Psychological Research & Intervention

TRIAL APPLICATION OF ACCEPTANCE AND COMMITMENT THERAPY PRINCIPLES TO REDUCE THE DEGREE OF STRESS EXPERIENCED BY ADOLESCENTS WITH DOWN SYNDROME SIBLING(S)

Afada Alhaque, Poeti Joefiani, Esti Wungu

EARLY INTERVENTION SERVICES FOR SPECIAL NEEDS CHILDREN: AN EXPLORATION OF THE EFFECTIVENESS OF EARLY SPECIAL EDUCATION IN MALAYSIA

Elaine Hui Fern Tan, Zhooriyati Sehu Mohamad

DYNAMICS OF CAREER DEVELOPMENT OF GIRILOYO BATIK MAKERS

Nur Hasanah

UNDERSTANDING THE DYNAMICS OF FRIENDSHIP FORMATION AMONG HIGH SCHOOL ADOLESCENT: INDIGENOUS PSYCHOLOGY APPROACH

Banyu Wicaksono, Maria Goretti Adiyanti

PARENT AND CHILD RELATIONS IN THE PERSPECTIVE OF ADOLESCENTS WITH JUVENILE DELINQUENCY

Nourmarifa Sari, Siti Rohmah Nurhayati

Foreword

We are very pleased that Psychological Research and Intervention is releasing its second volume in 2019 following its' successful publication in 2018. We are also very excited that the journal has been attracting papers from various regions in Indonesia as well as our neighboring country.

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 2019

Editor in Chief

TABLE OF CONTENT

Trial Application of Acceptance and Commitment Therapy Principles to Reduce the Degree of Stress Experienced by Adolescents with Down Syndrome Sibling(s)

Afada Alhaque[1], Poeti Joefiani[2], Esti Wungu[3]

[1]Faculty of Psychology, Universitas Padjadjaran; Jl. Raya Bandung – Sumedang KM 21, Jawa Barat, 45363, (022) 7794126

nanahaque.nh@gmail.com, jpoeti@yahoo.com, esti.wungu@unpad.ac.id

Abstract

This study was conducted to see whether the training module of the application of the principle of Acceptance and Commitment Therapy can be used as an intervention to reduce the stress degree of adolescents aged 14 – 16 who have Down Syndrome's sibling. The design of this research is quasi-experiment with One Group Pretest - Posttest Design method. The sample of the study were three adolescents aged 14 – 16 who had Down Syndrome's sibling, were obtained by purposive sampling technique. The measuring tool used in this study is the Stress Degrees questionnaire, based on stress theory by Lazarus and Folkman (1984), to measure the stress degree, and the Acceptance and Action Questionnaire II (AAQ-II) questionnaire to measure psychological flexibility, adapted into Indonesian from AAQ-II (Hayes, et al, 2004). The results showed that the application of the ACT principle significantly reduced the stress degree and increased the psychological flexibility of adolescents aged 14 – 16 who have Down Syndrome's sibling, with a significance value of 0.016 (sig <0.05). Through the application of ACT principles, the subjects's psychological flexibility is increased so that the subjects know how to deal with problems, by accepting negative or unpleasant feelings and thoughts because of having Down Syndrome's sibling and having a commitment to achieve goals according with their value of life.

Keywords: *Acceptance and Commitment Therapy (ACT); Stress Degree; Psychological Flexibility; Adolescents with Down Syndrome's Sibling*

Introduction

Down Syndrome is one of the most common forms of intellectual disability that emerges and occurs since birth (Beirne-Smith, Patton, & Kim, 2006, in Hallahan, Kaufman, & Pullen, 2009). Research on Down Syndrome revealed that there are three chromosome separations that cause this syndrome, namely translocation on chromosomes 13 and 15 pairs, variations in the number of cells within the chromosomes, and trisomy on chromosome 21 (Mash & Wolfe, 2010). Down Syndrome presents serious problems for the afflicted. Children with Down Syndrome can have mental retardation, a distinctive facial shape, poor muscle tone (hypotonia) during infancy, and learning difficulties throughout their development.

The presence of family member with a disability will affect all family members (Wright, Watson, and Bell, 1996, in Wilkerson, 2001), including the sibling(s) of Down Syndrome children. Children who have sibling(s) with Down Syndrome tend to have different type and pattern of relationship compared to the children who have typically developing sibling(s), especially when they enter adolescence.

Adolescents, especially with the broadening of their social world, are very concerned about how their peers think about what happened to their disabled sibling(s) (Burke, 2004). The condition of having sibling(s) with Down Syndrome sibling(s) can make teens often experience negative views and receive comments related to their Down

Syndrome sibling(s). The sensitivity of adolescents to peer opinions and environmental opinion, makes teens feel depressed by the condition of having Down Syndrome sibling(s). Because teenagers think that most other friends do not have sibling(s) with Down Syndrome, so teenagers consider themselves different than their peers and their environment. Teenagers also feel ashamed, sad, and tend to avoid social interaction with friends because of the negative views and comments that teens receive related to the condition of having Down Syndrome sibling(s). Usually, a typically developing adolescents experience a lot of stress in interactions with their sibling(s) who have Down Syndrome (Fisman, 2000, in Sullivan, 2002).

Stress is an internal state of condition that can be caused by physical demands from the body or environmental and social conditions that are considered potentially dangerous, out of control, or exceeding the ability of individuals to overcome them (Lazarus and Folkman, 1984). There are individual differences in the assessment on whether or not a teen was stressed about the situation they face daily with their Down Syndrome sibling(s). Each individual has a different cognitive appraisal of situations that can cause stress (Lazarus and Folkman, 1984). This appraisal then raises different degrees of stress. The degree of stress is the level of stress experienced due to a primary appraisals (initial appraisal of an event), and secondary appraisals which depends on the resources and choice of coping strategies of a person (Lazarus and Folkman, 1984). The degree of stress experienced can arise in the form of physiological, cognitive, emotional, or behavioral responses (Sarafino and Smith, 2011).

Based on the initial interviews with three teenagers aged 14-16 who have Down Syndrome sibling(s), it is revealed that teens become angry and upset both toward their parents who ask teens to look after their Down Syndrome sibling(s), or toward their Down Syndrome sibling(s) who have limited abilities so that they need more supervision compared to a typically developing siblings.

Adolescents assess the condition of having Down Syndrome siblings as a stressful and negative conditions (primary appraisals). Adolescents judge that they do not have the appropriate resources to deal with the stressors, because adolescents assess that by having a sibling(s) with Down Syndrome they become different compared to their friends who do not have sibling(s) with Down Syndrome (secondary appraisals). Such appraisals elicit some form of response to the degree of stress that adolescents experience due to their condition. The initial interviews was conducted using guided interviews based on stress theory by Lazarus and Folkman (1984), which are associated with the condition of adolescents having sibling(s) with Down Syndrome.

Some forms of stress response that arise includes cognitive responses, emotional responses, and behavioral responses. Cognitive response such as feeling different compared to their friend and preoccupation with thoughts concerning their own condition makes it difficult to think of anything else and may hinder their ability to concentrate in school. Emotional responses such as anger, shame, and sadness that arises du to the cynical view or general dislike toward their Down Syndrome sibling(s). Behavioral response includes avoidance, for example, avoiding going out of the house with their Down Syndrome sibling(s) to reduce the possibility of being seen by friends, or avoid to invite their friends to play at their house, so their friends do not need to see their Down Syndrome siblings. They also avoid avoid showing photos with their Down Syndrome sibling(s) to others.

Seeing the presence of negative cognitions, and emotions that arise as a response to stress in adolescents related to their condition of having a Down Syndrome sibling, it is important to conduct psychological interventions so that they can cope with their stress. Acceptance and Commitment Therapy (ACT) was chosen as an intervention in this study due to its' nature as stress reduction interventions (Hayes and Strosahl, 2004). In addition, ACT is also developmentally appropriate for adolescents, because the ACT can help them to deal with

their emotions, connect with others, deal with fear, achieve goals, and help them to achieve optimal development (Harris, 2016). The use of Metaphors that features heavily in ACT is appropriate with the formal operational stages of cognitive development of an adolescent that enables them to understand abstract concepts. In addition, metaphors is also free of judgment so that teens do not feel judged, either right or wrong, about their appraisals or negative feelings related to their conditions. Learning media in the form of experimental work are also suitable to help adolescents better understand themselves and understand the process of change that occurs while participating in ACT activities. ACT also invites adolescents to not only deal with problems but also to find the true values that exist within them to enable them to develop optimally.

ACT invites an individual to perform reappraisal to the possible ways that can be done to deal with a threatening situation. This reappraisal can be achieved because ACT enables them to get new information about the source of the stressor and ways that can be done to deal with the stressor, by accepting and being able to live based on values. Common strategies used in ACT is by teaching psychological abilities effectively deal with negative thoughts or feelings in the way that has the least negative impact. Then help individuals clarify what is really the most important and most meaningful to them (find values), and use that to guide, inspire, and motivate them to change lives for the better.

There are six principles in ACT, namely acceptance, cognitive defusion, being present, self as context, values, and committed action. Adolescents are expected to accept negative feelings and thoughts related to the condition of having a Down Syndrome sibling(s) (acceptance), reduce control of negative thoughts and feelings within them (cognitive defusion), focus on dealing with current experiences without worrying too much about the possibility of a bad future (being present), and able to see themselves objectively (self as context). At the last stage, adolescents are then invited to find what things they want in life, namely what they want to spend their life time

on, what matters most, and what makes them able to survive (values), and committed to achieve their objectives (commited action).

Through the ACT's six principle processes it is expected that adolescents who have Down Syndrome siblings can accept the conditions of having Down Syndrome sibling(s), know that they have the resource to deal with the situation, have goals to be achieved, and are committed to achieving them. Adolescents are expected to have high psychological flexibility, so they have the ability to face unpleasant conditions accompanied by openness and awareness, and able to behave in accordance with self-values. The higher the psychological flexibility of adolescents, the more adolescent's quality life increases and become optimal.

Based on the explanation above, the null hypothesis (H₀) of this study is that there is no reduction in the degree of stress before and after the training to apply Acceptance and Commitment Therapy principles on adolescents with Down Syndrome sibling(s). While the alternative hypothesis (H₁) for this study is decreasing degree of stress after the training compared to prior measurement.

Methods

This research employs quasi-experimental design with the one group pretest-posttest design method. In quasi-experimental research, there are several situations that cannot be controlled (Christensen, 2007). With this design, we would measure the effect of treatment by comparing the reaction pattern prior the treatment, with the reaction pattern after the treatment was given to the subject (Christensen, 2007).

The application of Acceptance and Commitment principles used in this study was designed in the form of a module. The training modules used are based on the principles of Acceptance and Commitment as stated by Hayes, et.al (1999). The modules consists of metaphors, discussion guides, and worksheets that will be worked by research subjects. The metaphors and exercises used in the training module are chosen based on the suitability to

the degree of stress experienced by the subject, and tailored in accordance to their comprehension abilities.

This research also uses mixed-method, which is a method that applies a combination of two approaches at once (qualitative and quantitative) (Creswell, 2013). The mixed-method strategy used in this study is a concurrent embedded strategy, which implements one stage of quantitative and qualitative data collection at one time (Creswell, 2013). In this study, quantitative methods as primary methods will be used to explain the expected outcomes of the training process, while qualitative data as secondary methods, will be used to explore the processes experienced by each subject.

Subjects invloved in this study, are adolescents aged 14-16 years who have Down Syndrome sibling(s) whom attend SLB C Palembang, have moderate or high levels of stress based on a stress degree questionnaire based on the dimensions proposed by Lazarus and Folkman (1984) , has a low level of psychological flexibility based on AAQ-II, and has average to high level of intelligence (based on intelligence standards in Standard Progressive Matrices) to ensure the subject has a good abstraction ability so that the subject is able to comprehend the metaphors given during the intervention. The number of subjects in the study consisted of three subjects, with two boys, and one girls. Two of them are 1st year high school students aged 15 years old, and the other is 3rd year junior high school students aged 14 years old.

Instruments used in this study are the Stress Degrees Scale (consisting of 53 items), which were developed by us based on the stress theory proposed by Lazarus and Folkman (1989), as well as Acceptance and Action Questionnaire - II (AAQ - II) from Bond, et.al (2011) that consists of 10 items to measure psychological flexibility, which adapted into Bahasa Indonesia by us. Both measurement instruments used as a pretest and posttest. Reliability estimation of the Stress Degrees Sclae uses alpha cronbach estimation

(0.931; high reliability), and the AAQ-II (0.683; moderate reliability). This demonstrates that the both instruments can measure the degree of stress and psychological flexibility consistently. The validity test of the two measuring instruments is carried out with content validity by expert judgment.

Data analysis techniques in this study were carried out quantitatively and qualitatively. Quantitative data analysis techniques are carried out with descriptive statistics and significance tests to see whether the changes that occur from the data obtained can be accepted, applicable, and can be generalized to the population. The level of significance used in this study was 5%, which means that the probability of the correct results of the significance test of this study is around 95%. While the qualitative analysis uses content analysis to analyze the results. Content analysis is done to examine the subject's behavior, thoughts, and feelings (Breakwell, Smith, and Wright, 2012). The analysis was performed using thematic analysis, which is an analysis technique used by looking at a theme or pattern (Glesne, 2011) obtained from observations and interviews. From the results of the analysis, we can evaluate whether the results of the study are in accordance with the objectives of each training session or not.

Findings and Discussion

Findings

Within diagram 1 below we can see the results of the pre-test and post-test of the three research subjects. It can be seen that each post-test score from the subject's degree of stress is lower compared to the pre-test score. Which means that there is a decrease in the degree of stress that the subject experiences after receiving the training on the application of Acceptance and Commitment Therapy principle.
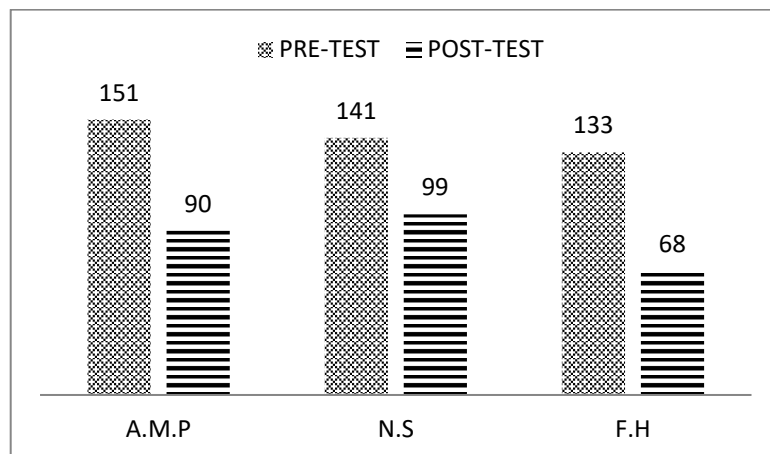
Diagram 1. Results of Pre-Test and Post-Test Stress Degrees

Researchers also conducted significance tests using the Paired T-Test. To see whether the reduction in the degree of stress that occurs after the training is given is significant. From table 1. it can be seen that t value is 7.893 and the significance is .016 (Sig <0.05). Which means that there is a significant reduction in the degree of stress after the training was given (H₀ from this study was rejected and H₁ from this study was accepted). Furthermore, diagram 2. it is revelaed that post-test score from AAQ-II measurement is higher compared to the pre-test score. Before attending the training, the subjects have low psychological flexibility. While after attending the training, there are improvement, so that they have high psychological flexibility.

