

Proceeding of the 5th

Asian Association of Indigenous and Cultural
Psychology Conference on

Stress, Health and Well-being : Indigenous,
Social and Cultural Perspective

EDITED BY

Andrius Chris Haryanto

Abdul Hakim

Pragha Anif Karyanta

Pradip Dedy Pradipto



5th ANI

2014



UNS
UNIVERSITAS
SEBELAS MARET



**PARTMEN OF PSYCHOLOGY
CULTY OF MEDICINE
IVERSITAS SEBELAS MARET**

STRESS, HEALTH AND WELL-BEING : INDIGENOUS,
SOCIAL AND CULTURAL PERSPERCTIVES

*Proceeding of Presenters in The 5th International Asian Association of
Indigenous and Cultural Psychology Conference*

Desain Cover

Sharen Junifa Clarabella

Editor

Handrix Chris Haryanto

Moh. Abdul Hakim

Nugraha Arif Karyanta

Yosef Dedy Pradipto

Penerbit

Psychology Department

Medical Faculty

Universitas Sebelas Maret

Jl. Ir. Sutami 36 A Kentingan, Jebres

Surakarta, Central Java, Indonesia 57126

Telp. 0271 664178

Fax. 0271 637400

Email hakimpsi@yahoo.com

ISBN

978-602-14940-1-1



TABLE OF CONTENTS

Subjective Well-Being Differences among University Students of Java, China and Ambon Ethnic	1
Christiana Hari Soetjningsih	
“ <i>Sesrawungan</i> ”: The Javanese Concept in Parent-child Interactions that Reduce The Negative Effects of Media Exposure on Children’s Behavior	12
Kartika Sari Dewi	
Home Literacy Activities and Early Literacy Skills Achievement in Indonesian Family Context	27
Lisnawati Ruhaena, Amitya Kumara, M.G. Adiyanti, Avin Fadhila Helmi	
Local Wisdom Values in Marriage Quality (A Phenomenology Study in Wintaos Sub-village, Girimulyo Village, Panggang District, Gunung Kidul Regency, Yogyakarta)	38
Ardiani Wahyuningrum, Rahma Kusumandari, Neva Prajna Pramitha, Heri Susilo, Intan Rahmawati	
The Buginese Entrepreneurship: Local Cultural Value System, Motivational type of Values and Entrepreneurship’s Traits	47
Muh. Tamar	
The Most Pride of Achievement between Boys and Girls: Analysis of Indigenous Psychology	65
Muhammad Ferdy, Retni Agnesty, Rion Nofrianda	
Attitudes of Students of Java and Flores Tribe Toward Premarital Sex in Terms of Gender	72
Dr. Fabiola Hendrati, S.Psi., M.Si., Psikolog, Lely Maulida Patricia, A.Md. Keb	
Anxiety and Intensity of Islamic Religious Ritual Practices on Pregnant Women 12	
Giari Rahmilasari, Intaglia Harsanti	
Psychological Resilience Profile of The Flood Victims in Dayeuh Kolot Village, Bandung Regency, West Java	122
Eka Susanty, Rachmat Taufiq	
Is Workplace Well-Being Important to Individual Readiness for Change?	135
Wustari L.H. Mangundjaya	
The Role of Islamic Work Ethics in The Relationship Between Job Demands and Job Resources to Work Engagement Among Moslem Employee	146
Annisaa Miranty Nurendra, Supra Wimbari	

