

## **Psychosocial problems of schoolchildren and the psychological counseling approaches implicated by counselors for treating it**

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### **Abstract**

This study aims to examine and evaluate the behavioral problems of schoolchildren in basic education and the psychological counseling approaches utilized by counselor for its treatment. It also assesses the differences in these approaches in accordance with their gender and educational qualification/degree. The sample consists of (240) counselors (125 males, 115 females) enrolled from five educational administrations with the concluded scale used to obtain data due to its high level of validity and reliability. The findings showed that the most common behavioral problems were disobedience, teachers' underachievement, and aggression. In addition, the most common approaches used by counselors were individual and group counseling, Leisure time counseling, rational-emotive therapy, plying counseling, reality therapy, and client-centered therapy. The result showed that there were no significant differences in counseling approaches relating to gender and academic qualification of counselors, except for the approaches of cognitive, behavioral and group counseling techniques.

**Keywords:** psychosocial problems, counseling approaches, schoolchildren

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### **Introduction**

The continuous increase in technological advancement in the present era tend to pressurize children to break up with their families, leads to a rapid sociocultural paradigm, and a rise in behavioral problems that are also similarly steep and disrupting.

Children and teens seem irritable or even hostile when they are tired or ill. They tend to argue or disobey their parents in a bid to show maturity. In addition, young children sometimes lie to get out of trouble because they do not understand the differences with truth. Although this seems normal, however, when they act this way each time they get into trouble at home, school, or with other kids in the neighborhood, they are likely to possess a disruptive behavior disorder (Prakash, Mitra, & Prabhu, 2008).

Knowledge of child mental-health problems is important due to its interference with social and educational development, thereby, capable of saving life-long psychiatric problems (Rutter, 1996). There is a little consensus on the extent to which manifestations of psychiatric symptoms are universal and affected by cultural aspects. However, since studies have found prevalence rates to vary all over the world, it is necessary to consider culture and context in determining the way in which children's psychopathology is manifested (Canino & Alegria, 2008; R. Hackett & L. Hackett, 1999; Roberts, Attkisson, & Rosenblatt,

1998). There is also evidence that child disorders may vary between developed and developing countries, therefore, making it necessary to distinguish studies by each country (Fleitlich-Bilyk & Goodman, 2004; R. Hackett & L. Hackett, 1999). A major gap in the epidemiology of child mental problems is the lack of studies regarding the data on the prevalence rates in low-middle-income countries (Kieling et al., 2011; Rohde, 2011; Giel, R., Arango, Climent, Harding, Ibrahim Ladrito-Ignacio, Sriniasa, Salazar, Wigand Younis, 1981).

The vulnerability of primary schoolchildren to infection, is similar their adoptative behavior in this age group. However, it remains a cause of concern to their parents till they are become adults. Many times parents do not bother on such habits because they are certain of repentance in the nearest future. Language and speech disorder are in school-age population are more prevalent in toddlers and pre-school with low morbidity in habit disorder and behavioral problems, which keeps them away from friends due to feeling of guilt (Anderson, 2012). There are two main types of disruptive behavior namely: Oppositional Deviant Disorder (ODD) and Conduct Disorder (CD). Extensive review of issues pertaining to the relationship between externalizing behavior problems and academic underachievement stated that, in children, inattention and hyperactivity were strongly correlated with academic problems than aggression, (Eimani-Oshnari1, Amiri-Majd, Babakhany, 2014, Anderson, 2012).

Estimates of the number of school-aged children with emotional problems vary. For instance the incidence and prevalence figures were controversial, with estimates ranging from 2-3% to 22% (Fleisch, & Goodman 2000; Lund, 2008). The numbers increased when those referred to as at risk are included (Lavin, Korte, & Davies, 2011). Review of recent studies concentrating on mental-health problems among school children showed the prevalence figures varied from 6.33% to 43.1% in Indian context (1-6), which was similar to the International variability. (7- 10) The available literature also speaks of variability and inadequacies of diagnostic methods, research criteria, treatment modalities and psychosocial interventions, (Prakash, Mitra, & Prabhu, 2008).

According to studies, there are a considerable number of youngsters with false-positive misdiagnosed disabilities/disorders. Therefore, schools have the ability to accomplish their goal of teaching only when they have addressed the psychosocial problems that interfere with students' learning. In schools, youngsters with serious emotional and learning problems are assisted under the auspices of "special education." However, many students with behavior, learning, and emotional problems do not meet this criteria, therefore, their needs need to be addressed through support programs and other accommodations, especially psychological counseling programs in schools, (Fleitlich & Goodman, 2000).

Sauri and Loureiro (2014) investigated the mental-health, behavioral and emotional problems, in a cohort of schoolchildren in accordance with their gender and behavioral performance to the family. Data was obtained from 677 children in Ribeirão Preto (SP), Brazil, between the ages of 10/11. The mental health assessment was performed using the Brazilian version of the Strengths and Difficulties Questionnaire. The results showed that the prevalence rates for boys and girls were 41.7% and 34.5% for total difficulties score, 50.4% and 57.6% for emotional symptoms, 31.2% and 18.8% for hyperactivity, 38.8% and 27.6% for conduct problems, 27.1% and 26.7% for peer problems and, 4.7% and 2.7% for prosocial behavior, respectively. The family characteristics associated with behavioral problems were low socioeconomic status and poor maternal education for boys and girls (Deivasignamini, 1990; Sakar, Kapur, & Kaliaberumal 1996).

A research conducted by Anderson on Jamaican children showed that they suffered many times from psychosocial and handicapping conditions such as a lack of understanding and empathy from teachers, administrators and their peers. This literature is replete with evidence of such treatment leading to negative student behavior and the resultant of poor performance. Therefore, this is consistent with the fact that the number of students with special needs or learning difficulties have rapidly increased. However, the ones most likely to be misunderstood are those with emotional and behavioral disorder. This paper questions the issued associated with what researchers consider normal behavior in schools. A discussion of the construct "emotional and behavioral disorders" within the purview of the Jamaican educational system is provided in order to give credence and validity to this research. Intervention/Treatment models are offered followed by practical and evidenced-based classroom strategies addressing the needs of students with emotional and behavior disorders. The aforementioned also supports the researchers' view that changes

are long overdue in creating standards and significant guidelines for helping students with emotional and behavioral problems (Roberts, Attkisson, & Rosenblatt, 1998).

There is a significant rise in the behavioral problems in children with various literatures on the variability and inadequacies of diagnostic methods, research criteria, treatment modalities and psychosocial interventions. Prakash, Mitra, and Prabhu (2008), carried out a research to assess the behavior problems of 50 children between the ages of 6-14 years attending government school. They were selected after appropriate randomization and subsequently assigned to Child behavior checklist. The data collected was suitably interpreted using appropriate statistical tests and the results showed that Twenty-one (42%) children were above the cut-off score with a mean CBCL score of 43.3. Furthermore, the most common behavior problems in these subjects namely "cannot sit still, restless, hyperactive" were shown by 62% of the subjects. Female children had behavior problems such as "too concerned with neatness or cleanliness", "self-conscious or easily embarrassed" and "feelings of perfection" while male children had behavior problems such as "Does not feel guilty after misbehaving", "inability to concentrate" and "restless." In conclusion, the analysis of pattern of distribution of behavior problems in the subjects showed that female children possessed more internalizing behavior problems. (Prakash, Mitra, & Prabhu, H.R. 2008, Abdullah, 2016).

Syria is a developing country with a large population, consisting of a significant proportion of children attending schools. Therefore, the behavioral problems and psychiatric syndromes in the children are a matter of concern because its consequences tend to seriously impair their ability to become useful and productive citizens in the future. The vulnerability of children increases due to the unavailability of effective parenting. This study aims to assess the prevalence of behavioral problems among school children. The research findings help to determine the prevalence, associated factors and predictors that are useful in early diagnosis and management. Reviews on the diverse method of data collection and diagnosis carried out in this field revealed that the prevalence of behavior problems in children is high (Abdullah, 1992).

Understanding the root cause of the child's behavior is essential, because it helps to stabilize the behavior strategy (Tolan, and Gorman-Smith, 2001; Abdullah, 2012). There are five basic models in understanding child behavior namely biological, behavioral, Cognitive, systemic, and psychodynamic. The systemic approach targets the individual's behavior within the system such as their family, friends, school, classmates, community, and clubs (Abdullah, 2016, Anderson, 2012).

The counselors need to use many techniques and approaches to conduct programs that are dependent on the theories of counseling and psychotherapy such as Reality therapy, client-centered counseling, group therapy, behavioral counseling, systematic, and family. Hence, this study focuses on investigating the behavioral problems of school children and their counselors for treating these problems.

### **Objectives of the study**

This research aimed to examine the following:

1. The most common behavioral problems among school children.
2. The most common psychological counseling programs and techniques have been applied in the schools.
3. The differences in implication counseling techniques regarding gender, and academic qualification of counselors.

### **Questions of the study**

This research addressed the following three questions:

1. What are the most common behavioral problems among school children?
2. What are the most common psychological counseling programs and techniques have been implicated by counselors in the schools.
3. What are the differences in implication counseling techniques regarding the variables of gender, and academic qualification of counselors?

## Method

**Participants:** The total population of the counselors in the formal educational schools consist of a total of 3500 psychological counselors, and 1500 social counselors from the Department of Educational Researches in Ministry of Education. Participants of the study include 240 counselors consisting of 125 males, and 115 females enrolled from five cities in Syria namely Damascus, Homs, Hama, Lataqia, and Der Al-Zoor.

**Procedure:** The instrument used for the study was questionnaire divided into two parts. The first, consists of 50-items used to scale the behavioral problems of school children from the perspectives of their counselors, in addition to one open question at the end of this division. The second part consists of 20-items relating to psychological counseling techniques/theoretical approaches used by counselors, in addition to an open question on the approaches not mentioned in the scale.

The instrument evaluates behavioral (emotional, social, cognitive) problems regarding the classroom behavior, learning-teaching, and group participation such as Underachievement, teacher's mistreatment, attention problems, anti-social behaviors, sexual deviation, food disorders, obsessive compulsive disorders, sleep disorders, disruptive behavior, aggression, liveness, test anxiety, shyness, anger, and learning difficulties. Reliability and validity of this scale are 0.89, while the Cronbach's alpha coefficient is 0.86 and for subscales varies from 0.79 to 0.89.

### Data collection and analysis

Descriptive statistics (percentages, M, SD), and T-test are used to assess the significance of differences regarding the counselor's gender variable. In addition, the fisher-test was used to assess the differences in psychological counseling approaches implicated by counselors regarding the academic qualifications/degree variable.

## Results and Discussions

Table 1 is used to answer the first question: "What are most common behavioral problems among school's children."

**Table 1 the highest common behavioral problems of children and means**

|    | The behavioral problems     | Mean |
|----|-----------------------------|------|
| 1  | disobedience of teachers    | 4.35 |
| 2  | underachievement            | 4.31 |
| 3  | Aggressive behaviors        | 4.26 |
| 4  | Delaying the academic tasks | 4.13 |
| 5  | Repeated absence of school  | 3.97 |
| 6  | Teacher's maltreatment      | 3.85 |
| 7  | Difficulties with teachers  | 3.71 |
| 8  | Liveness                    | 3.66 |
| 9  | Test anxiety                | 3.57 |
| 10 | Shyness                     | 3.45 |
| 11 | Anger and impulsiveness     | 3.14 |
| 12 | Learning disabilities       | 2.98 |

Table (1) shows that the most common behavioral problems of children in schools were: disobedience to teachers (M= 4.35), underachievement (M= 4.31), aggressive behaviors (M= 4.26), delaying the academic tasks (M=4.13), repeated absence from schools (M= 3.97), teacher's maltreatment (M= 3.85),

difficulties with teachers ( $M=3.71$ ), and loneliness ( $M=3.66$ ). Table 2 shows the test anxiety, shyness, anger, impulsiveness, and learning disabilities of children.

