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Universitas Airlangga

**International Conference on Psychology
in Health, Education, Social and Organizational Settings (ICP-HESOS)**

“Psychology in Changing Global Contexts”

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**International Conference on Psychology in Health, Education, Social and
Organizational Settings (ICP-HESOS)**
“Psychology in Changing Global Contexts”

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TABLE OF CONTENT

Handwritten signature/initials

Remarks from Rector of Universitas Airlangga.....	i
Remarks from Dean of Faculty of Psychology, Universitas Airlangga	ii
Remarks from The Technical Committee Chair	iii
Foreword from The Scientific Committee	iv

Key Note Speakers

1. How to Discover Real Emotional Reaction to Advertising about Using Biometric Measurements in Advertising Testing (<i>Dominika Maison</i>).....	1
2. CxO Global Studies - Leading large scale Organizational Transformation (<i>Hora Tjitra</i>).....	8
3. Positive Ageing means Ageing well for both Self and Others (<i>Sik Hung Ng</i>).....	9
4. Collaborative Problem Solving (<i>Esther Care</i>).....	16

Participants

5. Psychological Concerns of Malaysian Gifted Learners: Implications toward School Counseling Services (<i>Abu Yazid Abu Bakar, Noriah Mohd Ishak</i>).....	21
6. Literature Review of Psychological Capital And Employee Engagement (<i>A ditya Nanda Priyatama</i>).....	27
7. Parental Involvement and Mathematics Ability in Elementary Students (<i>Hazhira Qudsyi</i>).....	33
8. The Relation Between Minding in The Enhancement of Closeness With The Marital Adjustment on Soldier's Wife (<i>Hendro Prakoso, and Akbar Fajri</i>)	39
9. Efectivity of Cognitive Behavior Theraphy for Young Adulthood Women with Chronic Insomnia (<i>Theozipha Nathasa Puspa Citraningtyas, Henny E. Wirawan, and Denrich Suryadi</i>).....	43
10. The Relationship of Emotional Maturity and Conformity with Verbal Aggression (<i>I Gusti Ayu Agung Noviekayati, Arief Nurtjahyo</i>).....	49
11. Relationship between Conformity and Solidarity with Attitude of <i>Menyama braya</i> on Balinese (<i>I Nyoman Angga Wirama, Chitta Dhyana Presmaswari, I Gusti Ngurah Dwiputra Widianta, Ariesta Handoko Pratama, Nicholas Simarmata</i>).....	55
12. Students' Perceptions and Expectations of The Tutor against Student Motivation and Learning Outcome Improvement (<i>Amelia Febriani, Ika Sufariani, Moh Zaimuri, and Sulikah</i>).....	58
13. Intrapreneurship and Demographic Factors in The Teaching Profession (<i>Jimmy Ellya Kurniawan</i>)....	64
14. Marital Satisfaction, Communication Patterns, and Couple Map Perceived by Balinese Women in Their Marriage (<i>Made Diah Lestari</i>)	69
15. The Effects of a Token Economy System to Decrease Disruptive Behaviors of Children with Visual Impairment (<i>Maria Helena Suprpto, and Febi Ayu Mayangsari</i>)	75
16. The Influence of Self Control Training to The Level of Internet Addiction in College Students (<i>Emma Krisnawati, and Mira Aliza Rachmawati</i>).....	81
17. Mothers' Acceptance Process Towards Impaired Children With Cerebral Palsy (<i>Antika Puteri Tjahjonoadi, Nanik, and Kristianto Batuadji</i>).....	86
18. Linguistic Experiences of Adult Dyslexic Learners (<i>Ariel E. San Jose</i>)	93
19. Risk Behaviors among Indonesian and Chinese College Students (<i>Monique Sukamto, Sri Wahyuningsih, Debrina Chrisanti, Youvi Angelina, Jiasheng Zhong and Shiyao Zhang</i>)	100
20. Psychological Well Being Reviewed Of Single Types and Sexes (<i>Nanik, HartantiHartanti, Yohana Christie, and Dewy Mulyono</i>).....	105
21. Effectiveness of Music Therapy in Lowering of Postpartum Depression (<i>Rabi'atul Aprianti, and Ratna Syifa'a Rachmahana</i>)	110
22. Emotional Stability in Vegetarian and Non-vegetarian Adolescence (<i>Putu Wirmayani, A A I Dina Kartika, Ayu Novia Viorica, Komang Try Damayanti, and Dewa Gede Ari Dhanendra</i>).....	117

