

Psychological Research & Intervention

Aptitude Test's Predictive Ability for Academic Success in Psychology Student
Farida Agus Setiawati

Organizational Impact on Commitment Performance: Research on Police Officer at Polsek
Kotagede Yogyakarta
Endah Sri Wahyuningsih

The Role of Self-Awareness Training in Motivation For Hospital Workers
Shintya Putri Setiowati

Father's Involvement in Parenting as a Predictor of Adolescents' Social Adaptation
Nadia Miranti Kusumasari

Meaning of Happiness in Children: An Exploratory Study
Rahmatika Kurnia Romadhani





Psychological Research and Intervention
ISSN 2614-7041 (online)
ISSN 2614-0403 (printed)

Publisher

Department of Psychology, Universitas Negeri Yogyakarta

Editor-in-chief : Adi Cilik Pierewan
Managing Editor : Banyu Wicaksono
Tria Widyastuti
Editorial Board : Gavin Sullivan
Ruut Veenhoven
Mariani Binti Md Nor
Yulia Ayriza
Farida Agus Setiawati
Rita Eka Izzaty
Prima Vitasari

Journal Coordinator of Graduate School of Universitas Negeri Yogyakarta

Ashadi

Setting

Ririn Susetyaningsih
Rohmat Purwoko
Syarief Fajaruddin
Muhammad Dzakir Amaniey

Published biannually, in June and December

Psychological Research and Intervention is a biannual peer-reviewed scientific journal published by the Department of Psychology of Universitas Negeri Yogyakarta, which focuses on theoretical and applied researches in psychology.

THE EDITORS ARE NOT RESPONSIBLE FOR THE CONTENT OF AND
THE EFFECTS THAT MIGHT BE CAUSED BY THE MANUSCRIPTS.

RESPONSIBILITY IS UNDER THE AUTHORS'

Editorial

Department of Psychology, Universitas Negeri Yogyakarta
Jl. Colombo No. 1, Karangmalang, Depok, Sleman, Yogyakarta 55281
Telephone: 0274 586168 ext. 229 or 0274 550836, Facsimile: 0274 520326
Website: <https://journal.uny.ac.id/index.php/pri> | E-mail: jurnal_psikologi@uny.ac.id

Copyright © 2020, Psychological Research and Intervention

Foreword

We are very pleased that Psychological Research and Intervention is releasing its third volume in 2020 following its' successful publication in 2019. We are also very excited that the journal has been attracting papers from various regions in Indonesia.

Psychological Research and Intervention contains and spreads out the results of research and intervention in the science of psychology, and is aimed at facilitating discussion and discourse between scholars of psychology as well as further advancing the science of psychology. The editorial board expects comments and suggestions for the betterment of the future editions of the journal. Special gratitude goes to the reviewers for their hard work, contributors for their trust, patience, and timely revisions, and all of the journal team for their assistance in publishing this journal. Psychological Research and Intervention is continuing to grow and spread its wings to reach its aim in becoming a global initiative

Yogyakarta, June 2020

Editor in Chief

TABLE OF CONTENT

<i>Farida Agus Setiawati</i>	Aptitude test's predictive ability for academic success in psychology student	1 – 12
<i>Endah Sri Wahyuningsih</i>	Organizational impact on commitment performance: research on police officer at polsek kotagede yogyakarta	13 – 23
<i>Shintya Putri Setiowati</i>	The role of self-awareness training in motivation for hospital workers	24 – 28
<i>Nadia Miranti Kusumasari</i>	Father's involvement in parenting as a predictor of adolescents' social adaptation	29 – 41
<i>Rahmatika Kurnia Romadhani</i>	Meaning of happiness in children: an exploratory study	42 – 46



Aptitude Test's Predictive Ability for Academic Success in Psychology Student

Farida Agus Setiawati¹

¹ Department of Psychology, Universitas Negeri Yogyakarta,
Jl. Colombo No. 1 Karang Malang Sleman, Yogyakarta
farida_as@uny.ac.id

Abstract

The developments that occur in psychological measurement have an effect on the development of the quality of the tests used. Differential Aptitude Test (DAT) is a psychological test commonly used to measure a person's aptitude. Aptitude measurement needs to be proven on the success of post-aptitude test studies. Therefore, this study aims to examine: (1) the predictive validity of differential aptitude tests in predicting academic success in the context of psychology study programs, and (2) which subtests are influential in predicting the success of studies in psychology study programs. Data collection was carried out using test techniques and documentation techniques. The research subjects were 148 students majoring in psychology at Yogyakarta State University. The data obtained were then analyzed using multiple linear regression analysis techniques, where the subtest scores on the DAT were treated as predictors and the Grade Point Average scores were treated as the dependent variable. Based on the results of the analysis, it can be concluded that: (1) the DAT test can predict the success of the study in the psychology study program; and (2) the subtest in DAT that has the most influence in predicting the success of the study in the psychology study program is the verbal subtest and the numerical subtest.

Keywords: *academic success, differential aptitude test, predictive validity*

Introduction

Psychology is often defined as the study of the human mind. In studying it, the object studied in psychology cannot be seen directly because of its abstract nature, but human mind manifests and expresses through behavior. In expanding its' body of science, psychology develops itself in various fields, one of which is in the field of measurement of the psychological aspect, or commonly known as psychometrics. The scope of psychometrics includes the development of test theories and models as well as developing the basics for evaluating the quality of the tests used. At the application stage, theories in psychometrics provide a fundamental foundation in the design and development of psychological tests so that test construction methods can develop and produce various forms of valid and reliable psychological tests. Thus, with

the development of the science of psychology, the science of psychometrics has also developed in the development of various forms of psychological measuring instruments and their analysis methods.

Judging from the attributes of human psychological characteristics, measurements in the field of psychology can be divided into various forms: (1) intelligence tests are tests to determine general human abilities, (2) aptitude tests are tests to determine specific human abilities, (3) preference tests are tests to explore one's preference or interest regarding a certain field, and (4) a personality test is a test to determine a person's traits, habits or tendencies in certain aspects. Each of these psychological attributes can be detected using various forms of psychological testing.

One form of psychological test used to measure human talent is the Differential

Aptitude Test (DAT). This test was first compiled in 1947 by George K. Bennet, Harold G. Seashore, and Alexander G. Wesman (Bennett, Seashore, & Wesman, 1948). This test is presented in the form of a series of tests or what is called a multiple aptitude series consisting of seven subtests, namely: (1) verbal reasoning (VR) which measures the ability to think and solve problems related to verbal concepts or words, (2) numerical ability (na) which measures the ability to think with numbers, especially related to arithmetic skills, (3) abstract reasoning (ar) which measures nonverbal reasoning skills such as understanding logical relationships, (4) clerical speed and accuracy (csa) which measures the response to tasks or jobs that involve the speed of perception and the speed of response to the combination of letters and numbers, (5) mechanical reasoning (mr) which measures the power of reasoning in the field of mechanical work, (6) space relations (sr) which measures the ability to think visually from geometric shapes, and (7) language usage which consists of spelling and sentences, which measure general understanding in language.

Differential aptitude tests are included as multiple aptitude batteries, which can be used to measure various abilities, such as numerical abilities, spatial vision, numerical reasoning, and speed and accuracy in perception. Anastasi (1997) states that in addition to DAT, Intelligence Structural Test (IST), Flanagan Aptitude Classification Test (FACT), General Aptitude Test Battery (GATB) is also a multiple aptitude battery. The results of the multiple aptitude battery test are in the form of a profile number that describes the abilities, strengths, and weaknesses of a person. Talent test results differ from different forms of talent, but it is possible that only a few abilities can be revealed (Ruth, 1971). High talent scores, for example in mechanics and abstract subtests, can be interpreted that with further training,

the individual will perform well as an engineer or in a related field of work (Marais, 2007).

In general, experts have agreed that talent is a natural ability, natural skills or talent (Mankar & Chavan, 2013). It is further emphasized that talent can be identified from the start through a series of tests, one of which is by using DAT. In DAT, the detection of talent uses a series of tests that are used for a specific purpose with a predetermined time. Specifically, a series of independent DAT tests are used by individuals to: (1) help choose majors or study programs and career development based on their strengths and weaknesses, (2) understand why individuals or students look high or have low scores. for certain subjects or courses, (3) giving consideration to new career options, and (4) as a basis for consideration in changing or achieving other or higher career and educational aspirations. From this explanation, it can be concluded that DAT can be used as a predictor of individual talent that can be used as a guide for decision making related to self-development in education and career choices. Thus it can be said that the aptitude test is one aspect that can be used to predict future performance in several activities such as academic success (Aiken, 1988; Gronlund, 1981; Sax, 1980).

One of the functions of the aptitude test is to predict the success of individuals in the field of education, one of which is studying psychology. A psychology student is guided to gain core competencies: (1) mastering the discipline of psychology as a whole, (2) knowing and understanding aspects of ethics, law, to professional psychological practice, (3) compiling and using psychometric tools and interpreting the results of their measurements, 4) carry out activities to restore, maintain, or improve cognitive function of individuals or groups through counseling services, (5) perform critical analysis in terms of evaluating and applying findings from scientific publications to help clients, (6)

conveying, assessing, and interpreting information orally and in writing to interact with various client groups and other professional groups, (7) able to adapt to different client backgrounds (for example physical disabilities, beliefs, language, sexual orientation, etc.), and (8) able to provide good service to clients of all ages (Australian Psychology Accreditation Council, 2010; New Zealand Psychologist Board, 2011). Based on this description, it can be seen that to be able to successfully study in the field of psychology, certain basic abilities must be present in students. This is in line with Chatterjee's opinion (Raza & Shah, 2011) which states that aptitude tests play an important role in determining the future of student education because aptitude tests measure the overall performance of students in various areas of mental ability.

Talent is a special ability that exists in an individual which is formed from his own experience and not from special treatments or learning processes. The aptitude test is a tool for measuring a sample of behavior that can be used as an indicator for other behaviors in the future. Therefore, the validity of the aptitude test lies in the ability of the test to predict a person's performance in the future (predictive validity). Validity itself can be defined as a level that states that a measuring instrument is in accordance with what is being measured (Nunnally, 1978: 132, Allen & Yen, 1979: 97). Predictive validity is included in validity based on criteria (criterion-related validity). The predictive validation procedure takes a long time and costs a lot because this procedure is basically not a job that is considered complete after a single analysis, but rather takes place continuously in developing tests as a good predictor (Mardapi, 2007).

The ability to predict a test is very important. The more precise and accurate a test is in predicting student success in achieving learning success, the better the quality of the test. Various studies to determine the psychometric characteristics

of tests, especially in relation to the predictive validity of aptitude tests, have been researched by experts since ancient times until now. Most of the studies on predictive validity use linear models with correlation and multiple regression methods as methods of analysis (Linn, 1984). The size of the estimated predictive validity of an instrument is described by the correlation coefficient between the predictors and these criteria. If this coefficient is obtained from a group of individuals who are a representative sample, then a measuring instrument whose validity has been tested will have a predictive function that is very useful in the procedure for measuring instruments in the future.

One of the criteria for student's academic success can be seen from their grade point average (GPA). Research conducted by Njienhuis, Evers, & Mur (2000) which examines the validity of DAT in immigrant children in the Netherlands shows that DAT is proven to be a tool that can be used to predict individual abilities in certain fields, such as mathematics. A slightly more complex study was conducted by Curabay (2016) by conducting a meta-analysis of 48 studies on predictive validity. The results of the study concluded that there was a significant positive correlation ($r = 0.36$) between the SAT scores and the student's GPA. Similar research results were also obtained by Mankar & Chavan (2013) with an exploratory study which showed a high correlation between personal characteristics and student talent. This exciting result is also reinforced by Stickler's (2007) study which states that SAT scores are able to predict 20 to 30% of student success in college.

Research on each talent subtest has also been researched by experts. In 2011, Shea, Lubinski, & Benbow conducted a 20-year longitudinal study of the importance of assessing spatial abilities in intellectually gifted subjects ranging from 13 years to 33 years of age. This study looks at the

development of the educational process carried out to the chosen job.

Based on the description above, this study aims to examine: (1) to what extent the differential aptitude test can predict the success of student studies in the psychology study program, and (2) which talent subtests are influential in predicting the success of studies in the psychology study program.

Methods

The study population was all students majoring in psychology, Yogyakarta State University, Academic Year 2015 to 2017, totaling 235 people. The research sample of 148 students was obtained by means of cluster random sampling by randomizing the population based on the class. The number of samples was determined using the formula from Slovin.

This research is a quantitative study using data in the form of aptitude test results and GPA. The data was collected through test techniques and documentation techniques. The test technique using the Differential Aptitude Test (DAT) instrument was used to obtain the aptitude test scores for each student, while the documentation technique was used to obtain the Grade Point Average (GPA) in the study sample.

The research variables consisted of the independent variable (predictor) and the dependent variable (criteria). What functions as a predictor is the DAT score

which represents the talents of the research subject which consists of six subtests namely verbal (X1), numerical (X2), abstract (X3), spatial relation (X4), mechanical (X5), and clerical (X6). ; Meanwhile, what serves as a criterion is the success of the study represented by the GPA in the first semester which has a range between 0.00 - 4.00.

The data analysis technique used in this study is the multiple linear regression analysis technique with the help of the IBM SPSS 21 program. The output of the regression analysis will produce a correlation coefficient (R) which indicates the predictive validity of DAT on student success, the coefficient of determination. (R²) which shows the magnitude of the influence (contribution) of DAT scores in predicting student academic success, as well as the correlation coefficient (r) and significance (sig) of each subtest in DAT that can predict student academic success.

Findings and Discussion

Analysis used in the multiple regression test in this study is the Enter (default) method. This method analyzes the independent variables simultaneously without sorting the variables into one group in the regression equation (Sudarmanto, 2005). The following is an explanation of the research data:

Tabel 1. Descriptive Statistics

	Minimum	Maximum	Mean	Std. Deviation
GPA	2.71	3.86	3.4861	0.23179
Verbal	55.00	119.00	99.9839	14.95731
Numeric	28.00	115.00	100.0000	15.03875
Abstract	29.00	122.00	99.9516	15.00648
Space Relation	46.00	126.00	100.0000	15.07359
Mechanical	67.00	119.00	100.0968	14.89494
Clerical	51.00	110.00	100.0161	15.06107

Table 1 shows the descriptive statistics that contain the maximum value, minimum value, mean score, and standard deviation for each variable. Based on this table, it is known that the average GPA of the research sample is 3,486, while the mean score of the aptitude test results on the six subtests tends to be the same, namely at a score of 100 with a standard deviation of 15. The similarity of the mean score and standard deviation is because before entering the analysis stage, the raw score data first undergo a transformation. Data transformation is one way to transform data into other forms so that the data has the expected distribution. The data transformation procedure makes it possible to perform the same

mathematical operations on the original data, namely changing all data to keep the differences between data relatively constant. Data transformation needs to be done considering that each subtest has a different number of items so that it will produce different raw scores. This difference in raw scores results in differences in the range of scores which in turn result in subtest scores being unable to be compared on one scale. In addition to the mean and standard deviation, the results of descriptive statistics also show that the highest score of the psychology student aptitude test is on the spatial relation subtest, which is 119, while the lowest score is in the numerical subtest, which is 28.

