducation treatment.

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## ***Resilience and Academic Burnout in High School Students at Dayah (Islamic Dormitory School System in Aceh)***

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### **Abstract:**

*This study aims to look at the relationship between resilience and academic burnout in high school students public at Dayah (Islamic Dormitory School System). This study uses a quantitative method with a correlational approach. Data collection uses a Likert scale model that was compiled aspects of resilience according to Reivich and Shatte (2002) and academic burnout based on the aspects of Schaufeli et al (2002). The sample used amounted to 149 students with the sampling method using a purposive sampling technique. Data analysis used the Spearman's Rho technique. The results of this study show that there is a negative relationship between resilience and academic burnout with a correlation value ( $r$ ) = -0.323 with a significance value ( $P < 0.000$ ). It can be concluded that one of the factors that can effect academic burnout is resilience. Resilience has a role in influencing a person's academic burnout. So the higher the level of resilience received, the lower the academic burnout in students, conversely the lower the resilience, the higher the academic burnout in students. It is recommended for students to further enhance or optimize resilient attitudes in order to be better able to deal with academic challenges, to remain calmer, to better control the pressure that arises in the mind, to be more optimistic, to be able to improve in identifying the causes of the problems encountered, to increase empathy, to be confident in one's own abilities, and to be better able to recover from any difficulties that occur so that they can have a more effective strategies to overcome learning fatigue.*

**Keywords:** Resilience, Academic Burnout, Students, Islamic School System

### **1. Introduction**

The education system in Indonesia is diverse, where the education system that has its own characteristics is Islamic Dormitory School System or Islamic boarding school education (Sabil and Diantoro, 2021) . Different in Java which is usually known as Islamic boarding school while in Aceh

it is usually known as *dayah* (Muslim, 2016). Broadly speaking, the Islamic boarding school education system can be classified into two, namely traditional Islamic boarding school (Salafi) and integrated Islamic boarding school (Khalaf) which is now called modern. Traditional Islamic boarding school is a system that maintains the teaching of classical Islamic books as the core of education in Islamic boarding schools, while modern Islamic boarding schools are an education system that tries to fully integrate the traditional system and the formal school system such as *madrasah* (Sahibudin, 2017).

One of the Islamic boarding school education that has adopted the integrated Islamic boarding school model is *Dayah Darul Yaqin*, *Dayah Darul Yaqin* is an Islamic educational institution based on the scientific discipline of the Salafiyah Islamic boarding school and now has formal education like the integrated Islamic boarding school model, namely in the morning attending formal education, namely school and in the afternoon or evening studying classical books or usually name is *kitab*, so that the students of *Dayah Darul Yaqin* have two roles at once, namely as students study at morning and students study at night.

Learning in *dayah* often involves students in long study hours and many subjects, including some that are demanding such as the length of study hours each day, the number of subjects that are large and difficult, so that it can inhibit the brain's ability to receive information optimally and can cause students to experience learning saturation ( Academic Burnout ) and some students even experience discomfort that results in them being forced to leave *dayah* or Islamic boarding schools (Ambarwati, 2020). In early adolescence, it is undeniable that academic burnout can occur at school, especially adolescents who take the academic path have been shown to experience more fatigue than in vocational schools (Salmela et al, 2009).

Schaufeli et al., (2002) stated that academic burnout is a form of fatigue that arises due to academic demands, so that individuals have a cynical attitude towards tasks and feelings of incompetence as students. Schaufeli et al. (2002) formulated three aspects, namely: (1) Exhaustion , (2) Cynicism , (3) Reduce professional efficac . Maslach , Schaufeli & Leiter (2001) stated that there are two factors that are the main causes of academic burnout , namely the first situational factor and the second individual factor, one of which is the individual's attitude towards work, meaning that individual involvement in work is needed, where involvement will refer to enthusiasm and will have

high resilience.

The ability to overcome learning difficulties to become stronger is considered as having good resilience, resilience has been found to have an impact on learning experiences, academic performance, course completion and professional practice (Elbarbary et al., 2023). According to Reivich and Shatte (2002) as stated in their book " The Resiliency Factor " explains that resilience is the ability to survive, adapt to pressure, and problems in life. Resilience is not only about survival, but also about the ability to grow and develop through challenging experiences. Reivich and Shatte (2002), describe seven aspects of resilience, namely: (1) Emotion Regulation, (2) Impulse Control, (3) Optimism, (4) Causal Analysis, (5) Empathy, (6) Self-efficacy, (7) Reaching out.

This is in accordance with the research results of Maylani and Kusdiyati, (2021) which stated that the higher the resilience a person receives, the lower the academic burnout in that person. The hypothesis in this study is that  $H_a$  is accepted and  $H_o$  is rejected, that resilience has a negative relationship with academic burnout, meaning that the higher the level of resilience of students in high school students, the lower the academic burnout they have.

## **2. Method**

The research method used in this study is to use a quantitative research approach with a correlational approach. The sample of this study was 149 students. The sampling method in the study used the nonprobability sampling method with a purposive sampling technique. The purposive sampling technique is a sampling determination technique with certain considerations (Sugiyono, 2019). The characteristics of the sample used in this study were male/female students at Dayah Darul Yaqin who attended junior high school (SMP) and who attended high school (SMA) then aged 12-18 years. The data collection method in this study used the Psychological Scale, the scale used in this study was a Likert scale model with 4 alternative answer choices, namely SS (Strongly Agree), S (Agree), TS (Disagree), STS (Strongly Disagree) (Sugiyono, 2013).

Data analysis in this study used the Spearman rho correlation analysis technique with the help of SPSS version 25. This data analysis technique aims to determine whether or not there is a relationship between resilience and academic burnout in high school students at Dayah. Descriptive data in the study are based on the results of hypothetical data tests and empirical data, namely data

that occurs in the field.

### 3. Result

Furthermore, the researcher conducted an assumption test, namely the normality and linearity test. The normality test was conducted using the one sample kolmogorov-smirnov test through the SPSS version 25 program. The results of the normality test on the academic burnout variable and the resilience variable are as follows.

**Table 4.1**  
**Normality Test Results**

| Variables        | sig value | Information |
|------------------|-----------|-------------|
| Academic Burnout | 0.200     | Normal      |
| Resilience       | 0,000     | Abnormal    |

Source: Primary Data processed by SPSS 25

Based on the normality test conducted on research data of 149 students in public schools, it shows that the academic burnout scale is 0.200 ( $p > 0.05$ ) and the resilience scale is 0.000 ( $p < 0.05$ ). So it can be concluded that the academic burnout data population is normally distributed and the resilience data is not normally distributed. So for hypothesis testing, Spearman-Rho's correlation analysis can be used which does not require normally distributed data (Priyatno, 2011).

Based on the results of the linearity test conducted on 149 research samples, the following results were obtained.

**Table 4.2**  
**Linearity Test Results**

| Variables        | Linearity F      | Linearity Sig | Information |
|------------------|------------------|---------------|-------------|
| Academic Burnout | Linearity 11,868 | 0.001         | Linear      |
| Resilience       |                  |               |             |

Source: Primary data processed by SPSS 25

Based on the results of the linearity test from the table above, it is known that the significance value of the study of 149 samples obtained a result of 0.000. This proves that the significance value of the data from the study is less than 0.05, so it can be concluded that the academic burnout variable with resilience in this study has a linear or straight relationship.

The results of the hypothesis test between the resilience variables and academic burnout conducted on high school students at Dayah as the table below.

**Table 4.3**  
**Spearman Rho's Correlation Test Results**

| <b>Variables</b> | <b>Spearman Rho's</b> | <b>Significance</b> | <b>Information</b>        |
|------------------|-----------------------|---------------------|---------------------------|
| Resilience       | -0.323**              | 0,000               | here is a<br>Relationship |
| Academic Burnout | -0.323**              | 0,000               |                           |

Source: processed by SPSS 25

Based on the results above, it is known that the Spearman rho correlation value with a correlation level of -0.323. The magnitude of the correlation that occurs between the resilience variable and academic burnout is -0.323 with a sig. (2-tailed) figure of 0.000 which is smaller than 0.05, so it can be concluded that there is a significant relationship between the two variables, namely resilience and academic burnout ( $0.000 < 0.05$ ). Where the higher the resilience, the lower the academic burnout in high school students, and vice versa, the lower resilience of students the higher the academic burnout of students at dayah ((Islamic Dormitory School System), so that the proposed hypothesis is accepted.

#### 4. Discussion

Based on the research results obtained from 149 students attending public schools, it shows a significant negative relationship between resilience and academic burnout . This can be seen from the correlation coefficient value of the Spearman rho's technique between the independent variable and the dependent variable with a coefficient ( $r = -0.323$  with a significance of  $p < 0.000$ ). This means that the lower the resilience, the higher the academic burnout in high school students at Dayah. Likewise, the higher the resilience, the lower the academic burnout in high school students at Dayah.

The results of this study are in line with the results of research conducted by Simatupang & Simarmata (2024) states that resilience has a significant influence on the academic burnout variable , where through resilience one can face pressure during learning, in addition, with resilience one can change challenges into useful opportunities to develop oneself, because aspects of resilience will make individuals able to control themselves to remain calm even when facing various difficulties

and continue to strive to achieve their academic goals.

Then Simatupang & Simarmata (2024) continued, resilience ability is closely related when individuals face situations that cause stress to burnout during learning. The cause of academic burnout or learning boredom experienced by students is usually always busy with various activities that often exceed the maximum time for learning, students are required to wake up at dawn and study until night so that it can become saturated (Ambarwati, 2020) .

In line with the results of other studies conducted by Maylani & Kusdiyati (2020), resilience has a negative effect on academic burnout, where the lower the resilience, the higher the academic burnout, and vice versa, the higher the resilience, the lower the academic burnout . When you have a high level of resilience, you will be able to provide protection from various problems in maintaining academic performance.

The students were able to survive and adapt in the face of difficulties and strict rules of the Islamic boarding school because one of them had resilience, where resilience is an important element in educational welfare that can help students recover from difficulties and challenges (Nadliroh et al., 2023). In addition, resilience can also play a role in improving the psychological and physical conditions of individuals where the main skill needed to develop resilience is the ability to regulate emotions (Santi et al., 2022) .

In line with the research of Salsabila et al. (2023) which states that resilience shows a negative role in academic burnout and has a low role of 10.1% while the other 89.9% comes from other factors. Based on Hobfoll's research (1989), other factors that can influence academic burnout are not only resilience but can include self-efficacy , self-esteem , optimism, motivation, and support from parents, teachers and peers. In addition, the research of Parviainen et al., (2021) shows that the symptoms of burnout that occur in students are due to psychological well-being , academic skills , and gender.

## **5. Summary**

Based on the results of the hypothesis testing described in the previous chapter, it can be concluded that there is a significant negative relationship between resilience and academic burnout.

This means that the lower the resilience of high school students at dayah, the higher the academic burnout, and vice versa, the higher the resilience of high school students at dayah.

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## ***Student Well-Being Among State Vocational School Students Who Are Lived In Aceh (Islamic Policy Povince)***

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### **Abstract:**

*Student well-being is an emotional state experienced by students which is usually characterized by a positive attitude and good mood as well as positive behavior and actions so that they can function fully at school. This research aims to see a picture of student welfare among Aceh Vocational School students. This research uses a quantitative descriptive approach with univariate analysis techniques. Sampling uses probability sampling techniques with the cluster sampling method. This research involved 195 vocational school students in Aceh. The results of this research show that 44.1% of students have a high level of student well-being, namely students feel satisfied and able to function well at school and the remaining 44.1% of students feel they are not optimal in working and functioning well. while at school, and 11.8% were at a medium level of student well-being. The low level of student well-being experienced by students is also inseparable from the low level of positive aspects and resilience that can be seen from the results of this research. Another finding in this research is that the majority of male students have a lower level of student welfare, namely 47.3% and female students with a percentage of 43.5%. The next finding is based on the early teenage age range, the level of students' well-being is balanced between high and low, namely the same percentage is 45.2% and in late adolescence the majority of students appear to have a low level of well-being. the level of student welfare is 45.1%. Recommendations for future researchers to study in more depth the significant differences between male and female students regarding their students' well-being.*

**Keywords:** *Student Well-Being, Vocational High School Students, Islamic Policy Province, Student*

## 1. Introduction

Schools are considered an important part of achieving national education goals, schools are expected to be able to meet educational goals effectively by providing the best educational experience for their students, which will ultimately make students feel well-being (Karyani et al., 2015). Students play an important role or are the main customers of the education system, in the world of education all efforts are made to ensure the welfare and happiness of students and everyone who works in education, both teachers and other education personnel, want to ensure that thoughts, attitudes, actions, and services provided are focused on the interests of students (Muharom & Fikriyati, 2022). Schools must create an atmosphere that can improve student well-being (Wu & Susamta, 2024).

Student well-being itself is a derivative of psychological well-being. This stems from the idea of Fraillon (2004) where the definition of well-being only includes and describes general well-being and the concept of well-being is still less specific, especially in the field of education. What distinguishes this student well-being theory from other types of welfare theories is that the student well-being dimension focuses more on measuring student well-being as an effective function in the school community environment (Fraillon, 2004).

Aceh itself has its own Islamic policy for its education, such as the specialization of Acehese education, which demands the birth of an Islamic Education curriculum, education financing and sustainable education financing through an education endowment fund, and the formation of institutions/agencies that are special in nature (Amirul, 2022). The implementation of Aceh's special policy targets all educational units, including in terms of the Islamic education curriculum, giving birth to a local content curriculum that teaches Islamic religious education subjects in public schools. Therefore, students are burdened with double learning because there are Islamic and general religious lessons, so the student well-being that students have can certainly be different from other schools that only provide general subjects, it can be higher or vice versa.

Improving student well-being is an important approach to developing students' social, emotional and academic competencies, and helping to reduce depression, suicide, self-harm and antisocial behaviour among young people, it has made a significant contribution to ongoing efforts to prevent bullying and substance abuse (Noble et al., 2008). Many students in schools experience difficulties with their thoughts about their lives, their world and themselves. A large number have been diagnosed with mental

illness and this is so serious that it interferes with their abilities (Roffey, 2015). Both students' academic performance and attendance at school can determine their level of well-being (Muhammad & Rosiana, 2017). Based on the above, researchers are interested in seeing a picture of student well-being among vocational school students in Aceh

## **2. Method**

This study uses a quantitative method. Where the quantitative method itself according to Sugiyono (2017) is a study based on a philosophy of positivism, used to study a certain population or sample, and the data produced is in the form of numbers and then analyzed statistically. The design used in this study is quantitative descriptive, where according to Sugiyono (2017) the descriptive method is a study that has the nature of describing or describing what happens to the population or sample being studied with the actual conditions.

In this study, the researcher used a probability sampling technique with the cluster sampling method. Probability sampling itself is a sampling technique where this technique gives each element of the population the same opportunity to be used as a sample (Sugiyono, 2019). The cluster sampling method itself is a technique used to determine a sample if the object being studied is very broad, for example the population of a country, province or district (Sugiyono, 2017). The number of samples studied was 195 students from 8 vocational schools in Aceh. In this study, the data collection technique used was using a questionnaire. In the questionnaire used in this study, namely using a Likert scale consisting of favorable and unfavorable items.

The researcher conducted the study on August 9-12, 2024, then the collected data will be scored and tested for validity and reliability using SPSS statistics version 26. This study uses a measuring instrument in the form of a scale that has been compiled by the researcher based on aspects of student well-being by Nobel & McGrath (2015) consists of seven aspects, namely positivity, relationships, outcomes, strength, purpose, engagement and resilience.. This scale consists of 43 items that are tested for validity in three rounds. In the first round there were 21 items that were dropped, in the third round there were 6 items that were dropped and in the third round there were no more items that were dropped. The following is a scale that has passed the trial after there were 27 items that were dropped. This study itself has a validity value of 0.312- 0.658 which means that this scale is valid and suitable for use in this study. then the reliability of the item is 0.937.

| <b>Cronbach's Alpha</b> | <b>N of Items</b> |
|-------------------------|-------------------|
| <b>937</b>              | <b>43</b>         |

### 3. Result

**Table 1. Categoritazions Of Student Well-Being**

| <b>Score</b> | <b>categorizations</b> | <b>Frequency</b> | <b>Percentage</b> |
|--------------|------------------------|------------------|-------------------|
| 133-164      | High                   | 86               | 44,1%             |
| 128-132      | Medium                 | 23               | 11,8%             |
| 78-127       | Low                    | 86               | 44,1%             |
| Total        |                        | 195              | 100%              |

Based on the table of student well-being categorization by Noble & McGrath (2015), it can be seen that the level of student well-being of vocational high school students in Aceh is in a balanced category, where the low category has a frequency of 86 or 44.1% and the high category has the same frequency of 86 or 44.1%. So it can be concluded that student well-being in vocational high school students in Aceh is in a balanced category, where based on the conditions they experience based on the aspects of Positivity, Relationships, Outcomes, Strength, Purpose, Engagement, Resilience.

**Table 2 Overview of Participants Based on Gender**

| <b>Gender</b> | <b>Categorizations</b> | <b>Frequency</b> | <b>Percentage</b> |
|---------------|------------------------|------------------|-------------------|
| <b>Male</b>   | Low                    | 52               | 47,3%             |
|               | Medium                 | 12               | 10,9%             |
|               | High                   | 46               | 41,8%             |
|               | Total                  | 110              | 100%              |
| <b>female</b> | Low                    | 37               | 43.5%             |
|               | Medium                 | 15               | 17.6%             |
|               | High                   | 31               | 36,5%             |
|               | Unknown                | 2                | 2,4%              |
|               | Total                  | 85               | 100%              |

Student well-being in SMK Negeri students in Lhokseumawe City for males is mostly in the low category which is 47.3% and gets 10.9% for the medium category and gets 41.8% for the high category.

While student well-being in females, the majority of students are in the low category of 43.5% and in the medium category 17.6% then in the high category 36.5% and unknown 2.4%.

**Table 3. Overview of Participants Based on Age**

| Age                             | Categorizations | Frequency | Percentage |
|---------------------------------|-----------------|-----------|------------|
| Early Adolescence (13-15 Years) | Low             | 42        | 45,2%      |
|                                 | Medium          | 9         | 9,7%       |
|                                 | High            | 42        | 45,2%      |
|                                 | Total           | 93        | 100%       |
| Late Adolescence (16-18 Years)  | Low             | 46        | 45,1%      |
|                                 | Medium          | 15        | 14,7%      |
|                                 | High            | 41        | 40,2%      |
|                                 | Total           | 102       | 100%       |

Student well-being in early adolescence is seen in the low category at a percentage of 45.2%, the medium category at 9.7% and the high category at 45.2%. This means that in the early adolescence age range, students are seen to be balanced in the low and high categories. In late adolescence, the majority of students fall into the low category at 45.1% compared to the high category at 40.2% and the medium category at 14.7%.

**Table 4. Overview of Aspect Student Well-Being**

| aspect        | Categorizations | Frequency | Percentage |
|---------------|-----------------|-----------|------------|
| Positivity    | Low             | 105       | 53,8%      |
|               | High            | 90        | 46,2%      |
|               | Total           | 195       | 100%       |
| Relationships | Low             | 63        | 32,3%      |
|               | Medium          | 66        | 33,8%      |
|               | High            | 66        | 33,8%      |
|               | Total           | 195       | 100%       |
| Outcomes      | Low             | 71        | 36,4%      |
|               | Medium          | 30        | 15,4%      |
|               | High            | 94        | 48,2%      |
|               | Total           | 195       | 100%       |

|            |        |     |       |
|------------|--------|-----|-------|
| Strength   | Low    | 78  | 40,0% |
|            | Medium | 28  | 14,4% |
|            | High   | 89  | 45,6% |
|            | Total  | 195 | 100%  |
| Purpose    | Low    | 91  | 46,7% |
|            | Medium | 20  | 10,3% |
|            | High   | 84  | 43,1% |
|            | Total  | 195 | 100%  |
| Engagement | Low    | 82  | 42,1% |
|            | Medium | 18  | 9,2%  |
|            | High   | 95  | 48,7% |
|            | Total  | 195 | 100%  |
| Resilience | Low    | 102 | 52,3% |
|            | Medium | 20  | 10,3% |
|            | High   | 73  | 37,4% |
|            | Total  | 195 | 100%  |

The majority of vocational high school students in Aceh have a value of the positivity aspect in the low category of 53.8% and in the high category of 46.2%. In the aspect of relationships, most students are in the high and medium categories of 33.8% and in the medium category of 32.3%. In the aspect of outcomes, the majority of students are in the high category of 48.2%, the medium category of 15.4% and in the low category of 32.3%. In the aspect of strength, the majority of students are in the high category of 45.6%, the medium category of 14.4% and the low category of 40.0%. The majority of vocational high school students in Aceh also have a high frequency in the purpose aspect in the low category of 46.7%, medium 10.3% and high 43.1%. In the aspect of engagement, the majority of students are in the high category of 48.7%, in the medium category of 9.2% and in the low category of 42.1%. Vocational high school students in Aceh are also mostly in the low category in the resilience aspect, which is 52.3%, in the medium category 10.3% and the high category 37.4%. It can be concluded that the majority of vocational high school students in Aceh who were respondents in the student well-being variable from Noble & McGrath (2015) which has 7 aspects are in the low category, where in the majority of aspects there are students with the low category.

#### **4. Discussion**

Based on the results of the SPSS analysis that has been carried out, it was obtained that out of 195 subjects, 44.1% of the subjects were at a low level. Meanwhile, 44.1% of the subjects were at a high level. In this case, it appears that the level of Student Welfare in vocational high school students in Aceh-Indonesia is more dominant in the moderate category because there are the same results in the high and low categories. The existence of variations in the category of student welfare is influenced by differences in individual perceptions in accepting and achieving their achievements in education. Student welfare in this study is in the moderate category, meaning that students feel comfortable and safe while attending school and are able to function well at school. This also affects the relationship factor of vocational high school students with themselves and with their social environment. This is in accordance with the statement of Linggi & Waji (2024) where when students from home feel satisfied with the function of their families and at school students can also feel a positive school climate, these two things together encourage the development of welfare felt by vocational high school students. Furthermore, Ratna (2016) explained that children's welfare at school can be optimal if there is external support, namely the school atmosphere, social relationships at school, opportunities for self-actualization and health services for children.

The results of this study are also in line with the research of Linggi & Waji (2024) which states that when a student perceives the school environment as a safe, supportive environment and there is a good relationship between school residents, it will make it easier for this student to feel well-being as a student. Where in the study the relationship aspect was found to be at a percentage of 33.8 in the high category and medium at the same percentage of 33.8%. in this study also obtained significant results on student welfare between girls and boys where girls have a higher percentage of student welfare in the high category and most boys in the low category, this is not in line with research conducted by Visanni, et al. (2011) where in their research the results were obtained that girls showed disturbed self-acceptance and higher levels of anxiety and depression compared to boys. Which is related to their well-being.

## 5. Summary

The results of the study showed that student well-being in vocational high school students in Aceh is in the high and low categories, in other words, it is in the medium category. It can be interpreted that some of the respondents have been able to optimize themselves at school and function well in their attachment to school even with Islamic policies used as the curriculum. Another finding in this study is that most male students have a lower level of student well-being, which is 47.3% and females at a percentage of 43.5%. The next finding is based on the age range of early adolescence, the level of student well-being is balanced between high and low, which is both getting a percentage of 45.2% and in late adolescence, the majority of students appear to have a low level of student well-being, which is 45.1%. Recommendations for future researchers to study in more depth the significant differences between male and female students regarding their student well-being.

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***An Overview of Career Planning (part of 21th Partnership Century skill) in  
High School Students Who are Living in underdeveloped, frontier, outermost  
(3T) areas on Simeulue Island Aceh***

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**Abstract:**

*This study aims to determine the description of career planning (part of 21th Partnership Century skill) of high school students who live in underdeveloped, frontier, outermost (3T) areas on Simeulue Island Aceh. 21st Century Skills are a set of skills that are urgently needed in the 21st century to face increasingly complex global challenges and the ever-changing world of work. Trilling and Fadel divide these 21st century skills into three main categories, namely Learning and Innovation Skills, Information, Media, and Technology Skills, and Life and Career Skills. The method used in this research is descriptive quantitative method with univariate analysis (one variable), namely career planning. The data collection method uses a career planning scale adopted from research conducted by Hasibuan (2023). This study used simple random sampling technique in taking subjects. The results of this study indicate that career planning in high school students is classified in the high category with a percentage of 49.8%, meaning that most high school students have been able to plan their careers well so that they are ready to continue to college. Male and female students both have a greater number and percentage of career planning in the high category. In addition, students with female gender have a greater percentage of career planning than students with male gender and women also have a higher percentage of career planning. Most students have a low category in the skills aspect. While students in the high category are many in the aspect of self-knowledge.*

**Keywords:** *career planning, high school students, underdeveloped, frontier, outermost (3T) areas*

## **1. Introduction**

Senior High School (SMA), is one of the formal education units that organize general education at the secondary education level as a continuation of junior high school or other equivalent forms (Government Regulation of the Republic of Indonesia Number 17, 2010). Then according to Vestalia & Wibowo (2021) that someone who has completed high school education is expected to be able to have a job according to their interests to compete in the world of work or be able to create jobs.

However, in reality there are problems with unemployment in high school graduates caused by students who do not understand their potential, interests, and talents resulting in confusion in choosing majors during high school, (Vestalia & Wibowo, 2021). To be able to determine the right career choice an individual needs a long process, namely career planning which is influenced by the stages of development (Aminnurrohim et al., 2014).

Early career planning can help students become more responsible and allow them to maximize their abilities with developmental tasks (Adiputra, 2015). However, not all students have career planning due to internal and external factors, as for the inhibiting internal factors are psychological condition factors, and external factors, namely inhibiting career planning for students are family conditions, school conditions, peers and society (Aminnurrohim et al., 2014).

External factors inhibiting career planning for students are school conditions, in fact not all career field services have been carried out optimally due to the limitations experienced by schools (Insani et al., 2021). Meanwhile, career planning in schools is part of the duties of counseling teachers or school counselors to assist students in guiding students in the field of career planning (Permadi, 2016). Finally, problems in career planning that have not been good arise due to students' lack of understanding of their potential, interests, talents, and career choices (Rahmadani & Herdi, 2021).

The phenomenon of unemployment in high school graduates also occurs in Simeulue Regency, where open unemployment in Simeulue is dominated by high school graduates 60.15% and junior high school graduates 14.70%, elementary school graduates 11.36%, while vocational and university graduates are 2.54% and 11.26% respectively (Badan Pengelolaan Keuangan dan Pendapatan Daerah Simeulue., 2020). This cannot be separated from the influence of the status of Simelueu Regency which is still classified as a 3T area (LPDP, 2014).

This is due to the education system in the 3T areas which is quite alarming where some of the

problems that are often encountered in the 3T areas are the low quality of education, inadequate facilities and infrastructure, and even the low competence of educators, as a result it will have an impact on the quality of education itself (Rira, 2023). Then according to Rosmana et al (2022) this poor and inadequate infrastructure also occurs on the Western islands in Aceh where many teachers and principals are forced to work in huts that have no walls. Based on this, the researcher is interested in conducting an initial survey to see “Overview of Career Planning for High School Students living in Disadvantaged Villages on Simeulue Island”.

## 2. Methode

This study uses a quantitative approach with a descriptive type. The population in this study were all high school students who lived in disadvantaged villages on the island of Simeulue.

According to Sugiyono (2021) the sample is part of the number and characteristics of the population. This study uses a simple random sampling technique, namely taking sample members from the population randomly without paying attention to the strata in the population.

The data collection method used in this study is to use a questionnaire where according to Sugiyono (2021) a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. The type of scale used in this study is a Likert scale. According to Sugiyono (2021) the Likert scale is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena.