23. Involvement in School Extracurricular Activities And Soft Skills: A Comparative Analysis Between Students Interested And Not Interested In School Extracurricular Activities (<i>Mohanaraju Annamalai</i>)	124
24. Profiling Facebook Users: Who is The Open-attentive User in Facebook? (<i>Rahkman Ardi, and Dominika Maison</i>)	131
25. Evaluation of Stress and Coping Styles in Patients with Metabolic Syndrome in Hospital Universiti Sains Malaysia (<i>Nor Fadhillah Abdullah, Radziah Mohd Fauzi, and Sakinah Harith</i>).....	141
26. Corporate Culture, Perspectives on Theory and Practice, Compare and Contrast Indonesia and The Netherland (<i>Nugroho Dwi Priyohadi</i>)	151
27. The Mapping of Aggression Causal Factors on Political Party Participants (<i>RR. Amanda Pasca Rini, Astrid Lingkan Mandas, and Diah Sofiah</i>)	156
28. Gender Differences in SCD Crises: Implications for Genetic Counseling and Psychotherapy (<i>Ohwatoyin Olatundun</i>)	162
29. Psychosocial and Medical Intervention to ward Pregnant Woman in Order to Understand the Mental and Physical Defect of Newborn Baby (<i>Rufus Patty Wutun, Maximus Biae Dae, and Petrus Yulius</i>).....	175
30. What Happened When Suicide Trial Occurred (<i>Sarah Kartika Pratiwi, Ratri Pratiwi, Risvandi Dwi Setyawan, Akhmad Sul Khan H, and Sri Kusromaniah</i>)	180
31. A Comparative Study of Marital Satisfaction Between Indonesian and Chinese Wives (<i>Sri Wahyuningsih, Nurlita Endah Karunia, Hildha Pratiwi, Tayyiba Mushtaq, and Qiong Cao</i>)	184
32. Employee's Satisfaction Impact on Employee's Performance: The Case of Fan Industry from Pakistan (<i>Tayyiba Mushtaq, Ma Jianhong, Muhammad Saleem, and Muhammad Ashraf</i>).....	188
33. Correlational Study of Anxiety Level and Sleep Disorders Among Medical Students in Bali Approaching Examination (<i>Tiara Carina, Ida Ayu Gede Hutri Dhara Sasmita, and Nicholas Simarmata</i>)	198
34. Meaning of 'Science' and 'Religion' Related to Indigenous Knowledge of Human Origin and Life Course Among Indonesian and Chinese Student (<i>Tonny, and Ganesha Bayua Putra, Qianwen Wu, Xinyao Wang, and Wara Anggana</i>).....	298
35. Life Satisfaction in Multicultural Society: Effects of Ethnic Diversity of Social Network and Ethnic Density (<i>Margaretha, and Wilma Vollebergh</i>).....	214
36. Gender and Attachment to Mother Predict Adolescent's Pride (<i>Felicia Anindita S. Putri, Flaviana Rinta Ferdian, Cornelius Siswa Widyatmoko, and Elisabeth Haksi Mayawati</i>)	216
37. The Effect of Training Program of Kader Pos Paud to Enhance Emergent Literacy Development through Dialogic Reading Activity (<i>Tri Puji Astuti</i>).....	223
38. The Use of Self-Management Strategy to Increase Self-Regulated Learning to the New Students of Psychology Faculty at Airlangga University (<i>Aji Bagus Priyambodo</i>)	233
39. Appreciative Inquiry to Increase Employee Engagement (<i>Rovien Aryunia</i>)	240
40. Depiction of Physical Disability Worker (<i>Danella Merdiasj, and Jovita Maria Ferliana</i>)	249
41. The Effect of Daily Activities and Money Spent Toward Happiness among Teenagers Living in Slum Areas (<i>Meta Zahro Aurelia, Achmad Chusairi, and Rizqy Amelia Zein</i>)	255
42. Decision Making Styles among Account Officer Based On Risk Attitude and Salesperson's Customer Orientation (<i>Rosatyani Puspita Adiati, and Fendy Suhariadi</i>)	260
43. Islamic Education: The Philosophy, Aim, and Main Features (<i>Raudlotul Firdaus Binti Fatah Yasin, and Mohd. Shah Jani</i>)	265
44. Enhancing the Quality Performance through Training Method in Floating Health Center KM. Mook Manaar Bulant District West Kutai (<i>Ermina Istiqomah</i>).....	274
45. Stressors, Manifestations, Self-Management Styles and Communal Support Groups among Metropolis Singles: A Basis for a Proposed Human Resource Quality Of Life Enhancement Program (<i>Domingo Obania Barcarse</i>).....	278
46. Problem-Solving Therapy to Reduce Emotional Distress on Cancer Patients Who Undergoing Chemotherapy (<i>Phebe Illenia Suryadinata, and Nurul Hartini</i>).....	286
47. Study Styles of Conflict Management and Self-Efficiency with Burnout Principals of Governmental Schools (<i>Aida Mehrad, and Hanina Halimatus Saadiyah Hamsan</i>)	291