Tabel 2. Anova

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.347	6	0.225	6.400	0.000
	Residual	1.930	55	0.035		
	Total	3.277	61			

Table 2 presents the results of the simultaneous regression analysis through the ANOVA test. This test is used to determine whether the independent variable (X) together has a significant effect on the dependent variable (Y) or to find out whether the regression model can be used to predict the dependent variable or not. The significance of the test results shows that the value obtained is $F = 6.4$, p

$= 0.000$, so that the null hypothesis (H_0) tested in this study is not proven. Based on this, it can be concluded that there is a significant effect of the scores of each DAT subtest together in predicting the academic success of psychology study program students or in general it can be said that the resulting regression model can be used to predict the academic success of psychology study program students.

Tabel 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.641 ^a	0.411	0.347	0.18732

Table 3 contains information about the predictive validity of aptitude tests on the success of psychology student studies as reflected in the price of the multiple correlation coefficient (R). This

coefficient shows how much the proportion of the variance of the dependent variable can be explained by the independent variable or its predictor. Based on the table above, it can be seen

that the resulting multiple correlation coefficient is 0.641. This shows that the relationship between the results of the aptitude subtest on the success of

psychology student studies is a strong and positive relationship.

Tabel 4. Coefficients

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Partial
	B	Std. Error	Beta			
(Constant)	2.437	0.337		7.233	0.000	
Verbal	0.006	0.002	0.390	3.689	0.001	0.445
Numeric	0.005	0.002	0.322	2.720	0.009	0.344
Abstract	0.000	0.002	-0.020	-0.173	0.863	-0.023
Space	-0.004	0.002	-0.258	-2.475	0.016	-0.317
Relation						
Mechanical	0.000	0.002	0.015	0.137	0.892	0.018
Clerical	0.004	0.002	0.230	2.138	0.037	0.277

Table 4 shows the results of the analysis of each subtest separately or partially through the t test. If the t value probability (shown in Sig.) Is smaller than the error rate (α) 0.01, it can be said that the independent variable partially has a significant effect on the dependent variable, and vice versa. Based on the table above, it can be seen that the verbal, numerical, and spatial relation subtests have a regression weighted significance value below 0.01, so the null hypothesis (H0) tested in this study is also not proven. However, if we look further, it turns out that the t-count statistic and the regression coefficient (weight) on the spatial relation subtest have a negative sign, so that the spatial relation subtest is not included in the regression equation. So, it can be concluded that partially, only verbal subtest and numerical subtest have a significant effect on the academic success of psychology study program students.

Discussion

There are two important parts that will be discussed in this section. namely: (1) analysis of the overall subtests in the

DAT instrument on the success of the study in the psychology study program, (2) the results of the analysis on the subtests in the DAT instrument which have been shown to significantly influence the success of studies in the psychology study program.

The results of the analysis in Table 2 show that the null hypothesis (H0) is rejected so that it means that there is a significant effect of the scores of each DAT subtest simultaneously on the academic success (GPA) of psychology study program students, while the results of the analysis in Table 3 show that the score the predictive validity of DAT on the success of the study which is reflected in the price of the multiple correlation coefficient (R) is in the high category. These results are in line with the research of Santosa (2013) which found the predictive validity of the Academic Potential Test on GPA of 0.368 with a significant contribution of 13.5%.

The ability of DAT scores in predicting learning success of psychology study program students is supported by the data in Table 3. Standard Error of the Estimate (Table 3) which shows a measure of the number of errors in the regression

model in predicting the Y value shows a number of 0.19812. If you pay attention to the statistical descriptive analysis (Table 1), it can be seen that the standard deviation of the GPA is 0.23179 which is greater than the standard error estimate. Because the standard error estimate is smaller than the standard deviation of the GPA, it can be said that the regression model is good at acting as a predictor of learning success in the psychology study program.

In addition, the magnitude of the variance of the aptitude sub-test jointly from all variables X against Y can also be seen from the R square in Table 3. Because R square = 0.411 it can be interpreted that the joint aptitude test contribution to the success of the study is 41.1% while The remaining 58.9% is contributed by other factors. Various studies state that academic success is not only supported by talent, but also influenced by many other aspects including interest, gender, family socio-economic conditions, parental education level, and environmental conditions (Fraser & Killen. 2003; Hijazi & Naqvi. 2006 ; Raza & Shah. 2009; Akessa & Dhufera. 2015; Dev. 2016).

Table 4 presents the results of the analysis of each subtest separately or partially through the t test which is useful for seeing the regression equation in predicting the academic success of psychology study program students. Based on the table, it can be seen that only the verbal subtest constants (X1) and the numerical subtest (X2) have positive and significant regression weights, so the resulting regression equation:

$$Y = 2.437 + 0.006 X1 + 0.005 X2$$

The regression coefficient on both the verbal subtest and the numerical subtest are both positive, meaning that

when the verbal and numerical subtest scores increase, the academic success (GPA) of the psychology study program students will also increase. Likewise, when the verbal and numerical subtest scores decrease, the academic success (GPA) of psychology study program students will also decrease. An increase in the verbal subtest score by 1% will increase the academic success by 0.0006% and vice versa, a decrease in the verbal subtest score by 1% will decrease the academic success by 0.0006%.

As explained in the research results, the spatial relation subtest actually also has a smaller significance than the alpha, but the t-count statistic and the regression coefficient have a negative sign. This negative sign can be interpreted that there is a relationship that is best proportional to the meaning that the higher the spatial relation subtest score will actually make the academic success of psychology study program students lower. Based on these reasons, the spatial relation subtest is not included in the regression equation. Although only two of the six variables in the aptitude test have been shown to partially affect the success of student studies, the overall residual data generated from the multiple linear regression model has a normal distribution pattern. This can be proven in the results of the Normal PP Plot analysis as presented in Figure 1. The meaning of normality in the Normal PP Plot is as follows: if the distribution of points (plots) approaches or is dense on a straight line (diagonal) it can be said that (data) The residual is normally distributed, but if the distribution of the points is a diagonal line, the data is not normally distributed.

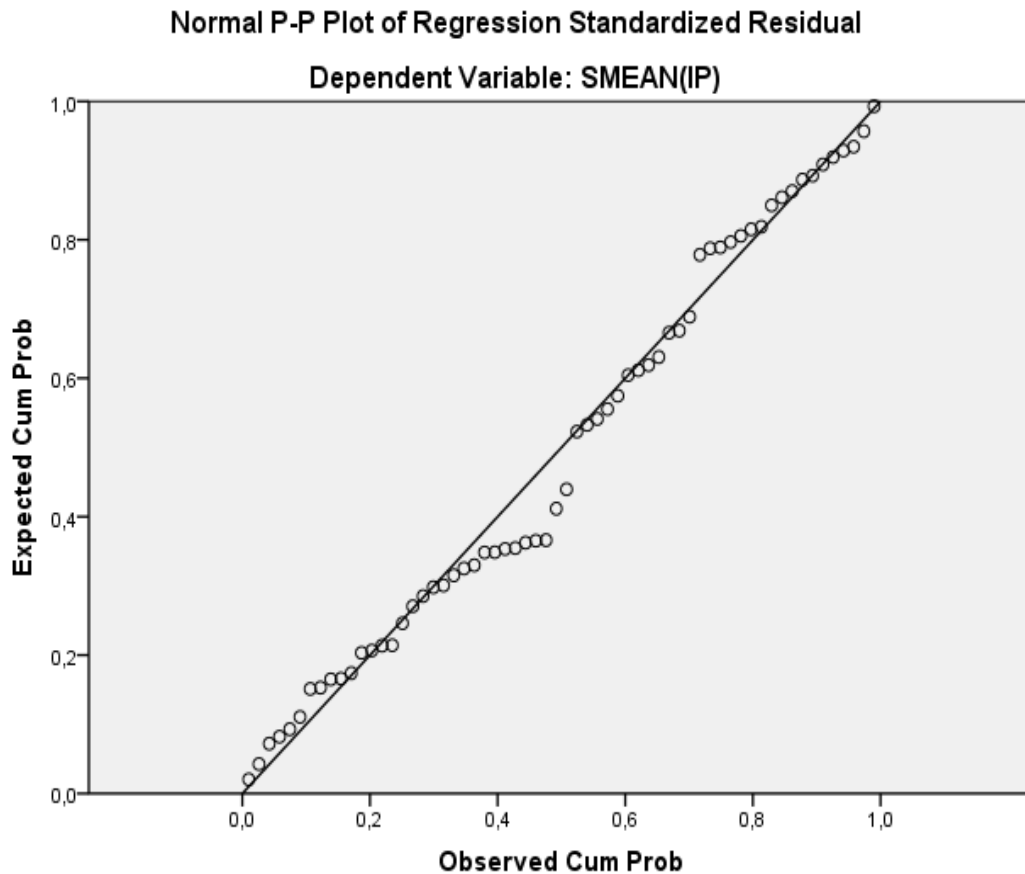


Figure 1. Residual's Normality of the Multiple Linear Regression Model

The strength and weakness of the influence and the form of the relationship between verbal subtest and numerical subtest on the learning success of psychology study program students can also be interpreted from the value of the partial correlation coefficient. The partial correlation coefficient is used to determine the relationship between two variables in which the other variables that are considered influential are controlled or made fixed (as control variables). The correlation value (r) ranges from +1 to -1, the closer the value to +1 or -1 means that the relationship between the two variables is getting stronger, on the other hand, the value close to 0 means that the relationship between the two variables is getting weaker. A positive value indicates a unidirectional relationship (X increases, Y increases) and a negative value indicates an inverse relationship (X increases then Y falls). Based on the results of the analysis,

the partial correlation coefficient of verbal subtest and numerical subtest on learning success in the psychology study program was 0.445 and 0.344, respectively, which indicated that there was a strong (moderate) and unidirectional (positive) relationship. This further strengthens the meaning of the relationship that occurs between the independent variables and the dependent variable such as the regression coefficient previously described, that is, if there is an increase in the score of the verbal subtest and the numerical subtest, then the success of the psychology study program students as reflected in their GPA will also increase.

The explanation above is based on the results of the analysis of the entire subtest contained in the DAT instrument, however, when the subtests which are proven to have no significant effect on the success of the study of psychology study program students are not included in the

analysis process, the results of the analysis are slightly different. The results of the analysis in table 5 show that the verbal and numerical subtest simultaneously contributed 29.3%. When linked with table 2, it can be concluded that other subtests (abstract, spatial relations,

mechanics, and clerical) only contributed 11.8%. Based on these data, it is evident that verbal and numerical subtests dominate in predicting the academic success of psychology students.

Tabel 5. Model Summary for Verbal dan Numerikal Subtest

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,542 ^a	0,293	0,269	0,19812

a. Predictors: (Constant), SMEAN(numerikal), SMEAN(verbal)

b. Dependent Variable: IPK

The use of verbal and numerical tests as predictors of academic success has been applied for a long time. In the report on the results of the meta-analysis research conducted by Young (2001), it was explained that since 1959 the predictive ability of these two subtests was so popular that it was included as one of the components to be measured in the ACT (American College Testing) and SAT. The report also provides a table containing 29 studies that prove that verbal and numerical tests are good predictors. Including research conducted by Arbona & Novy (1990), Baggaley (1974), Bridgeman. et.al (2000), Elliot & Strenta (1988), Farver. et.al. (1975) and others.

Research conducted by Mankar & Chavan (2013) also showed a significant relationship between the two subtests against the criteria, namely having a correlation coefficient of 0.543 and 0.406, respectively. Furthermore, in the book DAT for Selection General Abilitas Battery: Technical Manual and User Guide (2013) it is written that verbal and numerical abilities are indeed the basis for understanding lessons in school so that this ability is a predictor of success in the academic field. The combination of the two tests is often referred to as educational aptitude or better known as the scholastic test, where this test serves to measure the

ability to complete scholastic tasks such as academic ability and the ability obtained from learning outcomes (reading books and teacher teaching). A person who has high scholastic ability is predicted to be able to complete assignments well in college and vice versa, someone whose scholastic ability is less is not recommended to continue education to the tertiary level. Based on this explanation, this study also proves that a good predictor of academic success is verbal ability and numerical ability. These results are reinforced by the opinion expressed by Oyetunde (in Ballado, Morales, & Ortiz, 2014) which states that aptitude tests can be used to detect a series of a person's talents, but more specifically, the aptitude test contains a group of items that measure verbal ability and numerical abilities that can predict a person's performance in various educational programs.

The correlation coefficient on the mechanical and clerical subtests has a small partial correlation coefficient, namely 0.013 and 0.262, respectively. Meanwhile, the abstract subtest and spatial relations have a negative spatial correlation coefficient, which is -0.020 and -0.308, respectively. The dominance of the measured subtest from the results of the measurement of differential aptitude will indeed produce different results, in the

field of psychology the subtest does not dominate, in other fields it may be different. Ruth (1971) stated that the clerical subtest can be a good predictor of the success of studies in business education, as well as the mechanical subtest will be a good predictor of the success of studies in vocational education. Ruth's research results are supported by a report written by Pearson Assessment (2009). This report contains descriptor of each capability related to the field it can support. High abstract ability is suitable for occupations related to mathematics, computer programming, science, and engineering; High clerical abilities suitable for work related to secretarial or administrative, computer programming, science and technology (especially those working in laboratories), law, finance, and accounting; high mechanical ability suitable for work fields related to mechanics, technicians, carpenters, machine operators, surveyors, electricians, and architects; as well as high space relations capabilities suitable for work fields related to architects, designers, dentists, and technicians. The dominance in the mastery of a subtest is very important to note. remembering to study a field requires different abilities.

Conclusion

Based on the results of the analysis, it can be concluded that:

1. The Differential Talent Test can predict the success of the study of psychology study program students
2. The amount of the variance of the overall contribution of the talent subtest to the success of the study is 0.411 or 41.1%,
3. DAT subtests that have the most influence in predicting academic success in the psychology study program are the verbal subtest and the numerical subtest. The number of variants of verbal and numerical

subtests in predicting academic success was 29.3%.

The implications and suggestions based on the research results above are:

1. More extensive research is needed to see the prediction of successful studies in the field of psychology by looking at other aspects outside the aptitude test.
2. Research to test the validity of differential aptitude tests needs to be reviewed and developed from the various types of validity that exist.
3. Other influences beyond one's talents need to be reviewed to determine the factors of success in higher education in other study programs.

