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# Social context factors influence basic psychological need satisfaction; a cross-sectional survey among Indonesian adolescents

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## Abstract

The Basic Psychological Needs Theory posits that satisfaction of basic psychological needs (autonomy, relatedness, competence) is a prerequisite for many positive outcomes, especially the psychological well-being of adolescents. The present study tested the three social context factors (parenting style, friendship quality, and school climate) on the satisfaction of basic psychological needs of adolescents and examined which factors are more unique to Indonesian adolescents. In this cross-sectional survey, we included 1500 junior high school students (boys = 717, girls = 783). We used structural equation modeling (SEM) to analyze the data. The current study revealed that parenting style, friendship quality, and school climate all predict the basic psychological needs satisfaction. Parenting style and friendship quality are likely to become stronger contributors to better satisfaction of the three basic psychological needs than school climate. This finding was consistent for gender and type of school categories. The current study will contribute to in-depth analysis on designing an effective future intervention program in improving adolescents' psychological needs satisfaction that can improve adolescent's psychological well-being.

**Keywords** Adolescent · Parenting style · Friendship quality · School climate · Basic psychological needs satisfaction · Indonesian

## Basic Psychological Needs Theory

The Basic Psychological Needs Theory (BPNT) is one of the six parts of the Self-Determination Theory (SDT). SDT theorizes that every human being has three innate psychological needs, namely a sense of autonomy, relatedness, and competence. The need for autonomy, relatedness, and competence

are considered universal needs; this means that these basic needs apply across developmental stages and cultural contexts (Deci & Ryan, 2000). According to the BPNT framework, the satisfaction of these three basic psychological needs leads to positive outcomes in individuals, especially as regards enhancing psychological well-being (Deci & Ryan, 2000). Studies on psychological need satisfaction usually involve adults and university students (Eryilmaz, 2012; Leversen et al., 2012). However, recent research has also demonstrated that satisfaction of autonomy and satisfaction of competence are associated with improved mental health in adolescents (Veronneau et al., 2005). This area has not been fully explored yet, meanwhile by knowing the satisfaction of basic psychological needs in adolescents, it will provide a better understanding of improving their well-being. This resonates with Vansteenkiste and Ryan's (2013) findings that once all three psychological needs of the children are satisfied, they demonstrate improved well-being, engage in activities with interest and spontaneity (intrinsic motivation), and are better prepared in facing difficulties and stress. Equally important, the balance of the satisfaction of these needs in adolescent development (aged 11–18) is positively related to well-being (Milyavskaya et al., 2009).

Exploring the basic psychological needs satisfaction in adolescents is essential, given that adolescence is the period in

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which changes occur in almost every life domain (Blum et al., 2014). Besides having to deal with changes in physical aspects, the transition from elementary to junior high school emphasizes changes in interactions with parents, teachers, and peers. Tian et al. (2014) claim that during adolescence, the need for autonomy, relatedness, and competence increases. They demonstrated that the teenager participants were more enthusiastic and felt motivated when they were given the autonomy to choose how to complete the task. Besides, regarding the cultural issue, specifically about the individualist culture in Western versus the collectivist culture in non-Western countries, the SDT states that although the basic psychological needs are assumed to be universal, the dynamics of the satisfaction of the three basic psychological needs can be different in each context and may vary from one culture to another. The variation may lead to mean-level differences in satisfaction of autonomy, competence, and relatedness across cultures (Chen et al., 2015). This is supported by Liu and Flick's (2019) study which found that unlike students in Western countries, for Chinese students, student autonomy was not considered as a significant predictor in observing academic achievement. Besides cultural variation, the differences can also be identified between gender. To illustrate, Paton et al. (2018) found that adolescent boys are more satisfied with their basic psychological needs satisfaction.

Given the crucial role of basic psychological needs satisfaction, it is important to understand how they can be satisfied in adolescents. SDT states that social context plays an important role in satisfying the basic psychological needs. The most important social contexts in early adolescence that influence their development are parents, friends, and school (Steinberg & Morris, 2001). In terms of these social contexts, most SDT researchers have only emphasized the role of parenting in the adolescent's basic psychological needs satisfaction (Ryan & Deci, 2017). Other social contexts have been investigated as an individual variable and there has been a lack of studies that examine these three simultaneously. For instance, Demir and Ozdemir (2010) revealed that friendship experiences can provide a context in which basic psychological needs are satisfied. Meanwhile, Tian et al. (2016) found that there is a positive relationship between school-related social support (i.e., teacher support and classmate support) and adolescent autonomy, relatedness, and competent satisfaction in Chinese adolescents. However, the effect of multiple social contexts when investigated simultaneously on basic psychological needs has not been studied in Indonesian adolescents.

## Parenting Style, Friendship, and School Climate in the Indonesian Context

Indonesia is the fourth most populous country in the world, with a population of more than 260 million

people, which consists of at least 250 different ethnic groups and has approximately 742 different languages and dialects (BPS, 2015). Located in Southeast Asia, Indonesia shares a relatively similar culture with other Asian countries, which is different from Western culture. The most prominent differences can be summarized in two factors: hierarchy and collectivism. The hierarchical nature requires younger persons to respect their parents and elders are perceived as superior to themselves (Yee, 1997), while collectivism emphasizes harmony with each other (Triandis, 1995). More than 85% of Indonesians are identified as Muslim and this makes Indonesia the country with the world's largest Muslim population (BPS, 2015).

The collectivist values, linked with Islamic values, emphasize the developmental goals of relatedness, which is characterized by close relationships with the family and other relative orientations to the larger group, respect, and obedience. To achieve harmony within the group, children must be taught to be able to respect others and obey authority. These hierarchical social structures provide clear boundaries that prevent conflicts and in turn create harmony among group members (Triandis, 1995). With respect to parenting, the Asian parenting style is characterized by highly demanding and authoritative parenting. This style is considered the best approach to facilitate children to be more disciplined, "tough", and ready for the challenges of life (Chao & Tseng, 2002). Developmental transitions in their social life accompany adolescents' physical, cognitive, and self-definitional changes. As children become teenagers, they spend less time with their family and more time with their friends. In this developmental phase, peer relationships are increasingly more important for adolescents' development. However, in the Indonesian context parents remain the most important figure/influence in children's lives, even after adolescence (Mulder, 1992).

On account of Indonesia's deeply rooted patriarchal system, there is a glaring difference in societal expectations between boys and girls. For Indonesian mothers, giving birth to a son is considered more important compared to have daughters (Ali et al., 2020). The study conducted by Asadullah and Maliki (2018) can demonstrate this notion. It stated that parents tend to choose better schools for their sons instead of for their daughters. Besides observing gender, the adolescent's basic psychological needs can be studied by understanding how the school system works in Indonesia. Indonesia's school system is categorized into public schools and private schools. The former requires no tuition fee, while parents need to spend a significant amount of money on the latter. Then public school is highly preferred by those who are financially disadvantaged (Newhouse & Beegle, 2006).

## The Present Study

The previous studies have centered around the examination of social context separately in adolescents, while the central thesis of this study is to investigate these three social contexts synchronously. Building on these multiple social influences, the present study aims to answer the following research questions:

1. To which degree do parenting style, friendship quality, and school climate predict basic psychological needs satisfaction?

We hypothesized that parenting style, friendship quality, and school climate would contribute significantly to the satisfaction of the basic psychological needs.

2. Which of three socio-contextual factors (parenting style, friendship quality, and school climate) plays the most important role in satisfying the basic psychological need of early adolescents?

We hypothesized that parenting style would contribute most strongly than others.

Due to the differences in treating boys and girls on account of the Indonesia's deeply rooted culture, it is essential to examine the relationship between these social contexts and basic psychological needs based on adolescent's gender. Related to parents' socio-economic status, it is important to observe those differences from the children's school enrollment. Adolescents whose family's finance is unstable, tend to go to public schools, while the wealthier ones are likely to afford private education that requires a significant amount of money. Therefore, we also employed the exploratory analysis to answer these questions:

1. Were different associations observed for boys and girls?
2. Were different associations observed for adolescents who attended the public school and those who attended the private school?

### ***Significance of the study.***

This research has the following two aims:

1. Theoretically, by studying the three significant social contexts in adolescents synchronously, it will provide a greater understanding of what contexts can be enhanced in adolescent psychological needs satisfaction.
2. Practically, once the theoretical background of this enhancement is accumulated, it can help scholars to design an effective future intervention program in improving adolescents' psychological needs satisfaction that contributes to adolescent's psychological well-being.

## Method

### Participants and Procedures

The Universitas Padjadjaran Research Ethics Committee approved our study (see Appendix 1). Data in this study were collected as part of the study investigating factors that contribute to the psychological well-being of adolescents. The participants were junior high school students. All students in junior high school, aged 12–15, who understand Bahasa were included with the exception of special needs students (e.g. students with intellectual disabilities or autism). The participants were recruited from 15 Junior high schools in 15 urban cities located in 7 main islands (Java, Sumatra, Kalimantan, Sulawesi, Papua, Bali, and Maluku) in the western, central and eastern part of Indonesia.