48. Potency and Problems of <i>Kenshusei</i> (Indonesian Apprentice in Japan) Towards Independency (<i>Cholicul Hadi, Dimas Aryo, Tika Miftahul, Irvani Putri Bethaziiza, Uthia Estiane</i>)	296
49. Description of Adolescents Resilience Who Live in Prone Areas to Occur Human Trafficking (<i>Dany Effendi, and Ike Herdiana</i>).....	300
50. Self Efficacy In Entrepreneurship Among The Students (<i>Dewi Mutamimah, Nurul Sih Widanti, Putri Aquarisnawati</i>)	305
51. The Relationships Among Ethnic Prejudice, Centripetal-Centrifugal Tendencies and Interpersonal Attraction Native Children toward Chinese (<i>Dyan Evita Santi</i>)	311
52. What Are Men's Characteristics That Make Women Attracted? A research about men physical attractiveness according to women in Jakarta: a pilot study (<i>Edward Andriyanto, Gisca Syalindri, and Solita Tiolina</i>).....	318
53. Effect of Exercise on Patient with Diabetes Mellitus : A Case Study of a Patient with Type 2 Diabetes (<i>Andreany Kusumowardani, and Firmanto Adi Nurcahyo</i>).....	323
54. Preparation of The Happiness Module to Improve the Quality of Life of The <i>Odapus</i> in Syamsi Duha Foundation Bandung (<i>Farida Coralina, and Milda Yamuvianti</i>).....	327
55. Training Design to Stimulate Application of Clarity Standard on the Elements of Thinking to Improve Quality of Response (<i>Fida Nirmala Nugraha</i>).....	333
56. Hope of the Student from Divorced Family (<i>Nur 'aini Azizah</i>).....	341
57. Indonesian Youth Micro Expression On Premarital Sexual Behavior Topic (<i>Fransisca Linda Susilowati, Christ Billy Aryanto, Annabele Wenas, Anissa Arnindita, Michael Kendro, and Vinsensia Arindita</i>)	345
58. Relationship Between Organizational Culture And Competence With Employee Performance - Survey in the Office of Tanjung Perak Port Authority (<i>Inmayatur Robbany</i>).....	350
59. Coping Strategies To Satisfied Psychological Needs Women With Postpartum Depression (<i>Istiqomah, Latipun, and Cahyaning Suryaningrum</i>).....	358
60. A School-Based Radio Program in Psychology: A Phenomenological Analysis of Strengths and Weaknesses (<i>Dan Albert D. Merais, and Juan Victor P. Pascual</i>).....	365
61. Description Of Adolescent Sexual Behavior Associated With Increased Of Human Trafficking Cases In East Java A Pre-Eliminary Study (<i>Retno Ayu Astrini, Ike Herdiana</i>).....	371
62. The Importance of Smile And Laughter: A Physical Sign of Happiness to Promote A Good Health Condition of Patients Suffering From Any Kind of Disease (<i>Rufus Patty Wutun, Maximus Biaedae, Petrus Yulius, and Wilibaldus Daningga</i>).....	378
63. Pattern Quality Relationship Between Leader and Member In A Team (<i>Elly Yuliandari</i>).....	382
64. The Exploration Study About College Adjustment of Freshmen (<i>Ruseno Arjanggi</i>).....	387
65. The Difference of Meaning of Work Between Chinese and Indonesia Employees and Its Effect on Work Engagement and Workaholism (<i>Rui Yang, Jianhong MA, Chuncao YANG, Frikson Christian, Karina Indra, Risma Tiara, Sus Budiharto, Retno Kumolohadi, and Sitti Hadjar Nurul Istiqamah</i>)	392
66. Balance Relationship in Parent Marriage, Parenting Effectiveness, Deviant Peers and The Tendency of Externalizing Behavior on Adolescents (<i>Siti Attiyatul Fahroh</i>)	401
67. Cross Cultural Study About College Adjustment Study of China & Indonesian College Students: "How Coping Strategies Help Social Adjustment" (<i>Soerjantini Rahaju, Alexander English, Uly Gusniarti, Anastasia Dewi, Jiang Jing Xin, Anita Verina, and Wen Xue Q</i>).....	409
68. The Effect Of Social Stories On The Pragmatic Communication Skills Of Children With Asperger Syndrome (<i>Shella Tanriady, and Aniva Kartika</i>).....	414
69. Psychological Dynamic In Gays Practicing Heterosexual Relationship (<i>Hangga Diputra</i>).....	419
70. Psychological Conditions of Junior School Students Who Will Participate in Scholastic Aptitude Test in Surabaya (<i>Akhmad Fauzy, Mufidatul Husna, Mochamad Dachlan, and Taufan Setyawan</i>) ...	426
71. Trust, Intercultural Competence and the Influence of Perceived Cultural Distance of Indonesians and Americans in China (<i>Alexander Scott English, and Ma Jianhong</i>).....	433
72. Social Interaction on Gifted Child (<i>Alissa Nurfathia</i>)	441
73. Cross-Cultural Emotion Recognition of Angry and Happy Face between China and Indonesia samples (<i>Yudiarso, A., Herdianto, CR.</i>).....	447