References

- Aiken. L. R. (1988). *Psychological testing and assessment* (6th Ed.). Boston: Allyn and Bacon. Inc.
- Akessa. G. M.. & Dhufera. A. G. (2015). Factors that influences students academic performance: a case of rift valley university. jimma. ethiopia. *Journal of Education and Practice*. 16 (22). 55-63.
- Allen. M.J.. & Yen. W.M. (1979). *Introduction to measurement theory*. California: Brooks/Cole Publishing Company Wardsworth. Inc.
- Anastasi. A. (1997). *Psychological testing* (7th Ed). New Jersey: Prentice-Hall Inc.
- Anderson. L.. & Krathwohl. D.A. (2001). *Taxonomy for learning, teaching, and assessing: a revision of bloom's taxonomy of educational objectives*. New York: Longman.
- Australlian Psychology Accreditation Council (APAC). (2010). *Rules & accreditation standards for psychology courses*. Finders Lane: APAC.
- Ballado. R.S.. Morales. R.A.. & Ortiz. R.M. (2014). Development and validation

- of a teacher education aptitude test. *International Journal of Interdisciplinary Research and Innovations*. 2 (4) 129-133.
- Bennett. G. K., Seashore. H. G., & Wesman. A. G. (1948). Differential Aptitude Tests. *Journal of Consulting Psychology*. 12. 62.
- Curabay. M. (2016). Meta-analysis of the predictive validity of scholastic aptitude test (SAT) and american college testing (ACT) scores for college GPA. *Thesis*. Denver: University of Denver.
- DAT for Selection General Abilites Battery: Technical Manual and User Guide*. (2013). London: Pearson Education Ltd. ISBN 978 0 749104 54.
- Dev. M. (2016). Factors affecting the academic achievement: a study of elementary school students of NCR delhi. india. *Journal of Education and Practice*. 7 (4). 70-74.
- Fraser. W.J.. & Killen. R. (2003). Factors influencing academic success or failure of first-year and senior university students: do education students and lecturers perceive things differently?. *South African Journal of Education*. 23 (4). 254-260.
- Gronlund. N. E. (1981). *Measurement and evaluation in teaching*. New York Macmillan Publishing Co.
- Hijazi. S.Y.. & Naqvi. S. M. M. R. (2006). Factors affecting students' performance: a case of private colleges. *Bangladesh e-Journal of Sociology*. 3 (1). 1-10.
- Linn. R. L. (1984). Ability testing: individual differences. prediction. and differential prediction. Dalam A. K. Widgor & W. R. Garner (Eds.). *Ability testing: uses. concequences. and controversies (Part II)*. Washington DC: National Academy Press.
- Mankar. J.. & Chavan. D. (2013). Differential aptitude testing of youth. *International Journal of Scientific and Research Public*. 3 (7). 1-6.
- Marais. A. C. (2007). Using the differential aptitude test to estimate intellegence and scholastic achievement at grade nine level. *Thesis*. Pretoria: University South Africa.
- Mardapi. D. (2007). *Teknik penyusunan instrumen tes dan nontes*. Yogyakarta: Mitra Cendekia.
- New Zealand Psychologists Board. (2011). *Core competencies for the practice of psychology in new zealand*. Wellington: New Zealand Psychological Society.
- Nijenhuis. J.T.. Evers. A.. & Mur. J.P. (2000). Validity of the differential aptitude test for the assessment of immigrant children. *An International Journal of Experimental Educational Psychology*. 20 (1). 99-115.
- Nunnaly. J. C. (1970). *Introduction to psychological measurement*. Tokyo: Kogakusha company. Ltd.
- Pearson Assessment. (2009) The differential aptitude test. *Report for simon sample*. Upper Sadle River: Pearson Education.
- Raza. M.A.. & Shah. A.F. (2009). The impact of parents' education towards the science aptitude of the students at elemtary level in southern punjab. *Pakistan Journal of Social Sciences*. 29 (1). 117-125.
- Raza. M.A.. & Shah. A.F. (2011). Impact of favourite subject towards the scientific aptitude of the students at elementary level. *Pakistan Journal of Social Sciences*. 31 (1). 135-143.
- Ruth. A. (1971). A study of the predictability of high school grades and the differential aptitude tests for success in vocational programs in

- health careers. *Thesis*. Wisconsin: Wisconsin University.
- Santosa. A. B. (2013). Seleksi Calon Mahasiswa Baru terhadap Kualitas Lulusan. *Cakrawala Pendidikan*. 16 (1). 51-57.
- Sax. G. (1980). *Principles of educational and psychological measurement and evaluation*. Belmont: Wardsworth Publication Company. Inc.
- Shea. D. L., Lubinski. D., & Benbow. C.P. (2001). Importance of assessing spatial ability in intellectually talented young adolescents: a 20-year longitudinal study. *Journal of Educational Psychology*. 93 (3). 604-614.
- Stickler. L. (2007). A critical review of the SAT: menace or mild-mannered measure?. *The College of New Jersey. Journal of Student Scholarship*. 9. 1-9.
- Sudarmanto. R.G. (2005). *Analisis Regresi Linear dengan SPSS*. Yogyakarta: Graha Ilmu.
- Young. J. W. (2001). Differential validity, differential prediction, and college admission testing: a comprehensive review and analysis. *Research Report No.2001-6*. New York: College Entrance Examination Board.



Organizational Impact on Commitment Performance: Research on Police Officer at Polsek Kotagede Yogyakarta

Endah Sri Wahyuningsih¹

¹ Mercubuana University Yogyakarta

endahsw.2001@gmail.com

Abstract

This research is aimed at examining the significance of the effect of organizational commitment on individual performance, especially national police members. Polri's performance is determined by several factors, situations and relationships between corps. Bad corps' performance will impact the performance of the other corps. For intensifying performances, many things can be done. One of them is organizational commitment. The Research subjects were all of Kotagede Police Members Yogyakarta to 59 people. Data collection method that the researcher used was spread the commitment scale which contains statements about organizational commitment variables, whereas for performance variables researchers used performance data of the National Police's members of the Polsek Kotagede Polresta of Yogyakarta. Data were analyzed by using simple regression analysis with the help of the SPSS 21 statistical program. The result shows a significant influence of organizational commitment on the performance of Polri members by 12.9%, while the remaining 79.1% were influenced by other variables not examined.

Keywords: *Organizational Commitment, Performance, Indonesian National Police*

Introduction

Polri's performance is determined by several factors and situations as well as having interrelationships among units, in which poor unit performance will impact on the performance of other units. Many things can be done to improve performance, one of them is organizational commitment (Allen & Meyer, 1990). Organizational commitment has a relationship in improving performance. The higher organizational commitment, the higher the level of performance, and the lower the organizational commitment, the lower the level of performance (Akbar, Musadieq, & Mukzam, 2017). Improving the performance of Polri members must start from increasing the commitment of Polsek member organizations through identification, trust of members of the institution, the situation will make a member will carry out their duties and obligations to the fullest. Involvement, good cooperation between leaders and

members will create a work team that will achieve expected performance, and member loyalty, a member will carry out his duties and obligations with a full responsibility with or without a leader.

In the modern and all-digital era, the National Police must be able to provide excellent services to the public. At present, the service is based on the advancement of information technology that is fast, open, and transparent so that every member of the Indonesian National Police is demanded to be able to follow any developments that occur. Inevitably, technological progress always gives colors for current government policies aspects. Technology becomes the part of the program for service efficiency (Tobing, 2009) which requires good rapidity in the process of making policies, including evaluating policies. By implementing the 4.0 industrial revolution, the system in Ministries and Government Institutions must be adaptive to follow developments, as the development of a strategic

environment. For the National Police the development of the strategic environment has changed almost in large part. Although this development rises some advantages and disadvantages, but the weaknesses can be managed properly, by empowering human resources and technology itself (Ayun, 2011).

According to Gash and Hobbs (in Heri, 2019) new realistic challenges that must be faced by members of the police in the industrial era 4.0 are serving the digital world completely, securing the private sector and civil society, responding to problems in society more quickly, utilizing cyber-physical systems, filtering the truth of information obtained, and implementing transparency to the maximum. These challenges are also experienced by members of the National Police who also have special characteristics in Indonesia in responding the development of the revolution, such as the lack of members of the National Police, the emergence of new types of crime, and the modernization of public services. Based on these challenges a new job came up in the police agency.

Every job and position carried out is a mandate that must be carried out seriously with a full responsibility. Uphold Polri's code of ethics which includes personality ethics, institutional ethics, state ethics and maintaining relations with the community (National Police of the Republic of Indonesia, 2011a). The challenges facing by Indonesian National Police in the future will be more complex, such as the National Police will be faced with various forms of crime ranging from street crimes, conventional crimes, crimes against state assets and transnational crime. In addition, the Police are also confronted with various forms of Kamtibmas disruption that have contingency implications such as mass riots that triggered by various factors that can develop so that it can disrupt security stability.

The implementation of the main tasks of the Yogyakarta Polri Polsek

Kotagede has a vision to improve the professionalism of personnel by attending education and training organized by the unit; modernizing in improving public services; supporting internal reforms of the National Police towards a clean and free of KKN (Corruption Collusion and Nepotism) in order to realize objective, transparent, accountable and fair law enforcement. The mission of the Polsek Kotagede is to improve the quality of excellent service to the community so that it can increase public trust towards the Police; conduct prevention / early detection of any threats to security threats that may occur in the area; improve the maintenance of security, public order by involving side agencies and the community as a form of police synergy; conduct law enforcement in a professional, fair, upholding human rights and anti-KKN (Wikipedia, 2020).

Because of the existence of the main tasks mentioned in the Act, every member of the National Police has the same role in providing public services to the increasingly complex society, problems in the community as law enforcement officers in carrying out their duties (Wikipedia, 2020), the police are required to instill a sense of trust in society, because the legal authority essentially means instilling the value of trust in the community, so that the Police are required to have professionalism in carrying out their duties.

The manifestation of community expectations is clearly reflected if the performance displayed by officers can simultaneously be able to meet the expectations of the community, it will get sympathy and support (Eisenberger, 2002; DG Allen, Shore, & Griffeth, 2003). Related research also shows that the perception of fairness in an organization will have a positive influence on the performance of police officers which affects the community's trust in police members (Carr & Maxwell, 2017). Therefore, as a community, we need to actively support and participate in the

implementation of the duties of members of the National Police.

The implementation of police duties that must meet the expectations of the community certainly cannot be avoided from the many weaknesses (Sarendeng, Lumolos, & Kimbal, 2017) and obstacles in managing performance in the field. Internal obstacles encountered in managing the performance of Polri members are the mismatch of availability and needs for the quantity and quality of Polri members, infrastructure, budget, education and training. External constraints faced by such discrepancies in the jurisdiction of Police with administrative area, a mismatch of competence by placement in function, not optimal database, and the unsynchronized pattern of performance assessment with the pattern of reward (Mayastinasari, Earlyanti, and Syafruddin, 2019). This affects the performance of Polri members, such as stress, decreased motivation to work, fatigue, and so forth.

One indicator of the good performance of the National Police Officer is the lack of complaints from the public, from this side it still needs further analysis, because in the past year the data collection on complaints has been handled well, but it also makes a different interpretation, whether complaints from this community are included as intentionally reported or they are reluctant to report their dissatisfaction. Many events occurred and made people reluctant to report poor performance by members of the National Police. Like research in Banjarnegara which conducted research on the extent of public satisfaction with the performance of members of the National Police (Sumino & Sutrischastini, 2017). The results showed that the community was not satisfied with the services provided by Polri members. Therefore, the use of facilities and infrastructure also needs to get a place so that the determination and evaluation of members' performance can be achieved properly.

The above perspective confirms that performance of a Police is absolutely necessary. According to Sutrisno (2016) performance is someone's success in carrying out tasks, working results that can be achieved by a person or group of people in an organization in accordance with their respective authorities and responsibilities or about how a person is expected to function and behave in accordance with the assigned tasks and the quantity, quality and time spent in carrying out the task. According to Mangkunegara (2011) indicators of employee performance are as follows: 1. Quality of Work, how good an employee does what should be done; 2. Work Quantity, how long does an employee work in one day. This work quantity can be seen from the speed of work of each employee respectively; 3. Execution of Tasks, to what extent employees are able to carry out their work accurately or without errors; 4. Responsibility, awareness of the obligation to do the job accurately or there are no mistakes.

The performance of the Republic of Indonesia National Police or the National Police in the field of security and law enforcement has not been able to satisfy the social science expert group. Its performance is even in the bottom of the survey conducted by the Indonesian Institute of Sciences (LIPI). The survey, which involved 145 political, economic, socio-cultural and defense-security experts, took place from April to July 2018 in 11 provinces. Only 13.10% of respondents said they were satisfied with the National Police, a similar number to that obtained by political parties so that both institutions were at the bottom of the list. As many as 57.9% of respondents considered the performance of the National Police classified as poor, while 25.5% of experts considered very poor. Professor of LIPI Political Science Research, Syamsuddin Haris, when asked for a response in Jakarta on Tuesday (11/08/2018) did not deny that the results of the LIPI survey are different from other

institutions that still put the National Police as an institution that performs quite well. The reason is that the LIPI survey was taken from experts using a nonprobability sampling or the sample chosen based on certain criteria (Qibla, 2018).

According to researchers, the performance of Polri members all over the place is influenced by internal factors include talent, intelligence, and personality, such as organizational commitment, while external/work environment factors include wages / salaries, equipment, organizational support, and so on. Thus, the police unit should foster organizational commitment/loyalty of its members in addition to provide organizational support such as career development, promotion, promotion, salary increases on a regular basis. To improve the performance of members of the police in all fields both in operational and staff, it is necessary to pay attention to factors that affect performance. According to Simanjuntak in Widodo (2015) performance is influenced by: a. Quality and ability of employees, matters relating to education / training, work ethic, work motivation, mental attitude, and physical condition of employees; b. Supporting facilities, namely matters relating to the work environment (occupational safety, occupational health, production facilities, technology) and matters relating to employee welfare (wages / salaries, social security, job security); c. Supra-facilities, namely matters relating to government policy and industrial relations management.

According to Zurnali (2010), organizational commitment is a psychological condition that characterizes employee relations with the organization or its implications that affect whether employees will continue to survive in an organization or not, which are identified in three components namely affective commitment, continuous commitment, and also normative commitment. The work environment that supports the duties of

members also affects the performance of members, although the work environment in the Police includes two things, that are the external environment and internal environment. This condition if in a state of support and mutual positive contribution will improve the performance of these members. Moreover, the influence of leadership must change towards a more service concept and be able to motivate and care for the performance of subordinates, in this case organizational commitment can improve member performance. This is in accordance with the opinion of Amilin and Dewi (2008) organizational commitment is employee loyalty to the organization through the acceptance of the goals of organizational values, willingness or willingness to try to be a part of the organization, as well as the desire to survive in the organization.

Knowing how the influence of organizational commitment on performance in the Kotagede Police Station, Yogyakarta used instruments that are already owned by the police organization, namely the Performance Management System (SMK). Performance Management System (SMK) is a system used to measure and identify the performance of Polri members so that it is aligned with the vision and mission of the police organization. The function of performance consideration is to guarantee performance objectivity in career development, development education, and the provision of work benefits for members of the National Police (Heri, 2019).

Based on the explanation, this study aimed at testing the hypothesis that there is an influence of organizational commitment on the performance of Polri members, especially in Kotagede Sector Police, Yogyakarta.

Methods

The subjects of the study were all members of the Yogyakarta Kotagede Polri

starting from Bintara to Perwira which the total is 59 officers. The method of taking data on organizational commitment uses the Likert scale model while the method of performance measurement uses the Performance Management System (SMK) National Police. To guarantee the objectivity of the data, the instrument of organizational commitment will be tested to ensure its validity and reliability, while for the performance evaluation uses standardized Performance Management System (SMK) that have been used in the National Police based on Law No. 2 of 2003 concerning the National Police of the Republic of Indonesia (Government of the Republic of Indonesia, 2003) and National Police Regulation No. 16 of 2011 concerning Performance Appraisal of Civil Servants in Polri with SMK and the results of their assessments have been used in policies for career promotion, education and promotion (National Police of the Republic of Indonesia, 2011b). Therefore, the Performance Management System (SMK) as an instrument does not need to be tested again for validity and reliability. In testing the organizational commitment, the validity of the item is obtained $r > 0.232$ so that all items are used, none are dropped.