Following our recruitment strategy, we included 15 provinces in Indonesia. The selection of the provinces was based on the availability of a research assistant in that specific province. Next, the research assistants approached the director of a school in each province. These schools were selected by the research assistant, through their network. There were no formal inclusion criteria for these schools. The total of fifteen schools consisted of seven public schools and eight private schools. Then, we informed them about the study. Following their consent to participate in the study, we asked each school to select approximately 100 students that met our inclusion criteria. The data were gathered during regular class periods using surveys, with paper and pencil handed out and collected by one of the trained-research assistants. The participants were informed about the purpose of the study and the confidentiality of the data. They had to give their consent form to participate in the study by signing a consent form (see Appendix 2 for the consent form). The participants completed the questionnaires using a computer answer sheet. We expected that completing all questionnaires in the survey would take approximately 45–60 min.

### Demographics

The sample comprised 1500 adolescents (52.2% girls), who ranged in age between 12 and 15 ( $M = 13.40$ ,  $SD = 0.87$ ). Since the data were gathered from different islands, the subjects had various ethnic backgrounds. The majority of the participants were Javanese (25.3%), while less than 10% came from other ethnicities such as Batak, Balinese, Banjarese, Malay, Sundanese, Betawi, Chinese, Bantenease, Minangkabau and others (e.g.: Arab, Madura, Ambon, Dayak, Dampelas, Kaili) accounted for less than 5%. In terms of religious background, the participants represented all religions acknowledged in Indonesia, with Muslims being the majority (74.5%), followed by Protestants (12.1%). Other religions namely Hinduism, Catholicism, Buddhism,

Confucianism, and others made up less than 10%. Regarding school enrollment, the percentage of students attending private schools surpassed that of the public school with a figure of 50.4%.

## Measures

### Demographics Forms

We collected information on participants' gender, age, ethnic group, religious affiliation, caregivers and type of school (see Appendix 4).

### Instruments

In this study, we used four validated questionnaires (translated and validated in Bahasa) to measure basic psychological needs, parenting style, friendship quality, and school climate (see Appendix 4 for a full version of the questionnaires). The measurement of parenting style by the Parents as Social Context Questionnaire (PSCQ) Adolescent Report-questionnaire was already available in Bahasa (Abidin et al., 2019). The basic psychological needs satisfaction, friendship quality, and school climate questionnaires were only available in English. Therefore, after getting permission from the authors, these three questionnaires were translated into Bahasa and back translated by two translators who have experience in academic translations from English to Bahasa (See Appendix 3).

**Basic Psychological Needs Satisfaction** To measure basic psychological needs satisfaction, we used the Basic Psychological Need Satisfaction and Frustration Scale – General Measure (Chen et al., 2015). The measure consists of two subscales, i.e., basic psychological need satisfaction and basic psychological need frustration. We only used the 12 items of the basic psychological need satisfaction subscale. Four items assess autonomy satisfaction, four assess relatedness, and four assess competence, with a 5-point Likert scale ranging from 1 (not at all true) to 5 (very true). The translated Bahasa-version showed satisfactory internal consistency  $\alpha = .80$ ; and acceptable validity (RMSEA = .006; GFI = .950; CFI = .960; NFI = .940; IFI = .960).

**Parenting Style** To measure the parenting style, we used the 12-item translated Bahasa Version of PSCQ - Adolescent Report (Skinner et al., 2005). The PSCQ consists of six core dimensions of parenting; three positive dimensions (warmth, structure, and autonomy support) and three negative dimensions (rejection, chaos, and coercion). Only the three positive dimensions were used in this study since we focus on supporting parenting factors related to basic psychological needs satisfaction (Vansteenkiste & Ryan, 2013). Each

dimension was assessed by four statements, using a 4-point Likert scale ranging from 1 (not at all true) to 4 (very true). The translated Bahasa-version achieved satisfactory values of reliability and validity ( $\alpha = .837$ ; RMSEA = .073; GFI = .951; CFI = .961; NFI = .961; IFI = .962). Although in the original version of the questionnaire the instructions advised to use “my parents”, we provided a list of caregivers for our study (mother, father, grandmother, grandfather, other relatives) to facilitate participants who were raised not by their parents. The responses were then categorized into three groups: nuclear family (the caregivers are father and mother), nuclear with extended family (the caregivers are father, mother, and family-related person such as grandparents, aunt, uncle), extended family (the caregivers are only family-related person, without father and mother).

**Friendship Quality** We used Friendship Quality (FQUA) (Thien & Razak, 2013) to measure friendship quality. This 21-item measure consists of 4 dimensions: safety (8 items), closeness (6 items), acceptance (4 items), and help (3 items). Responses were given on a 6-point Likert scale, ranging from 1 (not at all true) to 6 (very true). The translated version of FQUA achieved a satisfactory value of reliability using internal consistency. Validity evidence based on internal structure showed acceptable Goodness of Fit (GOF) criteria. The translated version of FQUA achieved a satisfactory value of reliability using internal consistency, with  $\alpha = .899$ . Validity evidence based on internal structure showed acceptable Goodness of Fit (GOF) criteria (RMSEA = .062; GFI = .910; CFI = .970; NFI = .950; IFI = .970).

**School Climate** School Climate Measurement (Zullig et al., 2013) was used to measure school climate. This instrument has ten subscales with a total of 50 items. Only 34 items of the translated Bahasa-version reached a sufficient loading factor (exceeds .50). So, we used the following 34 items: (1) school satisfaction (6 items), (2) teacher relationship (5 items), (3) school connectedness (4 items), (4) academic support (3 items), (5) rules, safety and discipline (3 items), (6) school appearance (4 items), (7) school social atmosphere (2 items), (8) school participation (2 items), (9) school work satisfaction (2 items), and (10) parent involvement (3 items). A 5-point Likert Scale was used in this measurement, ranging from 1 (not at all true) to 5 (very true). The construct validity meets the standard of GOF (RMSEA = .051; GFI = .910; CFI = .960; NFI = .950; IFI = .960). Reliability test used internal consistency reached  $\alpha = .892$ .

### Statistical Analysis

Our initial analyses suggested that there were 16% (250 of 1500 total participants) missing data for the variables investigated in this study. We used the mean imputation method to



impute the missing values (Hair Jr et al., 2014). Statistical Package for Social Sciences (IBM SPSS Statistics version 22) was employed to obtain descriptive data regarding demographic information (numbers and percentage) and investigated variables (mean and standard deviation). The normality test was done using skewness and kurtosis. All variables demonstrated acceptable levels of normality. Pearson’s correlation coefficient was used to examine the association between variables. A correlation coefficient of .70–.90 was considered strong, .40–.60 moderate and .10–.30 was considered weak (Dancey & Reidy, 2011). We used the t-test to test the difference between gender and type of school groups and applied the Bonferroni correction to reduce the possibility of a Type 1 error. Between-group effect sizes were then computed using Cohen’s d. Cohen suggests that  $d = 0.20$  and less is considered a ‘small’ effect size,  $0.21–0.50$  represents a ‘medium’ effect size,  $d = 0.80$  and more is a ‘large’ effect size (Cohen, 1992). To test the hypotheses, we used LISREL 9.30 for structural equation modeling. Multiple indicators were used to evaluate model fit, including Root Mean Square Error of Approximation (RMSEA), Goodness-of-fit-index (GFI), Normed Fit Index (NFI), Comparative Fit Index (CFI), and the Incremental Fit Index (IFI). For the GFI, NFI, CFI, and IFI indices, values over .90 indicated good-fitting models. As for the RMSEA, values between .03 and .08 with a confidence interval of .95 were regarded as a good fit (Hair et al., 2014). We explored whether gender and school type may influence the psychological needs of adolescents using the multigroup analysis.

## Result

### Descriptive Analysis

Table 1 shows the mean, standard deviation, and correlation between variables investigated. The correlation matrix showed that all variables have significant positive correlations

(ranging from .17 to .80). The intercorrelations between three social contexts (parenting style, friendship quality, and school climate) are considered moderate (Dancey & Reidy, 2011), ranging from .31 to .40. The intercorrelation between three basic psychological needs (autonomy, relatedness, and competence) is also moderate, ranging from .38 to .44.

## Main Outcomes

### Structural Equation Models

To evaluate our hypotheses, we tested in a structural equation model (SEM) whether parenting style (PARENT), friendship quality (FRIEND), and school climate (SCHOOL) predict the basic psychological needs satisfaction (BPNS), autonomy need satisfaction (AUTS), relatedness need satisfaction (RELS), and competence need satisfaction (COMS). (see Fig. 1).

Results showed that the model fit was acceptable (RMSEA = .045; GFI = .980; NFI = .980; CFI = .980; IFI = .980) (Hair et al., 2014). As shown in Fig. 1, parenting style, friendship quality, and school climate predicted the basic psychological needs satisfaction and each respective needs. We also can see that parenting style is predictor with the highest coefficient for the basic psychological needs satisfaction, followed by friendship quality (even though the differences are small). In contrast, school climate accounted for the lowest coefficient among the three. The same trend was also observed in autonomy, relatedness, and competence need satisfaction.