## 3. Result

**Table 1**

**Categorisation of Career Planning**

| Skor            | Category               | Frequency  | Percentage   |
|-----------------|------------------------|------------|--------------|
| $X > M + 1.46$  | High                   | 103        | 49.8%        |
| $X < M - 1.46$  | Low                    | 78         | 37.7%        |
| $X > M$ $X < M$ | Mean Score Fluctuation | 26         | 12.6 %       |
| <b>Total</b>    |                        | <b>207</b> | <b>100 %</b> |

Source: data processed by SPSS (2024)

Based on the table above, it is known that the picture of career planning in high school

students living in disadvantaged villages on the island of Simeulue is mostly in the high category, which is (49.8%). This means that high school students who live in the disadvantaged village of Simeulue island already have a good career plan and have clear goals in achieving their career goals, where students already have good self-knowledge of their interests and talents, have an optimistic attitude in pursuing

what they want, and are able to group the fields of work according to their interests. This is in accordance with Dillard (1985) that a person with high career planning already has good self-knowledge, has a positive attitude towards his career goals and is able to group his field of work.

**Table 2.**  
**Categorization of Career Planning by Gender**

| <b>Gender</b> | <b>Category</b>            | <b>Subject</b> | <b>Presented</b> |
|---------------|----------------------------|----------------|------------------|
| Male          | High                       | 40             | 44.0%            |
|               | Low                        | 32             | 35.2%            |
|               | Fluctuations in Mean Score | 19             | 20.9%            |
| Total         |                            | 91             | 100%             |
| Female        | High                       | 57             | 49.1%            |
|               | Low                        | 41             | 35.3%            |
|               | Fluctuations in Mean Score | 18             | 15.5%            |
| Total         |                            | 116            | 100%             |

Based on the table above, it can be explained that female students and male students are both in the category of high career planning. Based on gender, women have a higher career planning compared to men, with a percentage of 49.1%, while male students have a percentage of 44%. This means that female students already have good self-knowledge, have a sincere attitude and are able to group types of work. The difference in career planning between male and female students was conveyed by Dillard (1985) that the difference is due to the different career approaches carried out by women and men, besides that gender stereotypes in work can also affect the difference in career planning between the two.

**Table 3**  
**Categorization of Career Planning by Age**

| Age   | Category     | Subject | Presented |
|-------|--------------|---------|-----------|
| 15-17 | High         | 83      | 52.2%     |
|       | Low          | 59      | 37.1%     |
|       | Fluctuations | 17      | 10.7%     |
| Total |              | 159     | 100%      |
| 18-21 | HIGH         | 20      | 41.7%     |
|       | Low          | 19      | 39.6%     |
|       | Fluctuations | 9       | 18.8%     |
| Total |              | 48      | 100%      |

Based on the table above, it can be concluded that both age categories have high career planning. The age category that has career planning in the high category with the largest percentage is 15-17 years old (52.2%), while the age category in the low category with the largest percentage is 18-21 years old (39.6%). This means that high school students who live in disadvantaged villages on Simeulue Island aged 15-17 years have considered their needs, interests, capacities and values. This is in line with what Dillard (1985) said that in the career exploration phase, namely the age of 15-17 years is a tentative stage where students begin to make choices by fantasizing about the desired career, begin to discuss and take courses based on considerations of their needs, interests, and values.

**Table 4**  
**Categorization of Career Planning by Aspect**

| Aspects               | Category     | Subject    | Presented   |
|-----------------------|--------------|------------|-------------|
| <b>Self-Knowledge</b> | High         | 103        | 49.8%       |
|                       | Low          | 67         | 32.4%       |
|                       | Fluctuations | 37         | 17.9%       |
| <b>Total</b>          |              | <b>207</b> | <b>100%</b> |
| <b>Attitude</b>       | High         | 88         | 42.5%       |
|                       | Low          | 74         | 35.7%       |
|                       | Fluctuations | 45         | 21.7%       |
| <b>Total</b>          |              | <b>207</b> | <b>100%</b> |
| <b>Skills</b>         | High         | 95         | 45.9%       |
|                       | Low          | 89         | 43%         |
|                       | Fluctuations | 23         | 11.1%       |
| <b>Total</b>          |              | <b>207</b> | <b>100%</b> |

Based on the table above, it can be concluded that student career planning based on the three aspects of career planning is in the high category. The aspect with career planning in the high category with the largest percentage is the aspect of self-knowledge (49.8%), while the aspect of career planning in the low category with the largest percentage is the skill aspect (43%). This means that high school students who live in a disadvantaged village on Simeulue Island already have good self-knowledge in planning their careers. This indicates that high school students already have the ability to assess their interests and talents and already have a clear goal of where to go after completing their education. This is in line with Dillard (1985) that self-knowledge is one aspect of career planning which means the ability to assess the shortcomings and strengths that exist in oneself and be able to know the steps to be taken in determining a career.

#### **4. Discussion**

This study aims to find out how the career planning of high school students living in disadvantaged villages on Simeulue Island is described. Based on data analysis, it was found that career planning owned by high school students living in the disadvantaged villages of Simeulue Island is in the high category. This means that high school students who live in the underdeveloped village of Simeulue island already have a good career plan and have clear goals in achieving their career goals. This is in line with the findings of Daharnis et al. (2022) who stated that career development does seem to progress rapidly in adolescence and is an important dynamic at the high school (SMA) education level. It can be concluded that at the level of high school education, career development is very advanced. Where according to Sumita et al. (2018) who stated that understanding career planning is very important for students so that students are more focused and directed in thinking about where their future will go after graduating from high school (SMA), whether they want to continue their higher education or want to directly enter the world of work in accordance with their talents and interests and skills.

This study also categorizes career planning based on gender, it can be seen that male and female students are both in the high category. This means that both male and female high school students who live in the underdeveloped village of Simeulue island already have good career planning.

However, based on the percentage of women, women have a higher percentage of career planning in a high category than men, so based on this, it can be concluded that female students are better than male students in planning their careers. The results of the Wahyanti & Folastris (2021) study also show that there are differences in career planning between male and female students where female students have better career planning than male students due to differences in the decision-making process and environmental influences. Safitri et al. (2024) also explained that the career planning of female students is relatively high compared to male students which is caused by the level of seriousness in planning careers, where women in career planning are more obvious than male students.

The results of the analysis of career planning based on age can be categorized into 2 age groups, namely 15-17 years old, and 18-21 years old. This is in accordance with the Dillard career exploration stage (1985) in the career exploration stage, the age of 15-17 years is a tentative stage, while the age of 18-21 years is the transition stage. Based on the results of data analysis, the age category that has high career planning is 15-17 years old. In line with the research of Adiputra et al. (2021) which stated that at the exploration stage (15-17 years), an individual begins to realize that work is part of human life. Duntari's research (2018) states that adolescents aged 15-17 years enter a tentative phase where they consider five main things, namely personal needs, things of interest, self-ability, life principles, and existing opportunities, while when entering the transition phase at the age of 18-21 years adolescents have developed with more objective thinking, starting to be ready to enter the world of work or take part in vocational training. and try to apply an understanding of themselves.

The researcher also conducted data analysis based on the aspects of career planning formulated by Dillard (1985), namely; 1) self-knowledge, 2) attitude, 3) skills where based on the analysis of the data, it was found that respondents in all three aspects were in a high categorization where the aspect of self-knowledge was the highest which meant that high school students in the disadvantaged villages of Sumeulue Island already had knowledge about their interests, talents, and life goals, but in the skill aspect it was an aspect with a high categorization with the lowest score compared to the three aspects where this means that high school students who live in the underdeveloped village of Simeulue island do not have good skills in planning their careers.

According to Marwa et al. (2023) who stated that a person who has knowledge of themselves and their potential tends to direct themselves to participate in activities that facilitate their potential, talents, and interests. Research conducted by Ismira (2019) also shows results on low-category skills with the statement that in today's era, the skills needed are productivity, toughness, and curiosity to understand self-worth in a career.

One of the effective career planning lies in skills, implementing steps to achieve goals and evaluating results (Dillard, 1985). Khairun et al. (2016) explained that a person should ideally choose a career or job based on self-knowledge, skills, attitudes and abilities towards work and creativity. The results obtained by the researcher are that career planning in all three aspects is in the high category. In this study, the aspect that is in the highest career planning category is the aspect of self-knowledge, meaning that high school students who live in the disadvantaged village of Simeulue island already have good self-knowledge in planning their careers, where students can assess their interests and talents and already have a clear goal of where to go after completing their education. Therefore, the importance of students' skills in evaluating themselves in order to be able to adjust the field of work to be undertaken and know which talents and interests will be honed through the course

## **5. Summary**

The results of the study that have been conducted show that the majority of high school students who live in the underdeveloped villages of Simeulue island are at a high percentage, which shows that they have a career plan after graduating from high school. Then based on gender, both men and women are in the majority of high percentages, but based on the high ratio where women have a higher percentage than men. Then, based on age, it was found that the majority of high school students aged 15- 17 years have career planning at a high categorization as well as 15-17 years old are also at a high percentage but with lower scores than 15-17 years old.

Based on the career planning aspect, the majority of high school students living in disadvantaged villages on the island of Simeulue are at a high percentage with a higher aspect of self-knowledge which shows that high school students living in the disadvantaged villages of Simeulue island have been able to recognize their interests, talents, weaknesses, and strengths, but based on the three aspects of skills, the aspect has the lowest percentage compared to the three aspects.

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## ***Description And Differences In Quarter Life Crisis In Terms Of Gender In The Age Range Of Emerging Adulthood In Banda Aceh***

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### **Abstract :**

*Quarter life crisis is a phenomenon of identity crisis due to instability experienced by individuals in emerging adulthood and has an impact on the presence of feelings of anxiety, anxiety, excessive fear. This study aims to determine the differences in Quarter Life Crisis between women and men in the age range of Emerging Adulthood in Banda Aceh. This research is a quantitative study with a comparative test method. The sampling technique was carried out by probability sampling method with cluster random sampling type with a sample size of 360 subjects (117 men and 243 women). The data collection method in this study used The Developmental Crisis Questionnaire (DCQ-12) scale. The data analysis technique used was independent sample t-test using JASP version 13.0. The results showed no difference in Quarter Life Crisis ( $t = -0.895$ ;  $p = 0.372 > 0.05$ ) for men ( $M = 33.487$ ;  $SD = 5.429$ ) and women ( $M = 34.05$ ;  $SD = 5.71$ ) in the Emerging Adulthood age range in Banda Aceh. The empirical mean of Quarter Life Crisis of all subjects is smaller ( $M = 33.869$ ;  $SD = 5.62$ ) compared to the hypothetical mean ( $M = 36$ ;  $SD = 8$ ). These results explain that Quarter Life Crisis in the Emerging Adulthood age range in Banda Aceh tends to be low.*

**Keyword:** *Quarter Life Crisis, Gender, Emerging Adulthood*

### **1. Introduction**

Individuals will experience a developmental process in their life cycle. By definition, development is a series of progressive changes that occur as a result of maturity and experience (Hurlock, 1980). Development is systematic, which means it is continuous and organized (Papalia et al, 2014). Development continues into adulthood, where there are three periods during this time: early adulthood, middle adulthood, and late adulthood (King, 2017). In 2000 Arnett began to

introduce the concept of entering adulthood to describe a transitional period that is an extension of adolescence and an experiment with adult roles, this stage is called emerging adulthood (Arnett, 2007). Individuals experience uncertainty and exploration in aspects of life such as career, interpersonal relationships, and self-identity. Individuals experience feelings of anxiety, emotional instability, and uncertainty regarding their future. Life crises, such as Quarter Life Crisis often occur during emerging adulthood (Robinson & Wright, 2013).

Emerging adulthood is by definition a period of transition from adolescence to adulthood with an age range of 18 to 25 years, this transition period is characterized by identity exploration, instability (education, employment, and romantic relationships), self-focus, feeling in the middle (not a teenager or a fully mature individual), and the age of opportunity for individuals to change their lives (Arnett, 2015). Certain influential factors related to social change are changes in the structure of society, such as increased access to higher education and the rising age of marriage, affecting the time at which adult responsibilities are taken on (Arnett, 2004). Economic factors are the uncertainties that emerging adults face as they enter the workforce (Côté, 2014) as well as cultural factors related to responsibilities in marriage and work (Silbereisen & Tomasik, 2010). As in some developing countries, it was found that socioeconomic status, education, and gender roles influence how individuals navigate emerging adulthood (Nelson, Badger, & Wu, 2004).

The emerging adulthood stage is considered a complex and concerning transition period (Herawati & Hidayat, 2020). Papalia and Feldman (2014) state that during the transition from adolescence to adulthood, individuals begin to explore themselves such as living independently by separating from parents, and begin to carry out adult roles. In emerging adulthood, individuals feel unsure of their status as adults or it can be said that they feel mature in some ways but not in others (Arnett, 2000; Arnett, 2001).

Individuals who are in the emerging adulthood stage are also required to explore identities in the fields of education, work, and romance (Atwood & Scholtz, 2008; Wood et al., 2018). Individuals in the field of education conduct identity exploration, and prepare for their future careers (Launspach et al., 2016). In the field of work, Arnett (2007) states that individuals in emerging adulthood choose jobs according to their identity and personal fulfillment, which causes individuals at this age to often change their jobs. In the field of romantic relationships, individuals are more concerned with the

quality of the relationship (De Goede et al., 2011; Wider et al., 2018). Risk taking such as substance abuse is more or vulnerable to occur in emerging adulthood than at other points in the life span (McManus & Bebbington, 2009) increased risky behavior, such as drug use, excessive alcohol consumption (Schulenberg & Maggs, 2002). Continued dependence on parental finances in emerging adulthood can also cause individuals to counter feelings of adulthood with a sense of continued dependence on adolescence (Galambos et al., 2005) especially those who are still trying to complete higher education, this condition can exacerbate psychological problems (Côté, 2014).

In emerging adulthood there are various kinds of stressors which can then make it difficult for individuals so that it can cause individuals to feel trapped and lose direction (Herawati & Hidayat, 2020). Arnett (2006) states that the many changes made and experienced due to the breadth of exploration and demands can cause instability in emerging adulthood. The above statement is supported by Robinson (2015) who states that during the transition from one stage to another in the life span including the emerging adulthood transition, there is instability and uncertainty.

Olson-Madden (2007) stated that in undergoing a transition period, each individual has a different response. Individuals who cannot respond positively to the transition period can experience an emotional crisis which can be called a quarter life crisis (Atwood & Scholtz, 2008; Robbins & Wilner, 2001). Quarter life crisis in psychology is a phenomenon of identity crisis experienced by individuals in the transition process from adolescence to adulthood that occurs as a result of individual unpreparedness or instability (Robbins & Wilner, 2001). Atwood and Scholtz (2008) stated that quarter life crisis appears in the age range of 18 to 29 years, the forms of quarter life crisis experienced by individuals include individuals will doubt themselves, feel helpless, have unstable emotions, fear of failure, stress, and easily feel alienated.

Quarter life crisis occurs when individuals have completed education at the high school and college levels, where after completing education individuals must determine their future, causing individuals to feel confusion and fear regarding the choices they will choose, then individuals will also doubt their choices (Robinson et al., 2020). Robinson and Wright (2013) also stated that the problems that occur as a result of the instability felt by individuals during the quarter life crisis include problems in romantic relationships becoming more complex, the emergence of economic

problems such as not being financially prosperous, conflicts with parents, feeling trapped in an unsatisfactory job so that they feel depressed about their work.

Habibie et al (2019) state that a quarter life crisis that occurs in a long-term time span in an individual's life can have negative consequences, the psychological impact that is present as a result of this crisis is anxiety, stress, depression, trauma. These stressful conditions can then lead to various impacts on behavior, namely aggression, violence, emotional responses, and social withdrawal (Habibie et al., 2019).

Robinson and Wright (2013) surveyed 1023 adults in the United Kingdom, and found that 70% of individuals at the age of 30 experienced the most severe crisis when they were in their 20s. Another survey conducted by The Guardian (2011) found that 86% of millennials around the world have been affected by a quarter life crisis with forms such as individuals feeling depressed about success regarding relationships, finances, and work.

Quarter life crisis is commonly found in western cultures that tend to live in individualism, in western cultures individuals who enter the age of 18 have begun to live separately from their parents, and are responsible for their own lives, this makes most of them will experience a developmental crisis along with the transition of roles and responsibilities from late adolescence to adulthood (Arnett, 2007). Quarter life crisis in Indonesia can occur due to the many demands of self and people around, especially family (Gusti, 2022), this is in accordance with the culture in Indonesia which tends to live in groups or collectivism, so that it then produces demands from the group as well, for example, such as demands from families to get proper education, work, and romantic relationships. Arnett (2015) also stated that families have certain expectations of emerging adulthood individuals.

The phenomenon of quarter life crisis according to the data mentioned above is a real problem and will greatly burden individuals who are in the age range of emerging adulthood in Indonesia. Quarter life crisis is basically a common period that has a role in the process of individual development (Atwood & Scholtz, 2008; Murphy, 2011). Quarter life crisis and other developmental crises such as midlife crisis stem from similar underlying issues, the difference being that the resulting panic is quite opposite (Robbins & Wilner, 2001). When individuals are unable to adaptively face and pass through the quarter life crisis process, it can have an impact on mental health and can affect individual psychological well-being so that it can lead to negative

consequences such as anxiety, stress, and can even cause depression (Atwood & Scholtz, 2008; Murphy, 2011; Igarashi & Takai, 2021).

At its core quarter life crisis and other developmental crises such as midlife crisis are about major life changes, midlife crisis revolves around a sense of definite stagnation, and quarter life crisis revolves around responses to overwhelming instability such as constant change, too many choices, panic, and a sense of helplessness, which can then push individuals into chaos (Robbins & Wilner, 2001). Based on the description above, the success of individuals in the emerging adulthood age range in dealing with quarter life crisis is very important for the continuity of individual life.

## **2. Methods**

### **Research Design**

This research was conducted using a non-experimental quantitative approach with a comparative test method that aims to test the significance of mean differences between two mutually independent groups. As for this study, what was tested was the difference in quarter life crisis between men and women in the age range of emerging adulthood in Banda Aceh.

### **Research Subjects**

The subjects of this research were men and women in the emerging adulthood age range in Banda Aceh City. In this research, sample determination was carried out using a probability sampling method with cluster random sampling. The cluster random sampling method was used in this research to determine randomly selected sub-districts from nine sub-districts in Banda Aceh City. The sub-districts obtained from the randomization results included Jaya Baru, Kuta Alam, Syiah Kuala, and Ulee Kareng.

Samples were taken based on the population of individuals aged 18 to 25 years in Banda Aceh City, namely 60,356 people (BPS, 2021), then determining the number of samples to be taken using the Isaac and Michael table with an error rate of 5% (Sugiyono, 2010) , so it was found that the number of samples that had to be taken was 346 samples. To balance the number of samples in each sub-district, the researchers then determined 90 samples in each selected sub-district, so the total sample in this study was 360 samples.

### **Data Collection**

The data collection instrument used in this research is a scale, namely a list of statements that must be answered by research subjects. The list of statements in question is the Developmental Crisis Questionnaire (DCQ-12) proposed by Robinson (2022), this scale is intended to develop a psychometrically valid short questionnaire to measure the presence and perceived level of a developmental crisis. Robinson (2022) stated that this measuring tool can be explored in several age groups, one of which is the emerging adulthood age range (18-29 years) to ensure more meaningful stages of the crisis. The Developmental Crisis Questionnaire (DCQ-12) reveals three aspects, namely disconnection and distress, lack of clarity and control, and transition and turning point.

### **Data Analysis Method**

Data analysis was carried out using descriptive statistical analysis and independent sample t-test which aims to test the significance of mean differences between two independent groups. Data analysis was carried out with the help of the JASP version 13.0 program.

## **3. Results**

Based on descriptive analysis of research subject data, a description of quarter life crisis research data on the overall subject and also on each male and female subject. In Table 1 below can be seen a comparison of empirical and hypothetical mean research data. It can be seen that the empiric mean Quarter Life Crisis ( $M = 33.869$ ;  $SD = 5.624$ ) of all research subjects tends to be lower than the hypothetical mean ( $M = 36$ ;  $SD = 8$ ). This shows that Quarter Life Crisis in the age range of emerging adulthood in Banda Aceh tends to be low.

This is also supported by the results in Table 2 showing that the level of Quarter Life Crisis in the age range of emerging adulthood in Banda Aceh is dominantly in the low category with a total percentage of 64.2% and a high category of 35.8%. Table 3 also shows the average Quarter Life Crisis in the age range of emerging adulthood in Banda Aceh per each dimension. In the disconnection & distress dimension, the average value ( $M = 9.491$ ;  $SD = 3.404$ ) and the lack of clarity & control dimension obtained an average value ( $M = 9.636$ ;  $SD = 3.024$ ) and the transition & turning point dimension obtained an average value ( $M = 14.741$ ;  $SD = 2.97$ ). Table 4 also shows the difference in mean scores between dimensions of quarter life crisis between men and women.

**Table 1**  
**Quarter Life Crisis Data Description**

| Subject       | Empirical Data |     |     |        |       | Hypothetical Data |     |      |    |
|---------------|----------------|-----|-----|--------|-------|-------------------|-----|------|----|
|               | N              | Min | Max | Mean   | SD    | Min               | Max | Mean | SD |
| Subject Total | 360            | 20  | 51  | 33.869 | 5.624 | 12                | 60  | 36   | 8  |
| Male          | 117            | 20  | 51  | 33.487 | 5.429 | 12                | 60  | 36   | 8  |
| Female        | 243            | 20  | 50  | 34.053 | 5.718 | 12                | 60  | 36   | 8  |

**Table 2**  
**Description of the Quarter Life Crisis Categorization of the Emerging Adulthood age range in Banda Aceh**

| Category Norms | Category | Number of Subjects | Percentage % |
|----------------|----------|--------------------|--------------|
| $X \geq 36$    | Tinggi   | 129                | 35.8         |
| $X < 36$       | Rendah   | 231                | 64.2         |
| Total          |          | 360                | 100          |

**Table 3**  
**Description of Quarter Life Crisis Data for All Subjects Per Dimension**

| Dimensions                 | Mean   | Standard Deviation |
|----------------------------|--------|--------------------|
| Disconnection & Distress   | 9.491  | 3.404              |
| Lack of Clarity & Control  | 9.636  | 3.024              |
| Transition & Turning Point | 14.741 | 2.970              |

**Table 4**  
**Description of Quarter Life Crisis data for men and women per dimension**

| Dimensions                 | Female (n = 243) |                 | Male (n = 117) |                 |
|----------------------------|------------------|-----------------|----------------|-----------------|
|                            | Mean             | Standar Deviasi | Mean           | Standar Deviasi |
| Disconnection & Distress   | 9.609            | 3.319           | 9.248          | 3.576           |
| Lack of Clarity & Control  | 9.704            | 2.889           | 9.495          | 3.295           |
| Transition & Turning Point | 14.741           | 3.019           | 14.743         | 2.877           |

## 2. Hypothesis Test Results

The results of the test of differences in quarter life crisis in men and women in the age range of emerging adulthood using the independent sample t-test technique show that there is no difference in quarter life crisis in men and women ( $t = 0.895$ ;  $p = 0.372 > 0.05$ ). Analysis of differences in quarter life crisis in men and women in the age range of emerging adulthood seen from each dimension of quarter life crisis was also carried out, in the disconnection & distress dimension there was no difference between men and women ( $t = 0.943$ ;  $p = 0.346 > 0.05$ ). Then, in the dimension of

lack of clarity & control there is also no difference between men and women ( $t = 0.611$ ;  $p = 0.542 > 0.05$ ). Finally, in the dimension of transition & turning point there is also no difference between men and women ( $t = 0.009$ ;  $p = 0.993 > 0.05$ ).

**Table 5**

**Results of Analysis of the Independent Sample T-Test Quarter Life Crisis for Men and Women**

| Contracts and Dimensions   | T value | Significance Value   | Mean Difference | Information            |
|----------------------------|---------|----------------------|-----------------|------------------------|
| Quarter Life Crisis        | 0.895   | 0.372 ( $p > 0.05$ ) | 0.566           | There is no difference |
| Disconnection & Distress   | 0.943   | 0.346 ( $p > 0.05$ ) | 0.361           | There is no difference |
| Lack of Clarity & Control  | 0.611   | 0.542 ( $p > 0.05$ ) | 0.208           | There is no difference |
| Transition & Turning Point | 0.009   | 0.993 ( $p > 0.05$ ) | 0.00285         | There is no difference |

**4. Discussion**

Quarter life crisis is a problem that focuses on the fear of what will happen in the future and must be handled properly that occurs in the age range of emerging adulthood. Forms of quarter life crisis are in future pressures, fear of disappointing parents, lack of self-confidence, comparing themselves with others, and financial difficultiesn Sagala, (2022). quarter life crisis that is not handled properly can make individuals vulnerable to mental health problems, meaning that this quarter life crisis must be handled properly, so that individuals are not vulnerable to mental health problems and can also live their future lives with satisfaction with life (Arini, 2021).

The results of research conducted by Manik (2020) on students in the age range of emerging adulthood that the quarter life crisis in this study was classified as low, where the sample was quite confident about the future of what was achieved today. Antriguna's research (2023) on students when students have a focus on problem solving, the greater the effectiveness in reducing fear of the future. Antriguna's research (2023) on students when students have a focus on problem solving, the greater the effectiveness in reducing fear of the future. Lazarus (2006) also states that when a person can focus on future problems the individual's reaction in dealing with problems is to try to find the cause of the problem and solve the problem with several problem-solving strategies such as learning new skills needed to face the future. Students who are in the age range of emerging adulthood if they

focus on the cause of the problem or crisis by taking action in the form of regulating, minimizing and meeting demands, so that the problem of quarter life crisis can be overcome Taylor (2007).

When viewed further from a cultural perspective, contextually the quarter life crisis experienced by individuals in western cultures is different from eastern cultures, in western cultures individuals who have entered the age of 18, have begun to live separately from their parents and have the responsibility to be able to achieve stability in their future lives, so most of them tend to experience developmental crises along with shifting roles and responsibilities from adolescence to early adulthood (Arnett, 2007).

While in eastern or Asian culture emphasizes more on traditional culture and collectivism, the standard for achieving maturity and giving responsibility in Asian culture is marked by the start of marriage (Sumartha, 2020), it can be said that in this Asian culture individuals aged 18 to 25 years are still under the responsibility of their parents because they are considered to be still carrying out education and not married, so the source of crisis at this age in Asian culture in accordance with the results of Gusti's research (2022) is the demands of the family to get a proper education, work, and relationship. The subjects of this study were dominated by students, which means that they are still carrying out their education and are still under the responsibility of their parents, therefore the crisis experienced is different from western culture.

From the explanation above, it can be concluded that the difference in quarter life crisis at the age of emerging adulthood in Banda Aceh does not show differences as well as when viewed from gender, this shows that the sample does not show excessive concern for the future, and this may be influenced by eastern cultural factors which have different concepts in maturity standards which in western culture are considered a crisis but are not so obvious in eastern culture which then cannot make a benchmark for accepting problems or crises in individuals.

## **5. Conclusions**

The results showed that the quarter life crisis at the age of emerging adulthood in Banda Aceh did not show differences, this shows that the research sample sees future fears as a certainty that is certain to occur and the sample has begun to prepare itself and can overcome problems by learning new ways, efforts, and skills in overcoming future problems. But it is important for the sample of

emerging adulthood in banda aceh to consider the right strategy in solving the problem, because if not handled properly this crisis in the future can worsen the situation that is considered unpleasant.