**Table 2 the lowest behavioral problems of children and mean**

|   | Behavioral problems           | Mean |
|---|-------------------------------|------|
| 1 | Obsessive-compulsive problems | 1.95 |
| 2 | Bedwetting ( Enuresis)        | 1.91 |
| 3 | Sexual deviation              | 1.85 |
| 4 | Eating (food) problems        | 1.67 |
| 5 | Sleep problems                | 1.35 |
| 6 | Hyperactivity                 | 1.27 |
| 7 | lie                           | 1.17 |
| 8 | Psychosis syndromes           | 1.11 |

Table 2 shows the lowest problems consecutively such as obsessive-compulsive problems, bedwetting, sexual deviation, eating problems, sleep problems, hyperactivity, and psychosis syndromes.

Table 3, answers the second question "what are the most common psychological approaches used by counselors for treating these problems."

**Table 3 Psychological counseling approaches implicated by counselors**

|    | Psychological counseling approaches/techniques | Mean |
|----|------------------------------------------------|------|
| 1  | Individual counseling                          | 4.87 |
| 2  | Group therapy                                  | 4.74 |
| 3  | Leisure time counseling                        | 4.68 |
| 4  | Client-centered therapy                        | 4.63 |
| 5  | Systematic counseling                          | 4.53 |
| 6  | Behavioral counseling                          | 4.48 |
| 7  | Cognitive therapy                              | 4.35 |
| 8  | Plying counseling approach                     | 4.15 |
| 9  | Brief therapy                                  | 3.93 |
| 10 | Rational-Emotive therapy                       | 3.75 |
| 11 | Psycho-analytic therapy                        | 3.65 |
| 12 | Reality therapy                                | 3.47 |
| 13 | Traits-factors approach in counseling          | 3.41 |
| 14 | Logo therapy & existential counseling          | 3.21 |
| 15 | Gestalt psychotherapy                          | 3.13 |
| 16 | Eclectic psychotherapy                         | 3.09 |
| 17 | Egan's Effective helping counseling            | 2.85 |
| 18 | Family counseling approach                     | 2.78 |

Table 3 shows the most common counseling approaches used by counselors for treating children's problems such as Individual counseling, Group therapy, Leisure time counseling, Client-Centered therapy, Systematic counseling, and Behavioral counseling. While the latest counseling techniques have been implicated were logo therapy & existential counseling, Gestalt psychotherapy, Eclectic psychotherapy, Egan's Effective helping counseling and finally, and family counseling approach.

Regarding the third question "What are the differences in implication counseling techniques regarding the variables of gender, and academic qualification of counselors," The T-test was used to evaluate the counseling approach between male and female of counselors. Table 4 shows the results of this statistical analysis.

**Table 4 the differences in application of counseling approaches regarding the gender variable of counselors**

| Counseling technique              | N          | M    | SD   | T.value | Sig.   |
|-----------------------------------|------------|------|------|---------|--------|
| <b>Rational-emotive therapy</b>   | 120 male   | 2.65 | 0.76 | -2.52   | 0.016  |
|                                   | 115 female | 3.14 | 0.98 |         |        |
| <b>Reality therapy</b>            | 124 male   | 3.12 | 0.32 | -2.48   | 0.081  |
|                                   | 115 female | 3.76 | 0.17 |         |        |
| <b>Plying counseling approach</b> | 125 male   | 2.11 | 1.08 | -2.18   | 0.043  |
|                                   | 115 female | 2.57 | 1.19 |         |        |
| <b>Client-Centered therapy</b>    | 125 male   | 3.87 | 0.48 | -2.69   | 0.0127 |
|                                   | 114 female | 3.21 | 0.19 |         |        |
| <b>Brief therapy</b>              | 125 male   | 3.09 | 0.56 | -2.53   | 0.0142 |
|                                   | 115 female | 2.56 | 0.87 |         |        |
| <b>Multiple counseling</b>        | 125 male   | 3.45 | 0.24 | -2.49   | 0.02   |
|                                   | 115 female | 3.19 | 0.57 |         |        |

Table 4 shows the most important counseling approaches/techniques used by school female counselors namely Rational-Emotive Therapy ( $T = -2.52$ ), Reality Therapy and plying counseling approaches ( $T = -2.48, -2.18$ ), while the most important counseling approaches implicated by male counselors are Client-Centered therapy ( $T = -2.69$ ), Brief therapy ( $T = -53$ ), and Systematic counseling approaches ( $T = -2.49$ ).

For the differences in implication counseling approaches regarding counselor's academic qualification or degrees, the results of "Fisher" test, are shown in table 5.

**Table 5 The differences in application of counseling approaches regarding the academic qualification/degree variable of counselors**

| Counseling approach       | Academic Qualification | Mean          | Calculated differences | Critical Value |
|---------------------------|------------------------|---------------|------------------------|----------------|
| <b>Cognitive Therapy</b>  | Bachelor + Diploma     | (2.21)(2.71)  | -0.52                  | 0.467          |
|                           | Bachelor +Master       | (2.21)(2.63)  | -0.42                  | 0.521*         |
|                           | Diploma + Master       | (2.73)(2.54)  | -0.41                  | 0.486          |
| <b>Behavioral therapy</b> | Bachelor + Diploma     | (3.14)(3.85)  | -0.71                  | 0.04*          |
|                           | Bachelor +Master       | (3.20)(3.78)  | -0.58                  | 0.38           |
|                           | Diploma + Master       | (3.63)(3.95)  | -0.32                  | 0.45*          |
| <b>Group therapy</b>      | Bachelor + Diploma     | (2.45) (2.92) | 0.53                   | 0.64*          |
|                           | Bachelor +Master       | (2.44)(2.69)  | -0.24                  | 0.43           |
|                           | Diploma + Master       | (2.43)(2.86)  | -0.44                  | 0.03*          |

\* sig. 0.05

Table (5) shows that there are significant differences between the bachelor and master degree in cognitive therapy, with the master qualification higher ( $M= 2.63$ ) than bachelor ( $M=2.21$ ). In addition the behavioral therapy among diploma ( $M= 3.85$ ) is higher than bachelor ( $M= 3.14$ ), and between master higher ( $M= 3.78$ ) than bachelor ( $M=3.20$ ), and among master higher ( $M=3.95$ ) than among diploma ( $M=3.63$ ). Group therapy has been used by counselor with diploma higher ( $M= 2.92$ ) than among those getting bachelor degree ( $M= 2.45$ ), and higher among master degree ( $M=2.86$ ) than among diploma degree ( $M= 2.43$ ).

## Discussion

The results showed that behavioral problems of schoolchildren were vicarious. The higher prevalence problems were noncompliance, low school achievement, and aggression, in contrast to the problems of obsessive-compulsive, enuresis, sexual deviation and lying. These problems reflect the conduct disorder in childhood, and it needs to be analyzed in perspective of the context and environment of children inside and outside the school, especially in family. Conversely, it has been evident that disorders are not different from the view of fathers, mothers, and teachers (Eimani-Oshnari, Mojtaba Amiri-Majd Babakhany, 2014). Moreover, teachers evaluated more anxiety problems than parents. The above findings explained by the intensity of hyperactivity symptoms and problems in schools as well as homes being the probable causes for visiting counselors for them to observe the symptoms in both environments. The cognitive and emotional problems are affected by learning problems due to lack of attention, and is rejected by classmates due to their immature behavior. The Results of this research are consistent with the studies of Weiler et al (1999), and Saur and Loureiri (2014). Important to direct attention to the point that the confidence associated with children problems dependent on the reports of counselors, parents, teachers and doctors for diagnosing and designing counseling programs. Some behavioral problems are situational to an environment such as a home or school, or some disorders ignored because they are not problematic. Background check indicated that the grading scales are used in different cultures, (Kafle, Vaidya, Panta, Chhetri, M. and Mehrotra, 2010).

According to the counselor's gender variable, the most important approaches/techniques used by school female counselors are: rational-emotive therapy, reality therapy and plying counseling, while those

implicated by male counselors are: client-centered therapy, brief therapy, and systematic counseling approaches. Conversely, the finding showed significant differences between counselors with bachelor and master degree in cognitive therapy. In addition to behavioral therapy between diploma and bachelor, is higher than diploma. This finding reflecting the experience and professional development of counselor's skills that meet the demands and the variety of programs need to be conducted to treat the behavioral problems in schools. It is very important for males and females counselor to depend on integration trend in designing counseling programs, to meet the developmental demands and tasks of childhood (Abdullah, 1992). Therefore, the theoretical background represents the foundation for succession counseling programs in schools (Poulou, and Norwich, 2000).

## Conclusions and Recommendations

This study examined behavioral problems of schoolchildren and the counseling approaches used for its treatment. These problems influence mental health of children and their ability to adjust in school. In addition, it investigated the theoretical counseling approaches the have been implicated for its treatment, and the differences in applying these approaches regarding the variables of gender and qualification or academic degree of the counselors.

The finding revealed that the higher prevalence problems were noncompliance, low school achievement, and aggression, in contrast to the obsessive-compulsive, enuresis, sexual deviation and lying that were minimal. On the other hand, the most common counseling approaches used by counselors for treating children's problems are as follows Individual counseling, group therapy, leisure-time counseling, client-centered therapy, systematic counseling, and Behavioral counseling. While the latest counseling techniques were logo therapy & existential counseling, gestalt psychotherapy, eclectic psychotherapy, Egan's effective helping counseling and finally, family counseling approaches. The findings indicated the significant differences regarding the academic qualification and degree utilized by counselors. Hence, these significant differences found between counselors with a bachelor and master degree in cognitive therapy. In addition, behavioral therapy conducted by counselors with a diploma were greater than those with bachelor degree, and among counselors with master more than with bachelor and among counselors with master higher than among with diploma. Counselors with diploma have been used group therapy more than those with bachelor degree, and masters. According to the counselor's gender variable, the most important counseling approaches/techniques used by school female- counselors are: rational-emotive therapy, reality therapy and plying counseling approaches, while the most important counseling approaches implicated by male- counselors are: client-centered therapy, brief therapy, and systematic counseling approaches.

These findings lead to significant recommendations:

- 1) Further research can be conducted to explore the behavioral problems according to developmental stages in childhood and adolescence.
- 2) Examine the differences in application counseling approaches and techniques among school-psychological counselors according to demographic variables.
- 3) Another issue that needs to be further studied within informing science research is the need to use other methodology such as the developmental longitudinal research, experimental method to highlight the "cause-result" hypothesis and to explore causal factors of these complex behavioral problems, in addition to the relationship between children's mental health and school environment.
- 4) Incorporate a variety of counseling strategies, methods and experiences for counselor's skills developmental programs. A more efficient instructional delivery system result from skills assessment of specialists seeking enhancement or development of academic practice and experiences.