## Exploratory Analysis

### Differences between Gender

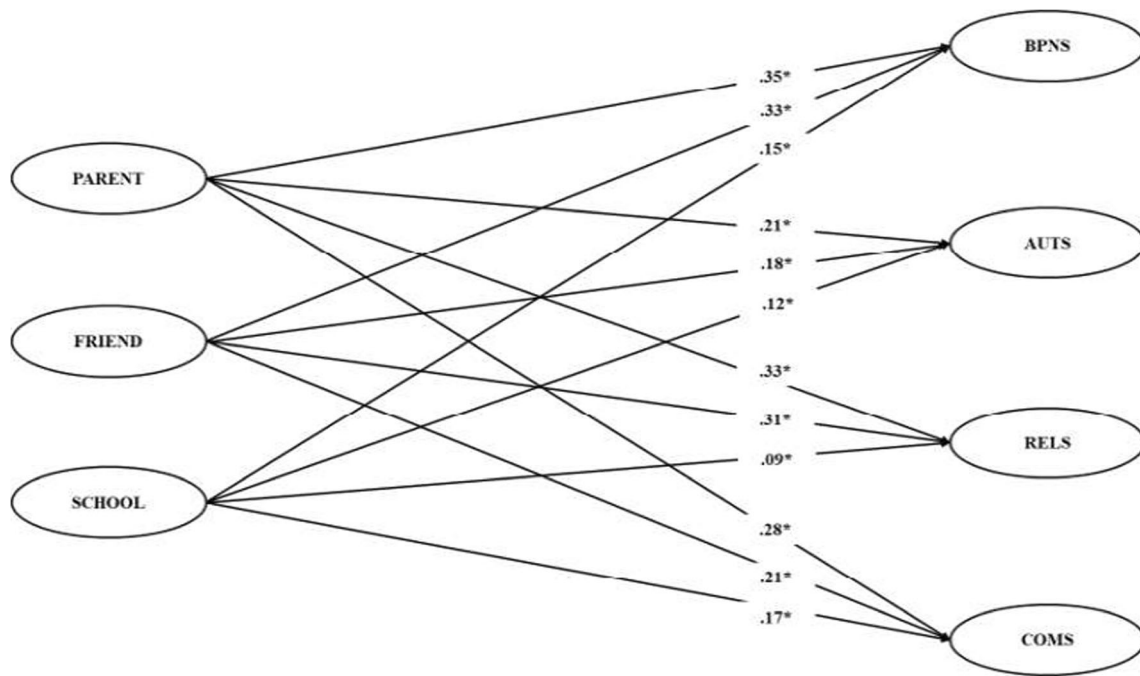
Table 2 shows that boys scored significantly higher than girls on the satisfaction of all needs, on the satisfaction of the

**Table 1** Means, standard deviations, and correlations for the study variables

Variables	Mean	SD	1	2	3	4	5	6	7
1. BPNS	3.49	0.54	–	.73**	.80**	.80**	.46**	.46**	.34**
2. AUTS	3.30	0.62		–	.38**	.39**	.26**	.26**	.17**
3. RELS	3.70	0.74			–	.44**	.45**	.46**	.30**
4. COMS	3.49	0.72				–	.35**	.35**	.30**
5. PARENT	3.32	0.41					–	.40**	.36**
6. FRIEND	4.22	0.56						–	.31**
7. SCHOOL	3.57	0.45							–

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

Abbreviations: BPNS = Basic Psychological Need Satisfaction; AUTS = Autonomy Need Satisfaction; RELS = Relatedness Need Satisfaction; COMS = Competence Need Satisfaction; PARENT = Parenting Style; FRIEND = Friendship Quality; SCHOOL = School Climate



**Fig. 1** The structural model measuring the effect of parenting style, friendship quality, and school climate on basic psychological needs satisfaction and each of the 3 needs. Note: The coefficients presented are standardized and the \* is significant ( $z > 1.96$ )

autonomy need, and satisfaction of the competence need. Meanwhile, girls scored higher than boys on friendship quality. Regarding the effect size, differences between the satisfaction of the needs and satisfaction of competence need were considered medium, while the others were small (Cohen, 1992).

**Structural Equation Models, the Model of Boys Vs the Model of Girls**

Following the result of the t-test between gender, we conducted the multi-group SEM for a different group of gender. Figure 2 shows that the model had an acceptable fit for both

boys (RMSEA = .042; GFI = .980; NFI = .980; CFI = .980; IFI = .980) and girls (RMSEA = .042; GFI = .980; NFI = .980; CFI = .980; IFI = .980). We see that for girls, friendship quality is the stronger contributor to their basic psychological needs satisfaction (see Fig. 2).

**Differences between School Type**

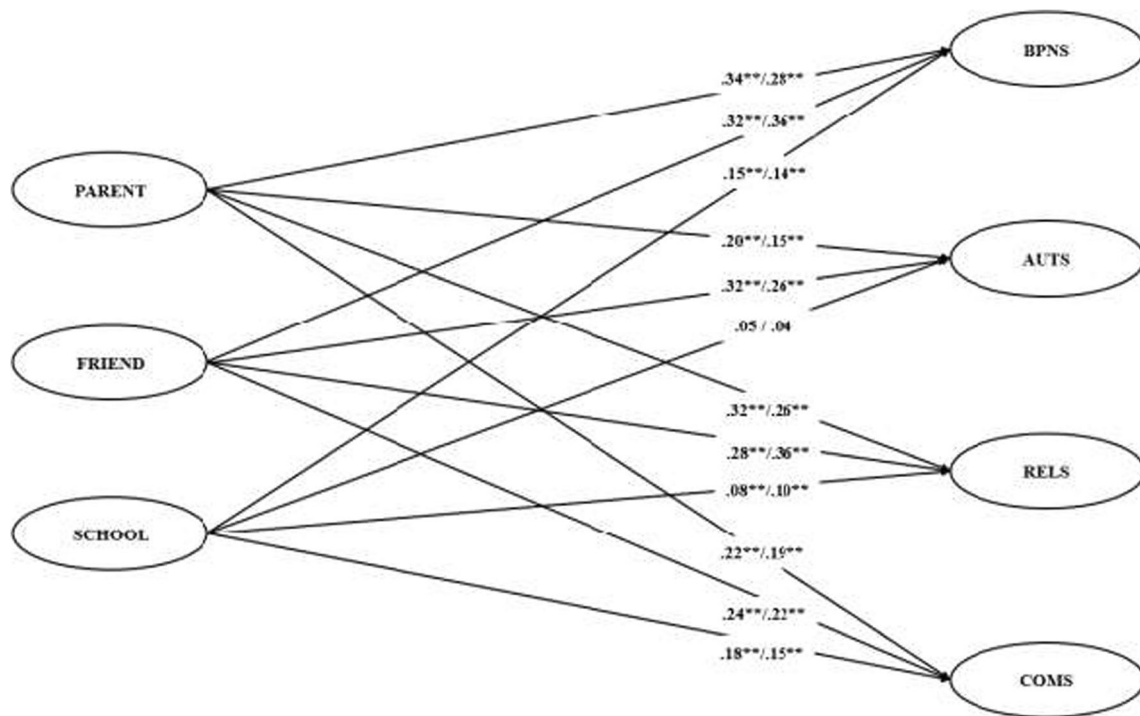
Table 3 shows that adolescents attending public schools scored higher on satisfaction of all needs, on the satisfaction of the relatedness need, and satisfaction of the competence need along with friendship quality and school climate, except for autonomy need satisfaction.

**Table 2** Descriptive statistics for study variables by gender, and t-test for gender differences

Variables	Range	Boys ( $n = 717$ )		Girls ( $n = 783$ )		t-test	Effect size
		Mean	SD	Mean	SD		
BPNS	1–5	3.56	0.54	3.43	0.53	4.559***	0.24
AUTS	1–5	3.35	0.63	3.25	0.61	3.023**	0.16
RELS	1–5	3.74	0.74	3.67	0.73	1.893	–
COMS	1–5	3.60	0.70	3.39	0.72	5.683***	0.29
PARENT	1–4	3.33	0.40	3.31	0.42	.854	–
FRIEND	1–6	4.18	0.56	4.26	0.55	–3.014**	0.16
SCHOOL	1–5	3.60	0.45	3.57	0.46	.524	–

Note. \*\*  $p < .01$ ; and \*\*\*  $p < .001$

Abbreviations: BPNS = Basic Psychological Need Satisfaction; AUTS = Autonomy Need Satisfaction; RELS = Relatedness Need Satisfaction; COMS = Competence Need Satisfaction; PARENT = Parenting Style; FRIEND = Friendship Quality; SCHOOL = School Climate



**Fig. 2** Multigroup Comparison of the structural equation model for basic psychological needs satisfaction applied to boys and girls. The number represents standardized path coefficient (β). The path coefficient for both

genders are presented with the ones for boys presented on the left of the slash and the ones for girls presented on the right of the slashes. *p* < 0.01

**Structural Equation Model, the Model of Public School Vs Private School**

Figure 3 shows that the model had an acceptable fit for both Public school (RMSEA = .054; GFI = .910; NFI = .930; CFI = .930; IFI = .930) and Private (RMSEA = .054; GFI = .910; NFI = .940; CFI = .940; IFI = .930). This figure also revealed that it was in line with the findings in two previous discussed models in terms of the role of parenting style and friendship quality as the predictor with highest coefficient compared with school climate. It did not show any specific patterns regarding the parenting style and friendship quality.