Green Behavior (Reuse, Reduce, Recycling - 3r) At Home And At Workplace..	172
Ayu Dwi Nindyati	
The Role of Work Related Values to Organizational Commitment	187
Wustari Mangundjaya	
Effectiveness of Coping Strategy Training to Decrease Burnout in Nurses of Surakarta State Mental Hospital.....	198
Makmuroch, Nugraha Arif Karyanta, Aditya Nanda Priyatama	
Deal with It: Counseling to Plan The Education and Career That You Want	216
Azizatul Adni	
Effect of Occupational Stress on Pregnancy Outcome	222
Vitri Widyaningsih	
Does social support influence on Subjective Well-Being? A correlation study in college students	234
Jati Ariati, Dian Veronika Sakti	
Relationship Between Friendship and Psychological Well-Being in Adolescent ..	244
Ika Ratna Sari, Endah Puspita Sari	
Forgiveness: Between Personality and Education	255
Muhammad Syifaul Muntafi, Fathul Lubabin Nuqul	
Wellbeing in Child's Perspectives	267
Usmi Karyani, Nanik Prihartanti, Wiwien Dinar P, WS Hertinjung, Rini Lestari, Juliani Prasetyaningrum, Susatyo Yuwono, Partini	
The Psychological Effects of Witnessing Domestic Violence on Children.....	276
Sarita Adiati and Falasifatul Falah	
The Role of Bystander's Perception and Psychological Well-Being Towards the Intention of Helping Behavior in Case of Bullying in High School Context	286
Ratna Djuwita, Rindya Ayu Murti	
Domestic Violence Victims' Resilience	314
Septri Dian I. Prahesti, Inhastuti Sugiasih	
The Differences Of Child-Rearing Practices Between Father and Mother.....	324
Ahyani Radhiani Fitri, Raudatussalamah, Diana Elfida, Putriana, Syorga Islami	
Premarital Medical Examination as the Basis of Readiness in Marriage: Physiological and Psychological Analysis.....	332
Lely Maulida Patricia	

Causes of Anger	348
Desma Husni, MA., Sri Wahyuni, M.Psi, MA., Rita Susanti, MA	
The Sadness Domain of Important Thing In Stimulating Their Sadness.....	360
Ahyani Radhiani Fitri, Dody Leyno Amperawan, Hidayat, Syorga Islami	
Changing Religion On Young Adults: A Case Study On The Dynamics Of Religious Conversion Stages.....	368
Indira Briantri Asni, Robert Oloan Rajagukguk, Tery Setiawan	
Pathophysiological Responses to Radiofrequency Electromagnetic Wave (RF-EMW) Mobile Phone Exposure : Stress Proteins and Oxidative Stress (OS) with Focus on Hippocampus and Reproductive System	379
Isna Qadrijati	
Re-Wiring Stress: Musings on The Eastern Contemplative Wisdom of Mindfulness	392
Cleoputri Yusainy	
Family Functioning Among Family with Schizophrenic Out-Patient	398
Sofiana Millati, S.Psi, Fellianti Muzdalifah, M.Psi	
The Influence of Religious Music in Decreasing Cancer Sufferer's Anxiety.....	414
Rizky Amalia Cahyani, Ernawati, Dr. Yulia Sholichatun, M.Si	
Effect of the Psychological Needs on Student Academic Hardiness in Acceleration Program	432
Oktalia Rahmawati, Fathul Lubabin Nuqul	
"Re-Entry Program" Alternative to Overcome Prisoner's Mental Crisis: A Community Base Research.....	447
M. Syifaul Muntafi, Ika Novita Sari, Latifah Nadia Istiani, Amalia Maulinawati, Erly Hanif CH, Itsna Duroti LS, Titis Indah Muharwati, Ainurrohmah, Firmansyah, Ega Yahya F . Jidan Ananta, Asmaul Badi'ah, Fathul Lubabin Nuqul	
Anti-Corruption Education Based On Family Rearing Toward The Glory of Indonesian In 2045	458
Isma Junida, Nafisatul Wakhidah, Yusuf Ratu Agung	
Effect of <i>Tahlilan</i> to the Elderly Well-Being.....	472
Naila Kamaliya, Wiwin Imanuha, Rika Fuaturosida	
Masuk Angin in Javanese Healthy Lifestyle: A Qualitative Analysis using Health and Indigenous Psychology Approaches.....	481
Tommy Prayoga, Yosef Dedy Pradipto	

Illness Cognition and KJS (*Kartu Jakarta Sehat*): A Descriptive Study of Kebon Jeruk Primary Health Care's Patients..... 493

Amanda Giovani Pea, Vivi Angelina, Yosef Dedy Pradipto

The Effectiveness of Public Health Messages in Indonesia..... 502

Jeremy Kristanto, Yosef Dedy Pradipto

Does social support influence on Subjective Well-Being? A correlation study in college students

Jati Ariati, Dian Veronika Sakti
ariati.jati@undip.ac.id
Psychology Department of Diponegoro University