The data analysis method uses simple regression analysis statistics. Before using regression analysis, it is necessary to test the assumption, namely the residual value normality test (for the value of organizational commitment as an independent variable). The method for testing the assumption of item validity uses the product moment / Pearson technique. Analysis of the assumption test and the regression line test use SPSS 21 statistical program.

Findings and Discussion

Based on the results of the hypothesis test analysis, it showed that the significance value was 0.05 and the value of $t = 8.430$. When compared with the t table

the value is greater than 0.67882, so based on the results of the significance and t value indicates that the hypothesis is accepted or there is an influence of organizational commitment to performance. In accordance with the hypothesis of organizational commitment affecting the performance of the National Police, the influence can be illustrated through the regression line equation obtained, namely $y = 87,259 - 0,359x$. This means that if there is no influence of organizational commitment, the consistency value of Polri's performance is constant at 87,259. Every 1% increase in organizational commitment within the National Police, the performance will increase by -0.359. Because the regression coefficient value is minus, then it can be said that organizational commitment has a negative effect on the performance of the National Police in Kotagede Sector Police, Yogyakarta.

The magnitude of the coefficient of determination or effective contribution to the performance of the National Police in this study can be obtained from the value of square R . Value of square R of 0.129 means that there is an effective contribution of organizational commitment to performance of 12.9% and the remaining 79.1% is influenced by other variables not examined.

Discussion

Based on the results of the analysis of the data provides information that there is an influence of organizational commitment to the performance of the Police of 12.9%. This is relevant to research conducted by Okto, et al (P, Swasto, & Utami, 2014) which examines the influence of organizational commitment on employee performance in a company. However, not only the performance commitment in the study but also influenced by work together motivation by 53.9%.

Other relevant research was also reviewed by Amirul (Akbar et al., 2017) who has examined the influence of

organizational commitment on employee performance in a company. The organizational commitment consists of affective commitment, continuity commitment and normative commitment which together have a positive and significant effect on employee performance. Organizational commitment consists of affective commitment, continuous commitment, and normative commitment (Allen & Meyer, 1990). A strong affective commitment will make employees always ready and available to the organization because they want to stay (because they want to). A strong continuous commitment makes an employee must stay with the organization (because they have to). Whereas normative commitment makes strong employees feellive together (that they have tobecause they fell that they have to). Every commitment of the organization is believed to lead the emotional characteristics such as loyalty and solidity among fellow members of the National Police (Mardiawan & Mustika, 2019), so that the higher the commitment of the organization, the higher the achievement of the duties and responsibilities of members.

Relevant research on the performance of Polri members was also conducted by Menik, et al (Rahayu, Firdiansjah, & Respati, 2019) who examined the existence of a significant influence between organizational commitment and the performance of Polri members in South Kalimantan. Not only organizational commitment, compensation and work motivation also significantly influence the performance of Polri members. Although there are several similarities with this research on aspects of organizational commitment, among these three aspects work motivation has a dominant influence on the performance of members of the National Police in South Kalimantan.

Other research that also examines the performance of the National Police is affected by organizational commitment is

research by Arif, et al (Bibiharta, Bachri, & Dewi, 2018). Not only examines the influence of organizational commitment, but there is also the effect of compensation on the performance of Polri members in Banjarmasin. The results of the study indicate that there is an influence of organizational commitment and compensation simultaneously and partially on their performance. These results indicate that the analysis used is multiple regression analysis that is different from this study in which using simple regression analysis.

Other relevant research is also available at members of the Detachment 88 AT Polri. The results of the study show that not only organizational commitment has an impact on member performance, but also has an impact on leadership style, organizational culture, and professionalism (Pertiwi, Putriana, & Derriawan, 2019). The study is different from this study, which only measures organizational commitment where another 87.1% is influenced by variables not examined.

Organizational commitment that is embedded in a Polri member that can affect its performance can also have different perceptions about the commitment of the organization itself. Research that shows differences in perceptions about organizational commitment is produced by investigating the perceptions of police members from two countries about organizational support that can affect the effectiveness and behavior of police members during work (Boateng & Wu, 2018) or in other words it can affect the performance of police members. Perceptions of organizational commitment in police institutions turned out to have significant differences depending on the culture of the local area. In addition to regional culture, organizational social capital is also one source of differences in the perception of organizational commitment (Bakiev & Kapucu, 2012).

Based on the related research examples discussed earlier, many factors

affect performance. Internal factors such as work motivation, organizational commitment, organizational culture, and professionalism as well as external factors such as compensation, organizational support, and leadership style of Polri leader leaders. According to A. Dale Timple (Mangkunegara, 2011) factors that can affect performance consist of internal and external factors. Internal factors can be related to someone's character, for example hard workers or poor workers who have no motivation at work and have no willingness to try to improve their abilities. While the external factors can be influenced by the environment, for example coworkers, subordinates or leaders, and the atmosphere of the organization.

When linked with this research, organizational commitment is one of the internal factors that affects the performance of Polri members in the Sector Police, Kotagede, Yogyakarta. Internal and external factors have a psychological impact that can impact on actions / performance (Mangkunegara, 2011). It would be nice if in a job fully supported by good internal and external factors, therefore, it can produce better performance as well. For that reason, further research is needed to investigate what internal and external factors affect the performance of Polri members in Kotagede Sector Police, Yogyakarta so that the results can be evaluated.

However, the influence of organizational commitment on the performance of Polri members in Kotagede Sector Police is contrary to the results of research at Bali Police Sector at the Human Resources Bureau. Performance commitment does not prove that there is a significant influence on the performance achievements of its members (Mardiawan & Mustika, 2019). This can be caused by performance commitments that still influence the leader factor. Leadership style of a leader at every level of leadership can affect the organizational commitment of its members, so that it affects the motivation

of members in carrying out tasks individually and in organizations.

Other conflicting research results were also shown in the study of members of the National Police in the South Sulawesi Region. The research has results with the influence of organizational commitment and leadership style that is positive and significant to the performance of the National Police (Dong, Mahfudnurnajamuddin & Latief, 2019). In contrast to this study which had a negative and significant effect on the performance of members of the National Police in Kotagede, Yogyakarta.

Based on the explanation, there are many factors that can affect the performance of members of the National Police in particular. Many studies have examined whether there is a relationship between internal and external factors that can improve performance apart from organizational commitment. However, in carrying out the task, of course sometimes there is a decrease in performance of the Police itself. As in research of police agencies in India, it shows that organizational affective commitment can reduce the personal achievement of a police officer, while organizational continuity commitment can reduce morale so that police officers can also be emotionally depressed and depersonalized (Lambert, Qureshi, Frank, Klahm, & Smith, 2018).

This can also occur in some areas, especially Kotagede, Yogyakarta. Long working hours and dangerous assignments can result in high police work pressure and decreased organizational commitment (Huang, Chang, & Wang, 2019). Therefore, as a community, we can also support and participate in the work of members of the National Police in order to achieve better performance (Sumino & Sutrischastini, 2017). An important moment in the application of human resources is to enable each Polri member to be able to carry out his vision and mission in progressing and developing (Saharuddin, Mus, Latief, &

Budiandriani, 2020). As a community, we can support this by obeying government regulations and submitting reports and complaints properly and politely to follow up on problems that occur in the community with members of the National Police.

Beside the support from the community, the government also needs to support the performance of members of the National Police to be even better. It was written in online media (Triyono & Cicilia, 2017) on July 10, 2017 that government support for the National Police has improved. This is evident from the increase in the 2013 budget which was only Rp 44 trillion and then continued to increase until 2017 to Rp 84 trillion. Tito Karnavian, as the National Police Chief, said that the budget support had a significant impact on the National Police. Support for increasing the budget, has provided sufficient fiscal space for the National Police to improve infrastructure to support the task.

According to President Joko Widodo (Triyono & Cicilia, 2017) although the performance of the police has been better, there still needs to be some improvements. There are five improvements instructed by the president for the National Police, namely reforming the internal management of the National Police by reducing negative cultures such as corruption and a culture of violence, ordering the National Police to strengthen internal and professional solidarity among fellow members of the National Police, reforming public services by modernizing services with information technology, strengthening operational preparedness through early detection and detection of action, and the latest improvement to improve cooperation, coordination, and communication with all elements of society so that order and security in the community can always be conducive. If the instructed improvement goes well and can produce good governance, it will also have a positive effect

on the performance of Polri members (Dong et al., 2019).

Improving the performance of Polri members does not only affect a number of internal and external factors, but it also needs to design specific strategies to improve performance management. Some of the strategies that can help manage performance are the application of knowledge management and the accuracy of rewards. The accuracy of reward this realized by building and integrating databases and the integration of performance appraisal instruments for members of the National Police (Mayastinasari et al., 2019).

The development of the era also requires Polri members to be skilled in the current era or called the 4.0 industrial era. Some strategies that can be done to improve the performance of Polri members are the development of big data, the recruitment of qualified Polri members, Polri talent management, performance management, technology-based capacity building and job design (Heri, 2019). The implementation needs seriousness and continuity so that the performance objectives of members of the National Police are achieved in a long term.

Conclusion

Based on the results of the study, it indicates that there is influence of organizational commitment towards the performance of members of the National Police in Kotagede Sector Police, Yogyakarta. Organizational commitment makes an effective contribution of 12.9% to the performance of members of the National Police while the remaining 87.1% is influenced by other factors outside the organizational commitment, both internal and external factors.

To improve the performance of Polri members to the maximum besides based on organizational commitment, it can be linked to other variables such as work motivation,

organizational culture, sense of professionalism, compensation, organizational support, and leadership style.

Several factors that affect the performance and strategy of improving the performance of Polri members can be a reference for us and other researchers to conduct further research so that it is expected to be able to add other variables that are more powerful which can affect the performance improvement of Polri members as performance evaluation materials.

References

- Akbar, A., Musadieg, M., & Mukzam, M. (2017). Pengaruh Komitmen Organisasional Terhadap Kinerja (Studi pada Karyawan PT PELINDO Surabaya). *Jurnal Administrasi Bisnis*, 47(2), 33–38.
- Allen, DG, Shore, LM, & Griffeth, RW (2003). The Role of Perceived Organizational Support and Supportive Human Resource Practices in the Turnover Process. *Journal of Management*, 29(1), 99–118. doi: 10.1177/014920630302900107
- Allen, N. ., & Meyer, J. . (1990). The Measurement and Antecedents of Affective, Continuance and Normative Commitment To The Organization. *Journal of Occupational Psychology*, 63(1), 1–18.
- Amilin, & Dewi, R. (2008). Pengaruh Komitmen Organisasi Terhadap Kepuasan Kerja Akuntan Publik dengan Role Stress Sebagai Variabel Moderating. *Jurnal Akuntansi Dan Auditing Indonesia*, 12(1), 13–24.
- Ayun, Q. (2011). Penilaian Kinerja (Performance Appraisal) pada Karyawan di Perusahaan. *Majalah Ilmiah INFORMATIKA*, 2(3), 74–88.
- Bakiev, E., & Kapucu, N. (2012). The Role of Organizational Social Capital in Increasing Organizational Performance in Public Organizations: Evidence from Kyrgyz National Police (KNP). *International Journal of Public Administration*, 35, 976–988. doi: 10.1080/01900692.2012.701152
- Bibiharta, AW, Bachri, AA, & Dewi, MS (2018). Pengaruh Komitmen Organisasi dan Kompensasi Terhadap Kinerja Personil Bhayangkara Pembina Keamanan Dan Ketertiban Masyarakat (BHABINKAMTIBMAS) di Polresta Banjarmasin. *Jurnal Wawasan Manajemen*, 6(2), 187–196. doi: 10.1109/COMST.2015.2457491
- Boateng, FD, & Wu, G. (2018). Effect of Organizational Support on Police Effectiveness and Behavior: a Cross-Cultural Comparison. *Asian Journal of Criminology*, 13, 311–328.
- Carr, JD, & Maxwell, SR (2017). Police Officers' Perceptions of Organizational Justice and Their Trust in The Public Trust in The Public. *Police Practice and Research*, 1–15. doi: 10.1080/15614263.2017.1387784
- Dong, M., Mahfudnurnajamuddin, M., S, B., & Latief, B. (2019). Contributions Of Human Resources Development, Leadership Style, Organizational Commitment, And Work Motivation On Good Governance And Police Officer Performance (Study Of Police Officer In South Sulawesi Regional Police). *European Journal of Business and Management Research*, 4(6), 1–10. doi: 10.24018/ejbmr.2019.4.6.136
- Edy Sutrisno. (2016). *Manajemen Sumber Daya Manusia*. Yogyakarta: Student Library.
- Eisenberger, R. (2002). Reaprotation of Perceived Organizational Support. *Journal of Applied Psychology*, 86(1).

- Heri, EI (2019). Tantangan Pengembangan SDM Polri di Era Revolusi Industri 4 . 0. *Jurnal Ilmu Kepolisian*, 13(2), 90–105.
- Huang, C.-Y., Chang, Y.-H., & Wang, LS-M. (2019). Effects of Internal Marketing on Organizational Commitment of Police Personnel. *Management Review*, 38, 143–164. doi: 10.6656/MR.201907
- Kepolisian Negara Republik Indonesia. *Peraturan Kepala Kepolisian Negara Republik Indonesia Nomor 14 Tahun 2011 Tentang Kode Etik Profesi Kepolisian Negara Republik Indonesia*. , (2011).
- Kepolisian Negara Republik Indonesia. *Peraturan Kepala Kepolisian Negara Republik Indonesia Nomor 16 Tahun 2011 Tentang Penilaian Kinerja Bagi Pegawai Negeri Pada Kepolisian Negara Republik Indonesia Dengan Sistem Manajemen Kinerja*. , (2011).
- Kiblat. (2018). Survey LIPI: Kinerja Polri dan Partai Politik Buruk. Retrieved from <https://www.kiblat.net/2018/08/11/survei-lipi-kinerja-polri-dan-partai-politik-buruk/>
- Lambert, EG, Qureshi, H., Frank, J., Klahm, C., & Smith, B. (2018). Job Stress, Job Involvement, Job Satisfaction, and Organizational Commitment and Their Associations with Job Burnout Among Indian Police Officers: a Research Note. *Journal of Police and Criminal Psychology*, 33, 85–99.
- Mangkunegara, AAAP (2011). *Manajemen Sumber Daya Manusia Perusahaan*. Bandung: Remaja Rosda Karya.
- Mardiawan, IM, & Mustika, IK (2019). Pengaruh Pelatihan Dan Gaya Kepemimpinan Terhadap Kompetensi, Komitmen Organisasi, Dan Kinerja Personel Pada Biro Sumber Daya Manusia Polda Bali. *Journal of Applied Management Studies*, 01(1), 49–60.
- Mayastinasari, V., Earlyanti, NI, & Syafruddin. (2019). Strategi Pengelolaan Kinerja untuk Mewujudkan Polri Promoter. *Jurnal Ilmu Kepolisian*, 13(2), 118–126.
- P, OA, Swasto, B., & Utami, HN (2014). Pengaruh Motivasi Kerja Dan Komitmen Organisasional Terhadap Kinerja Karyawan. *Jurnal Administrasi Bisnis*, 7(2), 1–9.
- Pemerintah Republik Indonesia. *Peraturan Pemerintah Republik Indonesia Nomor 2 Tahun 2003 Tentang Peraturan Disiplin Anggota Kepolisian Negara Republik Indonesia*. , (2003).
- Pertiwi, DPY, Putriana, L., & Derriawan. (2019). Pengaruh gaya Kepemimpinan, Budaya organisasi dan Profesionalisme Terhadap Komitmen dan Dampaknya Pada Kinerja Densus 88 AT Polri. *Jurnal Inovasi Manajemen Ekonomi Dan Akuntansi*, 1(1), 114–131.
- Rahayu, MS, Firdiansjah, A., & Respati, H. (2019). Pengaruh Kompensasi, Motivasi Kerja, dan Komitmen Organisasi Terhadap Kinerja Personel Polri Biddokkes Polda Kalimantan Selatan. *Jurnal Ilmiah Ekonomi Bisnis*, 5(3), 386–394.
- Saharuddin, Mus, AR, Latief, B., & Budiandriani. (2020). Organizational Culture, Work Commitment and Compensation Effect on Job Satisfaction and Police Members Performance in Makassar Metropolitan City Police (POLRESTABES). *European Journal of Business and Management Research*, 5(2), 1–6. doi: 10.24018/ejbmr.2020.5.2.282
- Sarendeng, JAS, Lumolos, J., & Kimbal, ML (2017). Kinerja Pelayanan Prima di