		Mean	Std.Deviation	Std.Error	t	df	Sig. (2-tailed)
Pair 1	PRETEST-POSTTEST	1.05660	.23185	.13386	7.893	2	.016
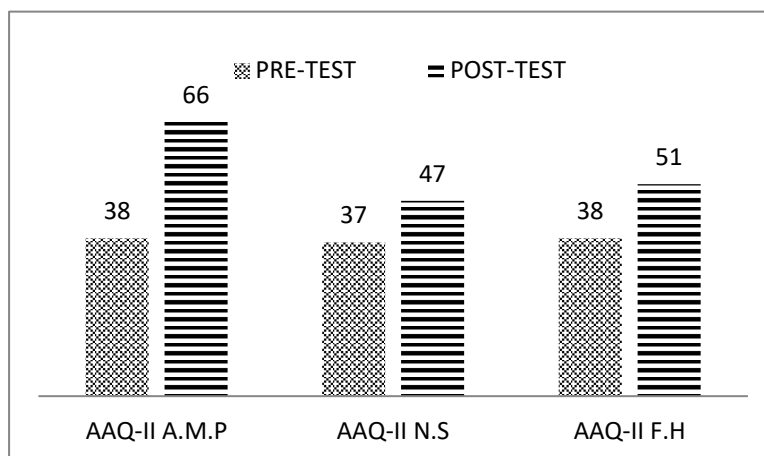
Diagram 2. Results of Pre-Test and Post-Test for AAQ-II

From the results of a descriptive analysis it can be seen that there is a decrease in the degree of stress in the three subjects between pre-test and post-test scores. This reduction in stress level was proven to be significant with a t value of 7,893 and a significance of 0.016 (Sig <0.05), which means that training in the application of the principle of Acceptance and Commitment Therapy could significantly reduce the stress degree of adolescents who have Sibling(s) with Down Syndrome. From the results of the descriptive analysis it can also be seen that there is an increase in the psychological flexibility of the subject, where before taking training, the psychological flexibility of the subject is in the low category, while after attending the psychological flexibility training the subject is in the high category.

Discussion

The decrease in degree of stress in subjects who participates in this study can be achieved because of the process received during the training in the application of the principles of Acceptance and Commitment Therapy. It is the result of reappraisals by the subject in response to new information about the source of the stressor and about how to deal with the stressor. Judging from the process experienced by the subjects from session I to session IV (Mindfulness and Acceptance Process), it was clear that through the metaphors and exercises given in each session, they gain confidence in their ability to control the situation related to their condition. They who had prior negative appraisals concerning their condition, and appraise that they did not have the necessary resources or ability to deal with these stressful conditions, gains new strategies in dealing with stressful situations other than resisting or avoiding.

They learn that there are more effective options for dealing with negative feelings and thoughts than resisting or avoiding, namely by accepting the situation, They also learn to control their mind so that psychological problems do not increase. Furthermore, they also realize that negative feelings and thoughts have no control in determining what they want to do, and that they can position themselves as an observer of their own feelings and thoughts without making negative feelings and thoughts an obstacle to achieve what they wants. As stated by Hayes, et al (2006), by reducing negative thinking (doing cognitive defusion) can lead to individuals having more positive beliefs about themselves.

The understanding and awareness elicited during sessions I - IV is belief factor that stimulates the occurrence of reappraisals. As stated by Lazarus and Folkman (1984), there are two important things in determining the occurrence of reappraisal, namely belief and commitment. Belief is a confidence to control the

situation at hand (Lazarus and Folkman, 1984). This belief factor is successfully obtained by the subjects through the understanding and awareness that they receives from applying the principles of acceptance, being present, cognitive defusion, and self-as-context which are four of the six principles in Acceptance and Commitment Therapy.

Furthermore, in session V - VI (Commitment and Behavior Process), they recognize what is most important and most valuable to them (life value - values). Tthey are able to find goals to be achieved in accordance with the value of his life. They also gained an understanding that obstacles would surely exist in life, and it will arise in the process of achieving their goal. The most important thing is that they have a commitment to continue to pursue the goal even though there are some obstacles arises (such as negative and unpleasant feelings and thoughts related to having a Down Syndrome sibling(s)).

The understanding and awareness that they obtained from the V-VI (Commitment and Behavior Process) session is another factor that supports the reappraisal process, namely commitment. Commitment is a form of response about what is important for individuals and underlies individual's motivation to take action (Lazarus and Folkman, 1984). Through the principle of values (session V), they becomes aware of what is most important and most valuable to them (values), that motivates them to achieve the goal. Through the principle of commitment (session VI), they were also invited to understand the importance of having a commitment to achieve goals even though negative feelings and thoughts related to the condition of having Down Syndrome siblings might still appear in the subjects' daily lives.

From the application of the six principles of Acceptance and Commitment Therapy, subjects experienced a sharp increase in their psychological flexibility.

This shows that prior to participating in a series of six sessions in applying the principles of Acceptance and Commitment Therapy, all three subjects had difficulty dealing with negative or unpleasant feelings and thoughts that arises because they had a Down Syndrome sibling(s). With the increase in psychological flexibility after receiving training, it help them to accept the condition of having a Down Syndrome sibling(s) and to accept negative or unpleasant feelings and thoughts related it. The subject also becomes aware that he can still achieve the desired goals without focusing on negative feelings and thoughts, and has a commitment to achieve these desired goals.

These results are consistent with Hayes, et al (1999) proposal which states that Acceptance and Commitment Therapy can increase psychological flexibility, it can provide individuals have the ability to relate to daily life events with full awareness and ability to maintain behavior in accordance with the desired goals.

After participating in the training, reappraisals occur because the subject obtained a more effective ways to deal with negative or unpleasant feelings and thoughts regarding the condition of having Down Syndrome sibling(s). They also obtained the belief in their ability to control the situation at hand and knows what is important for them, that motivates them to take action, both of which are two important things in determining judgment (Lazarus and Folkman, 1984). In the end, each subjects appraised the condition of having Down Syndrome siblings as a neutral condition rather than depressing and negative condition. Furthermore, they did not let negative or unpleasant feelings and thoughts to hinder them on focusing to achieve their life goals.

Limitations of this study, includes the small number of samples, consisting only three subjects. Subsequent studies and further research should involves a larger number of samples, to evaluate and further

confirm the effectiveness of the intervention proposed in this study.

Conclusion

Based on the results and discussions, it can be concluded that the application of Acceptance and Commitment Therapy principle can significantly reduce the degree of stress and increase psychological flexibility in adolescents aged 14-16 years who have sibling(s) with Down Syndrome. Three subjects participated in the training were able to accept negative or unpleasant feelings and thoughts related to their condition of having a Down Syndrome sibling(s), and were able to make a commitment to achieve their life goals by no longer considering negative or unpleasant feelings and thoughts as an obstacle to achieve their goals.

References

Agochiya, D. 2002. *Every Trainer's Handbook.* Los Angeles: Sage.

American Psychiatry Association. (2013). *Diagnostic and Statistical Manual of Mental Disorder* (Fifth Edition ed.). Washington: American Psychiatric Publishing.

American Psychological Association. 2002. *A Reference for Professionals: Developing Adolescents.* Washington: American Psychological Association.

Arch, J., Craske, M.G. 2008. Acceptance and Commitment Therapy and Cognitive Behavioral Therapy for Anxiety Disorders: Different Treatments, Similar Mechanism? *Clinical Psychology: Science and Practice Vol. 15 No. 4,* 264-279.

Armstrong, A.B., Morrison, K.L., Twohig,M.P. 2013. A Preliminary Investigation of Acceptance and Commitment Therapy for Adolescent Obsessive-Compulsive Disorder.

Journal of Cognitive Psychoterapy: An International Quartely Vol. 27, No.2.

Barker, C., Pistrang, N., Elliot, R. 2002. *Research Methods in Clinical Psychology 2nd Edition.* USA: John Wiley & Sons.

Beirne-Smith, M., Patton, J., & Kim, S. (2006). *Mental Retardation.* New Jersey: Pearson Education.

Berk, L.E. 2008. *Infants, Children, and Adolescents 6th Edition.* New York: Pearson.

Bond, F.W. 2011. Preliminary Psychometric Properties of Acceptance and Action Questionnaire II: A Revised Measure of Psychological Inflexibility and Experiental Avoidance. *Behavior Therapy, Vol. 42, 676-688.*

Breakwell, G.M., Smith, J.A., Wright, D.B. 2012. *Research Methods in Psychology 4th Edition.* London: SAGE Publication Ltd.

Budman, S.H., Gurman, A.S 1988. *Theory and Practice of Brief Therapy.* USA: The Guilford Press.

Christensen, L.B. 2007. *Experimental Methodology 10th Edition.* New York: Pearson Education, Inc.

Cuskelly, M., Hauser-Cram, P., Riper, M.V.2010. Families of Children With *Down Syndrome:* What We Know And What We Need To Know. *Down Syndrome Research and Practice, pg. 105-113, doi: 103104/reviews2079.*

Dahl, Joanne C, et.al. 2009. *The Art & Science of Valuing in Psychotherapy Helpong Clients Discover, Explore, and Commit to Valued Action Using Acceptance Commitment Therapy.* Oakland: New Harbinger Publication.

Fink, G. 2000. *Encyclopedia of stress (Vol.1-3).* San Diego: Academic Press.

Fledderus, M., Bohlmeiher, E.T., Smit. F., Westerhof. G.J. 2010. Mental Health Promotion as a New Goal in Public

Mental Health Care: A Randomized Controlled Trial of an Intervention Enhancing Psychological Flexibility. *American Journal of Public Health, Vol. 100, No. 12, 2372-2378.*

Fletcher, L., Hayes, S.C. 2005. Relational Frame Theory, Acceptance, and Commitment Therapy, and A Functional Analytic Definition of Mindfulness. *Journal of Public Health, 100. 12. 23722378.*

Friedenberg, Lisa. 1995. *Psychological Testing, Design, Analysis, and Use.* USA: Allyn and Bacon.

Glesne, Corrine. 2011. *Becoming Qualitative Researchers: An Introduction 4th Edition.* Boston: Pearson.

Graziano, Anthony & Raulin, M.L. 2000. *Research Method: A Process of Inquiry 4th Edition.* New York: Addison Wesley Educational Publisher Inc. Higgins.

Hallahan, D.P., Kaufman, J.M., & Pullen, P.C. 2009. *Exceptional Learners: An Introduction to Special Education.* USA: Pearson Education.

Harris, Russell. 2009. *Acceptance and Commitment Therapy Training.* Retrieved from http://www.actmindfully.com.au/acceptance_&_commitment_therapy on Desember 2016.

Harris, Russell. 2016. Embracing Your Demons: An Overview of Acceptance and Commitment Therapy. *Journal of Psychoterapy In Australia, Vol. 12, 4, 2-8.*

Hayes, S.C. 2005. *Get Out of Your Mind and Into Your Life: The New Acceptance and Commitment Therapy.* Oakland: New Harbiger Publication, Inc.

Hayes, S.C., et.al. 1999. *Acceptance Commitment Therapy: An Experimental Approach to Behavior Change.* New York: The Guilford Press.

Hayes, S.C., et.al. 2006. *Acceptance and Commitment Therapy: Model, Process, and Outcomes.* USA: Psychology Faculty Publication.

Hayes, S.C., Strosahl, K.D. 2004. What is Acceptance and Commitment Therapy. Dalam *"A Practical Guide to Acceptance and Commitment Therapy"* Selected Reading hlm 3 – 29. New York: Springer.

Kohls, L.R., Brussow, H.L., 1995. *Training Know How for Cross Cultural and Diversity Trainers.* San Fransisco: Adult Learning Systems.

Lazarus, R., Folkman, S. 1984. *Stress, Appraisal, and Coping.* New York: Springer Publishing Company.

Lazarus, R.S. 1999. *Stress and Emotion: A New Synthesis.* New York: Springer.

Mangunson, F. 2009. *Psikologi dan Pendidikan Anak Berkebutuhan Khusus.* Depok: LPSP3 Fakultas Psikologi Universitas Indonesia.

Martirosyan, A. 2013. Sibling Relationships in Families with A Child with Special Needs: A Case Study of A Norwegian Family With A Child With Down Syndrome And Her Three Sibling(s). *Thesis.* Oslo: Department of Special Needs Education, Faculty of Educational Sciences University of Oslo.

Mash, E. J., Wolfe, D. A. 2010. *Abnormal Child Psychology.* USA: Wadsworth, Cengage Learning.

Papalia, D.E., Olds, S.W., Feldman, R.D. 2004. *Human Development 9th Edition.* New York: McGrew-Hill.

Santrock, J.2. 2014. *Adolescence (15th Edition).* New York: McGraw Hill.

Sarafino, E.P., Smith, T.W. 2012. Health Psychology Biopsychosocial Interaction 7th Edition. USA: John Wiley & Sons, Inc.

Seniati, L., Yulianto, A., Setiadi, B.N. 2005. Psikologi Eksperimen. Jakata: PT. Indeks.

Smouth, M. 2012. Acceptance and Commitment Therapy: Pathways for General Practitioners. *Australian Family Physiction, Vol.41, 672-676.*

Springer, J.M. 2012. Acceptance and Commitment Therapy: Part of The "Third Wave" In The Behavioral Tradition. *Journal of Mental Health Counseling, Vol. 34, 3, 205-212.*

Sullivan, M. 2002. *Sibling(s) of Children with Down Syndrome and Their Perceptions of Family Functioning.* Thesis. Retireved from Proquest on Desember 2016.

Taylor, S.E. 2012. *Health Psychology 8th Edition.* New York: McGraw-Hill.

Walker, J. 2002. Teens in Distress Series Adolescent Stress and Depression. Retrieved from http://www.smmusd.org/Samohi/PTSA/minutes/teens_in_distress.html on Desember 2016.

Walker, L.R. 2007. Retrieved from http://www.preventionworkinseattle.org on Desember 2016.

Wicksell, R.K., Magnusson, B. 2005. Using Acceptance and Commitment Therapy in the Rehabilitation of an Adolescent Female with Chronic Pain: A Case Example. *Cognitive and Behavioral Practice, Vol 12, 415-423.*

Wicks-Nelson, R., & Israel, A. 2009. *Abnormal Child and Adolescent Psychology.* New Jersey: Pearson Education.

Wilkerson, Robin Rider. 2001. *The Adolescence's Experience of Having a Sibling with Down Syndrome.* Disertasi. Retrieved from Proquest on 21 November 2016.