Abstract

Social support can reduce perceived pressure. This situation makes people have more positive emotion, more optimistic, and higher self-esteem, which is known as subjective well-being (SWB). There are two types of SWB, affective SWB and cognitive SWB. There are two research questions. First, does social support influence on Subjective Well-Being? Second, does social support have difference influence based on the types of SWB? A total of 320 participants (18-21 years old) participated in this study to complete two scales. The social support scale was found to be highly reliable (29 items; $\alpha = .87$). The affective subjective well-being subscale consisted of 7 items ($\alpha = .82$) and the cognitive subjective well-being subscale consisted of 31 items ($\alpha = .91$). Social support and subjective well-being was significantly correlated, $r = .45$, $p < .05$. Based on the types of subjective well-being, there were significant correlations of $.42$ ($p < .05$) between social support and affective subjective well-being and $.60$ ($p < .05$) between social support and cognitive subjective well-being.

Keywords: social support, affective component, cognitive component, subjective well-being, college

Students have to make some adaptation strategies when entering college. This effort triggers conflict and also stress, so they need social support to cope with (Kim, et al, 2006). Social support creates a positive affect such as feel caring and loving that encourage students develop their potentials and lead higher self esteem and optimistic. This positive feeling is called subjective well-being. Subjective well-being can be recognised by life satisfaction, as one of the indicators. Life satisfaction drives positive thinking and help people not to draw stress (Diener & Diener, 2008). The

aim of this research is measure the correlation between social support and subjective well-being, and also measuring the correlation between social support and components of subjective well-being.

Social support

Sarafino (1998) said, social support is a perceive drive, recognition and caring that giving to others. Social support refers to help that is accepted by people as a result from their interaction (Cohen & Wills, in Phillipa, Lesley, Virginia, 2012). Supported by Cobb (Sarafino, 1998), state that information from social environment which trigerring positive perception on people, perceive as social support. Social support refers to positive feeling such as joyful, warm, respectful, or feel getting help which drive from perception that people help by other people or other group. These definitions show that social support is subjective. This condition affects respon and behaviour, consequently to individual well-being generally.

Social support is a construct that explain the advantages of social relationship to mental health and physical condition. Rook (1994) states, one of social engagement's function is giving social support. Social engagements describe level and quality of interpersonal relationship. According to Taylor (2003), social support refers to interpersonal exchange which one person gives help to another. There are many factors that influence people accept social support from others, one of this is composition and structure of networking (Broadhead, et al, 1983; Connell & D'Augelli, 1990; Wortman & Dunkel-Schetter, 1987 in Sarafino, 1998).

To conclude, social support is individual perception on happiness, caring, and respect as a impact for his interaction with others.

Sources of social support

There are many sources of social support. For instance, spouse, family, friends, doctor, leader and community organization (Sarafino, 1998). Social support comes from intimacy relationship, because the close-in people is the most important of social support, such as marriage and family (Coyne & Dawney; Rodin & Salovey in Smet, 1994). Moreover, Taylor et.al (2003 said social support comes from spouse, family members, friends, social network, and relation in workplace.

Supporting Taylor, Smet (1994) explained, partners in workplace, manager and employee, is as a central factor which decide individual health and also organization. Characteristic of this relationship is believe and support each other, and also interest to solve organization problem.

Types of social support

According to Sarafino (1998, h. 98), there are five types of social support:

- a. Emotional support, involve empathy and caring. Emotional support is an expression of affection, trust, and concern. Readiness on listening others gives positif impact, i.e as a catharsis, relieve worry, and also make people being respected and accepted.
- b. Respectful support refers to positive recognition, such as support to move forward, agreement on idea, giving positive comparison.
- c. Instrumental support involves help such as service, time, or financial. For example, people give loan to others in stress condition.
- d. Information support involves giving advice, direction, suggestion, information or feedback. This support helps people by improve knowledge and comprehension of the situation. This information is needed on problem solving and decision making practically.
- e. Network support involves membership feeling on group or social activity.

Types of support that is needed depend on the situation (Defares in Smet, 1994). For example, instrumental support more efficient for poor people, information support more valuable for unskilled people.