74. The Self-Readiness of Junior High School Students Facing Academic Aptitude Test (<i>A.A.A. Intan Kemala P., Andri Sukristyono, Fadhilah Rahmawati, and Hernawan Bs.</i>).....	452
75. Factors Influencing Individual Performance In An Indonesian Government Office That Carries On Bureaucratic Reformation (<i>Azzatul Munawaroh, Corina DS. Riantoputra</i>).....	456
76. Student Coping Strategy Based On Personality Type, Learning Style And Gender (<i>Niken P, and Muhammad Riza</i>).....	461
77. The Influence Of Teacher's Determination On Curriculum 2013 Toward The Teacher's Performance Of SMP Negeri 10 Surabaya (<i>Nadya, Suhung Muna, Agung Adriyanto, and Aisyiah Fajarwati</i>).....	468
78. A Literature Review on Developing Reading Kiosk Concept for Nurturing Reading Habit among Youth (<i>Mirahida Binti Murad, Mansor Bin Ibrahim, Nurhayati Binti Abdul Malek, Fadzidah Binti Abdullah, and Khairusy Syakirin Has Yun Hashim</i>).....	473
79. Psychological Problem of Children Who Live in Poverty (<i>Yuni Nurhamida</i>).....	483
80. Teacher's Affective Commitment - A Study of High Schools and Vocational High Schools Teachers) (<i>Umi Anugerah Izzati</i>).....	487
81. Empathy and Bullying: A Meta-Analysis Study (<i>Tri Rejeki</i>).....	493
82. Family Support; An Overview to Protect Teens from Human Trafficking -A Pre-eliminary Study (<i>Sekar Kirana Hermianto, and Ike Herdiana</i>).....	490
83. Factors Influencing Students' English Language Anxiety (<i>Norshima, Z. S., Nur Hidayatul Husna, M., Ahmad Fahimi, and A. Amnah Saayah, I.</i>).....	502
84. The Relationship Between Self-Regulation and Career Planning of Balinese Teenage Girls (<i>Ni Luh Arick Istriyanti, and Nicholas Simarmata</i>).....	510
85. The Impact of Self Development Education to the Self Esteem of the Students of Bina Nusantara University Jakarta (<i>Frederikus Fios, Ch. Megawati Tirtawinata, and Murty Magda Pane</i>).....	518
86. A Descriptive Study About Teacher's Level of Work Anxiety As A Result of The Policy of Teacher Rotation and Its Psychological Impact on Potentially Rotated Teacher In SMPN1 Surabaya (<i>Dewi Nurnindyah, Eva Indrasari, and Choiru Rochma Septin</i>).....	524
87. Social Competency of Gifted Students Viewed From Parental Social Support (<i>Sugiarti, Rini</i>).....	532
88. Application of Cognitive Behaviour Therapy to Reduce the Symptom of Obsessive Compulsive Disorder in Young Adult (<i>Silvina Ekos, Henny E. Wirawan, and Sandi Kartasasmita</i>).....	538
89. The Relation between Communication Skill with Psychological Well Being for People with Hearing Loss (<i>Sinta Yudisia Wisudanti Sofyan</i>).....	543
90. Effects of Different Types of Gender-stereotype Threat Activation on Letter Fluency Performance in Men and Women (<i>Sri Wulandari, Donny Hendrawan, and Andi Supandi S. Koentary</i>).....	548
91. Self Leadership in Students Who Working on Thesis (<i>Nur Rachma Aisyah Putri</i>).....	556
92. Self-report of Students Attending Counseling Class on Mindfulness Training (<i>Caesilia IW, and Yohanis Franz La Kahija</i>).....	560
93. Mohd Zawavi bin Zainal Abidin (PhD): Pahang Young Scholar Who Is The Driving Force Behind The Progress And Development of Kolej Islam Pahang Sultan Ahmad Shah (<i>Amnah Saayah binti Ismail, Norshima Zainal Shah, Wan Kamal Mujani and Izziah Suryani Md Ressa d</i>).....	564
94. What Causes Ego Depletion on Students? An Explorative Study (<i>Anna Undarwati</i>).....	568
95. The Relationship Between School Formality Culture And Student Learning Style Towards Students Academic Achievements (<i>Azizi Yahaya, Gooch Mo Lee, Halimah Maalip</i>).....	575
96. Peer Acceptance and Self-Concept Were Reviewed From Degree of Disability & Quadriplegic Child Sex in Inclusions in a School Setting (<i>Bibit Mulyana</i>).....	582
97. "KEMBANG KUNCUP" An Alternative Model of Positive Body Image Promotion for Female College Student (<i>Andrian Liem, and Cicilia Larasati Rembulan</i>).....	588
98. The Analysis of Factors Influencing Depression in Madurese Teens Dynamics in The Framework of Social-Cultural Psychology-Madura (<i>Diana Rahmasari</i>).....	597
99. Driver Psychology: Character and Personhood of Selected Drivers of Dasmarinas, Cavite and Their Relations to Self-Actualisation (<i>Eufrazio Sioco Calderon Jr., and Arianne Banaga Dimalibot</i>).....	606

