

"Psychology for a Better Future"

The Padjadjaran
International
Conference
on Psychology 2011

PROCEEDING
Volume 2, Book 2

Edited by **Wilis Srisayekti**
(Coordinator)



FACULTY OF PSYCHOLOGY
PADJADJARAN UNIVERSITY

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FACULTY OF PSYCHOLOGY
PADJADJARAN UNIVERSITY
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The Padjadjaran International Conference on Psychology 2011: Proceeding, Volume 2, Book 2

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The text of the presentations was as originally submitted by the authors of the contributions. The authors were responsible for the contents. The arrangement of the presentations was in accordance with the planned program of the PICP 2011 at the time files were passed for publication. Any alterations made between this point in time and the actual date of the PICP 2011 will not be reflected in this volume.

Welcome Address from the Faculty of Psychology, Padjadjaran University

Dear colleagues,

On behalf of the Faculty of Psychology, Padjadjaran University, it was my pleasure and honor to welcome you to the Padjadjaran International Conference on Psychology 2011 (PICP 2011).

The conference was one of the activities held as our devotion to our motherland Indonesia, in which the contribution of psychology for the development of international psychology in general was discussed. Besides, PICP 2011 was also aimed to develop an international networking. Under the theme "*Psychology for a better future*", the discussions included Health Psychology, Psychology for Disaster, and Green Psychology, that were quite relevant with the current world issues. In this way it showed the role of psychology on solving world's problems, not only humanity problems but also environmental problems. We hope that the conference could give contributions to the sustainable future of life.

Looking at the program, without doubt and hesitation, we could see that our invited speakers had many experiences in their areas of expertise. The conference was truly privileged to have them sharing their ideas with us. I wish to express the conference's respect and sincere gratitude to each of our invited speaker for their commitment in being a part of this conference. I am also grateful to and thank not only the keynote speaker, all of the invited speakers, but also all the conference participants who came from near and far to be with us. It was wonderful time for all of us, academicians and professionals, to get involved and engaged with one another, so that we could share each other's varied experiences.

Hopefully, the Padjadjaran Conference on Psychology 2011 will continue in the coming years with more interesting and challenging themes, and will give more benefits to the society.

Finally, I would like to recognize the outstanding efforts of the Organizing Committee who put in countless hours to make this conference a success.

I hope you really enjoyed your time in Bandung and at the conference.

Warmest Regards,

Juke R. Siregar
Dean

Welcome Address from the Organizing Committee of the 50th Dies Natalis of the Faculty of Psychology Padjadjaran University

Assalamu'alaikum wr. wb.

Distinguished colleagues,

First of all, I would like to welcome all of you, especially for you who came from outside Bandung, Indonesia to our Faculty of Psychology Padjadjaran University and to Bandung, Indonesia. It was our pleasure and honor to become a host of the first international conference in the Faculty of Psychology, Padjadjaran University. Secondly, I would like to wish my appreciation for the keynote speaker, the invited speakers and the presenters who shared their knowledge and experiences, as well as the results of their researches.

This conference was held as a part of the celebration of 50th Dies Natalis of the Faculty of Psychology Padjadjaran University. Hopefully it could be a tradition for our faculty in organizing this kind of conference. The theme of this conference "*Psychology for a better future*" was chosen based on the phenomenon in our country, Indonesia. There were a lot of natural disasters in the last 10 years that were often related to climate change. It could not be denied that human behaviors, especially those that were not in harmony with the nature, affected the climate change. Based on that phenomena, we took three topics which were (1) Health Psychology; (2) Psychology for Disaster; and (3) Green Psychology. Hopefully, the collaboration between practitioners in psychology, scientists and community in this conference could be led to the development of some strategic and concrete activities to make those three topics as well-established branches in the field of Psychology in the future. Hopefully, Psychology as a science could be more understood and loved not only by psychologists but also experts in other fields and community in general.

In line with one of Padjadjaran University's missions to *carry out higher education that internationally competitive and relevant to the needs of stakeholders in order to advance intellectual development and community prosperity*, we hoped and believed that the studies in Health Psychology, Psychology for Disaster and Green Psychology could be a way to reach the welfare of the community. Besides, it also could improve the interpersonal relationship between individuals so we could live together in harmony.