Subjective Well-being (SWB)

Subjective well-being refers to people evaluation of life that showed from their satisfaction and the higher frequencies of positive affect than negative affect (Diener & Diener, 2008). Further explanation said that subjective well-being has relation with happiness and subjective condition. This topic involves positive affect in the past (e.g welfare, happiness, satisfaction), in the present (e.g joy, contentment, spirit), and in the future (e.g optimism, hope, spirituality).

Subjective well-being is often named by happiness, but in practical subjective well-being more scientific and wider than its (Schwarz & Fritz, 1999). Diener (1997) said that subjective well-being is an evaluation of life satisfaction and the frequencies of positive affect is higher than negative affect. To conclude, subjective well-being is general happiness, free from anxiety and depression (Srivastava, Blakely, Andrews, McKee-Ryan, 2007).

According to Diener and Biswas-Diener (2002), subjective well-being is all type of life evaluation, both positive and negative. Subjective well-being involves reflective cognitive evaluations and affective reaction of experience. Cognitive evaluation is when people judge their experience in consciousness, for example: job satisfaction, interest, dan engagement. Affective reaction is pleasant (e.g. joy) and unpleasant (e.g. sadness) emotion of life experience.

Cummins (2004) said that cognitive evaluation and affective evaluation is a whole, so the measurement is only once. The evaluation does for seven main domains. The opppsite, Diener (1997) reviewed that the measurement should conduct in separate way, because the evaluation is from life satisfaction generally (e.g. productivity, health, intimacy, spirituality, achievement), in the past, present, and planning for future.

Subjective well-being is difference with emotion and also mood, especially in duration. Emotion, as a reaction to certain object, is shorter than mood, affect on days until weeks (Payne and Cooper, 2001). Eventhough, subjective well-being is influenced by personality, consequently it more permanent and decide individual characteristic (Eddington & Shuman, 2005). In two main components of subjective well-being which are consist of cognitive and affective, emotion and mood as a part of affective.

Extraversion shows a higher subjective well-being than neurotism (Diener, Oishi, & Lucas 2003). Stability in subjective well-being is not static condition, because it is affected by personality or temperament. It was also affected by other factors such as age, sex, education physical environment, and government policy.

Aspects of subjective well-being

Cummin (2004) state that subjective well-being involve two aspects, are:

- a. Cognitive component refers to people's evaluation of certain domains in their life. By this, life satisfaction is seen as a satisfaction of each domain in life such as health, achievement, interpersonal relationship, and spirituality.
- b. Affective component representative of core affect (Russel, 2003) Moreover, Russel said that core affect is described as object-free blend from pleasant and unpleasant feeling and also from drive that influence human activity. Even though, Russel does not mention directly relation between affective and subjective well-being, but he create subjective well-being model that consists of four core affects are happy, joyful, happy, and satisfied. He found that four affects using simultaneously when people ask "How satisfied people with their life in generally? Furthermore, he said that core affect combination appear from "How satisfied....?" In one hand, it does not necessary to separate emotion into specific.

For contrast, Diener (Eid & Larsen, 2008) said, subjective well-being is consists of two main components, cognitive component and affective component, need to measure separately. These two components are independent. It is possible that affective component is higher than cognitive component, and vice versa. Therefore, it is important to understand these components separately (Diener, 2002). In other words, subjective well-being can be improved. For example, person does boring activity to increase his satisfaction.

Cognitive component based on Diener, refers to people's life evaluation based on their personal criterion. In the beginning, subjective well-being only involve life satisfaction evaluation generally, but, finding said that it depend on specific domain in life. Consequently, Diener added on definition of subjective well-being (Diener & Biswas Diener, 2008). Cummins (2004) researches support this explanation. He found that life satisfaction involved; material domain (domicile, income, daily fulfillment); health; productivity; security; intimacy (relationship with family and friend); community (education, environment, nurturing behaviour); religiosity and spirituality.

