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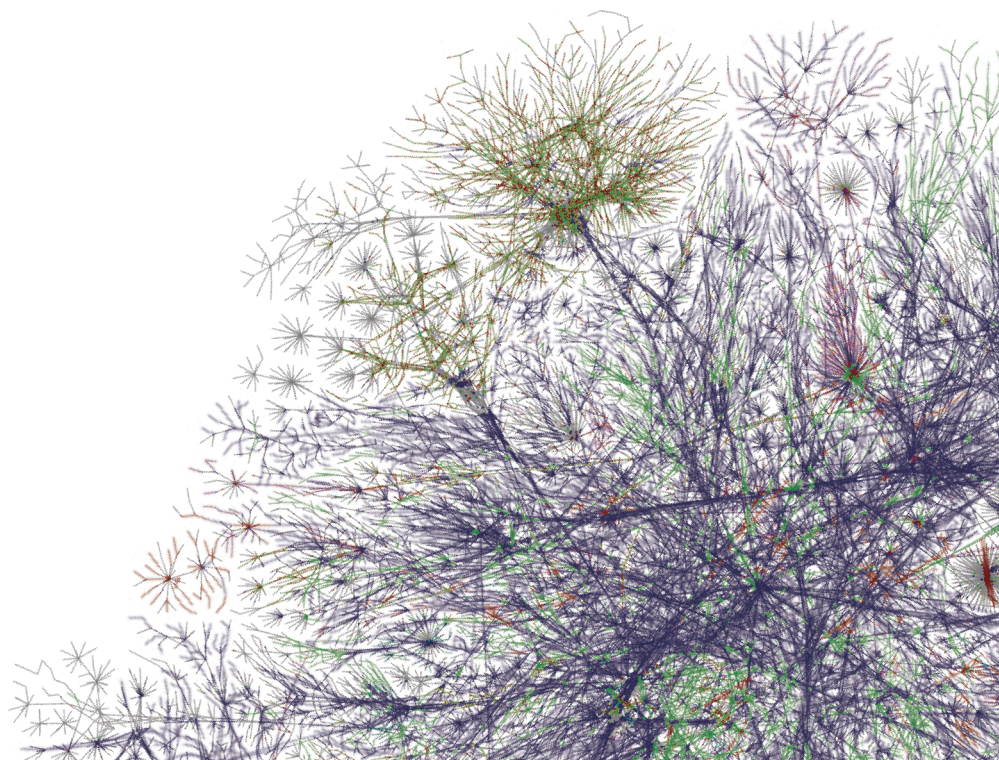
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– Ade Ratih Pratiwi; Yulia Ayriza

Effectiveness of face-to-face and webinar combination in increasing understanding on school wellbeing for elementary headmasters in Yogyakarta Special Region
– Kartika Nur Fathiyah; Diana Setiyawati

Happiness of primary school teachers reviewed from the Big Five personality theory
– Alifia Cahya Wicaksani; Farida Agus Setiawati

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Foreword

We are very pleased that Psychological Research and Intervention is releasing its first issue. 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, March 2018

Editor in Chief

TABLE OF CONTENT

<i>Ade Ratih Pratini</i> <i>Yulia Ayriza</i>	Improvement of interpersonal and intrapersonal intelligence through traditional games	1-9
<i>Kartika Nur Fathiyah</i> <i>Diana Setiyawati</i>	Effectiveness of face-to-face and webinar combination in increasing understanding on school wellbeing for elementary headmasters in Yogyakarta Special Region	10-16
<i>Alifia Cahya Wicaksana</i> <i>Farida Agus Setiawati</i>	Happiness of primary school teachers reviewed from the Big Five personality theory	17-25
<i>Rosita Endang Kusmaryani</i> <i>Juke R. Siregar</i> <i>Hanna Widjaja</i> <i>Ratna Jatnika</i>	Professionalism on teacher's perception	26-31
<i>Ummu Umayyah</i>	Social support as a mediator between social identity and college student's stress	32-41



Improvement of interpersonal and intrapersonal intelligence through traditional games

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Abstract

This study aims to: (1) improve interpersonal intelligence through traditional games for Kindergarten A students of RumahKu Tumbuh, (2) increase intrapersonal intelligence through traditional game on Kindergarten A students of RumahKu Tumbuh, and (3) describe the process of improving interpersonal and intrapersonal intelligence through these traditional games. This study is a classroom action research, referring a modified version of the Kemmis and Taggart model. Data were collected using observation and interviews. The findings show that there is an increase in interpersonal and intrapersonal intelligence through traditional game on kindergarten. Improved interpersonal intelligence of children overall in the pre-cycle obtained an average score of 22.59 (very low category), increased to 27.06 in cycle 1 (low category), and increased again to 34.65 with category in cycle 2. As for the increase in child intrapersonal intelligence overall score obtained in the pre-cycle average of 16.82 with a very low category, increasing to 21.35 with a low category in cycle 1 and increased again to 25.88 with category in cycle 2. The process of improving interpersonal intelligence through play action includes child benefit interact in-game, effective communication when asked and answered during play, and pursuing a strategy to win in the game, while at the intrapersonal include children express their emotions in the game, and children know their feelings by doing a question and answer session with the teachers at the end of the game.

Keywords: *traditional games, interpersonal intelligence, intrapersonal intelligence*

Introduction

Children's development occurs through a continuously-changing pattern, starting from conception to throughout their lifetime (Santrock, 2011, p.7). The law of the Republic of Indonesia year 2003 number 20 states that every developmental stage is expected to increase quantitatively and qualitatively from one stage to the next. Development also shows a set of human development that affects each other from one stage to another. The level of maturity and external experiences also distinguishes one individual to the rest during each developmental stage. This is shown by the skill of various personal development aspects of each child.

Children in their early childhood are individuals who are currently experiencing rapid growth. The phase is commonly known as the golden age because children could expand all their development aspects during this age (Papilia & Feldman, 2014, p.68). Because every child's development is differ-

ent, it is expected that they would have their own unique trait.

Thus, particular attention needs to be put on the uniqueness of early childhood development, ensuring that every child's unique characteristic (i.e., religion, moral, physical-motoric, cognitive, language, socio-emotion, art) are balanced and developed optimally.

A children development specialist, Lev Vygotsky (Brewer, 2007, p.9), said that development and education could not be separated since the beginning of human existence. Consequently, early-childhood education should provide proper stimulation for children's various aspects of development. One of these aspects is the cognitive development, which according to Vygotsky is a learning process derived from social context.

In early childhood education, a well-developed intelligence will enable children to interact with other people. Someone with high intelligence is more appreciated in our society (Sujiono, 2013, p.196).

Concerning the term 'intelligence', Gardner (2006, p. 34) stated that there are nine different types of intelligence, namely verbal, logical, visual, kinesthetic, music, intrapersonal, interpersonal, naturalist, and existentialist. Many of these types of intelligence are widely applied by the students (deNevers, 2014, p.1).

According to Gardner, interpersonal intelligence is related to the skill to comprehend will, motivation, and intention of other people. It enables people to work effectively with others (Smith, 2008, p. 28). Independent students will adjust their goal and choice in response to the change in interpersonal and intrapersonal condition (Sungur & Tekkaya, 2006 p.307).

However, several individuals lack interpersonal skills, causing them to have difficulties building relationships with other people. This will affect consequently affect their next stage of development. Most evidently, children will typically have problems in interacting or having social relationships with their friends.

To ensure good interpersonal skill, one type of intelligence assumed to have relation with interpersonal intelligence is intrapersonal intelligence. Gardner (2013, p.51) stated that both interpersonal and intrapersonal intelligence offers significant problem-solving capacities for the individual. Interpersonal intelligence enables someone to understand and work with other people. Meanwhile, intrapersonal intelligence works with their self. In individual's internal feeling, someone faces the combination of the interpersonal and intrapersonal combination.

Children in their early childhood who has not fully developed their intrapersonal skills may exhibit difficulties in controlling their emotions. This is strengthened by the interview results with several early-childhood education teachers on March 3, 2015, at 7 PM Indonesia Western Time. The finding shows that children in their early-childhood shows uncontrollable emotions. Children express their anger and annoyance in the class by rolling on the floor, demanding to have their friend's toy, not wanting to share their food or lend their belongings because they were

treated similarly by their friends, pushing their friend, and crying when their request is not fulfilled by the teacher.

Zillman (in Saad, 2006, p.3) said that these various negative emotions shown by children could cause unexpected behaviors such as aggression. Aggression is related to the relationship between individuals and their surrounding environment. If their environment supports their existence, aggression could be controlled and vice versa. In conditions where children are still unable to show good interpersonal and intrapersonal skills, teachers should guide and hone habits that stimulate children's these types of intelligence.

On a previous study that we have conducted on RumahKu Tumbuh (RKT) Kindergarten through pre-observation by the kindergarten's teacher, we found that children still need to improve their interpersonal and intrapersonal skills. This is shown by the data obtained. The mean score of children's interpersonal intelligence was 22.59, which is considered very low. Meanwhile, the mean score of children's intrapersonal intelligence resulted in a score of 16.82 which is also very low. Thus, it can be concluded that RKT Kindergarten should optimize the students' interpersonal and intrapersonal intelligence.

In the field situation, Lwin (2008, p.198) stated that generally, someone shows low interpersonal intelligence because he or she were rarely given a chance to develop this skill when he or she was young. Thus, more attention needs to be put into the development of interpersonal and intrapersonal skills at schools. Children should be given various stimulus to expand interpersonal and intrapersonal skills, one of which is through games.

Dockett and Flear (Sujiono, 2013, p.144) believe that playing is a medium for socializing. Playing gives children the chance to explore, discover, express their feeling, create, and learn in a fun way. Additionally, playing could help children learn about themselves (intrapersonal intelligence), as well as the people and environment around them (interpersonal).

Indonesian culture has many traditional games that could be used as mediums to op-

timize children's development. It could help develop early childhood skills to interact with other people (interpersonal) and understand themselves (intrapersonal).

This research used *Jamuran* traditional game that benefits not only themselves, but also aids in improving student-teacher relation. *Jamuran* influences interpersonal intelligence. A group game allows the players to interact with each other excitingly without pressure, allowing their motoric, intelligence, socio-emotional, and language skills to be expanded. Furthermore, *Jamuran* also influences intrapersonal intelligence. Children play and show their expression freely. Therefore, children's intrapersonal and interpersonal intelligence are expected to develop optimally through *Jamuran*.

Jamuran has never been applied before to improve students' interpersonal and intrapersonal intelligence at RKT kindergarten. Therefore, we are motivated to observe the improvement of interpersonal and intrapersonal intelligence through a traditional game played by RKT A-level kindergarten students. This study aims to (1) improve interpersonal intelligence through traditional games, (2) increase intrapersonal intelligence through a traditional game, and (3) describe the process of improving interpersonal and intrapersonal intelligence through these traditional games.

Method

The approach used in this research is quantitative approach using Class Action Observation type (PTK). PTK model was coined by Kemmis and Taggart (2011). This model consists of four components on one cycle, namely (1) planning, (2) action, (3) observation, and (4) reflection. If the target has not been achieved after reflection, then a replanning will follow immediately to start the next cycle.

The research was conducted between September 2015 – April 2016 at RKT Kindergarten, Sleman, Yogyakarta. This kindergarten is located at Jl. Magelang KM 7 Mlati, Sleman, Yogyakarta, Indonesia.

As many as 17 A-level kindergarten students aged 4-5 years old at RKT kindergarten were recruited as subjects of this study.

Early-childhood children were chosen because they are more independent emotionally, expand skills for school preparation (i.e., motoric, cognitive, socio-emotional) and spends much time with their peers.

Treatment is given in the form of cycles. The number of cycles conducted in this research is yet to be determined because the applied cycle depends on whether the standard success score is obtained. This research consists of four procedures, namely planning, action, observation, and reflection.

Data collection are done through observation and interview. The observation data obtained through student and teacher activity during the learning process is analyzed using a qualitative descriptive method. The structured observation results in the form of interpersonal and intrapersonal intelligence was then analyzed quantitatively using descriptive statistics.

The four procedure steps are (1) Planning. This step arranges the action plan that we will do to fix and improve interpersonal and intrapersonal intelligence. (2) Action will be conducted in the form of a cycle. In this research, we were still unable to determine the number of cycles to be applied, because it depends on whether the success target could be achieved. Furthermore, the action is conducted on direct practice on the field. Thus, the plan of this action is temporary, flexible, and changeable according to the current condition to allow for improvement.

If one cycle has not met the standard of evaluation criteria, we will continue to the next cycle. (3) Observation. Observation is done by previously planning how and what tool will be used to collect data. We conducted the observation while the activity is currently running. It is done non-structurally during the game and learning process.

Additionally, a structured observation focusing on the students' improvement in interpersonal and intrapersonal intelligence is done after the activity is completed. The objective of observation and interview is to determine how much the students' interpersonal and intrapersonal intelligence have improved through traditional games. (4) Reflection aims

to determine the limitations of the learning process and the evaluation by the collaborators of this research. Reflection is also a discussion between teacher and researcher that results in improvement plan for the next step. The reflection step is done by analyzing data, problems, and challenges found during the action step.