This conference could serve as a medium for us to appreciate those who worked hard to develop the science of psychology, especially in the topics of the conference. Hopefully with this conference, our love and our passion to develop the science of Psychology would increase.

We apologized for any inconvenience, so the inconvenience would not decrease the meaning and the contribution of this conference.

Hoped you enjoyed the conference. Hopefully the conference would be useful and there would be a lot of follow-ups from this first international conference.

Wassalamu'alaikum wr. wb.

Rismiyati E. Koesma
Chair

Welcome Address from the Organizing Committee of the Padjadjaran International Conference on Psychology 2011

Dear Colleagues and Friends,

The Padjadjaran International Conference on Psychology 2011 (PICP 2011) took place at Hilton Hotel Bandung, Indonesia, 23-26 October 2011. It was organized by the Faculty of Psychology, Padjadjaran University, to mark its 50th anniversary.

Under the theme "Psychology for a better future", the conference was intended to highlight how psychological science and practice could give a contribution to achieve a better and sustained quality of human life. It especially meant how psychology translated its science and practice into the knowledge, skills and tools that could be used to improve, to develop, and to enrich the quality of human life. Considering numbers of natural disaster, environmental destructions due to human activities, and the increased health problems in the world related to human behavior, in this special occasion the discussions covered topics focused particularly on Health Psychology, Psychology for Disaster, and Green Psychology. However, there were also discussions on other topics related to those mentioned above. Hopefully the conference could give the intended contributions, and the PICP could be organized regularly so that the society could get the continuously benefit from the development of psychological science and practice.

It is my pleasure to thank the keynote speaker, all of the invited speakers, and all of the presenters for the contributions that have made this conference of a great valued. My deep and sincere thanks to all of the colleagues in the Organizing Committee, and all of the students, for having made the PICP 2011 such a big success and an attractive meeting point for the community of psychology.