Another component, affective component refers to affective evaluation of life. This component is showed by balancing between positive affect and negative affect that known from the frequencies of its (Parkinson in Payne dan Cooper, 2001). Positive affect refers to subjective evaluation that lead to life is pleasure experience. Based on Watson, Clark dan Tellegen (in Steel, Schmidt, & Shultz, 2008), pleasure feeling, specifically can be seen through happy, (decided, daring); (energetic, feel vitality); (enthusiastic); (active); (proud), (satisfied); (inspired); (ready and alert); (careful); (interested). (2) Negative affect represent frequencies of unpleasant experience. Unpleasant affect can be detected from specific emotion i.e worried, uneasy, guilt, stressed/tense, nervous, irritable, displeased, bothered, fearful, angry, annoyed, afraid, and ashamed. Furthermore, Diener (2002) said, even though other researchers like Russel (2003) declared that affect was similar with reflect, but on subjective well-being, the most curiosity was describing the most dominated of pleasant and unpleasant feeling generally. Hence, this view was called Positive Negative Affect Scale (PANAS) (Watson, Clark, and Tellegen in Steel, Schmidt, & Shultz, 2008).

Global life satisfaction involve past, present, and positive perception of future. Satisfaction With Life Scale (SWLS) (Diener & Suh, 1999) is the most popular scale to measure its.

Hypothesis

The major hypothesis is: There is a positive correlation between social support and subjective well-being. The minor hypotesa are: there is a positive correlation between social support and affective component, and also there is a positive correlation between social support and cognitive component of subjective well-being.

METHOD

This research is used convenience sampling. A total of 320 participants (18-21 years old), junior and sophomore, participated in this study to complete 2 scales. The social support scale was found to be highly reliable (29 items; $\alpha = .87$). Subjective well being measurement was conducted by sum of two separate subscales, which was cognitive component and affective component. Cognitive component refers to global

life satisfaction and domains life satisfaction. Affective component refers to frequency of positive affect and negative affect. The affective subjective well-being subscale consisted of 7 items ($\alpha = .82$) and the cognitive subjective well-being subscale consisted of 31 items ($\alpha = .91$).

RESULT

Social support and subjective well-being was significantly correlated, $r = .45$, $p < .05$. Based on the types of subjective well-being, there were significant correlations of .42 ($p < .05$) between social support and affective subjective well-being and .60 ($p < .05$) between social support and cognitive subjective well-being. Cognitive component has higher contribution ($M = 94.98$, $SD = 9.66$) than affective component ($M = 22.85$, $SD = 3.26$).

DISCUSSION

Friends can provide social support in various ways. Friends giving emotional support and also instrumental help, e.g helping to move to new boarding house (Diener & Biswas-Diener 2008). Helping from friends associates with emotional well-being and psychological wealth, positively. In spite of it has been found to be beneficial for well-being in both routine and crisis situations (Diener & Biswas-Diener 2008).

Help provided by friends allows individuals to be better able to fulfill their physical and psychological needs, which in turn increases their sense of competence or mastery (Diener & Fujita 1995). But, on the other hand, friends' helping make students could not take their autonomy decision and give bad influence for their self regulation (Sawitri & Ariati, 2010).

Cohesiveness and solidarity based on similar interest in peer relationship is a source of social support on college students such as support from friends of the boarding house, lecturer, and university itself. Peers and college's environment have huge impact, for instance academic support, emotional support, and experiential support. Parents only have tangible support (Sanchez, et.al, 2006).

The same age and same experience (study at one campus), triggers students' reciprocal relationship and create social support atmosphere. Effect of this is understood by its availability and adequacy. Fellowship is judged as the important aspect which has emotional satisfaction in students' life. Students' who perceive that they have supporting from environment, feel calm, be beloved, confidence, and competence.

Moreover, support from peer group consists of people with the same skill, ability, or social status. Peers influence students' academic decision making. This situation has a great contribution to students' life satisfaction (Hare & O'Neill, 2000). Instead of this, higher frequency of social contact and lower heterogeneity have relation with the less stress, more social trust, and a better health, which lead to life satisfaction also (Horst & Coffe, 2012).

One of the indicators of subjective well-being is life satisfaction. Life satisfaction is one of predictors that support individual performance (Jones, 2006). In other words, people who satisfy tend to giving positive contribution to others and around. Consequently, the resistance of stress develop also. Students' whose subjective well-being are recognised more positive affect than negative affect frequently. Students' who feel positive affect tend to prepare theirselves with improving knowledge and skill to the future continuously, so they are become more optimistic and creative (Cha, 2003).