**Discussion**

To summarize, we found that parenting style, friendship quality, and school climate predict the basic psychological needs satisfaction among adolescents and each needs satisfaction. Among the three socio-contextual factors we investigated, parenting style and friendship quality predict more strongly to better satisfaction of the measured needs than school climate. This finding was consistent with both gender and type of school categories. When looking at gender effects, parenting style and friendship quality have a consistently positive effect on the satisfaction of the basic psychological needs of

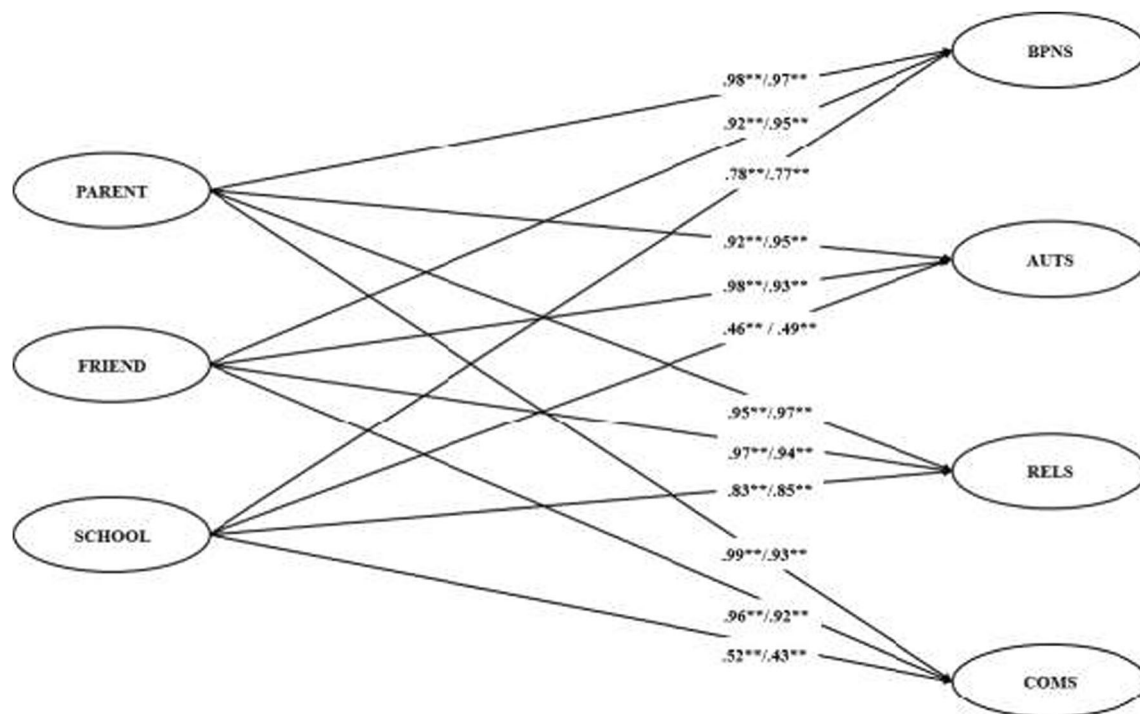
**Table 3** Descriptive statistics for study variables by school type, and t-test for school type differences

Variables	Range	Public School (n = 735)		Private School (n = 765)		t-test t	Effect size Cohen's d
		Mean	SD	Mean	SD		
BPNS	1–5	3.52	0.54	3.46	0.53	2.162*	0.11
AUTS	1–5	3.26	0.61	3.33	0.62	–2.026*	0.11
RELS	1–5	3.78	0.74	3.61	0.73	4.343***	0.23
COMS	1–5	3.53	0.72	3.45	0.71	2.181*	0.11
PARENT	1–4	3.33	0.41	3.32	0.42	.647	–
FRIEND	1–6	4.25	0.54	4.19	0.57	2.182*	0.11
SCHOOL	1–5	3.63	0.41	3.52	0.49	5.000***	0.24

Note. \*\* *p* < .01; and \*\*\* *p* < .001

Abbreviations: BPNS = Basic Psychological Need Satisfaction; AUTS = Autonomy Need Satisfaction; RELS = Relatedness Need Satisfaction; COMS = Competence Need Satisfaction; PARENT = Parenting Style; FRIEND = Friendship Quality; SCHOOL = School Climate





**Fig. 3** Multigroup Comparison of the structural equation model for basic psychological needs satisfaction applied to the type of school. The number represents standardized path coefficient ( $\beta$ ). The path

coefficient for both types is presented with the ones for public school presented on the left of the slash and the ones for private school presented on the right of the slashes.  $p < 0.01$

both boys and girls. There is a variation that is related to which contribute higher to the satisfaction of the needs. As for girls, friendship quality becomes the strongest contributor to the satisfaction of their needs.

To our knowledge, this is the first study to investigate the effect of parenting style, friendship quality, and school climate simultaneously as an important social context for satisfying the basic psychological needs on early adolescence. While the existing research has only emphasized the role of parenting style in adolescents' basic psychological needs satisfaction (Ryan & Deci, 2017), the result of the present study shows that friendship quality is almost as important as the parenting style to satisfy basic psychological needs. The significant effect of parenting style found in this study was confirmed in earlier research, which emphasizes the crucial role of parenting style in the development of children (Costa & Cuzzocrea, 2019). The crucial role of the parenting style to satisfy the children's basic psychological needs also extends to the older ages (Inguglia et al., 2018; Şimşek & Demir, 2013). According to our results, friendship quality is a strong predictor that is as strong as the predictor 'parenting style'. This result stresses the importance of friendship for Indonesian adolescents. If we take a closer look at Indonesian culture, a parent-child relationship is based on a hierarchical relationship and the children's devotion to their parents, and includes supporting one's parent and showing your respect (Mulder, 1992). When Indonesian adolescents have a disagreement with superiors (parents and teachers), they are expected to show obedience. Voicing their disagreement

could be interpreted as disrespect. Relationships with friends are more equal and adolescents thus receive different supports from them highlighting the importance of friendship (Haar & Krahe, 1999). In line with our results, other literature shows that friendship is recognized as a significant source of support throughout life, especially in adolescence (Žurko, 2011). A Chinese study investigated the effect of classmate support in students aged 11 to 18 years old, and the result showed that classmate support affects the satisfaction of individual needs autonomy, relatedness, and competence (Tian et al., 2016).

In a similar fashion, in our study, for girls, friendship quality is also a stronger contributor to basic need satisfaction than parenting style. Even though meta-analyses reviews showed that in studies from 1990 onwards parents tend to provide more autonomy facilitating strategies towards girls than boys (Endendijk et al., 2016), and autonomy support leads to better basic psychological needs satisfaction (Sheldon & Gunz, 2009), there are two possible explanations for our finding. First, the religious background of Indonesian parents makes them more cautious once their daughters approach adolescence and reach puberty. Most parents do what they can to limit daughters' interactions with friends, especially with boys, since sexual activities are strongly forbidden by culture and by religion rules. Adolescent girls are described as quickly caught up in their emotions (Smith-Hefner, 2018) and are thus considered more vulnerable in Indonesian society. They should, therefore, be protected more. This condition could decrease the parents' role in satisfying their basic psychological needs, because children are not allowed to express

their needs (Hasanah et al., 2019). Secondly, as regards friendship, girls focus more on the relational aspect (e.g. sharing feelings), while in boys friendship focuses more on activity (Mjaavatn et al., 2016). So, for girls, positive peer relationships may provide social support and recognition that cannot be obtained from parents.

Our study revealed that the relationship between school climate and basic psychological needs is much weaker than parent and friend. This result could be explained by the school orientation in Indonesia, which was influenced by Asian culture, and probably makes the school orientation that generally seems to foster the academic achievements of children (Huang & Gove, 2015). With this condition, the school could not entirely meet older adolescent needs, especially for autonomy.

### Strengths and Limitations

The strength of this study is the high response rate and the large number of participants. Furthermore, this was the first study in the Indonesian context, and it has provided compelling evidence regarding the effect of the social context of early adolescents on satisfying their basic psychological needs, which eventually generates positive outcomes in adolescents. However, our research has several limitations. First, the cross-sectional design impedes concluding causal relations and implications. In future studies, a longitudinal design is recommended to enable a more complete investigation of the way in which these effects develop over time. Second, because the data were collected in one country, the results may not represent other Asian cultures. To advance research in this area, future work should consider to include other Asian countries and make a direct comparison with Western groups. Third, the mean imputation methods we used to handle the missing value could be a source of bias. To overcome this possibility, we calculate the same analysis with complete data only, excluding participants with missing data ( $n = 1250$ ). The result showed similar results and we concluded that our mean imputation method does not affect the results.