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***Has The Pandemic Impacted Vocational Students' Career Planning? A  
Longitudinal Research about Student Career Planning on Pandemic (Online),  
New-Normal (Hybrid) and Endemic (offline)***

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**Abstract:**

*The objective of this study is to analyse the career planning of students who have been taught using three different learning methods, in order to ascertain the impact of the learning process caused by the pandemic and the post-pandemic period. The three learning processes are as follows: the pandemic is conducted entirely online, the new normal is carried out online and offline, and the endemic is conducted fully offline. This study employs a comparative quantitative research method, comprising 315 respondents from Vocational students in Aceh. The respondents are grouped according to their participation in learning during the pandemic (full online), the new normal period (hybrid) and the endemic period (full offline). The Kruskal-Wallis test was employed to analyse the data, which revealed a statistically significant result (Asymp. The p-value is 0.000, which is less than 0.005). The findings indicate that there are notable differences between the three groups. The mean value of each group demonstrates that, in the context of the pandemic process, students are evidenced to exhibit the lowest average level of career planning. Additionally, followed by the learning process during the new normal (hybrid). On top of that the endemic group (offline) exhibited the highest mean value, indicating that the learning process during the endemic period with a full offline learning system had a positive impact on the career planning of vocational students, in comparison to the two other groups with learning experiences during the pandemic with online learning and the new normal period with online offline learning.*

**Keywords:** *Career Planning, Pandemic, Endemic, New Normal, Learning Process, Learning Method, Online learning, Offline learning, Vocational school*

## **1. Introduction**

The 21st Century Skills Partnership formulates that graduates of different levels of education in the world, especially higher education in Indonesia, should possess. One of the outcomes of the 21st century competencies that is expected to be present is career skills, which includes career planning. Especially, Vocational School students. This is because they are required to be able to construct a career plan following the completion of their current employment. The recent COVID-19 Pandemic has further institutionalised the applications of digital technologies in education (Haleem, et al, 2022). Poor network, which leads to poor communication between the teachers and students (Debbarma & Durai, 2020). Findings reveal challenges in interaction, practical session delivery, monitoring, assessment, and identity verification (Faza, et al 2024; Pokhrel & Chhetri, 2021). Technical-vocational students faced challenges with intermittent internet connectivity, limited financial resources, uncertainty about the future, lack of resources, lack of experiential learning, frequent power outages, lack of self-motivation, unable to manage time, ambient noise, poor response from instructors, unhealthy mental state, too much gadget exposure, being busy with household chores, lacking computer skills, neglectful instructors, technical issues, and lacking in-person interaction (Calago, 2023) and have a significant direct effect on self-efficacy and career decision-making (Sutiman, 2022). In light of the aforementioned evidence, it can be posited that the learning conditions experienced by students during the pandemic have had a significant impact on their academic performance. During this period, learning loss conditions have been identified, with one area of impact being students' abilities to plan their careers.

Iramadhani, Astuti and Muna (2023) found that vocational students were more likely to be in the low category than the high category when they was learning in the pandemic condition. They also found when the pandemic come almost all of the school could not doing their activity like necessary and found lacking experiential learning process. Anantasari, Iramadhani and Astuti (2023) also found that vocational students had lower career plans than high school students. In the process, if students do not mature in the career planning phase, it will certainly lead to several crucial conditions that eventually become problems. This condition was investigated by conducting FGDs as an initial preliminary and found including: The number of students who are confused about determining their direction and goals because limited interaction. Limited student information related

to careers due to the pandemic. Lack of training or practicum process. Limited counselling due to the pandemic.

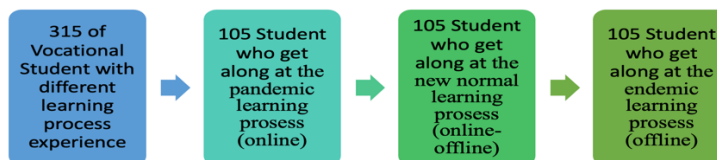
Career planning is crucial due to developmental points, such as growth and exploration, which cannot be missed during the 0-25 age range (Super, 1978; Patton & McMahon, 2021). Because they growth to their personal information or self knowledge, attitude and skill (Dillard, 1985). Schools, particularly at the high school and vocational school level, play a crucial role in assisting students in making post-graduation decisions (Gandal, 2016; Rosenbaum et al., 2015; Symonds et al., 2011). Additionally, schools are essential in fostering career development in students (Patton & McMahon, 2021). However, the three learning processes are as follows: the pandemic is conducted entirely online, the new normal is carried out online and offline, and the endemic is conducted fully offline has different impact for the career planning of the vocational school student. This research aims to analyse the career planning of students who have been taught using three different learning methods, in order to ascertain the impact of the learning process caused by the pandemic and the post-pandemic period

## **2. Methode**

This research which it is started in 2022 until 2024. This research, we did separated, and step by step following the period pandemic until post pandemic. Research Location is Aceh, especially Lhokseumawe. This research technic sampling is purposive sampling technique, which means selecting only subjects who meet specific criteria. This sample will be grouping in to three group (Online Learning experience groups, Hybrid Learning Experience Group and Offline Learning experience group). Furthermore the research sampling criteria are :

1. Student who was learned in pandemic period and has been through online learning process all that's started from the 1st class
2. Student who was learned in new normal period and has been through online-offline learning process all that's started from the 1st class
3. Student who was learned in endemic period and has been through offline learning process all that's started from the 1st class

**Picture 2.1. The Process is reducing sampling size**



As illustrated in the figure 2.1 above, the total number of individuals who met the criteria for inclusion in this study was 315. These individuals were subsequently divided into three groups, with each group comprising 105 individuals. Each group was conducted in a different year. The online learning group was measured in 2021, for hybrid learning in 2022 and offline learning in 2024. Scale of this research was career planning and adoption form anandasari (2022) research. In his research, scale validation employs corrected item total, with a range of 0.317 to 0.6217. In Addition reliabilities of this scale is 0,917. This scale was made from Dillard (1985) Career planning aspect namely, knowledge, attitude and skill. Quantitative with study comparative design was this research method. As a consequence of that, the research analysis was using the Kruskal Walliss test to compare differences between the pandemic learning proses, new normal learning proses, and endemic learning process. Additionally, the hypothesis of the research are:

1. Ha : There is a different between three group learning process (Online or the pandemic learning proses, Hybrid of. new normal learning proses, and endemic learning process).
2. Ho :There is no different between three group learning process (the pandemic learning proses, new normal learning proses, and endemic learning process).

### 3. Result

The present study set out to compare three distinct groups of students, each with differing learning periods. The data was analysed using Kruskal-Wallis, and the results are described as follows:

**Table 3.1 Mean Rank**

|                           | Metode            | N   | Mean Rank |
|---------------------------|-------------------|-----|-----------|
| Student's Career Planning | Pandemic (Online) | 105 | 59.36     |

|                        |     |        |
|------------------------|-----|--------|
| New Normal<br>(Hybrid) | 105 | 186.63 |
| Endemi (offline)       | 105 | 228.01 |
| Total                  | 315 |        |

As illustrated in the above table, the learning process in the endemic period with full offline learning demonstrates the highest mean value on student career planning in comparison to the other two periods. The results of the difference test are as follows:

| Test statistic <sup>1,b</sup> |         |
|-------------------------------|---------|
| Career Planning               |         |
| <b>Chi-Square</b>             | 195.730 |
| <b>df</b>                     | 2       |
| <b>Asymp. Sig.</b>            | .000    |

a. Kruskal Wallis Test  
b. Grouping Variable: Metode

The Kruskal-Wallis test was employed to analyse the data, which revealed a statistically significant result (Asymp. The p-value is 0.000, which is less than 0.005). The findings indicate that there are notable differences between the three groups.

#### 4. Discussion

The findings indicate that there are notable differences between the three groups. The mean value of each group demonstrates that, in the context of the pandemic process, students are evidenced to exhibit the lowest average level of career planning. Additionally, followed by the learning process during the new normal (offline-online). On top of that the endemic group (offline) exhibited the highest mean value, indicating that the learning process during the endemic period with a full offline learning system had a positive impact on the career planning of vocational students, in comparison to the two other groups with learning experiences during the pandemic with online learning and the new normal period with online offline learning. This condition can be concluded that offline learning conditions make vocational students able to form better career planning. This is because the online learning environment provides a unique problem in the vocational learning process where practical and theoretical learning cannot be done in line or directly. This condition makes students' readiness to carry out vocational training or practice activities limited. Because

laboratory courses requiring specialized equipment and software cannot be fully transitioned to a virtual setting without compromising the advantages of hands-on learning for engineering technology students (López Gutiérrez, Ponce, & Molina, 2021).

This study found that students experienced the lowest levels of career planning during the pandemic or online learning, a finding that is consistent with the research of Callago (2023). Callago (2023) describes the challenges faced by vocational students during the pandemic in their learning, particularly the difficulty of students maintaining their learning motivation during online learning. This is because the learning process is more focused on theory and requires students to listen more than practice directly. This, in turn, has led to students reporting feelings of sleepiness, confusion, and a lack of engagement with experiential learning activities. Furthermore, the findings of the study highlight that the pandemic has contributed to students feeling uncertain about their future prospects. This is due to students perceiving a decline in their knowledge and understanding during the online learning period, which has consequently engendered feelings of insecurity regarding their graduation under these circumstances. Conversely, students have also reported difficulties in planning their learning due to the challenges of managing their time amidst the distractions posed by the pandemic. This has led to a constrained development of career planning and skill development (Dillard, 1985). In addition, the career guidance provided to students during the pandemic was found to be severely constrained due to the limited career development curriculum, inadequate teacher competencies, and underdeveloped platforms (Yeap, Suhaim & Nasir 2021; Iramadhani, 2023).

Dillard (1985) posited that career opportunities and the opportunity for students to shape their performance during their learning period are factors. This finding aligns with the results of the present study, which revealed that students who engaged in full offline learning exhibited the most advanced career planning skills in comparison to the other two groups. This is attributable to the numerous opportunities afforded to students to gather career opportunities through mature hands-on learning and practical activities. This is because technical-vocational programs that depend heavily on hands-on learning are the most difficult to adapt to remote learning environments (Hoftijzer, Levin, Santos, & Weber, 2020).

During the offline learning period (endemic), teacher assessment becomes more mature during online learning because teachers can conduct non-cognitive diagnostic assessments regularly

(Iramadhani et al., 2023). Teachers can exercise effective class management, thereby ensuring optimal learning conditions (thereby enhancing the structure and directness of assessment and evaluation). Conversely, practical learning can be facilitated through strategic planning, enabling the cultivation of students' skills through career opportunities. Conversely, during offline learning, teachers assume responsibility for designing strategies and resources, fostering an effective learning environment, evaluating student progress, and addressing potential challenges. Effective communication and clear instructions are vital for maintaining active classroom management (Gujjar & Choudhry, 2009). Furthermore, timely responses to questions and prompt feedback on assignments are crucial for establishing a strong instructor presence, enhancing student engagement, and supporting deeper levels of learning (Hodges & Cowan, 2012). Consequently, these practices foster students' aptitudes, values, interests, career information, opportunities and abilities (Dillard, 1985). Consequently, these elements foster students' career planning. In addition, The provision of offline learning enables students to receive comprehensive support in the form of both emotional support from teaching staff and extracurricular activities and programmes administered by the educational establishment. This is in line with research conducted by Torre Gibney and Rauner (2021) who conducted a longitudinal survey of data sets on all students and teachers in west ed found students who received support from teachers or parents to develop their plan and for students who met with an adult at school to review the plan at least once a year, developing a plan was significantly associated with several college entry behavior

## **5. Summary**

The findings indicate that there are notable differences between the three groups. The mean value of each group demonstrates that, in the context of the pandemic process, students are evidenced to exhibit the lowest average level of career planning. Additionally, followed by the learning process during the new normal (offline-online). On top of that the endemic group (offline) exhibited the highest mean value, indicating that the learning process during the endemic period with a full offline learning system had a positive impact on the career planning of vocational students, in comparison to the two other groups with learning experiences during the pandemic with online learning and the new normal period with online offline learning. The suggestion of this research are for the teachers, teachers should ensure that the learning process of training or practicum for students

is well implemented and perfect when implementing online activities. Teachers are advised to conduct more offline activities for vocational school students. Secondly for the stakeholder, stakeholders have to ensure that learning process in vocational school had been starting with career planning assessment. Furthermore, they have to ensure that students could get the program. And for the government have to make policy about online learning process and make sure that training process always in the curriculum context. In addition, the next researcher could make or build career planning digital assessment for student. That's things hopefully could use by the teacher in their classroom to identified their student career planning condition however their learning condition at the time is. In the other hand, limitation of this research are 1) this research is limited in scope, as it has only been conducted quantitatively and does not include any qualitative analysis. 2) The geographical scope of this study is confined to a single region in Indonesia. Consequently, future researchers may consider developing research utilising mixed methods and conducting testing on a more extensive sample. Additionally, further researchers may explore the development of intervention research on vocational students.

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## ***Parenting Stress in Single Mothers Caring for Children with Delayed Growth and Development***

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### **Abstract:**

*This research aims to determine parenting stress in single mothers who are caring for children with delayed growth and development, this is because caring for children with delayed growth and development is not an easy thing, especially for single mothers, with all the limited abilities they have, it makes mothers vulnerable to experiencing parenting stress, which reviewed through aspects and factors of parenting stress. The method used in this research is a qualitative method with a phenomenological approach. Sampling in the research used a purposive sampling method with interview data collection techniques. Subick in the research consisted of four single mothers who were caring for children with growth and development delays. Research results Overall, it shows that the subjects experienced parenting stress. In the four subjects the parenting stress experienced was caused by the absence of support from the family or the environment during parenting, the subject's condition was that he had to work to meet the family's needs, as well as the condition of the child with delays in growth and development, making the child completely dependent on the mother, with all the limited abilities that mothers have, they are vulnerable to experiencing parenting stress.*

**Keywords:** *Child development delays, Parenting stress, Single mother*

### **1. Introduction**

The family, which consists of one person living in one location and providing for one another, is the smallest social group in society. Everything that occurs in life is out of our control. One of them is a partner's passing; for the partner who is left behind, this is an unexpected event (Sari, Ifdil & Yendi, 2019). More stress can result from a partner's death than from a divorce. This is due to the fact that divorced people still have the chance to mend the rift in their relationship with their ex-

partner and receive support for the needs of their kids. In the meanwhile, people who lose their spouse to death will experience excruciating anguish, require a lot of time to heal and come to terms with the loss, and have to learn to live with their new role as a single parent (Aprilia, 2013).

Carrying out the role as a single parent means experiencing significant changes in life, giving rise to many new problems that must be faced, especially for single mothers, such as economics and social problems and other household matters that must be resolved alone (Sari, Ifdil & Yendi, 2019). If at first they only played mother and father, now they have to play dual roles (Aprilia, 2013). Being a single parent, the mother also plays the role of a father, who earns a living to meet the family's needs, manages finances, and makes decisions within the family, as a mother who cares for, educates, and provides provisions for her children in the form of knowledge and experience so that they will grow up to become great children (Ramadhani & Rahmandani, 2019).

The burden felt by single mothers in the parenting process can result in stress, thus encouraging parents to take out this stress on their children by committing violence and even neglecting their children (Fitriani, Gina & Perdhana, 2021). In Indonesia, the Commission for the Protection of Children and Mothers (2020) succeeded in recording 5.066 cases of violence and neglect of children in 2014, and this number continues to increase to 6.519 cases in 2020. This shows that parenting stress can have an impact on the welfare of parents and children, especially on single parents (Koamesah, Ongkowidjojo, Alvianto, 2021).

Raising and educating a child alone is not easy, especially if the child has special needs (Ramadhani & Rahmandani, 2019). Children with special needs have obstacles and limitations in their growth and development. Children with special needs are categorized into several sections, including intellectual differences, ways of communicating, mental and behavioral disorders, sensory functions, physical conditions, and other disabilities or multiple disorders (Hasanah & Retnowati, 2017).

Among the classifications of children with special needs above, children who experience growth and development problems also require special attention. Developmental delays in children can occur in gross motor skills, fine motor skills, language and social skills, as well as children's independence; these delays can affect the child's future development (Hutasoit et al., 2022). The condition of children with developmental delays makes single mothers vulnerable to parenting stress;

this is due to the many challenges that single mothers have to face during parenting, including financial, physical, and emotional demands (Putri et al., 2022). Parenting stress is a series of processes that lead to undesirable psychological conditions and psychological reactions that arise in an effort to adapt to the demands of the role as a parent (Lestari, 2012).

Ahern (2004) defines parenting stress as excessive anxiety and tension, especially related to the role of parents and parent-child interactions. In this case, single mothers caring for children with intellectual disabilities experience anxiety and tension in fulfilling their parental role. Being a single parent makes the mother carry out two roles at once in the family, namely being a father and mother figure at the same time. The anxiety and tension felt in the form of the child's survival if he or she is no longer there. In parent-child interactions, the anxiety and tension felt in the form of difficulties experienced by the mother in understanding her child's desires. Williford (2006) states that parenting stress arises from a mismatch between the demands felt by parents and the parents' ability to fulfill these demands and negative psychological responses associated with oneself and the child as assessed by each parent.

## **2. Method**

This research uses a research design that refers to phenomenology. The phenomenological approach is an approach that aims to study and reveal a phenomenon or experience, along with its unique context based on the subject's point of view (Herdiansyah, 2020). The procedure for taking subjects in this research used the purposive sampling method. The purposive sampling method is a sample selection method based on the characteristics of the subject so that it is in accordance with the objectives of the research being conducted (Herdiansyah, 2020). The following are several characteristics of the subjects in this research, including: 1) A mother who becomes a single parent because her partner has died, and 2) Having and caring for children alone with developmental delays.

The data collection technique used was interviews. An interview is an interaction process between two or more people to exchange information and ideas through a question and answer process, so that meaning can be constructed on a particular topic (Sugiyono, 2016). The type of interview used by researchers is a semi-structured interview, where the implementation is more free but still uses an interview guide (Sugiyono, 2016).

The data analysis technique used by researchers in this research is Interpretative Phenomenological Analysis (IPA) (Smith, Flowers & Larkin, 2009), consisting of six stages, including: 1) reading and re-reading; 2) initial noting; 3) developing emergent themes; 4) searching for connection a cross emergent themes; 5) moving the next cases; and 6) looking for patterns across cases. The validity of the data is carried out to prove that the research carried out is truly scientific research, as well as to test the data obtained (Sugiyono, 2016). The data validity tests carried out include: source triangulation, technique triangulation and time triangulation.

### **3. Result**

The results of the research show parenting stress in single mothers who care for children with delayed growth and development based on aspects including parent distress, difficult child, and parent-child dysfunctional interaction. This research attempts to look at what aspects and factors exist in parenting stress in single mothers who are caring for children with developmental delays. Based on the answers from the four research subjects, themes emerged from the subjects' statements.

#### **1. Parent Distress**

Interview results with four subjects who experienced parenting stress in caring for children with intellectual disabilities. Subjects NI, YN, NW, and A stated that being a single mother and caring for a child with delayed growth and development is very difficult; it cannot be denied that many problems occur that cause stress during parenting, child behavior that is difficult to regulate, the condition of the child being dependent on the mother. , and the absence of a life partner means that single mothers have to carry out two roles in the family, the first being a father figure to fulfill the family's needs and the second being a mother figure who cares for the children and takes care of the household. The following are the results of the interviews with the four subjects:

Subject NI said that previously his living conditions were going well, but since having a child with delayed growth and development, the feelings felt by the subject were mixed. This was because in previous children the subject child had no problems with growth and development. The child's condition with delayed growth and development and the loss of a life partner made the subject feel increasingly stressed. The following is an excerpt from the NI subject's interview:

"When you first started, it was just normal, because I didn't know he was like that. When I found out, I didn't know how I felt; it just added to my stress." "I've never been like that before with my brothers and sisters; it's like that, especially now that I'm alone; I don't have a husband anymore to take care of him; it adds to the feeling that I don't know; basically, it's an added burden to me." (NI, I4:26).

Subject YN said that initially the subject's life was fine until the subject had a second child with delays in growth and development. Since finding out about the subject's child's condition at that time, the subject was sad and did not want to have any more children, and since the departure of her late husband, the subject had to work to meet family needs. The condition of the child who is dependent on the subject makes the subject worried about the child's condition in the future. The following is an interview excerpt from subject YN:

"When I first got married, I was happy with my late husband; until I had my first child, I was still happy, just normal. And then I had my second child, who was special; we said we had to pay attention to everything. Yes, I felt sad. I feel sad; don't I think I'll be able to take care of my child, especially since I'm wondering if I'm no longer there, who will look after him? His father has already left; like, that's it. Yes, I was afraid at that time; I didn't want to have any more children." (YN, I4:14).

In subject NW, the subject said that the subject felt sad when he found out that his child was experiencing delays in growth and development, and since the departure of his partner meant that the subject had to raise the child alone, the following is an interview excerpt from subject NW:

"Yes, sad, yes, anxious. Anyway, what's clear is that it's sad, bro." (NW, W2:11)

"There are many obstacles; there are many, many possibilities. how to raise him, take care of him, everything because we need to control his needs." (NW, W2:13)

"Yes, like I said earlier, hehe, it's destiny for my children, destiny for my

husband; yes, you have to accept it, accept it even though it's hard; you have to be patient; it's also called destiny. For example, no one was asked, no one wanted it, but that's what fate said." (NW, I1:54).

Subject A said that the subject felt sad and had difficulties because the subject's economic condition was below average, the child's condition with delayed growth and development, and the departure of his life partner meant that the subject had to fulfill his living needs alone. The following is an interview excerpt from subject A:

"Our neighbor's children are cleaning up; our children are like this. Moreover, we don't have enough money, let alone more than someone's grandfather; we don't even have enough. Well, basically, our lives are really difficult, bro." (A, I1:65)

"Be ready, be ready; it's God's destiny, right, no, not be ready." But we're stressed, because we're going to take him for treatment everywhere; we don't have any money; we're looking for it; you know, we're women; how much can we get?" (A, I1:65)

## **2. Difficult Child**

Interview results with four subjects who experienced parenting stress in caring for children with developmental delays. Subjects NI, YN, NW, and A stated that being a single mother and caring for children with developmental delays is not an easy thing, not least the child's behavior is one of the causes of stress felt by the mother. The following are the results of interviews with the four subjects:

Subject NI said that there were child behaviors that overwhelmed NI in parenting. The following is an interview excerpt from subject NI:

"His behavior is really difficult; if she wants to sulk, she doesn't know how to sulk. If he wants to be angry, he doesn't know how to be angry. He can't control his emotions. Sometimes it's hard for me to face him." He didn't want to be with his brother; if I have to work, he has to be bribed, because he really depends on me." (NI, I2:45)

Subject YN said that the behavior of the child who was very dependent on him made YN experience difficulties in parenting. The following is an excerpt from subject YN's interview:

"Ummm, like I said yesterday, he still depends on me for whatever reason. Sometimes I'm overwhelmed and tired because no matter what I'm alone with, not to mention suddenly he's throwing a tantrum on his own, I have to do what he wants. Why not? He'll be angry with me; he won't listen to what we tell him." (YN, I2:15)

Subject NW said that there was a child's behavior that made NW experience difficulties in parenting. The following is an excerpt from subject NW's interview:

"Yeah, sometimes it's like, what do we say? Sometimes he's angry and doesn't know why; sometimes he likes being angry all by himself like that. There was a time when he meant that if he was angry, throw away things that were in front of him. That's right. Then it's going to be a hassle with his brother; there's a lot of it; what can I do? He's called a little kid like that, right?" (NW, I2:27)

Subject A said that there was a child's behavior that made A experience difficulties in parenting. The following is an excerpt from Subject A's interview:

"Yes, it's like that; when I'm sewing, sometimes my child breaks the thread, breaks the crochet; if you say, watch out for the hand, watch out for the thread, he knows he's missing it. That's it; I can only sit for five minutes in the machine, and I'm already looking after my children. He likes to get angry with him; sometimes our important things are destroyed, made into toys, or thrown away." (A, I2:12)

### **3. Parent- Child Dysfunctional Interaction**

Interview results with four subjects who experienced parenting stress in caring for children with developmental delays. Subjects NI, YN, NW, and A stated that with all the efforts made for the child's development, the hope is that the child's condition will become better than before as time goes by and the child will be able to complete simple activities alone. Following are the results of interviews with the four subjects:

Subject NI said that with the effort he had put in, his child could complete simple activities alone.

The following is an interview excerpt from Subject NI:

"My hope—if it's for development, I can't expect anything more." But I want him to be able to do it himself; he can eat by himself." (NI, I3:30). "I'm also hoping; I'm praying to Allah so that he can be better children in the future, right?" (NI, I3:34).

"Sometimes, I let him bathe alone even though it takes a long time; I tell him to eat alone; I tell him to wear his own clothes. It's possible if you don't have a mother waiting for you, right? He'll be able to practice on his own, and then he'll practice little by little; that's the way it is." (NI, I3:36)

Subject YN said that with the efforts made, it is hoped that the child's development will be better than before and will be able to complete simple activities alone. The following is an interview excerpt from subject YN:

"My hope is for his future development to be even more optimal, especially since he can take care of himself." I don't think there's anything more; I don't really hope because he can't afford it." (YN, I3:16)

"Yes, I'll just let him be independent, for example, if he wears his own clothes." (YN, I3:19)

Subject NW said that she hoped for the best for the development of her child with the abilities, NW hopes that her children will be able to complete simple activities on their own. Following is an interview quote from subject NW:

"I also know what my child's abilities are; I really hope that my child will be able to be independent, thank God." (NW, I3:25)

"Yes, because of all his daily activities, you need to pay attention to it; that's why you need to pay attention to him, because his work is all very slow. So thank God; if he is independent, I will be happy, that's all." (NW, I3:27)

In subject A, the subject also said that with the efforts made by A, he hoped that his child would get better over time and be able to complete simple activities alone. The following is an interview quote from subject A:

"That's what we take care of as much as possible, as much as we can. We don't have much hope because we are underprivileged people. At the very least, we just remember our child; our child is looking forward to it; maybe he will know a little more, just a little bit like that. Today he knows a little bit; wait until next month; he will know a little bit, like that." (A, I2:26)

#### **4. Discussion**

Based on the results of data analysis carried out by researchers on the four subjects, the researchers conducted a discussion regarding parenting stress in single mothers who are caring for children with developmental delays. Data analysis carried out by researchers showed that the four subjects experienced parenting stress in caring for children with developmental delays. Ahern (2004) defines parenting stress as excessive anxiety and tension, especially related to the role of parents and parent-child interactions. In this case, the anxiety and tension in carrying out the role as a parent are felt by single mothers who care for children with developmental delays. Being a single parent makes the mother carry out two roles at once in the family, namely being a father and mother figure at the same time. The anxiety and tension felt in the form of the child's survival if he or she is no longer there. In parent-child interactions, anxiety and tension are felt in the form of difficulties experienced by mothers in understanding their children's desires (Ahern, 2004).

Parenting stress in single mothers who care for children with developmental delays was obtained by researchers based on aspects of parenting stress proposed by Ahern (2004), which consist of parent distress, difficult child, parent-child dysfunctional interaction, and factors consisting of parental characteristics, characteristics, and stress. situational/demographic life. Based on the interview results, parenting stress in single mothers who are caring for children with intellectual disabilities can be seen from how the four subjects described their lives while being single mothers in caring for children with developmental delays.

Parenting stress on single mothers who care for children with developmental delays based on research conducted on four subjects is how they have to continue living their lives after the departure of their partner, financial, physical, and emotional demands. Caring for children alone with limited parenting abilities makes the mother singles vulnerable to experiencing parenting stress. This supports research (Sari, Ifdil, & Yendi, 2019) stating that carrying out the role as a single parent

means experiencing significant changes in life, giving rise to many new problems that must be faced, especially for single mothers, such as economic, social, and financial problems. other household tasks that must be completed alone.

Based on the themes that emerged from the five research subjects, there was parenting stress in single mothers who were caring for children with developmental delays. The themes that emerged in the research were aspects and factors of parenting stress that occurred in the subjects. The first aspect of parenting stress, namely parent distress, refers to the feelings of stress felt by mothers in general life and stress since having children (Ahern, 2004). The results obtained from the research were that the five subjects stated that since becoming single mothers and caring for children with developmental delays, it cannot be denied that many problems have occurred which have caused stress during parenting. This is in line with research (Ramadhani & Rahmandani, 2019) which states that raising and educating children alone is not easy, especially if the child has special needs.

The second aspect of parenting stress, namely a difficult child, refers to the characteristics of the child that contribute to the parenting stress felt by the mother (Ahern, 2004). The results obtained from the research were that the four subjects stated that quite a few of the children's behaviour caused difficulties for the mother, thus becoming one of the causes of stress felt by the mother. This is in line with research (Suwoto, 2013), which states that children's characteristics can also trigger parenting stress, such as the child's health condition, child development, ability to adapt, and child behaviour.