Williams, K.E., Ciarrochi, J., Heaven, P.C.I. 2012. Inflexible Parents, Inflexible Kids: Psychological Flexibility in Adolesents. *Journal of Youth and Adolesence, 41, 1053-1066.*

Early Intervention Services for Special Needs Children: An Exploration of the Effectiveness of Early Special Education in Malaysia

Elaine Hui Fern Tan[1], Zhooriyati Sehu Mohamad[2]
[1,2] Department of Psychology, Faculty of Social Sciences and Liberal Arts, UCSI University
Kuala Lumpur (South Wing), No 1, Jalan Menara Gading, UCSI Heights, Taman Connaught,
56000 Cheras, Kuala Lumpur, Malaysia.
elainelol96@gmail.com[1], zhooriyati@ucsiuniversity.edu.my[2]; yati_2386@yahoo.com [2]

Abstract

Early intervention programme (EIP) are a range of different programmes included different types of therapy and education that aimed to help and support children with developmental delays or other specific health conditions. The programmes are helpful to improve children development and adaptability, enhance family capability in handling the special needs children and increase family and children participation in society. This research aims to discover the effectiveness and importance of the early special education in Malaysia. To meet the objectives of this study, a qualitative research using phenomenological approach has conducted on five special needs teachers who work in a Non-Governmental Organization (NGO) early intervention centre in Johor, Malaysia by using purposive sampling. Thematic analysis was used to analyse the collected data. This research found that improvement in attention and behaviours, self-care skills, social interaction skills of special needs children are the effectiveness of early intervention services. Besides that, providing knowledge and happiness to the parents and preparing for integration into kindergarten and future schooling are also some of the effectiveness. The implications of this study consist of contributing significantly to the community by making people understand the effectiveness and importance of sending special needs children to the EIP. It is important for the parents to realise the importance of sending their special needs children to the EIP as earlier as possible as learning occur effective before six years old and behavior more likely to be trained.

Keywords: *early intervention services, early special education, special needs children*

Introduction

According to Wang (as cited in United Nations Children's Fund, 2014), "We are all born with equal rights. Regardless of our disabilities, we still have the right to be loved, to start our own family, to have access to good education and live a normal healthy lifestyle." Children with disabilities are deserved to be given the chance to grow, develop and enchanted. With the therapy, education, supports, encouragement and love from people around them they have the potential and possibilities to improve, develop and shine bright in their future (United Nations Children's Fund, 2014).

Early intervention services are a range of different programmes that specially planned to

help and support those children with developmental delays or any other specific health condition (World Health Organizations, 2012). The child who undergone early intervention treatment showed improvement in the self-care skills which help them to be independent in the future as the therapists apply natural settings and daily activities to train the kids (Sridevi & Arya, 2014). One of the common changes that can be seen on any children after joined the early intervention

program is they will able to dress independently with minimal help from their parent and their attention span will improve as well (Schaaf, Hunt, & Benevides (2012). However, there are many scientific studies reported that such programmes showed positive feedbacks on the children in different perspectives. For example, the speech therapy helps the autistic children to understand and follow instructions after went through the treatment (Batool & Ijaz, 2015). There is improvement in the motor skills, sensory processing, communication and interaction skills of the autistic kid through the occupational therapy as the kid will able to socialise and play well with other children in school (Schaaf, Hunt, & Benevides, 2012). Besides that, the beads technique and colouring method used to train the child attention span also showed the improvements in the children's attention span (Sridevi & Arya, 2014).

In addition, the speech therapy services also reported can improve the interpersonal skills, psychological well-being of the children after going through the intervention (Roulstone et al., 2012). According to Engle et al (as cited in World Health Organization, 2012), the early intervention programmes could enhance the children's development and make them able to follow well and be effective in the future schooling. This is supported by Wright and Nueman (as cited in Zucker 2010) that in preschool, special needs children need to learn vocabulary which would be useful when they enter primary and secondary school as they would learn more complex concept. However, besides the language, the special needs children also need to learn Mathematics; thus, the teachers could teach them to name the shapes, name the word to describe weight, height, time and distance. Academic problem and development in oral language would happen if the children have limited vocabulary.

The families who attended the early intervention services shown positive results as well (Raspa, Bailey, Olmsted, Nelson, Robinson, Simpson, Guillen, & Houts, 2010). For instance, Sridevi and Arya (2014) found out that the early intervention programs affects

a mother with an autistic kid as well. From the study, it has explained that it is helpful for a mother in handling the child when the parental counselling is provided by giving detailed information and knowledge about the disorder and ways to deal the child is given. It is clear that the families usually will be exposed to the knowledge and abilities in handling their children by attending this program and they will be able to practice the knowledge at their home.

In the Malaysia context, the actual numbers of the children with disabilities is still unavailable (Singh, 2008). According to the Department of Statistics Malaysia, there were around 445,006 people fall into the disabilities category in 2012. However, the exact figure of the children with disabilities still could not be identified among these people (UNICEF, 2014). It is understood that until 2013 only 1% of the disabled children managed to sign up to the public's special education system (Ministry of Education Malaysia, 2013). From the percentage itself, we could imagine that probably the rest of the 99% of the special needs children were just staying at home and did not receive any chance of education. According to the Malaysia Education Blueprint 2013-2025, it stated that equal chances of access to the international quality education obliged to everyone (Ministry of Education Malaysia, 2013).

However, in Malaysia there were issues of lack of competency of the special needs educators. Insufficient knowledge, expertise, experiences and training in the early intervention programmes are reported as the barriers in this program (Bari, Abdullah, Abdullah, & Yasin, 2016; Nasir & Efendi, 2016). Other than that, there were also challenges of the shortage of speech-language therapist in Malaysia. Sadly, Malaysia is severally low in qualified occupational therapists as there were only 1,395 occupational therapists among the 32 million population. This figure was low as compared to the world ratio which then affect Malaysian to receive good quality services and therapy participation (Loh, Boniface, Mackenzie, & Richards, 2017). Malaysia is one of the country

who has no enough speech therapists due to the insufficient local teaching faculty, low interests of the students to register for this degree program and lack of encouragement and supports from the families to study this program (Ahmad, Ibrahim, Othman, & Vong, 2013).

Besides the lack of manpower, Malaysia also having problem of insufficient facilities of special education. Malaysia is reported has no enough teaching equipment for the special educators (Bari, Abdullah, Abdullah, & Yasin, 2016) and the special needs educators facing shortage of teaching materials in the classrooms (Nasir & Efendi, 2016) to conduct the lessons. Above all that, the special educators claimed that due to the limitation of the financial support, it caused them some difficulties to afford the high cost teaching materials which were required for the inclusive education for special needs children (Hussin, Quek, & Loh, 2008).

The lack in providing a proper education to the special needs children is considered as one of the major issue to be considered. There were parents with learning disabilities children expressed their financial stress that the cost to raise up a special needs child was three times higher than a normal child. Although the government provide financial supports, it is not enough for them to provide quality therapy to their children. Sadly, some of the parents could not afford a car which make them very difficult to bring their children to the therapy (Sukeri, Bakar, Othman, & Ibrahim, 2017).

Early childhood is the most crucial period for the children to master, learn and adopt skills (Singh, 2013). According to the Center on the Developing Child at Harvard University (2010), they found that the neural circuits, which form the fundamental for learning, behavior and health are most flexible from birth to three years old. With the time pass, it become very hard to transform. The earlier the children get detected and accessed to the early intervention services, the better is it as it could help inhibit any further impairment in the special needs children

(Mensah & Shayar, 2016). According to UNESCO (2009), there would be challenge when these children enter primary school if they have no receive any early intervention services before as the students would be lack of capacity to benefit from education.

Based on the discussion above, it is understood that having complete and productive teaching materials, equipment, basic amenities are very crucial in influencing the outcome on the children's learning, improvement and growth. Therefore, it is important to have good facilities provide to the children so that they could access to effective lesson. As stated above, due to the limited financial supports it caused some parents incapable to enrol their children in the early intervention services. If the parents with special needs children are provided with financial supports, it would increase the possibilities for them to send their children to the early intervention services. Therefore, this study aims to explore the effectiveness and importance of early intervention services (early special education).

Methodology

This research was conducted by using a qualitative method with phenomenological approach. This approach was employed since it aimed to describe, decode, translate and derived meaning from the data in order to understand the phenomena of the world. Total five special needs educators from a Non-Governmental Organization (NGO) early intervention center in Johor were recruited by using purposive sampling technique.

A set of predetermined semi-structured interview questions were used to obtain data from the participants. The interview questions were adapted from Moore (2012), Coyle (2011) and Kiyuba and Tukur (2014) research. Besides that, field notes also were taken as well in order to ensure the participants have given sufficient information that are needed for the study.

The results obtained were analysed by using thematic analysis. After data collection process, the data collected were transcribed,

analysed and interpreted. The significant statements were identified from the transcripts such as effectiveness of early intervention services (early special education). From the significant statements, the coding process that consists of open coding, axial coding and selective coding were then carried out by identifying any words or phrases that are relevant to the research questions. From there, those patterns were reduced into different themes or concepts. The themes were reviewed in order to ensure the themes fit the data (Maguire & Delahunt, 2017).

Findings and Discussion

Findings

This research aims to investigate the effectiveness and importance of early special education for the special needs children. The results of this research will be reported in this section.

Effectiveness of early special education

There was several effectiveness of the early special education discovered from this study which are providing knowledge and happiness to the parents, improvement in attention, behaviors, self-care skills and social interaction skills in the children. The other effectiveness consists of help prepare for integrating into kindergarten and future schooling. Other than that, the importance for sending special needs children to the early intervention program (EIP) at the early age also detected in this study.

Providing knowledge and happiness to the parents

The study found out that parents have gained various benefits after sending their children to the EIP. For example, the parents are claimed that they learnt knowledge and skills to handle their children. Besides that, they also learnt the suitable methods to teach their children at home from the teachers in EIP. The outcome by attending the EIP shows that the parents felt happier when they noticed positive changes in their children and embrace from the center.

For instance:

"The parents tell us at first they really don't know what to do with their children, they don't see hope, but everything changes after they send their children here. Now they know how to deal with their child's behaviors and how to teach them in academic learning."

Improvement in attention and behaviors

Based on the results obtained in this study, it has proven that there is various positive improvement in the behaviors and attention span of the children after they enrolled in the center. This is because the center designed some activities that could train their attention span. Basically, most of the activities in the center focus on training their hand-eye coordination and eye focus. For instance, drawing a straight line or lazing which required the children to pay much attention in order to complete the tasks. The activities provided in the EIP also helps the children to sit still, listen and follow instructions.

For example:

"There are many students who cannot sit still and listen to the teachers at first, but after they come to our center for a certain period, they are able to sit quietly, listen to the teachers and able to understand and follow instructions. The children's attention span improves as well as most of our activities here focus on training their hand-eye coordination and eye focus."

Improvement in self-care skills

The results show that the center has designed different types of activities to train the children to be independent. For instance, the center encourages some children to attend the EIP without accompanied by their parents. The outcome of this method is the children were able to be independent after attended to the center for a while. The children show their independency through wearing shoes, going toilet and taking care of own personal belongings.

For instance:

"Lacing and beading activities enables the children to learn to tie their shoes lace, button their own shirts in the future so that they do not need to rely fully on their parents in getting dressed."

"Some of them at first they are not able to go to toilet by themselves, now they will go by their own without the reminder of the teachers, they are able to put on and off their pants, their self-help skills improved a lot, they know where it's their place to put their school bags and belongings everytime when they come and will remember to bring back their belongings, wear and take off their shoes by themselves, they have really become more independent compared to the beginning."

Improvement in social-interaction skills

Above all, the children also show interaction with other people such as friends and teachers after enrolled in the center. One of the biggest positive impact after joined the EIP is the children are able to recognize other peoples' name and response to them. Besides that, these children also become happier. In addition, these changes help the children to engage in group activities and some even develop friendship in the center.

For example:

"For social interaction skills, I would say it did improve because when the children come here they got the chance to interact and social with other people such as the teachers and also their classmates. Sometimes you could see some children play together and even chat with each other. There are parents told me that their children become happier after coming to our center."

"I realized that the children at first when they come, they were very quiet, and some would even cry refuse to stay, but after come to the center for several months, they will response to you when you greet them for example 'Good Morning' even though they speak it in a very soft voice, but it is enough for us."

Preparing for integration into kindergarten and future schooling

The research found that the teaching method applied in EIP and the syllabus are helpful because it prepares the children for future schooling. As most of the children are visual learners, the center applies private or one to one teaching method and use word sheets and flash cards to help them to learn. The center teaches by starting from basic level then only move on into next level which includes teaching language (Malay, English), alphabet, recognize objects and recognize numbers. Some children started to talk slowly after enrolled to the center as the teachers let the children watch their mouth in order to produce sound. However, Makaton sign language is used to teach down syndrome to communicate.

For instance:

"We will teach language especially Malay language as we used BM (Malay language) as our teaching instructions. Besides that, we also teach some very simple and basic English terms. In terms of language, we will teach them alphabet like A to Z, and we also teach them to recognize and name the body parts and objects. we also teach them numbers like recognize and name 1, 2, 3, 4."

"When they can recognize the alphabets only we move on to teach them vocabulary. These children they mostly are visual learners, so when we are teaching them the vocabulary we will used flash cards with colourful pictures to grab their attention and stimulate their motivation as well."

Importance to receive EIP at early age

The participants claimed that children's behavior are more likely to be handle if they attend the EIP earlier. They reported that significant improvement could be seen as they learn and absorb information and knowledge faster during the first six years. Child behavior and thinking more likely to change if detected earlier, otherwise the bad behaviors will become the habit and then hard to change. It can be concluded that the learning occurs effective at early age and the critical period for learning are before six years old. There will be some difficulties if miss this period learning.

For example:

"If we managed to detect the children condition earlier, then it would contribute much to the children

developmental growth. If detected late, certain things would become difficult to fix and change. For example, bad behaviors as it would become a habit and then become hard to modified. Their thinking also if become fixed, it would also very hard to modify as well."

Discussion

As discussed earlier, there are several effectiveness of early special education. For example, the EIP is important in providing knowledge and happiness to the parents, improvement in attention and behaviors, improvement in self-care skills, improvement in social-interaction skills, preparing for integrating into kindergarten and future schooling.

One of the effectiveness of EIP is to provide parents with the knowledge and skills in teaching and handling children. This result is similar to the previous study by Sridevi and Arya (2014) where they found out that the participants were able to handle their children at home after received the detailed information and knowledge about the autism. Besides that, it was helpful for the parents when they observe the correct methods to deal with their children. In the current study, most parents reported that at first, they have no clue in handling their children. However, after they accompany their children to the EIP center, they started to learn and apply knowledge and skills to teach their children in home by observing how the teachers teach their children. Another study done by Raspa and his colleagues in 2010 described that parent's participation in EIP make them become more confident in their ability in taking care their children with developmental delay (Raspa et al., 2010). From these findings, it is obvious that EIP teach parents on how to handle their special needs children. It is understood that the EIP is not helpful for the children only, but the parents as they could gain various benefits as well. As we discussed earlier, the method used by the parents or the caretakers are important for the child development. Therefore, the activities provided in the EIP program is very helpful in educating the parents as they can apply the methods in their home since the children spent more time at home compared to the centre.