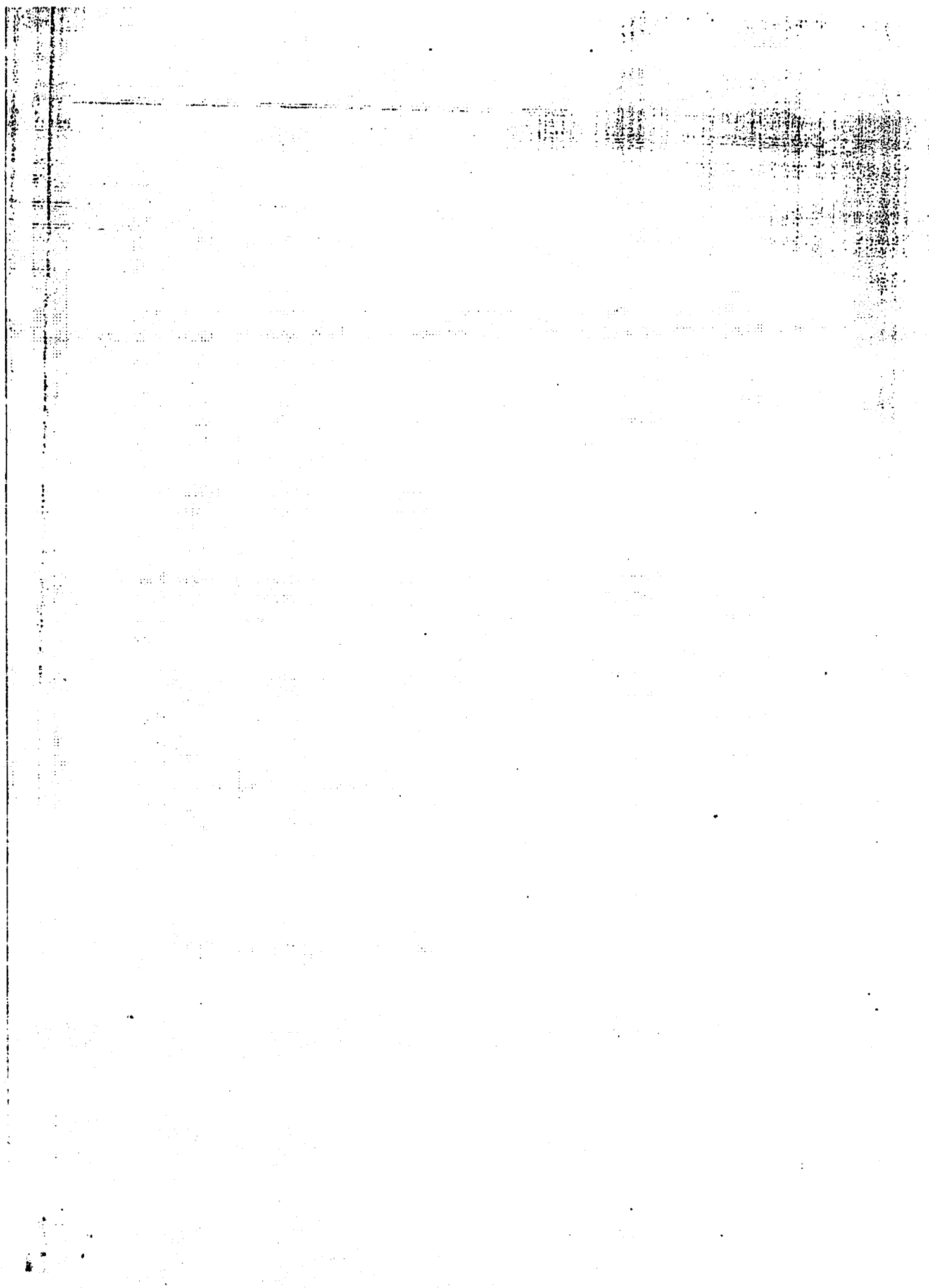
The proceeding of the Padjadjaran International Conference on Psychology 2011 is published in two volumes. They reflect a variety of topics and perspective, creating a valuable overview of the topics of the conference. The first volume comprises the expert contributions presented by the invited speakers, both in the invited addresses and in the invited panel discussion. It is dedicated to summarizing and characterizing of the topics of the conference. The second volume Book 1 and the second volume Book 2, contain the contributions of the participants that were presented as symposia, as individual oral presentation, and as poster presentation.

Related to this proceeding, with gratitude I thank the Editors-In-Chief, all of the editors, especially Jan Passchier from VU University Amsterdam the Netherland and Peter Newcombe from the University of Queensland Australia, and not to mention all of the students who took their hands throughout the manuscripts.

I do hope that these two volumes of the proceeding may spark further interest in psychological research and practice, as well as may stimulate readers to submit their own contributions in the next conferences.

Warm greeting!

Willis Srisayekti
Chair



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Trait and stress at adolescence

12-18 years old

ABSTRACT

Stress is one factor can influences adolescence health. This purpose of this research is to know how trait influences stress at adolescence. The same stressor could experience differently for each adolescence, so he/she can feel degree of stress differently too. Adolescence diversity considered from trait. Trait has been viewed as dimension which indicated individual differences, that a consistent pattern from thinking, feeling, and act. Trait consists of neuroticism, extraversion, openness, agreeableness and conscientiousness. Every adolescence has the five traits at variously degree. How trait influences to stress was analysis with self-schema and primary appraisal.

Research design is causal relationship with trait as independent variable and stress as dependent variable. Trait measurement was adapted from the big five inventory (BFI), consist of 45 item. Degree of stress measured through questionnaire with consist many dimensions, likes, family economic conditions, adolescence health, relationship with family, relationship with peer group, and academic achievement. Data processing used by multiple regression.

Result of processing data were adolescence with extraversion trait can decrease degrees of stress were caused by relationship with peer group. The reasons were positive emotion from extraversion trait could make adolescence appraised stressor as challenge. Openness trait can increase degrees of stress were caused by relations adolescences with their parents. Parents, often restricted and demanded adolescences to had a certain attitude and conduct agree with parents' wishes. These conditions emerged conflict between adolescence and his/her parents. Conscientiousness trait decrease degrees of stress were caused by academic achievement and relation adolescence with family. Conscientiousness made adolescence studied diligently and there were fit with parents wishes.