The third aspect of parenting stress, namely parent-child dysfunctional interaction, refers to the mother's confidence in the extent to which the child meets her expectations (Ahern, 2004). The results obtained from the research were that the four subjects stated that with all the efforts they had made according to their abilities, each subject hoped that their child's condition would get better over time; at least the child would be able to complete simple activities alone. This is in line with research (Nur & Jafar, 2022), which states that every parent of a child with special needs should have realistic expectations for the child; the

child's condition and parental acceptance are special factors in forming parents' realistic expectations for the child.

Based on the results of the description of the analysis carried out by the researcher, the researcher obtained the results of what aspects are contained in parenting stress in single mothers who are caring for children with growth and development delays and what factors influence parenting stress in single mothers who are caring for children with growth and development delays. Parenting stress is in the form of excessive anxiety felt by the mother in carrying out her role as a parent when interacting with the child. The four research subjects said that the parenting stress experienced was caused by the child's condition with limited abilities in parenting, thus causing parenting stress.

Overall, the research can be concluded that the mother's condition, family support, and parenting abilities greatly influence the level of stress felt by single mothers who are caring for children with developmental delays. Research (Purnomo & Kristiana, 2016) states that the higher the social support provided by the husband, the lower the level of parenting stress felt by the wife. For single mothers, social support can be provided by the family and the environment, so that they can manage the stress experienced by the mother (Ramadhani & Rahmandani, 2019). There are various kinds of problems that will be faced, single mothers need problem-solving skills in caring for children, as an effort to adjust and adapt to problems that arise so as to reduce stress in parenting (Putri, et., al, 2022).

## **5. Summary**

Based on the research conducted, it can be concluded that the four subjects have parenting stress, which can be seen through three aspects of parenting stress, namely: parent distress, difficult child, parent-child dysfunctional interaction, and factors consisting of parental characteristics, child characteristics, situational life stress/demographic. In the four subjects, the parenting stress experienced was caused by the absence of support from the family or the environment during parenting, the condition of the subject having to work to meet family needs, and the condition of the

child with delays in growth and development, making the child completely dependent on the mother with all the limited abilities they have. makes mothers vulnerable to experiencing parenting stress.

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## ***Analysis of the stages of self-acceptance of fathers who have children with autism***

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### **Abstract:**

*This study employs qualitative research methods to analyze the stages of self-acceptance of fathers who have children with autism. The research subjects in this study are parents who have children diagnosed with autism, with a special focus on fathers who have sons with autism, children under five years of age, or toddlers. Data in this study were collected through interviews and observations. The onset of autism in both subject children was triggered by their inability to communicate and interact like other normal children their age. In the case of the subject child, the primary cause of autism was identified as a deficiency in socialization and communication skills. The findings from this study indicate that the subject is at the friendship stage. The subject has demonstrated the capacity to embrace his child, provide him with attention, accept his child's limitations, strengths, and weaknesses, and refrain from blaming others for his condition. Furthermore, the subject has demonstrated a capacity to accept the condition of his child, who has been diagnosed with autism, suggesting a degree of acceptance of the child's unique needs. In contrast, the subject SS is in the allowing stage, which involves acceptance of his child's condition as being different from other children. However, the subject SS has not yet fully accepted the condition of his child with autism, and there are specific factors that evoke emotional responses from the subject. Both subjects express high hopes and aspirations for their children.*

**Keywords:** *self-acceptance, father, autistic child*

### **1. Introduction**

The aspiration of every parent is to nurture a child who is both physically and mentally well-adjusted. However, it must be acknowledged that not all parental aspirations can be fulfilled. The recognition that each child's development may deviate from the norm is a fundamental aspect of parenting. During the birth process, the possibility of the child exhibiting a disorder, such as autism,

exists. The initial reaction of parents upon discovering their child's autism is often characterized by a range of emotions, including disbelief, shock, sadness, disappointment, guilt, anger, and rejection (Puspita, 2004).

According to Hasdianah (2013), the symptoms of autism can manifest in children from thirty months of age to three years of age. Individuals diagnosed with autism spectrum disorder (ASD) may also encounter challenges in learning, communication, and language development. The diagnosis of autism is made if an individual exhibits one or more of the following characteristics: difficulty in interacting, difficulty in communication, repetitive behaviors, and delayed development that is not commensurate with other children's development.

Parents of autistic children are expected to possess the knowledge and skills necessary to support and educate their children effectively. It is crucial to emphasize that autistic children should not be subjected to mistreatment, including treatment as if they have mental disorders, which can result in inappropriate treatment, even within the family environment. The involvement of both parents in a child's growth and development is crucial. Each parent contributes distinct yet essential aspects to their child's education and upbringing.

The role of the father in the development of a child, particularly one diagnosed with autism, differs from that of the mother. Mothers, in particular, play a more significant role in the education and upbringing of children. Conversely, fathers assume a distinct yet significant role in imparting life lessons to their children. Fathers can serve as a source of wisdom within their family unit and express a desire for their children to emulate and learn from them. According to Hidayati (2011), research on the role of fathers in childcare reveals that fathers provide a positive picture of the care they provide to their children. A good and quality relationship between children and parents is a critical situation for child development.

The acceptance of children by parents is not a singular phenomenon; it is not exclusively performed by mothers to their children. While it is true that mothers are the ones who conceive, give birth, and fulfill all the duties associated with child care, home management, and providing for their spouses, fathers or men are responsible for earning a living for their children and their spouses, as well as for meeting the economic needs of their families. A significant number of male parents or fathers demonstrate a lack of concern for their children's growth and development, often due to their

extensive involvement in external activities or professional commitments. This dynamic perpetuates the historical and cultural expectation that childcare is predominantly the responsibility of mothers, despite the well-documented importance of paternal presence in the development of children. Research findings indicate that fathers allocate approximately one-third to three-quarters of the time that mothers spend with their children and adolescents (Billler, 1993; Pleck, 1997; Young & friends, 1999).

The role of the father as the family's primary breadwinner and guardian is of paramount importance. The father's presence and influence play a crucial role in ensuring the emotional and physical well-being of the family, fostering a sense of security and comfort for children and spouses. The influence of a father can act as a role model for his offspring, inspiring them to emulate his behaviors and aspirations. The values that a father embodies, such as responsibility, courage, and perseverance, serve as a model for his children, fostering an aspiration to emulate these qualities. A father's self-acceptance is a critical component of his role, as it fosters a positive environment for the child's development. It is noteworthy that children, including those with autism spectrum disorders, require attention and affection from their fathers. Individuals diagnosed with autism spectrum disorder (ASD), in particular, have been shown to require increased attention from both parents, with the paternal figure playing a particularly pivotal role.

As Buss (in Rizkiana, 2009) has asserted, parents' self-acceptance of children with autism disorders is significantly influenced by their emotional stability and maturity. Education, socioeconomic status, family size and structure, and culture have also been identified as contributing factors to the background. Furthermore, a father's acceptance of a child is often seen as a reflection of his self-acceptance. Fathers who have a strong sense of self-acceptance are better able to accept their children's shortcomings, and vice versa.

According to Marijani (2003), a father's self-acceptance has a significant impact on the developmental outcomes of children with autism. Fathers who are unable to accept their children's autism diagnosis can have a significantly negative impact, often leading to feelings of rejection and misunderstanding among children with autism. This rejection can manifest in various forms of undesired behaviors. However, it is crucial to acknowledge that children with autism still require affection, attention, and love from their parents, siblings, and family (Safaria, 2005). Germer (2009)

posits that self-acceptance is contingent upon the awareness of internal sensations, emotions, and cognitions that are intermittent in nature.

## **2. Methode**

This study utilizes a phenomenological research design. The phenomenological approach is predicated on the objective of examining and unveiling a phenomenon or experience, along with its unique context, from the subject's perspective (Herdiansyah, 2020). The subjects in this study were selected through purposive sampling, a method of sample selection based on the specific characteristics of the subjects that are relevant to the objectives of the study (Herdiansyah, 2020). This method is a sample selection method based on the characteristics of the subject so that it is in accordance with the objectives of the research being conducted (Herdiansyah, 2020). The following characteristics were considered in the selection of subjects for this study: First, the subjects were husband and wife who have children with autism, especially a father who has a son with autism disorder. Second, the subjects were middle to upper economic status. Third, the age of the respondent's child was five years old (toddler) or younger than five years old.

The data collection technique employed was interviews. An interview is defined as a process of interaction between two or more individuals wherein information and ideas are exchanged through a series of questions and answers, thereby facilitating the construction of meaning on a particular topic (Sugiyono, 2016). The semi-structured interview employed by researchers in this study offers a flexible approach, adhering to interview guidelines, thereby ensuring a structured yet open-ended dialogue (Sugiyono, 2016). The researchers employed Interpretative Phenomenological Analysis (IPA) (Smith, Flowers & Larkin, 2009) as the data analysis technique. This method comprises six stages, including: 1) reading and re-reading; 2) initial recording; 3) developing emerging themes; 4) looking for interrelationships between emerging themes; 5) moving subsequent cases; and 6) looking for patterns between cases. The study's researchers emphasize the importance of rigorous data validity procedures in substantiating the research's scientific rigor and ensuring the integrity of the data collected (Sugiyono, 2016). The validity of the data is tested using various triangulation methods, including source triangulation, technical triangulation, and time triangulation (Sugiyono, 2016).

### **3. Result**

The results indicated that the subjects' progression toward self-acceptance commenced with feelings of sadness and surprise concerning their child's condition. The responses of the two research subjects yielded the following stages of self-acceptance:

#### **1. Subject DM**

##### **a. Aversion**

Upon becoming aware of her child's autism diagnosis, DM experiences a range of emotions, including sadness concerning her child's condition. She expresses a desire to reject her child's presence, yet recognizes the impossibility of doing so. Consequently, she endeavors to confront this reality.

The following excerpt, derived from the subject interview, offers further insight into the subject's perspective:

"The feeling is a little surprised, a little surprised" (R1.0056).

She endeavors to dispel the sentiments she harbors for her child and to accept her as she would her other children.

The following excerpt, taken from the DM subject's interview, offers further insight into this process:

"Yes, I try to get rid of those feelings slowly, try to accept the presence of my child like accepting my other children" (R1.0058).

DM perceives a need for time to process his novel experiences and to come to terms with his son's deficiencies.

The following is an excerpt from the DM subject interview:

"If you say you refuse, no, it's just that I need time to face everything that I have never faced. It takes time for me to accept the shortcomings of my child, who is different from other children" (R1.0060).

##### **b. Curiosity**

DM expressed surprise and dismay upon learning of her child's autism diagnosis. At times, she found herself reflecting on the reasons why her child's condition differed from that of other children.

The following is an excerpt from the interview with DM:

"Yes, I was slightly surprised. At times, I ponder the question, 'Why is my child different from others?'" (R1.0064).

According to DM, the regret that she feels is also futile; she attempts to confront and overcome her situation.

The following is an excerpt from the DM subject interview:

"Yes, regardless of the nature of the regret, its futility is undeniable. I must simply confront and endure the consequences of my actions" (R1.0066).

c. Tolerance

DM endeavors to embrace his child's inherent qualities, express gratitude for the gifts bestowed upon him, and cultivate acceptance of his child's both strengths and vulnerabilities.

The following excerpt, derived from an interview with subject DM, elucidates this perspective:

"I strive to accept him in his entirety, recognizing the necessity to be grateful for all that is received. I endeavor to foster acceptance of his strengths and weaknesses, guiding him towards self-improvement" (R1.0134).

DM endeavors to behave in a manner consistent with the typical expectations of parents towards their children. They experience sadness when their children deviate from the norm, yet they strive to mitigate this sentiment and ensure the well-being of their children.

The following is a segment from an interview with the subject, DM:

"Yes, it is a typical reaction for parents in general, to feel sad when they see their children. Yes, that feeling must be present. However, I endeavor to mitigate this by ensuring my children receive a high-quality education and care" (R1.0138).

d. Allowing

According to DM, the sentiment of sadness experienced by DM towards her child is not frequently encountered. However, when DM observes her child's behavior as being divergent from that of other children, she experiences a sense of sadness concerning her child's experiences.

The following excerpt, retrieved from an interview with subject DM, offers further insight into this sentiment:

"I often verbalize this sentiment, though not consistently. Occasionally, when I observe my child's behavior and notice a discrepancy in their response compared to other children, I experience a sense of sadness" (R1.0140).

In an effort to demonstrate affection toward her child, DM allocates attention to her child.

The following excerpt, taken from an interview with the subject, further illustrates this tendency:

"We give attention to him" (R1.0182)

e. Friendship

The process that DM underwent to come to terms with her child's unique circumstances began with her realization that her child's condition was distinct from that of other children. This realization prompted her to seek solutions by consulting with a physician and undergoing therapeutic interventions until her child enrolled in kindergarten. She endeavored to identify a suitable educational institution for her child. However, due to her foreign residency, it proved challenging for her child to attend school there, as the local population deemed the school unsuitable for her child. A potential solution that was considered involved a return to Indonesia by DM and her family, with the aim of facilitating her child's access to educational opportunities. However, this option was not without its own set of challenges, as it would have required DM to continue her international travels for work.

The following excerpt is derived from an interview with the subject DM:

"The initial reaction to the situation was one of considerable surprise. This was followed by an attempt to identify a solution by seeking medical counsel and undergoing therapeutic treatment shortly before the commencement of kindergarten. We sought out a suitable educational institution because, during my period of residing abroad, it was challenging to enroll him in school. Local individuals asserted that the institution was not appropriate for him. The option of enrolling him in a specialized school was considered, and the possibility of relocating to Indonesia was also discussed, with the aim of facilitating his

access to educational opportunities. In addition, a search was conducted for a position that would permit flexible scheduling, and fortunately, the company expressed approval of this arrangement." (R1.0174).

DM is worried about her child because her child has difficulty communicating and responding to new things.

Here is an excerpt from an interview with subject DM:

"What I worry about most is communication, because it is difficult for her to communicate with people. Then there is the problem of her school, especially when we were still abroad, she was not responsive when she went to school there" (R1.0176).

When DM and her family were still abroad, her child had difficulties while going to school there so DM decided to return to Indonesia for her child.

Here is an excerpt from an interview with subject DM:

"Yes, for Ogi's school, to make it easier. Here we use our mother tongue so it is easier, while there we use English" (R1.0180).

## **2. Subject DM**

### **a. Aversion**

When he first found out that his child had autism, SS didn't know what to do at that time. What was certain was that SS felt shocked, sad, and couldn't believe what had happened to his child.

The following is an excerpt from an interview with subject SS:

"I don't know what I was like at that time, what was certain was that I felt shocked, sad, and couldn't believe what had happened to my child" (R2.0038).SS could not believe that her child could be like this, what made SS's child like this. SS felt what was wrong with SS with her child's condition like this.

The following is an excerpt from an interview with subject SS:

"I can't believe that my child could be like this, what made my child like this, what was wrong with me" (R2.0040).

Initially SS felt guilty, SS thought maybe there was something wrong that SS did that made her child like this. However, over time after undergoing treatment and therapy SS began to not blame herself anymore. The following is an excerpt from an interview with subject SS:

"Yes, at first I felt guilty, I thought maybe I did something wrong that made my child like this. But over time after treatment and therapy I started to not blame myself anymore" (R2.0042)

b. Curiosity

SS feels sad that her child is different from other children.

The following is an excerpt from an interview with subject SS:

"Actually, I'm sad, how can my child be different from other children, but I try to remain grateful." (R2.0044).

SS still loves her child even though SS also feels sad about her child's condition which is different from other children.

The following is an excerpt from an interview with subject SS:

"What is certain is that I love him, even though I'm also sad because he is different from other children. No matter what kind of child he is, I will definitely love him." (R2.0082)

SS began to feel sad when she found out that her child had autism.

The following is an excerpt from an interview with subject SS:

"Emmmm that was when I found out he had autism" (R2.0086).

Although SS tries to remain grateful, SS still feels sad about the condition his child is experiencing to some extent until now

The following is an excerpt from an interview with subject SS:

"More or less, but it's slowly starting to diminish. I just try to be grateful" (R2.0088).

c. Tolerance

SS sometimes feels guilty towards his child for what he did, but SS tries to cover up the guilt he feels by inviting his child to play together

The following is an excerpt from an interview with subject SS:

"The only way, yes, I try to ignore what happened by inviting him to play"

(R2.0094)

SS tried to convince himself that it was not his fault

The following is an excerpt from an interview with subject SS:

"I tried to convince myself that I didn't do it on purpose" (R2.0096).

However SS felt about her child, SS tried to give attention to her child by inviting her child to communicate, play, and if she had free time, SS invited her child to go for a walk together.

The following is an excerpt from an interview with subject SS:

"The way I give attention is the same as inviting her to communicate, play, sometimes if we have free time we invite her to go for a walk" (R2.0090).

d. Allowing

When he saw that his child was different from other children, SS felt worried about his child.

The following is an excerpt from an interview with subject SS:

"I'm just worried about my child" (R2.0098)

What SS worries about is everything related to his child, such as his future, his school, and how his child will be in the future.

The following is an excerpt from an interview with subject SS:

"I worry about my child's future, his future, his school. I worry about everything related to him, because he is different from other children" (R2.0100).

SS often feels worried about his child, but SS tries to deal with the worries he feels by looking for information about autistic children, and tries to give the best for his child.

The following is an excerpt from an interview with subject SS:

"Often, the way to deal with it is I look for information about autistic children. Give him good therapy" (R2.0102).

However, sometimes when his child made a mistake, SS immediately pulled his child's hair. According to SS, it was spontaneous and not intentional. The following is an excerpt from an interview with subject SS:

"Once, I pulled his hair right away. It was spontaneous, suddenly, I didn't do it on purpose" (R2.0130).

e. Friendship

SS tries to show affection to her child by continuing to seek information about autistic children, and providing the knowledge she has gained to her child so that her child can develop in a better direction

Here is an excerpt from an interview with subject SS:

"By providing the knowledge I have gained about autistic children so that my child can be like other children. Develop in a better direction" (R2.0112).

With SS's child's condition of having difficulty communicating, SS can understand her child well if her child wants something.

Here is an excerpt from an interview with subject SS:

"I can understand my child if my child wants something" (R2.0114).

#### **4. Discussion**

The results of the data analysis conducted by researchers on both subjects indicated that the subjects' self-acceptance stage was initiated by feelings of sadness, surprise, and shock concerning their child's condition. The DM subject's journey to acceptance commenced with a state of ambivalence, sadness, and astonishment concerning her child's condition, which deviated from the typical developmental trajectory observed in other children. This initial emotional state was followed by a period of active problem-solving and a concerted effort to allocate more attention to her child. The subject's attempts to understand and accept her child were characterized by a lack of She refrained from allocating blame to external factors for her child's condition. The subject expressed concern over her child's challenges in communicating, despite the fact that she allocated limited time to her child due to professional obligations. She endeavored to demonstrate affection towards her child by providing her with attention.

Subject DM is at the friendship stage, subject DM has been able to embrace her child, pay attention to her child, accept every advantage her child has and not blame anyone for the condition she is facing. In contrast to subject SS, subject SS feels sad and shocked by her child's condition which is different from other children, subject SS has no choice but to accept her child and not reject

her child, has no choice but to accept her child as he is. However, the subject still loves her child, tries to provide therapy and special attention to her child and tries to cover up the guilt she feels towards her child by inviting her child to play together, and also feels worried about her child's future, the form of the subject's affection for her child is shown by continuing to try to find out about autistic children.

Subject SS is at the stage of allowing, because subject SS inevitably has to accept his child's condition which is different from other children, and when subject SS feels annoyed with his child, the subject will pinch his child's ear. The things displayed by the subject are in accordance with the self-acceptance process proposed by Germer (2009), which includes aversion (hatred/reluctance, avoidance, resistance), curiosity (fighting discomfort with attention), Tolerance (bearing suffering safely), allowing (letting feelings come and go), friendship (embracing, seeing hidden values).

## **5. Summary**

The subject's journey towards acceptance of his child's unique identity was marked by a series of emotional stages. Initially, the subject experienced a range of emotions, including feelings of sadness, shock, and surprise. These initial sentiments were followed by a period of self-reflection, during which the subject sought to understand the reasons behind his child's differences. This was followed by a phase of tolerance, where the subject attempted to embrace his child's uniqueness without attributing blame to external factors. The subject's feelings of sadness towards his child, in the face of its distinctiveness from other children, are indicative of a phase characterized by aversion. This is followed by a period of uncertainty and self-reflection, during which the subject seeks to understand and accept his child, despite the challenges it faces. This is followed by a phase of acceptance, marked by a willingness to seek out a suitable educational institution for the child and a commitment to providing it with the affection and attention it deserves. The subject's journey towards self-acceptance commenced with feelings of sadness and uncertainty regarding his child's condition, which was distinct from that of other children (aversion). However, the subject's affection for his child persists, and he endeavors to maintain a positive outlook, seeking out information and specialized care for his child (curiosity). The subject attempts to mitigate feelings of guilt by engaging in play activities with his child (tolerance). Additionally, the subject begins to express concerns regarding his child's future and seeks information and therapeutic support for them

(allowing). The subject's efforts to provide affection to his child include seeking information about autistic children (friendship).

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## ***A Survey of Student Bullying Bystander Behavior on Dayah (Islamic Boarding School in Aceh)***

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### **Abstract:**

*Bystander plays an important role in the occurrence of bullying. This study, aims to analyse students' bystander behaviour in bullying situations especially in dayah. 200 Dayah students in North Aceh Regency was being sample. The sampling technique used is purposive sampling. The bystander behavior scale was developed and modified by Thornberg & Jungert (2013) in the form of pro-bullying bystander, passive bystander, defender bystander. The scale has gone through the content validity stage with the Aiken's V with range of 0.825 - 0.930 The data indicates that, among 40 students at Dayah, some display pro-bullying behavior, 73 act as passive bystanders, and 87 take on the role of defenders in bullying situations. While most students are inclined to be defenders, a significant number also engage in passive bystander or pro-bullying behaviors. When broken down by gender, 13 male students exhibit pro-bullying behavior, 24 show passive behavior, and 24 take the role of defenders. For female students, 27 show pro-bullying tendencies, 49 act as passive bystanders, and 63 adopt the defender role. Overall, students are generally more likely to be defenders, though there is still a considerable presence of passive or pro-bullying behavior. Comparing males and females, males exhibit higher pro-bullying tendencies, while females are more likely to adopt passive bystander roles. Females are more likely to assume the defender role in bullying situations than males. Gender differences in how students respond to bullying, with males tending toward pro-bullying behaviors and females more often stepping in to defend others.*

**Keywords:** *Bystander Behavior, Boarding School, Dayah, Bullying, Aceh, Bullying at school, Student Bystander Behavior Scale*

## **1. Introduction**

Adolescence is a transitional period from childhood to adulthood. Adolescence usually has great energy and turbulent emotions, but imperfect self-control. A person is declared an adolescent in the age range of 10-19 years who is experiencing physical, emotional and social changes and is easily exposed to mental health problems due to exposure to poverty, abuse and violent behavior (Agisyaputri, 2023). According to Hurlock (in Yuliani, 2018) Adolescence is a transitional period in the human life span that bridges childhood with adulthood. Adolescents also have developmental tasks at this stage such as accepting physical conditions, understanding sex roles and the process of emotional maturity (Hertinjung, 2022). During this period, the psychological condition of students/adolescents becomes very unstable (Budiman, 2021). Bullying itself causes a very negative impact on its victims which can cause depressed and uncomfortable conditions for victims (Puspita, 2018).

Bullying is aggressive behavior demonstrated by repetition and power imbalance (Bakar, 2021). Bullying is a social phenomenon that often occurs in schools or educational institutions. KPAI (2020) stated that there were more than 2,473 cases of bullying that occurred at school in the period 2011-2019. Bullying behavior is caused by individual factors, family factors, socio-cultural factors, peer group influence factors, and environmental factors at school (Lesmono, 2020).

In the case of bullying, it is not only the victim who experiences bad behavior but the bullying incident can also affect students who are not involved but witness (bystander) the bullying incident. Students who feel they have no power to stop bullying behavior can have an impact on accepting bullying behavior and becoming a bad school culture (Raskauskas et al., 2010). Bystander is a party that plays an important role in the occurrence of bullying, bystander also plays an important role in whether or not bullying behavior is repeated (Halima et al, 2021). The presence of bystanders reinforces the occurrence of bullying

behavior. Bystander behavior can vary when bullying behavior occurs, including defending (defender), supporting behavior (reinforcer), or outsider (Yulianto & Paranti, 2014).

Dayah in Aceh is a traditional Islamic educational institution that aims to guide students (Aneuk Dayah, santri) to become human beings with Islamic personalities, who are able to become useful people for the nation and state and religion (Usman, 2021). Dayah is a formal institution that acts as a provider of education which aims to create a cadre of ulama who are very competent in building the mindset of the community (Ar-Rahmany, 2022). In particular, dayah is a typical Acehese educational institution that aims to regenerate ulama (Buto, 2016). The word dayah comes from zawiyah which means corner, this refers to the pattern of Islamic religious education during the time of the apostleullah who taught the companions in the corners of the mosque (Alwi, 2021).

Bullying behavior is also inseparable from the dayah environment, in general, cases that occur in santri tend to be dominated by cases of bullying originating from gangs or friendship circles, the existence of seniority between seniors and juniors, damaging other people's belongings, mocking each other, being excluded, not making friends and continuing to light fights (Feron et al, 2024). Nst et al. (2023) in their study confirmed that the prevention of bullying behavior can be done by involving three central roles involved in bullying, namely: perpetrators, victims, and bystanders, in this case, active defending behavior in bystanders can be one of the solutions to reduce the high number of bullying in Indonesia. Zahra (2017) in her findings revealed that overcoming bullying through bystanders or observers is quite effective in reducing the occurrence of bullying, what happens when observers participate in handling visits is that observers become bolder when the perpetrator bullies the victim, the observer dares to warn the perpetrator. Therefore, this research aims to see how students' bystander behaviour in bullying situations.

## 2. Metode

The sample in this study were 200 Dayah students in North Aceh Regency. The sampling technique used is purposive sampling where the characteristics of the sample have been determined based on the characteristics and nature of the population (Winarsunu, 2006). The criteria inclusion are: adolescent (aged 13 – 18 years old), school in dayah, have experience seeing bullying at their activity. The sample consisted of 61 male students and 139 female students. The subject criteria in this study are: (1) Teenagers with an age range of 10-15 years, (2) Currently studying at the Dayah level in North Aceh Regency. The Student bystander behavior scale was developed and modified by Thornberg & Jungert (2013) in the form of pro-bullying bystander, passive bystander, defender bystander. Student Bystander Behavior Scale (SBBS) has alternative answers for each item, namely; Yes/No. The scale consists of 27 items each consisting of 9 aspects. The scale has gone through the content validity stage with the Aiken's V value moving in the range of 0.825 - 0.930. The assessment was carried out by three experts, in the fields of educational psychology, clinical psychology and social psychology. The analysis data was carried out by identifying the highest score in each category: pro-bullying bystander, passive bystander, and defender bystander. The researcher then determined the number of students who achieved the highest score in each category and grouped them accordingly.