Improvement in attention and behaviors of special needs children also another effectiveness of EIP discovered from this study. The children are able to understand, follow instructions, sit still and concentrate during lesson after enrolled to EIP for a while. This is because the center prepared activities that train their attention span such as beadings, drawing a straight lines and others. This finding is consistent with the study by Sridevi and Arya (2014) where they discovered the attention span of that child improved after attend the intervention as he was able to sit still for 30 minutes together with the therapists. In that study, the psychologists used beads technique and colouring method to train his attention and concentration (Sridevi & Arya, 2014). Besides that, the results of current study have similarity with a study by Batool and Ijaz (2015) where they discovered that the children managed to understand and follow instructions after went through the treatment. According to these findings, it shows EIP help train children attention and behaviors. Improvement in the attention and behaviors of the special needs children could have significant difference to their future studies when they enter primary school as they are expected able to sit still, listen to instructions and pay attention during the lesson.

Improvement in the self-care skills of the special needs children is another effectiveness of attending EIP. After the children attended the EIP, they became more independent and able to do many things independently such as dressing, wearing shoes, eating, going to toilet and taking care of own personal belongings. This result is consistent with the previous study by Schaaf and his colleagues where they discovered that children who receive occupational therapy were able to dress independently with minimal help from his parent (Schaaf, Hunt, & Benevides, 2012). The current study also shows that the EIP teachers design activities and situations to train children become more independent. For example, the teachers encourage the students to go to the center alone to train their

independence. This finding show consistency with the previous study where Sridevi and Arya (2014) mentioned that during the treatment, the therapists or psychologists applied natural settings of daily activities to train the autistic kid to be more independent. Therefore, parents are very encouraging to send their children to the EIP so that these children could learn to be more independent in the future. These children should learn how to be independent since young so that they could be function well when they grow up such as getting a job, living alone and others. Parents should realize that they are impossible to take care of their children forever, therefore it is important for the children to learn how to be independent.

Another effectiveness of EIP discovered from this study is improvement in social interaction skills of the special needs children. From this study it was mentioned that those children would interact, play with the teachers and the other children in the center after come to the center for a short period of time. In addition, some of the children would be able to response verbally to the teachers by greeting the teachers. It shown that they started to response to the surroundings and the EIP teachers also felt that these children become happier after come to the center. Similar results have been discovered in the previous studies where it is stated that there was improvement in interpersonal skills, psychological well-being of the children after going through the speech therapy (Roulstone et al., 2012). In addition, in another study done by Schaaf and his colleagues noted that sensory integration intervention enhance the interaction skills of the autistic kid as that participant was able to social and play well with other children in school (Schaaf, Hunt, & Benevides, 2012). Another case study done by Ciucurel and Iconaru (2012) on a down syndrome kid shown that the kid show improvement in interaction skills after gone through occupational therapy as he was able to take part in football with the team and interact with others in school (Ciucurel & Iconaru, 2012). As discussed earlier, EIP helps improve the social interaction skills of the special needs

children. By going to the center, the children would able to interact with people other than their family members and they would able to learn how to social with people. Other than that, it makes them able to learn to adapt to the society rather than just staying at home.

Another effectiveness of EIP discovered from this research is to help prepare for integrating into kindergarten and future schooling. This current study reported that the syllabus used help the children adapt and prepare for future schooling. The children in the center learnt alphabets, vocabulary, basic numbers, recognize objects and others. This result is supported with the study by Wright and Nueman (as cited in Zucker 2010) that in preschool special needs children need to learn vocabulary which would be useful when they enter primary and secondary school as they would learn more complex concept. Academic problem and development in oral language would be happen if the children with limited vocabulary. They also need to learn Mathematics; thus, the teachers could teach them to name the shapes, name the word to describe weight, height, time and distance (Zucker, 2010). The result obtained from this research also show consistency with another study done by Sridevi and Arya (2014) where the participant in the study who had gone through intervention had receive pre-academic skill training. During the training, the participant would learn basic concept such as alphabets, numbers, size, colours and others. Another study by Engle et al (as cited in World Health Organization, 2012) revealed that the early intervention programmes could enhance the children's development and make them able to follow well and effective in future schooling. Preparing for future schooling also found in another study. The study shown that early special education prepares the children in academic way before they enter primary school, hence it prepares them for future school performance and learning (Mensah & Badu-Shayar, 2016). In addition, the findings from UNESCO (2009) claimed that there would be challenge when these children enter primary school if they have no receive any early intervention services before as the students

would be lack of capacity to benefit from education (UNESCO, 2009). As discussed above, it shows that EIP help prepare the children in the academic way thus it makes them able to follow well in the future schooling and makes them able to face more difficult syllabus in the future.

Conclusion and Recommendations

Conclusion

In conclusion, there are many effectiveness of sending special needs children to the early intervention services (early special education) found in this study. It is important for the parents to realise and aware of how important it is to send their special needs children to the EIP as earlier as possible as learning occur effective before six years old and behavior more likely to be trained. Once they miss this critical period it would be very difficult for them to improve and develop. However, there are many challenges faced by the EIP teachers which prevent them to provide the best intervention to these children. Therefore, the government and public should implement actions to help and improve the intervention in Malaysia, so that these children could get helped and improved.

The findings of this research provide insights for the community by making people understand the effectiveness and importance of sending special needs children to the EIP. By doing this research it could raise the awareness and commitment of the government or other related bodies to channel funds or grants into the early intervention service. By having the financial supports it could improve the facilities of the special education system that we have in Malaysia, so that the special needs children could be receiving the highest professional and effective services.

Recommendations

It is suggested that the future researcher could examine the perceptions of the EIP teachers in both private and NGO sector and then do comparison on the study so that the differences and similarities of their perceptions could be investigated. Besides that, the future researcher could recruit the EIP teachers who work in the NGO settings all around Malaysia instead of just one area, so that the results collected would have greater generalizability. In this research, all the participants involved have different years of experiences and education background it might influence their perceptions on this field, therefore the future researcher could probably only recruit teachers with certain years of experiences and certain educational background. Also, the future researchers could focus on the perceptions of the therapists in this field such as occupational therapists, speech therapists or others.

References

Ahmad, K., Ibrahim, H., Othman, B. F., & Vong, E. (2013). Addressing education of speech-language pathologists in the World Report on Disability: Development of a speech-language pathology program in Malaysia. *International Journal of Speech-Language Pathology, 15*(1), 37-41. doi: 10.3109/17549507.2012.757709

Bari, S., Abdullah, N. A., Abdullah, N., & Yasin, M. H. M. (2016). Early intervention implementation preschool special education students in Malaysia. *International Journal for Innovation Education and Research, 4*(6), 139-155.

Batool, I., & Ijaz, A. (2015). Effectiveness of speech and language therapy for autism spectrum disorder. *Journal of Pakistan Psychiatric Society, 12*(1), 14-17.

Center on the Developing Child at Harvard University. (2010). The Foundations of Lifelong Health Are Built in Early Childhood. Retrieved from http://developingchild.harvard.edu/wp-content/uploads/2010/05/Foundations-of-Lifelong-Health.pdf

Coyle, S. (2011). A qualitative analysis: "The effect of Music Therapy on a person with intellectual disability" (Master's Thesis). Retrieved from

https://esource.dbs.ie/handle/10788/312

Hussin, S., Quek, A.H., & Loh, S. C. (2008). Policy into Practice: The Challenge for Special Education in Malaysia. Retrieved from http://eprints.um.edu.my/10347/1/106_Paper.pdf

Kiyuba, J., & Tukur, S.Y. (2014). *Challenges Of Providing Special Education To Children With Disabilities View of teachers and education officials* (Degree's Thesis). Retrieved from http://www.diva-portal.org/smash/get/diva2:764634/FULLTEXT01.pdf

Loh, S. Y., Boniface, G., Mackenzie, L., & Richards, L. (2017). Professional autonomy and progress of occupational therapy - A case study on a neglected health profession in Malaysia. *Journal of Hospital and Healthcare Administration, 2017*(1), 1-6. doi:10.29011/JHHA-105.100005

Maguire, M., & Delahunt, B. (2017). Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars. *The All Ireland Journal of Teaching and Learning in Higher Education, 8*(3), 3351-33514.

Mensah, F. A., & Shayar, J. B. (2016). Identification of special educational needs for early childhood inclusive education in Ghana. *Journal of Education and Practice, 7*(11), 1-8. Retrieved from https://files.eric.ed.gov/fulltext/EJ1099548.pdf

Ministry of Education Malaysia. (2013). *Malaysia Education Blueprint 2013 - 2025 (Preschool to Post-Secondary Education).* Retrieved from https://www.moe.gov.my/images/dasar-kpm/articlefile_file_003108.pdf

Moore, R. (2012). Defining Support: Families of children with special needs and the role of the speech language pathologist. *Ursidae: The Undergraduate Research Journal at the University of Northern Colorado, 2*(2), 1-20. Retrieved from https://digscholarship.unco.edu/cgi/viewcontent.cgi?article=1041&context=urj

Nasir, M. N. A., & Efendi, A. N. A. E. (2016). Special education for children with disabilities in Malaysia: Progress and obstacles. *Malaysian Journal of Society and Space, 12*(10), 78-87.

Raspa, M., Bailey, D. B., Jr., Olmsted, M. G., Nelson, R., Robinson, N., Simpson, M. E., Guillen, C., & Houts, R. (2010) Measuring family outcomes in early intervention: findings from a large-scale assessment. Exceptional Children, 76(4), 496–510.

Roulstone, S., Wren, Y., Bakopoulou, I., & Lindsay, G. (2012). Interventions for children with speech, language and communication needs: An exploration of current practice. *Child Language Teaching and Therapy, 28*(3), 325-341. doi: 10.1177/0265659012456385

Schaaf, R. C., Hunt, J., & Benevides, T. W. (2012). Occupational therapy using sensory integration to improve participation of a child with autism: A case report. *The American Journal of Occupational Therapy, 66*(5), 1-9. doi :10.5014/ajot.2012.004473

Schaaf, R. C., Hunt, J., & Benevides, T. W. (2012). Occupational therapy using sensory integration to improve participation of a child with autism: A case report. *The American Journal of Occupational Therapy, 66*(5), 1-9. doi :10.5014/ajot.2012.004473

Singh, A. (2008). Meeting the needs of children with disability in malaysia. the medical journal of Malaysia, 63(1), 1-3. Retrieved from https://www.researchgate.net/publication/23399309

Singh, A. (2013). Screening & Diagnosing Learning Disabilities. *Forum on the Right of Education for Children with Learning Disabilities, Human Rights Commission of Malaysia (SUHAKAM).* Retrieved from www.necicmalaysia.org/view_file.cfm?fileid=95

Sridevi, G., & Arya, S. (2014). Effect of early intervention in autism: A case study.

International Journal of Scientific and Research Publications, 4(4), 2250-3153.

Sukeri, S., Bakar, R. S., Othman, A., & Ibrahim, M. I. (2017). Barriers to unmet needs among mothers of children with disabilities in Kelantan, Malaysia: A qualitative study. *Journal of Taibah University Medical Sciences, 12*(5), 424-429. doi: 10.1016/j.jtumed.2017.05.002

United Nations Children's Fund. (2014). *Children with Disabilities in Malaysia.* Retrieved from https://www.unicef.org/malaysia/UNICEF-Children_with_Disability_in_Malaysia_2014_lowres.pdf

United Nations Educational, Scientific and Cultural Organization. (2009). *Policy Guidelines on Inclusion in Education.* Retrieved from http://unesdoc.unesco.org/images/0017/001778/177849e.pdf

World Health Organization. (2012). *Early Childhood Development and Disability:A discussion paper.* Retrieved from http://apps.who.int/iris/bitstream/10665/75355/1/9789241504065_eng.pdf

Zucker, G. H. (2010). Intervention Strategies for Pre-School Students with Special Needs. Forum on Public Policy, 1-11. Retrieved from https://files.eric.ed.gov/fulltext/EJ912980.pdf

Dynamics of career development of Giriloyo *batik* makers

Nur Hasanah[1]
[1]Department of Psychology, Universitas Negeri Yogyakarta
Jl. Colombo No. 1 Karang Malang, Sleman, Yogyakarta[1]
nur.hasanah2015@student.uny.ac.id

Abstract

The purpose of this study is to describe the dynamics of the career development on each stage, starting from growth, exploration and establishment in *Batik* makers of Giriloyo. This study employs case study qualitative research methods, and involves three women who worked as *batik* maker. Data analysis was performed by data reduction, data presentation, and conclusion drawing. From this research it is revealed that participants did not fulfill the developmental tasks at all three stages as a whole and they went through stages of career development sequences and period that is differed from the established theory of career development. It is also revealed that the participants experienced dissatisfaction with the wages. However, in the other hand they felt proud to be able to take part on their community and wishes to continue to make *batik* as long as they are physically able. The results of the study led researchers to recommend early career recognition by families, schools and communities.

Keywords: *career development; career development tasks, batik*

Introduction

The field of work orientation experiences a lot of changes as the world changes. Although evolution is slow, large-scale factors that operate at the macro level, such as industrialization, modernization, colonization, westernization, and globalization, ultimately force humans to adapt to changing job demands. Changes in the work structure driven by globalization, technological developments and the communication revolution forced workers to make major adjustments (Burke and Ng, 2006, in Gross-Spector and Cinamon, 2016).

In line with the changes that occur, new problems arise in the form of human adaptation to work (Arulmani, Bakshi, Leong, et al, 2014). Behavioral scientists then emerged to tackle increasingly complex work problems. One such scientist is Donald Super who explained that his career begins with one point and ends at another point, that can be divided into five stages. The first one is stage of growth (4-13 years); followed by exploration stage (14-24 years); establishment stage (25-44 years); maintenance stage (45-65 years); and lastly, disengagement stage (over 65 years) (Brown & Lent, 2015). Within each of these stages one's are expected to fulfill developmental tasks in order to have a foundation to move forward to the next stage and reduce the risk of experiencing difficulties in the next stage (Super, 1996 in Brown & Lent, 2015).

The growth stage has the main goal of forming a realistic vocational self-concept, which in part was formed from the process of identification with their significant others (Brown & Lent, 2013). Super (1976) explained that the growth stage is the stage of interaction between the self, home, and school environment that influences the development of abilities, interests, and values. Hartung, Porfeli, and Vondracek (2005) supports this notion and added parents have a significant influence at this stage. Savickas and Super (1993 in Brown & Lent, 2013) convey the task of career development at this stage as

concern for the future (concern), have control over decision making (control), confidence to achieve goals (conviction), and build competence in work attitudes and work habits (competence). Children must learn to imagine, be responsible, and be able to solve problems in order to be able to build a future image of work that is decent and consistent with the cultural values channeled by the family and the environment.