Findings and Discussion

Based on the improvement from each stage starting from pre-cycle, cycle I, and cycle II, interpersonal and intrapersonal intelligence are portrayed in Table 1 and Table 2. Based on table 1, children's interpersonal intelligence successfully increased from pre-action (22.60) on the 'very low' category to 27.10 with 'low' category. Similarly, cycle 2 reached a score of 34.60 on the 'medium' level. Intrapersonal intelligence also increased from pre-action (16.80) on 'very low' category, cycle 1 (21.30) with 'low' category, and cycle 2 (25.90) with 'medium' category. Based on the analysis, the improvement is caused by the planning and action process. Good preparation of each cycle predicts a good result, even though each cycle conducted improvements to reach the determined standard.

The action that was done through *Jamuran* game includes introductory, core, and closing activity. Introductory activity introduces *Jamuran* and the lyrics to the game's song. During the core activity, teacher and

researcher show *Jamuran* game to children by directly demonstrating the moves of this game. It also stimulates children's gross motor skills. On the closing activity, children are requested to describe their feelings while playing *Jamuran*. This helps stimulate children's language improvement.

Additionally, *Jamuran* also acts as a stimulus to improve intrapersonal intelligence on the dimension of identifying personal needs, like children knowing which mushroom (jamur in *Jamuran* means mushroom) they want. It is supported by Emolu (2014, p. 25) who stated that playing is one of the children's ways to socially interact with adults or peers. While playing, children can express their inner emotion freely. Traditional games can stimulate many of children's dimensions, especially on interpersonal and intrapersonal intelligence. Through those games, children can learn to socialize, maintain solidarity, control themselves or their emotion, and appreciate others (Seriati & Hayati, 2010, p.115).

Through *Jamuran*, children's interpersonal and intrapersonal intelligence can be more easily stimulated. Traditional game, especially *Jamuran*, can ignite the interest of children to participate in the activity, mainly because the game involves movements and songs. Having both activities together will make students more enthusiastic to blend in with other children.

Table 1. Interpersonal intelligence on each stage of the cycle

Classification	Interval	Pre-cycle	Cycle 1	Cycle 2
Very high	$x > 15.6$	0	0	0
High	$13.2 < x \leq 15.6$	0	0	2
Medium	$10.8 \leq x \leq 13.2$	1	0	13
Low	$8.4 \leq x \leq 10.8$	8	17	2
Very Low	$x < 8.4$	8	0	0

Table 2. Intrapersonal intelligence on each stage of the cycle

Classification	Interval	Pre-Cycle	Cycle 1	Cycle 2
Very high	$x > 15.6$	0	0	0
High	$13.2 < x \leq 15.6$	0	0	0
Medium	$10.8 \leq x \leq 13.2$	0	10	17
Low	$8.4 \leq x \leq 10.8$	4	6	0
Very Low	$x < 8.4$	13	1	0

As previously mentioned, group traditional games require interaction with other people. Thus, interpersonal skill is developed during *Jamuran* when children sing and do a movement together. Children learn to work together so that the game will run smoothly. When children are looking for one kid that should be 'it', this is the time that is considered to develop children's interpersonal skill potentially. It is in line with Seriati and Hayati's opinion (2010, p. 112) who stated that playing in groups that involve movement and song could potentially develop children's social skill.

Finding also describes that children's intrapersonal intelligence is improved as an impact of the action. From the improvement, it shows that traditional game *Jamuran* can also be made as a stimulus to improve intrapersonal skill on the dimension of identifying personal needs, like when children know what mushroom that they want.

It is supported with Emolu (2014, p.25) who stated that playing is one of children's way of expressing their emotion freely. The traditional game can stimulate various dimensions of children development, especially on children's interpersonal and intrapersonal intelligence. Through the game, children can learn to socialize, maintain their solidarity, control themselves or their emotion, and learn to appreciate other people (Seriati & Haryati, 201, p. 115).

Through movements and songs, children can be more motivated to follow the game. Moreover, there is also a presence of media that can make the game more interesting such as a hat, mask, and other additional media. It can make children more motivated and not feel bored with the game that is repeatedly played. Children's interest in the game will make it easier for both the teacher and researcher to stimulate improvement.

The repetition of the game that shows the improvement children's interpersonal and intrapersonal intelligence can affect the improvement of children's interpersonal and intrapersonal intelligence. It is in line with Thorndike's learning theory that says learning process is an interaction between stimulus and

response. A repeated stimulus will strengthen a fixed respond from the children, causing behavior modification through learning (Slavin, 2000, p. 267).

Interpersonal and intrapersonal intelligence improvement is also easier to be stimulated because *Jamuran* sharpen their communication skill, social insight, social sensitivity, ability to identify personal need and express emotion. If those things can be expressed by children, then children's interpersonal and intrapersonal intelligence have been well-developed.

It is in line with Eberle's opinion (2011, p.23) who says that playing can stimulate mental and physical development as well as social skills. Development and playing on early childhood children has a deep relation so that it can help children in living their life. As an example, in their early stage of life, human learn to speak by playing until they can speak fluently by learning letters through games.

Other than being affected by media and method of *Jamuran* game, the success of the increasing skill of interpersonal and intrapersonal skill is also affected by teacher's skill in stimulating children to be able to show their interpersonal and intrapersonal skill. As stated by Wandansar (2014, p. 86), the role of (children's) environment is highly required in stimulating children's development. It can be seen in the form of social support such as instrumental support, reward from people around them, and emotional bond between teacher and children can help them to stimulate their development steps.

Interpersonal intelligence improvement on each dimension shows various scores on each cycle. The explanation of each dimension is as follows:

Social Sensitivity

There are a few indicators on social sensitivity dimension, namely skill of responding other people's behavior verbally and non-verbally (expression and body language). Based on researcher's observation, this dimension has an improvement from pre-cycle to cycle 2. Before action, children's interpersonal skill reached 8.18 on 'very low' category. It increased on cycle 1 to 10.35 on 'low' cate-

gory and have improved again in cycle 2, reaching 13.05 on 'medium' category.

This is because, during pre-cycle, some children already showed their sensitivity towards surrounding environment. For example, there was a case when a teacher asked his or her student to tidy the room, one student immediately grab a broom and dustpan, while others flipped the carpet and swept the floor. Some other children play outside the classroom. After children were given action with traditional game, we observed the sensitivity towards surround environment on children that were previously only little of the children have the sensitivity, but then the number increased. For example, children can start to work together cleaning the classroom after playing. During the process, solidarity is also formed among them.

Social Insight

Social insight is about finding a solution for problems that emerged amidst children's social interaction. Mean score of social insight is low on both of the interpersonal dimensions, namely social communication and sensitivity. This is because only a few children that have social insight skill. Those are children who are brave enough to take action when a problem arises in the class. For example, two of the kids were fighting over a toy, another kid who witnessed the interaction immediately approached and told them to take turns in playing with the toy. If both children continued to fight until one of them cried, the witness it will report it to the teacher.

It is in line with what Yusuf (2010, p.31) opinion that stated that children's behavior development in adjusting themselves with the applied rules will develop in the society of where those children are in. Socialization behavior is something that is learned, not merely a result of individual's maturity, but also obtained from learning chance from response towards another person's behavior.

Children's proficiency in handling a problem (social insight) in a relation probably means that children have had an experience on the response that they do, so that they can do actions that are within social insight di-

mension. However, some children that still not have good social insight, they probably have not had any experience of that response on their surrounding environment.

There are a few indicators on social insight dimension, those are, finding problem solving that is socially acceptable and skill of understanding any rules related to the interaction. Based on researcher's observation, this dimension has an increase from pre-cycle until cycle 2. Before action, the mean score of children's interpersonal intelligence reached 6.47 on 'very low' category, increasing on cycle 1 into 7.7 in 'low' category and has an improvement on cycle 2 reaching 11.50.

It is because the actions that were given on playing process help children to understand the existing rules in interacting with their friends and improve their problem-solving skill on their own environment. Each action requires children to follow the rule in the game. For example, children were asked to line up according to teacher's instruction, or when the teacher had given the instruction to line up, children ask each other to immediately make a line.

Social Communication

There are a few indicators in social communication dimension, those are, good listening skill and fluent speaking skill and understood by other people. Based on researcher's observation, this dimension has an improvement from pre-cycle until cycle 2. Previously children's interpersonal intelligence reached 7.94 on 'very low' category. It increased on cycle 1 into 9.00 with 'low' category and has an improvement again on cycle 2, reaching 11.90 on 'medium' category. It is because children are capable of listening and talk well and fluently, even though they do not have maximum comprehension yet.

According to Papalia and Feldman (2014, p.261), they stated that children aged 4-5 years old already have the knowledge to communicate, including knowing how to ask about something, how to tell a story, how to start and continue a conversation, and how to give commentary on the listener's perspective. Based on the description of the research result, children's intrapersonal intelligence in-

creased from pre-action until cycle 2. It can be concluded that the improvement is caused by several changes during the action. The change was conducted by the researcher to anticipate children's boredom towards the actions, so that it makes children interested on the given action.

There are two dimensions of intrapersonal intelligence, namely to recognize emotions and self identity and knowing self-wants. Increased intrapersonal intelligence in each dimension shows the diversity of each cycle. The discussion on each dimension is as follows:

Knowing emotions and self-identity

There are several indicators in the dimension of knowing emotions and identity. Based on the observation of researcher, intrapersonal intelligence in children has increased from pre-cycle to cycle 2. Before the action, children's intrapersonal intelligence reached 11.76 with 'very low' category. It increased in cycle 1 to 16.35 with 'low' category and increased again in cycle 2 reaching 19.82 with 'medium' category. It is because in every action taken during the activity, children show their feelings and the teacher stimulates the feelings of children with questions after the game is over.

According to Gardner and Power, children that have the ability to understand feelings, have the ability to control how children show their feelings to others and also be sensitive to other people's feeling. The ability to control their feeling help children to direct their behavior (in Papilia and Feldman, 2014, p. 275). After conducting observations and interviews, the results show that the dimensions of knowing emotions and self-identity always obtained higher score in each cycle than on the dimensions of knowing self-wants.

One of them is because children have not been able to know their own wants, children still need to be directed and guided by an adult to be able to know their self-wants. Like the theory that children aged 4-5 years old have the ability to understand and control feelings related to self-experience. When children have no experience on that particular situation, children can get confused

of their self-wants (Papilia and Feldman, 2014, p.275).

Identify Personal Needs

There are several indicators in the dimension of identify personal needs. Findings showed that this dimension has an improvement from pre-cycle to cycle 2. Previously, the intrapersonal intelligence of the children reached 3.82 with 'very low' category, increased in cycle 1 to 5.00 with 'low' category and increasing again in cycle 2 reaching 6.06 with 'medium' category. This is because children show the ability to know what they want.

Children have the ability to understand the feelings of others. Children understand that feelings are strongly related to experiences and wants (Libble & Thompson, 1998) and contributes to children's ability to make friendship (in Papilia & Feldman, 2014, p. 275). In addition, children know more about each other's identity. This is because in the process of learning in RKT coincides with the theme of 'myself' that is being studied by the children, so children can easily show the desired behavior by researcher.

As for the dimensions of identifying personal need, children still seem to need to be given direction and guidance to find the wants of each child. To be able to know their self-want, children must be given more stimulus to be able to answer the questions from researcher. However, children of 5-6 years old are considered to be able to develop their intrapersonal intelligence.

This is in line with statements from Jamaris and Edwita (2014) stating that children aged 4-6 years' intrapersonal skill develops as they learn to know more about themselves. Santrock (2007, p.378) says that intrapersonal intelligence is related to knowing about themselves which is shown by self-concept which includes recognizing self identity and knowing difference of themselves with others.

Conclusion and Suggestions

Conclusion

Implementation of activities through traditional games can stimulate the develop-

ment of interpersonal and intrapersonal intelligence for children, affecting the level of achievement in accordance with predetermined standards. Through traditional game activities, the interpersonal developed in *Jamuran* is formed as children sing and move together. They learn to work together in running the game smoothly. Children look active and interactive with teachers and peers (interpersonal). As in children's play is shown to express self-emotion and children can express the feeling of self at the end of the game (intrapersonal), this makes the traditional game can be one of the media and methods to increase intrapersonal intelligence.

The interpersonal intelligence of the RKT kindergarten children A can be improved using the traditional game of mushrooms. This is evident through the overall improvement of interpersonal intelligence on the cycles. At first, the mean score of interpersonal intelligence was 22.60 on 'very low' category, increasing to 27.10 in cycle 1 (low category) and increase again in cycle 2 with 34.70 on 'medium' category.

The intrapersonal intelligence of RKT A-level kindergarten students can be improved by *Jamuran* traditional game. This can be seen in the improvement of overall intrapersonal intelligence from pre-cycle with an average score of 16.80 with very low category increased in cycle 1 to 21.40 with low category and increasing again in cycle 2 to 25.90 with medium category can be in the form of finding generalization according to the research problems, or recommendations for further steps. Meanwhile, suggestions can be in the form of input/proposition for future researchers, or implicative recommendations from the research findings.

Suggestions

The school should keep trying to improve the development of interpersonal and intrapersonal intelligence of their students and create learning conditions that pay attention to the facilities and infrastructure to support the development of their interpersonal and intrapersonal intelligence.

Classroom teachers should be more creative in creating a classroom with a conducive

atmosphere and create a medium to stimulate interpersonal and intrapersonal development of children by creating a fun condition, preventing students from feeling bored with the learning activities.