Keywords : trait, self-schema, primary appraisal, stress degree.

Introduction

Health is a thing that people want. Humans attempt to make himself healthy, with diet, exercise, and healthy living. Healthy people are allowed to do many things in his life. Learning, working, socializing, doing hobbies, and other activities as a human being. Sickness make humans difficult to do many things in many aspects, and the cost of treatment sometimes becomes burden for people. Sometimes, chronic illness makes people frustrated, so take shortcuts, such as letting him gnawing disease without treatment, even up to commit suicide.

The relationship between psyche and body (Morrison, 2006) in humans suggests that psychological disorders will interfere with his physical conditions, and vice versa. Someone who is physically disturbed, the psyche could also be disrupted. Morrison (2006) reveals that there is corroborating evidence that the stress experienced by humans can affect human physiological and immunological, which the sequel will be associated with human health. Every human in their life will experience stress, both stressed the weak and strong. Sometimes stress doesn't give negative result, within the limits of moderate stress is necessary because it can spur people to overcome the problem, working with more productive, more creative and innovative in doing something. However, the strong stress or chronic and can interfere human health.

Stress is a general term widely used today to indicate the conditions experienced by individuals. Morrison (2006) reveals some definition of stress. Stress as a stimulus or external events that affect individuals, stress as a transaction between the stimulus and the cognitive and emotional characteristics of individuals, or as physical and biological reactions of the individual. Stress will be discussed in this study were stress as transactions between the individual and the stimulus.

Adolescents aged 15-18 years who become research subjects have certain characteristics. Adolescence is a time full of opportunities and risks (Papalia, 2001). The opportunity to build heterosexual relationships, began entering the workforce, and participate in adult society. Besides the opportunities, risks also marked the lives of teenagers. Risks fall into drug abuse, promiscuity is dangerous, risky sexual behavior. In addition adolescence was marked by many conflicts between adolescents and parents. Teens who want the independence deal with adolescent concerns that parents will make them increasingly tightened control in adolescents. In addition, peers into a part that is meaningful to teenagers, can be viewed as a source of support and sources of conflict. Education becomes a critical part of adolescence, especially for teenagers in big cities. Poverty or economic families that can't meet the needs of teenagers can cause problems in adolescents. There are several domains of teens that have the potential to cause stress in adolescents is the economic condition of families, adolescent health, adolescent relationships with parents/families, adolescent relationships with peers and academic achievement.

Further expressed by Morrison (2006) that stress is a subjective experience. This thing suggests that the problem / the same event can be felt differently by adolescents. Lazarus (1984) conclude that this things depends on the primary appraisal carried out by teenagers. Adolescent cognitive assessment conducted on the environmental stimulus will determine the strength of the stress experienced by adolescents. Cognitive assessment of these

adolescents can vary, one of which relies on adolescent personality factors.

Adolescent personality factors defined in this study is the trait. According to the traits theory (Pervin, 2005), individual traits show a consistent pattern in the way individuals think, feel, and behave. In the process of manifestation and variation of the trait, the trait still can't be isolated from the environment, there is a dynamic process between trait teenagers with their environment, which determines the degree of variation of each trait and its manifestation in the environment.

Trait theory that will be used to discuss resilience in adolescents stem from the five-factor model (Pervin, 2005). Five-factor model also known as the big five trait factors revealed that the individual has the fifth trait varies only in degree. The fifth trait is, first, neuroticism (N) refers to the adjustment vs. emotional instability, namely identifying individual tendency to experience psychological distress, the ideas are not realistic, want something excessively, and maladaptive coping responses. Second, is the extraversion (E), referring to the quantity and intensity personal interaction, activity level, need for stimulation, the capacity to get pleasure. Third, openness (O) is proactively seek out and appreciate the experience because of his own, tolerant and conduct exploration of something that is not yet known. Fourth, is the agreeableness (A) refers to the quality of one's interpersonal orientation starts from a feeling of care up to feelings of hostility in the thoughts, feelings, and actions. Fifth, conscientiousness (C), namely the degree of regularity of the individual, determined, and goal-oriented motivation.