The exploration phase is dominated by conscious activities seeking information about themselves and the job market. There are two aspects of exploration, namely self-exploration and environmental exploration (Stumpf, Colarelli, & Hartman, 1983 in Guan, Liu, Guo, Li, Wu, Chen, Xu, & Tian, 2018). Self-exploration is a way of exploration by looking at their internal attributes to understand who they are, whereas, environmental exploration is the search for information on jobs, organizations, and occupations. Super (1972) explained that bad career exploration is not systematic, whereas, good exploration will further develop the abilities and interests of individuals. These good explorations will clarify the suitability of the role of the role model in the growth stage which has formed its initial self-concept with individual career preferences after exploration. This exploration stage has developmental task of crystallization, specification (specifying), and implementation (Brown & Lent: 2013). Crystallization means building clear and stable vocational self-concepts based on occupational preferences and individual ability levels. Vocational education specifications and choices are in line with vocational self-concepts resulting from broad exploration related to work preferences and building a vocational identity. After being specified, implementing career choices requires preparation to occupy a position and obtain that position.

The establishment stage involves the development of a stable self-concept and career pattern originating from the success in career formation where the main goal is to implement the concept of self in the work role so as to produce a meaningful source of income and work life. Work that is filled with

meaning, requires individuals to understand their self-concepts in other areas of life, such as roles as parents, husband or wife, and part of the community (Brown and Lent, 2013). The first developmental task in this stage is stabilizing, including settling and securing a position in a job by working competently and adjusting well in the work culture at the job. This then provides a way for consolidating positions through ongoing work productivity, interpersonal effectiveness, and adjustments, so that individuals are able to pursue advancing to a higher position if possible.

Tiedeman, Roe, Super, & Holland (1972) explained that the most important stage, along the continuation of career development, was the stage of exploration and establishment. According to Super (1980) this stage is the most important, because in the exploration stage, individuals are directly involved, tentatively, transitioned, and try a job with a small commitment, then, an experiment with more commitments, carried out at the establishment stage which includes stabilizing and advancing. The task of his career development then becomes: crystallizing vocational preferences, carrying out specifications, implementing them, stabilizing positions in selected jobs, consolidating self-status, and making self-promotion efforts at the job.

Even though the work orientation changed a lot, however, *batik* makers in Giriloyo Hamlet, Wukirsari, Imogiri, Bantul, D. I. Yogyakarta continues to preserve the work of their ancestors. *Batik* from Giriloyo has special features because its motifs are a legacy of the Yogyakarta Sultanate introduced to the Giriloyo makers around 17th century. *Batik* Makers in this study are whom involved in one of the stages in the *batik* making process, namely carving wax onto the cloth using *canthing*. before or in-between several coloring processes. Generally, *batik* making and wax carving activities are carried out by women, while the coloring process is carried out by men.

Results from the preliminary study revealed that parents have directed the careers of their daughters from an early age, in this sense the daughter are a passive party and

does not contribute much in the decision making. In Giriloyo, elementary school age children are able to make *batik* well. However, it limits their freedom to choose a career because the environment primed them to work as *batik* makers. In addition, there are gender stereotypes that also limits their career aspiration, mainly villager's expectation for women to take care of the household and children. Based on career development stage, exploration stage was not passed by *batik* makers who have been in the establishment stage since they are 12 years old, which they should be at the growth stage.

Conditions that occur in communities that work as *batik* makers are special conditions, especially when viewed from the perspective of career development theory. This makes the gap between reality in the case of *batik* makers in Giriloyo with career development theory. In addition, the freedom to choose a career and self-actualization of women in Giriloyo is also limited by gender stereotypes, values, norms and traditions held by the community. Therefore, it is important to understand these unique case of career development, especially in growth, exploration, and establishment stages in *batik* makers of Giriloyo.

Methods

Research Design

This research uses a qualitative approach with a case study method directed to understand the unique career development pattern of Giriloyo *batik* makers.

Research Participants

Inclusion criteria for this study are: 1) Women between the ages of 25-44; 2) Currently working as *batik* maker; 3) Has been making *batik* since the age of 12. The first criteria were based on the theoretical basis that states individual aged 25 to 44 typically have already entered the establishment stage. Whereas the third criteria were based on the result of pre-eliminary study that revealed 12 years old as average starting age for *batik* makers in Giriloyo. Based on the discussion with Giriloyo village chief, three participants

fulfill the inclusion criteria and are willing to participate in this study, Mrs. HE, Mrs. ZI, and Mrs. FI. The study was conducted at the *batik* maker's house between 09.00-15.00.

Instrument and Data Collection Techniques

Data was collected using semi-structured interview using interview guide developed by the researcher. Interviews were carried out while the *batik* makers carried out their activities as usual. We employed two strategies as a means for data validation: (1) triangulation of sources with mothers and business owners or *batik* group leaders, and (2) member examinations.

Data analysis technique

Data analysis in this study refers to the model of Miles and Huberman (1994) which consists of three activities, namely data reduction, data presentation, and conclusion making.

Findings and Discussion

Findings

Mrs. HE, has been involved in the world of *batik* making from an early age, and was influenced by the environment in which she lived, and also her mother and aunts. Although her mother did not teach *batik* directly, she often saw her mother and her neighbors making *batik*. HE's Aunt is the one who taught her to make *batik*. This pattern is similar with ZI and FI, they both claimed to be influenced by the family and their surrounding environment, in which the majority of them worked as *batik* makers.

Tradition and conformity are the basis of HE, ZI, and FI's motivation to make *batik*, even though they do not fully want it. HE does *batik* because her immediate environment also does *batik*, ZI also has similar reason coupled with economic conditions, while FI does *batik* because of traditions and economic conditions.

For vocational self-concept, HE was influenced by school and home environment. Actually, she is not that interested to become

a *batik* maker, but still does *batik* because of the influence from the environment. Meanwhile, ZI was influenced by her mother who wanted her to be a *batik* maker. However, ZI herself has a belief that in the end she will make *batik* because she lives in Giriloyo. Furthermore, ZI's economic conditions forced him to earn money since she was in elementary school. ZI are only able to finish elementary school education, this in turn made her lack the confidence to do work other than making *batik*. As with FI, she never dreamed of being a *batik* maker. Instead, she wanted to migrate like her brothers. She claimed to make *batik* because it is the norm of the people as well as her peers around her to make *batik*. Furthermore, she made *batik* because she needed money as her parents did not always give her allowance due to economic conditions, and asked FI to make *batik*.

Discussion

The result indicates that all of the participants have not fulfilled the concern task of growth stage in their career development. HE did not think of the future when she began making *batik*, only because she often saw people around him making *batik*. Meanwhile, ZI only thought of meeting her needs at that time and to ease the burden on her parents, instead of concern for the future. FI made *batik* on the grounds of tradition and modeling her mother.

While HE's task to have career control has been fulfilled, ZI and FI has not fulfill it. Although HE's mother made *batik*, she did not compel her children to make *batik* and let them choose their own careers. HE made *batik* because she wanted to learn it at her aunt's place. Furthermore, even though HE claimed *batik* because of the environment, she has the power to decide and she chose to make *batik*. Meanwhile, ZI's mother asked her to make *batik* because of her family's economic condition. While FI made *batik* because she was urged to conform with the norms of her environment.

All participants fulfill the task of developing career conviction. This was supported by the fact that they have many

examples as *batik* makers from their environment. This made them believe that they are also able to make *batik*. Furthermore, Giriloyo's children has been able to make *batik* as early as elementary school-age children who make *batik* after school.

All of the participants are able to fulfill competency task in career development. As was elaborated earlier, the participant's lives surrounded by *batik* makers, both in their family and their immediate surroundings. Holland (1958) added that there was a need for compatibility between personality and work environment. Compatibility between personality and work environment should be started to form during childhood. In this sense, Giriloyo's *batik* maker case are supported by this notion, as they have been shaped since their childhood to become *batik* makers. Family, especially mothers serves as trainer in *batik* making for the children, this in turn develop the child's competence in *batik* making. In summary, Giriloyo's *batik* makers do not fulfill all development tasks at the growth stage of career development.

At the next stage, exploration, both HE and FI did not develop vocational self-concepts as *batik* makers, only ZI developed initial vocational self-concept as *batik* maker. However, all participants did not have a clear future orientation. At the previous stage, the participants are largely influenced by their parents and their environment, that renders them as the parties that lacked initiative. This in turn, inhibits their development in the next stage.

At this stage all participants do not underwent self-exploration and environmental exploration, so they have very little information on the job market and thus resulting in the absence of personal planning concerning their careers. HE did not do self-exploration because she saw herself as high school graduates, so there was no need to do self-exploration. She thinks those who understand their talents should go to vocational school, instead of high school. While ZI did not do self-exploration because she felt helpless due to her economic and educational background. While in FI's case, self-exploration does exists. However, it only

appears after she enters the establishment stage. This implies that, in her journey to establish her career as a *batik* maker, she conducts no self-exploration. Prototypically, FI is yet in the exploration stage, but still in her establishment stage, this pattern was also seen in other participants whom should not be in the establishment stage yet due to the unfinished developmental tasks in the previous stage. This reveals a pattern of career development that is different from the established theory.

Regarding environmental exploration, all participants did not undertake environmental exploration. One of the reasons is the location of Giriloyo in the mountains and has difficulties to obtain cell signal and internet service providers. Housing and socioeconomic status are two of several factors that influence career exploration described by Taveira (2003). In this case, participants come from middle to lower socioeconomic status and live in rural areas.

Developmental tasks of career development in the exploration phase include crystallizing, specifying, and implementing. HE and FI did not fulfill the task of developing crystallizing careers because they did not want to be *batik* right from the start, so crystallizing could not be fulfilled. While ZI, from the beginning is willing to be a *batik* maker, so her crystallizing task can be fulfilled. Fulfillment of the developmental tasks in this stage is directly related to the participant's vocational self-concept.

The task of specifying development was not fulfilled in all participants. This is caused by the absence of environmental exploration, this made them does not have enough information to choose a career/job. However, the participants do not need specifying because they have been able to make *batik* since early years, which prototypically, they are yet to enter specifying stage. In addition, *batik* does not require certain formal education, instead it needs habituation.

The latest development task in the exploration stage is implementing. Only ZI has successfully fulfill the task. ZI was the only participants that prepares herself to work as a *batik* maker. This however, was due to ZI

feels unable to do other work and saw herself as village girls who do not have much experience. HE and FI did not develop their self-concept and career preferences as *batik* maker, therefore they did not have anything to implement. Although, technically, all participants have the ability to make *batik* that has been trained since early on. So, even though HE and FI do not go through the implementing task, they still have expertise and competence equivalent to ZI. This condition limits their career choices to the dominant careers in their environment.

At the establishment stage, career identity begins to form. As discussed in the previous stage, HE and FI have no vocational interests or goals in the field of *batik*, while ZI has interests, talents, and vocational goals as *batik* maker, which realized in this stage. Although HE and FI do not want to work as *batik* maker, in the end they decided to work as *batik* maker around junior high through senior high school for HE, and around elementary to high school for FI. Their level of education also affects the reasons they make *batik*. ZI, who only has elementary school level education, does not have the desire and confidence to do other work. While HE and FI have the desire to work in other fields if the opportunity arises, because they see their wages obtained from their work as *batik* maker is not much. However, in the end, economic needs made them choose to work as *batik* maker.

Judging from Marcia's identity theory (1966), all participants were classified as having identity foreclosure status because they did not explore themselves and were immediately committed to *batik*. The influence of the environment and culture in this case is very apparent. Javanese culture encourages its' members to conform with the collective and upholds a sense of devotion to parents.

The first career development task in the establishment stage is stabilizing which is fulfilled for all participants. All three participants have the ability to make *batik* so that it no longer becomes a problem when they decide to make *batik* professionally. In addition, they live in areas where the majority

are *batik* makers, this forces them to adapt whether consciously or unconsciously due to the overlap between living and work environments.

The second career development task is consolidating, which is successfully fulfilled by all participants. The three participants carried out sustainable productivity, even though they had stopped for a while due to other work. This brief stop happened due to the nature of the exploration stage that usually happened around this age. They returned to career exploration stage briefly even though they were already at the establishment stage. This career pattern becomes unique because the participants have been in the establishment stage since early without exploring themselves and the environment. While in the end they returned to making *batik* because they felt unable to do other work besides *batik*, the task of consolidating remains passed in a sub-optimal way.

The third career development task is advancing which refers to an attempt to rise to a higher position, in example, becoming a *batik* master artisan and opening hteir own shop. *Batik* making involves a long and varied stages. Starting with deciding and drawing the pattern, *nyanthing* or carving wax onto the cloth based on the pattern, coloring, and highlighting. These steps can be repeated for several times as needed. More colors on a *batik* cloth, means longer manufacturing process. *Batik* master artisan are able to carry out all of these processes from beginning to end. Even though a *batik* master artisan may delegate the tasks to his subordinates, they have mastered the key components for the crafts. In this sense, the highest level of *batik* maker is a *batik* master artisan and shop owner. The three participants did not wish to become *batik* master artisan and open their own shop because they are not confident with their *batik* making ability, has no managerial skills, and no capital to open a shop. All three participants said that *batik* making was only their side job, so there is no need to try to become a *batik* entrepreneur.

All participants entered the establishment stage prematurely. The establishment stage prototypically entered

when they reached 25-44 years. The participants have been in that stage since ages 9-14 years. At that age range, they should not even have entered the exploration stage, let alone establishment age. This caused the participants to stop making *batik* and try other jobs before finally returning to make *batik*. In other words, they returned to exploration stage after entering the establishment stage. However, after returning to the exploration stage they are even more convinced to make *batik* and feel that *batik* making is the most suitable job for them.

Even though the participants decided to make *batik* again after trying to work in other fields, they felt dissatisfied with their *batik* making work claiming that they wanted other jobs if the opportunity arises. This causes them to oftenly feel unmotivated to make *batik*, due to the time consuming and meticulous work but does not pay much. On the other hand, they also feel quite happy with their job because they are able to carry out their main duties as housewives while still earning additional income. In addition, they feel proud to be part of Giriloyo *batik* maker, which has been famous since centuries ago. So that even though they are not satisfied with the wages, they are happy to take part in preserving long-standing traditions.

The demand for conformity among women in the village is quite high, so that making *batik* is an effort from the participants to be accepted in the community, theoretically this will limit their opportunity to self-actualize. But in reality, it does not bother them much, due to the lack of knowledge about themselves and the job market. In this case, their dissatisfaction is suppressed with their own aspirations. Even though they say they are not satisfied, they still want to make *batik* as long as they are able.

Conclusion

The participants did not fulfill the task of career development at the stage of growth, exploration, and establishment as a whole. The participants entered the establishment stage prematurely when compared to the prototypical age of 25-44 years, in this case

they had begun to make *batik* around age of 9-14 years. While in theory 9-14-years-old put the participants within the growth stage.

At the growth stage, participants are heavily influenced by the family and the community to make *batik*, this caused them to become passive parties during the exploration stage. This results in their career choices being limited to the dominant careers in community. This led to dissatisfaction experienced in the establishment stage that makes them repeat the exploration phase that they haven't experienced yet. In the end, this process led them to make *batik* again and felt that making *batik* was a job that suited them and their skills.

Although the *batik* makers remain dissatisfied with the wages they receive, they feel proud to be a part of their community and want to continue *batik* as long as they are physically able. Furthermore, making *batik* is also participant's effort to conform with the environment they live in. So, in addition to meeting daily necessities, making *batik* was also their effort to preserve the cultural heritage of their ancestors.