## 3. Result

A study was conducted that surveyed 200 students and measured the frequency of students in each bystander category. The analysis was conducted by looking at the highest score in each category, namely pro-bullying bystander, passive bystander, and defender bystander. The researcher calculated the number of students in each aspect who had the highest score in each aspect and grouped them accordingly. The overall results are as follows:

**Table 3.1 Frequency of Students Bystander Behavior**

|                       | Frekuensi |
|-----------------------|-----------|
| <b>Pro - Bullying</b> | 40        |
| <b>Passive</b>        | 73        |
| <b>Defender</b>       | 87        |
| <b>Total</b>          | 200       |

The data presented above indicates that 40 students in Dayah exhibit a proclivity for pro-bullying behaviour. Furthermore, 73 students demonstrate a tendency to act as passive bystanders, while 87 students exhibit a propensity to act as defenders in bullying situations. This finding suggests that the majority of students exhibit a propensity to act as defenders. However, it is noteworthy that a subset of students demonstrate a tendency to adopt passive bystander roles or to engage in pro-bullying behaviours. The study also involved a frequency analysis of student behaviour in bullying situations (i.e. bystander behaviour). The survey data, disaggregated by gender, yielded the following results:

**Table 3.2 Frequence of Students Bystander Behavior by Gender**

|                       | Frekuensi |       | Total |
|-----------------------|-----------|-------|-------|
|                       | Men       | Women |       |
| <b>Pro - Bullying</b> | 13        | 27    | 40    |
| <b>Passive</b>        | 24        | 49    | 73    |
| <b>Defender</b>       | 24        | 63    | 87    |
| <b>Total</b>          | 61        | 139   | 200   |

The data presented herein indicates that 13 male students exhibited pro-bullying tendencies, 24 demonstrated passive behaviour in the face of bullying incidents, and 24 assumed the role of defender among a total of 61 students. Furthermore, female students who exhibit pro-bullying tendencies are 27 people, 49 people who act as passive bystanders and 63 people who display defender bystander tendencies. In general, students tend to exhibit behaviours that can be classified as pro-bullying bystanders, passive bystanders, or defender bystanders. To elucidate these variations, the subsequent discourse will delineate the descriptive data pertaining to each bystander behaviour. The data describes are:

**Table 3.3 Mean of Students Bystander Behavior**

|                     | Min | Max | Mean  | Stand-dev |
|---------------------|-----|-----|-------|-----------|
| <b>Pro Bullying</b> | 0   | 9   | 2.935 | 2.581     |
| <b>Passive</b>      | 0   | 9   | 4.78  | 2.214     |
| <b>Defender</b>     | 0   | 9   | 5.905 | 2.231     |

The data presented above indicates that students exhibit a high mean value on the defender bystander scale. However, the mean value also indicates a tendency among students to engage in

behaviours that could be classified as either pro-bullying or passive bystander in bullying situations. The study also analysed the mean based on gender. The data is described as follows:

**Table 3.4 Mean of Students Bystander Behavior by Gender**

|                     | Min |       | Max |       | Mean  |       | Stand-dev |       |
|---------------------|-----|-------|-----|-------|-------|-------|-----------|-------|
|                     | Men | Women | Men | Women | Men   | Women | Men       | Women |
| <b>Pro-Bullying</b> | 0   | 0     | 8   | 9     | 3.098 | 2.863 | 2.292     | 2.703 |
| <b>Passive</b>      | 0   | 0     | 9   | 9     | 4.098 | 5.079 | 2.270     | 2.130 |
| <b>Defender</b>     | 0   | 0     | 9   | 9     | 5.426 | 6.115 | 2.283     | 2.183 |

Based on data above indicates that male subjects demonstrate a higher mean score with regard to bullying behaviour than their female counterparts. This finding indicates that instances of pro-bullying bystander behaviour exhibited more frequently by male students are perpetrated by men to a greater extent than by women. In contrast, female students exhibited a tendency to adopt a more passive bystander role in comparison to their male counterparts. Furthermore, in the context of defender bystander behaviour, female students demonstrate a greater propensity to assume the role of defender when confronted with bullying situations, in comparison to their male counterparts.

#### 4. Discussion

The study conducted among 40 students at Dayah reveals variations in roles during bullying situations. Some students exhibit pro-bullying behavior, meaning they actively support or participate in bullying. A total of 73 students act as passive bystanders, observing bullying incidents without intervening to stop them. Meanwhile, 87 students take on the role of defenders, actively protecting victims and attempting to stop the bullying. This indicates that the majority of students are inclined to become defenders, which is a positive sign of their moral awareness to oppose bullying. However, a significant proportion of students who remain passive or support bullying highlights the challenges in creating a school environment that is entirely free from bullying behaviors. From the results of this study, the presence of students who are bullying indicates that bullying occurs in dayah. This is in line with the research of Fakhrizal (2023) et al who found that the forms of bullying that occur in MTs Dayah Jeumala Amal which are still experienced by students are; 1) physical bullying in the form of light hitting, 2) verbal bullying in the form of mocking, and 3) social bullying in the form of

social restrictions, verbal bullying in the form of mocking, and 3) social bullying in the form of social restrictions. Salmivalli, Lagerspetz, Björkqvist, Österman, and Kaukiainen (1996) categorized peer bystanders in school bullying into four distinct roles: assistants, reinforcers, defenders, and outsiders. Assistants and reinforcers are bystanders who align with bullies, with assistants actively aiding the bullies and reinforcers supporting them by actions such as laughing or cheering. Many researchers have combined these two roles into a single category referred to as "probully" (e.g., Jungert, Piroddi, & Thornberg, 2016; Chen, Zhang, Zhang, & Deater-Deckard, 2017).

These findings align with previous studies, Seo (2023) that analyzed participant roles in both offline bullying and cyberbullying. The research identified distinct bystander roles, including assistants to the bully and defenders of the victim. This research found A person-centered latent profile analysis identified four distinct categories of participant roles in offline and cyberbullying: (a) low involvement (54%), (b) bully/victim-nondefenders (9.9%), (c) defenders (17%), and (d) offline bullies-cyber outsiders (19.1%). Its conclude, bullying bystander its not only was happening in offline contact but also in online likes cyber activity. Furthermore, Salmivalli et al. (1996) developed the theory of "participant roles in bullying," identifying that students in bullying situations can take on various roles, including perpetrator, victim, passive bystander, defender, or pro-bullying supporter. Their study revealed that passive bystanders often dominate due to fear of retaliation or a lack of perceived responsibility. Gini et al. (2008) also found that defenders often exhibit higher levels of empathy and self-confidence compared to students who are passive bystanders or pro-bullying. On the other hands, Pozzoli and Gini (2010), in their meta-analysis, noted that school environmental factors, such as teacher support and anti-bullying policies, significantly influence the proportion of students who act as defenders rather than passive bystanders.

The breakdown of participant roles in bullying situations by gender reveals notable patterns. Among male students, 13 exhibit pro-bullying behavior, 24 act as passive bystanders, and 24 take on the role of defenders. In contrast, among female students, 27 display pro-bullying tendencies, 49 act as passive bystanders, and 63 assume the role of defenders. These findings suggest gender differences in responses to bullying. Female students are more likely to take on the role of defenders, as shown by their higher proportion compared to their male counterparts. However, they are also more likely to display pro-bullying behavior and act as passive bystanders. This duality highlights

the complexity of social interactions and the influence of gendered socialization in bullying dynamics. Male students, on the other hand, are more evenly distributed across the three roles, reflecting less pronounced tendencies toward any particular behavior. A study by Gini et al. (2014) found that male adolescents are more frequently involved in physical bullying, while females tend to engage in relational bullying. This study also found that male adolescents are more likely to be victims of physical bullying compared to females. On the other hands, Research by Gini et al. (2022) indicates that boys are more likely to engage in traditional bullying and cyberbullying, as well as be victims of traditional bullying compared to girls. This study also highlights that social gender inequality contributes to these differences. A study by Gini et al. (2019) in other research also revealed that adolescents perceive gender differences in bullying, with boys more often involved in physical bullying and girls in relational bullying

Overall, students are generally more likely to be defenders, though there is still a considerable presence of passive or pro-bullying behavior. Xie and Ngai (2020) did a research roles of peer bystander in peer bystanders school bullying situations in wuhan china found empathic concern was a robust predictor of defender behaviors. It can be concluded that a highly efficacious strategy to enhance the likelihood of bystanders adopting the role of defender would be to cultivate their empathic concern. The cultivation of students' empathic concern can be achieved through a variety of means, including role-play, video games and the viewing of films (Williford et al., 2012). The research of Xie and Ngai (2020) also suggested that bystanders' reactions can either exacerbate or mitigate bullying incidents, highlighting the need for targeted interventions. The findings of this study also have important implications for practical prevention and peer bystander intervention. This study suggests that separate interventions for different roles of peer bystanders roles of peer bystanders would be effective, including reducing pro behaviour, encouraging defender behaviour and understanding bystander behaviour. Therefore, in line with this research conducted in Dayah (boarding schools with Islamic educational policy), interventions are needed that are close to the socio-cultural conditions of the students and based on Islamic values. This finding is consistent with the results of research conducted by Alwi (2021) from the three integrated dayahs in the city of Lhoksemawe Aceh. The actions undertaken by the dayah included advising, admonishing, reprimanding, and guiding the perpetrators of bullying, as well as administering punishment in

accordance with the applicable regulations in the dayah. However, there is a paucity of bystander intervention support programmes that help students to understand how to be an active bystander or defender. Consequently, further research is required to develop these prevention and intervention actions.

Comparing males and females, males exhibit higher pro-bullying tendencies, while females are more likely to adopt passive bystander roles. On the other hand, females are more likely to assume the defender role in bullying situations than males. This highlights gender differences in how students respond to bullying, with males tending toward pro-bullying behaviors and females more often stepping in to defend others. Pozzoli & Gini (2010) highlighted that girls tend to have higher levels of empathy, which is strongly associated with defending behaviors. They also noted that passive bystanding is common among both genders, often driven by fear of retaliation or a lack of confidence in intervening. Salmivalli et al (2021) underscored the critical role of peer bystanders and how their intervention can significantly impact the prevalence of bullying. Espelage et al. (2012) found that boys are more likely to display pro-bullying behaviors due to the reinforcement of traditional masculine norms, which sometimes glorify dominance and aggression. Girls, on the other hand, are more likely to adopt relational strategies, including defending victims, but may also engage in indirect aggression that aligns with pro-bullying behaviors.

## **5. Summary**

The data reveals that among 40 students in Dayah, some exhibit pro-bullying behavior, while 73 act as passive bystanders, and 87 assume the role of defenders in bullying situations. The majority of students tend to act as defenders, although there is also a notable subset that engages in pro-bullying or passive bystander behavior. A breakdown of male and female students shows that 13 males exhibit pro-bullying tendencies, 24 display passive behavior, and 24 take on the role of defenders. For females, 27 show pro-bullying tendencies, 49 act as passive bystanders, and 63 adopt a defender role. Overall, students are more likely to act as defenders, but there is still a notable occurrence of passive or pro-bullying behaviors. When comparing male and female students, males tend to show higher pro-bullying tendencies, whereas females are more likely to adopt passive bystander roles. In contrast, females are more likely to take on the defender role in bullying situations compared to males. This indicates gender differences in how students respond to bullying, with males showing

more pro-bullying behavior and females more inclined to defend others. Therefore, in line with this research conducted in Dayah (boarding schools with Islamic educational policy), interventions are needed that are close to the socio-cultural conditions of the students and based on Islamic values.

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## ***Analysis of Self-Harm Behavior in Adolescents Based on Parental Marital Status In Aceh Indonesia***

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### **Abstract:**

*Self-harm is self-injurious behavior as a way to calm down practically, but not to the point of having suicidal intentions. Self-harm behavior is very worrying among adolescents. Family factors are seen as one of the influences on self-harm behavior, especially parental marital status. So based on this, this study aims to analyze differences in self-harm behavior in adolescents based on parental marital status, both adolescents who come from intact families, divorced families, families where one of them died. This study used a comparative quantitative method with 387 respondents aged 12-18 years in Aceh. Based on data analysis conducted using the Kruskal test with the results of the Asymp. Sig 0.017<0.05. The results showed that there were significant differences in self-harm behavior in adolescents based on parental marital status. Then, based on descriptive analysis of adolescent behavior towards self-harm behavior, it was found that adolescents with intact family status with a percentage of 31.3% committed self-harm, adolescents with one family status died with a percentage of 26% committed self-harm, and adolescents with divorced family status with a percentage of 30.8% committed self-harm. Meanwhile, based on the results of the data analysis, mean of student self harm behavior in family divorced higher than the others. That is means that self harm intencity could develop because family problem or risk such as divorced.*

**Keywords:** *Adolescent, divorced parent, Family, Intact parents, Parental Marital Status, one family Zdie status, Self-harm*

### **1. Introduction**

The family has a role as a basic social institution for family members which has a universal nature, which says that the family is indispensable for shaping individuals (Awaru, 2020). Parents have a very important role in child development because the family is the first place of education for children (Ahmad, 2023).

The family is one of the environments that influence children's development, where when entering adolescence there will be many changes in children including increased efforts to find identity, the emergence of socioemotional problems, such as juvenile delinquency and depression (Santrock, 2012). Living life with a complete and harmonious family is everyone's hope, where spending with parents with a touch of affection from parents who have a vital role greatly affects personal growth (Axelfa et al., 2024).

This is because adolescence is a challenge for individuals and families where adolescents develop themselves, which in addition to depending on the personal characteristics of adolescents also depends on the family in which they develop where environmental and social factors are responsible for mental development in adolescence (Tripković et al., 2017). Recently, self-harm behavior is a serious problem for adolescent health where self-harm can be the highest predictor of suicide attempts in adolescents (Clarke et al., 2019; Hawton et al., 2012; Poudel, 2022; Duarte, 2019).

Self-harm in adolescents is a sign of emotional problems, such as depression, anxiety or stress and to overcome this problem a holistic approach is needed which includes emotional support, therapy, cognitive approaches, and creating a positive environment to provide support this is because where according to the data found that self-harm behavior is the second highest cause of death for adolescents after traffic accidents (Kalangi, 2024). Based on data from WHO (2014) the top 10 causes of death among adolescents self-harm ranks third after road injury and HIV/AIDS with the number of deaths caused by self-harm ranging from 80,000-100,000.

Factors related to the causes of self-harm behavior are the family environment such as parenting patterns that always interfere excessively in children's affairs and have high expectations of children, severe punishment then disharmony in parental relationships such as family violence, divorce of parents or remarriage greatly impacts the mental health of adolescents so that it becomes unhealthy and increases the incidence of self-harm behavior (Anugrah et al., 2023; Torres, 2023; Wang et al., 2022; ). The results of this study reveal that adolescents see self-harm as a way to relieve negative emotions or regain their neglected rights such as disputes with parents that cause self-harm (Nouhi et al., 2021).

Self-harm is a behavior used to express oneself and the most common behaviors such as slicing, burning, or overdosing on purpose and one of the factors that influence self-harm behavior is a bad relationship in the family such as parental divorce (Bunclark & Stone, 2017). Based on data from (YanKes KemenKes, 2023) Aceh Province occupies the 2nd position with the highest mental disorders in Indonesia with a percentage of 18.5%. So based on this, researchers are interested in conducting research on differences in self-harm behavior in adolescents in Aceh Province based on parental marital status.

## 2. Methode

This study uses quantitative research methods with a comparative research design where comparative research compares one variable using two or more samples . This is because this study aims to look at self-harm behavior in adolescents by comparing the influence of parental marital status, both intact, one of them died, and divorced. This research was conducted by distributing research scales directly to respondents to answer. The research scale uses a direct filling method on the paper that the researcher has provided. The respondents of this study were adolescents in Aceh Province with a total of 387 adolescent respondents who came from divorced, one died and intact family status. The measuring scale in this study uses a self-harm scale that the researcher developed himself based on the types of self-harm behavior according to (Bunclark & Stone, 2017). Based on the validity test in this study using the corrected item-total correlation test, it is known that there are 19 self harm scale items that can be used for research with different power indices with a range of 0.324-0.600.

## 3. Result

This research was conducted on 387, the following is a description of respondents based on gender:

**Tabel 1**

Overview of Respondents Based on Gender

| No. | Gender | Total | Percent |
|-----|--------|-------|---------|
| 1   | Male   | 145   | 36,52%  |
| 2   | women  | 242   | 63,48%  |

|       |     |      |
|-------|-----|------|
| Total | 387 | 100% |
|-------|-----|------|

Based on the table above, it can be seen that the majority of respondents in this study were female teenagers with a percentage of 63.48%. Then based on age can be seen in the following table:

**Tabel 2**

Overview of Respondents by Age

| No.   | Age                | Number of subjects | percent |
|-------|--------------------|--------------------|---------|
| 1     | Early adolescence  | 247                | 64,29%  |
| 2     | Middle adolescence | 140                | 35,71%  |
| Total |                    | 387                | 100%    |

Based on the table above, it can be seen that the majority of respondents in this study are middle adolescents with a percentage of 64.29%.

**Tabel 3**

Overview of Respondents Based on Parents' Marital Status

| No.   | Marital status of parents | Total | Percent |
|-------|---------------------------|-------|---------|
| 1     | One of them died          | 50    | 12,76%  |
| 2     | Divorced                  | 26    | 6,63%   |
| 3     | Whole                     | 311   | 80,61%  |
| Total |                           | 387   | 100%    |

Based on the table above, it can be seen that the majority of respondents in the study had intact parental marital status with a percentage of 80.61%. To see the description of self-harm behavior in adolescents in Aceh Province, researchers conducted descriptive analysis with the aim of looking at hypothetical data descriptions and empirical data. Hypothetical data is data whose value may occur while data that may occur is called empirical data following data obtained based on the administration of self-harm scales to adolescents in Aceh Province:

**Tabel 4**

Description of Hypothetical Mean and Empirical Mean Based on Self-harm Scale

| Variables | Hypothetical data |      |      |       | Empirical data |      |      |       |
|-----------|-------------------|------|------|-------|----------------|------|------|-------|
|           | Xmax              | Xmin | Mean | SD    | Xmax           | Xmin | Mean | SD    |
| Self-harm | 19                | 0    | 9,5  | 3,166 | 19             | 0    | 4,51 | 3,600 |

The description of the hypothetical formula is as follows:

1. The minimum score (Xmin) is obtained from multiplying the number of scale items by the lowest value of the weighted answer choices.
2. The maximum score (Xmax) is obtained from multiplying the number of scale items by the highest value of the weighting of the answer choices.
3. Hypothetical mean ( $\mu$ ) with the formula  $\mu = \frac{skor + skormin}{2}$
4. Standard deviation ( $\sigma$ ) with the formula  $\sigma = \frac{skor - skormin}{6}$

Based on the table of hypothetical data analysis results above, it shows that the self-harm scale used in this study has a maximum value of 19, a minimum value of 0, a mean value of 9.5, and a standard deviation value of 3.166. This study uses empirical data as a reference to determine the tendency in the answers of the research subjects to the research variables to determine the limits of the norm value in the subject categorization. In this study, the subject categorization norms used the categorization formula (Azwar, 2012) as follows:

**Tabel 5**

Self-harm Categorization Norm

| Categorization formula                 | Category |
|--|----------|
| $X > +$ Fluctuations in the mean score | High     |
| $X < -$ Mean score fluctuation         | Low      |

Description:

X = score obtained by the subject on the self-harm scale

M = mean empiric

$$Z = \frac{Z(\text{taraf signifikansi})}{2}$$

$$Z_{\frac{0,05}{2}} = Z_{0,025} \text{ see from the normal deviation table } 0.025 = 1.960$$

$$Se = \text{Standard Error} = \frac{\text{standar deviasi}}{\sqrt{n}} = \frac{3,600}{387} = \frac{3,600}{19,798} = 0.181$$

$$\begin{aligned} \text{Mean score fluctuation} &= \frac{Z\alpha}{2} (Se) \\ &= 1,960 (0,181) = 0,354 \end{aligned}$$

Based on the results obtained from the mean fluctuations above, it can be determined the high and low categories of self-harm behavior in adolescents in Lhokseumawe City. To see the low score by reducing the mean value of the empirical data with the fluctuation value, namely  $4.51 - 0.354 = 4.156$ . As for the high category, the mean value of the empirical data plus the fluctuation value is  $4.51 + 0.354 = 4.864$ . Based on this, subjects who scored in the range of 4.156-4.864 were not classified because the original purpose of this study was to categorize subjects into two categorizations of vulnerable and not vulnerable. Based on the predetermined norms, the researchers categorized the scores on the research subjects, the categorization results can be seen in the tables below:

**Tabel 6**

| Overall adolescent self-harm behavior categorization |                     |               |                |
|--|---------------------|---------------|----------------|
| Score  | Categorization      | Freque<br>ncy | percent<br>age |
| $X > 4,91$   | High                | 134           | 34,2%          |
| $X < 4,19$   | Low                 | 186           | 47,4%          |
| $4,156 < X < 4,864$                                  | Mean<br>fluctuation | 60            | 18,4%          |
| Total  |                     | 387           | 100%           |

Based on the self-harm categorization table above, it can be seen that the majority of self-harm behavior in adolescents in Lhokseumawe City is in the low category with a percentage of 47.4%. Meanwhile, the high category is at a percentage of 34.2% and in the mean fluctuation category or those not categorized there are 18.4%. So based on this, the majority of adolescents in Aceh Province are at a low level of self-harm behavior.

**Tabel 7**

Xmax, Xmin, Mean, and SD Data by Age

| Age                | Xmax | Xmin | Mean | SD   |
|--------------------|------|------|------|------|
| Early adolescence  | 15   | 0    | 4,41 | 3,44 |
| Middle adolescence | 19   | 0    | 4,82 | 3,85 |

Based on the above categorization, the high and low categorization of self-harm behavior in objects based on age is as follows:

**Table 8**

Categorization by Age

| Age                | Categorizati<br>on | Freque<br>ncy | Percentage |
|--------------------|--------------------|---------------|------------|
| Early adolescence  | High               | 87            | 34,5%      |
|                    | Low                | 121           | 48,0%      |
|                    | Mean fluctuation   | 44            | 17,5%      |
|                    | Total              | 252           | 100%       |
| Middle adolescence | High               | 46            | 32,9%      |
|                    | Low                | 65            | 46,4%      |
|                    | Mean fluctuation   | 29            | 20,7%      |
|                    | Total              | 140           | 100%       |

Based on the categorization table above, subjects who are in the early adolescent age category have a low majority of self-harm behavior with a percentage of 48.0%. Then subjects who are in the middle adolescence age category, the majority are in the low category with a percentage of 46.4%.

**Tabel 9**

Data on xmax, xmin, mean, and SD based on parents' marital status factor

| Marital status of<br>parents | Xmax | Xmin | Mean | SD    |
|------------------------------|------|------|------|-------|
| Whole                        | 16   | 0    | 4,30 | 3,479 |
| Divorced                     | 14   | 0    | 6,26 | 4,072 |

---

|                  |    |   |      |       |
|------------------|----|---|------|-------|
| One of them died | 19 | 0 | 4,84 | 3,840 |
|------------------|----|---|------|-------|

Based on the results of the data analysis above, mean of student self harm behavior in family divorced higher than the others. That is means that self harm intencity could develop because family problem or risk such as divorced. Categorization is carried out based on high and low respondents based on the factor of parental marital status as follows:

**Table 10**  
Categorization based on parents' marital status factor

| Marital status of<br>parents | categorizati<br>on  | Freque<br>ncy | Percentag<br>e |
|------------------------------|---------------------|---------------|----------------|
| Divorced                     | High                | 8             | 30,8%          |
|                              | Low                 | 11            | 42,3%          |
|                              | Mean<br>fluctuation | 7             | 26,9%          |
|                              | Total               | 26            | 100%           |
| One of them died             | High                | 13            | 26,%           |
|                              | Low                 | 14            | 28,0%          |
|                              | Mean<br>fluctuation | 23            | 46,0%          |
|                              | Total               | 50            | 100%           |
| whole                        | High                | 99            | 31,3%          |
|                              | Low                 | 160           | 50,6%          |
|                              | Mean<br>fluctuation | 57            | 18,0%          |
|                              | Total               | 316           | 100%           |

Source: SPSS statistic version 26.0

Based on the table above, it is known that adolescents who have divorced parents are in the low category with a percentage of 42.3%. Then for adolescents who have one parent who died are in the low-risk category with a percentage of 28.0%. Meanwhile, adolescents who have both parents intact are at a low percentage with a percentage of 50.6%. So it can be concluded that the majority of respondents are in the low category whether the family status is divorced, one of them died or intact. Then after descriptive analysis, Tests Of Normality were carried out where the following results were obtained:

**Tabel 11**

| Tests Of Normality              |                |      |
|---------------------------------|----------------|------|
| Kolmogorov-Smirnov <sup>a</sup> |                |      |
| Significant value               |                |      |
| Variables                       | Test Statistic | Sig. |
| Divorced                        | .962           | .430 |
| One of them died                | .911           | .001 |
| Whole                           | .925           | .000 |

From the table above, it can be seen that the data is not normally distributed, the Sig value is <0.005, so further Kruskal-Wallis analysis is carried out where the following results are obtained:

**Tabel 12**  
**Test Statistics<sup>a,b</sup>**

|                  |       |
|------------------|-------|
| Kruskal-Wallis H | 8.100 |
| df               | 2     |
| Asymp. Sig.      | .017  |

So based on these results it can be concluded that because the Kruskal Wallis test value is 0.017 <0.05, there is a significant difference in self-harm behavior in adolescents whose parents' marital status is divorced, one of them died, and intact.

#### **4. Discussion**

Based on the research, it was found that 34.2% of adolescents who committed self-harm where there were 134 who were in the high categorization of self-harm. This means that adolescents in Aceh province have a vulnerability to self-harm behavior. Based on the age of adolescents where it is found that adolescents who are in early adolescence are more susceptible to self-harm behavior than middle adolescents where the percentage is 34.5% where the results of this study differ from research (Hopkins, 2022) self-harm behavior is something that is often found among adolescents to young adults, where based on a survey in June 2019 showed that 36.9% of Indonesians had intentionally hurt themselves, where ages 18-24 were the age with the highest prevalence of self-harm.

Then based on the marital status of the parents, it was found that adolescents who had a family for more had a higher percentage of self-harm behavior with 31.3% while those who were divorced were at a percentage of 30.8% and one of them died 26%. Where (Lubis & Yudhaningrum, 2020) explain that loneliness in the family is also a factor that causes someone to commit self-harm behavior where individuals have unpleasant experiences in their family where this loneliness is included in emotional loneliness in the family. This is the same as Tionardi (2018) that family has an influence on self-harm behavior in adolescents where childhood trauma and adolescence cause this behavior, it could be infidelity, violence, parents who do not appreciate their children's efforts and make children feel alone at home.

Then with further analysis with the kruskal-wallis method conducted by researchers to see further differences in self-harm behavior based on parental marital status where the kruskal wallis test value is  $0.017 < 0.05$  which means that there is a significant difference in self-harm behavior in adolescents whose parents' marital status is divorced, one of them died, and intact. Meanwhile, based on the results of the data analysis above, mean of student self harm behavior in family divorced higher than the others. That is means that self harm intencity could develop because family problem or risk such as divorced. Based on this, the marital status of parents determines the tendency of self-harm in adolescents where based on Kalangi (2024) explains that the family environment greatly influences the development of adolescents, traumatic experiences such as physical abuse, neglect, loss of childhood, and poor relationships between parents and children greatly affect adolescent self-harm behavior. Early parenting and attachment to parents will greatly affect adolescents where non-attachment to the family will make children have low self-esteem, poor emotional regulation and tend to feel unsafe in the family environment (Uh et al., 2021). In addition to any inherited risks, various family interaction factors are closely linked to self-harming behaviors in young individuals. Therapy can significantly improve outcomes by promoting family cohesion and adaptability while minimizing conflict and violence. Conversations aimed at increasing perceived parental support and warmth may be especially beneficial (Fortune et all, 2016). Therefor In Indonesia, a study found that among individuals who self-injured due to violence inflicted by fathers, mothers, and other relatives before the age of 18, approximately 6.06% experienced physical violence and 42.9% faced emotional violence (Kurniasari et al., 2013). Poor family functioning shown association to self harm

behavior in youth (Cassels et al, 2018). The presence of a nuclear family within a single residence can precipitate adverse psychological consequences when the family dynamic is characterised by negative interpersonal dynamics and impaired familial functionality. Its because when the whole family or nuclear family are living together that could be make a trauma because of negative relationship and poor family functioning when they are together (Hu et al, 2022).