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Effectiveness of face-to-face and webinar combination in increasing understanding on school wellbeing for elementary headmasters in Yogyakarta Special Region

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Abstract

This research aims to determine the effectiveness of face-to-face and webinar combination in increasing elementary school headmasters' comprehension on *School Wellbeing* in Yogyakarta Special Region. This study used a quasi-experimental design. The subject of the research is 29 elementary school headmasters across Yogyakarta Special Region (abbreviated as DIY) that have participated in pretest, initial face-to-face session, webinar sessions, final face-to-face session, and posttest. The data analysis used t-test analysis using SPSS version 21 to analyze School Wellbeing, pre and post training. The result of the research shows that the combination of face-to-face and webinar sessions is proven effective to increase the comprehension on School Wellbeing of elementary school headmasters across DIY. However, after being reviewed from the process, the training session needs to be revised considering that many of the participants did not follow the entire session due to the clashing of participants' personal schedule and training session.

Keywords: *face-to-face, headmaster, school wellbeing, understanding, webinar*

Introduction

Society typically agrees that school creates a path to a better future through academic achievements. In Indonesia, it is common for academic achievement to be the benchmark for both elementary to higher education student and school's success. Students with high national exam scores will receive more acknowledgment from family, school, and society. Their school will also be viewed as a top rank school among society. Therefore, parents and teachers actively support students in gaining high academic achievement, one of which is through their efforts to prevent mockery, marginalization, or feeling of guilt on students with poor academic achievement (Zhang, Tze, Buhr, Klassen, & Daniel, 2015). The school's high expectation contributes to the high negative emotion that students experience (Verma et al., 2002).

Meanwhile, various research argued that the role of schools is not limited to creating a

better future life. Instead, their most important role is to increase the wellbeing of children and teenagers (Hamilton & Redmond, 2010). Watson et al. (2012) found that teachers and students perceive school as an essential place to build interpersonal relationships. In this case, well-being is seen within the context of relation. In other words, students, school employees, and teachers go to school because they need other people. According to a qualitative study by Thomas (2016), people desire to receive recognition, characterized by being known personally, cared for, understood, respected, and valued through their achievement and contribution. These are all aspects that students should expect to receive from their teacher, fellow students, and family.

Similarly, Dehuff (2013) found that students' relationship with teacher, school staff, and fellow students is an essential factor to actualize their well-being. The relation between students and school will grow stronger when the former feels well-known

personally, recognized, and noticed, allowing them to consider the school as their family. The above studies highlighted the importance that all parties understand and optimally apply school wellbeing to develop their students' potential.

Various journals and literatures have socialized and emphasized the importance of broadly implementing the concept of 'School Wellbeing' at schools. On the field, the society's understanding about School Wellbeing is still limited. Both teacher (key implementer of education at school) and headmaster (one of the authority figures in determining the school's internal regulation) have not thoroughly understood the concept of School Wellbeing (Setiyowati & Hamsyah, 2016). A formal visit between CPMH (Center for Public Mental Health) of Universitas Gadjah Mada and the head of Department of Education, Youth and Sports DIY on October 20, 2015, resulted in an agreement that involving school stakeholders from all educational levels to implement School Wellbeing is important. They also agreed upon the importance of establishing an elaborate and written mental health care system that is evident in school regulations so that School Wellbeing can be achieved.

Mental health improvement program exists in both junior and senior high school. However, no mental health program is found at the elementary school level even though it is one of the most significant educational phases in teaching values. A good school mental health system, which is particularly seen through its' rules and regulation that support School Wellbeing, is expected to prevent student problems in the future. Socialization about mental health issues from elementary to higher education level is a strategic step towards School Wellbeing Indonesia (Setiyowati & Hamsyah, 2016).

A survey on elementary school headmasters in DIY found that schools that support their students' wellbeing will have adequate physical facilities, alongside high standard of security and comfort for the students, with a real benchmark. Based on discussion and survey, it became apparent that expanding the elementary school headmas-

ters' knowledge and capability regarding leadership and school management are important steps to the actualization of School Wellbeing (Setiyowati & Hamsyah, 2016).

One of the efforts to equip headmasters with the knowledge and skills on school management that support School Wellbeing is through a combination of face-to-face and webinar teaching method. This combination allows them to cover each of their weaknesses. Face-to-face method is considered valid because the learning process can be done directly, allowing several School Wellbeing strategies to be conveyed and discussed. It also enables thought exchanges about how each school implemented and actualized their School Wellbeing. Participants can ask questions if they have difficulties understanding the materials. However, considering the limitation of time and place, the method should be combined with another to strengthen the headmasters' School Wellbeing capacity optimally. Thus, the webinar was chosen as the perfect method.

The webinar is an interactive training session done through the internet (Moorhead, 2009). Stein et al. (2010) added that webinar is an online interactive seminar at a predetermined time. It differs from a webcast in that information can be exchanged both ways. In other words, the audience can initiate real interaction with the instructor (Moorhead, 2009). It has been increasingly popularized for the past few years in the educational setting. The connection on a webinar is made for easy use through its' neat design. Webinar audience are only required to click a particular link to be instantly connected with an online meeting room. Meanwhile, others without access can listen to the webinar through a phone call. Further, it is equipped with a recorder and chat pod application, allowing participants to interact amongst each other, as well as with the instructor, without interrupting the discussion (Grant, 2009). Malik et al. (2015) tried to explore engineers' reception towards webinar based on four aspects, namely (1) perceived benefit, (2) ease of use, (3) efficacy method and (4) intention in using. The research result shows that the convenience of using webinar and efficacy method relates positively to the

intention of using webinar. The easier it is for people to use webinar; the more people intend to use webinar.

The essential components of webinars include audience, presenter, facilitator, presentation, and software used during the webinar process. The webinar steps are (1) planning (invitations sent to the applicants), followed by registration process to obtain applicants according to plan, (2) delivery and (3) post-mortem, a closing statement that thank the entire participants as well as relay the webinar result to all team members. On a successful webinar, each component and process function optimally in building a dynamic interaction between participants (Moorhead, 2009).

Several tryouts have been done to test the effectiveness of webinar; showing positive results. A research done by Agnes (2012) showed that the involvement in webinar predicts students' behavior and involvement in online learning, whether based on experience nor through a positive change of mindset. Webinar students are satisfied with the webinar discussion, feeling more connected with fellow participants.

In training professional clinical researchers, the use of synchronous webinar was found to be effective in educating clinical participants to report adverse events. The participants report that high satisfaction level towards webinar method is related to accessibility, range, quality, and interactivity towards the program to expand their professional ability (Borgenson & Dino, 2012). Reinke et al (2012) also prove that end of life care on COPD (Chronic Obstructive Pulmonary Disease) can be well received through webinars. Moss et al. (2012) found that webinar could increase the number of teenagers who receive vaccination in the last month.

Although several types of research have proven the effectiveness of webinar method, Hudman et al. (2015) seem to have found a contradictive result. On CPE (Continuing Pharmacy Education): Do Ask, Do Tell activity, an approach to stop smoking habit is more useful to be given through face to face method than a webinar. Similarly, Sargeant et al. (2006) also found that webinar could not

build a sense of togetherness compared with face to face discussion. Online learning process often causes the disconnected feeling, whether observed from the material side, participant side, facilitator side, or feedback side.

Based on the research, the combination of face to face and webinar is assumed to complement each other as a method to increase the knowledge of School Wellbeing. We aim to test the effectiveness of the face to face and webinar combination in increasing headmasters' comprehension of School Wellbeing. There is a difference in the elementary school headmasters' level of comprehension of School Wellbeing before and after the combined face-to-face and webinar training, in that the comprehension level after training is higher than before training.

Method

This is a quasi-experimental research, defined as an experiment that has action and measurement of experiment unit impact without the use of random assignment, creating a comparison to conclude changes caused by the action (Cook & Campbell, 1979). The quasi-experiment method was used because training process cannot be controlled.

We began the research by conducting a pretest to measure the headmasters' initial knowledge about the concept and application of School Wellbeing. Next, lecture and a short training on webinar were conducted. Webinar was consecutively conducted for four times for four weeks in the following week and ended with a final face to face meeting to sharpen the concept and application of School Wellbeing. This is done to pull a conclusion out of the activities. We also conducted a post-test to measure the participants' understanding of the concept and application of School Wellbeing.

The subject of the research is 29 headmasters throughout DIY who have followed pretest, initial face to face session, webinar sessions, and final face to face session. During the initial face to face session, there were 80 headmasters throughout DIY, consisting of 20 people from Bantul district, 20 from Kulon Progo district, 20 from Gunungkidul

district, and 20 from Yogyakarta. Headmaster representatives from Sleman district were not present due to administrative reasons. However, because the training participants who fully completed pretest and posttest and following webinar sessions are only 29 participants, therefore the headmasters that become the subject of this research are only 29.

Based on Table 1, it can be concluded that the Comprehension Scale about School Wellbeing on elementary school headmasters measures their concept and practical comprehension on School Wellbeing. *Concept comprehension* is an understanding about the concept of School Wellbeing that includes (a) essential component of academic achievement (no. 1), (b) reward and punishment system and strategy for the students (no. 2 and 4), (c) perception towards students' potential (no. 3), and (d) perception towards students with special needs (no. 9). *Practical comprehension* is an understanding of the implementation of the School Wellbeing concept at school. Practical understanding includes: (a) recognition and treatment towards the students with mental problems (no. 5, 6, and 10), (b) ability to build a habit of respecting each other (no. 7), and (c) ability to detect student's mental health problem (no. 8).

Table 1 also shows 10 points of statements in a scale, consisting of seven favorable and three unfavorable questions. The scores for the favorable questions are 1 (very less), 2 (less), 3 (moderate), 4 (good), and 5 (very good). Meanwhile, the scores for unfavorable questions are 1 (very good), 2 (good), 3 (moderate), 4 (less) and 5 (very less).

A total of 80 questionnaires were handed out to the participants. During the posttest, only 29 questionnaires were collected. Thus, only 29 questionnaires could be analyzed to explore the elementary school

headmasters' different level of understanding School Wellbeing before and after training. The data were analyzed using quantitative analysis with T-test using SPSS 21 program to measure differences between headmasters' comprehension on School Wellbeing before and after training.

Training Procedure

The training titled 'Visionary Headmaster Forum' was conducted on November 10, 2015, using face to face method during the initial process. It presents materials about the concept of School Wellbeing by Prof. Dr. Amitya Kumara, M.Si (psychologist), and Leadership with Positive Work Attitude by Drs. Sumaryono, M.Si.

After the first face to face lecture session, training was followed by a webinar session one week later. It was consecutively done for four weeks with the following detail: *The first webinar* was conducted on November 18, 2015. The webinar emphasizes the importance of school's role in securing and optimizing student's mental health, which was presented by Dr. Diana Setiyawati; followed by 40 headmasters. *The second webinar* was conducted on November 26, 2015, with the material about the importance of appreciation towards the whole school system which was presented by Nurul Kusuma Hidayati M.Psi., Psi and Fuad Hamsyah, M.Sc; followed by 20 headmasters. *The third webinar* was conducted on December 2, 2015, emphasizing the importance of observing learning process from the student's point of view as a teacher (from the development characteristic and the student's individual difference), presented by Kartika Nur Fathiyah M.Psi., Psi. and Dr. Diana Setiyawati; followed by 17 participants.

Table 1. Framework of comprehension scale and school wellbeing implementation on elementary school headmasters in DIY

No	The Revealed Aspects	No. favorable item	No. favorable item
1.	Concept Comprehension	3, 4	1, 2
2.	Practical Comprehension	5, 6, 7, 8, 9	10
	Total	7	3

The fourth webinar was conducted on December 9, 2016. The material describes the leadership that is expected from visionary headmasters, which was presented by Farah Aulia M.Psi., Psi. and Nurul Kusuma Hidayati M.Psi., Psi; followed by ten headmasters.

The sequence of a webinar for four weeks was later closed with a face to face seminar conducted on December 16, 2015. The speaker was Prof. Djamaluddin Ancok, Ph.D. with the theme about how to face difficult school elements, and Yuli Fajar Susetyo, S.Psi., Psi., M.Si. with the theme of headmasters that are prospering the school. The number of participants who were present was 41 participants.

Findings and Discussion

Findings

Analysis of research sample can be seen on Table 2. Table 2 shows that the total mean of pretest was 39.79 and posttest mean is 42.52. Further, the analysis about the difference between pretest and posttest can be seen in Table 3.

Based on Table 3, it can be concluded that based on the correlation between pretest and posttest 0.551 and significance number 0.002. Because the probability is < 0.05 , thus nil hypotheses are rejected. Therefore, between pretest and posttest has a significant relation. This result shows that there is a significant difference between headmaster's comprehension level about School Wellbeing between pre and post training. Observing from the mean, the total of posttest mean score is 42.52, meanwhile the total of pretest score mean is 39.79. This result shows that posttest result is better than pretest.

Discussion

Our findings reveal that the elementary school headmasters' knowledge on School Wellbeing is higher after the face-to-face and webinar combination training. This result supports the previous explanation that face-to-face and webinar method combination could complement each method's weakness, making it an effective strategy to increase comprehension. The chance to interact in real life with the presenter can be facilitated through the webinar (Moorhead, 2009) and face-to-face session. In other words, participants can raise questions or arguments about things that puzzle them. The combination of face-to-face and webinar could accommodate participants who came from other regions. Participants are still able to follow the material and interact with the presenter during the webinar session at their respective school location. Thus, solving the issue of time and space limitation.

As a whole, the training went according to the objective of the program. The participants showed high enthusiasm by actively raising questions and engaging with the training program. This program made all the parties aware of the need for more forums intended for sharing and consultation, as well as increase the headmasters' knowledge and skill regarding leadership and school management. A clear implication of this program is the creation of School Wellbeing program in one of the participating schools namely Sendang Sari State Elementary School, located in Pajangan, Bantul.