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## Islamic-based counseling services in developing self-concept of street children in Rejang Lebong regency

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### Abstract

This study aimed to comprehend and explain the condition of street children's self-concept in Rejang Lebong regency by focusing on Islamic-based counseling services. This research is mixed. The number of samples were 36 street children in Rejang Lebong regency. The researcher chose purposive sampling method. The results of pre-test indicated that the average value of street children's self-concept before being given treatment equal to 84.04, while after being given guidance and counseling services through an Islamic perspective, it was increased to 90.56, while the results of t value are at -11.791 by 0000 sig. Because sig were at <0.05, then we can conclude that  $H_a$  was acceptable and it means the street children's self-concept before and after given guidance and counseling services by Islamic perspective were different, thus it can be concluded that the concept of guidance and counseling services through Islamic perspective influenced/enhanced the street children's self-concept.

**Keywords:** islamic-based counseling services, street children's self-concept.

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### Introduction

Self-concept is an individual assessment on him or herself including the characteristics, qualities, capabilities, and actions (Woolfolk, in J. Anitha and G. Parameswari, 2013:30), and also a manifestation to seek a reflection of themselves inserted into the self-awareness so that individuals evaluate their self-assessment of outsiders such as parents, teachers and other adults (Oscar A. Barbarin, Barbara Hanna Wasik. 2009: 150) as well as what desired by that person (Burns, RB 1993: vi). In other words, a self-concept of all individuals are not innate, but formed due to interactions with everyone around in line with the process of individual development (Judith Oktaria Kristiani Pardede. 2008: 147). It is formed and proceeded since in early ages (Melanie D. Murmanto. 2007:68) gradually by the emergence of perspective capability (Simon in Hendriati Agustiani, 2006: 143), even the results from communications, the way people treat him or her, what was said about him- or herself, as well as their status in a group where they are identified (Hurlock, Elizabeth B., 2010: 238-239) played a role in the formation. Even children peer groups take the second position after his parents in influencing the self-concept (D'Abreu, R.C., Mullis, A.K., and Cook, L.R. 1999: 745-751).

Burns stated that, a self-concept was a mixed image of what one thinks, the opinion of others about him or her, and what they desire (Burns, R. B. 1993: vi). William D. Brooks (in Jalaluddin Rachmat)

emphasized the self-concept includes psychological, social, and physical perceptions toward themselves obtained from varied experiences and interactions to others. (Jalaluddin Rachmat, 2003: 99). The people having a good self-concept will always be on optimist, dare to try new things, be succeeded nor fail. And they are also confident, enthusiastic, feeling of self-worth, dare to set life goals, behave and think positive, and they might be reliable leaders (Melanie D. Murmanto, 2007: 67). Positive self-concept makes a person always be an optimist in looking into the future and undergo various changes, then will perform and able to receive as well as recognize various weaknesses to be followed up by improvement. So, it is a positive view and respects ourselves and others to obtain the tendency of a positive response from others and environment.

While the negative self-concept according to William D. Brooks and Philip Emmert (in Jalaluddin Rachmat, 2003), include: 1) Too sensitive for criticism, which tends to "could not cope" with others' criticism which considered as the attempts to bring down their self-esteem. They also insisted on maintaining their opinions even by illogic reasons, 2) Responsiveness of praise. A person with the negative self-concept always be enthusiastic when receiving a compliment, 3) Hyper-critical. A personal with a negative self-concept always complain, criticize, or underestimate anyone or anything. They are not able to appreciate and recognize the excess of others, 4) Disposed to feel disliked by others. They regard others as enemies, so they cannot build a good relationship then. They also never blame themselves, and just think that they are the victims of a wrong social system. 5) Being pessimistic about the competition. They feel reluctant to compete with anyone else because they just think that they cannot (Jalaluddin Rachmat, 2003: 105). As a further discussion, is this negative self-concept being experienced by street children?

Street children are kids spending time on the streets either to work or not, have ties with their families or not and hold a strategy to sustain life (Makmur Sanusi, Jakarta: MOSA). While in Islam, fiqh scholars called it the *Laqit*—a child who has not reached the age of puberty yet and found on the road or lost on the road and his or families are unknown (Abdul Manan 2003: 119). General Director of MOSA RI in social welfare building subs essentially classifies them into two groups by providing the following characteristics, namely:

1. Street children living on the street.
  - a. Break the parental relationships or have not met their parents for long times,
  - b. Take the time about 8-10 hours to work and then knocking around for the rests,
  - c. Their occupations are buskers, beggars, and scavengers,
  - d. The average ages are under 14,
  - e. Generally, they do not want to go back to school (Mulandar, Surya (ed.) 1996: 177).
2. Street children working on the streets.
  - a. Connect irregularly to their parents, coming home every day or periodically,
  - b. Being on the streets for 4-12 hours to earn money,
  - c. Settled in a rented house, by means of collective payment,
  - d. Unschooled (Supartono. 2004: 20).

According to Consortium (1996) in Atwar Bajari, street children are divided into three classifications. First, the child overseas or independent, characterized by working on the streets, living far alone from parents, accidentally wander in search of work, the residence is not settled or rented a house with friends, his or her time used to earn money. Second, children working on the streets, which is marked by coming back home, living with their parents or siblings, the time used to make money, some of them are still going to school. Third, the indigenous street children, characterized by separated from families, homeless, usually work to reach a special target such as eating or smoking, and do not live settled (Atwar Bajari, 2012: 21).

Various classifications are formed and developed by times, so that this phenomenon gets lots of attentions, because the diverse problems and conflicts in society have an impact towards comfort and peace of life, where many street children become the perpetrators and also victims of criminal acts, lewd and sexual abuse should be given support, but most of the guidance and directions given in the form of psychological and sociological counseling, just less in religious one, whereas Indonesian community have faith and religion, even 85% of Indonesians are Moslems.

In response, the author feels that there should be a real action in helping them by giving a counseling service using Islamic perspective, because the observation's results showed that most of street children's self-concept are unfocused and do not match to the stages of adolescent development, so, the counseling services by Islamic perspective expected to form and develop the self-concept in accordance with development tasks and regulations as a religious community.

Counseling services by Islamic perspective is one of efforts which should be made in helping various complications and difficulties experienced by street children. Because counseling is a process which can help a counselor to help counsees to interpret the facts relating to the choice, plan, or adjustment needed (Glenn E. Smith (1955, p. 156)). In the implementation, there is a communication between individual and therapist in studying experiences integrated to the client which wanted to be changed (Carl Rogers, 1952, p. 70). Those marked with the interaction between two individuals called by counselor and client; it takes place in a professional environment, started and maintained as a means of facilitating changes in client's behavior (Harold Pepinsky and Pauline Pepinsky, 1954, p. 3). The interaction process is personal between counselor and client, can be in the form of providing various information in order to stimulate clients to develop behaviors enabling clients to deal with themselves and environment in the more effective way (Edwin C. Lewis, 1970, p. 10), so that the counseling process helps individuals to be more aware and the ways they responded to environment. Furthermore, counseling can help individuals to build some personal meanings for behaviors, and develop as well as clarify goals and values for the future behavior (Donald H. Blocher, 1974. p. 7).

A concrete action will be given to street children is a counseling service by Islamic perspective in accordance with their problems and necessities, such as various services and supporting activities in counseling which based on the Qur'an and Hadith as guidance for Moslems. The process of Islamic Guidance and Counseling through the three pillars of ESQ theory by Ari Gina Agustian, *THE WAY 165* (2016: 175). That is 1 (one) charity heart (value) on God Spot, 6 (six) moral principles based on the Six Pillars of Islam, 5 (five) successful steps by the Five Pillars of Islam. Anwar Sutoyo (2009: 205) states that the Islamic counseling is an attempt to help individuals or counsees learning to develop nor getting back to the nature of faith by empowering *fitrah* (physical, spiritual, passion, faith).

Counsees invited to learn and implement the guidance of Allah and His Rasul, in order that the existing natures in individuals or counsees grow and function properly. In the end, counsees expected to be survived and gained the true happiness in world and afterlife. So that the religion will be able to free street children from adversity or varied problems and conflicts experienced, especially regarded to the self-concept of street children who have an impact on their lifestyles and behaviors. Noted that 96% of people in Rejang Lebong are moslem

Therefore, can Islam form street children's self-concept in Rejang Lebong regency? The number of unaccompanied children reached the numbers of 617 included street children. Another thing encourages the importance of this research is the fact that many criminal cases and immoral carried out by street children and even some of them became the victims. So, we can understand that the development of street children's communities must not be grown up more but reduced, or increasing the quality of street children life through the development of self-concept using counseling services by Islamic perspective in Rejang Lebong regency.

## Method

This is a mixed research, a methodology covering the full processes of research including the philosophical assumptions; research questions; designs; data collection methods of analysis, and integration; and reporting structure (Creswell & Plano Clark, 2011; Greene, 2007; Tashakkori & Teddlie 2010; Teddlie & Tashakkori, 2009). Combining qualitative and quantitative approaches using the experimental methods provide a wide range of counseling services through Islamic perspective which needed by street children and in accordance to their problems obtained by interviews and observations. To notice the effectiveness of counseling services by Islamic perspective in improving the self-concept of street children, the researcher first gave the questionnaires as a pre-test, and then ended by giving post-test

questionnaires. The samples were 36 street children in Rejang Lebong regency. Then, using the *purposive sampling* technique based on predefined criteria, so, the samples were street children who wanted to follow the interview (in depth-interview) and fill the questionnaires. The instruments were questionnaires, interviews and observations. The technique of data analysis was percentages formula and data triangulation in order to answer the self-concept of street children in Rejang Lebong.

## Results and Discussions

An overview of street children's self-concept in Rejang Lebong based on the data from questionnaires distributed, can be described that nearly half of street children in Rejang Lebong regency feel confident becoming street children because they can have a lot of friends, even though on interviews and observations done by the researcher, they just obtained friends from the same community. They also feel more responsible because of taking most of their times to work, and get the results to help their parents, school fees and food costs. This condition appears as the basic reason for street children to play the same roles in streets, both unschooled or not.

For school kids, educational conditions undertaken are not the same as other children, because the interview results to the teachers in MIS Guppi showed that the students working after school and even at the school time often experiencing problems in carrying out the educational process as they rarely go to school, when the teachers tried to process this condition, in order to make those students be able to go to school as others, so many children stated that they did not want to be in school anymore. So, the teachers forced to ignore this mess, whether want or not. The street children also found the bravery to face any conditions since forged by the various circumstances passed by on the street and had to be alert and suspicious about people outside. Street children found that they had to attract other's compassion and look shabby, but basically, they should be able to recite Qur'an and communicate courteously, while the interview's results proved that they could not do that, deceitful, communicated disrespectfully and susceptible for committing criminal acts, and these were also strengthened by the questionnaires distributed.

Street children also realize the need of having a sense of mutual help and sensitive, especially to their fellows in community, as when their friends were being disturbed by other groups, they do not hesitate to fight and help then. This condition indicated that emotions controlling sometimes become difficult.

Through the counseling services by Islamic perspectives in developing street children's self-concept in Rejang Lebong regency, obtained an overview of self-concept which given a counseling service then, a service oriented to the development of talents and interests as a gift from Allah. Information services, by the first material is a communication pattern. The second, IQ, EQ and SQ. Third, all about drugs and the dangers. And the last one, self-management. Placement and distribution services by channeling street children dropped out of school to go back. Content mastering services, by the first material is creating varied works from recycled materials. Second, to learn about reciting Qur'an, *iqamah*, and *adzan*. Third, learn to pray. Individual counseling, the discussion about personal issues. The set of street children's data gotten from their parents, friends and family as well as neighbors and local government. Home visits, go to street children's home to provide individualized counseling services.