As already told earlier that the trait determines the way a person thinks, feels, and behaves. Adolescents with certain dominant trait will look / think, feel, and behave differently to their environment. Whether the environmental stimulus that the teenager would cause stress experienced as a strong or moderate or weak depending on the dominant trait is possessed teenager.

Next will be described how the trait possessed teenager dealing with the environment and cause stress in adolescents. Exposure to the dynamics of the trait, the environmental stimuli and stress will be based on social-cognitive approach, namely through the self-scheme. The contents of the scheme is self-possessed teen trait, whereas to explain the process of the self-scheme itself against the appreciation of the stimulus from the environment through cognitive appraisal, especially primary appraisal of Lazarus & Folkman (1984).

Environmental stimulus factors that affect teenagers can be a family's economic conditions, adolescent health, adolescent relationships with parents/families, adolescent relationships with peers and academic achievement. How the trait influence teens in living up to the domains mentioned above will be reviewed from the self-scheme itself. Markus (1977, in Kunda, 2000) revealed that the self-scheme is a collection of memories, beliefs, and behavior generalization integrated person. Scheme form interpersonal process, such as evaluation and interaction with others, and intrapersonal processes, such as understanding yourself and motivation.

Teens who see themselves stand out on one particular trait and the trait was considered as the center of the definition itself, then the adolescents had a more self elaborative scheme and accessibility of detailed knowledge about the relationship between trait and behavior. It affects the way adolescents process information about themselves. When a

trait is chronically have accessibility, as well as the trait is part of the self-scheme, then this trait will describe a strong impression on others teens.

Lazarus & Folkman (1984) revealed that the transaction between the individual and the environment that can lead an individual to stressful conditions that often involves a process called cognitive appraisals. This process is an important process that mediates the individual with the environment, because, first, a cognitive assessment of each individual will give different assessment with another individual of the same psychological situation. Second, the cognitive assessment can be seen in different reactions in each individual. Through cognitive appraisal, a person will evaluate the meaning contained in every situation that is received and studied the effect on the welfare of her situation. There are two types of cognitive assessments, i.e. primary appraisal and secondary appraisal. In this study which will be used as a basis for explaining the scheme in interacting with the environment is the primary assessment.

At the primary assessment of an individual decision whether an event is not relevant (irrelevant), benign-positive or cause stress (stressful). Adolescents may perceive an event has no relevant consequences when adolescents view these events as events that do not interfere with its existence, not conflict with the norms, needs, commitments adolescents. Teenagers will not lose or gain something from the incident. Benign-positive appraisal is given when the results of positive events assessed, i.e. maintain or improve the welfare of teenagers. This assessment is usually characterized by a pleasant emotions such as joy, love, happy, happy or relaxed. While the assessment of stressful, include, first, harm / loss, if there is damage to the sedentary nature, such as illness or injury that makes flaw, the destruction of good self-esteem of social or personal, or losing something valuable / loved. Second, the threat is an assessment of the situation is anticipated, so the damage / loss will be anticipated and has not really happened. In the threat assessment that focused on the harm / loss potential will occur and there are negative emotions, such as anxiety, fear, and anger. Third, the challenge, the assessment focused on potential challenges to grow and evolve as events marked by pleasant emotions such as desire, feeling aroused, and excited.

Each trait is characteristic of the contents of the self-scheme. Teens who have a dominant trait neuroticism, then the self-scheme there is a set of beliefs, memories, and tendencies associated with vulnerability to hazards, especially social threat. Teens with a dominant trait neuroticism will assess the economic condition of families, relationships between fathers and mothers as well as parent and child relationships, adolescent health and physical appearance, academic achievement and school, as well as interactions with peers and the opposite sex as being stressful. Especially for conditions that are judged important in life. This condition can be viewed as things that will cause loss / harm or threat that can cause stress and give unpleasant emotions such as anxiety, anger, sadness, and his disability to adequately cope with stress. As for things not related to something that is important for adolescent self will be regarded as an irrelevant t, which did not threaten him and not cause a strong stress in him.