Although face-to-face and webinar combination training prove to be effective in increasing headmasters' comprehension about School Wellbeing, several limitations of this training need to be improved to ensure opti-

Table 2. Paired samples statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	39.79	29	4.021	.747
	Posttest	42.52	29	4.163	.773

Table 3. Paired samples correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	29	.551	.002

mal training. A few technical problems include weak internet connection and participants' lack of experience in using the webinar program. However, these technical problems were handled well during the actual program, preventing any significant interruption.

There were differences between the number of participants who participated in the face-to-face and webinar sessions. More participants were found in the face-to-face compared to webinar session. This may be explained by the time and technical constraint regarding the webinar, causing an inconsistent number of participants. However, more questions could be accommodated and answered in the webinar session.

It is crucial to choose appropriate timing for both training and monitoring of the participants to ensure a consistent number of participants. It would also help to ensure that participants are implementing the training program consistently and correctly. Participants who are not able to follow the webinar session could access the recording of the session from the facilitator.

Conclusion and Feedback

This activity could increase the awareness of headmasters in Yogyakarta about the importance of school in developing student's mental health, also known as *School Wellbeing*, a school system that promotes a sense of ease and belonging.

Webinar method is suitable for this training series, giving headmasters the chance to follow the training session without having to come directly to the seminar. It also minimizes cost and provides a more flexible time to answer questions thoroughly. Several technical problems existed, but none caused significant problems.

The benefit of this activity is that headmasters are more aware of the importance of forming School Wellbeing and their role in actualizing the program within their respective schools. From this training session, headmasters also have a forum to share each other's stories and consult about the cases that occurred in their school.

Future activities could focus on increasing the educational level of the headmasters

and number of participants, both during the face to face or webinar. A step-by-step webinar activation guide should be made to be communicated during face-to-face session or in the form of a soft-file that could be accessible at any time to limit technical issues.

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Happiness of primary school teachers reviewed from the Big Five personality theory

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Abstract

This study aims to assess: (1) teachers' happiness level, (2) dimensions of teachers' personality, and (3) effect of the big five personality dimensions on the happiness of primary school teachers in Belik. The research applied a quantitative descriptive method with the ex-post facto approach. It took place at primary schools in Belik. The subject consisted of 210 primary school teachers in the District of Belik. The sample was established using the cluster random sampling technique. The data were collected through questionnaires, the big five was measured by an instrument called BFI, and PANAS-X and SWLS for data on happiness. The data were analyzed using the multiple regression at the significance level of 5%. The result of descriptive statistic analysis showed that: teacher's happiness in Belik was high, for the big five dimensions of personality, the highest was extraversion followed by agreeableness, conscientiousness, openness, and neuroticism. The statistics quantitatively suggested that the types of personality significantly affected the teacher's happiness. The Extraversion personality dimension gave contribution of 2.85%, agreeableness of 2.25 %, openness of 3.80% and neuroticism of 2.13% of happiness.

Keywords: *happiness, theory of personality, the Big Five*

Introduction

Happiness is the source of strength in life, which is very important because everyone search for it. Many ways are done in order to live happily. This is not limited to making ourselves happy, but also to spread happiness to our surroundings.

The word happy has a different meaning from joy. Philosophically, the word happy can be interpreted as perfect spiritual comfort and pleasure as well as a sense of satisfaction, the absence of defects in the mind so to feel calm and peaceful (Bestari, 2015). Joy is a feeling of satisfaction, a relief that is part of the word happy.

Happiness is closely related to the psychological condition of the individual (Bestari, 2015). For example, the happiness that comes when someone buys a car may not reflect the feeling of other individuals under the same situation. Each individual has a different perspective on happiness because it is subjective. Happiness is abstract and intangible, it can only be felt.

Happiness is related to the human emotional response that leads to positive emotions. It is gained from positive emotions as well as positive activities, where one respond to something positively. Positive emotions are also classified into three categories: those relating to the past, present, and future. The past involves interpreting what has happened, while the present reflects how one deals with what is currently happening. Additionally, positive emotions are also associated with the future through optimism, hope, faith, and trust (Seligman, 2002).

Emotion possesses at least two aspects: positive and negative affects (Carr, 2004, p.2). Positive affects such as feeling happy, confident, eager. Negative affects such as worry, fear, anxiety, shame, anger, sadness (Carr, 2004, p.3).

The Indonesian government also gives their people the right to be happy. The right of happiness refers to Law No. 39 of 1999 article 9, paragraph 2 on Human Rights, which states that 'Everyone has the right to

live peacefully, safely, happily, physically and mentally prosperous’.

The level of happiness can be affected by personality traits (Soto, 2013). For example, living a life that consistently produces positive emotions will likely affect the level of happiness. These positive affects include a good mood, which usually leads to socializing, generosity, and exploratory behavior. The study was supported by Bruck and Allen (2003) and Kandler (2012) who found that emotionally stable individuals tend to be more secure, confident, and capable of stress management (Yazdi, 2015).

Trait is one of the most crucial factors with long-term effects on happiness. Previous studies have shown that happiness relates to life and circumstances, namely the personality reaction to life events that are more important than self-events and reactions on events influenced by personality traits (DeNeve & Cooper, 1998).

Many words can describe personality traits. McCrae and Costa (2006) stated that the big five personality traits are neuroticism, extraversion, openness, agreeableness, and conscientiousness. These are commonly referred to as ‘The Big Five Personality’. With a variety of different properties, it encourages individuals to respond using different perspectives.

A consistent pattern of such behavior can be integrated into individual concepts and other psychological systems, thereby leading to an increase in extraversion, agreeableness, and openness to experience. Conversely, a life situation that consistently produces negative emotions can cause individuals to behave unpleasantly, be quiet, self-centered, cautious and accompanied by negative mood (Rubin & Burgess, 2001). In terms of personality traits, this will manifest as an increase in neuroticism, and a decline for extraversion, agreeableness, and openness to experience.

Placement of the right person on a job, needs to consider personality traits of the person first, whether it is in accordance with the job to be positioned. Incompatibility of a person's personality towards assigned work will result in harm to both the company as well as to the person themselves. These losses

can include low labor productivity, frequent employee absenteeism, increased cost loss and time for retraining of employees.

Smith (2007) found that there are many teachers who feel unhappy with their life. A survey on twelve professions considered to be happiest, showed that teacher did not make it into the list (Aziz, 2011). This created speculation whether from the profession or from the trends of personality traits possessed.

The Third National Working Conference Teachers Association of the Republic of Indonesia in January 2016, found that the largest complaint is on delayed disbursement of benefits. Additionally, they felt disappointed about the extremely high requirements for receiving allowances, complicated promotion process, functional positions, small income of honorary teachers, as well as uneven special allowance. This is all despite the large responsibility placed on teachers. Further, the ratio of teachers and students is often imbalanced. Moreover, there are strong moral and ethical demands closely attached to the teachers, ranging from speech to behavior. For all that, a teacher must continuously harness quality and build personality (Amiranti, 2016).

There are approximately a total of 50 elementary school teachers in the district of Belik, Pemalang, Central Java. Elementary teachers not only teach school materials but also acts as role models. Every teacher in Belik District Elementary school have various traits, resulting to schools having to deal with different types of traits. The personality trait that support happiness are often ignored. From the above background and the fact that no research has been done in Indonesia, we aim to study the happiness of elementary school teachers as seen through the Big Five personality theory.

The purpose of this research are: (1) to discover the level of happiness in primary school teachers in Belik District, (2) to discover the big five personality dimension of primary school teacher in Belik district, and (3) to explore whether there is the influence between the personality dimensions of the big five to the happiness at Primary School in Belik District.

Method

The Ex-Post facto approach was used in this research. In other words, this research was conducted to examine the events that have occurred and explore the factors that precede or causes the events (Sugiyono, 1992, p.3). This approach was used to determine the trait of the teachers which must be seen from previous events, allowing us to see the effect attitude on elementary school teachers' personality trait.

The research was conducted at elementary schools across Belik district, Pematang Regency, between September 2016 until June 2017. Elementary school teachers from Belik District were recruited as the population of this study. The samples were taken from Belik district because they represent both public and private schools, amounting up to 455 teachers. Thus, the sample should be at least 205 subjects with a 5% significance level based on the Morgan table calculation. The sampling was done by cluster random sampling.

Data collection was done using a questionnaire method by providing a list of questions to be answered. More specifically, we used a Likert scale.

Instrument of Data Collecting

Happiness was measured using PANAS-X scale (Positive Affect and Negative Affect Schedule) created by Watson and Clark in 1994. PANAS-X is used to describe two significant dimensions of mood (Watson & Tellegen, 1988 in Watson & Clark, 1994), namely positive and negative affect. Items to measure positive and negative affect were on a scale of one (never feels happy) to five (often feels happy).

The Big Five Inventory (BFI) module is based on a Five-Factor Theory from McCrae and Costa (2006) consisting of 45 items with 39 positive items and six negative items.

Validity in this research was achieved through content validity. It is the estimated validity based on the feasibility or relevance of the test contents through expert judgment (Azwar, 2012, p.42).

After the instrument was constructed based on a theory, we consulted it with a panel of experts (expert judgment). The experts were asked to give their opinion on the instruments prepared. Firstly, language expert (Indonesian and English) was consulted to assess the quality of the translation. At this stage, any inaccurate translations were corrected. Repaired items such as blue which mean sad, downhearted means melancholy, disgusted with myself means feeling disgusted on himself, hostile means not friendly, joyful means cheerful, daring means brave, alert means alert, attentive means attention. In the first expert was done within a week.

After completion of the first expert judgment (the validation of the language from English to Indonesia), the second language validation was conducted, namely the compatibility of Bahasa Indonesia with the language of Psychology. There are some that have not been appropriate, then researchers consult with experts until the item is appropriate, for example: scared which means less bold, blameworthy meaning to be blamed. It took nine days to complete the second expert judgment.

Reliability

Reliability test (internal consistency) was conducted to avoid problems usually caused by re-examination and parallel-shaped approaches. The data was collected through a single-trial administration procedure. This method has high practicality and efficiency value compared to re-test and parallel procedure (Azwar, 2012, p.59).

The subjects were tested once before being analyzed using the Cronbach Alpha technique with the help of the SPSS program. The instrument reliability level can be seen from the Alpha coefficient; it is stated that the instrument is considered reliable if the reliability coefficient is between 0.5-0.6.

Table 1. Result of reliability test of the happiness

Dimension	Cronbach's Alpha	N of Items
Negative affect	.895	31
Positive affect	.950	22

Table 1 shows that the happiness variable is reliable. No items were eliminated from the negative affect dimension, whereas two items were taken out of the positive affect dimension namely number 22 (dumb-founded) and 24 (wonder). Thus, the alpha coefficient showed 0.895 for negative affect and 0.950 for the happiness dimension. In other words, they are all reliable because their reliability score is above 0.5. Similarly, in terms of personality, all the dimensions are proven to be reliable (see Table 2).

Table 2. Result of reliability test dimension of the Big Five

Dimension	Cronbach's Alpha	N of Items
<i>Extraversion</i>	.822	5
<i>Agreeableness</i>	.762	3
<i>Conscientiousness</i>	.719	3
<i>Neuroticism</i>	.677	3
<i>Openness</i>	.916	10

Technique of Data Analysis

The data were analyzed using descriptive and inference analysis. Data description within this study used high and low category to categorize each dimension. Meanwhile, inference analysis using multiple regression was done to answer the research hypothesis, namely that personality traits affect the happiness level of teachers in Belik district.

Findings and Discussion

Description based on Categorization on *The Big Five* Dimension

The description of each dimension is created based on the categorization from the

criteria of each dimension of The Big Five. The categorization calculations result based on each dimension of The Big Five is shown in Table 3.

Table 3 shows that there are 135 subjects with high extraversion, while the remaining 75 subjects are considered to have low extraversion. Thus, teachers in Belik district can be said to have high extraversion.

In terms of agreeableness, 123 subjects were categorized into having high agreeableness. Meanwhile, 87 subjects were categorized into having low traits of agreeableness. This indicates that there are a fairly significant number of subjects with agreeableness traits.

Next, there are 120 subjects with high conscientiousness and 90 subjects with low conscientiousness. This shows that the majority of the subject had high conscientiousness.

In the neuroticism dimension, most subjects were in the high category (N = 146), while in the dimension of Neuroticism, most subjects are in the low category of 64 subjects and 64 subjects were found in the low category. This shows that most subjects have high Neuroticism.

Lastly, there are 104 subjects with high openness and 116 subjects with low openness. This condition suggests that most subjects have a high openness trait.

Description of Happiness

The descriptive data on the happiness of elementary school teachers in Belik District can be seen in Table 4. Table 4 shows that the highest positive affect score is 118 and the negative affect is 140. Meanwhile, the lowest

Table 3. Categorization dimension of the *Big Five*

Dimension	Median	Categorization	Subject Quantity
<i>Extraversion</i>	27	X > 27	High 135
		X < 26.9	Low 75
<i>Agreeableness</i>	28	X > 28	High 123
		X < 27.9	Low 87
<i>Conscientiousness</i>	27	X > 27	High 120
		X < 26.9	Low 90
<i>Neuroticism</i>	25	X > 25	High 106
		X < 24.9	Low 104
<i>Openness</i>	33	X > 33	High 116
		X < 32.9	Low 104

score of positive affects is 30 and the lowest score of negative affects is 41.