Here are the descriptions of street children's self-concept in Rejang Lebong regency after given counseling services. Based on the post-test given, the data showed that 60% of street children did not feel happy anymore being on the road. On the working role, 49% of their income will be given to the family. 37% of them noticed the physical appearance. The percentages of feeling disgusted by others dropped to 25%. On ethical and moral, 34% of them are still impolite in having a conversation. In the hope, 47% of them want to continue the educational process in school. On the interaction, 17% will still often be the victims of bullying. 20% of street children are still judged as disheveled and slovenly. Thus, compared to the child's self-concept based upon the results of pre-test, the amount is increased after given counseling services as illustrated in the table and graphics above.

The pre-test results indicated that the average value of street children's self-concept before being given the treatment equal to 84.04, while after the guidance and counseling services by Islamic perspective given,

the average was increased to 90.56. The results of t count value at -11 791 by 0000 sig. Because sig <0.05, it can be concluded that  $H_a$  is accepted, it means that self-concept of street children before and after given guidance and counseling services by Islamic perspective were different, thus it can be concluded that the concept of guidance and counseling services by Islamic perspective influenced or enhanced their self-concept.

## Conclusions

The results of this study concluded that the guidance and counseling services by Islamic perspective can improve the self-concept of street children in Rejang Lebong regency, i.e. there is a change in the mindset towards themselves and future plan by a wish to continue their education, participating in various activities to boost the competence owned, and regulating as well as organize their daily activities by principles of Islamic religion that has been known and understood.

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## **Self-management training program by using cognitive technique (a quasi experiment on the students of UPI Kampus Serang)**

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### **Abstract**

The goal of this study is to construct an effective program which can improve students' self-management of UPI Kampus Serang by using cognitive technique. The starting point of this study is begun at the revealed undisciplined students behaviors such as tardiness in attending classes, tardiness in submission of assignments, unable to use their free-time effectively and productively and the others disorderly behaviors. Cognitive technique hopefully brings a self-management which effectively changes the inadequate idea in the mind and bad feeling in the heart into an acceptable quality of this mental and behavior. Furthermore, this technique hopefully emerges a basic change in the procedure of self management. Research design applies the Latin Square technique which is derived from one of Within Subject technique (Heppner, Wampold, Kivlighan, 2008). In this study, population of students was trained in their self-management (SM) skill. The aspects of SM skill which are trained to the students namely time management (TM), social skill (SS), and self-directed learning (SDL). The training of these three SM skills applied three different cognitive technique that are planning (P), problem solving (PS) and self-instruction (SI). Thus students formerly divided into three groups of population to give treatment to each of the SM aspects (TM, SS, SDL) for each group by applying the three different cognitive aspects (P, PS, SI). The final outcome of this study shows that there are no significance different results in the applying of those three cognitive techniques in order to improve the students' SM skills. Nevertheless, this training program has empirically proven that the program can improve the SM skills of the students at the rate of 30% better than before. Then, the final product of this study is a program of students Self Management Training by using Cognitive Technique.

**Keywords:** Training Program, Self-management Skill, Cognitive

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### **Introduction**

At college, students are prepared to be able to develop their abilities as optimal as possible, it is also expected in the Law of the Republic of Indonesia Number of 12 Years 2012 on higher education, in article 4 explained that higher education served: (a) To develop capacity and build character and civilization of the dignified nation in developing the intellectual life of the nation; (b) To develop innovative, responsive, creative, skilled, competitive and cooperative academic civic by implementing Tridharma; and (c) To develop science and technology by taking into account and applying the value of the Humanities. Section

5, the objectives of Higher Education are: (a) To develop the potential of students to be faithful and devout, morally good, healthy, educated, qualified, creative, self-reliant, skilled, competent and cultured in the national interest; (b) To produce graduates proficient in branches of science and/or technology to meet the national interest and improve the competitiveness of the nation.

In reaching those expected goals as have planned in the law of the Republic of Indonesia concerning higher education, every university attempts to provide curriculum, learning process, primary learning facility, educator and staff, counseling guidance, and supporting facilities. Students as learner-subject have always filled with surrounding problem, start from course material, the assignments, learning management, assignment completion, friend and or lecturer relationship, and so on. Some students cannot overcome those problems. The students' inability in adaptation can interfere with the process of education on the campus itself. For example about the completion of studies resulting overdue in graduation or even they are not be able to complete their education.

Based on the review of Technical Implementation Unit Service Guidance and Counseling (UPT-LBK) in 2009 (in Mamat Supriatna, 2010) shows that the problem of academic faced by students UPI, among these: (a) the difficulty in managing learning time adapted to many demands, course activity, and other student activities; (b) lack of motive or spirit of learning; (c) any incorrect learning activities; (d) lack of curiosity to explore science and engineering; (e) lack of interest in their field.

The results of the survey through a questionnaire in June 2013 on a student campus UPI Serang, known to the recognition of students (55%) that they are still using the "up-all-night system" for the exam preparation or assignment's completion. If this continues, it will harm students themselves in the face of an increasingly competitive life. Though most of them (97.5%) said that they had always wanted to do something better and expected for a bright future and a happy life. It can be concluded that the students are aware of the importance of a bright and good future, but their incompetence and ignorance manage themselves that cause their behavior to seem indiscipline. Students' ability in managing themselves is expected to have an impact on developing their capacity optimally. The ability to manage themselves or self-management (SM) is expected to be appeared in every individual's life, it can be indicated that someone has developed and then expected to live their lives well. Watson & Tharp (in Choi and Chung (2012) define self-management as '...the ability to modulate one's own thought, control behavior, and regulate internal processes'.

Steward et al. (In Jumarin, 2012) define self-management as '... refer to the ability of an individual to direct his or her behavior'. The term shows that self-management is the ability to drive themselves. To Hackney and Cormier (Jumarin, 2012), self-management has a similar meaning to the term of self-control, self-directed, self-regulation. Some practitioners and researchers in the field of self-management strategy used different terms, all of which are associated with the changes. Some says self-control, self-regulation, self-management. The terms have the same meaning, and are used interchangeably.

"Guidance and counseling services at the college level in order to support the development of personal, academic social and required student career. Like a counselor at kindergarten, elementary school, or high school level, the counselors of college also must develop and implement curriculum of basic services of counseling and guidance, individual student planning, responsive services and support system. However, the allocation of time of college counselor more on supporting individual student career planning and implementation of responsive services " (Depdiknas, 2008).

As empirical facts shows above, realities of student life in the management of themselves indicates that students' ability to manage itself is a study in the area of guidance and counseling (Luthans. 2002; Sultana. 2012; Dean & Fornaciari. 2007). The ability of students in self-management and become good character for themselves can reach to the achievement of educational goals. The task of the counselor of guidance and counseling at campus is to build the character as well as mastery of hard skills and soft skills. The service of guidance and counseling at campus more focused on services to stabilize their careers, as much as possible the most suitable to their educational record and the need to actualize themselves as a productive, prosperous and useful person (Depdiknas, 2008).

Based on the background and phenomenon that happened to a student at UPI Serang, the purpose of the research is to produce a training program that is effective in enhancing the ability of self-management with cognitive techniques for students. Theoretically, this study is expected to provide benefits and develop the resources of knowledge in the theory of guidance and counseling, especially the theory of self-management. The practical benefit is expected to be taken into consideration for institutions in campus UPI Serang for student guidance. For supervisor, counselor and academic supervisor (PA), they can help students in self-management.

The main problem with this research is to find an effective training program of self-management for students. One of the techniques that are used in this study is cognitive techniques. According to Yates (1985) cognitive technique is a relatively new in the realm of self-management. The basic assumption of this technique is people will contribute to their psychological problems in the way they interpret events and situations in their lives (Corey, 1995). Donald H. Weiss (1999) states that there are six competences will be possessed by self-management acquisition; these six aspects are illustrated in the following figure:

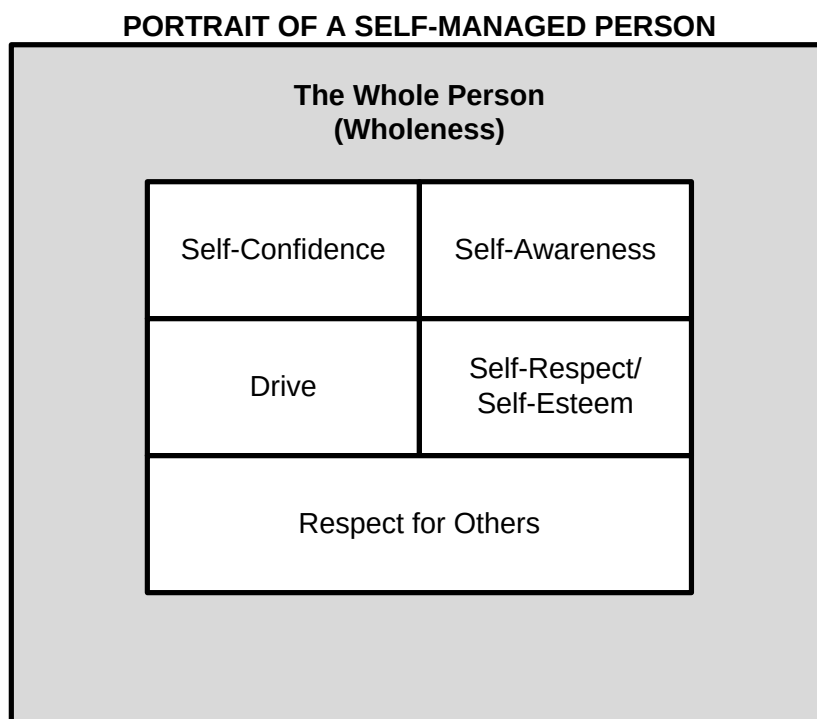


Figure 1. Six competences of self-management (Weiss, Donald H., 1999)

The above scheme explains that the ability of self-management at the individual has six competences, both coming from outside and from within himself, that wholeness which includes: (1) personal background, support self-including the experience, cognitive skills and affective and actions; (2) The confidence to what they would do; (3) self-awareness to take an action; (4) encouragement or motivation to take an action; (5) awards to themselves or respect for the effort already done and must be done, and (6) respect for others who are having some effect on the success of himself in self-management.