### Implications and Future Research

Our results suggest that interventions to foster psychological well-being in adolescents should not only focus on parenting style but should also take friendship quality into consideration. Quality relationships with friends also provide a great opportunity to satisfy psychological needs, which is essential in the development of adolescents. Because friendships are mostly initiated at school, the school - by integrating new teaching techniques with a stronger focus on collaboration with peers could contribute to the satisfaction of the needs of their adolescent pupils, which may result in better friendship quality. However, guidance from and monitoring by parents and teachers are still needed to

provide the adolescent with knowledge and skills to be able to engage in healthy friendships.

### Conclusion

In conclusion, we found that parenting and friendship quality are pivotal in satisfying the basic psychological needs of the adolescent. Our findings are the first step towards interventions that enhance parenting style and friendship quality to the extent that they improve the satisfaction of the basic psychological needs of Indonesian adolescents. Future research should investigate how the satisfaction of those psychological needs can eventually contribute to psychological well-being. Furthermore, more knowledge is needed on how the relationship between psychological needs satisfaction and social factors is formed in other (Western) cultures. That knowledge will help us determine whether interventions as proposed above can influence and foster the satisfaction of basic psychological needs and thus improve psychological well-being.

**Acknowledgments** We wish to take this opportunity to express our gratitude to the schools and teachers who sincerely helped us with data gathering. Furthermore, we would like to express our gratitude to all the research assistants that helped to distribute the survey among all the schools in different provinces. We gratefully acknowledge Erik Wijaya, M.Si who helped us with statistical analysis; Aulia Iskandarsyah, Ph.D., who facilitates collaboration between Universitas Padjadjaran Indonesia and Vrije Universiteit Amsterdam, the Netherlands; also Prof. Jan Passchier, Ph.D. and Joke AM Hunfeld, Ph.D. for critical and fruitful review of the article.

**Data Availability Statement** The datasets generated during and/or analyzed during the current study are available at <https://osf.io/r59y4/>.

**Authors' Contributions** FAA conceived of the study, participated in its design and coordination of the study, performed the measurement and interpretation of the data, and drafted the manuscript; JKT participated in the design of the study, the interpretation of the data, helped to draft the manuscript, and acquisition of funding; PJ conceived of the study, participated in its design and interpretation of the data; REK conceived of the study, participated in its design and interpretation of the data; JRS conceived of the study, participated in its design and interpretation of the data and the funding acquisition. All authors read and approved the final manuscript.

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### Declarations

**Ethics Approval** The questionnaire and methodology for this study was approved by The Padjadjaran University Research Ethics Committee (Ethics approval number: 357/UN6/KEP/EC/2018).

**Conflict of Interest** On behalf of all authors, the corresponding author states that there is no conflict of interest.



## Appendix 1 Ethical approval



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI  
UNIVERSITAS PADJADJARAN  
KOMISI ETIK PENELITIAN  
RESEARCH ETHICS COMMITTEE

Jl. Prof. Eyckman No. 38 Bandung 40161  
Telp. & Fax. 022-2038697 email: [kep.k.fk.unpad@gmail.com](mailto:kep.k.fk.unpad@gmail.com), website : [kep.k.fk.unpad.ac.id](http://kep.k.fk.unpad.ac.id)

No. Reg.: 0618020228

PERSETUJUAN ETIK  
ETHICAL APPROVAL

Nomor: 357 /UN6.KEP/EC/2018

Komisi Etik Penelitian Universitas Padjadjaran Bandung, dalam upaya melindungi hak asasi dan kesejahteraan subjek penelitian serta menjamin bahwa penelitian yang menggunakan formulir survei/registrasi/surveilens/Epidemiologi/Humaniora/Sosial Budaya/Bahan Biologi Tersimpan/Sel Punca dan non klinis lainnya berjalan dengan memperhatikan implikasi etik, hukum, sosial dan non klinis lainnya yang berlaku, telah mengkaji dengan teliti proposal penelitian berjudul:

*The Research Ethics Committee Universitas Padjadjaran Bandung, in order to protect the rights and welfare of the research subject, and to guaranty that the research using survey questionnaire/registry/surveillance/epidemiology/humaniora/social-cultural/archived biological materials/stem cell/other non clinical materials, will carried out according to ethical, legal, social implications and other applicable regulations, has been throughly reviewed the proposal entitled:*

"PENGARUH PENGASUHAN ORANGTUA, PERTEMANAN DAN IKLIM SEKOLAH TERHADAP KESEJAHTERAAN PSIKOLOGIS PADA REMAJA USIA 12-15 TAHUN MELALUI PEMENUHAN BASIC PSYCHOLOGICAL NEEDS"

Nama Peneliti Utama : Fitri Ariyanti Abidin  
*Principal Researcher*

Pembimbing/Peneliti Lain : Prof. Juke Roosjati Siregar, M.Pd  
*Supervisor/Other Researcher* Dr. Poeti Joeffiani, M.Si  
Dr. Rismijati E. Koesma

Nama Institusi : Program Pascasarjana  
*Institution* Program Studi Doktor  
Fakultas Psikologi Universitas Padjadjaran

proposal tersebut dapat disetujui pelaksanaannya.  
*hereby declare that the proposal is approved.*

Ditetapkan di : Bandung  
*Issued in*  
Tanggal : 13-04-2018  
*Date*

Ketua  
*Chairman*

Dr. Meita Dhamayanti, dr., SpAK., M.Kes  
NIP. 19630519 198712 2 001

**Keterangan/notes:**

Persetujuan etik ini berlaku selama satu tahun sejak tanggal ditetapkan.

*This ethical clearance is effective for one year from the due date.*

Pada akhir penelitian, laporan pelaksanaan penelitian harus diserahkan ke Komisi Etik Penelitian.

*In the end of the research, progress and final summary report should be submitted to the Research Ethics Committee.*


Jika ada perubahan atau penyimpangan protokol dan/atau perpanjangan penelitian, harus mengajukan kembali permohonan kajian etik penelitian.

*If there be any protocol modification or deviation and/or extension of the study, the Principal Investigator is required to resubmit the protocol for approval.*

Jika ada kejadian serius yang tidak diinginkan (KTD) harus segera dilaporkan ke Komisi Etik Penelitian.

*If there are Serious Adverse Events (SAE) should be immediately reported to the Research Ethics Committee*

## Appendix 2 Consent form (Bahasa and English Translation)

	<b>PROGRAM DOKTOR FAKULTAS PSIKOLOGI UNPAD 2018</b>	<b>KUESIONER</b>
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## INFORMASI

### JUDUL PENELITIAN

Pengaruh Pengasuhan Orangtua, Kualitas Pertemanan dan Iklim Sekolah terhadap Kesejahteraan Psikologis Remaja Usia 12-15 Tahun melalui Kepuasan Kebutuhan Psikologis Dasar

### PENELITI UTAMA

Nama : Fitri Ariyanti Abidin, M.Psi, Psikolog  
Lembaga : Fakultas Psikologi Universitas Padjadjaran  
Alamat : Jl Raya Jatinangor Km. 21 Bandung-Sumedang  
Telepon : +62 8156147698  
Email : fitri.ariyanti.abidin@unpad.ac.id

### PARTISIPASI

Kami meminta bantuan adik-adik untuk berpartisipasi dalam penelitian ini. Sebelum memutuskan untuk berpartisipasi di penelitian ini, penting bagi adik-adik untuk mengetahui latar belakang penelitian dan bentuk partisipasi adik-adik dalam penelitian ini. Bacalah informasi di bawah ini dengan seksama. Adik-adik dipersilahkan bertanya jika ada hal-hal yang tidak jelas, tidak dimengerti atau membutuhkan penjelasan lebih lanjut.

### TUJUAN PENELITIAN

Tujuan penelitian ini adalah untuk mengumpulkan informasi mengenai kesejahteraan psikologis pada remaja dan faktor-faktor yang mempengaruhinya.

### PROSEDUR PENELITIAN

Dalam penelitian ini, adik-adik akan diminta untuk mengisi lima kuesioner yang berisi pertanyaan mengenai diri adik-adik, penilaian adik-adik terhadap orangtua, teman, dan sekolah adik-adik. Nanti adik-adik akan dipandu dalam pengerjaannya. Kuesioner ini bukanlah ujian jadi tidak ada jawaban yang benar atau salah. Tolong berikan jawaban sejujur-jujurnya sesuai pengalaman adik-adik. Jangan memberikan jawaban yang menurut adik-adik adalah jawaban yang seharusnya. Waktu pengerjaan adalah sekitar 45 menit-1 jam, adik-adik akan mengisi di lembar jawab komputer menggunakan alat tulis yang kami berikan.