- Kesatuan Polisi Resor Minahasa.
Jurnal Ilmiah Society, 1(24).
- Sumino, S., & Sutrischastini, A. (2017).
Kepuasan Masyarakat Terhadap
Pelayanan Polisi Sektor Bawang
Kabupaten Banjarnegara. *Jurnal Riset
Manajemen*, 4(2), 126–142. doi:
10.32477/jrm.v4i2.50
- Tobing, DSKL (2009). Pengaruh
Komitmen Organisasional dan
Kepuasan Kerja Terhadap Kinerja
Karyawan PT. Perkebunan Nusantara
III di Sumatera Utara. *Jurnal
Manajemen Dan Wirasaba*, 11(1), 31–
37. doi: 10.9744/jmk.11.1.pp.31-37
- Triyono, A., & Cicilia, S. (2017). Dukungan
Pemerintah ke Polri Makin Baik.
Retrieved from
[https://nasional.kontan.co.id/news/
dukungan-pemerintah-ke-polri-
makin-baik](https://nasional.kontan.co.id/news/dukungan-pemerintah-ke-polri-makin-baik)
- Widodo, SE (2015). *Manajemen Pengembangan
Sumber Daya Manusia*. Yogyakarta:
Student Library.
- Wikipedia. (2020). Kepolisian Negara
Republik Indonesia. Retrieved from
[https://id.wikipedia.org/wiki/Kepol
isian_Negara_Republik_Indonesia](https://id.wikipedia.org/wiki/Kepolisian_Negara_Republik_Indonesia)
- Zurnali, C. (2010). *Knowledge Worker:
Kerangka Riset Manajemen Sumber Daya
Manusia Masa Depan*. Bandung:
UNPAD Press.



The Role of Self Awareness Training in Motivation for Hospital Workers

Shintya Putri Setionati¹

¹ Magister Sains Psikologi Universitas Surabaya
shintya0901@gmail.com

Abstract

Hospital service improvement is associated with trusted personnel in treating patients. The form of supervision of Hospital accreditation is held every year. Hospital personnel requirements namely improving skills and updating knowledge related to the profession. But the problem faced by personnel is not being aware of their abilities. This is related to motivation or encouragement to personnel. The problem is seen, some personnel are less aware of the emotions they are feeling. Researchers conduct Self Awareness Training for hospital personnel. Participants numbered 18 personnel consisting of several sections in Hospital. Based on literature studies conducted by researchers, found a positive relationship between self-awareness and work motivation. Therefore, the researcher tried to implement a self-awareness training program to increase the work motivation of hospital personnel. The results of paired sample t-test analysis showed that there was a change in motivation after psychological capital training, with a significant value of 0,000 ($p < 0.05$).

Keywords: *self-awareness, motivation*

Introduction

As a class D hospital, a hospital in one of the cities of Surabaya actually provides the best service for patients. Patients are meant not only for the family of personnel but also for general or civil patients as well. In order to get better improvement, at the end of the year Karumkit (Head of the Hospital) closely coordinated the Head of Section - Kabag (Head of Section) to oversee the accreditation of the hospital. One of the monitoring requirements is that personnel must meet applicable standards such as nurses being asked to update their skills, continue their education, and attend seminars or training related to the profession.

Hospital personnel's distrust is related to motivation or motivation. According to Herzberg (in Robbins, 1996) work motivation is a person's attitude towards their work in order to create a sense of satisfaction with their performance. Work motivation is the drive and desire that

exists within humans to carry out their job duties properly (Umar, 2003). Motivation is the willingness to exert high effort for organizational goals, which is conditioned to meet several individual needs (Robbins, 2003). Thus, it can be concluded that work motivation is the drive that exists within a person to carry out his duties properly so that his goals are achieved. There are 2 theories of work motivation, namely content theory and process theory (Schultz & Schultz, 2006). Content Theory focuses on the importance of a job, including responsibility, challenges, and things that will motivate someone's behavior at work. Whereas process theory focuses more on a person's cognitive processes in determining choices and decisions about their work (Schultz & Schultz, 2006).

The results of the researcher interview with one of the Head of Subdivision (Head of the Unit), explained that the work motivation of the personnel was not optimal due to the lack of awareness of personnel self-awareness. The problem is that some personnel are less

aware of the emotions that are being felt, such as if there are problems with superiors or coworkers, they show it to the patient so that the patient complains about the personnel who are considered unfriendly. Another problem finding that the researchers found was a lack of commitment came fast to the morning roll call, and employees lacked initiative at work.

Furthermore, the researcher interviewed Kataud (Head of Administration) to explain the existence of personnel with multiple tasks that caused burdens and had a negative impact on the emotions released. This is due to a lack of self-awareness of hospital personnel. Self-awareness is the basis of emotional intelligence. The ability to monitor emotions over time is essential for psychological insight and self-understanding. Goleman (2005) describes self-awareness, which is continuous attention to one's inner state. In this state of self-reflection, the mind observes and explores experiences, including emotions. Someone who has emotional intelligence will try to be aware of his emotions when those emotions control him. But self-awareness does not mean that a person is carried away in the flow of his emotions so that the mood takes over him completely. Conversely, self-awareness is a state when a person can become aware of the emotions experienced as a result of the problems faced so that he can then master them.

With this description, the researcher proposes the importance of holding self-awareness training to increase work motivation for Hospital personnel who are in Surabaya. The purpose of holding self-awareness training is to increase the Work Motivation of all personnel at Hospital through several aspects, namely:

1. Knowledge (Participants understand the concept of self-awareness and its components and participants understand the importance of self-awareness in achieving success working as Hospital personnel

2. Attitude (Participants realize the importance of self-awareness in everyday life and foster a passion for success in providing the best service for patients) by being aware of oneself
3. Skill (Participants are able to apply the knowledge of self-awareness in the training process and participants are able to control emotions there is a stimulus that makes unpleasant emotions arise in the work environment).

The training is expected to provide benefits to both parties, namely the respective personnel of the Hospital and the Head of the Hospital itself. The benefits that can be obtained by each party are as follows:

1. For Hospital Personnel (Training on self-awareness can be used as a refresher for knowledge so that it can be applied properly in the work environment and in daily life, increasing the sense of dedication to their work, including a sense of self-dedication to school, and increasing work motivation for all Hospital personnel)
2. For the Head of the Hospital (Increasing the human resources of Hospital personnel can run with this training, the Head of the hospital will have intelligent human resources in recognizing himself that will affect his performance, and the Head of the Hospital has human resources whose work motivation increases).

Methods

The variables in this study, namely the dependent variable motivation and the independent variable self-awareness. The method used was experimental research, one group pretest - posttest. Researchers conducted experiments in a group of 18 people by comparing the pretest (given the day before training) and posttest (given immediately after training). This research

was conducted by following these steps: the preparation stage, the scale validation stage, the validation of the training design, the preparation of facilitators, observers and presenters, the pretest stage, the preparation stage, giving informed consent, the training stage and the last is the posttest implementation.

Training Method

Training will be provided with various methods, this is based on the consideration that the material provided can be more absorbed and understood by participants (Lawson, 2006), here are the methods to be used:

1. Through Lecturing. This method is used so that participants understand what will be learned and passed during this training process, through direct explanation of the material about the attachment of Self Awareness to the work motivation of the trainer team. The lecturing process is like lecturing, there will be speakers explaining the material to the participants.
2. Through Paper Assignment. This method is used to make participants reflect on what they have learned from the trainer's explanation. In addition, paper assignments are also used as a participant's thinking process, so that participants do not only listen to the trainer, but are also able to carry out activities related to the explanation of the material they get.
3. Via Audio Visual. This method is used so that participants can better understand the material presented by the trainer through the images or videos displayed. Through the audio-visual method, the trainees can reflect more on what the trainer explains in their understanding. In this training, the audio-visual method is used at the beginning of the explanation and at the

time of the exercise to practice the results of the discussion.

4. Through Games. This games method is a method that is applied in the form of activities with a competitive nature. In general, the purpose of this method is done as a means of understanding other people's emotions, there are two things that can be the advantages of this method, namely avoiding boredom and making it easier to understand the training material provided.

Data Analysis

The analysis used the Kolmogorov-Smirnov normality test followed by a parametric statistical analysis of paired one paired sample T Test with a significance level of 5%. Paired Sample T Test shows whether the paired sample has experienced significant changes. The results of the Paired Sample T Test are determined by their significance value. The complete data calculation is performed using the IBM SPSS program.

Findings and Discussion

The initial analysis used in this study was the normality test. Normality testing is carried out on the pretest and posttest data. The pretest data shows that the significance value is Sig (p) = 0.200; $p > 0.05$, which means that the motivation data at the time of the pretest were normally distributed. After the pretest data, the researcher also tested the normality of the posttest data. Based on the posttest data, the significance value was Sig (p) = 0.200; $p > 0.05$, which indicates that the posttest data were normally distributed. These two results indicate that the overall data is normally distributed, so that hypothesis testing can be done using parametric analysis.

Table 1.

Normality Test

Motivation	Sig	
Pretest	0.200	Normally Distributed
Posttest	0.200	Normal Distributed

The next statistical result is a parametric statistic, using paired sample t-test to test whether there are differences in motivation levels before the training and after the training. Based on the results of the paired sample t-test analysis, it can be seen that the mean value at the pretest was

125.29, and at the posttest it was 152.29. This shows in table 2 there is an increase in the mean value of participant motivation after doing the Self Awareness training. Overall, the results of this study indicate a significance value of Sig (p) = 0.000; $p > 0.05$.

Tabel 2.
Hypothesis Test

Motivation	Mean	Sig
Pretest	125.29	0,000
Posttest	152.29	

Based on the results in Table 2, it can be concluded that there is a significant difference between the motivation before the training and after the training was held. This shows that the training provided to participants can significantly increase motivation.

Discussion

This experimental study tested Self-Awareness training with work motivation on the personnel of the hospital in one of the hospitals in Surabaya. Motivation is the drive in a person to carry out his duties properly so that his goals are achieved. Suparno's research (2017) explains that there is a positive relationship between self-awareness and motivation in drug addicts. This is related to recognizing emotions including the ability to know the meaning of the emotions that are being felt, to be aware of their relationship to daily performance, and to become a guide for the values and goals of an individual (Goleman, 2002). Emotion plays an important role in human life. Emotion is one of the driving forces for humans to take action. Human behavior, both visible and invisible, is strongly influenced by emotions Baskara, 2006). Goleman (2002)

also added that individuals with good self-awareness will see themselves with a broad perspective and be able to learn from the experiences they have experienced. This was proven when conducting the training, one of the sharing participants discussed the training conducted by the speaker. Self-awareness is important to be absorbed by hospital personnel because with repetitive work, it is necessary to be aware of the emotions that the patient will display. Personnel must show a professional attitude by releasing positive emotions to colleagues, superiors, and patients.

Research by Sastrawinata (2011), this result is in line with Goleman's theory, which states that a person who has good self-awareness will know his own abilities, strengths and limits so as to create a feeling of confidence in himself to act decisively and make good decisions even though a state of distress.

Conclusion

Self-Awareness Training which was carried out based on the analysis of the needs of Hospital personnel. The needs analysis is obtained through an interview process with the head of administration,

administrative personnel, and hospital nurses and trainers to find several problems. These problems include a lack of optimism to increase the latest knowledge and skills, a lack of motivation for achievement to improve educational status, a lack of commitment to come quickly to do the morning roll call, and personal lack of initiative in work. Based on literature studies conducted by the author, it has been found that there is a positive relationship between self-awareness and work motivation. In the SPSS calculation, the T Sign test = 0.000 > 0.05 H₀ is accepted. From these results it can be concluded that there is a difference between the pre-test and post-test scores of the participants who attended the training.

References

- Baskara, Adya H. P. S. dan Atamimi, N. 2006. Kecerdasan Emosi Ditinjau Dari Keikutsertaan dalam Program Meditasi. *Jurnal Psikologi Fakultas Psikologi Universitas Gadjah Mada*. Vol. 35. Hal. 101. Yogyakarta : Universitas Gadjah Mada
- Goleman, Daniel. (2002). *Kecerdasan Emosional*. Jakarta : PT. Gramedia Pustaka Utama
- Goleman, Daniel. (2005). *Emotional Intelligence: Kecerdasan Emosional Mengapa EI lebih Penting Daripada IQ*. Edisi pertama. Jakarta: PT. Gramedia Pustaka Utama
- Kirkpatrick, D.L., Kirkpatrick, J.D., (2006). *Evaluating Training Program; The Four Levels*, 3rd Edition. San Fransisco: Berrett Koehler, Inc.
- Lawson, B. (2006). *How Designers Think: The Design Process Demystified (4th ed.)*. Oxford; Burlington, MA: Elsevier/ Architectural Press.
- Robbins, Stephen P. (1996). *Perilaku Organisasi Edisi ke 7 (Jilid II)*. Jakarta : Prehallindo
- Robbins, Stephen P. (2003). *Perilaku Organisasi*. Index. Jakarta
- Schultz, D., Schultz, S E. (2006). *Psychology & Work Today Ninth Edition*. New Jersey: Pearson Education. Inc.
- Sastrawinata, Hendra. (2011). *Pengaruh Kesadaran Diri, Pengaturan Diri, Motivasi, Empati dan Keterampilan Sosial terhadap Kinerja Auditor Junior pada KAP di Kota Palembang*’, *Jurnal sosialita* vol 1, no 2.
- Suparno, Suryani Fajrin. (2017). *Hubungan Dukungan Sosial Dan Kesadaran Diri Dengan Motivasi Sembuh Pecandu Napza (Studi Pada Warga Binaan Lapas Klas II A Samarinda)*. *PSIKOBORNEO*, 2017, 5 (2) : 235-245 ISSN 2477-2674 (online), ISSN 2477-2666 (cetak), ejournal.psikologi.fisip-unmul.ac.id
- Umar, Husein. 2003. *Riset Pemasaran dan Perilaku Konsumen*. Jakarta: Gramedia Pustaka Utama.