100. Shame Mediates Attachment and Submissive Behavior in Adolescent (<i>Fiona V. Damanik, Maria Kristanti D.N. Widodoa, Marlina Sutandia, , and Cornelius Siswa Widyatmoko, and Elisabeth Haksi Mayawati</i>).....	612
101. The Correlation Between Self-Focusing Person and Students Entrepreneurship in Surabaya (<i>Tuzzahra Aulia, Nurul Aini, and Cholichul Hadi</i>).....	618
102. Developing New Norms of CFIT in Indonesia (<i>Fitri Andriani and Pramesti Pradna Paramita</i>).....	621
103. The Effect of Using SCAMPER and Sketching Idea as Strategies in Developing Ability of Art Creative Design of Students in Ninth Grade Level (<i>Reem Thabet</i>)	624
104. Psychoeducation Effectiveness in Increasing Knowledge and Skill of Children Developmental Early Detection among Posyandu Balita and PAUD Cadres in Puskesmas Pucang Sewu (<i>Desy M. Aditia, and Ika Yuniar Cahyanti</i>).....	637
105. Psychology Class for Volunteers of Early Childhood Education in Surabaya: program for increasing knowledge and skills of volunteers in early childhood education posts in East Java (<i>Endah Mastuti, Nurairy Fardhana, Margaretha, and Atika Dian Ariana</i>).....	643
106. Organizational Change in Airlangga University To Achieve World Class University (<i>Fendy Suhariadi, and Dewi Syarifah</i>).....	646
107. Relationship Between Peer Attachment and Adolescent Emotion Regulation of Boarding School's Students SMA Negeri 10 Samarinda (<i>Miranti Rasyid, and Dewi Retno Suminar</i>).....	653
108. Developing Story Learning Design through Self-Directed Learning Process by Teachers of Early Childhood Care and Education (<i>Rudi Cahyono</i>).....	658
109. The Relation Between Religion and Cooperation In The Common-Pool-Resource Dilemma (<i>Ke Liao, Shixian Yu, Yidi Hong, and Peipei Wang</i>)	664
110. Intervention Mapping: proposing a protocol of health promotion program to develop breast cancer early detection program (<i>Triana Kesuma Dewi</i>)	668
111. Understanding the Role of Job Satisfaction, and Leadership Style to Organizational Commitment (<i>Wustari L.H. Mangundjaya</i>)	674
112. The Relationship Between Belief In A Just World And Spiritual Faith - in the context of cross-cultural (<i>Yuan Cheng, Yixuan Shao, Yuqi Wang, Rahaju Soerjantini, Sukanto Monique</i>).....	678
113. Knowledge And Implications Of Emotional Intelligence Toward Leadership Skills: An Analysis On Employees In Public Sector (<i>Siti Nurfadzilah Abdullah and Zulkifli Abd. Latiff</i>)	682
114. Psychological Well-Being of Addiction Counselor in Rumoh Geutanyoe Banda Aceh (<i>Cut Rizka Aliana, Nucke Yulandari, Haiyun Nisa</i>).....	689
115. Distribution of Valence in Friendship Based on Twitter's Status Updates (<i>Jehan Amanda, Roby Muhammad, and Harry Susianto</i>).....	692
116. Marital Satisfaction, Social Support, and Social Stress: A Cross Cultural Comparison Between Indonesian and Chinese Wives (<i>Nurlita Endah Karunia, Sri Wahyuningsih, Tayyiba Mushtaq, Qiong Cao, Lu Xing, Hildha Pratiwi</i>)	700
117. Effectiveness of Behavior Modification with Self-Control Strategies On The Behavior of Tuak Drinking (<i>Ernida Marietha Manurung, and Rodiatul Hasanah Siregar</i>)	706
118. Wellbeing among Elderly in Indonesia and China (<i>Setiasih Go, Jatie K. Pudjibudojo, Indra Wijaya, Adi Satria Indramawan, Tayyiba Mushtaq, and Xuejiao Chen; Xiaoyu Feng</i>)	710
119. Relationship Between Job Stress And Job Satisfaction of Employees in The Company X (<i>Felanny, and Sukma Rani Moerkardjono</i>).....	714
120. Body Dissatisfaction and Body Change Behaviors among Indonesian and Chinese College Students (<i>Monique Elizabeth Sukanto, Nurlita Endah Karunia, Jiasheng Zhong, Shiyao Zhang, and Sylvia Santoso</i>).....	719
121. Suicide and self-harm: agency and the shaping of social relations in southern Sri Lanka (<i>Maurice Said</i>).....	725
122. Correlation between Situational Strength and Conservation Values with Authoritarianism in Civil Servant at Institution A (<i>Triyo Utomo, and Sami'an</i>)	731
123. Occupational Stress, Job satisfaction, and Self-efficacy among Indonesian and Chinese employees (<i>Verina H. Secapramana, Tayyiba Mushtaq, Ruizheng Guo, Yanlei Wang, and Nur Farida Arfiani</i>)	
124. Quality of Work Life (<i>Verina H. Secapramana, and Marselius Sampe Tondok</i>)	741