The category for happiness is divided into two, namely high and low for every aspect. The description can be seen in Table 5.

Table 5 shows that there are 106 subjects with positive affect and 104 subjects with negative affect. This indicates that someone is said to be happy when he or she shows a high positive affect score. Thus, it can be concluded that teachers in Belik District are quite happy. According to the gender, women also tend to be happier.

Result of Hypothesis Test

The hypothesis test used a multiple linear regression with the aid of the SPSS for windows version 16.00. Several pre-tests were conducted prior to performing the regression test, namely (1) normality test, (2) auto-correlation test, (3) multicollinearity, (4) heteroscedasticity, and (5) linearity test. Result from the normality test showed that the residual data were not distributed normally.

Auto-correlation test was used to explore whether autocorrelation exist based on the Durbin Watson test that could be seen from the multiple regression result. Based on the Durbin Watson, the test obtained a dL score of 1.707 and dU of 1.831, so $(4 - 1.874) = 2.216$. If $1.874 > 1.831$ then it is assumed that there is no positive autocorrelation. If $2.216 > 1.831$ then there is no negative autocorrelation. Thus, the regression model showed no autocorrelation (Suharjo, 2008, pp.94-96). Because Durbin Watson > 1.831 , then there is no autocorrelation within this model.

Multi-collinearity was conducted to ensure that the independent variables of the re-

gression model are not inter-correlated. Multi-collinearity is seen through the Variance Inflation Factor (VIF) of each predictor. A variable is considered to be free of multi-collinearity when the VIF score does not exceed 10. From the above table, it can be seen that the vulnerable value is narrow, that is in extraversion 0.880 to 1, 1137. The agreeableness is from 0.874 to 1.144. Conscientiousness range from 0.946 to 1.057. While neuroticism 0.980 to 1.020 and openness 0.951 to 1.051. Because the range is narrow, VIF score close to one, it can be concluded that there is no multi-collinearity in the regression model (Sumanto, 2014, p.166).

The heteroscedasticity test is performed to determine the similarity of the residual data's variance from one observation to the next. Heteroscedasticity happens when the variance error (ϵ_i) for some values change. Constant detection is done by looking at the graph between the X and Y axes.

Figure 1 and 2 reveals that there are dots spread below and above the Y axis, showing no regular pattern. Thus, it can be concluded that the variable above shows no Heteroscedasticity (Sumanto, 2014, p.170).

The research hypothesis states that there is an effect between the Big Five personality trait towards happiness. The personality dimension consists of Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness. The hypothesis testing used multiple linear regressions with the help of SPSS for Windows 16.00 version. The alternative hypothesis will be accepted if the significance value if below 0.05. Meanwhile, if the significance exceed 0.05 then the null hypothesis will be accepted.

Table 4. Descriptive data of teachers happiness

Dimension	Min Value	Max Value	Mean	Median	Std. Dev	Var
Positive Affect	30	118.00	90.566	92.000	1.372	188.275
Negative Affect	41	140	71.857	71.000	1.223	149.61

Table 5. Description Based on Happiness Category

Dimension	Median	Category	N
Positive Affect	92	Male	48
Negative Affect	71	Female	68

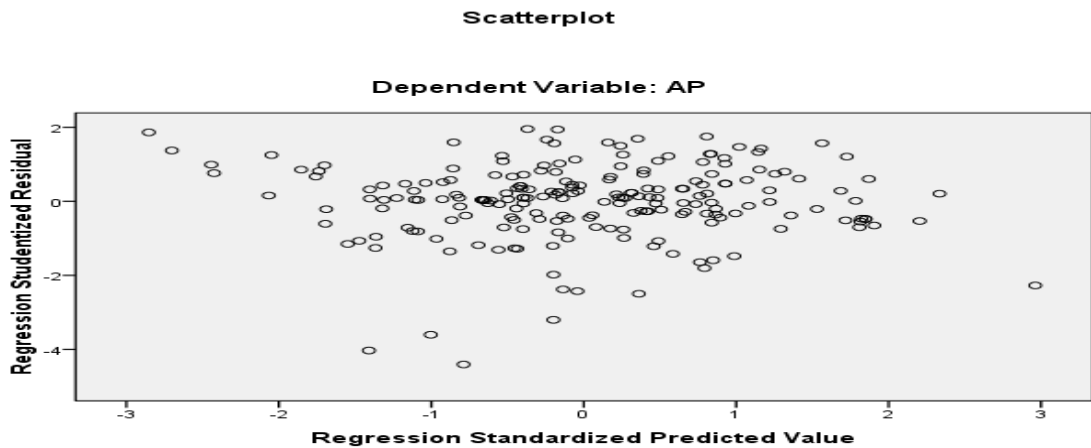


Figure 1. Heteroscedasticity test of positive affect and the Big Five

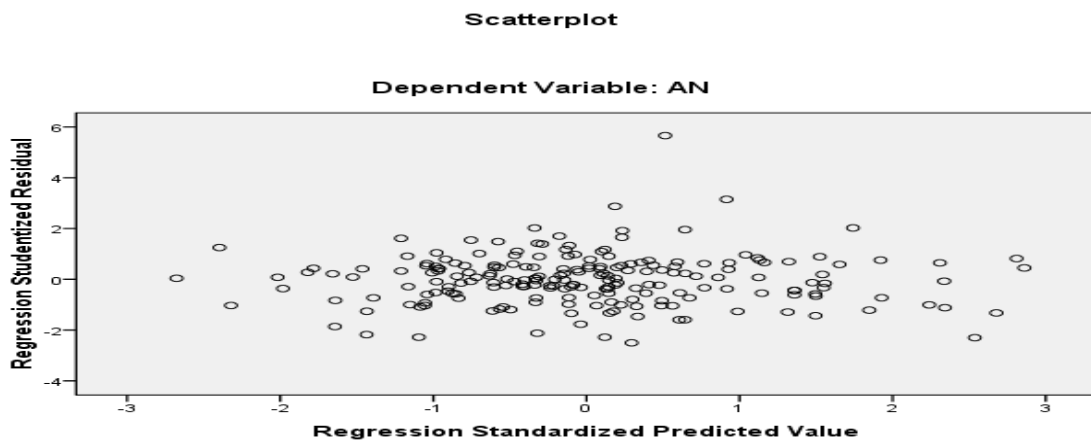


Figure 2. Heteroscedasticity test of negative affect and the Big Five

Table 6. F-test of positive affect with the Big Five

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4494.634	5	898.927	5.261	.000 ^a
Residual	34854.933	204	170.858		
Total	39349.567	209			

F test was used to determine whether the big five personality dimensions simultaneously have a significant effect on happiness. The used significance value is 0.05. If $F > F$ statistic, then H_a is accepted, namely that personality dimensions have an effect on happiness.

Table 6 shows that the value of F is 5.261 with a significance level of 0.000, so it can be concluded that big five personality dimensions have a significant influence on positive affect (happiness).

From Table 7, it can be seen that the score of F value is 4.484 with a significance level of 0.001, so it can be concluded that big five personality dimensions have a significant influence on negative affect of happiness.

The determinant coefficient (R^2) is used to explore the relationship between several variables in a clearer definition. The coefficient of determination will explain how much change or variation are present in other variables. That is the variable dimension of the big five personalities to contribute to the hap-

piness in the unit percentage. From determination test showed that the value of R Square 0.114, it shows that openness, conscientiousness, neuroticism, extraversion, and agreeableness has 11.4% influence to happiness, particularly positive affects. Meanwhile, they contributed 0.99% to the negative affect within the happiness scale.

Constant is the constant of regression equation or commonly called by intercept. The table above shows the constant score of 40.535, a regression coefficient X1 of 0.360, a coefficient of regression X2 of 0.947, a regression coefficient X3 of 0.633, a regression coefficient X4 of -0.586, and a regression coefficient X5 of 0.357. Based on these data, a multiple linear regression equation can be written as follows:

$$Y = 40.535 + 0.360 X1 + 0.947 X2 + 0.633 X3 + -0.586 X4 + 0.357 X5$$

Results of the coefficient regression analysis between the Big Five to the negative affect can be seen in Table 9. It shows that there is a constant score of 101.04 and some regression coefficients of -.798, -.374, 0.136, 0.500, and -.413. Thus, the multiple linear regression equation is specified as follows:

$$Y = 101.04 + -.798 X1 + -.374 X2 + 0.136 X3 + 0.500 X3 + -.413 X5$$

Based on the results of hypothesis test above, it can be concluded that there is a positive contribution and significant personality dimensions of the Big Five to happiness, especially negative affect teachers in Elementary School in Belik District, Pemalang regency, Central Java. The T-test was used in order to determine whether the personality dimension of the Big Five is partially significant to happiness. The used signification is 0.05. If the significance value is below 0.05

Table 7. F-Test of negative affect with the Big Five

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3096.573	5	619.315	4.484	.001 ^a
	Residual	28173.141	204	138.104		
	Total	31269.714	209			

Table 8. Result of coefficient and T test influence Big Five on positive affect

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
1 (Constant)	40.535	16.868		2.403	.017			
E	.360	.327	.077	1.100	.272	.161	.077	.073
A	.947	.345	.194	2.746	.007	.252	.189	.181
C	.633	.319	.134	1.984	.049	.175	.138	.131
N	-.586	.316	-.123	-1.855	.065	-.137	-.129	-.122
O	.357	.265	.091	1.349	.179	.139	.094	.089

Table 9. Result of coefficient and T test influence the Big Five on the negative affect

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
1 (Constant)	101.004	15.165		6.660	.000			
E	-.798	.294	-.192	-2.713	.007	-.250	-.187	-.180
A	-.374	.310	-.086	-1.206	.229	-.142	-.084	-.080
C	.136	.287	.032	.475	.635	.013	.033	.032
N	.500	.284	.118	1.762	.080	.151	.122	.117
O	-.413	.238	-.118	-1.733	.085	-.173	-.120	-.115

then H_a is accepted, namely that the Big Five personality dimensions partially affects happiness. Table 8 shows:

Influence of Extraversion (X1) on Positive Affects

Extraversion has a sig value of 0.272 (> 0.05). It indicates that extraversion has no effect on positive affects.

Effect of Agreeableness (X2) on Positive Affects

Agreeableness has a sig value of 0.007 (< 0.05), showing that it (X2) has no effect on positive affects. Partial correlation test obtained $r = 0.189$. Thus, Agreeableness contributes to positive affects in 0.0357 or 3.57%.

The Influence of Conscientiousness (X3) on Positive Affects

Conscientiousness (X3) has a sig value of 0.049 (< 0.05), meaning that it has an effect on positive affects. Partial correlation obtained $r = 0.138$, which shows that it contributes to positive affects as large as 0.0190 or 1.90%.

The Influence of Neuroticism (X4) on Happiness

Neuroticism has a Sig value of 0.65 (> 0.05). It indicates that it has no effect on happiness.

The Influence of Openness (X5) on Happiness

Openness has a Sig value of 0.179 (> 0.05). Hence, there is no influence of Openness to positive affects.

From the t-test or partial test in Table 9, the influence of each dimension of the Big Five with negative effects are as follows:

Influence of Extraversion (X1) on Negative Affects

Extraversion has a Sig value of 0.007 (< 0.05), so that it has influence on negative affect. Partial correlation test obtained $r = 0.187$, meaning that the effect that extraversion (X1) has on negative affects is 0.3496 or 34.96.

The effect of Agreeableness (X2) on Negative Affects

Agreeableness has a sig value of 0.229 (> 0.05). It indicates that Agreeableness (X2) has no effect on positive affects.

The Influence of Conscientiousness (X3) on Negative Affects

Conscientiousness (X3) has a Sig value of 0.635 (> 0.05). Therefore, it indicates that Conscientiousness has no effect on negative affects.

The Influence of Neuroticism (X4) on Negative Affects

Neuroticism has a Sig value of 0.80 (> 0.05). It shows that Neuroticism (X4) has no effect on happiness.

The Influence of Openness (X5) on Negative Affects

Openness has a Sig value of 0.85 (> 0.05). It means that Openness (X5) has no effect on positive affect.

Conclusion and Recommendation

Conclusion

Based on the results of the hypothesis test, the following conclusions are obtained: (1) The Big Five personality dimensions which are found in primary school teacher, from highest to lowest, are openness, agreeableness, extraversion, conscientiousness, and neuroticism; (2) Primary school teachers in Belik district have a high level of happiness. This is indicated by a high positive affective category; (3) There is influence between the Big Five personality dimensions with happiness, namely, Extraversion has an effect on negative affect, while agreeableness and conscientiousness have an effect on positive affects.

Recommendation

Based on the conclusions and implications of the research, recommendations are proposed as follows: (1) Elementary school teachers in Belik district should develop their personality traits further in order to create and perform better, incorporating interesting learning and teaching activities; (2) It would be interesting for future researchers to expand more on studies regarding other personalities in the Big Five theory that may influence happiness.

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Professionalism on teacher's perception

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Abstract

Regarding the phenomenon of teacher's professionalism in Yogyakarta that is considered to be low, this study aims to explore the perceptions of teacher related to that matter. This research uses quantitative and qualitative approach with descriptive research type. Data were collected through open-questionnaires and interviews. The subject in this study consists of 74 teachers in Yogyakarta that includes public elementary school teachers, junior high school teachers and high school teachers. It is found that, based on teacher perceptions: (1) Professionalism includes expertise, social ability, self-integrity and productive behavior. (2) Teacher understands the term professional teacher better than teacher professionalism.