Dembo (2004) describes the strategy to manage behaviors related to time management, management of physical and social environment in achieving an expected academic behavior, it is as illustrated in Figure 2:

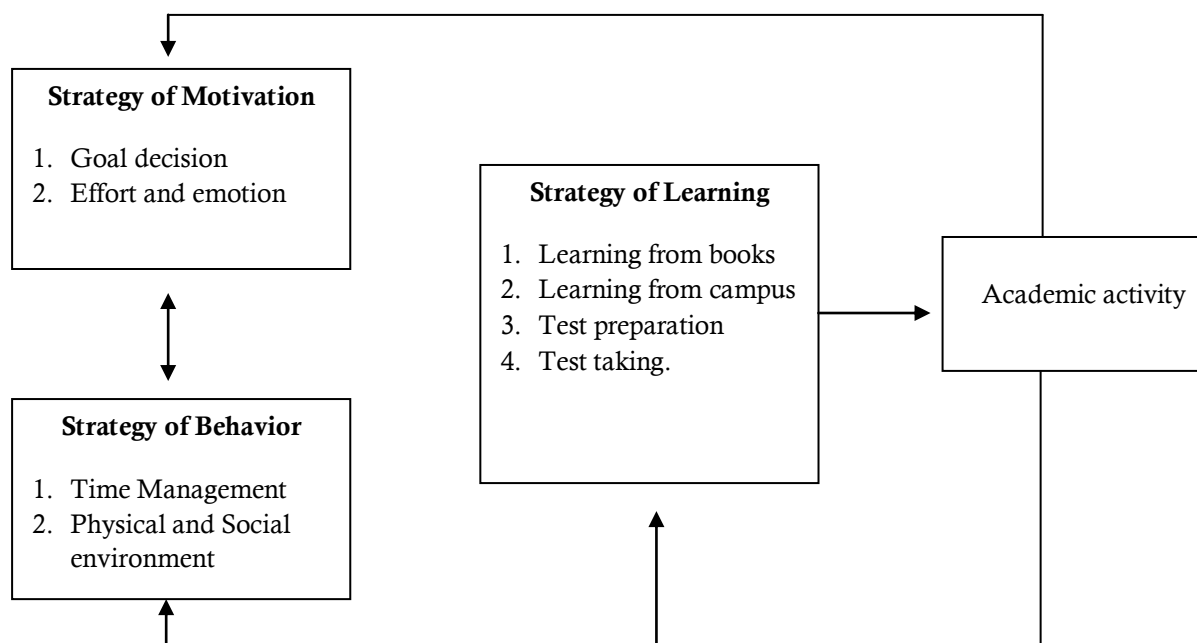


Figure 2. the scheme of behavior management strategy  
(Dembo, 2004)

This study used three self-management techniques: planning (P), self-instruction (SI) and problem solving (PS) in the self-management skills training program. The skill that will be trained is time management skills (TM), social skills (SS), and self-direction to learn (SDL). The independent variable in this study is three cognitive techniques (P, SI, PS), and the dependent variable is the students' mastery of skills Self-management (TM, SS, and SDL).

## Method

The research design is Latin Square Designs, which is one type of design Within-subjects designs. One of the strengths of this design is to minimize the variance of the error, by making each participant serves as his own control (Heppner, Wampold, Kivlighan, 2008). Sampling was done first with the purposive sampling technique, which is by selecting students who have low and medium value on the skills of self-management. The samples were subsequently chosen randomly divided into three groups. Each group will receive three vocational training by using different techniques. For more details, research design can be described in the table below:

**Table. 1**  
**Research Design Self management training program**

| Skills                              | Group 1                            | Group 2                                    | Group 3                                     |
|-------------------------------------|------------------------------------|--------------------------------------------|---------------------------------------------|
| <b>Time management (TM)</b>         | Technique of Planning ( <i>P</i> ) | Technique of Problem Solving ( <i>PS</i> ) | Technique of Self-Instruction ( <i>SI</i> ) |
| <b>Social skills(SS)</b>            | <i>PS</i>                          | <i>SI</i>                                  | <i>P</i>                                    |
| <b>Self-directed learning (SDL)</b> | <i>SI</i>                          | <i>P</i>                                   | <i>PS</i>                                   |
| <b>Post test</b>                    | <i>Post test</i>                   | <i>Post test</i>                           | <i>Post test</i>                            |

Participants are split into three groups, group 1, 2 and 3. Each group received three kinds of skills that are time management (*TM*), social skills (*SS*), self-directed learning (*SDL*). Cognitive technique used in the training of Self-management is planning technique (*P*), the technique of self-instruction (*SI*) and technique of problem solving (*PS*). The training is done by using different techniques in one skill for each group. *TM* skills training in group 1 use *P*, while the second group on the same training using the technique of *PS*, and the third group using techniques *SI*. *SS* skills training in group 1 uses the *PS*, group 2 used a technique *SI* and group 3 using techniques *P*. *SDL* skills training in group 1 uses *SI*, while the second group used a technique *P* and group 3 using *PS* technique. Each group received each type of skills training with different techniques, so it can be discovered the results of their respective skills training *SM* with each different technique.

The training program is conducted in eight meetings, starting with the pre-test activities and learning contract. Each skill is done with group counseling techniques, and delivered with lecturing, *Q* and *A*, discussion, games, direct practice, assignments and methods of playing. The training program concludes with a post-test. Data analysis was used SPSS 18.0.

## Results and Discussions

The results showed that:

- Test the mean difference of the data pre-test *TM* technique *P*, *PS* and *SI* is known that these three variables normally distributed but is not homogeneous, then used a non-parametric statistical tests using the Kruskal-Wallis test techniques. The result Asymp. Sig amounted to  $0.093 > 0.05$ , it can be concluded that  $H_0$  accepted, meaning that there was no significant difference in mean pre-test engineering group with *P*, *PS* and *SI*. This means that the three groups of samples have the same skills in *TM*.
- Test the mean difference of the data pre-test *SS* technique *P*, *PS* and *SI* is known that there are two variables with normal distribution and one variable distribution is not normal although the three variables homogeneous. Subsequently then used non-parametric statistical tests using the Kruskal-Wallis test techniques. The result Asymp. Sig amounted to  $0.344 > 0.05$ , it can be concluded that  $H_0$  accepted, meaning that there was no significant difference in mean pre-test in group with technique of *P*, *PS* and *SI*, or in other words before the training program of Self-Management turns three sample groups have the skills Social skills are relatively equal.
- Test data is pre-test mean difference *SDL* with techniques *P*, *PS*, and *SI*, turns three variables with normal distribution and homogeneous, to test the average used Anova test data obtained as follows:

**Table. 2**  
**Test of mean difference Pre-Test Data of SDL**

| Skills     | Source         | Quadrate amount | Df | Quadrate mean | F     | Sig   | Explanation            |
|------------|----------------|-----------------|----|---------------|-------|-------|------------------------|
| <i>SDL</i> | Between groups | 48,932          | 2  | 24,466        | 1,105 | 0,351 | There is no difference |
|            | Inter-groups   | 442,894         | 20 | 22,145        |       |       |                        |
|            | Total          | 491,826         | 22 |               |       |       |                        |

The data above says that the three variables were no significant difference, proved sig 0.351 > 0.05. It can be concluded that when the three sample groups would follow vocational training program SDL, SDL skills they have relatively similar.

- d. Test data is post test mean difference TM with technique P, PS, and SI, which is known to have normal distribution and homogenous and tested mean the Anova test, the results are as follows:

**Table. 3**  
**Test of mean difference Post-Test Data of TM**

| Skills    | Source         | Quadrate amount | Df | Quadrate mean | F     | Sig   | Explanation            |
|-----------|----------------|-----------------|----|---------------|-------|-------|------------------------|
| <i>TM</i> | Between groups | 38,36           | 2  | 19,180        | 1,644 | 0,218 | There is no difference |
|           | Inter-groups   | 233,379         | 20 | 11,669        |       |       |                        |
|           | Total          | 271,739         | 22 |               |       |       |                        |

From the data in the table above three variables stated that there was no significant difference, proved sig 0.218 > 0.05. This means that after three groups of students attend a training program using different techniques (techniques P, PS and SI) turned out to have management capabilities are relatively the same time.

Post test results the data in each group the mean of data obtained with the P technique at 63.36 (pre test amounted to 46.82), with the PS technique at 64.67 (pre-test 44.5), while the technique of SI at 66, 50 (pre-test of 50.17). The data illustrates that the group of students who attend training TM using different techniques showed increased ability of relatively equal. This means that three of the techniques used in the training of TM have the same relative impact on the ability of the student TM. Time management (TM) with technique of planning (P), self-instruction (SI) or with engineering problem solving (PS) is relatively equal, it illustrates that for time management (TM) is as effective as using three different techniques (P, PS, SI). Time management requires clarity of purpose to be implemented and the managing of detail time schedule, while relating to the strong desire of the individual concerned to push himself towards the goal to be achieved. Through this technique, P, students are invited to set goals at the macro, meso and micro level, as well as sketching steps towards the goals and implement what is already defined in the previous step. Likewise with the PS technique, it requires students to define the problem clearly and in detail so that makes it easier to carry out activities within the predetermined time. Through the technique SI, students are forced by themselves by making instructions or orders to him to do in the availability of time. Through the use of TM, the problem of managing time can make a student maximize the available time for the beneficial activities. A good utilization of time can bring progress in the academic field. Gordon and Borkan (2015) state that time management effectively will potentially generate productivity, progress, burnout and satisfaction. Through the use of cognitive techniques students can perform cognitive restructuring respectively. The participant of SM trained to improve their way of thinking or cognitive restructuring either through techniques P, SI or PS.

- e. Test post test mean difference of data with technique SS P, PS and SI, used non-parametric test using the Kruskal-Wallis test. Asymp.Sig generated.  $0.084 > 0.05$ , means that  $H_0$  accepted. It means also that there are no significant differences in the data post test skills Social Skills (SS) technique P, PS, SI. This means that the three groups of skills training SS using different training techniques (techniques P, PS, SI) produces relatively equal ability. All three groups experienced an increase in the ability of the SS, it can be seen from the score pre test and post test in each group, namely the technique group P average pre-test at 55 and post-test at 72.36; reviewed the technique PS group the average pre-test at 53.91 and the mean post test at 72,36. While in technique SI group the average pre test at 56.67 and post test of 75.83. From the statistic analysis above shows that SS skills training techniques P, PS and SI showed the same results. This indicates that the technique P, PS, SI has the same effectiveness in improving the ability of social relationships. The skills of social relations in question is in campus life and the surrounding environment, the ability to interact with others, ability to tolerate the people around, the ability to participate in activities, the ability to organize themselves, the ability to resolve conflicts that exist in social life. Through Cognitive approach, the students developed to transform ideas and feelings to be better. Cognitive techniques are also changing thoughts, behaviors and feelings. Formulated with a familiar way, eliminate and replace anything that is reflected in antecedent and consequence (Yates, 1985).
- f. Test data is post-test mean difference Self-directed learning (SDL) techniques P, PS and SI. The third unknown variable normal distribution of data and homogeneous. Anova test results as follows:

**Table. 4**  
**Test of mean difference Post-Test Data of SDL**

| Skills     | Source         | Quadrate amount | Df | Quadrate mean | F     | Sig  | Explanation            |
|------------|----------------|-----------------|----|---------------|-------|------|------------------------|
| <i>SDL</i> | Between groups | 104,101         | 2  | 52,051        | 3,077 | 0,68 | There is no difference |
|            | Inter-groups   | 338,333         | 20 | 16,917        |       |      |                        |
|            | Total          | 442,435         | 22 |               |       |      |                        |

The table above shows that there are no differences between the mean post-test result data on technique P, PS, and SI proved sig.  $0.068 > 0.05$ . It can be concluded that all three groups are training skills uses SDL with different techniques, produces post test on three groups of relatively similar. SDL skills training program using techniques P, PS, and SI resulted in an increase from its original state, proved to post test results with the technique P at 76.50 (pre-test of 56.67). The mean value of post test group with the technique of 80.17 PS (pre test at 57.83) and the mean post-test on a group of 75 SI techniques (pre-test at 54.45). The third group SDL skills training using different techniques, resulting in post-test scores were relatively similar. Results of research and the discussion above provide empirical evidence that training program with three techniques cognitive SM (P, PS, and SI) have relatively the same level of effectiveness.

## Conclusions

The results show that self-management training program with three cognitive techniques (P, PS, and SI) produce equally good results. Training participants experienced a significant improvement in the skills of self-management that consists of Time-management, Social skills, Self-Directed Learning. Empirically, it can improve self-management skills, in general, the average can increase 30% from the previous SM skills. This indicates cognitive technique is a technique that can drive mind to change the behavior of SM to a better direction.