125. Problems and Needs of Counseling and Guidance Services in Hostel School Student in Sekolah Menengah Teknik Johor Bahru (<i>Azzi Yahaha, Gooch Mo Lee, and Halimah Maalip</i>)	750
126. Different Perception of Working Relationship in Intercultural Working Team (<i>Teng Shentu, Verina Halim, Jatie Kusmiati Kusna, and Jatie Kusmiati Kusna</i>)	757
127. Cross Cultural Study About College Adjustment Study Of China & Indonesian College Students: "How Qualities Of Family Contribute Social Adjustment" (<i>Soerjantini Rahaju, Alexander English, Uly Gusniarti, Anastasia Dewi, Jiang Jing Xin, Anita Verina, and Wen Xue Qi</i>)	775
128. Effective Communication Training to Decrease Shyness on Immigrant Students in Surabaya (<i>Endah Purwanti, Mariyani Husen, Nanik Churnia Sari, and Sapta Meiningsih</i>)	780



Risk Behaviors among Indonesian and Chinese College Students

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Abstract.

College students are still in a period of building self-identity. In search of their identity, college students tend to spend more time with their peers than families. The influence of peers will increase their predisposition to get involved in risk behaviors, which can be divided into exploratory and health risk behavior (Skaar, 2009). Exploratory risk behaviors refer to behaviors which promote the increasing of positive health and educational outcomes, such as making friends and trying new sport. On the contrary, health risk behaviors refer to behaviors which increase the emergence of negative health and educational outcomes, such as using substance and skipping school. The aim of this study is to evaluate the differences in risk behaviors among Indonesian and Chinese college students. Subjects are both female and male college students from University of Surabaya (N=50) and Zhejiang University of Technology (N=50), aged 17-25 years. This is a quantitative study and data are collected using questionnaires. The results show that there is no difference either in exploratory risk behaviors ($z = -.311$, $sig. = .755$ ($> .05$)) or health risk behaviors ($z = -.380$, $sig. = .704$ ($> .05$)) between Indonesian and Chinese college students. The results will be discussed later.

Keywords: exploratory risk behaviors, health risk behaviors, Indonesian and Chinese college students

INTRODUCTION

As college students encompass adolescence to emerging adulthood, they are still in a process of identity development. According to Marcia (in Dumas, Ellis, & Wolfe, 2012), there are two underlying processes of identity development, self-exploration, in which individuals consider different identity-related options, such as: career paths, dating relationships, and family roles, and identity commitment, in which individuals commit to an overarching personal identity. In search of their identity, college students tend to spend more time with their peer groups than families, which make them more prone to get involved in risk behaviors. There are many researches concerning risk-taking behavior in

adolescence and emerging adulthood, but they were often focused on risk behaviors that have adverse consequences (health risk behaviors), such as: smoking, risky sexual behavior, drug use, risky driving, delinquency, alcohol consumption, and drinking and driving (Greene, Krcmar, Walters, Rubin, Jerold, & Hale, 2000; Schwartz, Forthun, Ravert, Zamboanga, Umanta-Taylor, Filton, et al., 2010).

According to Skaar (2009), risk behaviors have a potential for both favorable and adverse consequences. Drinking alcohol, getting into physical fights with others, and having sex without any form of birth control are frequently accepted within peer groups, but often

adverse effects. Other risk behaviors can result in constructive outcomes because it is necessary over the course of social and academic development, but tend to be overlooked by teachers, parents, and other adults, such as: engaging in challenging academic tasks, unfamiliar extracurricular activities, and making new friends. So, Skaar emphasizes that it is necessary to define risk behaviors in a way that includes both types of behavior in order to provide a more complete conception and, in turn, to develop interventions that increase positive risks and decrease negative risks. Skaar distinguishes these different types of risk behaviors into exploratory and health risk behaviors. Exploratory risk behaviors refer to behaviors which promote the increased likelihood of positive health and educational outcomes, such as making friends and trying new sports. On the contrary, health risk behaviors refer to behaviors which increase the emergence of negative health and educational outcomes, such as using substance and skipping school.

Risk behaviors are often first initiated in adolescence (ages 10-18), however they may be even more prevalent and dangerous during emerging adulthood (ages 18-25). Arnett (in Schwartz et al., 2010) explained that many emerging adults live independently from parents, so they have more freedom to spend their time and money as they wish. Even for those emerging adults who still live with their parents, parental supervision and authority are not as strict as in adolescence and childhood. The prevalence of several types of risk behaviors that increase during emerging adulthood include unprotected sex, most types of substance use, and risky driving behaviors such as driving at high speeds or while intoxicated (Arnett; Bachman, Johnston, O'Malley, & Schulenberg, in Arnett, 2000). According to Arnett, emerging adults' risk behaviors can be understood as part of their identity explorations, that is, as one reflection of the desire to obtain a wide range of experiences before settling down into the roles and responsibilities of adult life. Emerging adults have more freedom to pursue novel and intense experiences than adolescents because they get looser parental monitoring and can pursue them more freely than adults because they are less constrained by roles. The responsibilities of marriage role and parenting role lead to lower participation of risk behavior as emerging adulthood is succeeded by young adulthood.