REFERENCES

- Cha, K. (2003). Subjective well-being among college students. *Social Indicators Research*, 62, 455-476.
- Cummins, R. A. (2004). International Well Being Group: Personal Wellbeing Index. Melbourne: Australian Centre on Quality of Life, Deakin University. Retrieved from: http://www.deakin.edu.au.research/acqol/instruments/wellbeing_index.htm
- Diener, E., & Fujita, F. (1995). Resources, personal strivings, and subjective well-being: A nomothetic and Idiographic approach'. *Journal of Personality and Social Psychology*, 68, 926-935.
- Diener, E., Suh, E. (1999). National differences in subjective well-being. In D. Kahneman, E. Diener, N. Schwarz (Eds). *Well-being: The foundation of hedonic psychology*. NY: russel Sage Foundation, 434-450.
- Diener, E & Suh, E.M. (2000). *Culture and subjective Well Being*. CA: MIT Press.
- Diener, R. (2002). Findings on subjective well-being and their implications for empowerment. *Annual Review of Psychology*, 47, 403- 411.
- Diener, E., Oishi, S., & Lucas, R. E. (2003). Personality, culture, and subjective well-being: Emotional and cognitive evaluations of life. *Annual Review of Psychology*, 54, 403-425.
- Diener, R., Diener, R. B. (2008). *Happiness: Unlocking The Mysteries of Psychological Wealth*. London: Blackwell Publishing.
- Eddington, N., & Shuman, R. (2005). Subjective well-being (Happiness). Paper presented at Continuing Psychology Education, 6 continuing education hours. Retrieved from <http://www.texcpe.com/html/pdf/ca/ca-happiness.pdf>
- Eid, M., Larsen, R.J. (2008). *The Science of subjective well-being*. NY: Guilford Press.
- Hare, L.R., & O'Neill, K. (2000). Effectiveness and efficiency in small academic peer groups: a case study. *Small Group Research*, 31, 24.
- Jones, M. D. (2006). which is beter predictor of job performance: Job satisfaction or life satisfaction? [Electronic Version]. *Institute of Behavioural and Applied Management*, 20-38.

- Kim, H.S., David, S. K., Deborah, K. S., Shelley E. T. (2006). Pursuit of comfort and pursuit of harmony: culture, relationships, and social support seeking. *Personality Social and Psychology Bulletin*, 32, 1595-1608
- Payne, R.L., Cooper, C.L. (2001). *Emotion at work: Theory, research, and application for management*. Chichester: John Wiley & Son.
- Philippa, W., Lesley, B., & Virginia, S. (2004). Defining social support in context: A necessary step in improving research, intervention, and practice. *Qualitative Health Research*. 14, 942-960.
- Rook, K. S. (1984). The negative side of social interaction: Impact on psychological well-being. *Journal of Personality and Social Psychology*, 46, 1097-1108.
- Russell, J. A. 2003. Core affect and the psychological construct of emotion. *Psychological Review*, 110: 145-172.
- Sánchez, B., Reyes, O & Singh, J. (2006). Makin' it in College: The value of significant individuals in the lives of Mexican American adolescents. *Journal of Hispanic Higher Education*. 5, 48, 48-66.
- Sarafino, E.P. (1998). *Health psychology: Biopsychosocial interactions (3rd ed)*. CA: John Wiley & Sons.
- Sawitri, D.R., Ariati, J. (2010). Lazy, Sleepy, and Bored: A Three main obstacles to reach high grade on college students at Diponegoro University. National conference of Educational Psychology Association. Malang: Universitas Negeri Malang.
- Srivastava, A., Blakely, G.L., Andrews, M.C., McKee-Ryan, F.M. (2007). Mechanism linking nationality and subjective well-being in managers in China and United States. *Journal of Managerial Issues*, XIX, 494-516.
- Schwarz, N., Fritz, S. (1999). Reports of Subjective Well-Being: Judgmental Processess and Their Methodological Implications in *Well-being: The Foundations of Hedonic Psychology*. NY: Russell Sage Foundation, 61-84.
- Taylor, S. E. (2003). *Health psychology (5th ed)*. NY: McGraw Hill.
- Van der Horst, M., Coffe, H. (2012). How friendship network characteristics influence subjective well-being. *Social Indicator Research*, 107: 509-529.