Teenagers who have extraversion trait dominant, then the self-scheme contains beliefs related to social trust in social interactions. Teens believe that the environment will give

pleasure. This thing motivates young people to actively establish relationships with the environment, getting the power from the environment. Positive emotions are owned by teenagers will affect him to look at the stimulus / threats from the environment and from ourselves. A with positive emotions will be more looking at the pressure of the environment as a challenge and not a threat, this will make the stress experienced is not too strong. But with the peculiarities of this trait, it may be a problem with the relationship will provide a greater pressure (stressful) than the pressure in another domain which he said is not relevant to his (irrelevant).

If the trait is dominant in adolescents is openness, then the self-scheme will contain a belief in the importance of self-disclosure of something new, be it ideas, different ways of thinking, or experience. Teens will appreciate the pressure on him (such as, family economic conditions, health, adolescent relationship with an old scarecrow, adolescent relationships with peers and academic achievement) as something that gives him the opportunity to gain new experiences. Teens will see more pressure as a challenge compared with the threat so that the stress experienced is not too strong, and positive emotions are generated.

Teens with a dominant trait agreeableness, then the contents of the self-scheme associated with it to handle relationships. They will be more concerned about others, care about the needs and suffering of others, easy to forgive others, and help others. Teens will appreciate the pressures they experienced as something to be received and experienced. He will receive a more positive pressure as it can make it more developed (benign-positive), so the stress they experienced would not be too strong. However, typical teenagers with agreeableness trait, namely the ability to handle relationships rated as being important, then adolescent failure in handling relationships, inability to help others, inability to meet the expectations of others (harm / loss) will be more stressful than any other issue.

If teens have a dominant trait conscientiousness, then the contents of the self-scheme will be associated with social conformity and coping styles are task oriented. Teenage discipline in doing the task, completing the task with superior, will complete the task through, and will make a plan and think carefully before acting. When adolescents are confronted at pressures mainly related to the task (threat), then he will experience it as a big enough pressure and cause a strong stress, especially for the academic domain. This is because he has confidence that these tasks must be completed with excellent results, so the failure to achieve the fulfillment of tasks can be considered as a harm / loss.

Methods

The design used in this study is causal inferences (causal relationship), with the trait as independent variable and the degree of stress as the dependent variable.

Sized research subjects 225 teenagers, aged between 15-18 years, high school students in class X and XI at SMAK "X", and the second semester student at psychology department the university "Y" in Bandung. Data is collected in the classical in about 20 minutes.

This study uses two measuring devices. First, the trait questionnaires used to determine the degree of the fifth trait of research subjects. Adapted by researchers from the Big Five

Inventory (BFI) which is based on the concept of A Five-Factor Theory of Robert R. McCrae and Paul T. McCrae and Paul T. Costa, Jr (2003). Costa, Jr. (2003). The questionnaire contains 45 items that have been tested reliability and validity, each item has 6 alternative answers (1 = strongly disagree, 2 = disagree, 3 = disagree, 4 = quite agree, 5 = agree, 6 = strongly agree). The higher the score obtained by subject of study in a particular trait, then the stronger the trait exists on the subject of research. Conversely, the lower the scores obtained on the research subjects a certain trait, then the weaker trait exists on the subject of research.

Second, the questionnaire to determine the degree of stress experienced by adolescents, covering five domains, namely the economic conditions of families, adolescent health, adolescent relationships with parents/families, teenage relationships with peers, and academic achievement. In each domain there are 6 possible answers are: 1 = teens appreciate that he was not in a state of stress, 2 = teens appreciate that he is in a state of less stress, 3 = teens appreciate that he is in stressful enough, 4 = teens appreciate that he was in a state of stress, 5 = teens appreciate that he was in high stress conditions, 6 = teens appreciate that he is in very stressful conditions.

Results and Discussion

Data obtained in this study, the trait and the degree of stress of the subjects were analyzed by using multiple regression. With the results as displayed in below.