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## **An initial study in the development of International Postgraduate Students Academic Stress Scale (IPSASS)**

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### **Abstract**

The aim of this study is to develop a new scale, the International Postgraduate Students Academic Stress Scale (IPSASS), for measuring the sources of academic stress on international postgraduate students. A 79-item prototype was developed by reviewing literatures and conducting interviews. Exploratory Factor Analysis (EFA) was used to investigate the contribution of each item and the number of factor in the IPSASS. The result of study revealed that IPSASS had seven sub scales including: (1) Learning Process, (2) Time Management, (3) Financial Problems, (4) Relationship's Building, (5) Supervision, (6) Acquiring Resources, and (7) Academic Performance. The IPSASS is a reliable and valid instrument for measuring the source and level of academic stress on international postgraduate students. This study has contribution significantly to the literature and practice for providing a valuable understanding regarding psychological and academic issues faced by international postgraduate students.

**Keywords:** scale development, academic stress scale, reliability, validity.

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### **Introduction**

The total number of international students has increased dramatically since the past four decades. According to the Organization for Economic Co-operation and Development (OECD), the worldwide number of international students increased from .8 million in 1975 to 4.5 million in 2012 (OECD, 2014). The increasing amount of international students was predicted to occur continuously in the subsequent years (Ching, Chao, & Lien, 2014). This situation occurs due to some countries has taken a part as the host nation for students who desire to study aboard. For instance, Taiwan has been one of the destinations to study for international students since 1950 (Lee, 2004) from various countries (e.g., Indonesia, Malaysia, Thailand, India, Japan, Philippines, Vietnam, Germany, America, Africa, Turkey, etc). Based on the report from Ministry of Taiwan Education (2012), the total number of international students who enrolled in the Taiwanese university reached up to 40,843 in 2011.

As new comers in Taiwan, many international students encountered various obstacles seriously during their study. A number of findings indicated that international students deal with many problems including academic, social interaction, accommodation, finance, health, language barriers (English and Mandarin), shock culture, admission, and selection, lack of information and communication between students and their university (Chen & Liu, 2011; Chou et al., 2012; Lee, 2004; Jenkins & Galloway, 2009). Moreover,

Ching, Chao, and Lien (2014) found international students experienced psychological problems consisting of depression, anxiety and stress during study in Taiwan. In fact, wherever international student study, she/he perceives much stress while studying the board.

The sources of stress may come from academic pressures, language difficulties, culture diversities, living problems and other adjustment barriers (Lee, 2009; Mori, 2000; Sümer, Poyrazli, & Grahame, 2008; Sapranaviciute, Perminas, & Pauziene, 2012). Consequently, those stressors can lead to psychological problems, such as a sense of loss, anxiety, exhaustion, helplessness, loneliness, depression, isolation, and homesickness (Chen, 1999; Meuleman, Garrett, & King, 2015; Sümer, Poyrazli, & Grahame, 2008). The psychological problems also influence concurrently to a student academic performance and well being (Hyun, Quinn, Madon, & Lustig, 2007; Poyrazli & Kavanaugh, 2006).

Stress is the pivotal issue in academic life, especially in the higher education (Agolla & Ongori, 2009) because university is academic environment in which stress is increasing among students (Robotham & Julian, 2006). Academic stress refers to environmental demands and challenges in academic circumstances that surpass the ability of students to deal with the various sources of stress (Ben-Zur & Zeidner, 2012). Particularly, the academic circumstances frequently become greatly stressful for international students during their study abroad (Wan, Chapman & Biggs, 1992). Prior study pointed out that academics constituted the main factor to cause international students perceiving stress (Hashim & Zhiliang, 2003; Poyrazli, 2015; Randal, Naka, Yamamoto, Nakamoto et al., 1998). Previous studies also indicated that academic stress perceived by international students may relate to academic learning (Lee, 2009), language barriers (McLachlan & Justice, 2009; Lin & Scherz, 2014), interaction with an advisor (Adrian-Taylor, Noels, & Tischler, 2007; Yan & Barliner, 2009). Furthermore, classmate, friends, roommate, lecturers (Dusselier, 2005), time management (Konduri, Gupchup, Borrego, & Worley-Louis, 2006), and financial problems (Chen, 1999) can also contribute to academic stress.

International postgraduate students are highly susceptible to perceive stress (Jamsiah, Taher, & Taufik, 2014) in their academic environment because of the afflict pressure for accomplishing their best academic achievement and professional performances (Bang & Montgomery, 2013). The sources of stress perceived by international postgraduate students are from their academic, which was associated with financial difficulties (Kim, 2011; Kono, Eskandarieh, Obayashi, Arai, & Tamashiro, 2015), dealing with lecturer or advisor (Adrian-Taylor et al., 2007; Hyun et al., 2007; Yan & Barliner, 2009), time management (Zhu & Degeneffe, 2011; Yi, Lin & Kishimoto, 2003), and language barriers (Poyrazli & Kavanaugh, 2006; Sümer et al., 2008).

In spite of many studies were conducted on academic stress among international students, there is a necessary to develop academic stress scale for measuring stress among international postgraduate. It is due to most of academic stress scales were developed by participating university students, such as Academic Stress Inventory of Students (ASIS) (Lin & Chen, 2009), Stress in Academic Life Scale (SALS) (Alzaeem, Sulaiman, & Gillani, 2010), Survey of College Academic Stressor (SCAS) (Calaguas, 2012), Lakaev Academic Stress Response Scale (LASRS) (Lakaev, 2009), Student-Life Stress Inventory (SSI) (Gadzella, 1994); The Perception of Academic Stress Scale (PASC) (Bedewy & Gabriel, 2015), Academic Expectations Stress Inventory (AESI) (Ang & Huan, 2006), University Stress Questionnaire (USQ) (Spiridon & Evangelia, 2015), and Student Stress Inventory (SSI) (Zeidner, 1992).

Only few researchers developed instruments for measuring academic stress by involving international postgraduate students. They are Konduri, Gupchup, Borrego, and Worley-Louis (2006); Rocha-Signh (1994), and Yang and Clum (1995). Unfortunately, those scales are still neglected or not comprehensive to investigate academic stress experienced by international postgraduate students. Alzaeem, Sulaiman, and Gillani (2010) suggested "Identifying stress and categorize it specifically for certain students requires specially designed tools for each population of students (p.241)". Therefore, the aim of this study was to develop a new academic stress scale for measuring academic stress among international postgraduate students.

## Method

Participants were 321 international postgraduate students from 45 countries, which were 81.3% of Asian students, 9.3% of African Students, 5.9% of American Students, and 3.4% of European students.

Those participants enrolled at fifteen universities in three regions of Taiwan (Northern, Southern, and Eastern). Participants were 183 male (50.8%) and 158 female (49.2%). The average age of participants was 25.8 years. Mostly, the participants enrolled at master program (70.1%), and only 96 enrolled at doctoral program (29.9%).

Primarily, there were 79 items developed based on two steps consisting review literature and interview. The literature relates to academic stress scales including SALS (Alzaeem, Sulaiman, & Gillani, 2010), SCAS (Calaguas, 2012), MSC (Konduri, Gupchup, Borrego, & Worley-Louis, 2006), ASIS (Lin & Chen, 2009), SSI (Zeidner, 1992), SSI (Gadzella, 1994), AESI (Ang & Huan, 2006), LASRS (Lakaev, 2009), PASC (Bedewy & Gabriel, 2015), and USQ (Spiridon & Evangelia, 2015) and various studies concerning with international students (Lee (2009), Yang and Clum (1994), Kim (2011), Mukminin and McMahon (2013), Yi et al. (2003), Zhu and Degeneffe (2011), Yan and Barliner (2009), Poyrazli and Kavanaugh (2006), Andrian-Taylor et al. (2007), Misra et al. (2003), Sovic (2008), Poyrazli and Kavanaugh (2006), Chen (1999), Erichsen and Bolliger (2011), Dusselier (2005), Hashim and Zhialiang (2014), MacClure (2005), Chen (1999), and Mori (2000).

Furthermore, a semi-interview was conducted by involving five international postgraduate students (master and doctoral students). The semi-structured interview protocol was used in order to collect information regarding the sources of academic stress experienced by international postgraduate students during their study in Taiwan. Furthermore, the result of the semi-structure interview was categorized according the main issues faced by international postgraduate students.

A five-point scale was employed as the response format, which is labeled: 1 = no stress, 2 = mild stress, 3 = moderate stress, 4 = severe stress, 5 = extreme stress. This format asked participants to identify their source and level of stress when international postgraduate student deals with every academic environment. A higher score on the five-point scale indicates that the academic environment is very stressful, according to be perceived by the participants.

Exploratory Factor Analysis (EFA) "is to explore how many factors exist among a set of variable and the degree to which the variables are related to the factors" (Khan, 2006, p.686). EFA was conducted in order to understand the simply structure of the 79 International Postgraduate Academic Stress Scale (IPASS) items by involving 321 international postgraduate students. As a part of Exploratory Factor Analysis, Extraction, Percentage of Variance, and Factor Rotation was conducted to investigate the number factors in the IPSASS. *First*, factor Extraction is to remove variance common to sets of variables from the original matrix of association so that after extracting the residual matrix remains (Henson & Roberts, 2006). Principal Component Analysis (PCA) was used as the extraction method. The aim of PCA is to reduce the number of variables through creating linear combinations that retain as much of the original measure 'variance as possible' (without interpretation in terms of constructs) (Conway & Huffcutt, 2003). Researchers suggested that PCA is often used as factor extraction methods for the EFA (Constantin, 2014; Schmitt, 2011). It is due to its ability to provide almost identical results. Therefore, in this study the PCA was used to extract the number of factors for the IPSASS.

*Second*, Percentage of Variance is a useful method to understand how many factors are useful for the new scale. Khan (2006) recommended the percentage of variance among variables explained by each factor as one intuitive method of determining the number of factors to retain. Moreover, Williams, Onsman, and Brown (2010) suggested that the explained variance was commonly as low as 50-60% in the humanities. *Third*, factor rotation is to enhance the chance of the simple structure to appear. It is a key part of most factor analysis (Furr, 2011). Researchers recommended that oblique rotation is a better method to explain the nature of the factors (Conway & Huffcutt, 2003; Floyd & Widaman, 1995; Furr, 2011; Schmitt, 2011). The Oblique rotation allows each factor to correlate with each other. Schmitt (2011) argued that most educational and psychological factors are correlated. Therefore, in this study, oblique rotation (e.g., promax) was used as the rotation method due to its ability to produce the realistic result and statistically sound factor structures (Schmitt, 2011).

## Results and Discussions

Initially, the adequacy of data was evaluated using Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity. The KMO demonstrated data has high sampling adequacy (.93). The Bartlett's Test of Sphericity indicated that inter-item correlations was significant ( $Chi-Square = 20284.627$ ,  $df = 3081$ ,  $p < .001$ ). According to Williams, Brown and Onsman (2012), the data were appropriate to conduct Exploratory Factor Analysis (EFA) due to the adequacy of sample was higher than .50 and the significant of inter-item correlation was lower than .05. Thus, the result of EFA generated seven factors of the

IPSASS with the percentage of cumulative variance stopped at 58.159% as shown in the Table 1.