Father's Involvement in Parenting as a Predictor of Adolescents' Social Adaptation

Nadia Miranti Kusumasari¹

¹ Department of Psychology, Universitas Negeri Yogyakarta,
Jl. Colombo No. 1 Karang Malang Sleman, Yogyakarta
¹ mirantinadia.nmk@gmail.com

Abstract

The purpose of this study is to determine the effect of father's involvement towards social adjustment in adolescent. This study uses quantitative approaches with the type of survey research. The population of this study are 437 students of 7th and 8th grade at MTs A Yogyakarta with 211 students as a sample which determined by simple random sampling technique. Data was collected by using father's involvement scale and social adjustment scale. Validity in the scale of this study used content validity carried out by expert. Reliability in the scale of this study used Alpha Cronbach reliability coefficient of 0,951 on the father's involvement scale and 0,905 on the social adjustment scale. As for data analysis, descriptive analysis and simple linear regression analysis are used. The results of this study showed that father's involvement has a significant contributed 27,1% towards social adjustment in adolescent ($F = 77,672$; $p = 0,000 < \alpha 0.05$). As for the line of regression equation obtained is $Y = 47,789 + 0,289X$.

Keywords: *Father's Involvement, Social Adjustment, Adolescent*

Introduction

Rahayu and Hartati (2015) state that during this transitional period, adolescents will more often engage in activities and interact with people outside the home compared to when they were children. Social interactions during adolescence are expanding and complex, because adolescents do not only communicate with family members, but also communicate with people in the community (Rahayu & Hartati, 2015). In communicating with other individuals, there are two needs that encourage individuals to move into communication, namely the need to maintain their survival and the need to adapt (Fathunnisa, 2012).

According to Andriyani (2016), adjustment in adolescence begins with changes in adolescents and reactions from the environment around adolescents to adolescent growth. He further explained that the environment in question includes parents, family members, teachers, peers,

and the general public who react by demanding that adolescents be able to display appropriate behavior in adolescence.

Self-adjustment is inseparable from the social context, so it can be called social adjustment, which includes adjustment to the values, norms, and consequences that exist in the environment, and being able to establish harmonious relationships with other individuals (Wicaksono, 2017). In adolescents, social adjustment starts from adjusting to other people whose previous relationships have never existed and then adjusting to adults outside the family and school environment (Purwito & Rahmandani, 2018).

Estiane (2015) said, although not all adolescents experience periods of storms and stress, many adolescents experience instability from time to time as a consequence of adjusting to new behavior patterns and social expectations. In Yuliantini's (2017) study, adolescents who are poorly adapted to the school

environment exhibit negative behaviors that are not praiseworthy, such as truancy, alcohol drinking, and getting high in the school backyard due to excessive glue huffing. These behaviors certainly pose a big risk to the dynamics of the surrounding environment. Gradually, these problem youths can form groups of friends to channel these negative behaviors and often disturb the security of the surrounding community and endanger themselves (Yuliantini, 2017).

Apart from having an effect on the increasing tendency for juvenile delinquency to form, poor adjustment in adolescents can also have an impact on adolescent anxiety in communicating with others (interpersonal). This is in line with the research of Fathunnisa (2012) which shows that adolescent adjustment has an influence on adolescent anxiety to communicate. Based on the results of the study, the adjustment variable has a negative effect of 55.8% on adolescent communication anxiety. In other words, when adolescents are less skilled in adjusting to the environment, it will increase the anxiety experienced by adolescents to communicate with others. Adolescent communication becomes disrupted, adolescents find it difficult to meet their needs, and has less friends.

Based on the results of an interview in February 2020 with a guidance and counselling teacher at MTs A Yogyakarta who said that there were a number of student behaviors that often disturbed the atmosphere of teaching and learning activities or violated school regulations. There are three cases that occur quite often, namely not doing school work, joking that offends friends, and skipping certain subjects. In the case of not doing school work and skipping certain subjects, it can be triggered by three conditions, namely students who forget to do assignments, material that is difficult for students to understand from certain subjects such as mathematics, or being influenced by

students who do not like it in a way teachers who teach. However, it is not uncommon for these conditions to be in one moment at the same time, so that it further triggers students not to carry out their responsibilities. This behavior is an indication of an obstacle to students being able to adjust well in the school environment. Thus, it can be seen that the adjustment of adolescents in the junior high school environment is not easy enough for adolescents to do if the adolescents do not have adequate skills and experience in adjusting to the environment. It takes special attention from the immediate environment in assisting the development process of adolescents.

The ability of adolescents to adapt to the social environment arises through a long process and involves several factors that influence it, including social support from friends (Estiane, 2015), parenting styles (Annisa & Masykur, 2017), the role of father and mother, trust adolescence (Ernawati & Fadillah, 2018), social maturity (Dzakiyah, 2019), and safe attachment to father and mother (Muzdalifah, Anward, & Rachmah, 2019). According to Annisa and Masykur (2017), the relationship between parents in the form of childcare has a very broad impact on children's social abilities, especially in terms of adjustment. In the research results of Ernawati and Fadillah (2018), it is known that the role of fathers in caring for adolescents has a greater effect on adolescent social adjustment than the role of mothers in caring for adolescents. This is indicated by the value of the contribution that was given, which was 23.8% by the role of the father, while the role of the mother contributed 16.1%. Based on these results, it can be concluded that the role of fathers in caring for adolescents has an active and important role in adolescent social development.

In the care of adolescents, fathers are involved in building adolescent independence (Muzdalifah, Anward, & Rachmah, 2019), creating positive youth

self-esteem, strengthening adolescents' desire for achievement, developing motivation to succeed in work and in continuing their education to a higher level, higher, and meet the physiological and psychological needs of children (Partasari, Lentari, & Priadi, 2017). In addition, adolescents find it easier to absorb the values given to them by their father, because the father has a role as a person in power, a protector against threats, an educator from a rational point of view, liaising children with the outside world, and teaching about the identification process (Astuti & Puspitarani, 2013).

So far, the role of the father in the child's life seems to be more dominant in his activities to earn a living, which is a form of the father's responsibility to meet his child's needs. This was acknowledged by the fathers in their research Partasari, Lentari, and Priadi (2017) through a questionnaire that had been adapted by the three researchers from the paternal involvement questionnaire from a father's point of view compiled by Partasari and Lentari in 2014. The questionnaire was adapted and then developed based on the results of interviews with fathers who have children aged 16-21 years. The results of these interviews became the basis for developing items from the questionnaire. The study obtained subjects as many as 201 fathers who live in DKI Jakarta and have children who are teenagers (16-21 years). The results showed that fathers tend to play a prominent role in meeting the needs of adolescents and facilitating the development of youth talent interests. In the aspect of meeting the needs of adolescents, fathers are responsible for being punctual in paying youth education insurance, saving for teenagers' needs, and ensuring that school or college fees are paid on time. Meanwhile, in the aspect of developing youth talent interest, the father was involved in finding a course for adolescents, paying tuition fees on time, and asking about the development of

adolescents during the course. Based on these two aspects, it can be seen that the involvement of fathers who are warm and spend a lot of time with adolescents is not a prominent aspect of the involvement of fathers in the care of adolescents in the study.

In the research conducted by Putra in 2018, results showed that adolescents who have fathers with high parenting involvement have an influence in the form of a good adolescent's ability to adapt socially. This is because fathers' parenting affects adolescent social adjustment through the time spent by fathers to interact with adolescents every day, followed by giving examples to adolescents on how to interact in the social environment. The longer the intensity of time that fathers spend interacting with adolescents, the greater the chance for adolescents to get examples that are shown directly by fathers on how to respond to stimuli from the environment, thus helping adolescents have new perceptions and experiences in undergoing interactions his social life. This then encourages the ability of adolescents to have better social adjustment.

One of the ways that can be done to increase the ability of adolescents who are less able to adapt to the social environment is to increase the involvement of fathers in parenting through the educational process regarding the care of adolescents. In Indonesia, especially in the Province of Yogyakarta Special Region, not many studies have examined this issue, so this research is deemed important to be conducted.

Methods

This research uses a quantitative survey approach (Creswell, 2016). Azwar (2017) argues that quantitative method is a method that emphasizes analysis of data in the form of numbers, which are then collected through measurement procedures and processed with statistical analysis.

This research was conducted from September 2019 - May 2020. Data collection was carried out in February - March 2020 at Madrasah Tsanawiyah (MTs) A Yogyakarta, because there were cases of students who had adjustment difficulty at that school.

Participants

The population in this study were all 7th and 8th grade students of MTs A Yogyakarta in the 2019/2020 academic year, totaling 437 students. Then, as many as 211 students were selected based on simple random sampling techniques (simple random sampling) and by using the Slovin formula (Setiawati, 2017).

Data Collection Technique

The data collection technique used in this study was to use a questionnaire technique in the form of a scale with four answer choices, namely Very Fit (SS), Fit (S), Not Fit (TS), and Very Not Fit (STS). The four answer choices have different scores, namely very much in accordance with score 4, according to score 3, not according to score 2, and very not according to score 1.

The instrument in this study used two scales, namely the scale of social adjustment and the scale of fathers' involvement in parenting. On the scale of social adjustment there are 25 statement items, while on the scale of fathers' involvement in parenting there are 35 statements.

The social adjustment scale, compiled with reference to Haber and Runyon's (1984: 10) theory of self-adjustment, states that there are five characteristics of a person's adjustment, namely: (1) a strong perception of reality, (2) the ability to cope with stress and anxiety, (3) positive self-image, (4) ability to express feelings, and (5) good interpersonal relationships. Meanwhile on the scale of father involvement in parenting, it is compiled by referring to Lamb, Pleck,

Charnov, and Levine's father involvement theory (2010: 67) that there are five aspects of fathers' involvement in parenting, namely: (1) being bound in positive activities, (2) warm and responsive, (3) control, (4) attention indirectly, and (5) the process of responsibility.

Bungin (2011) states that the validity of the instrument is the accuracy of the instrument against something that is measured even though it is done repeatedly and anywhere. The instrument compiled is then tested for content validity, which is a process of assessing the relevance of each questionnaire statement with the measured behavioral aspects and assessing the suitability of the overall questionnaire content with the information domain to be explored (Azwar, 2017). The process of assessing the relevance is carried out by a competent appraiser (expert judgment) (Azwar, 2017).

Instrument testing was conducted to the research sample respondents as many as at least 30 respondents aimed at testing the consistency and accuracy of the measurement instruments (Noor, 2011: 164). The statement items on the instrument go through the item selection stage by taking into account the item-total correlation value using the Statistical Package for Social Science (SPSS) program. If the statement item has an item-total correlation value ≥ 0.30 , then the item is said to be accurate and consistent (Azwar, 2012). Based on the results of the item selection, 7 items were dropped on the social adjustment scale out of a total of 32 items and 3 failed on the scale of fathers' involvement in parenting, out of a total of 38 points.

Azwar (2012) stated that reliability refers to the reliability or consistency of measuring results, which implies how high the accuracy of the measurement is. Instruments that can be said to be reliable are those that have a reliability coefficient value in the range of 0 to 1. If the instrument has a reliability coefficient value

that is closer to number 1, then the instrument has reliable measurement results (Azwar, 2012). Based on the reliability estimation on the social adjustment scale and the scale of fathers' involvement in parenting, the results obtained in the form of a reliability coefficient value on the social adjustment scale of 0.905 and 0.951 on the scale of fathers' involvement in parenting.

Data Analysis

The data obtained were then analyzed descriptively, namely data analysis which aims to provide a description of the data from the variables obtained through the research subject group and is not intended to conduct hypothesis testing (Azwar, 2017: 199). Then, the data is converted into interval data through manual calculation using the following Azwar (2012) categorization norms:

Tabel 1. Norm for Categorization

Category	Formula
Very High	$X > \mu + 1,5\sigma$
High	$\mu + 0,5\sigma < X \leq \mu + 1,5\sigma$
Average	$\mu - 0,5\sigma < X \leq \mu + 0,5\sigma$
Low	$\mu - 1,5\sigma < X \leq \mu - 0,5\sigma$
Very Low	$X \leq \mu - 1,5\sigma$

In this study, no assumption test analysis was carried out on the data obtained in the field. Based on the explanation of Sari, Sukestiyarno, and Agoestanto (2017), it is stated that the data to be analyzed in statistical inference is considered to fulfill the assumptions required for computational formulations. The analysis can be carried out without having to first check whether or not the assumptions concerned are fulfilled in the hypothesis test analysis (Sari, Sukestiyarno & Agoestanto, 2017).

According to Setiawati (2017), research hypothesis testing is related to the probability of acceptance or rejection of the hypothesis. This research hypothesis test used simple regression analysis test with the

help of the SPSS program because this study consisted of one predictor variable (X) and one criterion variable (Y) and this study aims to determine how far the influence of the predictor variable (X) on the criterion variable (Y), so using the formula $Y = a + bX$ (Setiawati, 2017).

Findings and Discussion

The research data were obtained from 211 7th and 8th grade students at MTs A Yogyakarta with the following details:

Table 2. Research Subject Data Based on Age

Age	Freq	%
12	22	10,42%
13	97	45,97%
14	80	37,91%
15	12	5,7%
Total	211	100%

Based on Table 2, it is known that the subjects in this study were between 12-15 years old. Most of the subjects were 13-14 years old, as many as 97 people (45.97%) at the age of 13 years and as many as 80 people (37.91%) at the age of 14 years. Meanwhile, the subjects aged 12 and 15 years, as many as 22 people (10.42%) at the age of 12 years and as many as 12 people (5.7%) at the age of 15 years.

Then, the data that has been collected is analyzed descriptively. Descriptive analysis is calculated by manual counting based on categorization norms proposed by Azwar (2012: 148). Based on these calculations, the following results were obtained:

Table 3. Description of Social Adjustment Data (Y)

Descriptive	Skor
Mean (μ)	78,75
Standard Deviation (σ)	8,818
Maximum	100

Minimum	57
---------	----

Based on Table 3, it is known that the highest score on the social adjustment

variable is 100 and the lowest score is 57. Mean is 78.75 with standard deviation of 8.818. Then, proceed with the calculation based on the categorization norm.

Tabel 4. Results of Social Adjustment Categorization

Category	Range	Freq	%
Very High	$X > 91,97$	13	6,16%
High	$83,15 < X \leq 91,97$	52	24,65%
Average	$74,341 < X \leq 83,15$	82	38,86%
Low	$65,52 < X \leq 74,341$	49	23,22%
Very Low	$X \leq 65,52$	15	7,11%
Total		211	100%

Based on Table 4, it is known that the most frequent frequencies are in the average category ($74.341 < X \leq 83.15$) with a total of 82 students (38.86%).

Meanwhile, the lowest frequency was in the very high category ($X > 91.97$) with 13 students (6.16%).

Table 5. Result of Social Adjustment Characteristics Score

Characteristics	Total Score	Character Score
Strong reality principles	3443	20,72%
Able to cope with stress and anxiety	3966	23,87%
Positive self-image	3490	21%
Ability to express feelings	1180	7,10%
Good interpersonal relationship	4538	27,31%
Total	16617	100%

Based on Table 5, it is known that the characteristics of a good interpersonal relationship are the characteristics with the highest score, which is 27.31%. Meanwhile, the characteristic of the ability to express feelings was the aspect with the lowest score, amounting to 7.10%.