### RESIKO

Tidak ada potensi resiko dari partisipasi adik-adik dalam penelitian ini.

### KEUNTUNGAN

Tidak akan ada manfaat langsung dari partisipasi adik-adik dalam penelitian ini. Akan tetapi, kami berharap informasi yang didapatkan dari penelitian ini memberikan sumbangsih bagi peningkatan kesejahteraan psikologis pada remaja di Indonesia.

### KERAHASIAAN

Semua informasi yang adik-adik berikan sifatnya rahasia. Oleh karena itu, di lembar jawaban nanti, adik-adik tidak diminta untuk menuliskan nama. Kami akan menggunakan kode nomor untuk mencatat dan mendokumentasikan data partisipan.

### KOMPENSASI

Setelah adik-adik selesai mengisi kuesioner, pada adik-adik akan dibagikan makanan kecil dan



minuman. Alat tulis yang kami bagikan juga menjadi milik adik- adik.

### **INFORMASI MENGENAI KONTAK**

Jika adik-adik memiliki pertanyaan terkait penelitian ini setelah pengambilan data hari ini, atau adik-adik mengalami kondisi yang tidak menyenangkan disebabkan oleh keterlibatan adik-adik dalam penelitian ini, adik-adik dapat menghubungi peneliti di nomor kontak yang tertera pada halaman sebelumnya. Jika adik-adik memiliki pertanyaan terkait dengan hak adik-adik sebagai partisipan penelitian, atau masalah yang menurut adik-adik tidak nyaman dibicarakan dengan peneliti, adik-adik dapat menghubungi komite etik di nomor 022-2038697.

### **KESUKAREALAN PARTISIPASI**

Partisipasi adik-adik dalam penelitian ini bersifat sukarela. Adik-adik boleh menolak untuk berpartisipasi, atau berhenti kapan saja tanpa konsekuensi apapun. Adik-adik juga diperbolehkan untuk tidak mengisi pertanyaan yang adik-adik merasa tidak nyaman untuk menjawabnya. Jika adik-adik bersedia untuk berpartisipasi dalam penelitian ini, adik-adik akan diminta untuk menandatangani Surat Pernyataan Persetujuan (SPP) untuk ikut serta dalam penelitian. Setelah adik-adik menandatangani Surat Pernyataan Persetujuan, adik-adik masih diperbolehkan untuk mengundurkan diri dari keikutsertaan, tanpa alasan apapun.

Salam,  
Peneliti  
Fitri Ariyanti Abidin, M.Psi, Psikolog

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## SURAT PERNYATAAN PERSETUJUAN (SPP) UNTUK IKUT SERTA DALAM PENELITIAN

Saya telah memperoleh penjelasan, sepenuhnya menyadari, mengerti, dan memahami tentang tujuan, manfaat, dan risiko yang mungkin timbul dalam penelitian, serta telah diberi kesempatan untuk bertanya dan telah dijawab dengan memuaskan, juga sewaktu-waktu dapat mengundurkan diri dari keikutsertaannya, maka saya setuju untuk berpartisipasi dalam penelitian ini.

Tanggal /Bulan/Tahun	:	
Nama Peserta	:	
Usia	:	tahun
Kelas	:	
Sekolah	:	
Alamat (Kota)	:	
Nama Orangtua/Wali	:	
Nama Peneliti	:	Fitri Ariyanti Abidin, M.Psi, Psikolog
Nama Saksi (Guru)	:	
Tanda tangan	:	

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## **INFORMED CONSENT**

### **TITLE OF STUDY**

The Effect of Parenting Style, Friendship Quality and School Climate on Psychological Well-Being Among Teenager Age 12-15 Years Old Mediated by Basic Psychological Needs Satisfaction

### **PRINCIPAL INVESTIGATOR**

Name : Fitri Ariyanti Abidin, M.Psi, Psikolog  
Institution : Faculty of Psychology Universitas Padjadjaran  
Address : Jl Raya Jatinangor Km. 21 Bandung-Sumedang  
Phone : +62 8156147698  
Email : fitri.ariyanti.abidin@unpad.ac.id

### **PARTICIPATION**

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

### **PURPOSE OF THE STUDY**

The purpose of this study is to investigate contributing factors that affect psychological well-being in adolescent

### **STUDY PROCEDURES**

You will be asked to fill five questionnaires regarding your experiences with yourself, your parents, your friends and your school. We will guide you with instructions on how to fill the questionnaires. Please give the answers that really fit with your experiences, not what it should be. It should take approximately 45-60 minutes to complete. You will fill the questionnaires using the computer answer sheet using the ballpoint we give you.

### **RISKS**

There are no foreseeable risks involved in participating in this study.

### **BENEFITS**

There will be no direct benefit for your participation in this study. However, we hope that the information obtained from this study may contribute to the enhancement of psychological well-being among Indonesian adolescents.

### **CONFIDENTIALITY**

Your responses to this survey will be anonymous. Please do not write any identifying information on the answer sheet. We will assign code numbers for participants that will be used on all research notes and documents.

### **COMPENSATION**

After completing all of the questionnaires, we will give you a ballpoint and a package of snacks.

### **CONTACT INFORMATION**

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information

is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Primary Investigator, please contact the Institutional Review Board at 022-2038697

## VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. You may refuse to take part in the research or exit at any time without penalty. You are free to decline to answer any particular question you do not wish to answer for any reason. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason.

## Appendix 3 Translation of the questionnaires

### The Final Translation of Basic Psychological Need Satisfaction

#### Autonomy Satisfaction

NO	ENGLISH	BAHASA INDONESIA
1	I feel a sense of choice and freedom in the things I undertake	Saya merasa memiliki pilihan dan kebebasan untuk hal-hal yang ingin saya lakukan
2	I feel that my decision reflects what I really want	Saya merasa bahwa keputusan saya mencerminkan apa yang sesungguhnya saya inginkan
3	I feel my choices express who I really am	Saya merasa pilihan saya menunjukkan siapa saya sebenarnya
4	I feel I have been doing what really interests me	Saya merasa telah melakukan apa yang benar- <u>benar menarik untuk saya</u>

#### Relatedness Satisfaction

NO	ENGLISH	BAHASA INDONESIA
1	I feel that the people I care about also care about me	Saya merasa orang-orang yang saya pedulikan, juga peduli pada saya
2	I feel connected with people who care for me, and for whom I care	Saya merasa terhubung dengan orang-orang yang peduli pada saya, dan saya peduli pada mereka
3	I feel close and connected with other people who are important to me	Saya merasa dekat dan terhubung dengan orang-orang yang penting bagi saya
4	I experience a warm feeling with the people I spend time with	Saya mengalami perasaan hangat dengan orang yang saya habiskan waktu bersamanya

#### Competence Satisfaction

NO	ENGLISH	BAHASA INDONESIA
1	I feel confident that I can do things well	Saya merasa percaya diri bahwa saya dapat melakukan hal-hal dengan baik
2	I feel capable at what I do	Saya merasa mampu dalam hal-hal yang saya lakukan
3	I feel competent to achieve my goals	Saya merasa mampu untuk mencapai tujuan saya
4	I feel I can successfully complete difficult tasks	Saya merasa saya akan mampu sukses untuk menyelesaikan tugas yang sulit

### The Final Translation of Parents As Social Context Questionnaire- Adolescent Report (Positive Dimensions)

#### Warmth

NO	ENGLISH	BAHASA INDONESIA
1	My parents let me know they love me	Orangtua saya menunjukkan bahwa mereka mencintai saya
2	My parents enjoy being with me	Orangtua saya menikmati kebersamaan dengan saya
3	My parents are always glad to see me	Orangtua saya selalu merasa senang bertemu saya
4	My parents think I'm special	Orangtua saya berpikir saya istimewa

#### Structure

NO	ENGLISH	BAHASA INDONESIA
1	When I want to do something, my parents show me how	Ketika saya ingin melakukan sesuatu, orangtua saya menunjukkan caranya
2	When I want to understand how something works, my parents explain it to me	Ketika saya ingin mengetahui cara kerja suatu hal, orangtua saya menjelaskannya pada saya
3	If I ever have a problem, my parents help me to figure out what to do about it	Ketika saya pernah memiliki masalah, orangtua saya mendampingi mencari

		pemecahan yang dapat dilakukan	humorous in front of my friends	lucu di depan teman saya.
4	My parents explain the reasons for our family rules	Orangtua saya menjelaskan alasan dari aturan yang berlaku di keluarga		

**Autonomy Support**

NO	ENGLISH	BAHASA INDONESIA
1	My parents trust me	Orangtua saya mempercayai saya
2	My parents accept me for myself	Orangtua saya menerima saya apa adanya
3	My parents let me do the things I think are important	Orangtua saya mengizinkan saya melakukan hal yang saya anggap penting
4	My parents try to understand my point of view	Orangtua saya mencoba memahami sudut pandang saya

**The Final Translation of Friendship Quality (FQUA)**

**Safety**

NO	ENGLISH	BAHASA INDONESIA
1	I believe all the information given by my friends	Saya mempercayai semua informasi yang diberikan oleh teman saya
2	My friends never break a promise	Teman saya tidak pernah melanggar janjinya
3	I am confident that my friends will not leak my secret	Saya yakin teman-teman saya tidak akan membocorkan rahasia saya.
4	My friends never lie to me	Teman-teman saya tidak pernah berbohong pada saya
5	I always listen to my friends' advice	Saya selalu mendengarkan saran teman-teman saya
6	I feel safe when the precious belongings are kept by my friends.	Saya merasa aman jika barang berharga saya dijaga oleh teman-teman saya.
7	I inform my friends immediately if he or she encounters problems in school	Saya segera memberitahu teman saya jika dia menemui masalah di sekolahnya
8	I feel safe when accompanied by my friends	Saya merasa aman jika ditemani oleh teman saya.