**Table 1.**  
*Total Variance Explained of the Seven Factors of IPSASS*

| Factors | Initial Eigen-values |               |              |
|---------|----------------------|---------------|--------------|
|         | Total                | % of Variance | Cumulative % |
| 1       | 26.119               | 33.062        | 33.062       |
| 2       | 6.422                | 8.129         | 41.191       |
| 3       | 3.897                | 4.933         | 46.124       |
| 4       | 2.989                | 3.783         | 49.907       |
| 5       | 2.505                | 3.171         | 53.078       |
| 6       | 2.130                | 2.696         | 55.774       |
| 7       | 1.884                | 2.385         | 58.159       |

In order to determine the names of each factor (sub-scale) and items in the seven factors of IPSASS, thus factor loading greater than .40 was retained due to it is very strong for the structure of underlying construct. Many researchers recommended that factor loadings (item-factor) more than .30, or .40 are reasonably strong (Floyd & Widaman, 1995; Furr, 2011). Particularly, items with high communalities are also necessary in determining the factorability of a data set (Worthington & Whittaker, 2006). It is to confirm that those items are related to others items. Consequently, items have to own communalities higher than .40 (Castello & Osborne, 2005; Worthington & Whittaker, 2006). Accordingly, fifty-six items (variables) on seven factors had been selected that each factor consists of eight items. It meets the minimum number of six variables for conducting factor analysis (Kahn, 2006). Hence, the IPSASS consists of fifty-six items in the seven factors as shown in the Table 2. Those items of the IPSASS have high factor loading (from .50 to .96) and high communalities (from .45 to .73).

**Table 2.**  
*Seven factors with 56 items for the IPSASS*

| Rank                                | Items                                                                      | Loading | $h^2$ |
|-------------------------------------|----------------------------------------------------------------------------|---------|-------|
| <i>Factor 1: Learning Process</i>   |                                                                            |         |       |
| 1.                                  | Completing assignments                                                     | .83     | .70   |
| 2.                                  | Writing assignments/papers                                                 | .83     | .65   |
| 3.                                  | English language incapability                                              | .77     | .44   |
| 4.                                  | Giving a presentation                                                      | .75     | .59   |
| 5.                                  | Comprehending English textbook, journals, and thesis/dissertation          | .74     | .52   |
| 6.                                  | Trying new things or conducting experiments                                | .73     | .56   |
| 7.                                  | Participating in classroom discussions                                     | .72     | .54   |
| 8.                                  | Coping with independent learning                                           | .68     | .62   |
| <i>Factor 2: Time Management</i>    |                                                                            |         |       |
| 1.                                  | Discovery of appropriate time for recreational activities                  | .90     | .67   |
| 2.                                  | Doing the schedule of activities                                           | .90     | .70   |
| 3.                                  | Reviewing activities                                                       | .87     | .69   |
| 4.                                  | Priorities setting                                                         | .81     | .68   |
| 5.                                  | Evaluating daily schedule                                                  | .80     | .70   |
| 6.                                  | Taking part for extra-curricular activities in university setting          | .80     | .51   |
| 7.                                  | Schedule arrangement                                                       | .74     | .69   |
| 8.                                  | Balancing between academic activities and social activities                | .63     | .60   |
| <i>Factor 3: Financial Problems</i> |                                                                            |         |       |
| 1.                                  | Paying bills (e.g., dormitory fee, health insurance fee, tuition fee, etc) | .83     | .70   |
| 2.                                  | Saving money for academic uses                                             | .82     | .74   |
| 3.                                  | Budgeting of allowance                                                     | .81     | .75   |
| 4.                                  | Dealing with the cost of living                                            | .80     | .76   |
| 5.                                  | Lack of sufficient funds                                                   | .79     | .71   |
| 6.                                  | Finding part-time job toward additional fund                               | .77     | .58   |
| 7.                                  | Having a part-time job on campus or off campus                             | .73     | .56   |

|                                         |                                                                  |     |     |
|-----------------------------------------|------------------------------------------------------------------|-----|-----|
| 8.                                      | Dealing with unexpected expenses                                 | .69 | .61 |
| <i>Factor 4 Relationship's Building</i> |                                                                  |     |     |
| 1.                                      | Expressing feelings to lab-mate, classmates, and roommates       | .96 | .48 |
| 2.                                      | Making friends with international students                       | .93 | .63 |
| 3.                                      | Communicating with international students                        | .92 | .73 |
| 4.                                      | Arguing with lab-mates (classmates)                              | .77 | .71 |
| 5.                                      | Competing with classmate (lab-mates)                             | .72 | .72 |
| 6.                                      | Dealing with lab-mates (classmates)                              | .65 | .45 |
| 7.                                      | Disturbances from lab-mate, classmates, and roommates            | .66 | .72 |
| 8.                                      | Handling the expectation of lab-mates, classmates, and roommates | .66 | .68 |
| <i>Factor 5: Supervision</i>            |                                                                  |     |     |
| 1.                                      | Advisor has not enough time                                      | .81 | .48 |
| 2.                                      | Lack of communication with advisor                               | .76 | .63 |
| 3.                                      | Preparation to discuss with advisor                              | .73 | .73 |
| 4.                                      | Lack of authority or support to organize academic work           | .71 | .71 |
| 5.                                      | Carrying out the results of discussion with advisor              | .69 | .72 |
| 6.                                      | Choosing advisor                                                 | .68 | .45 |
| 7.                                      | Discussion with advisor concerning research projects             | .67 | .72 |
| 8.                                      | Dealing with the advisor's expectations                          | .53 | .68 |
| <i>Factor 6: Acquiring Resources</i>    |                                                                  |     |     |
| 1.                                      | Changing/adding of courses                                       | .82 | .61 |
| 2.                                      | Following of enrolment procedures                                | .80 | .65 |
| 3.                                      | Applying for the certificate of resident                         | .75 | .54 |
| 4.                                      | Applying for scholarship                                         | .73 | .63 |
| 5.                                      | Course selection                                                 | .72 | .61 |
| 6.                                      | Waiting for scholarship announcement                             | .63 | .54 |
| 7.                                      | Completing documents                                             | .62 | .56 |
| 8.                                      | Dealing with university's administrator                          | .54 | .52 |
| <i>Factor 7 Academic Performance</i>    |                                                                  |     |     |
| 1.                                      | Academic performance that is not good as other students          | .86 | .70 |
| 2.                                      | Dealing with academic performance                                | .82 | .75 |
| 3.                                      | Fail to achieve academic success                                 | .81 | .64 |
| 4.                                      | Hard working in academic activities                              | .69 | .67 |
| 5.                                      | Handling of self-expectations                                    | .63 | .65 |
| 6.                                      | Maintaining motivation in academic activities                    | .59 | .68 |
| 7.                                      | Taking some courses that make out of breath                      | .54 | .52 |
| 8.                                      | Taking some courses that are not attractive                      | .50 | .47 |

Note:  $h^2$ : Communalities

Validity of the IPSASS was investigated based on its content and criterion-related validity. The content validity of the IPASS was examined based on the judgment of the experts. Seven experts corrected and confirmed that all items in the IPSASS were valid. The criterion-related validity was examined for the IPSASS. The criterion-related validity refers to the empirical relationship between one measurement with its performance on some other variables (DeVon, Block, Moyle-Wright, Ernst, Hayden et al., 2007). The criterion-related validity can be determined by investigating the relationship between scores on a measurement and some independent variables (Reber & Reber, 2002). The criterion-related validity of IPSASS was examined by using two single-item scales, namely: (1) Single Item General Stress Scale (SIGSS) and (2) Single Item Happiness Scale (SIHS). The two single variables were designed to check correlation between IPSASS and other variables, such as perceiving of stress and feeling of happiness.

Two assumptions were proposed and accepted to validate the IPSASS. *First*, there would be a positive correlation between the IPSASS and the SIGSS. Kyriacou and Sutcliffe (1978) found that the SIGSS had positive correlation significantly with source of stress and symptoms of stress among teachers. After calculating, the SIGSS has a positive significantly correlation with the IPSASS ( $r = .61, p < .001$ ). Thus, it was convinced further that the IPSASS correlates positively with the SIGSS. Hence, this first assumption was accepted well.

*Second*, there would be negative correlation between the IPSASS and the SIHS. Previous study found

that stress had negative correlations with happiness (Abdollahi, Abu Talib, Yaacob, & Ismail, 2014; Jung, 2014; Schiffrin & Nelson, 2010). After calculating, the single item to measure the feeling of happiness (SIHS) on international postgraduate students has inverse correlation with the IPSASS ( $r = -.120$ ,  $p < 0.05$ ). It was convinced further that the IPSASS correlated positively with the SIHS. Hence, this second assumption was accepted well.

In order to establish the reliability of the IPSASS (International Postgraduate Academic Stress Scale), the internal consistency was calculated. After calculating data collected from participants ( $n=321$ ), the reliability ( $\alpha$ ) of the IPSASS was very high (.96). As shown in the Table 3, the Cronbach's alpha of the seven subscales was ranged from .89 to .93.

**Table 3.**  
**Reliability ( $\alpha$ ), Mean (M), and Standard Deviation (SD) of the IPSASS**

| Subscale of the IPSASS                | Number of Items | M (SD)         | Reliability ( $\alpha$ ) |
|---------------------------------------|-----------------|----------------|--------------------------|
| Subscale (1): Learning process        | 8               | 19.73 (6.47)   | .89                      |
| Subscale (2): Time management         | 8               | 19.20 (6.98)   | .92                      |
| Subscale (3): Financial problems      | 8               | 19.79 (8.15)   | .93                      |
| Subscale (4): Relationship's building | 8               | 14.99 (6.07)   | .90                      |
| Subscale (5): Supervision             | 8               | 20.06 (7.75)   | .92                      |
| Subscale (6): Acquiring resources     | 8               | 17.23 (6.31)   | .89                      |
| Subscale (7): Academic performance    | 8               | 21.13 (7.34)   | .91                      |
| <i>Total</i>                          | 56              | 132.13 (35.88) | .96                      |

International Postgraduate Students Academic Stress Scale (IPSASS) was investigated based on the psychometric approach (Costello & Osborne, 2005; Furr, 2011; Kline, 2013; Williams et al., 2012). Particularly, Exploratory Factor Analysis (EFA) was used to determine the structure of the IPSASS. The result of analysis by EFA revealed that IPSASS consisted of seven-sub scales with 56 items with high factor loadings and item communalities.

*Firstly*, Learning Process is very challenging for international postgraduate students due to they have to deal with the various academic demands. This study found that the students perceive stress during learning process. The learning process consists of assignments, class discussion, giving presentation and language difficulties. Those items were supported by the prior findings that indicated international students perceive stress during their learning process (Erichsen & Bolliger, 2011; Lee, 2009; Kim, 2011; Mukimin & McMahon, 2013; Sovic, 2008).

*Second*, Time Management is one of the crucial stressors for international postgraduate students. This present study revealed that those who failed to manage their time appropriately; they experienced stress in academic life. Previous study also found international students perceive stress due to time management issues (Konduri, Gupchup, Borrego & Worley-Louis, 2006; Yi, Giseala & Kishimoto, 2003). In addition to time management, Zhu and Degeneffe (2011) revealed international postgraduate students who have many demands of their schedules and time for the academic workload (e.g. assignments) experience pressure. This suggest that time management is one important issues encountered by international postgraduate students.