Research conducted by Nouhi et al (2021) also explains that there are three factors that cause adolescents to commit self-harm, the first is family-related factors, where this includes how verbal communication between children and parents where poor verbal communication, neglect and lack of affection, injustice based on gender, Secondly, environmental factors where this includes peer influence, due to the influence of sad songs, influenced by movies watched, thirdly, individual factors where adolescents want to seek recognition, prove courage, loneliness, anxiety, impulsivity, emotional failure, and want to seek attention.

The research that has been conducted is inseparable from the shortcomings and limitations of both the researcher and things that are beyond the control of the researcher. Among them are in the process of collecting data, the number of subjects based on each demographic is not balanced where the number of adolescents based on the marital status of their parents is not the same.

## **5. Summary**

Based on the marital status of parents where the Kruskal Wallis test value is  $0.017 < 0.05$ , which means that there is a significant difference in self-harm behavior in adolescents whose parents' marital status is divorced, one of them died, and intact. This shows how the closeness and positive experiences of children with parents will affect their vulnerability to self-harm behavior. Meanwhile, based on the results of the data analysis, mean of student self harm behavior in family divorced higher than the others. That is means that self harm intency could develop because family problem or risk such as divorced.

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## ***Analysis of Teachers' Preparedness in Facing Inclusion Program in Elementary Schools in Tarakan City***

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### **Abstract:**

*The readiness of elementary school teachers in Tarakan City to face inclusive education programs is crucial. Directives from the Ministry of Education and Culture emphasize the local government's commitment to improving educational services for children with special needs, through both Special Schools (SLB) and inclusive schools, as stipulated by National Education Ministry Regulation Number 70 of 2009. However, teachers' perspectives on children with special needs in regular classrooms remain less supportive due to insufficient understanding, basic knowledge, skills, and experience in educating them. This study aims to explore the preparedness of elementary school teachers in Tarakan City towards inclusive programs. Through this research, it is expected to provide an overview of how ready these teachers are to implement inclusive education. This study emphasizes the importance of teachers' attitudes in inclusive education, encompassing their thoughts, feelings, and behaviors towards inclusion. Previous research has shown a positive shift in teachers' attitudes towards inclusion, which supports the success of inclusive education*

**Keywords:** *Teacher Readiness, Elementary Schools, Inclusion Programs*

### **1. Introduction**

According to UNESCO data, in 2011, approximately 35 million people worldwide were recorded as having autism. Over the past decade, children with special needs and more diverse spectrums (PDD-NOS, speech delays, learning difficulties, ADD, ADHD) have become increasingly common in Indonesia. Formal education for children with special needs in Indonesia began with the establishment of Special Schools (SLB). Currently, education for children with special needs is

provided through three types of educational institutions: Special Schools (SLB), Special Primary Schools (SDLB), and Inclusive Education.

SLB, as the oldest form of special education, accommodates children with the same type of disability, such as visual impairment (SLB Tunanetra), hearing impairment (SLB Tunarungu), intellectual disability (SLB Tunagrahita), physical disability (SLB Tunadaksa), emotional/behavioral disorder (SLB Tunalaras), and multiple disabilities (SLB Tunaganda). These institutions are managed separately from regular education under a segregated system. Meanwhile, SDLB accommodates various types of disabilities in one school.

Inclusive education, a newer paradigm, integrates children with special needs into regular schools, utilizing the same curriculum, teachers, and learning activities. However, SLBs have limited reach due to accessibility issues, remote locations, and challenges in integrating students with special needs into broader societal life. Inclusive education emerges as a solution to ensure equal educational opportunities for all, addressing discriminatory practices, especially toward children with disabilities. The core principle of inclusive education is that all children should learn together, as much as possible, regardless of their challenges or differences. This approach promotes the idea that every child has the right to quality education to optimize their potential (Permendiknas No. 70, 2009, in Kasman, 2020).

In alignment with the Ministry of Education and Culture's (Kemendikbud) directive to enhance local government commitment to inclusive education, Sanusi, the Director of Special Education Development, emphasized the importance of regional governments in expanding access to education for children with special needs through both SLBs and inclusive schools, as stipulated in the Ministry of National Education Regulation No. 70 of 2009. Based on this directive, this study aims to examine the readiness of elementary school teachers in Tarakan City to implement inclusive programs in local schools.

Previous research by Ni'matuzahroh (2015) revealed that most teachers feel their schools are not prepared to become inclusive schools and view inclusive classrooms as a burden without significant benefits. Challenges such as limited understanding of differentiated curricula and inadequate facilities hinder the implementation of inclusive classrooms. Many teachers also lack the knowledge to effectively manage students with special needs (ABK) in inclusive settings.

Negative attitudes among teachers toward inclusion were demonstrated by Gaad and Khan (2007) in Lisdiana, Supriyanto, and Tarsidi (2018), where the lack of teacher skills and the heavy demands of accommodating students with special needs led to frustration and negative attitudes toward inclusion in regular classrooms. However, De Boer, Pijl, and Minnaert (2010), as cited in Tandi Salurante & Hendriani (2021), argued that positive teacher attitudes and expectations are crucial for the success of inclusion. Teachers with positive attitudes are more willing to adapt their teaching approaches to meet the diverse needs of their students (Subban & Sharma, 2006). Attitude, defined as a preference for or against something (Bem, 1970, in Lisdiana et al., 2018), reflects how teachers think, feel, and behave toward inclusive education.

Research indicates a shift in teacher attitudes toward more positive perspectives supporting inclusion. However, elementary school teachers exhibit greater confidence than kindergarten teachers in managing and teaching students with special needs. Meanwhile, Galovic, Brojcin, and Glumbic (2014) reported that high school and kindergarten teachers demonstrate more positive attitudes toward inclusion compared to elementary and middle school teachers. Family members also note that inclusive programs foster greater tolerance toward human differences and benefit children with special needs.

Thorndike's Law of Readiness (Wangid, 2013) suggests that readiness occurs under two conditions: 1) When an individual is prepared to act, they believe they will achieve satisfaction upon reaching their goal, 2) When an individual desires to act but does not actualize it, they experience dissatisfaction, 3) When an individual is unprepared but is forced to act, dissatisfaction arises, 4) Strong readiness support results in a high level of satisfaction. Bandura (Wangid, 2014) classifies readiness into three types: 1) **Emotive Attitudinal Readiness:** Involves responsibility, enthusiasm, independence, and happiness in completing tasks. 2) **Cognitive Readiness:** Includes critical thinking, self-awareness, application of knowledge, and realization of personal potential. 3) **Behavioral Readiness:** Reflects teamwork skills, time management, and goal achievement. This study focuses on examining the readiness of elementary school teachers in Tarakan City to implement inclusive education. Unlike previous studies, this research explores a unique context, as Tarakan City does not yet have inclusive schools equivalent to elementary schools, highlighting the importance of understanding teacher preparedness in this region.

## **2. Metode**

This study was conducted in several elementary schools in Tarakan City, North Kalimantan Province, focusing on the readiness of teachers to implement inclusive education programs. The study employed a mixed-methods approach, integrating both quantitative and qualitative data collection and analysis, applying various designs involving philosophical assumptions and theoretical frameworks (Creswell, 2014). The mixed-methods model used was the explanatory sequential design, which began with quantitative data collection followed by qualitative data collection to help explain and elaborate on the results of the quantitative findings, thereby making the study explanatory or providing a generalizable overview (Hadju et al., 2022).

The rationale for using this research model lies in the belief that the quantitative data collected in the first phase provides a general overview of the research problem. To conduct a more in-depth analysis, qualitative data is needed to explain and contextualize the general overview (Creswell, in Aini et al., 2020). The research participants comprised school principals and teachers at elementary schools, totaling 15 respondents. The research procedure began with coordination and confirmation with schools designated as inclusive schools. This was followed by coordination for initial data collection, instrument trials, and the overall implementation of the study.

Data analysis in this study utilized quantitative methods to obtain measurable data that were descriptive, comparative, and associative in nature. Meanwhile, qualitative methods were employed to deepen understanding, expand findings, and test or challenge the results obtained from quantitative data. The quantitative approach involved the use of survey instruments designed to measure various aspects of teacher readiness for inclusive programs, including attitudes, knowledge, and skills required to support students with special needs. Data collected from these surveys were analyzed using descriptive and inferential statistics to identify patterns and relationships among the variables under investigation.

After the collection and analysis of quantitative data, the next phase involved qualitative data collection through in-depth interviews and focus group discussions with several teachers and principals who had participated in the survey. These interviews aimed to explore their views and experiences regarding the implementation of inclusive programs in their schools, as well as to understand the factors that supported or hindered their readiness. The qualitative data were then

analyzed thematically to identify emerging themes and provide further context and explanations for the quantitative findings. The data collection process adhered to ethical research principles, including obtaining written consent from all respondents involved, ensuring confidentiality, and maintaining the anonymity of the data collected. All data, both quantitative and qualitative, were securely stored and used solely for the purposes of this study.

The findings of this study are expected to provide comprehensive insights into the level of teacher readiness to implement inclusive programs in elementary schools in Tarakan City. Additionally, the results are anticipated to offer practical recommendations for policymakers and schools to enhance teachers' preparedness and capacity to effectively support inclusive programs. Thus, this study not only contributes to the academic literature on inclusive education but also has practical implications that can help improve the quality of inclusive education in the region.

### 3. Result

#### Quantitative result

**Table 1**

| READINESS |          |           |         |               |                    |
|-----------|----------|-----------|---------|---------------|--------------------|
|           |          | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid     | Less     | 7         | 46.7    | 46.7          | 46.7               |
|           | Moderate | 7         | 46.7    | 46.7          | 93.3               |
|           | Good     | 1         | 6.7     | 6.7           | 100.0              |
|           | Total    | 15        | 100.0   | 100.0         |                    |

The table above presents the percentage distribution of teacher readiness variables, which consist of three indicators. The first indicator, "Good," includes 1 respondent, indicating that the teacher is fully prepared to implement the inclusion program. The second indicator, "Moderate," includes 7 respondents, suggesting that they are moderately prepared to implement the program. The third indicator, "Less," also includes 7 respondents, signifying that they are not well-prepared for the inclusion program in elementary schools.

## **Qualitative Results**

### **1. Readiness in Emotional Attitudes**

Based on interviews with principals and teachers from 15 respondents, 9 teachers indicated moderate readiness in terms of emotional attitudes towards inclusion programs. Some teachers expressed their responsibility in managing inclusion-related tasks and enthusiasm for gaining experience teaching students with special needs. However, respondents emphasized the need for free training provided by relevant institutions. Teachers demonstrated willingness to adapt by using government-provided textbooks, seeking information from various media, following training guidelines, and teaching independently without assistance. Collaboration and group discussions with colleagues also contributed to their readiness.

### **2. Cognitive Readiness**

Interviews revealed that 6 respondents felt unprepared for implementing inclusion programs in the near future due to a lack of experience and knowledge in teaching and assisting students with special needs. Teachers anticipate challenges in adapting learning materials. Conversely, 8 respondents reported moderate readiness, particularly in schools that have previously admitted students with special needs. These teachers suggested that additional training sessions would help them better focus on assisting students effectively.

### **3. Behavioral Readiness**

Interviews showed similar results, with some respondents indicating moderate readiness to collaborate and manage time within groups. However, a few respondents felt less prepared. Mixed-method findings showed that the quantitative results aligned with qualitative insights, where most respondents were moderately ready for inclusion programs but lacked experience and training. Concerns about preparing lesson plans (RPP) for students with special needs highlighted the need for clear guidelines and continuous support.

## **Integration of Quantitative and Qualitative Results**

The integration of quantitative and qualitative data demonstrates consistency between the two methods. Quantitative data indicated that most teachers fell into the “Less” and “Moderate” categories of readiness, which aligns with qualitative findings highlighting deficiencies in experience, knowledge, and adequate support. In-depth interviews provided richer context to the

quantitative results, revealing that while some teachers feel emotionally and behaviorally ready, they lack cognitive readiness and require more training and support. Concerns about adapting lesson plans further underscore the need for clearer guidance and sustained support to ensure successful implementation of the inclusion program.

#### **4. Discussion**

This study employed an explanatory sequential design to analyze the readiness of teachers to implement inclusion programs in elementary schools in Tarakan City, North Kalimantan Province. Quantitative results indicate that the majority of teachers fall into the "Low" and "Moderate" categories of readiness, with only a small proportion categorized as "Good." Qualitative findings provide deeper insights into factors influencing teacher readiness across three main aspects: emotional attitude readiness, cognitive readiness, and behavioral readiness.

Interview results reveal that most elementary school teachers in Tarakan City demonstrate sufficient readiness for inclusion programs. They exhibit positive attitudes toward responsibilities related to inclusion, along with enthusiasm for teaching and gaining new experiences with students with special needs. However, the teachers expressed a significant need for additional training provided by relevant stakeholders, such as the education department, to enhance their readiness.

According to Bandura's theory, emotional attitudes and motivation to learn and adapt are influenced by personal experiences and the surrounding environment (Wangid, 2014). Teachers who show willingness to adapt and independence in teaching based on provided guidelines exhibit high self-efficacy, which refers to confidence in their ability to overcome challenges and achieve specific goals (Bandura, 1986). Most respondents acknowledged a lack of cognitive readiness for inclusion programs, citing insufficient experience and knowledge in teaching or assisting students with special needs. Only a small number of teachers, particularly in schools with prior experience in inclusion, felt adequately prepared.

Theories related to cognitive readiness, such as the concept of self-efficacy in educational contexts, suggest that teachers' experiences and knowledge directly influence their confidence in tackling new situations (Bandura, 1997). Teachers with prior inclusion experience are generally more confident in addressing new challenges and better prepared to adapt their teaching methods. In terms of behavior, many teachers expressed readiness to collaborate with colleagues and manage

time effectively. However, some revealed challenges in specific areas, such as working with students with special needs. Social cognitive theory highlights the role of environmental factors in shaping individual behavior (Bandura, 1989). A supportive school environment, including collegial support and effective management, can enhance teachers' readiness for inclusion.

Integrating qualitative and quantitative findings, the mixed-methods analysis shows that while the majority of respondents quantitatively reported moderate readiness, qualitative data reveal significant needs for additional training and further support to improve their preparedness for inclusion. The positive attitudes and willingness to learn observed in interviews highlight potential for further development. However, appropriate interventions are needed to enhance cognitive competence and practical preparation for teaching students with special needs.

From the perspective of Bandura's theory, these results reflect the concept of self-efficacy, wherein individuals' confidence in achieving specific goals is shaped by personal experiences, observation of others, verbal persuasion, and emotional experiences (Bandura, 1997). Teachers with positive experiences or adequate support tend to exhibit higher self-efficacy in facing the challenges of inclusion. This study provides several practical implications for improving teacher readiness to implement inclusion programs:

- a) Continuous Training: Organizing ongoing training focused on practical skills and knowledge related to inclusion will help teachers address the challenges they face.
- b) Support from Relevant Agencies: The education department should offer greater support in the form of resources, training, and guidance to help teachers prepare for working with students with special needs.
- c) Practical Experience in Schools: Organizing internships or practical experiences for teachers in schools already implementing inclusion can provide the necessary insights and skills for teaching students with special needs.
- d) Collaboration and Discussion: Encouraging collaboration and discussions among teachers can help them share experiences and effective strategies for teaching students with special needs.

By implementing these recommendations, it is expected that teacher readiness for inclusion programs in elementary schools in Tarakan City will improve, allowing the program to operate more effectively and benefit students with special needs optimally.

## 5. Summary

The findings of this study indicate that the readiness of elementary school teachers in Tarakan City to implement inclusive education programs varies significantly. Most teachers fall into the "moderately prepared" and "less prepared" categories, particularly regarding cognitive readiness and knowledge of inclusive education. Although some teachers demonstrate adequate emotional and behavioral readiness, there is a pressing need for more intensive training to enhance their understanding of curriculum adaptation and teaching strategies for students with special needs.

This study underscores the importance of support from the Department of Education, including ongoing training programs and the provision of adequate resources to equip teachers in addressing the challenges of inclusive education. Additionally, collaboration among teachers and opportunities for practical experience in teaching students with special needs are crucial. The results of this research provide concrete recommendations to improve teacher readiness and ensure the success of inclusive education programs in elementary schools, particularly in Tarakan City, thereby delivering more equitable and inclusive educational services for all students.

### **Limitations and Recommendations**

This study is not without its limitations. It is recommended that future research increase the sample size to gain broader insights, especially considering the diversity of respondent characteristics that may influence their readiness. Expanding the sample size could also provide a basis for developing more relevant interventions.

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MIXED METHOD (Metodologi penelitian) (Makalah). Disusun oleh Anadia Rosaria Dini Andriani, Ema Juwita Fatoni, Latif Mida Ayu Restanti, Muizzudin Rifki Alhanif, Nur Rohmatul Aini, & Veny Endar Hadi Yolanda Eka Putri (Issue December). <https://doi.org/10.13140/RG.2.2.12586.03524>

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## ***Analysis of Emotional Well-Being in View of Personality Type: A Case Study on Early Voters After the 2024 Election***

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### **Abstract:**

*Indonesia is one of the countries that is building a healthy political civilization, a democratic spirit is needed by every citizen. If we talk about the context of democracy, the success of elections cannot be separated from people's participation in an election. The objectivity of this research explains the analysis of emotional well-being based on the personality type of first-time voters after the 2024 election. Emotional well-being is a condition where individuals have high levels of positive affect and low negative affect. The factors that can influence emotional well-being include self-esteem, positive social relations, needs and goals, self-control and personality. Personality type is thought to play a role in first-time voters in the 2024 election in understanding, interpreting, choosing and expressing their emotions in making choices. Extroverted personality type predicts reactivity to positive mood induction, and introverted personality type predicts reactivity to negative ones. To get a comprehensive picture, this research uses a quantitative approach design, with research subjects being first-time voters after the 2024 election. The instruments used are a scale constructed by the researcher himself and a personality scale based on C.G. Jung's thoughts developed by Utami (2017). The findings of this research are expected to provide differences in emotional well-being based on personality type.*

**Keywords:** *emotional well-being, personality type*

### **1. Introduction**

Indonesia is one of the countries that is building a healthy political civilization, a democratic spirit is needed for every citizen. Politics is a means that makes it possible to organize a democratic government in accordance with regulations. (Mustico, 2023). In Indonesia, general elections are a

tangible manifestation of democracy and a means for people to express their sovereignty over the state and government (Wardani, 2018).

When talking about the context of democracy, the success of elections cannot be separated from public participation in an election. The greater the percentage of people participating in voting when the election is held will determine the success of the general election. Public participation in elections is not only old people, but the voices of millennials and generation Z, where in this general election novice voters are very important and needed. Novice voters are an important aspect that cannot be ignored by political parties in determining votes in the 2024 elections. Novice voters have many roles in elections but as novice voters, they are always considered to have no voting experience in previous elections. The characteristics of novice voters who are still vulnerable or not yet independent in making decisions to vote independently become a separate space that can be touched by political parties.

First-time voters are people who are voting for the first time, either because they have just turned 17-22 years old or are married. In psychology, the age of first-time voters fall into the developmental stages of late adolescence (17-18 years) and emerging adulthood (19-22 years). In the old grouping, ages 19-25 were often referred to as young adults. However, the times have made young people not yet adults, but also not teenagers, so they are called emerging adults. At this stage of development, young people like to experiment in various ways and many things that may be different from their previous character. They are also criticized or underestimated by previous generations, experience conflicts with people around them, and try to overcome various life challenges that may succeed or fail.

What sets Generation Z apart from previous generations in their late teens and early adulthood is that they live in an era of high internet usage. Their lives are spent more online than offline, especially through social media. Although the internet is inseparable from Generation Z's life, the issues that concern them and need to be prioritized by the government are the same as those of baby boomers who are over 60 years old. Not only that, studies in the UK over the past 40 years have also consistently shown that young people's political behavior is strongly influenced by their parents or family background, Socio-economic status and political involvement of parents have a strong influence on their children's political involvement (Alfindra, 2023).

The amount of internet access that young people have today makes it easier and faster for Generation Z to be smart. They can get any information at their fingertips. Because they live on the internet, their political thoughts and choices will depend heavily on social media algorithms. A person's political choice, apart from being influenced by attitudinal values, identity, and personality, is also influenced by cognition or one's thought process and one's emotions.

Of the various factors that influence a person's political choice, emotions will summarize or encompass all of them. Although humans are trained to use their cognitive processes in assessing and doing all things, including determining political choices, in fact humans cannot escape the influence of emotions.

Emotions are the most important part of humans as well as an aspect of development found in every human being. It is because of emotions that individuals are able to feel themselves and express their feelings appropriately and positively. Emotions in principle describe human feelings in the face of different situations. The mental picture of a person who is intelligent in analyzing, planning and solving problems ranging from mild to complex. With this intelligence, a person can understand, recognize, and choose according to their wishes. People who have emotional intelligence can understand others well and make decisions wisely (Aan Ansori, 2020). Emotional well-being is an emotional state that includes happiness and life satisfaction as well as a balance between positive aspects and negative aspects, and the happiness that individuals feel in their lives.

Each individual has different emotional well-being, one of the influencing factors is personality (Sarafino in Febriana 2014). Then in an experimental study he conducted showed that extroverts predict reactivity to positive mood induction, and that introverts predict reactivity to negative. Personality type is thought to play a role in novice election voters in understanding, interpreting, choosing and expressing their emotions in determining their choices.

Personality type is the part that best reflects or represents an individual's personality, not only what distinguishes that individual from other individuals, but includes what is most distinctive in that individual (Hall & Lindzey, 2009). Jung said that personality includes all thoughts, feelings and behaviors, conscious and unconscious (Alwisol, 2009).

The concept of introverted and extroverted personality types was first proposed by Carl Gustav Jung (2017), who defined introverted personality types as individuals whose characteristics of mental

attitudes are oriented towards their own feelings and thoughts, which are shown by the characteristics of being closed, shy and withdrawn. In contrast, the extroverted personality type is described as an individual whose mental attitude characteristics are oriented towards others or things outside of himself. Extroverted personality type individuals are characterized as people who are friendly, like to socialize (Jung, 2017).

Based on the explanation described above, novice voters are interesting to observe and research how emotional well-being is in novice voters, with the psychological conditions possessed by novice voters, namely the unstable psyche they have, they are generally easily influenced by other people who are very influential with personality types. Whether it is a positive influence or a negative influence, novice voters also begin to introspect to find a balance between an inward attitude with a critical attitude towards political objects outside themselves.

From the description above, the researcher is interested in examining the Analysis of Emotional Well-Being in Beginner Voters of the 2024 Election in Review of Personality Type. to find out what emotional well-being is like in novice election voters who have different personality types.

## **2. Methode**

The design in this study uses a quantitative approach with a comparative research type. The quantitative approach is a research method based on positivistic (concrete data), research data in the form of numbers that will be measured using statistics as a calculation test tool, related to the problem under study to produce a conclusion (Sugiyono, 2019). Comparative research is research that compares the existence of one or more variables in two or more different samples, or at different times (Sugiyono, 2019).

The subjects in this study were novice voters after the 2024 elections in Aceh. The sampling method in this study uses a type of nonprobability sampling with an incidental sample type. Non probability sampling is a sampling technique that does not provide equal opportunities for each element (member) of the population to be selected. become sample members (Sugiyono, 2019).

Data collection techniques in this study are data collection techniques that are carried out by giving a set of questions or written statements to respondents to answer (Sugiyono, 2019).

### 3. Result

This research was conducted at several universities, both public and private universities in Aceh. The individuals who were the subjects in this study were students or individuals who first participated in the election in 2024, came from and lived in Aceh. The number of samples used in this study were 100 respondents.

#### **Characteristics of Research Subjects Based on Personality Type.**

|                                     |            |             |
|-------------------------------------|------------|-------------|
| Extroverted<br>first-time<br>voters | 89         | 89%         |
| introverted<br>first-time<br>voters | 11         | 11%         |
| <b>Total</b>                        | <b>100</b> | <b>100%</b> |

Based on the table above, students who became research subjects amounted to 100 novice voters, consisting of novice voters with extroverted personalities of 89 or 89% and novice voters with introverted personalities of 11 or 11%. The distribution of research data on subjects based on gender can be seen in the following table:

#### **Subject Characteristic based on gender.**

| Characteristics                  | Gender | Frequency  | percentage |
|----------------------------------|--------|------------|------------|
| Extroverted<br>first-time voters | Male   | 8          | 8%         |
|                                  | Female | 81         | 81%        |
| introverted<br>first-time voters | Male   | 0          | 0          |
|                                  | Female | 11         | 11%        |
| <b>Total</b>                     |        | <b>100</b> |            |

Based on the table above, novice voters who became research subjects amounted to 100 novice voters consisting of men and women. Extroverted beginner voters with male gender amounted to 8 or 8%, extroverted students with female gender amounted to 81 or 81%. The introverted beginner voters with female gender amounted to 11 or 11%.

Subject characteristics based on regional origin. charact

| Character isticis | Regional Origin | Frequency | Percentage |
|-------------------|-----------------|-----------|------------|
| Ekstrovert        | Bireuen         | 23        | 23%        |
|                   | Lhokseuma we    | 15        | 15%        |
|                   | Langsa          | 1         | 1%         |
|                   | Bener           | 1         | 1%         |
|                   | Meriah          |           |            |
|                   | Banda           | 1         | 1%         |
|                   | Aceh            |           |            |
|                   | NorthAceh       | 29        | 35%        |
|                   | East Aceh       | 8         | 8%         |
|                   | SouthAceh       | 2         | 2%         |
|                   | Aceh            | 1         | 1%         |
|                   | Singkil         |           |            |
|                   | Aceh            | 2         | 2%         |
|                   | Tamiang         |           |            |
|                   | Pidie           | 4         | 4%         |
| PidieJaya         | 1               | 1%        |            |
| Introvert         | Bireuen         | 2         | 2%         |
|                   | Banda           | 1         | 1%         |
|                   | Aceh            |           |            |
|                   | NorthAceh       | 6         | 1%         |
|                   | Central         | 1         | 1%         |
| Aceh              |                 |           |            |
| East Aceh         | 1               | 1%        |            |
| Total             |                 | 100       | 100%       |

Based on the table above, novice voters who are research subjects total 100 novice voters consisting of men and women. Extroverted beginner voters with origins in Bireuen, Lhokseumawe, Langsa, Bener Meriah, Banda Aceh, North Aceh, East Aceh, South Aceh, Aceh Singkil, Aceh

Tamiang, Pidie and Pidie Jaya totaled 88 subjects. Extrovert novice voters with regional origins in Bireuen, Banda Aceh, North Aceh, Central Aceh and East Aceh totaled 11 subjects.

*Normalitas test result*

| Variables            | One Sampel<br>Kolmograv Smirnov<br>Significant Value |
|----------------------|--|
| Emotional Well Being | Sig<br>0.154   |
|                      | Ket<br>Normal  |

Based on the normality test conducted on 100 subjects, it shows that the emotional well-being variable and extroverted and introverted personality types have a significance value of 0.154, meaning  $\text{sig} > 0.05$ . It can be concluded that the data is normally distributed. So for hypothesis testing, researchers will use the Independent T Test (t-test).

**Homogeneity Test Results**

Test Of Homogenety

|                    |      |
|--------------------|------|
| Significance Value | 0,00 |
|--------------------|------|

Based on the homogeneity test conducted on a sample of 100 subjects on the emotional well-being scale, it was found that the significance value was 0.00, because the significance value.

**Hypothesis Test Results**

*HypothesisTestResults*

| Variables            | Personalitytype | Meanrank | Sig  |
|----------------------|-----------------|----------|------|
| Subjectivewell-being | Extroverts      | 19,58    | 0,00 |
|                      | Introvert       | 13,25    |      |

Based on the results of the assumption test, hypothesis testing can be carried out using the Independent T Test (t-test). Based on the results of the emotional well-being t-test analysis, the results show that the sig value. 0.00.