References

Arulmani, G., Bakshi, A. J., Leong, F. T. L, & Watts, A. G. (Eds). (2014*). Handbook of career development: international perspectives*. New York: Springer.

Brown, S. D. & Lent R. W. (Eds). (2013). *Career development and counseling: putting theory and research to work*. New Jersey: John Wiley and Sons, Inc.

Gross-Spector, M. dan R. G. Cinamon. (2016). Assessing adults' career exploration: Development and validation of the vocational and maternal identity exploration scales. *Journal of Career Development*, 45 (1), 19-33.

Guan, Y., Liu S., Guo, M. J., Li, M., Wu, M., Chen, S. X., Xu, S. L., & Tian, Lin. (2018). Acculturation orientations and Chinese student sojourners' career adaptability: The roles of career exploration and cultural distance. *Journal of Vocational Behavior*, 104, 228-239.

Hartung, P. J., Porfeli, E. J., & Vondrace, F. W. (2005). Child vocational development: A review and reconsideration. *Journal of Vocational Behavior*, 66, 385-419.

Marcia, J. (1966). Development and validation of ego-identity status. *Journal of Personality and Social Psychology*, 3 (5), 551-558.

Miles, M. B. & Huberman A. M. (1994) *Qualitative data analysis 2nd Edition*. Thousand Oaks: Sage Publications.

Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior,* 16, 282-298.

Super, D. E. (1976). *Career education and the meanings of work: Monograph on career education*. Washington D. C.: Superintendent of Documents, U. S. Goverment Printing Office.

Super, D. E. & Jordaan, J. P. Career development theory. (1973). *British journal of guidance and counseling*, 1(1), 3-16.

Super, D. E. (1972). Vocational development theory: Persons, positions, and processes. Dalam Whiteley, J. M. & Resnikoff, A. (Eds.) *Perspective on vocational development*. Washington D. C.: American Personnel and Guidance Association.

Tiedeman, D. V., Roe, A., Super, D. E., & Holland, J. (1972). *Perspectives on vocational development*. Washington D. C.: American Personnel and Guidance Association.

Understanding the Dynamics of Friendship Formation among High school Adolescent: Indigenous Psychology Approach

Banyu Wicaksono[1], Maria Goretti Adiyanti[2]
[1] Department of Psychology, Universitas Negeri Yogyakarta,
Jl. Colombo No. 1 Karang Malang Sleman, Yogyakarta

[2] Faculty of Psychology Universitas Gadjah Mada,
Jl. Humaniora 1 Bulaksumur, Sleman, Yogyakarta
[1]banyuwicaksono@uny.ac.id, [2]adiyanti_psy@ugm.ac.id

Abstract

How friendship between adolescent peers was formed is yet to be understood clearly. Whereas number of studies has clearly linked quality of friendship to various adaptive ability, school performance, and academic achievements. This study attempted to understand the dynamics of friendship formation in sample Javanese adolescents using indigenous psychology as its' paradigm. Data was obtained from 120 respondents, (82 Girls, and 38 Boys) using open-ended questionnaire, which asks about how friendship between the respondent and their close friend(s) was formed. Data was analyzed using thematic analysis to identify themes and subthemes that indicates how friendship was formed. The result showed that there are two major theme that emerges in the beginning of friendship formation followed by other qualities related to it. This study reveals one more important aspect to be considered in understanding friendship formation between adolescents and their close friends.

Keywords: *Friendship; Friendship Formation; Adolescent*

Introduction

Friendship is a form of human activity that is important and full of meaning (Caroline, 1993). The phenomenon of friendship is a subject of interest for social psychologist to understand how a stranger transform into having a significant and influential role in one's life.

Friendship is a social phenomenon that has been existed in one's life since childhood. However, the importance of close friends as a significant person becomes increasingly pronounced as a person transitioned into adolescence, shifting parent's role as primary source of emotional support (Collins & Steinberg, 2006; Brown & Klute, 2003). This is transition was also strengthened by the fact that adolescents spent at least a third of their time a day with his friends, primarily in school

(Hartup & Stevens, 1997). Number of research has shown that close friend plays a crucial role as emotional support for adolescents, and has been linked good friendship quality to better school performance, academic achievements, and adaptive ability (Gallardo, Barrasa, & Guevara-Viejo, 2016; Košir & Tement, 2014; Lee, 2012; Wentzel & Caldwell, 1997; Austin & Draper, 1984).

In developmental perspective, friendship is something that evolves with time (Adams, Blieszner, & de Vries, 2000). As a child, interpersonal relationships are highly characterized by a child's dependency on person older than them, especially parents and caregivers (Russel, Mize, & K, 2002; Sullivan, 1953). At the beginning of adolescence, individuals began to form

relationships with their peers in which qualities such as equality, togetherness, and mutual relations between the two parties starts to emerges. The world of peers in the view of adolescents is not just a substitute from home, the world of friends is a separate domain, community or society (Sullivan, 1953). A strong bond exists between its members, which is manifested in the form of rules and ethics in groups, moral climate, forming the context of one's own language, even determining what is appropriate and inappropriate (Jersild, 1965). This creates a bubble in which adolescents who are yet to form friendship with their peers will be vulnerable to falling into feelings of loneliness, and at risk of further distress (Hall & Lindzey, 1978; Woodhouse, Dykas, & Cassidy, 2012).

Furthermore, as a person enters adolescence they begin to perceive and understand abstract matter thanks to the cognitive transition into formal-operational stages (Rice & Dolgin, 2008). This ability enables teenagers to perceive the emotions and thoughts of others. Thus, enabling them to understand abstract concepts such as trust, closeness, and relationship quality, all are essential component in forming deeper interpersonal relationship (Costa, 2004).

While friendship and its' properties and its' relation with various aspect in one's life has been properly defined, many basic and in-depth aspects such as definition of friendship, process of which friendship was formed, and how it was ended is rarely investigated. This issue has been long noted by Jersildv (1965) which mentions the factors that attract two teenagers to come together to form friendly relations are very complex and not well understood. This remains true, even until today. One such explanation is that friendship was seen as a non-institutional, voluntary relationship and was not subject to institutional constraints that exists in family and neighbor relationship (Adams, Blieszner, & de Vries, 2000). Therefore, the process of friendship formation, especially in adolescence, remains unclear. Our current study attempts to fill in that gap by exploring the dynamics of friendship formation in adolescents.

However, in investigating those issues, it is important to us to put cultural context into consideration. As Reis and colleagues (2000) noted that human behavior in the context of relations between individuals should not be separated from the context that surrounds the relationship. Due to cultural differences, the behavior of individuals from different regions will also have their own unique dynamics (Fiske, 1992).

To accommodate this, we will equip indigenous psychology as the main paradigm of our study. Kim, Yang, and Hwang (2006) explain that indigenous psychology is an approach whose context includes family, social, cultural and ecological, the contents of which are meaning, value and belief, are explicitly included in the research design. In other terms, indigenous psychology is a scientific perspective / paradigm designed to study human behavior and thought processes in an original way and not taken from other regions (Kim, Yang, & Hwang, 2006; Kim & Berry, 1993). This approach emphasizes efforts to gain a descriptive understanding of human function in a cultural context. Considering all of those factors and explanations, we formulate research question to be answered in this study "How is the process of friendship formation between adolescents and their close friends?"

Methods

Research Design

This is a qualitative exploratory study directed to explore and describe the dynamics of friendship formation in adolescent. Qualitative approach is the most suitable approach to answer the research question due to its' nature as an approach that enables the researcher to obtain descriptive data and to explore its' meaning (Creswell, 2009; Shaugnessy, Zechmeister, & Zechmeister, 2012).

Participants

Participants for this study were recruited through purposive sampling. Inclusion criteria for this research includes being an adolescent aged between 15 to 18 years, lives in Yogyakarta, has Javanese background, and has one or more close friend(s). The inclusion criteria were formulated based on the suggestion of Indigenous Psychology that researchers and respondents should come from the same cultural background to avoid misinterpretation due to cultural differences. A number of 120 respondents consisting of 82 Girls and 38 Boys participated in this study.

Research Procedure and Data Collection Instruments

Research permit was obtained from municipal government and school administrator prior to data collection. Then the data was collected at schools around Yogyakarta Region using survey questionnaire designed by B. W. The questionnaire consists of brief explanation regarding the study containing information of the aim of the research, the researcher, and confidentiality agreement. Informed consent was obtained from each of the students. Students whom agreed to participate then proceed to the first section of the questionnaire containing sociodemographic data to be filled in. Afterwards they fill answer five open ended question and seven fixed-response question that explores their relationship with their friends. One question was analyzed for this study, namely "Describe how your friendship began with your close friend(s)".

Data Analysis

Data obtained was then analyzed using inductive exploration using thematic analysis based on protocols developed by Braun and Clarke (2006). The data was digitized using Microsoft Word, printed, and cut into individual strips, each strip represents one participant. The researcher recruited three adolescent raters (N.A.B; A.K.W; A.W), aged between 18 to 19, has Javanese cultural background and lives in Yogyakarta. This was done to ensure the credibility of the analysis and complete interpretation of the data.

The rater and researcher (B.W.) first familiarize with the data by reading and re-reading the data, as well as taking notes on initial codes that emerges from this process. Afterwards, the team was split into two group each independently coded all of the responses and comparing the resulting themes for discussion and resolving disagreements, to reach agreements on each code. Only then, the team collate all codes unto a final theme framework.

Findings and Discussion

Findings

Participant's Characteristics

Participants consisted of 33 boys (31.67%) and 79 girls (68.33%) Aged between 15 to 17 years (M_{Age}: 16.05), all of them are high-school students.

Dynamics of Friendship Formation

Several themes emerge from the data. Similarities seems to emerges as the initial point in which acquaintances starts to became friends. Similarity creates a common ground between the respondent and his friend. These common grounds facilitate further interpersonal interactions, such as talking, and having mutual understanding. Similarities serves as a starting point in which respondent and their friend starts to see each other more often, therefore it forms togetherness.

The second theme and process that emerges is togetherness, or the time spent together between friends. It appears as one of the main divides that separates friends and close friends. By spending time together, each party are able to evaluate each other and form trust. This enabled them to open-up with each other, sharing their problems, stories, or secrets that they did not tell to another friend. The disclosure allows better understanding of each other. Other deeper interpersonal interactions such as helping, caring, being "there" for their friends, being open, and cooperating with one another are also enabled by togetherness.

However, togetherness also opens up opportunities for conflict between friends due to increased opportunities of friction between two individuals caused by the sheer amount of time spent together. The conflict also serves as a filter and rites of passage. Pair of friends that did not pass this will eventually drift away from each other and become regular friends. However, as they are able to make peace and resolves their conflict, this in turn will brought them closer. As bond between friend become closer, close friendship is then formed.

As we analyze the data, we also interpret and analyse the data between boys and girls separately to reveal gender-specific dynamics. The result revealed different pattern of friendship formation between boys and girls. The dynamics of friendship formation in boys is represented in figure 1. Whereas dynamics of friendship formation in girls is represented in figure 2.
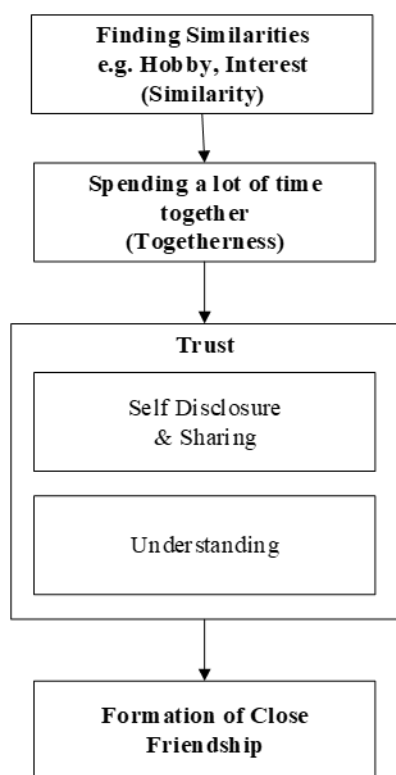

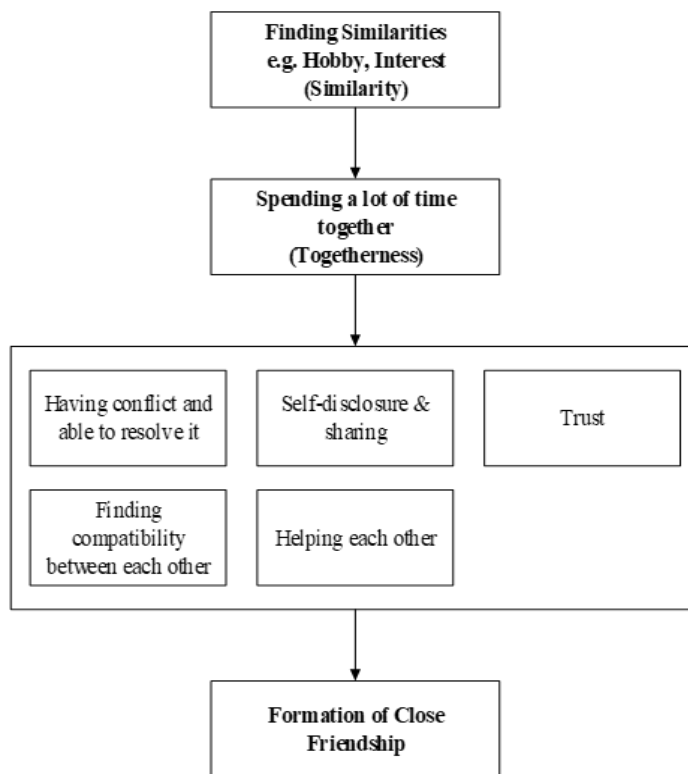Figure 1. Formation of Friendship among Boys

Figure 1. Formation of Friendship among Girls

Based on the analysis, boys have a rather straightforward pattern in friendship formation. Through togetherness they find trust that enables them to confide in their friends and form understanding that strengthen their bonds, thus becoming close friends. Whereas girls have a more elaborate process that involves conflict resolution, finding compatibility, helping, self-disclosure and trust formation.

Table 1. Cross-tabulation of participant's gender with their close friend's gender

Close Friend's Gender	Respondent's Gender			
	Boys		Girls	
	n	%	n	%
Boys	24	77,42%	11	14,47%
Girls	7	22,58%	65	85,53%
Total	**31**	**100%**	**76**	**100%**

Further analysis on the demographic data and close ended questions also revealed that between boys and girls prefer friend with the same gender (see table 1) and same religion/belief (see table 2).