Table 1 - The influence of trait to stress

Trait	Economic families. (β)	Health (β)	Family relationships (β)	Relationships with friends (β)	Learning achievement (β)
Neuroticism	-0.034	0.082	0.134	0.070	-0.070
Extraversion	-0.098	-0.139	-0.175	-0.378	0.042
Openness	0.179	0.088	0.293	0.039	0.137
Agreeableness	0.021	0.069	-0.005	0.173	-0.174
Conscientiousness	-0.107	-0.058	-0.217	-0.080	-0.289

the adolescent tasks, self-discipline, completing the tasks assigned to him to make teens can learn to be more active and achieve academically as expected. Then the agreeableness trait influencing learning achievement with $\beta = -0.174$. Showed this trait that appears in this trustworthy, obedient to the regulations, recognizes excellence of others, helping others, make teens willing to do their learning tasks. This situation makes teens don't feel stress that is experienced by them heavy.

In this discussion will also be reviewed on trait neuroticism. Trait neuroticism very low influence on the stress caused by the five conditions that have been disclosed earlier. Only if this condition are compared among the five, then the trait neuroticism affect most of the stress caused by adolescent relationships with parents / families, with $\beta = 0.134$. This can be explained thus, trait neuroticism makes teens become anxious, vulnerability,

impulsiveness. This situation makes friction adolescents with parents who then cause stress in adolescents.

Below is shown the median and the mean of each type of trait that is based on group norms:

Table 2 - Median and mean of trait

Type trait	Median value	Mean	Average value within the option (1-6)	The minimum and maximum values
Neuroticism	31	31.1778	3.46	1.78 – 5.22
Extraversion	40	39.9333	4.44	2.78 – 5.78
Openness	41	41.1200	4.57	2.33 – 6
Agreeableness	36	35.8622	4.48	2.25 – 5.625
Conscientiousness	38	37.8756	3.79	2.10 – 5.2

From the results of the median and the mean of each trait (table 2), it appears that the adolescence has a trait neuroticism and conscientiousness in a lesser degree than the three other trait. In addition, adolescence showed a trait openness is the degree of the highest compared to four other trait. This suggests that adolescents aged 15-18 years who become research subjects in this study tended to behave more proactively seek out and appreciate the experience because of his own, tolerant, and conduct exploration of something that is not yet known (trait openness) and are less likely to experience psychological distress, lack of ideas that are not realistic, less want something excessively, and lacking a maladaptive coping responses when interacting with family, friends, and school.

It appears also that adolescents aged 15-18 years who become research subjects in this study also have a tendency to lower the degree of conscientiousness that compared with the three other traits (extraversion, openness, agreeableness). This shows the behavior of adolescents who tend to be less regularity, less diligent, and less motivation than the goal-oriented behavior of teenagers who prefer to interact with its environment, assertive, energetic in action, talkative, look for activities that can give joy then proactively seek out and appreciate the experience, because of his own, tolerant and caring feelings for others, trustworthy, obedient to the provisions in force, willing to recognize the benefits of others.

Below is a table of degrees of stress on the economic domain family, health, family relationships, relationships with friends, and learning achievement.

Table 3 - Degrees of stress

Domain	Mean (between 1-6)
Economic families	1.89
Adolescent health	1.63
Teen relationships with family	1.71
Teen relationships with friends	1.63
Learning achievement	2.56

From the table 3, It appears that the teen was among the five domains, then the academic achievement problems that caused the highest stress compared with other domains. Domains that cause stress are the lowest adolescent health issues and relationships with friends. About health issues, this may correspond to the characteristics of adolescence, where they are located physically in good health (general). While the domain of relationships with friends, considering that teens who become research subjects in this study has the trait of extraversion in a high degree, and the trait that makes adolescents more can adjust to his friends, so not much cause conflicts that could lead adolescents experience stress.

For the academic achievement domain in which the greatest stress compared to the four other domains, it can happen that adolescents who were research subject in this study came from the school with the demands of high academic achievement. Also according to the task of adolescent development that usia 15 - 18 years are in a period where one of the tasks that must be met is completing his education at the high school and then can move on to higher education.

Particular trait give effect to the stress caused by a specific domain as well. Trait extraversion can reduce the stress experienced by adolescents in relationships with peers. Trait openness can lead to stress caused by adolescent relationships with parents /families. Trait conscientiousness make teenagers less stress caused by the problem of academic/ academic achievement. Teenagers have a trait openness on the degree of the highest compared to any other trait. This seems related to the characteristics of teens who are interested in new things around.

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