**Closeness**

NO	ENGLISH	BAHASA INDONESIA
1	I always joke with my friends	Saya selalu bercanda dengan teman saya
2	I understand my friends' mood	Saya memahami perasaan teman saya
3	I always chat with my friends even if we are from different classes	Saya selalu mengobrol dengan teman saya, bahkan ketika kami berbeda kelas
4	My friends and I always share our life experience	Teman saya dan saya selalu berbagi pengalaman
5	I understand the background of my friends	Saya memahami latar belakang teman saya
6	I would not feel shy when performing something	Saya tidak merasa malu ketika menunjukkan perilaku yang

**Acceptance**

NO	ENGLISH	BAHASA INDONESIA
1	My friends forgive me easily	Teman saya mudah memaafkan saya
2	My friends and I can overcome differences in our opinion immediately	Teman saya dan saya dapat dengan cepat mengatasi perbedaan pendapat antara kami
3	My friends treat me well	Teman saya memperlakukan saya dengan baik
4	My relationships with my friends are like brothers and sisters.	Hubungan saya dan teman saya seperti hubungan saudara

**Help**

NO	ENGLISH	BAHASA INDONESIA
1	My friends correct my mistakes in my homework	Teman saya mengoreksi kesalahan pada PR saya
2	My friends always help me when I have problems in completing my homework	Teman saya selalu menolong saya ketika saya memiliki masalah menyelesaikan PR saya
3	My friends help me to solve problems	Teman saya membantu saya dalam menyelesaikan masalah saya.

**The Final Translation of School Climate Measure (SCM)**

**School Satisfaction**

NO	ENGLISH	BAHASA INDONESIA
1	Teachers understand my problems	Guru-guru memahami permasalahan saya
2	Teachers and staff seem to take a real interest in my future	Guru dan staf akademik sekolah tampak memperhatikan masa depan saya.
3	Teachers are available when I need to talk with them	Guru-guru menyediakan dirinya ketika saya perlu berbicara dengan mereka.
4	It is easy to talk with teachers	Mudah untuk bicara dengan guru-guru
5	Students get along well with teachers	Murid-murid dapat bekerja sama dengan guru-guru
6	Teachers at my school help us children with our problems	Guru-guru di sekolah saya menolong kami siswanya ketika kami memiliki masalah
7	My teachers care about me	Guru-guru saya peduli pada saya
8	My teacher makes me feel good about myself	Guru-guru saya membuat saya merasa senang dengan diri sendiri.



### School Connectedness

NO	ENGLISH	BAHASA INDONESIA
1	My schoolwork is exciting	Tugas sekolah saya menyenangkan
2	Students can make suggestions on courses that are offered	Murid-murid dapat memberikan saran terkait mata pelajaran yang ditawarkan
3	This school makes students enthusiastic about learning	Sekolah ini membuat murid-muridnya semangat belajar
4	Students are frequently rewarded or praised by faculty and staff for following school rules	Murid-murid sering diberikan penghargaan atau pujian oleh sekolah karena mengikuti aturan sekolah

### Academic Support

NO	ENGLISH	BAHASA INDONESIA
1	I usually understand my homework assignments	Saya biasanya memahami tugas yang diPRkan.
2	Teachers make it clear what work needs to be done to get the grade I want	Guru-guru memberikan penjelasan mengenai langkah yang harus dilakukan untuk mendapatkan nilai yang saya inginkan
3	I believe that teachers expect all students to learn	Saya percaya semua guru mengharapkan semua murid-murid untuk belajar
4	I feel that I can do well in this school	Saya merasa saya dapat berhasil di sekolah ini

### Rules, Safety and Discipline

NO	ENGLISH	BAHASA INDONESIA
1	Classroom rules are applied equally	Aturan kelas diterapkan secara adil
2	Problems in this school are solved by students and staff	Masalah di sekolah ini diselesaikan oleh murid-murid dan pihak sekolah
3	The rules of the school are fair	Aturan di sekolah saya adil
4	School rules are enforced consistently and fairly	Aturan sekolah diterapkan dengan konsisten dan adil
5	My teachers make it clear to me when I have misbehaved in class	Guru-guru saya memberikan penjelasan jika saya melakukan perilaku yang tidak diinginkan di kelas
6	Discipline is fair	Disiplin di sekolah saya adil

### School Physical Appearance

NO	ENGLISH	BAHASA INDONESIA
1	The school grounds are kept clean	Halaman sekolah terjaga kebersihannya
2	My school is neat and clean	Sekolah saya rapi dan bersih

3	My school buildings are generally pleasant and well maintained	Bangunan sekolah saya cukup menyenangkan dan dirawat dengan baik
4	My school is usually clean and tidy	Sekolah saya biasanya bersih dan rapi

### School Social Atmosphere

NO	ENGLISH	BAHASA INDONESIA
1	I am happy with kinds of students who go to my school	Saya senang dengan jenis teman yang ada di sekolah saya
2	I am happy, in general, with the other students who go to my school	Secara umum, saya senang dengan siswa lain yang bersekolah di sekolah saya

### School Participation

NO	ENGLISH	BAHASA INDONESIA
1	At my school, the same person always gets to help the teacher	Di sekolah saya, hanya murid-murid tertentu yang bisa dekat dengan guru
2	At my school, the same students get chosen every time to take part in after-school or special activities	Di sekolah saya, hanya murid-murid tertentu yang selalu terpilih untuk mewakili sekolah
3	The same students always get to use things, like a computer, a ball or a piano, when we interact	Terdapat murid-murid yang sama selalu menggunakan benda-benda, seperti komputer, bola atau piano, ketika kami bermain.
4	Students have the same opportunity to speak, and be listened to, in class	Students have the same opportunity to speak, and be listened to, in class
5	Students can express their feelings and thoughts about schoolwork and life	Students can express their feelings and thoughts about schoolwork and life
6	Students who are 'different' in any way are treated with respect	Students who are 'different' in any way are treated with respect
7	Nobody in my school is excluded from being successful	Nobody in my school is excluded from being successful
8	Females and males are treated as equals at school	Females and males are treated as equals at school
9	I can participate in a lot of interesting activities at school	Saya dapat turut serta dalam berbagai kegiatan menarik di sekolah

### School Work Satisfaction

NO	ENGLISH	BAHASA INDONESIA
1	I am happy about the number of tests I have	Saya senang dengan jumlah ulangan yang saya dapatkan
2	I am happy about the amount of homework I have	Saya senang dengan jumlah PR yang saya dapatkan.

NO	ENGLISH	BAHASA INDONESIA
1	My parents talk with teachers about what is happening at home.	Orangtua saya berkomunikasi dengan guru tentang apa yang terjadi di rumah (menemui guru langsung atau melalui handphone)
2	My parents are involved in school activities.	Orangtua saya terlibat dalam kegiatan-kegiatan sekolah
3	My parents are involved in discussions about what is taught at school	Orangtua saya terlibat dalam diskusi tentang apa yang dipelajari di sekolah

**Appendix 4 The full version of the questionnaires (in Bahasa)**

**FULL VERSION OF THE QUESTIONNAIRES (In Bahasa)**

**I. IDENTITAS**

**A. IDENTITAS PRIBADI**

Pada bagian ini, pertanyaan-pertanyaannya terkait dengan identitas adik-adik. Berilah tanda silang (X) sesuai dengan kondisi adik-adik.