Keywords: *professionalism, teacher, perception*

Introduction

In current professional world, quality of work is a must for everyone with certain profession. The rapid development of knowledge, technology and information provide great consequences for creating transformation across various sectors of life. These changes become inevitable so that in adjusting to that demands, everyone with profession needs to improve his quality of work. The demands of work professionalism cannot be halted anymore, especially for professionals. Professionals are expected to fulfill the best quality of work in accordance with the standard of professional practice.

The demands of work professionalism are also felt by teachers. Teacher, as a profession and a resource, is very central in educational sector. Currently, as one of the professions under the spotlight, it is impossible for teacher not to meet that expectation. Teachers are expected to perform their duties professionally. They play a significant role in student's growth and psychological development; even they are the key in determining quality education. Therefore, professionally, the task of teacher is not only related to intellectual ability, but also social and moral ones (Smylie et al., in Good, 2008). With their profession, teachers are expected to perform

their duties professionally. A person will be regarded as a professional if he is generally able to demonstrate expertise in accordance with the field of his profession. Regarding the responsibilities, professional teachers have personal, social, intellectual, moral and spiritual responsibilities. The personal responsibility of the teachers is demonstrated by the ability to understand, accept, manage and develop themselves. Social responsibility is demonstrated by the ability to understand that they are a part of the social environment and required to interact within it effectively. Intellectual responsibility is manifested in the ability to gain thorough understanding in knowledge and to utilize it objectively. Moral responsibility includes the ability of teachers to understand and to conform to moral rules that exist in environment. The responsibility of spirituality can be manifested in the behavior of the teacher as a spiritual being. These demands are essential in teaching profession today. However, in the field, there are still many teachers considered behaving unprofessionally, or even unable to portray themselves as a professional one.

There are several studies that prove that teacher professionalism in Indonesia is somehow still low. This is demonstrated in a study conducted by the Ministry of National Education (Kemdiknas) and presented by the

Head of BPSDMP and PMP. It is found that a post-grant certification program through portfolio assessment since 2005 has not brought a major impact on teachers' ability to teach in the classroom (Burhani, 2011). It can unveil the fact that some teachers, who have been assessed professional in the profession, in reality, are not that professional.

The lack of professionalism of teachers is also coupled with the findings of some violations in professional ethics. Suharjono (2006), with his experience as a member of a team of reviewers of scientific papers of teachers and supervisors, finds that not a few scientific papers which are submitted by the teacher are the work of others or generally taken (plagiarized) from thesis or research report. This can provide an illustration of teachers' behavior which is still not in accordance with norms. Meanwhile, according to Carr (2000), professionalism in the teaching profession is inseparable from the ethical function as a moral reference in providing practice services.

Another study was conducted by Ujang Fahmi from Yogyakarta Education Research Network (JP2KY) in early 2010, who reviewed Portrait of Yogyakarta Teacher Professionalism in Learning Activities. The result shows that 75% of the participants were not using teaching media in teaching (Latief, 2010). This fact shows that some teachers in Yogyakarta have not been able to demonstrate the professionalism, especially in terms of expertise. Teachers are expected to be able to manage problems in classroom that require solutions in the use of technology and appropriate learning methods. However, the reality is still far from it. The phenomena described above show that there are some problems in their efforts needed to become a professional. Teachers have not been able to meet the standards of professionalism that is expected. This of course provides consequences on the quality of teacher resources.

Teacher as a human resource becomes the main resource of education and a crucial one. As regard how significant teacher resource is, they have now come under the spotlight with problems concerning their quality. This is related to the status of teachers

as a profession that has an enormous role in education. Education is expected to show quality, not only in producing the quality of young generation, but also broadly able to meet the economic and political demands of a nation. Education becomes an important force. It will even become a strategic industry in the century of knowledge-based economy (Cai-Feng, 2010). The quality of education will determine the competitiveness of a nation, which is largely defined by the quality of various factors and resources. One of those is teacher resources. In term of profession, they are expected to perform their duties professionally. A person will be considered a professional if he is generally able to demonstrate certain characteristics and meet the professionalism.

To be a professional, teacher needs to go through a process of self-development. Self-development is a personal one, in which a person takes responsibility for self-study and to choose meaning in achieving it (Pedler, Burgoyne, & Boydell, 2007). This is based on the idea that humans basically have a unique psychological ability to perform self-reflection (Hartung & Subich, 2010). It means, to be professional, potentially, teachers responsible to develop themselves through self-reflection. Self-reflection will become the basis for teachers in instituting themselves to become professional.

Hartung and Subich (2010) emphasize that for the present life, workers are required to be able to self-directed by adjusting and managing the work life with its major changes and uncertainties, rather than relying only on the organizations to direct and support them. With this, a person will engage consciously to learn continuously and reflect on how to acquire skills, skills and knowledge (Hartung & Subich, 2010). Finally, self-development is something related to increasing capacity and willingness to take control and accountability (Pedler, Burgoyne, & Boydell, 2007).

Regarding the demands of professionalism in work, teachers must develop themselves according to the criteria of these demands. A question arises afterward, 'What is teacher's understanding and perceptions concerning professionalism?'. Understanding and

perception will grow into their benchmark to develop into a professional. But in reality, the term professionalism is not simple for some people, even teachers. In its daily use, the term professionalism is often associated with others. Those are 'profession' and 'professional'. The terms profession, professionalism, and professional are terms that are often used side by side to describe conditions relating to quality of work.

In APA Dictionary Psychology, the term 'profession' is defined as a job requiring specialized knowledge in which guidelines and rules of conduct have been built to influence issues such as minimum criterions to enter professional training, performance criterion, fees, general practice, and also ethical relation among members of the profession and clients. According to *Kamus Besar Bahasa Indonesia* (Dictionary for Indonesian Language), the profession is a field of work based on certain skill-education (skills, vocational, and so on). Based on this understanding, profession is a field of work that requires expertise and background of particular education, with criterion that must be met, and also code of ethics according to field of work.

While professionalism generally includes five criteria: (a) providing public services; (b) involves expertise both theoretically and practically; (c) has an ethical dimension; (d) requires management and regulation for the purpose of direction and order; (e) as for professional practitioners, it requires high autonomy, especially in decision-making related to practice (Carr, 2000). Whereas Robson (2006) states that professionalism includes autonomy, professional knowledge and responsibility. The opinions of the aforementioned two experts emphasize the different aspects of professionalism, even there are also similarities in several aspects, related to one another. Carr's concept has a wider scope compared to Robson. Responsibility is closely related to something that needs to be accounted for and this leads to autonomy (Robson, 2006). With autonomy, teacher has the opportunity to make decisions and make choices about the best behavior in providing practice services.

Professionalism is closely related to the use of the term 'professional'. The term professional can be divided into two meanings: 'being a professional' or 'behaving professionally' (Englund, in Frelin, 2013; Day, 1999). Being a professional refers to a person who has a membership in a particular profession and has the ability to meet professionalism, while behaving professionally is to success in performing a job that requires skill, although sometimes one possesses no membership in that particular profession. In this case, having a certain profession does not guarantee a person will be able to finish the job professionally. Otherwise, someone who does not have that profession is likely show success in completing the work professionally. This is in line with the opinion of Kanes (2011) that professionalism refers to the quality of professional work. The statement can be interpreted as fulfilling the standard of professionalism, one will be judged to have quality professional work. The professionalism of the teacher will be seen in his behavior in performing the duties so as to distinguish himself from the non-professional.

Currently, these three terms are very closely related to the world of education, especially the quality of teacher's work. Associated with the existence of teachers as a profession, being professional is an appropriate term that meets the demands of current professionalism of teachers, those who have profession as teachers and able to meet the criterions of teacher professionalism. Being professional, it is assumed that the responsibility of providing professional services in preparing students as human beings to develop, both physiologically and psychologically.

Given the importance of teacher resources, even it is the key in determining the quality of education, it is essential to do study concerning the professionalism of teachers. In this regard, it is necessary to conduct research to explore how teachers' perceptions of professionalism as criterions needs to be met in order to fulfill professional service practice standards. The research findings are expected to provide a perception concerning teachers' understanding of professionalism.

Method

This research uses quantitative and qualitative approach. The types of research include descriptive research, which aims to obtain data on the results of exploration of teachers' perceptions of professionalism.

The study involved 74 teachers in Yogyakarta that includes public elementary school teachers, junior high school teachers and high school teachers. Data collection was conducted through open-questionnaire and interview. Respondents were asked to answer questions about teachers' perceptions related to the criterion of professionalism. Based on questionnaire results data, it is then performed the process of coding (coding). Data are tabulated through identification and grouping by specific category. Furthermore, the data were analyzed by quantitative analysis of descriptive technique percentage. While interview data is used to confirm the questionnaire data. Based on the answers of questionnaire and interview, we recognize how far the understanding and perception of teachers about professionalism.

Findings and Discussion

Based on open questionnaire answers, this exploratory study find that there are four professionalism criteria which can be seen in Table 1.

Table 1. Perceptions of professionalism

No	Professionalism Criterion	Percentage
1	teacher expertise	43%
2	social ability	18%
3	self-integrity	17%
4	productive behavior	22%
		100%

That study provides an illustration that professionalism is in accordance with teacher perceptions includes criteria such as teacher expertise, social skills, personal integrity and productive behavior. Overall, the result of this exploration finds three criteria of appropriate professionalism, and is related to the concept of Carr (2000), namely expertise, social skills and self-integrity. The explanation of each of these criteria is as follows:

Teacher's Expertise

Expertise is the form of teacher behavior in mastering the learning strategy and the field of science he teaches. The answers such as designing the learning process, carrying out learning activities, managing the class, and how broad and deep the material presented is.

Teacher's capacity in the form of expertise, which Carr also classifies as one of the criterion of professionalism, is significant to be possessed by a professional. This criterion includes both theoretical and practical skills. Expertise that should be owned by teachers related to the comprehension of the material related to the process of implementation of learning, and the subject that is being taught. This criterion becomes principal in conducting professional practice services.

Social Ability

The classification of this criterion consists of questionnaire answers that describe the behavior of teachers during the interaction with students, parents and his fellow teachers, especially in socializing and communicating effectively. The answers included in this criterion include socializing and efficient communication among students, parents and fellow teachers.

The social ability criterion, in the definition of Carr, has much to do with public service criterion. In accordance with professional elements, public services are performed by teachers to meet the needs of others whose orientation is satisfaction. According to Gastelaars (2009), a service is more oriented towards interaction to client. In the practical field, the services of teachers can not be separated from social interaction by educating, teaching, guiding, directing, training, assessing, and evaluating students. Associated with the service to the students, as the person who is responsible for them, teacher also serves as parents. This work is also applied to fellow teachers. Therefore, social skill is vital in professional services.

Self-integrity

Self-integrity is the behavior of teachers that is based on noble and moral values,

which include the behavior of maintaining consistency, responsibility, and upholding the values of rules. The answers includes, for instance, maintaining trust, honest, keeping promises, consistency in stance, prioritizing the obligation as a teacher, accepting the results that have been done, and executing what has been agreed.

The integrity of the teacher, which in Carr (2000) concept close to the codes of ethics criterion, is a criterion of teacher's moral behavior. Based on the term, ethics is associated with the standard of ethics where ethics itself affects one's behavior (Dutelle, 2011). Furthermore, Dutelle also states that ethics is about wrong and right, good and bad, benefit and loss. As a professional, teacher is able to fulfill the true, good and beneficial traits such as being responsible, honest, disciplined, obedient to the rules, wise and trustworthy, which psychologically portrays the integrity of a teacher.

Productive Behavior

Productive behavior refers to constructive and imaginative teacher behavior, and also capability in making a tangible and significant contribution to the potential of oneself and the environment. These productive behaviors include self-development and adaptation to the environment. The answers included in this behavior are practicing training outcomes, conducting research and scientific work, developing learning aids, meeting new work demands and being directly involved in school development. This productive criterion is a criterion of findings in a preliminary study that is not found in the criterion of professionalism, neither in the concept of Carr (2000) nor Robson (2006).

Productive behavior becomes a characteristic of teacher's professionalism. With these criterion, teachers are able to develop themselves and the environment to produce innovations that support his profession as a teacher. Therefore, teachers actively participate in professional development activities, even encouraged to make changes to improve the quality of work and profession.

Two criteria of Carr (2000) and Robson (2006) which are not found in this study are

the need for organization, regulation and autonomy. The need for organization and regulation is a technical criterion aimed at direction and order. This is more relevant to professionalism criterion in the formal level of professional organizations and irrelevant as the psychological capacity that teachers need to have. The autonomous criterion is considered irrelevant as one of criterion of professionalism, based on teacher's experience in the field. Based on the interview that was conducted to three teachers in May 2015, so far decision-making that requires more autonomy is done by their leaders. The Carr's criterion of professionalism (2000) states that autonomy is not perceived as a criterion of professionalism by the teacher. This is because so far teacher does not feel the need for autonomy in his professional services so it can not be used as a reference to assess the professionalism of teachers. Therefore, the criteria for autonomy are not considered as criteria of professionalism.

The lack of relevance and the absence of some of these criterion do not mean that the particular criterion are not there whatsoever in the teaching profession, but it is understood that teachers appear in certain criterion as a result of environmental influence. Professionalism is seen as a social construction and as a matter of cultural and geographical differences in its interpretation (Townsend & Bates, 2007). In that view, teachers' understanding of professionalism is psychologically strongly influenced by the environment in which the profession is located, so that teachers interpret the professional characteristics in accordance with the surrounding environment. Environmental stimulation will determine how teachers perceive and understand the criterion of teacher professionalism.