The aim of this research was to evaluate the differences in risk behaviors among Indonesian and Chinese college students. The researchers were also interested to know whether: (a) there were some differences in the level of exploratory and health risk behaviors between female and male college students in Indonesia and China and (b) there were some differences in the forms of exploratory and health risk behaviors between female and male college students in each country.

METHOD

Participants

Participants were female and male college students from University of Surabaya (N=50) and Zhejiang University of Technology (N=50) whose ages ranged from 17 to 25 years.

Measures

Adolescent Exploratory and Risk Behavior Rating Scale (AERRS; Skaar, 2009)

The Indonesian and Chinese version of the AERRS Part I contained 43 Likert-type items was used to measure participation in exploratory and health risk behaviors. First, the initial version was translated into Indonesian by two Indonesian researchers. Next, the initial version was also translated into Chinese by two Chinese researchers. In the participation section of the AERRS, college students were asked to rate how often they participate in each behavior on a scale of 1 (never) to 4 (often). The total scores for the exploratory risk behaviors and health risk behaviors are sums of the rating scale item scores with higher scores indicating greater participation in the behavior. Items that attempt to identify dishonesty without explicitly asking the respondent to report a level of honesty were also included in the AERRS. Paired item sets were randomly placed throughout the instrument. Each pair asks students to respond to the same behavior, but different words and phrases were used for each item in the pair. Therefore, if the student reads each item carefully, the response to each of the items should be the same and if the student does not read carefully, responses are likely to differ. All AERRSs were inspected for an acceptable endorsement of the validity items and invalid response sets, such as random responding and selection of the same response choice throughout the rating scale. Instruments were considered invalid and removed from the analysis if two or the three pairs of validity items showed dissimilar responses.

Procedure

Indonesian researchers distributed the AERRS to the college students from University of Surabaya, Indonesia, whereas Chinese researchers distributed to the college students from Zhejiang University of Technology, China.

RESULT

Differences between Indonesian and Chinese College Students in Exploratory and Health Risk Behaviors

The result showed that there was no significant difference either in the level of exploratory ($z = -.311$, *asympt. sig.* = .755 (> .05)) or health risk behaviors ($z = -.380$, *asympt. sig.* = .704 (> .05)) between Indonesian and Chinese college students. More detail results showed that: (1) there was no significant difference in the level of exploratory risk behaviors between Chinese (mean rank = 28.88) and Indonesian (mean rank = 22.12) female college students ($z = -1.645$, *asympt. sig.* = .100 (> .05));



(2) there was no significant difference in the level of exploratory risk behaviors between Chinese (mean rank= 22.98) and Indonesian (mean rank= 28.02) male college students ($z = -1.231$, asymp. sig. = .218 ($> .05$)); (3) there was no significant difference in the level of health risk behaviors between Chinese (mean rank= 27.10) and Indonesian (mean rank= 23.90) female college students ($z = -.778$, asymp. sig. = .437 ($> .05$)); (4) there was no significant difference in the level of health risk behaviors between Chinese (mean rank= 22.60) and Indonesian (mean rank= 28.40) male college students ($z = -1.410$, asymp. sig. = .159 ($> .05$)).

Differences between Indonesian Female and Male College Students in Exploratory and Health Risk Behaviors

The result showed that there was no significant difference in the level of exploratory risk behaviors between Indonesian female (mean rank= 22.46) and male (mean rank= 28.54) college students ($z = -1.483$, asymp. sig. = .138 ($> .05$)). Though there was no significant difference in the level, yet there might be some differences in the forms of exploratory risk behaviors. Using item analysis, the researchers found out that majority of Indonesian female college students sometimes and often did exploratory risk behaviors, such as: telling the truth even if it means they would be disciplined (96%), making new friends (80%), standing up to their friends when they asked them to do something they disagreed with (80%), trying sports/games they had never tried before (72%), and spending more than two hours a day watching television or playing video games (72%). Item analysis in Indonesian male college students found that majority of them sometimes and often did exploratory risk behaviors, such as: standing up to their friends when they asked them to do something they disagreed with (92%), spending more than two hours a day watching television or playing video games (88%), making new friends (84%), trying sports/games they had never tried before (76%), standing up to people who were bullying other students (76%), telling the truth even if it means they would be disciplined (76%), and raising their hands to ask or answer questions in class (76%).

The result showed that there was significant difference in the level of health risk behaviors between Indonesian female (mean rank= 21.42) and male (mean rank= 29.58) college students ($z = -1.987$, asymp. sig. = .047 ($< .05$)). Using item analysis, it was known that only a small amount of Indonesian female college students who stated that they sometimes and often did health risk behaviors, such as: staying out past midnight on weeknights (28%), skipping school without telling their family (28%), cheating on their school work/tests (24%), driving more than 10 mph over the speed limit (24%), and driving over the posted speed limit (20%). Quite differently, more than half Indonesian male college students stated that they sometimes and often drove more than 10 mph over the speed limit (68%), nearly half

of them driving over the posted speed limit (44%), staying out past midnight on weeknights (40%), and cheating on their school work/tests (36%).