**Semua jawaban dituliskan di Lembar Jawab Komputer (LJK)**

**Jenis Kelamin:**

- a. Laki-laki
- b. Perempuan

**Usia:**

- a. 12
- b. 13
- c. 14
- d. 15

**Suku Bangsa:**

- a. Jawa
- b. Bugis
- c. Batak
- d. Melayu
- e. Sunda
- f. Banjar
- g. Betawi
- h. Bali
- i. Cina
- j. Banten
- k. Minangkabau
- l. Lainnya

**Religion:**

- a. Islam
- b. Christian
- c. Hindu
- d. Catholic
- e. Buddhism
- f. Lainnya

**Pengasuh utama (jawaban boleh lebih dari satu) :**

- a. Ayah dan ibu
- b. Ayah dan atau ibu beserta saudara (nenek, kakek, paman, bibi)
- c. Keluarga selain ayah dan ibu

**Jenis Sekolah:**

- a. Sekolah Umum
- b. Sekolah Swasta
- c. Sekolah Swasta Kristen
- d. Sekolah Swasta Islam
- e. Pesantren/Boarding School

**II. PERASAAN MENGENAI KEHIDUPANKU PETUNJUK Pengerjaan**

- Pada setiap nomor, adik-adik akan menemukan pernyataan
- Pada LJK, adik-adik akan menemukan 5 lingkaran untuk setiap nomor; yaitu:

- Sangat-sangat tidak sesuai (SSTS)
- Tidak sesuai ( TS)
- Sesuai (S)
- Sangat sesuai (SS)
- Sangat-sangat sesuai (SSS)

- Berilah tanda silang (X) pada salah satu lingkaran di LJK, sesuai dengan pengalaman adik-adik

Tidak ada jawaban yang benar atau salah, yang penting isilah sesuai dengan pengalaman

- adik-adik.

NO	PERNYATAAN
1	Saya merasa memiliki pilihan untuk hal-hal yang ingin saya lakukan
2	Saya merasa orang-orang yang saya pedulikan, juga peduli pada saya
3	Saya merasa percaya diri bahwa saya dapat melakukan hal-hal dengan baik

- 4 Saya merasa bahwa keputusan saya mencerminkan apa yang sesungguhnya saya inginkan
- 5 Saya merasa terhubung dengan orang-orang yang peduli pada saya, dan saya peduli pada mereka
- 6 Saya merasa mampu dalam hal-hal yang saya lakukan
- 7 Saya merasa pilihan saya menunjukkan siapa saya sebenarnya
- 8 Saya merasa dekat dan terhubung dengan orang-orang yang penting bagi saya
- 9 Saya merasa mampu untuk mencapai tujuan saya
- 10 Saya merasa telah melakukan apa yang benar-benar menarik untuk saya
- 11 Saya mengalami perasaan hangat dengan orang yang saya habiskan waktu bersamanya
- 12 Saya merasa saya akan mampu sukses untuk menyelesaikan tugas yang sulit

- Bagian ini adalah kuesioner mengenai perilaku orangtuamu sebagai pengasuh/pendidikmu di rumah.
- Jika kamu tidak diasuh/dididik oleh orangtua, maka pernyataan-pernyataan berikut ini mengacu pada figur orang yang mengasuh/mendidikmu di rumah.

#### PETUNJUK Pengerjaan

- Pada setiap nomor, adik-adik akan menemukan pernyataan
- **Pada LJK, adik-adik akan menemukan 4 lingkaran untuk setiap nomor; yaitu:**
  - **Sangat tidak sesuai (STS)**
  - Tidak sesuai (TS)
  - Sesuai (S)
  - Sangat sesuai (SS)
- Berilah tanda silang (X) pada salah satu lingkaran, sesuai dengan pengalaman adik-adik.
- Tidak ada jawaban yang benar atau salah, yang penting isilah sesuai dengan pengalaman adik-adik.

NO	PERNYATAAN
1	Orangtua saya mempercayai saya
2	Ketika saya ingin melakukan sesuatu, orangtua saya menunjukkan caranya
3	Orangtua saya menunjukkan bahwa mereka mencintai saya
4	Orangtua saya menerima saya apa adanya
5	Ketika saya ingin mengetahui cara kerja suatu hal, orangtua saya menjelaskannya pada saya
6	Orangtua saya menikmati kebersamaan dengan saya
7	Ketika saya pernah memiliki masalah, orangtua saya mendampingi mencari pemecahan yang dapat dilakukan
8	Orangtua saya selalu merasa senang bertemu saya
9	Orangtua saya mengizinkan saya melakukan hal yang saya anggap penting
10	Orangtua saya menjelaskan alasan dari aturan yang berlaku di keluarga

- 11 Orangtua saya berpikir saya istimewa
- 12 Orangtua saya mencoba memahami sudut pandang saya

#### IV. AKU DAN TEMANKU PETUNJUK Pengerjaan

- Pada setiap nomor, adik-adik akan menemukan pernyataan
- **Pada LJK, adik-adik akan menemukan 6 lingkaran untuk setiap nomor; yaitu:**
- **Di lembar jawaban komputer, pada setiap nomor, terdapat 6 kotak;**

— **Sangat sangat tidak setuju (SSTS)**

— Sangat tidak setuju (STS)

— Tidak setuju (TS)

— Setuju (S)

— Sangat setuju (SS)

— Sangat-sangat setuju (SSS)

- Berilah tanda silang (X) pada salah satu lingkaran, sesuai dengan pengalaman adik-adik.
- Tidak ada jawaban yang benar atau salah, yang penting isilah sesuai dengan pengalaman adik-adik.

#### V. AKU DAN SEKOLAHKU PETUNJUK Pengerjaan

- Pada setiap nomor, adik-adik akan menemukan pernyataan
- **Di lembar jawaban komputer, pada setiap nomor, terdapat 6 lingkaran;**

— **Sangat Tidak setuju (STS)**

— Tidak setuju (TS)

— Ragu-ragu (R)

— Setuju (S)

— Sangat setuju (SS)

- Berilah tanda silang (X) pada salah satu lingkaran, sesuai dengan pengalaman adik-adik.
- Tidak ada jawaban yang benar atau salah, yang penting isilah sesuai dengan pengalaman adik-adik.

#### NO PERNYATAAN

- 1 Saya suka berada di sekolah
- 2 Saya malas pergi ke sekolah
- 3 Ada banyak hal yang tidak saya sukai di sekolah
- 4 Saya senang dengan kegiatan-kegiatan di sekolah
- 5 Saya belajar banyak di sekolah
- 6 Saya merasa tidak enak di sekolah
- 7 Guru-guru memahami permasalahan saya
- 8 Guru dan staf akademik sekolah tampak memperhatikan masa depan saya.
- 9 Guru-guru menyediakan dirinya ketika saya perlu berbicara dengan mereka.

- |    |  |    |  |
|----|--|----|--|
| 10 | Guru-guru di sekolah saya menolong kami siswanya ketika kami memiliki masalah                                    |    | Bangunan sekolah saya cukup menyenangkan dan dirawat dengan baik   |
| 11 | Guru-guru saya peduli pada saya  | 25 | Sekolah saya biasanya bersih dan rapi  |
| 12 | Tugas sekolah saya menyenangkan  | 26 | Saya senang dengan jenis teman yang ada di sekolah saya  |
| 13 | Murid-murid dapat memberikan saran terkait mata pelajaran yang ditawarkan  | 27 | Secara umum, saya senang dengan siswa lain yang bersekolah di sekolah saya   |
| 14 | Sekolah ini membuat murid-muridnya semangat belajar  | 28 | Di sekolah saya, hanya murid-murid tertentu yang bisa dekat dengan guru  |
| 15 | Murid-murid sering diberikan penghargaan atau pujian oleh sekolah karena mengikuti aturan sekolah                | 29 | Di sekolah saya, hanya murid-murid tertentu yang selalu terpilih untuk mewakili sekolah                                  |
| 16 | Guru-guru memberikan penjelasan mengenai langkah yang harus dilakukan untuk mendapatkan nilai yang saya inginkan | 30 | Saya senang dengan jumlah ulangan yang saya dapatkan   |
| 17 | Saya percaya semua guru mengharapkan semua murid-murid untuk belajar   | 31 | Saya senang dengan jumlah PR yang saya dapatkan.   |
| 18 | Saya merasa saya dapat berhasil di sekolah ini   | 32 | Orangtua saya berkomunikasi dengan guru tentang apa yang terjadi di rumah (menemui guru langsung atau melalui handphone) |
| 19 | Aturan kelas diterapkan secara adil  | 33 | Orangtua saya terlibat dalam kegiatan-kegiatan sekolah   |
| 20 | Aturan di sekolah saya adil  | 34 | Orangtua saya terlibat dalam diskusi tentang apa yang dipelajari di sekolah  |
| 21 | Aturan sekolah diterapkan dengan konsisten dan adil  |    |  |
| 22 | Halaman sekolah terjaga kebersihannya  |    |  |
| 23 | Sekolah saya rapi dan bersih   |    |  |

### Appendix 5 Answer sheet for the questionnaires

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## CONSENT FORM

I have read, and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I voluntarily agree to take part in this study.

\_\_\_\_\_

Date/Month/Year : \_\_\_\_\_

\_\_\_\_\_

Name : \_\_\_\_\_

\_\_\_\_\_

Age : \_\_\_\_\_

\_\_\_\_\_

Class : \_\_\_\_\_

\_\_\_\_\_

Schools : \_\_\_\_\_

\_\_\_\_\_

City : \_\_\_\_\_

\_\_\_\_\_

Parent's Name : \_\_\_\_\_

\_\_\_\_\_

Principal Investigator : Fitri Ariyanti Abidin, M.Psi, Psikolog

\_\_\_\_\_

Witness : \_\_\_\_\_

\_\_\_\_\_

Sign : \_\_\_\_\_

\_\_\_\_\_

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