Table 6. Data Description of Father's Involvement in Parenting (X)

Descriptive	Skor
Mean (μ)	107,17
Standard Deviation (σ)	15,88
Maximum	139
Minimum	35

Based on Table 6, it is known that the highest score on the variable of father involvement in parenting is 139 and the lowest score is 35. Mean is 107.17 with a standard deviation of 15.88. Then, proceed with the calculation based on the norm of categorization.

Table 7. Results of the Categorization of Father's Involvement in Parenting

Category	Range	Freq	%
Very High	$X > 131$	9	4,27%
High	$115,12 < X \leq 131$	55	26,07%
Average	$99,24 < X \leq 115,12$	97	45,97%
Low	$83,36 < X \leq 99,24$	34	16,11%
Very Low	$X \leq 83,36$	16	7,58%
Total		211	100%

Based on Table 7, it is known that the most frequent frequencies are in the average category ($99.24 < X \leq 115.12$)

with 97 students (45.97%). Meanwhile, the lowest frequency was in the very high category with 9 students (4.27%).

Table 8. Results of the Scores of Father Involvement Aspects in Parenting

Aspects	Total Score	Character Score
Bound with positive activities	6198	27,41%
Warm and responsive	3128	13,83%
Control	5419	23,96%
Indirect attention	5176	22,89%
Responsibility process	2693	11,91%
Total	22614	100%

Based on Table 8, it is known that the bound aspect of positive activities is the aspect with the highest score, which is equal to 27.41%. Meanwhile, the responsibility process aspect was the aspect with the lowest score, which was 11.91%.

Then, a hypothesis is tested on the data that has been obtained. Hypothesis testing in this study was carried out using simple linear regression analysis with the help of the SPSS program to test the influence of fathers' involvement in parenting on social adjustment.

Table 9. ANOVA Result for Regression Analysis

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4424.82	1	4424.82	77.67	.00
¹ Residual	11906.37	209	56.97		
Total	16331.19	210			

Based on Table 9, it is known that the F value in this simple linear regression analysis shows a value of 77.672 with a significance value of 0.000. That is, the significance value is less than 0.05. These

results indicate that the regression line equation is significant. Thus, it can be concluded that the involvement of fathers in parenting (X) can predict social adjustment (Y).

Table 10. Results of the coefficient of determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.521	.271	.267	7.548

Based on Table 10, it is known that the coefficient of determination (R Square) is 0.271. These results indicate that the contribution of fathers' involvement in parenting in influencing social adjustment is 27.1%. Meanwhile, for the other 72.9% it is a contribution

from other factors not examined in this study. In addition, it can also be seen that the value of the Standard Error of Estimate is 7.548. That is, the smaller the value, the more precise the regression model will be in predicting the criterion variable.

Table 11. Results of Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	47.789	3.552		13.455	.000
¹ Father's involvement in parenting	.289	.033	.521	8.813	.000

Based on Table 11, it is known that the constant score is 47.789 and the regression coefficient is 0.289. These results indicate the condition of the regression line in this study. To obtain the regression line equation, it can be done by using the formula $Y = a + bX$. Based on this formula, the regression line equation is obtained, namely $Y = 47.789 + 0.289X$. The meaning of the regression line equation according to Misbahuddin and Hasan (2013) is as follows:

- a. Constant (a) = 47,789
If the Father's Involvement in Parenting (X) is equal to zero (no change) then the Social Adjustment (Y) is 47,789.
- b. Regression Coefficient (b) = +0.289
The regression coefficient shows a positive value which means that the higher the involvement of the father

in parenting (X), the higher the social adjustment (Y). In addition, if Father's Involvement in Parenting (X) increases by 1 unit, then Social Adjustment (Y) will increase by 0.289. This means that if the Father's Involvement in Parenting increases by 0.289, then the Social Adjustment will increase by 0.289.

Based on the hypothesis test using simple linear regression analysis, it can be concluded that the involvement of fathers in parenting (X) affects social adjustment (Y). The involvement of the father in parenting (X) has a positive effect on social adjustment (Y) by 27.1%. This positive effect shows that the higher the involvement of the father in parenting, the better the social adjustment. These results indicate that the hypothesis in this study is accepted.

Discussion

The data analysis of this study shows that the involvement of fathers in parenting has an effect on adolescent social adjustment. In other words, the hypothesis in this study, which states that there is an effect of fathers' involvement in parenting on adolescent social adjustment, is proven and accepted. In addition, the results of the analysis also show that the involvement of fathers in parenting positively affects adolescent social adjustment. This means that the higher the father is involved in caring for adolescents, the higher the adolescent's ability to make social adjustments. The results of this analysis are in line with the results of Putra's (2018) research that the involvement of fathers in parenting has a positive effect on the social adjustment of adolescents in Malang City, East Java.

The father shows his involvement in caring for adolescents by engaging in positive activities with adolescents, being warm and responsive to adolescents, controlling adolescent behavior, giving indirect attention to adolescents, and being responsible for the sustainability of the youth care process (Pleck, in Lamb, 2010: 67). In general, most teenagers have felt quite well about the involvement of their fathers in their care.

The results showed that fathers often play a role in engaging in positive activities with adolescents, thus making adolescents have experience in communicating with fathers, obtaining guidance from fathers when learning new things, doing physical activities together, getting support from fathers. when adolescents do something, to get help from fathers when they are teenagers have problems. Adolescents who are often involved in activities with their fathers, have a greater sense of empathy, are more sensitive to the needs and rights of others,

are more able to control themselves, are helpful, and are able to face and overcome difficult life situations (Falceto & Galambos, in Murdani, Rinaldi, & Yusra, 2015). In addition, the frequent interactions between fathers and adolescents have made most adolescents able to establish healthy interpersonal relationships with school members. This is in accordance with Putra's (2018) statement that through intense interaction with fathers, it gives adolescents the opportunity to be able to learn directly about how to socialize with other people as exemplified by the father. This healthy interpersonal relationship can be seen from the good adolescent ability to accept other people as they are, support and help school residents, share emotions with their peers, and establish good communication with school members.

Even so, a number of these things tend to be difficult for adolescents to have optimally because fathers tend to have less role in involving their affection during activities with adolescents. Based on the theory of father involvement in parenting (Pleck, in Lamb, 2010: 67), it is explained that the father's warmth and responsiveness to the child is related to the father's attachment to activities with the child. This means that in the direct interaction that exists between father and son, there is a father's warmth and responsiveness to his child. The results of the analysis show that fathers do not use or express aspects of their affection in warm interactions and respond to the needs of adolescents well during their interaction together. This makes adolescents feel less affectionate by their father for adolescents, father's appreciation of what adolescents have done, father's sensitivity to changes in adolescent conditions, father is slow in knowing and meeting adolescent's needs. On the other hand, adolescents tend to be minimal to express their feelings.

The condition of the lack of fathers in being warm and sensitive to the needs of adolescents and the lack of adolescents to express their feelings are related to how the character and personality of adolescents are formed in their activities. This is in accordance with the results of research by Lestari, Nursetiawati, and Utami (2015) that the warm and supportive attitude of the father in giving affection to children is related to the formation of children's character in cultivating the child's heart, mind, body, and feelings. Although not done permanently, neglect of the need for affection can increase discomfort in adolescents in the form of worry, fear, irritability, and anger, cause mental instability in adolescents, and provide less cognitive stimulation for adolescents (Harmaini, Shofiah, & Yulianti, 2014).

Although fathers play a big role in meeting the material and social needs of adolescents, fathers have also been shown to play a minimal role in having sensitivity in knowing and responding responsively to adolescent's needs. Fathers do not play a role in taking the initiative to find out the needs of adolescents, so that the needs of adolescents tend to be difficult for fathers to respond to immediately. There are obstacles in fulfilling their needs, making adolescents have the ability to deal with low stress and anxiety. Harmaini, Shofiah, and Yulianti (2014) state that through the support of the father in meeting the material needs of the child, this can reduce the stress experienced by the child because if problems arise in meeting the material needs, it can be resolved immediately. This means that the less than optimal support from fathers in meeting the needs of adolescents, namely the lack of fathers to play a responsive role and to take the initiative to the needs of adolescents, triggers increased stress and adolescent anxiety. This makes adolescents less able to make their life goals the direction of life, refrain from the temptation to quickly

achieve goals, and overcome problems that arise during the process of achieving goals.

Furthermore, if parents are able to be thorough, understand, and respond appropriately to the signs conveyed by children through communication, this will make the child feel safe and have a sense of trust in the environment, which then creates confidence in the child to explore his environment (Andayani & Koentjoro, 2014: 21). That is, fathers who do not play a role in responding to the needs of adolescents well, making adolescents feel insecure and distrustful of their environment, thus triggering the low self-confidence of adolescents in exploring their surroundings. Low self-confidence leads to bad behavior and triggers failure in adolescent social adjustment (Hurlock, in Ernawati & Fadillah, 2013) and has a positive effect on the self-image of adolescents (Ramadhani & Putrianti, 2014). This is in line with the results of research which shows that adolescents are low in having a positive self-image. The low self-image of adolescents can be seen from their inability to assess, accept, and modify their strengths and weaknesses.

Even so, the tendency of adolescents to behave deviantly during their school days can be minimized because of the high control by fathers of adolescents (Miller et al., In Andayani & Koentjoro, 2004; in Haque, 2014). The father's firm attitude in controlling these adolescents stems from the enactment of rules regarding what teenagers can and cannot do in their daily lives and the consequences of violating them. This encourages adolescents to have realistic perceptions and goals for activities, making it easier for them to recognize the consequences of decisions about the goals chosen by adolescents. After adolescents understand the rules that apply and their consequences, the father continues the control process by overseeing the implementation of these rules. The

supervision process is carried out by the father by ensuring the clarity of the activities carried out by the teenager and the destination of the location when the teenager will travel, constantly reminding teenagers to be disciplined in routine activities, to trying to find out where the teenager is when they are difficult to contact. When adolescents break the rules, fathers are also strict in disciplining them. With the strict application of the rules by the father, it makes teenagers accustomed to being able to act based on careful consideration. This is in line with the opinion of Astuti and Puspitarani (2013) that it is easier for adolescents to absorb the values given to them by the father, because the father has a role as a person in power, a protector against threats, an educator from a rational perspective, a liaison for children with the outside world, and teaches about the identification process.

Based on the analysis, it is known that the involvement of fathers in parenting affects the social adjustment of adolescents by 27.1%. Meanwhile, the other 72.9% are influenced by other factors that were not examined in this study. This means that the involvement of fathers in the care of adolescents contributed 27.1% to the formation of adolescent social adjustment. In other words, one of the things that can be done so that adolescents have good social adjustment is to increase the involvement of fathers in caring for teenagers.

Meanwhile, there are 72.9% others who can influence adolescent social adjustment. This is because the involvement of fathers in parenting is not the only factor that can influence social adjustment. Other factors that can influence adolescent social adjustment include personality factors, physical conditions, development and maturity, psychological conditions, environmental conditions, and culture and religion (Schneiders, 1960: 122).

Conclusion

Based on this research, the results of the analysis show that the involvement of fathers in parenting is proven to affect social adjustment in adolescents as indicated by the value of $F = 77.672$ with a significance value of 0.000, so that it is less than 0.05. The involvement of fathers in parenting contributed 27.1% to adolescent social adjustment. This means that if adolescents have fathers who are well involved in caring for adolescents, it can be predicted that social adjustment in adolescents also tends to be good. Meanwhile, if adolescents have fathers who are poorly involved in caring for adolescents, it can be predicted that the social adjustment of adolescents also tends to be less good.

References

- Andayani, B., & Koentjoro. (2014). *Peran Ayah Menuju Coparenting*. Sidoarjo: Laros.
- Andriyani, J. (2016). *Korelasi Peran Keluarga terhadap Penyesuaian Diri Remaja*. *Jurnal Al-Bayan*, 22(34), 39-52.
- Annisa, M. A., & Masykur, A. M. (2017). *Hubungan antara Persepsi terhadap Peran Ayah dan Penyesuaian Sosial pada Siswa Kelas XI SMA Islam Hidayatullah Semarang*. *Jurnal Empati*, 6(1), 296-300.
- Astuti, V., & Puspitarani, P. (2013). *Keterlibatan Ayah dalam Pengasuhan Jarak Jauh Remaja*. *Prosiding Seminar Nasional Parenting*, (pp. 121-131).
- Azwar, S. (2012). *Penyusunan Skala Psikologi (edisi II)*. Yogyakarta: Pustaka Pelajar.
- Azwar, S. (2017). *Metode Penelitian Psikologi (edisi II)*. Yogyakarta: Pustaka Pelajar.

- Bungin, B. (2011). *Metodologi Penelitian Kuantitatif Komunikasi, Ekonomi dan Kebijakan Publik serta Ilmu-Ilmu Sosial Lainnya (edisi kedua)*. Jakarta: Kencana Predana Grup.
- Creswell, J. W. (2016). *Research Design: Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran*. Yogyakarta: Pustaka Pelajar.
- Dzakiyah, F. (2019). Pengaruh Kematangan Sosial terhadap Penyesuaian Diri Siswa SMP Negeri 2 Sewon. *Jurnal Riset Mahasiswa Bimbingan dan Konseling*, 5(8), 581-591.
- Ernawati, & Fadillah, G. F. (2018). Penyesuaian Sosial Remaja Ditinjau dari Peran Ibu Ayah dan Kepercayaan Diri pada Remaja. *Jurnal Studi Islam*, 19(1), 1-5.
- Estiane, U. (2015). Pengaruh Dukungan Sosial Sahabat terhadap Penyesuaian Sosial Mahasiswa Baru di Lingkungan Perguruan Tinggi. *Jurnal Psikologi Klinis dan Kesehatan Mental*, 4(1), 29-40.
- Fathunnisa, A. (2012). Pengaruh Penyesuaian Diri terhadap Kecemasan Komunikasi Interpersonal pada Remaja di Panti Asuhan Muslimin. *Jurnal Penelitian dan Pengukuran Psikologi*, 1(1), 135-142.
- Haber, A., & Runyon, R. P. (1984). *Psychology of Adjustment*. Illinois: The Dorsey Press.
- Haque, E. A. (2014). *Hubungan antara Keterlibatan Ayah dalam Pengasuhan dan Kecerdasan Emosional dengan Perilaku Prosocial pada Remaja*. Character: *Jurnal Penelitian Psikologi*, 2(1).
- Harmaini, Shofiah, V., & Yulianti, A. (2014). Peran Ayah dalam Mendidik Anak. *Jurnal Psikologi*, 10(2), 80-85.
- Lamb, M. E. (2010). *The Role of Father in Child Development (fifth edition)*. New Jersey: John Wiley & Sons Inc.
- Lestari, W., Nursetiawati, S., & Utami, V. (2015). Hubungan antara Keterlibatan Ayah dengan Pembentukan Karakter Remaja. *Jurnal Kesejahteraan Keluarga dan Pendidikan*, 4(1), 36-43.
- Misbahuddin, & Hasan, I. (2013). *Analisis Data Penelitian dengan Statistik (Kedua ed.)*. Jakarta: Bumi Aksara.
- Murdani, S., Rinaldi, & Yusra, Z. (2015). Hubungan Keterlibatan Ayah dalam Pengasuhan (Father Involvement) dengan Penyesuaian Diri Remaja. *Jurnal Riset Psikologi*.
- Muzdalifah, R., Anward, H. H., & Rachmah, D. N. (2019). Peranan Kelekatan Aman pada Ayah dan Ibu terhadap Penyesuaian Diri Santriwati. *Jurnal Psikologi Pendidikan & Konseling*, 5(1), 49-56. doi:10.26858/jppk.v5il.6832
- Noor, J. (2011). *Metodologi Penelitian: Skripsi, Tesis, Disertasi, dan Karya Ilmiah (pertama, cetakan ke-1 ed.)*. Jakarta: Kencana.
- Partasari, W. D., Lentari, F. R., & Priadi, M. A. (2017). *Gambaran Keterlibatan Ayah dalam Pengasuhan Anak Usia Remaja (Usia 16-21 Tahun)*. *Jurnal Psikogenesis*, 5(2), 159-167.
- Purwito, A. W., & Rahmandani, A. (2018). *Hubungan Kecerdasan Emosional dengan Penyesuaian Sosial Siswa Boarding School Pondok Pesantren Mujiaddadiyah Kota Madiun*. *Jurnal Empati*, 7(2), 328-333.
- Putra, K. M. (2018). *Pengaruh Keterlibatan Ayah dalam Pengasuhan terhadap Penyesuaian Sosial Remaja*. *Skripsi*, dipublikasikan. Universitas Muhammadiyah Malang.