Table 2. Cross-tabulation of participant's religion with their close friend's religion

Close Friend's Religion	Respondent's Religion							
	Islam		Catholic		Protestant		Hindu	
	n	%	n	%	n	%	n	%
Islam	88	95,65%	3	60,00%	3	50,00%	1	100,00%
Catholic	2	2,17%	1	20,00%	2	33,33%		0,00%
Protestant	2	2,17%	1	20,00%	1	16,67%		0,00%
Total	**92**	**100,00%**	**5**	**100,00%**	**6**	**100,00%**	**1**	**100,00%**

Discussion

The results above show that in general, friendship relations among adolescent respondents begin with the presence and similarity between the respondent and his close friend. The concept of togetherness tells of how two individuals spend more time together than they spend with other friends. Along with the time spent together, the two know each other more deeply. This then becomes the basis of friendship relations for the majority of respondents. Respondents spend more time with their close friends than ordinary friends. The difference in the quantity of time spent together becomes meaningful because understanding arises from the amount of time spent together, and this is the difference between an ordinary friend and a close friend. This result is also supported by previous research by Wicaksono, Adiwibowo, and Faturochman (2013) which states that the quantity of time spent together and the understanding that formed from it is the main reason an adolescents trusts their close friends.

The large amount of time the respondent spends with his close friend, indirectly, in addition to generating understanding, also brings up a condition where a friend is always at peace with his friend in both happy and difficult conditions. Characteristics exist in all of these conditions in line with the concept of social support as a function of friendship (Fehr, 2000). The analysis also shows that the characteristics there indicate interdependence in friendship relations.

The concept of togetherness and the quantity of time spent together as a consequence of the togetherness is in line with opinions and theories about relationship changes in adolescence where the role of parents decreases and the role of peers increases (Jersild, 1965). The discussion of the data above also shows that friendship relations are zones where adolescents can have their own autonomy without much influence from their parents.

The concept of similarity between the respondent and the respondent's close friend in terms of interests such as hobbies, favorite films, favorite books, or likes is in line with the concept of Fiske (2004) regarding the Relationship of Communal Sharing (CS). The similarity between the respondent and the respondent's close friend does not stop at the similarity of ideas, thoughts, behavior, ideal standards, and something that is liked / disliked, the similarity between the two includes the same gender, religion, and location. This is in line with the opinion of Kerchoff and Davis (1962) which states that there are several things that function as filters in interpersonal relations. Among them are gender, physical proximity, and religion. Respondents of this study tend to choose friends who have the same sex, the same religion, and are in the same location.

From the results of the discussion above, it can be concluded that the components of friendship relations revealed in this study are all connected to each other where all of them start from two interrelated things, togetherness and similarity. Both open

the possibility of the emergence of forms and qualities of deeper relations. Togetherness brings understanding and quality there is equal in all situations. While understanding brings understanding so that individuals can be themselves in front of their friends. Meanwhile, the similarity between the individual and his friend becomes a communication lubricant between the two. By having a common ground, individuals can find topics and establish warm communication and build comfort based on similarity. Furthermore, together with trust,

the warm communication that is established slowly develops into a process of self-disclosure, and self-disclosure is what helps foster understanding between the two individuals. All of these components run harmoniously, together building a relationship where individuals can find people who are always there accompanying in every situation, know us closely so that they can understand and accept our strengths and weaknesses; a close friend. Discussion above can be summarized in the figure 3.
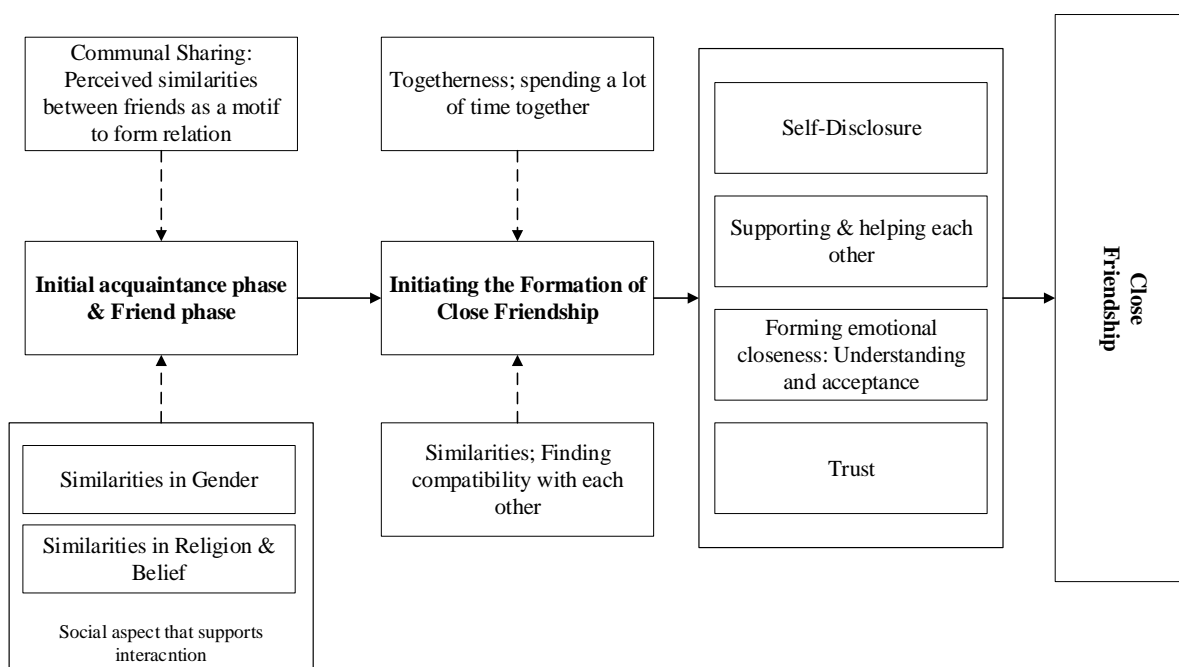

Figure 2. Dynamics of Friendship Formation in Adolescents

Conclusion

Close Friendship began with acquaintances finding similarities in each other. This encourage them to spend more time together, thus forming togetherness. As friends spent more time together, it allows them to understand their partner through self-disclosure, conflict resolution, and trust. Finally, these long chain of processes transforms acquaintance into someone who are always there for us, understands us and accepts who we are; a close friend.

References

Adams, R. G., Blieszner, R., & de Vries, B. (2000). Definitions of friendship in the third age: age, gender, and study location effects. *Journal of Aging Studies, 14*(1), 117-133. doi:10.1016/S0890-4065(00)80019-5

Austin, A. M., & Draper, D. C. (1984). The Relationship Among Peer Acceptance, Social Impact, and Academic Achievement in Middle Childhood. *The American Educational Research*

Journal, 21(3), 597-604. doi:10.3102%2F00028312021003597

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101. doi:10.1191/1478088706qp063oa

Brown, B. B., & Klute, C. (2003). Friendships, cliques, and crowds. In G. R. Adams, & M. D. Berzonsky (Eds.), *Blackwell Handbook of Adolescence* (pp. 330-348). Malden: Blackwell Publishing.

Caroline, H. A. (1993). Explorations of Close Friendships: A Concept Analysis. *Archives of Psychiatric Nursing, 7*(4), 236-243. doi:10.1016/0883-9417(93)90032-R

Collins, W. A., & Steinberg, L. (2006). Adolescent Development in Interpersonal Context. In W. Damon, & R. Lerner (Eds.), *Handbook of Child Psychology* (6th ed.). New York: Wiley.

Costa, A. C. (2004). Trust. In C. Spielberger (Ed.), *Encyclopedia of Applied Psychology* (Vol. 3, pp. 611-620). Oxford: Elsevier Inc.

Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* Thousand Oaks, CA: Sage.

Fehr, B. (2000). The life cycle of friendship. In C. Hendrick, & S. S. Hendrick (Eds.), *Close Relationships: a Sourcebook* (pp. 71-82). London: Sage Publications, Inc.

Fiske, A. P. (2004). Relational Models Theory 2.0. In H. Nick (Ed.), *Relational Models Theory: A Contemporary Overview* (pp. 3-25). Mahwah, NJ: Lawrence Erlbaum.

Gallardo, L., Barrasa, A., & Guevara-Viejo, F. (2016). Positive peer relationships and academic achievement across early and midadolescence. *Social Behavior and Personality: An international journal, 44*(10), 1637-1648. doi:10.2224/sbp.2016.44.10.1637

Hall, C. S., & Lindzey, G. (1978). *Theories of Personality* (3rd ed.). New York: John Wiley & Sons.

Hartup, W., & Stevens, N. (1997). Friendships and Adaptation in the Life Course. *Psychological Bulletin, 121*(3), 355-370. doi:10.1037/0033-2909.121.3.355

Jersild, A. T. (1965). *The Psychology of Adolescence* (2nd ed.). New York: The Macmillan Company.

Kerckhoff, A. C., & Davis, K. E. (1962). Value Consensus and Need Complementarity in Mate Selection. *American Sociological Review, 27*(3), 295-303. doi:10.2307/2089791

Kim, U., & Berry, J. W. (1993). *Indigenous Psychologies: Experience and Research in Cultural Context.* Newbury Park, CA: Sage.

Kim, U., Yang, K. S., & Hwang, K. K. (2006). Contributions to Indigenous and Cultural Psychology: Understanding People in Context. In U. Kim, K. S. Yang, & K. K. Hwang (Eds.), *Indigenous and Cultural Psychology: Understanding People in Context* (pp. 3-26). New York: Springer.

Košir, K., & Tement, S. (2014). Teacher-student relationship and academic achievement: a cross-lagged longitudinal study on three different age groups. *European Journal of Psychology of Education, 29*(3), 409-428. doi:10.1007/s10212-013-0205-2

Lee, J. S. (2012). The effects of the teacher–student relationship and academic press on student engagement and academic performance. *International Journal of Educational Research, 53*, 330-340. doi:10.1016/j.ijer.2012.04.006

Reis, H. T., Collins, W. A., & Berscheid, E. (2000). The relationship context of human behavior and development. *Psychological Bulletin, 126*(6), 844-872. doi:10.1037/0033-2909.126.6.844

Rice, F. P., & Dolgin, K. G. (2008). *The Adolescent: Development, Relationships, and*

Culture (10th ed.). Boston: Allyn and Bacon.

Russel, A., Mize, J., & K, B. (2002). Parent-Child Relationships. In P. K. Smith, & C. H. Hart (Eds.), *Blackwell Handbook of Childhood Social Development* (pp. 205-222). Oxford: Blackwell Publishers Ltd.

Shaugnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2012). *Research Methods in Psychology* (9th ed.). New York: McGraw-Hill.

Sullivan, H. S. (1953). *The Interpersonal Theory of Psychiatry.* New York: W. W. Norton.

Wentzel, K. R., & Caldwell, K. (1997). Friendships, peer acceptance, and group membership: relations to academic achievement in middle school. *Child Development, 68*(6), 1198-1209. doi:10.1111/j.1467-8624.1997.tb01994.x

Wicaksono, B., Adiwibowo, I. R., & Faturochman. (2013). Adolescent Criteria for Trusting Their Close Friend. In R. Ismail, U. Kim, & S. M. Iqbal (Eds.), *International Conference of Asian Association of Indigenous and Cultural Psychology 2012 Proceeding* (pp. 106-125). Perlis: Percetakan Madani.

Woodhouse, S. S., Dykas, M. J., & Cassidy, J. (2012). Loneliness and Peer Relations in Adolescence. *Social Development, 21*(2), 273-293. doi:10.1111/j.1467-9507.2011.00611.x

Parent And Child Relations in The Perspective of Adolescents With Juvenile Delinquency

Nourmarifa Sari[1], Siti Rohmah Nurhayati[2]

[1 & 2] Department of Psychology, Faculty of Education Universitas Negeri Yogyakarta; Jl. Colombo no. 1 Karang Malang, Sleman, Yogyakarta

nourmarifa.sari2015@student.uny.ac.id[1], siti_rohmah@uny.ac.id[2]

Abstract

This study aims to determine the relationship between parents and children in the perspective of adolescents with juvenile deliquency. This study uses qualitative methods with a phenomenological approach. The research subjects were two boys aged 16-20 years who had a delinquency scale score ≥17. In addition, the researcher uses the Theunnisen Delinquency Scale, as a deliquency scale, which has been translated and adjusted to the current conditions in Indonesia. As the result, it can be showed that relations according to adolescents with risky behavior were the existence of positive and negative relations. Positive relationships such as nurturing, transmitting values, closeness, attention, and togetherness. Negative relationships such as lack of support, lack of understanding, communication errors between parents and children, and conflicts that are not accompanied by good conflict management.

Keywords: *parent and child relations, juvenile delinquency*

Introduction

Adolescence is an individual transition period that previously children will turn into adults. As stated by Piaget (in Santrock, 2003) adolescence is the time a child interacts with other communities around him who are more mature than himself. In this period, children no longer feel at the lower levels of people who are older than themselves but are at the same level as other people.

Adolescence is also called a confusing period. Individuals who are in adolescence can no longer be referred to as children, but also cannot be referred to as adults. Individuals in this period are faced with the question of who they are, what their true potential is, and in what direction they are going in their lives. Eric Erikson (in Santrock, 2003) states that adolescents have a duty to find their own identity that best suits them. Therefore, adolescence is also referred to as the search for identity, where children prepare for their adult life.

Teenagers will gradually realize that they are responsible for themselves and their lives. Teenagers will look for what their lives will be like (Santrock, 2003). Individuals who can get through the search for self-identity are teenagers who are able to find their identity and prepare themselves well for their adult life. Many teenagers who can pass a period of self-identification search well. One example is Rebecca Alexandria who won the Youth America Grand Prix in New York, United States (Anonymous, 2018). Rebecca found herself becoming a professional ballet dancer. Another achievement was made by 4 high school students representing Indonesia in the Intel-ISEF International Research Olympiad in California, United States (Widhi, 2017). These four high school students get special awards from various institutions in America for the research they have done at this prestigious event. The examples above show that teenagers can find their identity through positive activities.

Some adolescents can pass a period of self-discovery well, but there are also

teenagers who are less able to pass through a period of self-discovery. One form of failure through the search for identity is juvenile delinquency or delinquency. Indonesian Language Dictionary (Badan Pengembangan dan Pembinaan Bahasa, 2016) describes delinquency as a behavior carried out by adolescents who violate social rules in a particular community environment. Erikson (in Santrock, 2003) states that delinquency is marked by the failure made by adolescents in achieving a situation that involves various aspects that exist in the formation of self-identity. According to Erikson (in Santrock, 2003) also believes that adolescents who tend to go through infancy and childhood with the atmosphere or circumstances that limit them, will tend to lack the ability to meet the demands given by their environment to them, will tend to develop a negative self or the bad side of yourself.

Sutrisno (2016) in the news delivered through the republika.co.id website stated that underage children and adolescents dominate the number of perpetrators of begal in Makassar. Data of fostered citizens in Makassar IIA class prisoners (LAPAS) under the age of 18 years amounted to 96 people with diverse background cases ranging from theft, rape, to murder (Syam, 2017). This shows that the number of adolescents who commit crime in Makassar dominates.

Based on data from the Indonesian Ministry of Health in 2016 (Ministry of Health Republic of Indonesia, 2016) shows that the percentage of adolescents at the age of 16-19 years who smoke has tripled from 7.1% to 20.5% from 1995 to 2014. Data for beginner smokers at the age of 10-14 years increased by more than 100% in the time span between 1995 and 2013, ie from 8.9% to 18% (Andayani, 2017: 5). In 2012, teenage pregnancy rates aged 15-19 reached 48 cases out of 1,000 pregnancies (Demographic and Health Survey of Indonesia, 2013).