This study also finds additional data indicating that there is an overlap of understanding between the professionalism of teachers and professional teachers. Based on the questionnaire results, teachers do not distinguish between the two criterion. It can be shown from the percentage of each criterion on the result of the same relative questionnaire. But on the basis of interviews,

the term professional is more understandable than professionalism. This is in accordance with the opinion of Kane (2011) which states that professionalism is difficult to interpret. Kane further states that this is because it is a challenging word with a variety of interrelated meanings. Thus, the use often overlaps to each other.

Conclusion

There are three things that can be concluded from the results of this study. First, according to teacher's perception, professionalism includes teacher's expertise, social ability, self-integrity and productive behavior. The second, professionalism and professional are terms that are related to each other. A person who meets professionalism can be perceived as a professional. And the third, teachers understand the term professional better than teacher professionalism.

Based on this results, researchers gives suggestions: (1) This finding of teacher's perception of professionalism can be used in subsequent research that examines teacher work quality; (2) Researchers who are interested in teacher professionalism can develop the findings further into a bigger scope. It can also be applied to other research themes that have to do with teacher professionalism.

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Social support as a mediator between social identity and college student's stress

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Abstract

This study aims to find social support as a mediator of social identity against student stress. This study uses a stage cluster random sampling technique, the subject of this study amounted to 375 students scattered on 7 faculties at Yogyakarta State University. The result of the research shows that the social identity level of students is high, social support is high and stress level is classified. The path analysis a proved significant with the value of $0.036 < 0.05$, on path analysis proved significant with a value of $0.016 < 0.05$, in path analysis proved significant with a value of $0.000 < 0.05$, and path analysis was proved significant with value $0.000 < 0.05$. Mediation analysis is evident and includes partial mediation.

Keywords: *social identity, social support, stress, mediator, student*

Introduction

In general, the experience of entering college is an important transitional period in life and an important rule in the development of individual identity (Cassidy, 2004, p.339). According to Sherman (1994) everyone is trying to build a social identity. According to Tajfel (1982) and Turner (1986) argued that one's social identity is determined by the group in which the individual is incorporated. Building a new social identity in college is inseparable from a problem. Building a social identity and social category process plays a key role in building a person's stress experience and therefore stress arises (Haslam, Jetten, O'Brein, & Jacobs, 2004). According to Sussman (2000) (in Baron & Byrne, 2003, p. 164), when a person's social context changes, building a new social identity can be a great source of stress. Students, especially new students are partially stressed (D'Zurilla & Sheedy, 1991) because of the transition environment to campus life (Towbes & Cohen, 1996). Stress can be very disturbing, even detrimental to students who can not solve the problem. For some students, stress is very dangerous in college life because some level of stress will cause problems that effect the life of the student and maybe every business will fail (Kumar & Bhukar, 2013). Lazarus and

Folkman (1984) suggest that the complexity of stress occurs due to the relationship between individuals and the environment regardless of the interaction of internal and external factors. Other research (Kohn et al., 1994, Perrez, 1992) found that every day 'troublesome' in everyday life (conflict with spouse, friends, family, struggling with academic standards, betrayed by friends or rejected by social) Negative physical and mental health more in life. Many previous studies link stress with students. High levels of stress have been associated with symptomology, depression, low well-being (Frazier & Schauben, 1994; McClain & Abramson, 1995). Nelson (1995) reports that the first and fifth years of college students have high stress experience than students in the middle year. They argue that in the first year students may experience more stressful experiences due to their major life transition from high school to university.

Students in previous studies reported using strategies when they were getting high levels of stress (Oakland & Ostell, 1996). According to some previous research results that can make the stress level of the students is to receive support by others. Dunkley, Blankstein, Halsall, Williams, and Winkworth, (2000), Elliott, Herrick, and Witty (1992), reported a significant negative relationship between high social support and low levels of

student stress. Social support that is part of social interaction within and outside the group, receiving information support has an effect on the surrounding social circumstances (Turner, 1991). In some sections, because identity sharing is the basis of mutual giving and receiving social support (Haslam, 2005, p. 357). According to Morgan (in Baron & Byrne, 2003, 244) part of the reason is that relationships with others are a source of comfort when we feel depressed. Social support is a useful thing when individuals experience stress, and something very effective regardless of which strategy is used to deal with stress (Frazier, 2000). Haslam, Jetten, O'Brein, and Jacobs (2004) found that students who received information support suggested them to decipher math tasks as challenges and friendliness (just from stress or stress), this is only a positive effect of stress level if it is provided in the group more than his out-group.

The social category process is thought to reduce the stress experienced by the individual, the social category process that is part of the social identity process can protect the individual from stress by receiving support from within or outside his group (Branscombe, 1999). Perceptions of receiving support from a person have a significant influence on the way individuals get to gather information about identity (Bosch, Segrin, and Curran, 2012). Previous research has also found that the process of self-identification of individuals in their social lives will try to help other individuals (Levine, 2002). That support helps the individual to overcome the potential stress that will occur (Aspinwal & Taylor, 1997). In previous studies (Haslam, 2004) used patients and bomb squad teams as respondents. While this Research takes the first year students to know better about the dynamics of social identity experienced by students during the transition period. New students in collecting information about their social identity have a demand to be able to understand themselves in social life, it can bring stress for students. Therefore this research is emphasized on social support as mediator of social identity process during transition from high school to college to stress experienced by first year batch student.

Social Identity

Social identity is defined as the individual's knowledge that an individual belongs to a particular social group together with some emotional meaning and value of group membership (Tajfel 1972a, p. 31). Baron and Byrne (2003) state that social identity does not come by itself. The establishment of an identity is a process of motivation. According to Hogg (2004, p. 252), the perspective of social identity is self-awareness whose main focus is more specifically given to inter-group relationships, or relationships among individual members of small groups. Tajfel (1982) and Turner (1986) suggest that a person's social identity is determined by the group in which the individual is affiliated. Turner, Hogg, Oakes, Reicher and Wetherell argue that social identity theory explains that the process of social identity formation by individual self-categorization by reflection of something that becomes object and can be categorized, classified so that it becomes part or related to the social category in question. Social groups are two or more individuals who share social identities both public and private, or almost identical, meaning to assume the individual self as a member of the same social category (Turner 1982, p. 15). According to Hogg (2004), social identity is generally viewed as an analysis of intergroup relationships among social categories on a large scale and social identity is also defined as the process of forming cognitive conceptions of social groups and group members. One result of self-categorization is the increasing of social identity and the decline of personal identity, group identity, group objectives, and the influence of other group members becomes more important than personal identity, personal goals, and personal motives in guiding beliefs and behavior (Oakes, Haslam, & Turner, 1994).

Social Support

Social support can be interpreted as a perceived pleasure, concern, appreciation, or assistance received by someone from another person or from his group. This social support includes five dimensions, namely emotional

support, award support, support in the form of direct assistance, information support and support from social networks (Sarafino, 1994, p. 102). The definition of social support refers to the comfort, attention, appreciation, or assistance provided by others or groups to individuals (Sarafino, 2006). Cohen and Wills (1985) define social support as the help and support one gets from interacting with others. Meanwhile, according to Jacob (in Orford, 1992), social support is a form of behavior that fosters a sense of comfort and makes individuals believe that individuals are respected, respected, loved and others willing to give attention and security. According to Sarafino (2002), social support refers to comfort, caring, self-esteem or any form of assistance that individuals receive from others or groups. Social support is defined by Gottlieb as verbal or non-verbal information, means, assistance, real or behavior given by persons familiar with the subject in their social environment or in the form of attendance and matters that may provide an emotional advantage or effect on The behavior of the recipient. According to Sarafino (2002), the support received by someone from others can be called with social support. Social support can include emotional support, awards or self-esteem support, instrumental support, information support or group support. According to the World Health Organization (2003), stress is the reaction or the body's response to mental stress or the burden of life.

Stress

Stress according to Sarafino (1990) can be classified in various viewpoints such as: Stress as a stimulus or independent variable affecting the individual state, stress is seen as a response or dependent variable, and stress is the result of interaction with the environment. There are two components of stress that is the psychological response shown by behavior, mindset, and emotion as well as physiological responses. According to Taylor (1995), stress is the result of an individual assessment process relating to personal resources it has to face the demands of the environment. Taylor (1995) says that stress response can be physiological, cognitive, emotional, and behavioral

responses. Stress events at least there are two interrelated things that are things, events, people, and circumstances that are the sources of stress. And people who experience stress (Harjana, 1994, p. 11).

Method

The population of 5,780 undergraduate students of Yogyakarta State University class of 2016 consists of seven faculties. According to Leon and Pagoso's Table (in Wagiran, 2014, pp. 172-173), if the population is around 5,000-6,000, the samples taken are about 375 respondents. After that, the researcher used the a stage cluster random sampling technique to determine the respondents of the study. Starting from one university area in the cluster to seven faculties. Based on the number of students, each faculty found the percentage of respondents per faculty as presented in Table 1.

Measure

Social identity scale adapted from AIQ-IV from Cheek and Briggs (2013), with 42 items. Measures 4 aspects, namely personal identity orientation, relationship identity orientation, social identity orientation, and collective identity orientation. Each item consists of a value of 1-5 answers. Through the 42 item expert judgment it becomes 48 points, due to some confusing points on two different activities. The grains were validated using product moment correlation, found seven grains of fall (11, 14, 22, 24, 31, 34, 48) because the correlation was less than 0.3 and 41 grains. The social support scale used is the list of interpersonal support evaluations from Cohen (1985). With 12 points to measure 3 dimensions of social support. All the items in the validation through product moment correlation and all have a correlation above 0.3 so there are 12 points. Each dimension is measured by 4 items and has 1-4 points. The stress scale used is the stress scale from Cohen (1983). Consists of 10 items. Consists of 1-5 points. The 10 grains were validated by product moment correlation and 3 grain drops (4, 7, 8) leaving the remaining 7 items. Based on the result of reliability test of social

Table 1. Percentage of respondents

No	Purpose	Details	Description
1.	To know the sample for faculty of educational science	$\frac{894}{5.780} \times 100\% = 15.467$ $\% \frac{15.467}{100} \times 375 = 58.001$	Number of samples for faculty of educational science: 58 students
2.	To know the sample for faculty of language and art	$\frac{995}{5.780} \times 100\% = 17.215\%$ $\frac{17.215}{100} \times 375 = 64.556$	Number of samples for faculty of language and art: 65 students
3.	To find the sample for the faculty of mathematics and natural sciences	$\frac{777}{5.780} \times 100\% = 13.443\%$ $\frac{13.443}{100} \times 375 = 50.441$	Number of samples for faculty of mathematics and natural sciences: 50 students
4.	To find the sample for the faculty of social sciences	$\frac{665}{5.780} \times 100\% = 11.505\%$ $\frac{11.505}{100} \times 375 = 43.143$	Number of samples for faculty of social sciences: 43 students
5.	To find the sample for the faculty of engineering	$\frac{1194}{5.780} \times 100\% = 20.657\%$ $\frac{20.657}{100} \times 375 = 77.463$	Number of samples for faculty of engineering: 78 students
6.	To find the sample for the faculty of sport science	$\frac{513}{5.780} \times 100\% = 8.875\%$ $\frac{8.875}{100} \times 375 = 33.281$	Number of samples for faculty of sport science: 33 students
7.	To find the sample for the faculty of economy	$\frac{742}{5.780} \times 100\% = 12.837\%$ $\frac{12.837}{100} \times 375 = 48.138$	Number of samples for faculty of economy: 48 students

Table 2. Formulas for categories on each variable

Formula	Category	Variable		
		Social Identity	Social Support	Stress
(M+1SD)	High	$(123+1.13.67)=x>136.67$	$(24+1.3)=x>27$	$(14+1.1,17)=x>15.17$
(M-1SD)-(M+1SD)	Medium	$109.33 \leq x \leq 136.67$	$21 \leq x \leq 27$	$12,83 \leq x \leq 15.17$
(M-1SD)	Low	$(123-1.13.67)=x \leq 109.33$	$(24-1.3)=x \leq 21$	$(14-1.1,17)=x \leq 12.83$

identity variable has coefficient value of 0.904 alpha, on social support variable coefficient value of alpha equal to 0.796, while at variable of stress coefficient value of equal to 0.812. The more the coefficient of negligence approaches the value of 1 the better.

Categorization

The mean value of social identity is 82, the standard deviation of 13.67. The mean value of social support is 30, the standard deviation is 3, while the mean stress is 14 and the standard deviation is 1.17. Based on the mean and standard deviation results are classified into 3 levels: high, medium, and low (see Table 2).

The values of social identity categories include higher than 136.67, medium category values between 109.33 and 136.67, and at lower category values less than 109.33. Social support category values include high over 27, medium category values between grades 21 and 27, and on lower category values of less than 21. Stress category values include high over 15.17, medium category values are between grades 12.83 and 15.17, and at a low category value of less than 12.83. After that on each faculty determined according to the standard score categories found the results as seen in Table 3.