#### 4. Discussion

Based on the results of hypothesis testing that has been done, the results show that there are differences in emotional well-being in novice voters based on personality type. This can be seen based on the. Based on the results of hypothesis testing that has been done, the results show that there are differences in emotional well-being in novice voters based on personality type. This can be seen based on the hypothesis test with a coefficient of  $t_{0.00}(p < 0.05)$ . there are differences in the emotional well-being of novice voters based on personality type. The results of this study are in accordance with previous research by Afridah et al, (2018) related to emotional

well-being that the results showed that there were differences between the two groups given experiments, so that the miracle Islamic prayer training had an effect on increasing emotional well-being scores at SMK X. Furthermore, research conducted by Febriyanti, et al (2022) showed that there were significant differences in psychological well-being in terms of big five personality types in employees of the Ijen Suites Resort & Convention Hotel Malang. Of course, the results of this study are in accordance with research where there are significant differences in emotional well-being in novice voters based on personality type.

Personality according to Jung (2017) is a form of individual uniqueness consisting of two main aspects, namely consciousness and unconsciousness that directs individuals with the social environment and also the physical environment. The personality according to Jung is classified into two large groups, namely introverts and extroverts. Several previous studies have revealed that there is a relationship between positive affect and social activity. As Lucas (2000) states that extroverted personality types are more sensitive to appreciation and sensitivity, extroverts tend to enjoy social situations, feel energized when in a crowd, and easily get along with new people. Thus it can be seen that extroverts can actually result from individual differences in pleasurable influences. Diener (2009) reveals that extrovert is one of the factors that influence emotional well-being, where extrovert has a positive predictor of emotional well-being and the opposite of extrovert, namely introvert / neuroticism has a negative predictor of emotional well-being. Emotional well-being is defined as a state in which a person feels pleasant feelings and unpleasant feelings (Diener & Larsen, 2009)

Personal characteristics also influence the participation of novice voters. Socially open

personalities are more likely to accept political information in their environment. Voters who prioritize emotions alone are very pragmatic and support values that are practically needed. Such as bribes to vote, participation in organizations formed by candidate pairs, and becoming a success team for certain candidate pairs. Therefore, personality factors will be related to the figure of a figure as a result of people's assessment of him. Novice voters are always the center of attention ahead of general elections. Aside from the fact that they are a young generation with unstable emotions, the experience of deciding on political choices is something new. Due to this new experience, many suspect that the political behavior of young first-time voters is not constant. They lack understanding of socio-politics, so their choices depend on their environment (Arjawa, 2015).

Psychologically, the emotional connection with the personality type will influence the choice. This connection with voters is a good weapon used by candidates to gain support. Where voters will vote based on closeness to a candidate or in other words, voters will make their choice because voters Seurune: Journal of Unsyiah Psychology, Vo. x, No. x (will be filled by the editor) DOI: xxxxxxxx (will be filled by the editor) Year 20XX (will be filled by the editor) know or are close to the candidate (Mukti, 2005)

Another study conducted by Utami (2015) found that there were differences in emotional well-being between students who participated in musical instrument playing groups and those who did not participate in musical instrument playing groups. Other research related to personality types conducted by Nabila, et al (2019) found that there is a relationship between student personality and the achievement of mental well-being through a socializing environment. DRI adjustment concerns aspects of individual personality in their interactions with the surrounding environment which involves all individual responses to demands from both the internal and external environment. If an individual successfully adapts to the environment, psychologically they will prosper positively in living their lives with satisfaction, pleasure and appreciation. Meanwhile, individuals who have difficulty adapting to their environment psychologically, their well-being is negative because they tend to feel lonely, depressed and also alone. (Nabila et al, 2019).

Based on the results of categorization analysis on extroverted personality that extroverted novice voters have higher dominant positive affect and have lower dominant negative affect. so it can be concluded that more novice voters with extroverted personality types feel feelings of

pleasure, excitement, pride, admiration, relief, peace, and also optimism in their daily lives. So that these feelings can help beginner voters realize their abilities and can overcome normal life problems, be able to work productively and contribute to the social environment. Based on the results of the categorization analysis of aspects of introverted personality above, it can be concluded that introverted students have a lower dominant positive affect, this can be interpreted that many novice voters with introverted personality types feel stress, lethargy, fatigue, depression, anxiety, fear, and sadness during their activities. This means that novice voters with introverted personality types do not have good emotional well-being so that novice voters with introverted personalities have not been able to overcome normal life problems and work productively and have difficulty in expressing themselves in social life. Also, negative experiences such as sadness, anger, anxiety, guilt are also felt by many beginner voters with introverted personality types while living life and also various activities in the social environment. Therefore, they tend to be passive voters. Most of them are reluctant to be actively involved in the series of election activities. Even just looking for information. As a result, they have limited information about elections. This finding is similar to Hardini's (2008) research on election voters in Malang city. In this study, Hardini found that the majority of respondents were not interested in participating in political campaigns, but they were still enthusiastic about exercising their voting rights. This is because they are not yet able to express themselves in social life.

## **5. Summary**

Based on the results of the research that has been conducted, it can be concluded that there are differences in the well-being of emotional well being in novice voters of the 2024 election in terms of personality type. in individuals with extroverted personality types, it can be concluded that extroverted novice voters have higher dominant positive affect and have lower dominant negative affect. so it can be concluded that more novice voters with extroverted personality types feel feelings of pleasure, excitement, pride, admiration, relief, peace, and also optimism in their daily lives. So that these feelings can help beginner voters realize their abilities and can overcome normal life problems, be able to work productively and contribute to the social environment.

Whereas individuals with introverted personality types have lower dominant positive affect and also have lower dominant negative affect. many novice voters with introverted personality types feel stress, lethargy, fatigue, depression, anxiety, fear, and sadness during their activities. This means that novice voters with introverted personality types do not have good emotional well-being so that novice voters with introverted personalities have not been able to overcome normal life problems and work productively and have difficulty in expressing themselves in social life.

The limitations in this study are that data collection is only done with quantitative methods so that it is not able to see the broader dynamics that occur in research. Then another limitation is the lack of references or other supporting research because there are not many studies related to emotional well-being in novice voters.

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## ***The Role of Indigenous Song Employed by The Preschool Teacher to Help Children Develop Reading Skills***

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### **Abstract:**

*This study explores the role of Indigenous songs in enhancing reading skills among preschool children in the Orang Asli community. Using a descriptive methodology, data was collected through focus group interviews and questionnaires from preschool teachers. The findings indicate that educators use Indigenous songs as a strategic tool to introduce children to reading skills in Malay, while also fostering an early interest in reading. Indigenous songs facilitate language acquisition but also promote cultural identity and engagement in learning. The study emphasizes the importance of age-appropriate and culturally relevant Indigenous songs, which provide positive feedback during reading activities to boost children's confidence and motivation. Overall, the results highlight the significant impact of Orang Asli preschool teachers in leveraging Indigenous songs for literacy development, as well as urging the continued use of these songs in educational settings to enrich young students' experiences and strengthen their connection to cultural heritage.*

**Keywords:** *Indigenous Song, Masyarakat Orang Asli, Preschool teachers', Reading skills, children*

### **1. Introduction**

The Malaysian Education Development Plan 2013-2025, under Initiative #57: Transformation of Indigenous and Indigenous Education (Pusat Pembangunan Kurikulum Kementerian Pendidikan Malaysia., 2012), has been implemented to ensure equity by providing equal access to education for Indigenous students alongside mainstream education. This goal can be achieved through the determination and involvement of all parties. Malay language has been elevated as the official and national language.

According to (Nor Azwahanum Nor Shaid, Shahidi A. Hamid, 2022) Malay language served as the sole language of instruction in schools and universities. The situation is different for minority communities, particularly non-native speakers who view Malay as their second language. Orang Asli community, struggle to master the language because they need to learn it formally in schools. As a result, their educational achievements are lacking, with Orang Asli children trailing behind others and experiencing high dropout rates. In Malaysia, indigenous groups may drop out of school because they face challenges like poverty and bad infrastructure. (Wan Ya Shin & Russalina, 2021) The lack of proficiency in the Malay language is seen as one of the main reasons causing difficulty in understanding the language used (Nor Azwahanum Nor Shaid, Shahidi A. Hamid, 2022). This issue will develop into concerns about Malay language proficiency, which serves as the medium of instruction in public schools in Malaysia, including at the preschool level. Indigenous children who do not continue their education often engage in activities that generate family income by collecting forest products.

Previous studies are limited and focused more on Orang Asli students at the primary and secondary school levels. However, there is a need to conduct research at the preschool level to improve basic reading skills. Based on the Kurikulum Standard Prasekolah Kebangsaan (Bahagian Pembangunan Kurikulum, 2017) has been established by the Ministry, which includes six primary components: Language and Communication, Cognitive Development, Spiritual and Moral, Socio-Emotional Development, Physical Development, and Creativity and Aesthetics. For them, mastery of the 3Rs—reading, writing, and arithmetic—is considered sufficient for sustaining life in the forest. (M. F. Abdullah, 2019). This study is important to ensure that children successfully complete their preschool education as preparation before entering Year 1 in primary school. Research gaps indicate that the indigenous community urgently needs guidance and motivation to address their children's education dropout issues (Sajat et al., 2023). Additionally, exploring their mastery of the Malay language and learning experiences can enhance their second language skills and learning abilities. Therefore, their experiences in acquiring and learning the Malay language will be described through the exploration of Indigenous songs from the indigenous culture through this qualitative lens.

### **Literature Review**

There is substantial evidence that indigenous children face serious challenges in schooling, in general, and in literacy development, specifically. Thus, it is essential to design early literacy programmes that engage indigenous children and produce positive outcomes. Literacy is crucial for every child including indigenous, previous researchers have made strong arguments evidence on how Indigenous song can help in developing literacy skills.

### **Challenges Teaching Orang Asli Children**

Shuhidan et al., 2024 (Shuhidan et al., 2024) in article focuses on the dropout prevention strategies implemented by the Malaysian government to address educational disparities faced by Orang Asli children. Findings indicate that successful interventions must consider these factors to enhance literacy outcomes effectively. The authors conclude that ongoing support and policy adjustments are necessary to ensure that educational programs are responsive to the needs of indigenous communities, ultimately aiming for greater equity in education.

Similarly, Sawalludin et al., 2020, highlights significant challenges in the education of the Orang Asli in Malaysia. Major challenges include low awareness of education's importance within the community and limited accessibility to educational institutions due to geographic isolation. Parents' lack of formal education also negatively affects their children's academic motivation, include inadequate infrastructure such as poor roads and lack of proper transportation, making school attendance difficult. The study concludes that addressing these barriers, particularly by improving access and increasing community awareness of education, is vital for improving literacy and education quality among Orang Asli children.

Explores various outreach programs designed to enhance literacy skills among Orang Asli children while simultaneously developing teachers' competencies in culturally appropriate pedagogies. The authors emphasize that (Wahab & Mustapha, 2015) (A. H. Abdullah, 2022) discovered that Orang Asli students struggled to comprehend because some had not yet become proficient in the Malay language and uses their tribal language. It is also difficult for teachers to explain concepts to Orang Asli students in a way that they can understand.

It is difficult to teach Malay language communication to Orang Asli children. According to (Awang et al., 2022), this issue arises because Orang Asli youngsters are influenced by their mother tongue. Due to the disparities between their native tongue and the Malay language, youngsters struggle when teachers teach them the language but they do not practise it at home or with friends. In addition to linguistic challenges, there are limitations with regard to resources for instruction and learning. Since the majority of Orang Asli schools are situated in isolated locations, it is challenging to obtain instructional materials, which necessitates travel time and distance. The (KSPK, 2017) (Bahagian Pembangunan Kurikulum, 2017) are incompatible with the Orang Asli's deeply nature-based culture and customs.

Additionally, Orang Asli parents and kids believe that communicating in Malay is irrelevant to their jungle life. This misconception subtly conveys the idea that knowledge of the Malay language is unnecessary and that Orang Asli lack the motivation to acquire it. It was shown that Orang Asli's low self-esteem, shyness, and quiet with other kids and also contribute to their limited exposure to Malaysian language and culture throughout their preschool education (Wook et al., 2022). Children who are Orang Asli need a teaching strategy that is in line with their cultural background and traditions in order to spark their interest in learning Malay.

### **Music and Children to Develop Reading Skills**

Music and children are inseparable in daily life, such as through music in the family, its use in childcare, and the development of reading and musical skills. Research explores different cultural contexts and reflects trends and projects in early childhood music education. These findings combine historical perspectives on various topics and approaches. (Warren Brodsky, 2021)

Lev Vygotsky's theories emphasize the importance of the social and cultural environment in education. His concept of the Zone of Proximal Development (ZPD) is one of the most recognized parts of his theory. In the ZPD, a learner moves along a learning continuum toward mastering a new skill, often with guidance or external support (Vygotsky, 1978). According to Piaget, children learn best when adults encourage them to explore, experiment, and ask questions about their environment. He believed that preschool teachers should focus on supporting children's growth by providing opportunities for discovery. Understanding the preoperational stage, where children express ideas

from their own experiences, is essential for effective preschool teaching (Jones, 2019). In the context of this study, both theories help clarify and guide teaching and learning activities in reading for the development of Indigenous preschool children.

Interestingly, previous study at Britian by (Obeng, 2022) state that Children are inherently musical, and early exposure to music facilitates learning by fostering language growth, creativity, coordination, and social skills. It is important to design early childhood music programs that incorporate self-directed activities, opportunities for individual and small group interactions, as well as musical experiences that are appropriate and effective for development in early education.

Previous research from (Herrera et al., 2015) has shown that music instruction plays a crucial role in improving reading and language skills. It aids in sound processing for both music and language, boosts language development in children, enhances phonological and short-term memory, and supports better learning of a second language. Music has been found to improve academic performance in both language and math. Several leading scholars have shown interest in studying the effects of music on children's development. Early research focused on how toddlers learn from listening to music. (Obeng, 2022) In this study are exploring how teacher of Indigenous children can exposure to indigenous musical genres impacts reading development outside of the classroom context.

Music can turn classrooms into supportive places where children excel academically, socially, and emotionally. By offering both structured and open-ended musical activities, fostering trust and respect, and encouraging creativity among peers, we can create a strong foundation for young learners' growth and development.(Paquette & Rieg, 2008) Music can be seamlessly incorporated into various subjects to help improve vocabulary and language understanding. It aids in the development of listening and speaking skills, enhances focus and memory, and promotes abstract thinking. Furthermore, music fosters creativity and cultural understanding in Indigenous children.

Developing reading skills among Orang Asli children can be achieved through enrichment learning, which enhances language skills and helps them become good language users through engaging and stimulating exercises, ensuring that the Malay language is used in the correct context in social and cultural environment in education through the exploration of Indigenous songs.(Nor Azwahanum Nor Shaid, Shahidi A. Hamid, 2022)

### **Study Rationale and Aims**

This study was developed to explore the role of Indigenous songs in several related aspects, such as the role and importance of these traditional songs and their effects on the reading development of preschool children. The study also examines the extent to which Indigenous preschool teachers use traditional Indigenous songs in their teaching and learning within the classroom.

This study aligns with the Malaysian Education Development Plan 2013-2025, under Initiative #57: Transformation of Indigenous and Indigenous Education. This includes ensuring equity by providing equal access to education for Indigenous students alongside mainstream education. This goal can be achieved through the determination and involvement of all parties. The Malay language has been elevated as the official and national language. This initiative also aligns with the (KSPM, 2017), which has been established by the Ministry and includes six primary components: Language and Communication, Cognitive Development, Spiritual and Moral Development, Socio-Emotional Development, Physical Development, and Creativity and Aesthetics. Ultimately, this study aims to enhance the mastery of Malay reading skills among Indigenous children through the role of traditional Indigenous songs employed by preschool teachers.

According to the (Catherine Cynthia Felix, 2021), the traditional songs of a community have the potential to serve as a tool in helping to improve children's learning abilities and academic achievement. As there are many advantages to using Indigenous songs that align with the culture and background of the Indigenous community itself. Although there are various issues and challenges in educating these Indigenous preschool children (Nor Azwahanum Nor Shaid, Shahidi A. Hamid, 2022), so preschool teachers should be more creative in utilizing traditional resources from the Indigenous community, using Indigenous songs in classroom. Preschool teachers must also be more understanding, patient, and practical in creating a positive learning environment in line with the Zone of Proximal Development (ZPD) to achieve meaningful teaching and learning objectives among Indigenous children.

## **2. Methode**

### **Study Design**

This qualitative study determined the answer to the following research question : What role do indigenous songs play in support the development of reading skills among Children?

### **Settings**

Study participants were selected from a group of preschool teacher from Kuala Lipis district. They were interviewed at the Orang Asli Preschool in Kuala Lipis Pahang.

### **Data Collection**

The qualitative data collection process examines the respondents' perceptions regarding the role of Indigenous songs by preschool teachers to help their children progress in reading skills. During the interviews, participants shared their experiences teaching children as well as some challenges they faced due to differences in customs and language gaps. In addition, we also explored issues in various aspects occurring within the Orang Asli preschool community and provided some opinions on how to improve reading skills among children by utilizing their cultural background, specifically Indigenous songs. To ensure the reliability and validity of the data collection, we appointed note-takers to record all information gathered from the conversations.

### **Data Analysis**

Transcriptions were reviewed to check for accuracy before further content analysis was conducted. After that, clear pattern and consensus was reached among the study team and it was analysed using Nvivo software.

## **3. Result**

A total of 5 respondents were interviewed in this study. Five preschool teachers who teach Indigenous preschool children in Malay Language Communication were involved. Among them were preschool teachers who have served for more than 10 years in the related field. The findings from this semi-structured interview revealed the following themes in the current study: (a) The role of sewang songs in children's reading development, (b) The impact of using sewang songs on children's reading development, and (c) The teaching approaches and methods of preschool teachers. The primary themes, subthemes, and illustrative quotes from the qualitative data are summarized in Table 1.

**List of themes, sub-themes and representative quotes from qualitative study**

**Table 1**

| Themes                                 | Subthemes   | Representative quotes  |
|--|---|--|
| <b>Use of<br/>Indigenous<br/>Songs</b> | What role do indigenous songs play in your classroom?               | “Indigenous song can help language acquisition and cultural identity. My children can remember the alphabet and engage with the reading development. I can help my children to improve reading skills while allowing them to express their creativity with fun learning environment.”            |
|  | select which songs to use, and how do the children respond to them? | “I choose songs that are commonly sung by children and reflect their culture, such as "Babola Baboo." These songs are very familiar to them, making it easier for them to connect with the learning materials. The children become excited and actively participate in singing and dancing.”     |
|  | songs help the children engage better with reading activities? How? | “Indigenous songs can help Orang Asli preschool children become more interested in reading activities. When we use songs that they are familiar with at home, they become more excited and enjoy learning. They naturally learn new words while singing, making it easier for them to remember.” |

|                                 |   |  |
|---------------------------------|---|--|
| <b>Impact on Reading Skills</b> | any specific ways in which these songs support the development of reading skills, such as phonemic awareness or vocabulary? | “I find that using Indigenous songs really supports their reading development. The rhythm and repetition in the songs help them identify sounds, which improves their phonemic awareness. They also pick up new words from the lyrics, and because the songs are familiar, it makes learning vocabulary easier for them.”  |
|                                 | using indigenous songs has helped children make progress in their reading skills?   | “Yes, in my opinion, using Indigenous songs really helps preschool children progress in their reading skills. The songs they are familiar with make it easier for them to associate with words, and they start recognizing letters and sounds through repetition in the songs. I've noticed that they become more interested in learning to read and can remember the letters and syllables taught by the teacher better.” |
|                                 | using indigenous can engage children's interest in learning to read and foster positive emotions for coming to school?      | “The use of Indigenous songs truly engages children's interest and makes them excited to learn. When they sing songs that reflect their culture, it creates a joyful atmosphere in the classroom. This connection helps them feel happy about coming to school and participating in reading activities.”   |

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|                            |   |   |
|----------------------------|---|---|
| <b>Teaching Approaches</b> | teaching approach when working with Orang Asli children?                    | “My teaching approach emphasizes the importance of cultural relevance. I use Indigenous songs to connect with their background, making learning more meaningful and enjoyable. I also employ a play-based learning approach with singing and movement techniques in classroom.”           |
|                            | incorporate cultural elements, such as indigenous songs, into your lessons? | “I integrate Indigenous songs into my teaching to connect with the children's cultural backgrounds. These songs help them feel more comfortable and engaged during learning. By using melodies they are familiar with, I make reading activities more enjoyable and meaningful for them.” |

Although we get the positive findings from the teachers who employed the children develop reading skills, but there are issu and challenges that they go through along the way in teaching process among the Indigenous children.

### **Theme 1 : Role of Indigenous Song**

Most of the teacher according to the qualitative study and the information gathered from the participants. In the context of teaching Indigenous students, Indigenous songs are a fundamental part of my classroom strategy(Peter Obeng et al., 2022). I carefully select songs that the children are familiar with, such as traditional songs they often hear at home. This familiarity helps create a comfortable and relevant learning environment, allowing students to connect more deeply with the material we are exploring.

Other than that, when teachers incorporate these songs into our lessons, I notice a significant positive reaction from the children. They become more engaged and excited during our music sessions, actively participating in singing and dancing. This level of engagement is essential, as it builds a sense of community and belonging among the students, making them feel more connected to their learning experiences(Aziz & Masnan, 2022).

From the discussion, Indigenous songs also play a important role in enhancing children's engagement in reading activities. By using songs that reflect their cultural background, I help them

associate words and sounds with their everyday experiences. This connection makes learning to read more enjoyable and meaningful for the children, encouraging them to participate more actively in reading exercises .

Furthermore, integrating these songs supports the development of essential reading skills, such as phonemic awareness and vocabulary acquisition. The repetitive nature of music reinforces language patterns, making it easier for children to recognize letters and syllables. This approach not only makes reading less intimidating but also transforms it into a fun and interactive process.

From the result, incorporating Indigenous songs into my teaching approach is a powerful method for enhancing the literacy skills of Indigenous preschool children. By selecting culturally relevant songs and creating an engaging classroom environment, I can significantly improve their reading skills while fostering a love for learning rooted in their cultural heritage. This strategy benefits their academic progress and strengthens their identity and connection to the community.

### **Theme 2 : Impact on Reading Skills**

The findings reveal some impact of Indigenous songs plays a important role in fostering reading skills. Teachers report that these songs effectively support various aspects of reading development, such as phonemic awareness and vocabulary acquisition. By incorporating familiar melodies and culturally relevant lyrics into lessons, teachers create a bridge between children's linguistic experiences and the reading materials they encounter in the classroom. This connection enhances children's engagement with the language, making reading activities more accessible and enjoyable.

The rhythmic and repetitive nature of Indigenous songs helps develop phonemic awareness among preschool children. Teachers note that these songs often contain simple, repetitive phrases that allow children to practice and identify sounds and syllables. This teaching approach using songs and music enables students to build a foundational understanding of how words are formed, which is crucial for early reading skills. By hearing these sounds in a musical context, children are more prepared to recognize letter sounds and subsequently identify syllables.

Recognise alphabet and sound out the words in reading development is where Indigenous songs make a significant contribution. Teachers emphasize that these songs introduce children to

new words in a contextual and engaging manner. As children sing, they learn the meanings of words through the repetition of song lyrics. This playful learning approach not only enriches their vocabulary but also enhances their comprehension skills, making it easier for them to understand concepts presented in their reading material (Peter Obeng et al., 2022).

In addition to promoting literacy skills, Indigenous songs help foster positive emotional connections to learning. Teachers observe that integrating music into the curriculum generates excitement and enthusiasm among children. When students engage in singing and dancing, their enjoyment of the learning process increases, reinforcing a more positive attitude toward attending school. This emotional engagement is critical for early learners, as it encourages them to actively participate in reading activities without fear of failure.

Furthermore, the use of Indigenous songs strengthens children's cultural identity, providing them with a sense of belonging. Teachers note that when children hear songs that reflect their heritage, they feel more connected to their cultural roots and are more comfortable expressing themselves in the classroom. This cultural affirmation can significantly impact their willingness to learn and engage with the content, including reading activities, as they see the relevance of their cultural identity in the educational process.

In conclusion, Indigenous songs serve as an effective tool for enhancing reading skills among preschool children in Indigenous communities. By supporting phonemic awareness, vocabulary development, and fostering positive emotional connections to learning, these songs significantly contribute to children's progress in literacy. The integration of cultural elements into teaching practices not only makes learning more enjoyable but also helps reinforce children's cultural identity, ultimately creating a more holistic and meaningful educational experience.

### **Theme 3 : Teaching Approaches**

In teaching Orang Asli children, a culturally responsive teaching approach is essential for creating an effective learning environment. Teachers emphasize the importance of incorporating cultural elements, particularly Indigenous songs, into lessons. This culturally responsive strategy helps establish meaningful connections between the curriculum and the students' cultural heritage,

making learning more relevant and enjoyable. By integrating these songs, educators can engage students on a personal level, enhancing their appreciation of their cultural identity.

Indigenous songs serve as a tools for bridging cultural gaps in the classroom. Teachers select songs that reflect the students' backgrounds and experiences, allowing them to relate to the material more easily. This connection fosters a sense of belonging and security in the classroom. When students feel recognized and valued through their cultural expressions, their motivation to participate in learning activities increases significantly, leading to better educational outcomes.

Incorporating Indigenous songs into lessons also facilitates a multisensory learning experience. Teachers use singing and music techniques to engage different learning styles, making lessons dynamic and interactive. Through singing, dancing, and movement, students can actively participate in their learning process, which is crucial for preschool children who often learn best through hands-on experiences. This approach captures their interest while reinforcing learning objectives, making concepts more memorable and easier to understand.

Furthermore, using Indigenous songs encourages collaborative learning among students. As they engage in group singing and activities, children develop essential social skills such as teamwork, communication, and empathy. This cooperative learning environment promotes positive relationships among peers, which is vital for fostering a supportive classroom community (Peter Obeng et al., 2022). Teachers observe that students who feel connected to their classmates are more likely to participate in discussions and share ideas, enhancing their overall learning experience.

As a result, teaching approach when working with Orang Asli children involves integrating cultural elements like Indigenous songs into lessons. This culturally responsive strategy enhances engagement, promotes social interaction, and fosters a sense of belonging among students. By creating a dynamic and inclusive learning environment, educators can support the holistic development of Orang Asli children while honoring their cultural heritage and helping them achieve their educational goals.

#### **4. Discussion**

Previous studies have shown that indigenous songs play an important role in encouraging active participation among children in the classroom. This study found that children are more confident in

expressing their emotions while singing, and indigenous preschoolers need continuous opportunities to develop reading skills through singing activities. Singing has proven to be both enjoyable and stimulating for preschoolers, aligning with the findings of (Aziz & Masnan, 2022), which showed that children's engagement in class becomes increasingly active through singing.

Secondly, the use of indigenous songs in the classroom can enhance the reading skills of indigenous children. Integrating these songs into lessons not only supports literacy development but also fosters student engagement and interest in learning. A study by (Politimou et al., 2019) highlighted the connection between music and language skills in early childhood, with positive effects on phonemic awareness and vocabulary acquisition. Singing indigenous songs is both enjoyable and effective, consistent with the findings of (Amalia & Hasana, 2019) on the importance of nurturing language skills through singing from an early age.

Additionally, culturally responsive teaching approaches used by preschool teachers increase students' love for learning and motivation to engage in educational activities. This study found that effective teachers consistently stimulate and motivate children through the activity of singing indigenous songs, encouraging them to speak, voice their opinions, and actively participate in class. (Zainiah Mohamed Isa et al., 2021) also suggested that teachers can relate learning issues to children's existing experiences. Teachers should provide opportunities for indigenous children to interact and speak, fostering their language, communication, and literacy development in preparation for Year 1.

On the other hand, preschool teachers need to be more creative and adaptable to the challenges they face in educating indigenous children, adopting a more inclusive approach that acknowledges the students' cultural backgrounds. This is a crucial step toward achieving better educational outcomes for indigenous children. Therefore, the role of indigenous songs, when integrated into well-facilitated teaching and learning processes (PdPc), can have a significant impact on supporting the overall development of reading skills among preschool children.