Various kinds of events related to delinquency can be found easily in the community. For example there were cases of molestation carried out by junior high school students in Ambon (Hutapea, 2018). The third grade junior high school student skipped school and met the victim who in fact was his girlfriend, then the perpetrator seduced the victim until the act of molestation took place. Another example that is being warmly discussed in today's society is the discovery of the corpse of an online taxi driver in a housing complex in Semarang. Based on the results of searches conducted by the police, obtained various kinds of evidence that leads to 2 students of a State Vocational School in Semarang. Both of these school students were known to deceive online taxi drivers until finally the taxi driver was killed and the suspect took a car and all valuables belonging to the victim (Assifa, 2018). In the end the police arrested both of them and made him a suspect in the murder case.

One of the factors that influence the occurrence of delinquency is the absence of the application of family support and management practices by parents (Santrock, 2003). Parents play an important role in shaping the personality and identity of adolescents. Relationships between parents and children who have been nurtured since birth properly will foster attachment (attachment) or bond relations with each other (Widiastuti & Widjaja, 2004: 22). Dirgagunarsa & Sutantoputri (2004) argues that parent-child relationships in normal families show a warm affection between parents and children, as well as children against parents.

Children's personalities can be shaped through parenting patterns provided by parents. Therefore, the relationship between parent and child is definitely an intimate relationship because it will not be broken up at any time. Parenting patterns and various kinds of parental responses to children will form a bond between the child and the parent as a caregiver. Various kinds of parental behavior towards children will be accepted, infused and studied by the child throughout his life. Research conducted by Muqorrobin (2016: 79) explains that parenting parents have a significant correlation with juvenile delinquency. Herdiana (2016) states that the more authoritarian parenting is done by parents, the higher the level of juvenile delinquency will also be higher. Research

conducted by Garvin (2017: 36-37) shows that the more parents apply authoritative parenting, the lower the tendency for adolescents to become delinquent. The results of research conducted by Arif (2016: 13) show that there is a positive correlation between permissive parenting with juvenile delinquency.

Based on preliminary research conducted by researchers, obtained information three out of five children said that their parents were less able to understand and understand their desires. Their parents tend to make decisions (in matters relating to children) without considering the wishes and wishes of the child. Children say that if it really needs to be done, parents should provide a logical reason when explaining to them. This shows that there is a gap between expectations and reality in adolescents about their relationship with parents. Therefore, this problem becomes interesting to be studied more deeply about the relationship between parents and children. How do adolescents who have delinquent behavior perceives their relationship with their parents?

Methods

Types of research

This study uses a qualitative approach using phenomenology.

Time and Place of Research

This research was conducted in January to February 2019. The research was conducted in the city of Semarang.

Research Respondents

Determination of respondents in this study using a purposive sampling method, with the following inclusion criteria for the respondents:
1. Teenagers aged 16 to 20 years
2. Being in high school / equivalent
3. Has a delinquency scale score above 17, which indicates delinquent adolescents
4. Living in the city of Semarang
5. Willing to be a research respondent

Procedure

This research consists of several stages. The first stage is the researchers conducted a screening of adolescents aged 16 to 20 years who are in high school / equivalent. The second stage is the researcher introduces himself and informs the purpose of the research to the two research respondents. The third stage is the researchers conducted in-depth interviews with research respondents and significant others. Interviews were conducted using interview guidelines that had been prepared. The fourth stage, the researchers conducted probing, data processing and data triangulation of research respondents.

Data, Instruments and Data Collection

The research data were obtained directly from research respondents through in-depth interviews with teenage children and biological fathers from 2 different families in Semarang. The instruments used in this study were researchers, delinquency scales, and interview guidelines. Each research respondent was interviewed approximately three times to obtain complete information.

The delinquency scale used in this study was made using the basic concept of the definition of delinquency, which is all acts committed by adolescents, where the actions are not in accordance with values and norms that can cause social anxiety and discomfort in society and can be categorized in criminal acts.

Interview guidelines were made using the concept of the relationship proposed by Fiske (1992: 690-692). However, in this study only two of the four forms of relations were used. This decision is made by considering the possible forms of relations that arise in the relationship between parent and child. The form of the relationship is Authority Ranking and Equality Matching.

Interview guidelines for parents and children in detail aim to ask the meaning of parents and children, the closeness between children and parents, and to find out the feelings of children and parents to each other. Researchers also explore information about how parenting, what values are taught by

parents to children and how they affect children. As additional information, researchers explore the forms of attention and togetherness of parents and children in order to add research data.

Other efforts by researchers to explore data or information for the sake of data richness include comparing expectations and the reality of the relationship between children and parents. The researcher also asked about the child's expectations to parents as well as the parents' expectations to the child to add information that there is a gap between expectations and reality in the relationship between parent and child. The researcher tries to ask the child's view of themselves as additional information to attract the psychological dynamics of the research respondents.

Data analysis technique

Data analysis techniques used in this study refer to the concepts put forward by Miles and Hubberman (1994), namely: Data Reduction, Data Presentation / Description, and Conclusion / Withdrawal of Conclusions (Verification).

Findings and Conclusions

Findings

Relationship between parents and their children

Researchers chose 2 teenage boys who had the highest scores based on the results of the delinquency scale used as a screening tool.

Based on the results of the analysis that has been done, the results obtained are the relationship between parents and children according to adolescents who have delinquent behavior, these forms of relations can be seen in Table 1.

Table 1. Relationship Forms

Positive Relationship	Negative Relationship
Nurturance	Lack of Support
Value Transmission	Lack of Understanding
Closeness	Communication Errors
Attention	Conflicts
Togetherness	

Based on Table 1, the relationship between parents and children according to adolescents who have delinquent behavior is divided into 2 forms, namely relationships that are positive, and relationships that are negative. Positive relationships consist of nurturing, value transmission, closeness, attention, and togetherness. While negative relationships consist of lack of support, lack of understanding, communication errors, and conflicts in parent and child relationships.

Discussion

One of the relationships between children and parents is care. The definition of care delivered by research respondents is consistent with the definition of care

according to Brooks (2011), namely parents as individuals who care for, protect and guide children from infancy to adulthood. Parenting is also said to be a process that refers to a series of actions and interactions carried out by parents to support the child's development.

Lessons obtained by both respondents from their parents proves that in the relationship between parent and child there is a lesson that is transmitted from generation to generation. This is in accordance with the opinion expressed by Lestari (2014) that in the transmission of culture, a cultural group perpetuates the characteristics of its behavior to the next generation through teaching and learning methods (learning).

The type of attention that arises in the relationship between the respondent and his parents in the form of questions that aim to remind small activities that are carried out every day. This is in accordance with Kartini Kartono's opinion (as cited in Suparyoto, 2011) which states that attention is the concentration of psychic energy directed at an object. In this case it means that parents focus their psychic energy on the child by asking the child's activities and meeting all the children's needs.

The Ministry of Education and Culture of the Republic of Indonesia (2017) suggests that what determines the quality of togetherness is the two-way interaction between parents and children. If the togetherness between parents and children has good qualities, it can lead to stronger emotional bonds between parents and children, children can be open to parents, can train children to get along, and children become happier.

Communication errors that appear in relations between the two respondents are different. One respondent has poor communication with father and another respondent with mother. The responses given by the two respondents tended to be the same, that is, they did not communicate their point of view to their parents. Grotevant & Cooper (1985: 416) states that children have an awareness of their own perspective and have a sense of responsibility to communicate it clearly with others. The results of this study indicate that respondents lack self-awareness of the affirmation of their perspective to others by communicating clearly.

Conflict between the two respondents with their parents is generally in the form of verbal and physical. The cause of the conflict in this relationship is because the respondent violated a ban that had been given by his parents. This is consistent with the opinion expressed by Thomas (in Laela, 2015) which states that the conflict begins when one party considers the other party to try to derail its interests. When conflicts occur, children tend to feel hurt and angry with their parents, this is consistent with what was stated by Laela (2015) that positive feelings that are built in depth can turn into deep negative feelings as well as conflicts.

In this research, there is a demand to live in accordance with the wishes of parents, live by imitating parents and obey the words of parents who show that in this relationship there are certain rules or orders given by parents to their children. As expressed by Fiske (1992: 691) that in a relationship there is power based on a particular chain that is marked by the action to make rules or govern others (Authority Ranking). In this relationship, parents show the power or authority possessed to the child whose position is under the parent.

Attempts to realize the expectations between parents to children, and children to parents shows that parents and children depend on each other to work together to realize their expectations. In accordance with what was revealed by Fiske (1992: 691) that in a relationship there is an alternating exchange between individuals to get a balance in the relationship. In this relationship, parents and children put their hopes for one another accompanied by various efforts to realize these expectations (Equality Matching). Parents and children are interdependent with each other in an effort to realize their expectations where if the expectations are realized, they benefit each other.

Relationship Dynamics

Lack of support and communication errors between people know and children cause conflicts in the relationship between parents and children cause conflicts in the relationship. The lack of conflict management efforts in this relationship, accompanied by the influence of internal factors (the development of negative self-identity and low self-control) that causes children to have a tendency to have delinquent behavior. Santrock (2003) states that the factors that cause delinquency in adolescents there are four factors, namely: the formation of negative self-identity in adolescents, adolescent failure to develop self-control, disturbed or lack of family support and inconsistent parent management practices,

and the presence of the influence of the surrounding environment and society.

Conclusion and Recommendations

Conclusion

Based on research that has been done, it can be concluded that relationships according to adolescents who have delinquency behavior are the presence of several things that are positive and negative. Positive relationships include: nurturing, transmitting values, closeness, attention, and togetherness. While negative relationships include lack of support, lack of understanding, miscommunication between parents and children, and conflicts that are not accompanied by good conflict management. Lack of support, lack of understanding and miscommunication between parents and children cause conflict in the relationship. The absence of good conflict management from parents and children to conflicts that arise between them, as well as the influence of internal factors (the development of negative self-identity and low self-control) causes the growth of a tendency to elaborate on children.

Recommendations

Based on research the following recommendations are given:

For adolescents, build a clear communication of what you actually feel to your parents by using language and intonation that is acceptable to your parents. As well as the condition of your parents whether they are in good condition or not to accept the child's opinion.

For parents, lack of support and understanding from both parents and children can be overcome and prevented through good communication between parents and children. Parents can improve previously poor communication by listening to children's opinions and involving children in joint decision making. Parents should not forbid children to express their opinions and be more open to children.

For further researchers, If researchers want to do the same research, it is suggested to be able to increase the number of research respondents, broaden the age range of respondents and increase the gender variation of research respondents. In collecting data, the researcher is expected to conduct interviews with the respondent's mother as well and be accompanied by observations to the research respondents in order to obtain more detailed and maximum results.

References

Andayani, F.T. (2017). *Peran relasi orang tua-anak dan tekanan teman sebaya terhadap kecenderungan perilaku pengambilan risiko pada remaja di Yogyakarta.* Thesis, not published, Universitas Gadjah Mada, Yogyakarta.

Arif, Muhammad Iqbal Syaiful. (2016). Hubungan pola asuh permisif dengan kenakalan remaja. *E-Journal UNESA,* 6(1), 1-15.

Assifa, F. (24 January 2018). Kepala SMK Kaget Dua Siswanya Bunuh Sopir Taksi "Online". regional.kompas.com.

Badan Pengembangan dan Pembinaan Bahasa. (2016). *Kamus Besar Bahasa Indonesia V.* Jakarta: Kementrian Pendidikan dan Kebudayaan Republik Indonesia.

Brooks, J. (2011). *The process of parenting, proses pengasuhan edisi kedelapan.* (Alih Bahasa: Rahmat Fajar). Yogyakarta: Pustaka Pelajar.

Anonim. (2018, October 22). *Balerina Remaja Berprestasi.* Retreieved from: mediaindonesia.com.

Dirgagunarsa, Y.S., & Sutantoputri, N.W. (2004). *Hubungan orang tua dan remaja.* Jakarta: BPK Gunung Mulia.

Fiske, A.P. (1992). The four elementary forms of sociality: framework for a unified theory of social relations. *Psychologichal Review* Vol. 99, No. 4, 689-723.

Garvin, G. (2017). *Pola asuh orangtua dan kecenderungan delinkuensi pada remaja.* Jurnal Psikologi Psibernetika Vol. 10, No. 1, 30-39.

Grotevant, Harold D. & Catherine R. Cooper. (1985). Patterns of interaction in family relationship and the development of identity exploration in adolescence. *Child Development* Vol. 56, No. 2, 415-428.

Herdiana, N. (2016). Hubungan antara pola asuh otoriter dengan kenakalan remaja di SMAN 1 Kutupanjang. *Skripsi*, tidak diterbitkan, Universitas Medan Area, Medan.

Hutapea, E. (26 Februari 2018). Cabuli Pacarnya Saat Bolos Sekolah, Siswa SMP Ini Berurusan dengan Polisi. regional.kompas.com.

Kementerian Kesehatan RI. (2016). *Profil kesehatan indonesia tahun 2015*. Jakarta: Kementerian Kesehatan RI.

Kementerian Pendidikan dan Kebudayaan RI. (2017). *Waktu berkualitas bersama anak*. Jakarta: Kementerian Kesehatan RI.

Laela, Faizah Noer. (2015). *Bimbingan konseling keluarga dan remaja*. Surabaya: UIN Sunan Ampel Press.

Lestari, S. (2014). *Psikologi keluarga penanaman nilai dan penanganan konflik dalam keluarga*. Jakarta: Kencana Prenada Media Group.

Muqorrobin, A.L.Z. (2016). Pengaruh pola asuh orang tua terhadap kenakalan remaja siswa kelas X dan XI SMKN 2 Malang. *Skripsi*, tidak diterbitkan, Universitas Islam Negeri Maulana Malik Ibrahim, Malang.

Santrock, J.W. (2003). *Adolescence: perkembangan remaja*. Jakarta: Erlangga.

Suparyoto, Slamet. (2011). Hubungan perhatian orang tua dengan prestasi belajar siswa kelas V SD Negeri Keputran A Yogyakarta. *Skripsi*, tidak diterbitkan, Universitas Negeri Yogyakarta, Yogyakarta.

Survei Demografi dan Kesehatan Indonesia. (2013). *Kesehatan reproduksi remaja*. Jakarta: Badan Pusat Statistik.

Sutrisno, D. (4 January 2016). Anak di bawah Umur Dominasi Pelaku Begal di Makassar. republika.co.id.

Syam, H. (2017). Dinamika keterlibatan remaja menjadi pelaku begal. *Thesis*, not published, Universitas Gadjah Mada, Yogyakarta.

Widhi, N. (24 May 2017). Inspiratif! 4 Siswa SMA RI Raih Penghargaan Riset Dunia. detik.com.

Widiastuti, N. & Theresia Widjaja. (2004). Hubungan antara kualitas relasi ayah dengan harga diri remaja putra. *Jurnal Psikologi* Vol. 2, No. 1, 22-43.