Differences between Chinese Female and Male College Students in Exploratory and Health Risk Behaviors

The result showed that there was no significant difference in the level of exploratory risk behaviors between Chinese female (mean rank= 28.68) and male (mean rank= 22.32) college students ($z = -1.549$, asymp. sig. = .121 ($> .05$)). Item analysis showed that majority of Chinese female college students sometimes and often spending more than two hours a day watching television or playing video games (92%), telling the truth even if it meant they would be disciplined (88%), making new friends (88%), trying sports/games they had never tried before (84%), standing up to people who were bullying other students (80%), and standing up to their friends when they asked them to do something they disagreed with (80%). Similarly, majority of Chinese male college students sometimes and often did exploratory risk behaviors, such as: spending more than two hours a day watching television or playing video games (88%), telling the truth even if it meant they would be disciplined (80%), standing up to their friends when they asked them to do something they disagreed with (80%), and trying sports/games they had never tried before (72%).

Finally, it was found that there was no significant difference in the level of health risk behaviors between Chinese female (mean rank= 25.94) and male (mean rank= 25.06) college students ($z = -.214$, asymp. sig. = .831 ($> .05$)). Item analysis showed that about half Chinese female college students sometimes and often did health risk behaviors, such as: drinking beer, wine, or liquor (56%) and drinking alcohol (44%). Similarly, nearly half of Chinese male college students sometimes and often drinking beer, wine, or liquor (36%) and drinking alcohol (36%).

DISCUSSION

There was no significant difference in the level of exploratory and health risk behaviors between Indonesian and Chinese college students might be explained by the universality of adolescence and emerging adulthood characteristic. According to Arnett and Erikson (in Schwartz et al., 2010), developing a sense of personal identity has been recognized as the primary psychosocial task of adolescence and emerging adulthood. The development of a personal identity, meaning an overarching set of culturally-accepted, self-relevant values, beliefs, and future goals (Waterman, in Dumas et al., 2012).

Dumas et al. (2012) found that: (1) teens who were more committed to their personal identities engaged in less risk behavior (substance use and general deviancy) than their less-identity-committed peers, with teens high in both identity commitment and exploration experiencing the lowest amount of risk behavior; (2)

from their peer groups. According to Marcia, high-identity-exploration teens tend to be more autonomous and feel more personally responsible for their behavior than teens who have engaged in minimal identity exploration. College students are more likely than working emerging adults to engage in identity exploration, but less likely to have consolidated a sense of identity (Luyckx, Schwartz, Goossens, & Pollock, in Schwartz et al., 2010). While Bronfenbrenner (Santrock, 2003) says that the development of the individual is very oriented to the environment in which individuals live. Micro system is an environment that includes family, peers and school. Use of leisure time among adolescents is generally spent with his peer group, because a group of peers can provide feedback on the behavior of adolescents, and information about the world outside the family. Therefore, relationship with peers is a huge part in the lives of most teenagers, and can affect the behavior of teenagers.

The result showed that there was significant difference in the level of health risk behaviors between Indonesian female and male college students. Indonesian male college students showed higher level of health risk behaviors than the female. This result was similar with the result of Schwartz et al. (2010) that gender differences emerged in 7 of the 13 health risk behaviors examined (binge drinking, marijuana use, inhalant use, prescription drug misuse, anal sex, casual sex, and intoxicated driving), with men more likely than women to engage in all of these behaviors.

The result found 'telling the truth even if it means they would be disciplined' is always the top item students choose sometimes and often, either in Indonesia or in China. In Indonesia, it might be related with the religious restriction, whereas in China, it might be related with traditional culture in China. From ancient times, honesty and fair-minded are always the moral being praised. Even now, it is seen as a traditional virtue

of China. As for the reason why female choose this item more than male, might because female are more sensitive, and if they don't tell the truth, they will get hearts condemn.

The result found that 'spending more than two hours a day watching television or playing video games' is the item most Chinese students choose sometimes and often. But most females spent two hours watching television and most males spent two hours playing video games. There is a phenomena in China, 'homeboy'. 'Homeboy' means a group of youth who don't like going out; they stay at home every day and like playing games on BBS, like IT, and don't have much contact with other people. Now in China, there is a huge group of 'homeboy' and also 'home girl'. Besides, playing games and watching soap opera has been an atmosphere in college students in one dormitory will watch video or play games together, will talk about this with friends.

Both 80% percent female and male choose sometimes and often for 'standing up to their friends when they asked them to do something they disagreed with'. This reflect female and male nowadays have the same level of self-awareness.

About half of the China students sometimes and often did health risk behaviors, such as: drinking beer, wine, or liquor and drinking alcohol. This also might have a relation with traditional wine culture in China. When the whole family gathered on the festival, people will toast each other and urge others to drink to express the good blessing and cheer the atmosphere. Wine is also seen as a thing that can make people forget sadness. So in the college, when have party or something sad, some student will choose to drink.

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