- Rahayu, P. P., & Hartati, S. (2015). *Dukungan Sosial Ayah dengan Penyesuaian Sosial pada Remaja Laki-Laki*. *Jurnal Empati*, 4(4), 334-339.
- Ramadhani, T. N., & Putrianti, F. G. (2014). *Hubungan antara Kepercayaan Diri dengan Citra Diri pada Remaja Akhir*. *Jurnal SPIRITS*, 4(2), 22-32. Retrieved from <https://media.neliti.com/media/publications/256852-hubungan-antara-kepercayaan-diri-dengan-d719764a.pdf>
- Sari, A. Q., Sukestiyarno, Y. L., & Agoestanto, A. (2017). Batasan Prasyarat Uji Normalitas dan Uji Homogenitas pada Model Regresi Linear. *Unnes Journal of Mathematics*, 6(2), 168-177.
- Schneiders, A. A. (1960). *Personal Adjustment and Mental Health*. New York: Holt, Reinhart and Winston.
- Setiawati, F. A. (2017). *Statistika Terapan untuk Penelitian Pendidikan dan Sosial*. Yogyakarta: Parama Publishing.
- Wicaksono, I. A. (2017). *Pengaruh Kualitas Kelekatan Ayah-Ibu dan Dukungan Sosial terhadap Kualitas Penyesuaian Diri Santri SLTA Kelas X Pesantren Tebuireng Jombang*. *Skripsi*, dipublikasikan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- Yuliantini, S. (2017). *Hubungan Kecerdasan Emosi dan Penyesuaian Sosial dengan Kenakalan Remaja pada Siswa SMP PGRI 7 Samarinda Seberang*. *Psikoborneo*, 5(2), 386-399.



Meaning of Happiness in Children: an Exploratory Study

Rahmatika Kurnia Romadhani¹

¹ Department of Psychology, Universitas Negeri Yogyakarta,
Jl. Colombo No. 1 Karang Malang Sleman, Yogyakarta

¹ rahmatika@uny.ac.id

Abstract

The aim of this research was to explore what makes children happy. The study was a survey on the number of 64 elementary students. An open-ended questionnaire was used to learn what makes children happy. The data was analyzed using preliminary coding, categorization, axial coding, and selective coding. The respondents' answers were analyzed using descriptive analysis. Result showed that there were two elements of the source of children happiness, those are (1) Self-fulfillment (95.54%) consisting of doing activity, doing hobby, leisure time, achievement, gift; (2) Relations with others (4.46%) consist of relations with family and friends. This study gave insight that self-fulfillment is an important source of happiness in children. This study shows that all are nothing but social engagement.

Keywords: *Happiness; Children; Self-Fulfillment*

Introduction

Happiness, also known as subjective well being, is defined as an individual's assessment of his life that often experiences pleasant emotions than unpleasant emotions (Diener, 1984; Diener, Suh, Lucas, & Smith, 1999). Basically everyone wants to be happy (Diener, 1984). Argyle, (2001) because happiness is a predictor of quality of life (Haller & Hadler, 2006) and happiness is important (Lyubormrsky, King, & Diener, 2005; Boven, 2005). People who are not happy tend to experience depression more easily, suicide, anxiety, and show poor work performance and relationships (Ruebenstein, Heereen, Housman, Rubin & Stechler in Santrock, 2012). Another theory also states that happiness is a goal (Lu and Gilmour, 2004). Some people even make happiness as a life goal (Chan & Lee, 2006). Everyone at least once a day thinks about happiness (Lybomirsky & Sheldon, 2005).

Happiness is one of the greatest motivations for human behavior (Diener, 2009). But in several decades,

psychologists have explored more about unhappiness and have ignored happiness (Diener, 2009). The literature on happiness focuses on why and how humans live their lives in a positive way, both cognitive and affective.

Happiness consists of an individual's evaluation of his life, including positive affect, rarely feeling negative emotions, and life satisfaction. Research from Tov and Diener (2009) states that psychological well-being can be compared between cultures, but there are specific patterns that differentiate well-being from one culture to another. Welfare is an immaterial concept, welfare is an inner concept of mind, where welfare is the fruit of one's thinking. Welfare cannot be measured from the ownership of material things. There are people who are considered by other people to have excess material and are considered prosperous, but instead feel that they are not. The opposite is also true. A person is seen as less materially, but as long as he feels prosperous, then he is also prosperous (Diener, Lucas, & Oishi, 2005).

Based on this explanation, it shows that happiness is an interesting thing to learn. Research on happiness in Indonesia has been conducted several times. However, the research conducted is more of an explanatory and confirmatory research (Primasari & Yuniarti, 2012). For example, research on adolescent happiness is evaluated based on materialism and dignity (Purnama & Hastjarjo, 2006), happiness is evaluated from self-acceptance and social support (Sumarno, 2005). However, from the results of the researchers' observations, there has been no research that discusses children's happiness in an exploratory and specific way to raise Indonesian children. So far, research on happiness in children is still focused on research in the west, even though happiness is a special thing, very influenced by culture. Therefore, this study aims to reveal what makes Indonesian children happy?

Methods

Participants

The participants of this study consisted of 64 fifth grade students of elementary schools in Yogyakarta.

Research instrument

The instrument used in this study was an open ended questioner. The question given is that participants are asked who can make them happy, and what situations are the happiest.

Data Analysis

The data were analyzed through several stages, namely preliminary coding, categorization, axial coding, and selective coding. The categorization process is carried out by combining similar answers from the participants. The categorization process was carried out from a large categorization, then continued with smaller categories. After that, the process is continued by carrying out axial coding,

which is combining several themes that have emerged, until axial coding that is in charge of several categories appears. After axial coding emerged, the process was continued with selective coding, which was combining the results of axial coding that were similar.

In the early stages of coding, researchers should be familiar with data and responses from participants in order to facilitate the categorization process (Tukiran, 2008). This stage has been carried out by the researcher before the researcher carries out the categorization process. The analysis was carried out by dividing the research variables into several categories based on a frequency table (Effendi & Manning, 2008).

Findings and Discussion

Based on the results of data categorization, it can be seen that what makes children happy at the end consists of five things, namely activity (70.54%), getting something (12.50%), playing with technology (8.04%), being affiliated (4.46%), had special days (2.68%), and achieve something (1.79%).

Table 1. Sources of happiness in late childhood (N = 64)

Category	%
Activity	70.54%
Receives something	12.50%
Technology	8.04%
Affiliation	4.46%
Special day	2.68%
Achievement	1.79%
Total	100.00%

Based on data analysis, it can be seen if the participants feel happy when they carry out activities / activities. Activities in question such as when they do their hobbies, exercise, go out, play and travel. When doing this, participants stated that they felt happy, relieved sadness, and

could interact with other friends, and be released from tension.

Getting something is one of the things that makes them happy. They are happy when they get gifts, get good news, and get money. When you get something, participants feel loved, feel important. In addition, by being given something, participants are happy because they have something new. Participants are also happy when they can play gadgets, have wifi and can play laptops. When they can play with a device, they are happy because playing with a device is fun and not boring, can win certain levels, and can follow the chat of their friends, when discussing things that are currently being discussed.

Some participants feel happy when they are not scolded, meet relatives, are loved by their parents, and make friends and make their parents happy. They are happy when they are not scolded, because when they are scolded they feel unloved, and the anger they give feels scary. Some said they were happy when they got good grades, won, and were praised by their teachers. When they get good grades, participants are happy because it can please their parents, when parents are happy, they feel loved, and when teachers give praise, they feel they are important. One person claims to be happy when he has a birthday. When it was a birthday, participants felt important, and felt special, then received many gifts, and were visited by many friends. The event of doing and getting something is a source of happiness for children. They feel happy when they can do what they love, and have something. They feel valued, loved, understood, and feel special. This makes him less lonely and important.

Based on the data above, it can be concluded that children feel happy when they feel full (self fulfillment). This study found that one source of happiness for children is when they feel whole or fulfilled. Feeling full is translated into several things such as getting certain

achievements, making achievements, fun activities such as traveling, vacations, and playing. Of the 64 participants, 70.54% said what makes them happy is when they can play, exercise and do their hobbies. When getting something becomes fun for children. When children get something they feel they have new things, feel important, special, and increase self-esteem. Participants who answered received gifts as happy things in the amount of 12.50%. As many as 8.04% of participants were happy when they could play with their device. Furthermore, 1.76% interpreted happiness when they managed to get certain achievements. Meanwhile 2.68% are happy when having a special day. When totaled, the participants who interpreted happiness as when they felt full were 95.54%. Second, participants interpret happiness when dealing with other people. Consists of relating to family, friends, and teachers. As many as 4.46% of participants interpret happiness as the time when they are loved by their parents, make friends, chat, meet relatives, and gather with family.

Discussion

The results of this study indicate that feeling full or self-fulfillment is the factor that most contributes to children's happiness. Doing fun activities brings fun, pride, and the opportunity to do hobbies. Getting certain accomplishments or achievements makes children feel important and proud of themselves. In addition, the achievements achieved were not only for themselves, but also a form of respect for their parents. Likewise, doing fun activities, not only for themselves, but by doing activities together with other people, children feel this as a time to strengthen relationships with friends. Uchida, Norasakkunkit, and Kitayama (2004) explain that personal happiness can lead to environmental jealousy. Asian people perceive happiness as something more communal.

Relationships with other people, such as family and friends, are interpreted as cherishing and cherishing events. Family is an important factor of happiness for children. The family is their place to take refuge, ask for something, and the family is the people they can trust. The family is also a source for them to learn, interact with, and to help them when experiencing difficulties. Relationships with friends contribute to children's happiness because friends can accompany them to play, share, and provide support. Having friends also keeps them from feeling lonely.

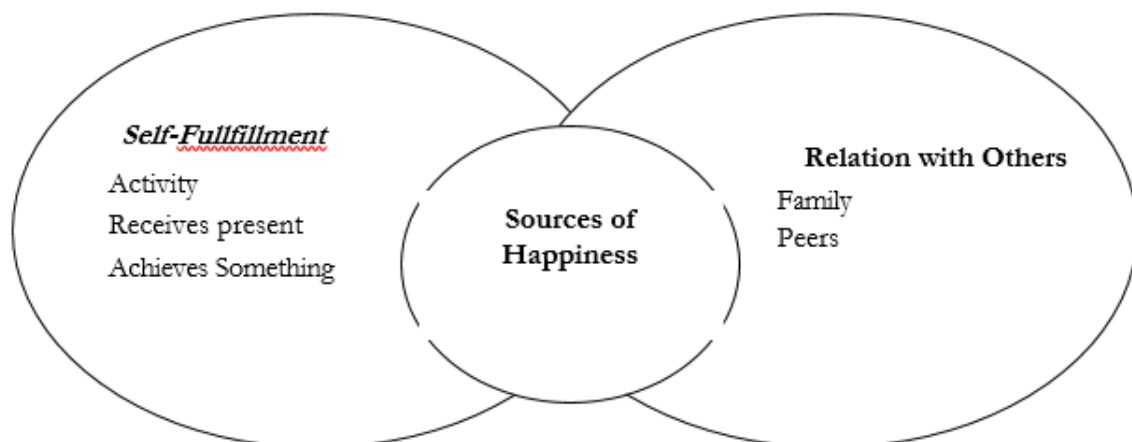
Family and friends make them feel loved and cherished. Loving and being loved is important to them because it makes them feel important, more confident, feel understood, increases self-esteem, and can reduce sadness. This is in line with research conducted by Primasari and Yuniarti (2012) which states that relationships with other people are a source of happiness. Relationships with other people become happiness because they feel loved and loved. In line with this, research conducted by Uchida, Noraskunkit, and Kitayama (2004) found that Asian countries define happiness more as communal happiness. Asian communities are more focused on bonds

with one another. Happiness for Asian culture is being together. Based on the data obtained, it can be concluded that the source of happiness in children is not individual, and cannot be separated from the presence of other people, especially family.

The results of this study are in line with the findings of a study conducted by Irma (2014) which states that the source of happiness in children consists of three things, namely relationships (friends and family), recreation (sports and sightseeing), material things (gifts and money). Children conceptualize happiness as a reflection of relationships with others. Previously in the introduction it was explained that happiness is unique and influenced by culture, but from this study it turns out that happiness between Indonesian and African children has something in common.

Conclusion

The findings from this study found that self-fulfillment is important for children. Family remains an important source of happiness, but self-fulfillment is the main thing for children. The conclusions of this research can be seen in the figure below.



References

Argyle, M. (2001). *The psychology of happiness*. New York: Routledge.

Boven, V. L. (2005). Materialism and the pursuit of happiness. *Review of general psychology*, 2, 132-142.

Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95, 542-575.

Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. (1999). Subjective well-being: *Three decades of progress*. *Psychological Bulletin*, 125, 276-302.

Haller, & Hadler. (2006). How social relation and structures can produce happiness and unhappiness: An international comparative analysis. *Social Indicator Research*: Springer.

Irma, E. (2014). In pursuit of Happiness: How some young south African Children construct Happiness. *Journal Of Psychology in Africa*. 18: 81-87

Lyubormrsky, S., King, L., & Diener, E. (2005). The benefit of frequent positive affect: Does Happiness lead to success. *American Psychological Association Psychology Bulletin*, 131(6), 803-855.

Primasari, A., & Yuniarti, K. W., (2012). What make teenagers happy? An exploratory study using indigenous psychology approach. *International Journal of Research Studies in Psychology*. 1, 53-61. DOI: 10.5861/ijrsp.2012/v/li2.80

Uchida, Y. (2004). Cultural constructions of happiness: Theory and empirical evidence. *Journal of Happiness Studies*, 5, 223-239. Doi: 10.1007/s10902-004-8785-9