Table 3. Category by faculty

Faculty	Social Identity Category			Social Support Category			Stress Category			Total
	High	Medium	Low	High	Medium	Low	High	Medium	Low	
Educational Sciences	54	4	0	51	7	0	15	26	17	58
Languages and Art	53	5	2	59	6	0	29	22	14	65
Mathematics and Natural Science	42	8	0	48	2	0	15	20	15	50
Social Science	41	2	0	42	1	0	12	21	10	43
Engineering	74	4	0	74	3	1	19	35	25	78
Sport Science	27	5	1	30	3	0	17	12	4	33
Economy	43	5	0	45	3	0	18	17	13	48

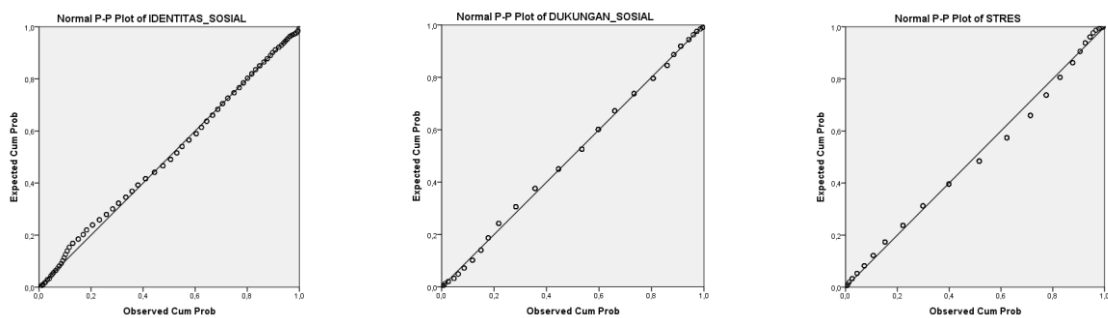


Figure 1. Plots of social identity, social support, and stress

Based on Table 3, the categories of social identity in each faculty are high, the average student has a high value for the process of social identity. Social support categories on each faculty are high, the average student has a high score in obtaining social support. Categories of stress in every faculty including moderate, average students experience stress at a moderate level. This can be corroborated by other research results, Haslam (2004) states that social support can be a contributor to the low levels of stress experienced during the process of social identity.

Findings and Discussion

Findings

In this study there is a prerequisite test conducted in advance to see the data is good. The prerequisite test of data normality using the One Sample Kormonogorov-Smirnov Test technique has the hypothesis: Data is normally distributed.

Social identity variable has asytmotic significance value 0.318 more than 0.05 so

social identity variable has normal data. Social support variables have asytmotic significance value of 0.126 over 0.05 so that social support variables have normal data. Stress variable has asytmotic significance value more than 0.101 so that stress variable have normal data. The data is reinforced by the plots presented in Figure 1.

Based on the P-Plot, the social identity data, social support and stress proved normal. Looking at the diagonal line indicates that the dots are located or near the line with the diagonal.

Test autocorrelation prerequisite using Durbin Watson (DW). The value in this study DW 1.906, with the value of Du 1.8762 on the DW table using $k = 2$ independent variables and the number of respondents $N = 375$. It is known that DW value is higher than Du value and it can be concluded that there is no autocorrelation. The multicollinearity prerequisite test uses the Variance Infinity Factor (VIF) value of 1.009 to less than 10, while the tolerance value of 0.991 is greater than 0.100 so it can be concluded that there is no multi-

collinearity. Test the dummy variable by using the qualitative variable of sex, to know the effect of gender on stress experienced by the student. Researchers use these provisions: female = 0, male = 1. Thus, the hypothesis is as follows: Gender has an influence on stress levels experienced by students.

Based on the results of SPSS, it is found that the significance value $0.286 < 0.05$. Then, the decision is no gender effect on the level of stress experienced by students.

Regression

Data analysis in this study using the provisions (Baron & Kenny, 1986). There are four stages of assumption test, so it can be called that variable mediator. Stage 1 path analysis *c* is to connect simple regression analysis between independent variable X with dependent variable Y, regression analysis *c* significance value is $0.36 < 0.05$. Stage 2 path analysis *a* is connecting simple regression analysis between independent variable X with variable mediator M. Regression analysis *a* significance value is $0.16 < 0.05$. Stage 3 *b* path analysis is to connect a simple regression analysis between the M mediator variable and the dependent variable Y. The regression analysis *b* significance value is $0.00 < 0.05$. Stage 4 path analysis *c'* is connecting multiple regression analysis between independent variable Y and variable mediator M with dependent variable Y. Regression analysis *c'* significance value $0.00 < 0.05$. Thus, the hypothesis is as follows: Social support becomes the mediator of social identity and student stress.

Table 4. Regression test results

Variable	Significance
<i>c</i> = X-Y	0.036<0.05
<i>a</i> = X-M	0.016<0.05
<i>b</i> = M-Y	0.000<0.05
<i>c'</i> = X-M-Y	0.000<0.05

Note. $p < 0.05$

Table 4 shows that the hypothesis of this study is fulfilled, that social support is the mediator of social identity and stress experienced by students. Meanwhile, according to Baron and Kenny (1986) about the mediator intended in this study including partial mediation, because the path *c* variable X-Y remains

significant and its value decreases after the included variable M, so called partial mediator. The previous research results also strengthen the results of this study. Haslam (2005) mediated the effect seen, meaning that there is a significant relationship between mediator and social identity. When stress in regression with (social identification) social identity and social support proved to be significant.

Table 5. R squared and beta values

Variable	R Squared	Beta
<i>c</i> = X-Y path	0.012	0.108
<i>a</i> = X-M path	0.009	0.097
<i>b</i> = M-Y path	0.117	-0.343
<i>c'</i> = X-M-Y path	0.138	0.143
		-0.356

The R squared of the path analysis is 0.012, while the results of the path analysis of *c'* when the variables of social support mediator are included between the social identity variables and the random stress indicate an increase of 0.138 indicating that there is an influence of social support mediation on social identity variables on stress. While on the Beta path analysis *c* shows the value of 0.108, at the time of analysis path *c'* indicates that the value of Beta has increased that is equal to 0.143. The Beta value of path *b* analysis increments initially a sum of -0.343 to -0.356 when entering the path analysis *c'*. It shows that the influence of social mediator variables support social identity and stress on students.

Discussion

Based on the analysis done by the researcher, the social identity level of Yogyakarta State University students is high, considering there are 7 faculties that have high value in social identity process. On social identity concerning the process of social identification, social category, and social comparison. The student's social interaction will depend on his previous ability to understand social identity. The possibility of a social identity develops in line with the knowledge of the individual self when joining his group (Cinnirella, 1998). At the beginning of the student entering a university, he will begin to identify himself with the new environment around him, at a later

stage the individual will categorize himself/herself with his/her social group or life, thus doing a comparison with his social environment so that the student can understand his new environment well. Therefore, the social identity of students is high. As well as social support found by students from their social environments while in college are ranked at a high level, while social support is often found by students tend to be related to everyday life, such as material and non-material assistance. The results of the previous studies also suggest that students receive high social support from friends because students are supported by an educational environment in small classes that provide students with opportunities to help each other and feel professionalism in their academic groups (Dwyer, 2001).

The stress experienced by UNY undergraduate students is moderate, based on the results of categorization of four of seven faculties are in the category of being. The level of stress in each individual can be different, depending on the individual itself. It is confirmed by Marks (2015) that individuals have a certain level of tolerance for stress. One of the factors that can make the stress experienced by UNY students is low is the effect of receiving social support on the process of social identity, in accordance with previous results showed that UNY students have a high level in receiving social support. Social support can reduce the effects of stress experienced by individuals so that students' stress levels are not high or moderate. Haslam, Jetten, O'Brien, and Jacobs (2004) found that students who received information support became a positive effect on stress, stress levels would decrease. Receiving social support will consistently protect individuals from the effects of stress (Cohen, 1992).

Based on the results of the study, researchers found that gender does not have an influence in the stress process experienced by students. Based on the results of hypothesis, testing research in this study found that independent variables (X) social identity significant to the dependent variable (Y) stress. In line with the intervening variable analysis that there must be influence between independent variables and dependent variables as the form

of line a. According to Haslam (2005) social identity and social category process is a key role in the development of one's stress experience. While the positive relationship occurs between the student identity against student stress, the positive relationship is meant if the social identity experienced by students is high, then the stress experienced by students is high. In addition, as for other conditions in the intervening variable analysis is path b that must be significant or have influence. In line b consisting of independent variables (X) the social identity of the mediator (M) variable or social support is also found to be significant. Positive relationship on line b is known that if the higher the social identity of the student then the higher the social support will be found by the students, and vice versa the lower level of student's social identity the lower the level of support obtained. This is inseparable from the process of social identity that requires a lot of influence from support around individuals. The distinction between social identity and social support is underlined into a relationship that social identity makes individuals receive social support. Social support contributes to the development of social identity (Stephen, 2015). In certain parts, shared identity gives the opinion that individuals give and receive social support (Haslam, 2005). The results of previous research confirmed that the existence of social identity relation to social support of students, so the higher social identity of students the higher the social support found by the students. Amplified by Haslam (2005) the circular relationship between social identity and social support, which social support also influences the development of social identification in the process of social identity. Sharing identity is one form of group support or the surrounding environment. Various previous research results corroborate the results of this study.

Proves the significance of the path c, ie the influence of the variable (M) on the variable (Y) which also proved significant. The relationship shown by the negative path c path analysis means that if the social support received by the student is high then the student stress level will be low, and if the social support received by the student is low then the

stress level experienced by the student is high. The results were also reinforced by Haslam (2004), Branscombe (1999), and also Postmes and Branscombe (2002) who state that support (in the group) will reduce the effects of stress. Social support relationships will have a stress-reduction effect (House, 1981).

The last path analysis is path analysis c', indirect influence of social support as mediator variable to identity as an independent variable and stress as a dependent variable so that hypothesis of this research is significant. In the previous research results also strengthen the results of this study. Haslam (2005) insists that mediation effect is seen, meaning that there is a significant relationship between mediator and social identity. When stress in regression with (social identification) social identity and social support proved to be significant. Social support becomes a mediator between social identity and stress variables. The results of this study are corroborated by other research results, which prove indirect influence of social support as a mediator. Social support has an indirect effect on individual identity (Cassidy, 2004). The assumptions of path analysis are met, path a significant analysis, significant b path analysis, significant path c analysis, and path analysis are also significant. The hypothesis of this study is fulfilled, that social support memediatori social identity and stress experienced by students. Meanwhile, according to Baron and Kenny (1986), the mediator referred to in this study includes partial mediation, because the path XY variable is still significant and its value decreases after the inclusion of variable M. Argues that by meregasi identification deiri with social support reduces the impact of conditions between the two, there is an imperfect mediation model (Haslam, 2005; Haslam & McGarty, 2003).

Agreeing with Haslam (2005), social support has a role as a mediator of social identity and stress. Branscombe (1999) complies with the argument that social identification has an effect because it basically receives and gets support from members of the group, where it can be used in coping with stress. Aspinwall and Taylor (1997) argue that information support in the social comparison

process has an impact on stress. Basically gathering information to corroborate the individual's social identity will make the individual indirectly gain support from inside and outside his group, and that support will have an effect on student stress. This was confirmed by Haslam (2005) gradually, the experience of gathering support to identify himself with the informing individual. The indirect influence of social support in the process of social identity to stress has been proven by previous research, so it can be seen that the indirect effect of social support variables as a mediator of social identity and stress of students of Yogyakarta State University in the year of 2016 proved.

Limitation

In each study must have shortcomings, as well as this research. Researchers realize if these shortcomings can provide inspiration for other researchers to develop science in this field is more extensive and complex again of course. The shortcomings in this study can not be separated from the lack of researchers in the measurement. Measurements used by researchers are not too deep, so that can be used as a reference by other researchers to be used as further research.

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SUBJECT INDEXES

F

face-to-face, 10, 11, 12, 14, 15

H

happiness, 17, 18, 19, 20, 21, 22, 23, 24

headmaster, 10, 11, 12, 13, 14, 15

I

interpersonal intelligence, 1, 2, 3, 4, 5, 6, 8

intrapersonal intelligence, 1, 2, 3, 4, 5, 6, 7, 8

M

mediator, 32, 33, 37, 38, 39

P

perception, 13, 26, 27, 28, 29, 31, 33

professionalism, 26, 27, 28, 29, 30, 31, 38

S

school wellbeing, 10, 11, 12, 13, 14, 15

social identity, 32, 33, 34, 35, 36, 37, 38, 39

social support, 5, 32, 33, 34, 35, 36, 37, 38, 39

stress, 18, 32, 33, 34, 35, 36, 37, 38, 39

student, 1, 2, 3, 4, 6, 8, 10, 11, 12, 13, 15, 18,
26, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39

T

teacher, 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 13, 17, 18,
19, 20, 21, 23, 24, 26, 27, 28, 29, 30, 31

the Big Five, 17, 18, 19, 20, 21, 22, 23, 24, 25

theory of personality, 17

traditional games, 1, 2, 3, 4, 7

U

understanding, 6, 10, 11, 12, 13, 26, 27, 28, 29,
30

W

webinar, 10, 11, 12, 13, 14, 15

AUTHOR INDEXES

Ayriza, Yulia, 1
Fathiyah, Kartika Nur, 10, 13
Jatnika, Ratna, 26
Kusmaryani, Rosita Endang, 26
Pratiwi, Ade Ratih, 1
Setiawati, Farida Agus, 17
Setiyawati, Diana, 10, 13, 16
Siregar, Juke R., 26
Umayyah, Ummu, 32
Wicaksani, Alifia Cahya, 17
Widjaja, Hanna, 26