## **5. Summary**

According to the present research, there are several use of indigenous songs in teaching is effective in improving the reading skills of indigenous children, based on qualitative interview

findings. The integration of cultural elements into learning also significantly enhances students' literacy. Therefore, it is crucial to tailor teaching strategies to the needs and cultural backgrounds of students to prevent reading development issues. Adequate planning of educational infrastructure is also necessary to ensure indigenous children have access to quality, competitive education.

In conclusion, indigenous songs serve as an effective tool and medium for supporting the development of reading skills in indigenous children. Through singing activities, they learn language skills, new vocabulary, memorization of lyrics, and engage in creative movements with their peers. Therefore, preschool teachers must remain attentive and continually seek to expand their knowledge. This study aims to improve indigenous children's reading skills and contribute to the enhancement of the national education system, preparing well-rounded individuals who are ready to face future global challenges.

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***Sexual violence prevention knowledge among parents of children with special  
needs in terms of educational background in Aceh***

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**Abstract:**

*This research aims to determine knowledge of preventing sexual violence among parents of children with special needs in terms of educational background in Aceh. The research method used is a quantitative method with descriptive analysis which aims to create a systematic, factual and accurate description or picture. Data is obtained through a knowledge scale. The subjects in this research were 215 respondents who were obtained based on the incidental sampling method. The results of the research show that parents with S1/D4 education have a high percentage category compared to parents with elementary school education who have a low percentage category. This is because parents with an elementary school education background have very little information, they do not seek out information about preventing sexual violence through newspapers or social media, related to the problem of lack of interest in reading and their ability in social skills and problem solving. Parents with a diploma or master's degree have good knowledge about sexual violence against children. This is in line with government programs in accordance with law number 47 of 2008 concerning compulsory education. Compulsory education serves to expand and equalize opportunities to obtain quality education for every Indonesian citizen. Compulsory education aims to provide minimum education for Indonesian citizens to be able to develop their potential so they can live independently in society or continue their education to a higher level. The 12-year Wajardikdas is a follow-up program to the 9-year Wajardikdas, which functions to increase the intelligence of the nation's children.*

**Keywords:** *Knowledge, Prevention of sexual violence*

**1. Introduction**

Sexual violence is a condition that deprives children of their rights to the point of endangering their lives (Ninawati & Handayani, 2018). A case of sexual violence with a child victim with special

needs was revealed in May 2016 in Solo City. Sadly, the victim, who was 13 years old at the time, was molested by two adults who turned out to be his own neighbors (Susanto, 2016). Child sexual abuse is the involvement of children in all forms of sexual activity that occurs before the child reaches a certain age limit set by the laws of the country concerned, where adults or other children who are older or people who are considered to have more knowledge than the child utilize them for sexual pleasure or sexual activity (Noviana, 2015). Sexual violence is caused by the assumption of people who consider it taboo to discuss sexual matters with their children, where most people think that children at elementary school age are still not appropriate to be given sexual education (Amalia et al., 2018). The cause of sexual violence is because children do not know and do not realize what the perpetrator has done, namely touching their private areas such as genitals (Qonita, 2015).

Therefore, child sexual abuse is one of the most highlighted issues today. Wurtele & Kenny (2012) mention that external factors, namely parents, can also influence the occurrence of sexual violence in children, such as a lack of knowledge from parents to children about sexual education. Parents have the main role in educating children with special needs as well as the knowledge of sexual violence in this case found that. Parents seem to leave sex education to the school as a source of knowledge for their children. Even though sex education itself has not been specifically implemented in the school curriculum (Wahyuni, 2018). Research (Solehati et al., 2022) shows that parents' knowledge regarding the prevention of child sexual abuse is still lacking, parents are worried that their children are too young to receive information about "sex" (Guo et al., 2019).

Guo et al.'s research (2019) shows that parents still lack knowledge about the characteristics of perpetrators and victims of sexual violence. Parents' lack of knowledge about child sexual abuse will have an impact on the inaccuracy of delivering messages about the important core of child sexual abuse prevention information (J. Q. Chen & Chen, 2005; Walsh & Brandon, 2012), will impact their ability to engage in discussions with their children (Walsh & Brandon, 2012). Parents will refuse to talk about it because they feel uncomfortable or worried about conveying information about sexuality to children (Zakiyah et al., 2016).

## 2. Metode

This research uses a quantitative approach with descriptive quantitative research. The population in this study were parents of children with special needs in Aceh. The research sample is part of the number and characteristics of the population (Sugiyono, 2019). The technique used for sampling in this study is accidental sampling technique, which is taking sample members obtained by chance / incidentally meeting with the researcher, if it is deemed that the person who happened to be met happened to meet the researcher, if it is deemed that the person who happened to be met was suitable as a data source, then it could be used as a sample (Sugiyono, 2017).

Data collection in this study uses primary data, namely data collected directly from respondents. The primary data used in this study were questionnaires, and the instrument used in this study was a knowledge scale (Sugiyono, 2019). The questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer (Sugiyono, 2019).

## 3. Result

**Table 1**

**Xmin, Xmax, Mean and SD Data Based on Education**

| Education | Xmin | Xmax | Mean  | SD    |
|-----------|------|------|-------|-------|
| SD        | 3    | 19   | 13.02 | 4.342 |
| SMP       | 9    | 19   | 15.08 | 3.269 |
| SMA       | 5    | 19   | 15.50 | 2.965 |
| D3        | 13   | 19   | 16.00 | 4.243 |
| S1/D4     | 8    | 19   | 16.89 | 2.991 |
| S2        | 17   | 19   | 18.40 | .894  |

Source: data processed by SPSS (2024)

Based on the categorization table above, high and low knowledge of preventing sexual violence in parents of children with special needs based on education is categorized as shown in the table below.

**Table 2.**

**Categorization by Education**

| Education | Category      | Frequency | Percentage |
|-----------|---------------|-----------|------------|
| SD        | High          | 17        | 31.5%      |
|           | Low           | 20        | 37.0%      |
|           | Uncategorized | 17        | 31.5%      |

|              |               |            |             |
|--------------|---------------|------------|-------------|
| SMP          | High          | 16         | 40.0%       |
|              | Low           | 12         | 30.0%       |
|              | Uncategorized | 12         | 30.0%       |
| SMA          | High          | 39         | 45.3%       |
|              | Low           | 28         | 32.6%       |
|              | Uncategorized | 19         | 22.1%       |
| D3           | High          |            |             |
|              | Low           |            |             |
|              | Uncategorized | 2          | 100.0%      |
| S1/D4        | High          | 13         | 48.1%       |
|              | Low           | 7          | 25.9%       |
|              | Uncategorized | 7          | 25.9%       |
| S2           | High          |            |             |
|              | Low           | 1          | 20.0%       |
|              | Uncategorized | 4          | 80.0%       |
| <b>Total</b> |               | <b>215</b> | <b>100%</b> |

Source: data processed by SPSS (2024)

Based on the table above, it can be seen that the knowledge of parents of children with special needs about preventing sexual violence based on elementary school education in the low category is 37.0%, while in the high category it is 31.5% and those who are not categorized are 31.5%. Then it can be seen that the knowledge of parents of children with special needs about preventing sexual violence based on education (junior high school) in the high category has a percentage of 40.0%, while in the low category has a percentage of 30.0%, and those who are not categorized are 30.0%. Furthermore, it can be seen that the knowledge of parents of children with special needs about preventing sexual violence based on education (high school) in the high category is 45.3%, while the low category is 32.6%, and those who are not categorized are 22.1%. Based on the table above, it can be seen that the knowledge of parents of children with special needs about preventing sexual violence based on education (D3) which was not identified amounted to 100.0%. The percentage of knowledge of parents of children with special needs about preventing sexual violence based on education (S1 / D4) in the high category amounted to 48.1%, while in the low category amounted to 25.9%, and those not identified amounted to 25.9%. Then it can be seen that the knowledge of parents of children with special needs about preventing sexual violence in the low category amounted to 20.0%, while those who were not identified amounted to 80.0%.

The results of the descriptive analysis above can be concluded that the knowledge of parents of children with special needs about preventing sexual violence based on S1 / D4 education has the highest percentage while based on elementary school education has the lowest percentage.

#### **4. Discussion**

Based on the results of the study, it shows that parents with S1 / D4 education have a high percentage category compared to parents with elementary school education who have a low percentage category. This is because parents with elementary school educational backgrounds have very little information, they do not find out information about preventing sexual violence through newspapers or social media, related to the problem of lack of interest in reading. If you read more, then from ignorance you will know (Hadi et al, 2023). Then their ability in social skills, as well as problem solving. Parents with the latest education D3 and S2 have good knowledge about sexual violence in children (Kusuma et al., 2021). Parents who have good education about child sexual abuse are in the higher education range (Purnamasari & Herfanda, 2019).

This is in line with the government program in accordance with legislation number 47 of 2008 concerning compulsory education. Compulsory education serves to expand and equalize opportunities to obtain quality education for every Indonesian citizen (State institutions of the republic of Indonesia, 2008). Compulsory education aims to provide a minimum education for Indonesian citizens to be able to develop their potential to live independently in society or continue their education to a higher level. Wajardikdas 12 years is a continuation program of wajardikdas 9 years, functioning to increase the intelligence of the nation's children (state institutions of the republic of Indonesia, 2008).

Because 9 years of compulsory education is still considered insufficient to support education and knowledge, so that the higher the education, the greater the opportunity to be better able to play a role as economic actors or industrial sectors (state institutions of the republic of Indonesia, 2008). Improving the quality and competitiveness of human resources is also expected to produce the next generation of healthy, intelligent, adaptive, innovative, skilled, and characterized nations (Sofyan & Sanusi, 2023). Information about sex should be obtained from parents, teachers, or based on the correct source of information (Solikhah RN, 2014). So that parents are required to read more and

find out about the prevention of sexual violence that occurs in children, especially children with special needs.

## 5. Summary

Based on the results of the analysis described in the previous chapter, it can be concluded that there is an overview of the level of knowledge of preventing sexual violence among parents of children with special needs in Aceh. In other words, the higher the educational background, the better the level of knowledge of preventing sexual violence in parents of children with special needs. Conversely, the lower the level of parental knowledge regarding the prevention of sexual violence in children with special needs. This shows that parents with a low educational background are unable to understand, teach, and apply the prevention of sexual violence to children. Conversely, parents with a high educational background are able to understand, teach and apply the prevention of sexual violence in children.

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## **A Picture Of Self Determination In Parents Who Have Children With Special Needs**

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### **Abstract**

*This study aims to determine the description of self-determination in parents who have children with special needs. The research subjects totaled 164 parents from five sub-districts in North Aceh. This study uses a quantitative approach with a descriptive type, the data collection method in this study uses a scale by distributing questionnaires. The analysis used in this study is univariate analysis. The sampling technique used non probability sampling technique, namely incidental sampling. The results of this study obtained that the description of the level of self- determination possessed by the research subjects is classified as having a high level of self- determination as much as (45.7%), meaning that parents are able to care for their children and believe in their abilities that are useful for helping their children with special needs, parents are able to regulate their own behavior without seeing other people's assessments, being able to act independently, and being able to overcome all problems with their children with special needs. The results based on aspects of self-determination obtained the highest value lies in the relatedness aspect (41.5%), the results based on the gender of the parents, the father (male parents) are at a high level of categorization as much as (50%), the results based on the age of the parents are highest in the middle adult phase as much as (54.4%). When looking at education, diploma was the highest category (75%), while when looking at the age of children with disabilities, parents with children with disabilities in the late childhood phase were the highest (52.4%).*

**Keywords** : self determination, children with special needs, parents

## 1. Introduction

Children with special needs (ABK) are children who are significantly different in several important dimensions of their human functioning, those who are physically, psychologically, cognitively, or socially hampered in achieving their goals/needs and potential to the fullest, including those who are deaf, blind, have speech impairments, physical disabilities, mental retardation, and emotional disorders (Mangunson, 2014).

According to Heward (in Rasyid, et al., 2019) Parents with children with special needs have a series of more responsibilities than parents of normal children, namely teaching and advising children, regulating and observing children's behavior, dealing with other children and other people in the environment, maintaining parental family relationships, connecting with schools and communities, participating in educational plans, and helping to set realistic life goals.

Parents' lack of knowledge and understanding of children with disabilities is one of the obstacles faced by parents in raising children, even though this knowledge is needed in an effort to understand the conditions and treat children with disabilities appropriately.

It can also cause new problems faced by the parents of these children, and it is not uncommon for many parents to feel burdened in raising their children who have special needs (Agustina, 2022). The low knowledge of parents can be caused by parents' motivation to achieve their child's recovery and the level of awareness of the active role of parents, motivation to achieve recovery accompanied by awareness of the importance of an active role will encourage parents to increase knowledge (Asmika, et al., 2006).

Parents who have children with special needs often feel that their abilities are very low, and result in low self-esteem, so that the burden of raising children with special needs can affect the mental health of their parents. In addition, the lack of information and knowledge related to special needs in children can also cause difficulties for parents. (Anggereani, 2024). The number of parents who lack knowledge makes children who need special attention fall behind with other children even though they are able to participate in education with an inclusive approach (Tugiah & Trisoni, 2022).

Parents who have children with special needs will experience several things, including the parents' lack of expertise in handling their children, parents' self-esteem, parents' uncertainty about their children's future, parents also have difficulty and delay in detecting their children's

development, and the limited knowledge they have about their children causes parents to feel confused, Parents also experience rejection received from the closest people in their family which will make them increasingly inferior and withdraw from the environment, always overwhelmed by fear when dealing with other people or doing something, and in the end they really become people who cannot function socially and depend on others, including in caring for themselves (Sesa & Yarni, 2022).

Hutasoit & Berlianti (2024) also explained that the reality that emerges in the community regarding the care of children with special needs is that many parents let and even hide their children with special needs, parents seem to close themselves off from the environment, so that children become less socially independent and ultimately unable to adapt to the environment.

## **2. Metode**

This study uses quantitative research methods with descriptive research types. Descriptive research is used to describe self- determination in parents who have children with special needs. The variable used in this study is only one variable, namely Self- Determination. Self-determination in this study was measured using a scale compiled by the researcher, the self-determination scale was prepared based on 3 aspects of self- determination according to Decy and Ryan (2000), namely competence (competence), independence (autonomy), relatedness (relatednes).

The population in this study were parents who had children with needs who sent their children to all special schools in North Aceh District. The total population in this study was 279 parents who sent their children with disabilities to special schools in North Aceh District. In this study using non probability sampling technique, namely incidental sampling technique. The number of samples in this study was determined using the Yamane formula, so the minimum sample needed in this study was 164 parents. Analysis of the items used in this study to test the validity using the Corrected Item-Total Correlation test, if an item has a minimum score of at least 2 points, then the validity test will be used. 0.30 then the differentiating power is good or satisfactory, but if the number of items needed is insufficient, the criteria limit can be lowered to 0.25 so that the number of items needed can be met (Azwar, 2021).

The reliability test uses the Cronbach's Alpha test, the higher the reliability coefficient approaches 1.00, the more reliable the measurement (Azwar, 2021). All analyses in this study used

the help of the statistical test program SPSS version 24 for windows.

### 3. Result

This research data includes self-determination in parents who have children with special needs and who send their children to special schools in North Aceh. The categorization of self-determination in parents who have children with special needs can be seen in the following table:

| Category  | Score | Frequency | Percentage |            |
|-----------|-------|-----------|------------|------------|
|           | Skor  | Kategori  | Frekuensi  | Presentase |
| X > 77.23 |       | Tinggi    | 75         | 45.7%      |
| X < 75.52 |       | Rendah    | 71         | 43.3%      |
|           |       | Missing   | 18         | 11,0%      |
|           |       | Total     | 164        | 100%       |

Based on the table above, it can be concluded that self-determination in parents who have children with special needs is in the high category, namely 45.7% and there are 43.3% of parents in the low category

### 4. Discussion

Based on the results of the research that has been conducted, that the self-determination possessed by parents who have children with special needs who send their children to special schools throughout North Aceh is classified in the high category, meaning that parents are able to take good care of their children and believe in their abilities that are useful for helping their children with special needs, parents are able to interact with other people when they have difficulty dealing with their children when they tantrum, parents also provide special training so that the talents possessed by their children with special needs can develop optimally.

These results are in line with Utami's research, et al., (2020) where if individuals have high self-determination they have the capacity to override interventions from outside parties so that they can act based on their own wishes, people who have high determination are people who act independently, are able to regulate their own behavior, and act in a self-conscious manner. When viewed based on the aspects of self-determination proposed by Decy & Ryan (2000), the highest aspect of self-determination of parents who have children with special needs is obtained. Parents who have children with special needs in North Aceh are able to interact with other people whenever they

feel difficulties in dealing with their children with special needs, parents are able to discuss and share knowledge with other parents who have the same ABK, Individuals who do not have closeness with other people or social groups will feel uncomfortable or unable to fulfill their own desires (Akbar et al., 2018).

If the need for relatedness is fulfilled, individuals will get satisfaction and happiness in life in the form of feeling safe and comfortable in exploring the world so that they can optimize their potential (Deci & Ryan, 2000). However, parents who have children with disabilities in North Aceh have the lowest categorization in the aspect of independence (autonomy), meaning that parents who have children with disabilities are not able to act properly to make decisions related to the needs of their children with special needs, parents also feel unfree in living life as parents who have children with disabilities, parents also often feel sad because of every behavior that their children do.

Parents are also afraid that if someone finds out about their bad experiences while caring for children with disabilities, this is in accordance with the explanation (Dali, 2021). Individuals who have a low autonomy score will look at other people's judgments in making decisions, always follow social pressure in thinking and acting, are unable to regulate their own behavior, and are unable to evaluate themselves by their own standards. When viewed based on the gender of the research respondents, it can be seen that self-determination between men and women has a difference, where the level of self-determination of male parents (father) is higher than the self-determination of female parents (mother).

This is in line with research conducted by Muna & Sakdiyah (2015), namely the father who has the most influence on self-determination, namely the father as a social and academic resource significantly influences the emergence of a sense of connection between children and their surroundings, the father as a provider of attention and affection influences the child's sense of independence, the father as a consultant and advisor influences the formation of a child's sense of competence. When viewed from education

Parents, the results obtained show that the majority of the last level of education of parents in this study which is classified as the highest is at the diploma level of education. This is in line with Nirmala's research (2024) parents who graduated from diploma diligently attended seminars for children with special needs so that they got information related to children with special needs,

making parents learn to understand the specificity of children, learn how to care for children with special needs so that parents are enthusiastic about caring for their children. Quality education will help children maximize their diverse interests and talents, strengthen the child's sense of belief and self-confidence (Aryani, 2015).

Then when viewed based on the age of the parents, from the results of the study it can be seen that self-determination in parents who have children with special needs who are in the middle adult phase, namely in the age range 41- 60 years, is the highest. This is in line with Akmalah's research (2014) that parents in middle adulthood look quite independent and are able to regulate their own behavior, can cope with social pressure quite well, and actively involved in various activities organized in the environment in the community. Individuals in the middle adult stage already have a wider range of thoughts, individuals are also more open to building relationships with others, and already have a lot of life experience and individuals at this stage can make decisions to help other individuals to the fullest (Mallian & Soetikno, 2022).

When viewed based on the age of the children with disabilities, it can be seen that parents who have children with disabilities in the late childhood phase in the age range of 6- 12 years have the highest self-determination. Children who are in late childhood are children of primary school age, at this age children begin to recognize themselves, with the characteristics that exist in themselves, starting from showing their independence to adults, openness to input that they get from others, awareness of the dangers when doing something, and awareness of supervision from adults, (Kurnianingsih, et al., 2022). In line with this, parents also believe in the ability of parents to guide children, so that parents value independent decisions, interests, children's opinions, and personality (Astuti & Untari, 2016).

## **5. Summary**

Based on the results of the research that has been conducted, it is concluded that self-determination in parents who have children with special needs has a high level of self-determination, parents are confident in their own abilities in caring for their children with special needs, parents are also able to motivate themselves to rise from the failures experienced when caring for their children with special needs, besides that parents are also able to make their own decisions to meet the needs of their children with special needs, and parents are able to build social networks with

other people by discussing and sharing knowledge about the experience of having children with special needs.

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## **Difference Procrastination Academic reviewed from Type Sex On Student School MTsN 2 Aceh North**

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### **Abstract:**

*This research aims to determine differences in academic procrastination in terms of gender among students at school. The research method used is a quantitative research method with a comparative research design which aims to determine differences in academic procrastination based on gender. Data was obtained through an academic procrastination questionnaire based on the theory of Ferrari et al. The subjects in this study were two hundred and twenty-two students, of which there were one hundred and eleven men and one hundred and eleven women, who were obtained based on a simple random sampling method in which sample members from the population were taken randomly without having to pay attention to the existing strata. The research results show a significance of  $0.000 < 0.05$ , namely  $H_a$  is accepted and  $H_o$  is rejected, which means that there are differences in academic procrastination based on gender. This is because male students are more likely to engage in academic procrastination than female students.*

**Keywords:** *Students. Gender. Academic Procrastination*

### **1. Introduction**

Education is place main in optimize potential Which ownedby a student which is one of the One of the goals of national education is to be able to to form a civilized nation with morals good and noble dignity, so that it can be achieved nation Which dignified, believe And To be pious requires a strong mental conditionand tough, which is able to control yourself to avoid inappropriate behavior responsible answer (Ashaf et al., 2021). Education is also a process of change a person's behavior with the effort to mature through training and teaching (Amin, 2013). As for school with facility Which Good will greatly support the learning process so Also on the contrary (Iramadhani, 2023). In

school own process Study teaching, the success or failure of an achievement objective education That depends from learning experienced by students, where As a student, studying is the main task a student, However No all student have management skills learning Which Good (Supriyatno, 2023).

Junior high school (SMP/MTs) become level education Which important. As for school MTs is Wrong One school with curriculum Which based on religious, school MTsN 2 Aceh North is a school located in the sub-district The Council with environment Which is at near with Coast beach with percentage eye search 60% farmers/fishermen, Which where students attend MTsN Most of them come from Bangka Jaya Which his daily life Work And help person his parents (Dewantara.blogspot.com). Based on the results of the interview on the 30th May 2023 with Teacher BK (guidance counseling) at school the say that there is Lots problem about student Which Like postpone in do his job that is Wrong the only one a number of from they do PR at school when day collection.

The survey results were conducted on date 20 January 2024 to 30 student MTsN 2 Aceh North, Where seen existence problem procrastination academic between student man with student Woman in MTsN 2 North Aceh school, where the students man own mark presentation tend more Lots compared to female students, especially in the third aspect, namely the gap between time plan with performance current as well as on a number of aspect other, as for in female students it is seen that they feel less inclined to relax if you haven't finished do his duties, matter the seen on aspect fourth Where student Woman own mark presentation more A little between aspects other.

In general a student has a responsibility that is to do and finish task Which given by his teacher Which Where Also is A obligation as a student. However the reality Still there is student Which do procrastination academic, matter the based on from study Which done English: (2023) get the results show that there are still students who are indicated do procrastination academic like procrastinate workmanship task, not enough care to tasks, lazy in Study, as well as not enough motivation in self individual student. Ferrari et al (1995) say procrastination academic is behavior delay Which done with on purpose in start or finish task Which relate with academic. Based on its benefits procrastination shared two, namely functional procrastination ( functional procrastination ), delay

in do task Which aiming For get more complete information and accurate, the second is dysfunctional procrastination , procrastination Which No aiming And cause problem as well as

result No Good (Ferrari, 1991). Procrastination academic is behavior procrastinate task academic Which done intentionally to carry out activities other fun and meaningless, useless who, wasting away time so that cause consequence Which No Good or loss for Which do it (Ulum, 2016).

As for the consequences or impacts of inability in fulfil task-tasks to be done and completed is performance Study Which No maximum, the effects of procrastination in general will experience decline academic, in side that's them Also experience impact psychological such as tension and stress, as well as high anxiety (Wangid, 2014). One of the impacts of stress on a person that is experience difficult Sleep And lost Spirit (Safarina, et al. 2024). Based on results calculation from study Which conducted by Lubis et al., (2022) found the result that men procrastinate academic more tall compared to with Woman.

## 2. Methode

In study This use academic procrastination variables. Subjects in This study was 111 students. This research use technique non probability , technique sample Which used is technique simple random sampling that is Which taking sample members from the population are taken randomly random without having to pay attention to the strata there is (Sugiyono, 2019).

Method of collecting data use scale procrastination academic modified from researcher previously. Results validity with use techniquecorrected Items total in get validity with a total of 46 academic procrastination items with a value range of 0.3-0.8. The reliability of the scale procrastination academic use technique Cronbach's Alpha analysis 0.940.

## 3. Result

### Normality Test Table 1

| <b>One Sample Kolmogorov Smirnov Test</b> |       |
|---|-------|
| <b>Significance value</b>                 |       |
| Procrastination academic                  | 0,000 |

Source: data processed by SPSS (2024)

Based on test normality Which has done on 222 student MTsN 2 Aceh North to obtain mark significance  $0.000 < 0.5$ , so can concluded that results data in study it has data No normal distribution.

**Homogeneity Of Variance Table 2.**

| <b>Test of Homogeneity of Variance</b> |      |
|--|------|
| Mark Significance                      | .957 |

Source: data processed by SPSS (2024)

Based on the table above, we can see the results of the homogeneity test carried out on 222 students of MTsN 2 North Aceh showed that the male and female students had significant values  $0.957 > 0.5$ , then it can be concluded that there is homogeneous data, meaning that the research sample originate from the variant the same population.

**Correlation Test Statistics Mann Whitney U Table 3**

| <b>Test Statistics Mann Whitney U</b> |         |                       |
|---------------------------------------|---------|-----------------------|
|                                       | Z       | Asymp Sig. (2-tailed) |
| Student Woman And studentman          | -12,590 | .000                  |

Source: data processed by SPSS (2024)

Mann Whitney Test which can be seen above, female students and Male students have a significance value of 0.000, meaning  $< 0.05$ , so there is a significant difference. between female students and male students. So  $H_a$  is accepted and  $H_o$  is rejected, therefore It can be concluded that there are differences in academic procrastination in female students of different types. sex Woman with student of various types sex man.

**4. Discussion**

Based on results study Which conducted on 222 students of MTsN 2 North Aceh get the result that  $H_a$  is accepted and  $H_o$  is rejected rejected which means that there is a difference procrastination academic reviewed based on gender, namely where students are of the same gender sex man own procrastination academic Which tall based on results descriptive compared to with student Woman. Student man Possible not enough in manage time between do task school with activity other Which can result in procrastination academic. By Because That as for Wrong One factors that exist within the individual influencing procrastination includes conditions physique And condition psychological. According to Victory And Widodo (2017) Wrong the only one condition psychological that is control self, the more low control self Which owned when face task, will the more tall his tendency to doprocrastination academic.

Results from study previously Which done by Huda (2015) say that student man more often postpone studies they compared to with student Woman, Which Where interpreted that Woman succeed finish studies more fast compared to with man has open eye all party that Women can also do something for civilization Which more Good.

As for the category per aspect Which Already obtained results on thattheir male students have problems in aspects gap between planned time and performance Which done And on aspect do activity other Which more pleasant, almost The same with problem Which experienced by female students where they experience problem on aspect time gap between plan and performance actual.

Based on categorization class Which carrying out academic procrastination, namely class One Where they new start adapting to school elementary school and currently entering high school First Which own various eye more lessons than school base, so from That make they difficulty For arrange time between do activity other Which more pleasant with do task his school so that make they hampered in process study it.

Limitations And weakness in this research, researcher only take one school, No take Lots school. Researcher Also experience difficulty Where must explain a number of time about procedure filling questionnaire to sample research, there are other limitations, namely researchers do not pay attention to the field situation Where distribution questionnaire moment Already almost break time so the filling processquestionnaire going on not conducive.

## **5. Summary**

Based on the research results that have been done can concluded that Ha accepted and Ho rejected, Which means that there is difference procrastination academicwhich is reviewed based on gender, namely Where student Which various sex man own procrastination academic Which tall based on results descriptive compared to with student Woman. Student man Possible not enough in manage time between do task school with activity other Which can result in the occurrence of procrastination academic.

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