*Third*, Financial Problem is the source of academic stress experienced by international postgraduate students. Actually, the financial problem has been documented well in the previous academic stress scale due to the financial problems are the most common source of stress to international students. For instance, prior studies found that international students were very likely to perceive stress due to financial issues (Forbes-Mewett, Marginson, Nyland, Ramia, & Sawir, 2009; Mehdizadeh & Scott, 2005; Sherry, Thomas, & Chui, 2010; Yang & Clum, 1995). Therefore, international postgraduate students are susceptible to perceive stress in academic environment due to process of survival in maintaining a good academic performance, social interaction, and work. This finding is supported by previous research (Salamonson, Andrew, & Everett, 2009; Kono, Eskandarieh, Obayashi, Arai, & Tamashiro, 2015).

*Fourth*, Relationship's Building with other students is very important for international postgraduate

students who are studying abroad. This current research found that 'relationship's building' is the source of academic stress. For instance, difficulties to deal with other students (e.g., roommate, classmate, and lab-mate) are very likely to cause stress. Akhtar and Kroner-Herwig (2015) argued building new social networks and adjusting to new cultural demands is not easy. Consequently, difficulties to build relationship can contribute to perceive stress. Previous study found that international students perceived stress when build relationship with others students (Dusselier, 2005; Hashim & Zhialiang, 2014).

*Fifth*, Supervision is the source of academic stress to international postgraduate students. Particularly, international postgraduate students have to deal with their advisor in the supervision process. This present research reported that the students pointed out various problems were associated with the supervision, including advisor's lack of time, communication, choosing advisor, preparation, discussion, and expectations. This finding is supported by prior studies that supervision can be the sources of academic stress to international postgraduate students (Adrian-Taylor, Noels & Tischler, 2007; Yan & Barliner, 2009). Moreover, Hyun, Quinn, Madon, and Lustig (2007) documented also that there was positive correlation between problems associated with academic advisor and stress.

*Sixth*, Acquiring Resources is the source of stress to international postgraduate students. This finding revealed that international postgraduate students perceived academic stress while acquiring their academic needs in the host country. The resources are acquired while studying abroad associated with course selection, enrolment procedures, the certificate of resident, scholarship, documents, and interaction with administrator. Kim (2011) indicated that some requirements, such as international student visa and scholarship problems could be the additional sources of stress on international students. Furthermore, international students also faced stress related to universtiy service (Oswalt & Riddock, 2007)

*Finally*, Academic Performance is one academic stressor to international postgraduate students. Most international students studying abroad want to perform the best academic. They will be frustrated and worry when they did not meet their expectation. Hence, those who pursue the best in academic tend to perceive stress in academic. This current research found that academic performance was associated with handling of self-expectation, maintaining motivation, taking course, and study hard. Previous research indicated self-expectation is as the source of academic stress on international students (Khawaja & Dempsey, 2007; Yang & Clum, 1995). In summary, the IPSASS demonstrated high reliability and was supported by factorial and criterion-related validity, which related to two variables, including perceiving of stress and happiness. Therefore, the IPSASS is a reliable and valid instrument for measuring academic stress on international postgraduate students.

## Conclusions

This study was to develop International Postgraduate Students Academic Stress Scale (IPSASS). The instrument is valid and reliable that can be used to investigate the source and level of academic stress among international postgraduate students. Due to the IPSASS is initial scale development, the further studies are required to examine and improve the psychometric qualities of the IPSASS. For instance, the future research should involve a large sample of international postgraduate students from various countries and universities, and decrease the number of participants who are from Asian Countries. Furthermore, the IPSASS requires validation further in order to support psychometrically. Other instruments may be administered with the IPSASS to validate differently.

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## Relationship between emotional intelligence and religiosity with dark triad personality of corruption prisoner

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### Abstract

This study aims to determine the relationship between emotional intelligence and religiosity with dark triad of personality of corruption prisoners. The data were obtained from 62 prisoners of Corruption in Kedungpane Semarang Prison selected by quota sampling. The research instruments used are Schutte Emotional Intelligence Scale (SEIS), The New Indices of Religious Orientation Revised (NIROR), and Short Dark Triad (SD3) to measure emotional intelligence, religiosity, and dark triad of personality. The results showed: (1) a relationship between emotional intelligence and religiosity together with dark triad of personality of corruption prisoners, (2) a positive correlation between emotional intelligence and dark triad of personality of corruption prisoners, (3) a negative correlation between intrinsic religious orientation and psychopathy, (4) a positive correlation between extrinsic religious orientation and dark triad of personality of corruption prisoners, and (5) a positive correlation between quest religious orientation and dark triad of personality of corruption prisoners.

**Keywords:** emotional intelligence, religiosity, dark triad of personality.

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### Introduction

Corruption affects poor economic, social, poverty, government bureaucracy, politics, democracy, law enforcement, defense of state security and environmental damage (Yanti, 2016). Not only Fabro, Grobler & Moerdyk (Pillay, 2013) but also Ogunleye and Adebayo (Ogunleye & Adebayo, 2012) have a common opinion that personality becomes a very important factor in a person perpetrating acts of corruption. Furthermore, these researchers on the previous studies have found that the personality traits of people who commit acts of corruption tended to be lack of empathy, self-centeredness, blaming others, doing things for sensation, conformity, gaining instantaneous, reckless, strong need for power, and sociopathic personality by lying and cheating to achieve a goal (Pillay, 2013; Ogunleye & Adebayo, 2012).

The personality characteristics of corruption prisoner revealed by experts refer to the terminology by Paulhus and Williams (2002) i.e. dark triad of personality. Dark triad of personality has three subclinical personality characteristics i.e. Machiavellianism, subclinical narcissism, and subclinical psychopathy (Paulhus & William, 2002). The term of subclinical and clinic (Sanecka, 2013) has no difference in qualitative such as behavior type, affection, interpersonal, and cognitive relationships, but has difference in quantitative such as level, intensity or frequency. Therefore, dark triad of personality has the same characteristic as clinical personality traits that tend to be manipulative to achieve its goals, deceive others,

show power, stand out, seek sensations, recklessness, cold emotions and conduct irresponsible behaviors, but differ in intensity, grade or frequency (Sanecka, 2013; Furnham, Richards & Paulhus, 2013; Jakobwitz & Egan, 2006; Paulhus & William, 2002; Cooke, & Michie, 2001).

The previous researches have shown the relationship between dark triad of personality and anti-social behavior. Zhao, Zhang, and Xu (2016) describe that people with great dark triad of personality have the belief in excessive fortune that makes them ignore the consequences of their behavior and underestimate the likelihood of a bad consequence of corrupt behavior. Furnham, Richard, and Paulhus (Furnham, et al., 2013) also reveal that the dominant dark triad of personality makes people become cruel, and achieve their aims with shortcuts and in any way. Therefore, dark triad of personality is essential to be studied because it is one of stimulants for a person to behave anti-social including corruption.

Some factors that influence dark triad of personality are sex (Jonason, Li, Webster, & Schmitt, 2009; Ali & Premuzic, 2010), mental abilities, emotional intelligence, and mind reading (Paulhus & William, 2002; Petrides, Vernon, Schemer, & Veselka, 2011; Nagler, Reiter, Furtner, & Rauthemann, 2014), religiosity (Unterrainer, Ruttinger, Lewis, Anglim, Fink, & Kapfhammer, 2016; Lowicki & Zajenkowski, 2015), and environment (Miller, Dir, Gentile, Wilson, Pryor, & Campbell, 2010; Paulhus, 2014). Of these factors, mental ability factors especially emotional intelligence and religiosity are interesting factors to be studied further in relation with dark triad of personality. The reason is the difference found among the research results.

Emotional intelligence according to Mayer and Salovey (1997) is the ability to see accurately, to assess, and to express emotions; the ability to use feelings to facilitate thinking processes; the ability to understand emotions and emotional knowledge; and, the ability to regulate emotions that enhance emotional and intellectual development. Vakola, Tsaousis, and Nikolaou mention that emotional intelligence possess important role in shaping a person's personality to be good or bad (Vakola, Tsaousis & Nikolaou, 2004). In line with that, Brackett, Mayer and Warner mention that a person who has a low emotional intelligence tends to have deviant behavior and poor social relationships in their daily life (Brackett, Mayer & Warner, 2004). Research, conducted by Petrides et al., finds it in a different way that emotional intelligence is positively associated with narcissism (Petrides et al, 2011). Similar findings to Petrides et al. are expressed by Nagler, Reiter, Furtner, and Rauthmann who discover emotional intelligence to be positively associated with narcissism and psychopathy, the aspects of emotional control and emotional manipulation (Nagler, Reiter, Furtner, & Rauthemann, 2014). In addition, Davies and Stones (2003) reveal that Machiavellianism has superior intelligence specialized in understanding people in social situations.

Another thing that is also associated with emotion-affection is religiosity. Religiosity is a short term used to refer to various domains of religious activity, dedication, and belief in religious doctrine (Hassan, Anam, & Rakshanda, 2016). Boston & Ventis (in Neyrinck, Lens, Kiste, & Soenes, 2010) states that religiosity has three aspects: intrinsic orientation, extrinsic orientation, and quest orientation. Religiosity is a predictor of mental health and prosocial behavior in adulthood (Kendler, Liu, McCullough & Prescott, 2003). Unterrainer et al. find that religiosity is negatively correlated with dark triad of personality (Unterrainer et al., 2016). On the other hand, it is found that religiosity has a positive relationship with personality characteristics manifested in everyday behavior. Lowicki and Zanjenkowski suggest that religiosity with extrinsic orientation is positively correlated with narcissism (Lowicki & Zajenkowski, 2015). The same is expressed by Ismail that greed and avarice appear in religiosity with extrinsic orientation. Good religious knowledge, religious beliefs and religious rituals are carried out only to achieve personal goals (Ismail, 2012).

Based on the above explanation, this study aims to determine the relationship of emotional intelligence and religiosity with dark triad of personality in corruption prisoners. Research is expected to be useful as a reference in the field of psychology to understand the personality of corruption inmates and can enrich the insights of science, especially in the topic of emotional intelligence, religiosity, and dark triad of personality. In addition, this study may serve as a reference for practitioners in developing programs to control the dark triad of personality of corruption prisoners in relation to emotional intelligence and religiosity.

The hypothesis proposed in this study is that there is a relationship between emotional intelligence and religiosity together with the dark triad of personality of corruption prisoners.

## Method

The sample of the study was 62 inmates who violated Law no. 20 of 2001 on the eradication of corruption crime that was undergoing criminal at Kedungpane Semarang Prison in 2016/2017. The sample was chosen by using non-probability sampling approach, quota sampling technique. Quota count is determined using Slovin formula with error limit of 10% (Tatang, 2011).

The measuring tool used in this study is Schutte Emotional Intelligence Scale (SEIS) (Schutte, N.S; Malouf, J.M; Hall, L.E; Haggerty, D.J.; Cooper, J.T.; Golden, C.J. & Dornheim, L., 1998). SEIS measures emotional intelligence based on four aspects: recognizing emotions, using emotions, understanding emotions, and managing emotions. SEIS consists of 33 items of statement. The results of the trial scale of the study found 22 valid items ( $r_{iy} \geq .30$ ) with reliability ( $r_{xx}$ ) .876.

The second measuring tool is The New Indices of Religious Orientation Revised (NIROR) (Francis, L.J.; Fawcett, B.G.; Robbins, M. & Stairs, D., 2016). NIROR is used to measure religiosity based on aspects of intrinsic religiosity orientation, extrinsic religiosity orientation, and guest orientation. NIROR consists of 27 statement items. The results of the experimental scale test found 19 items ( $r_{iy} \geq .30$ ) with reliability of .847.

To measure dark triad personality, Short Dark Triad is used (Jones & Paulhus, 2014). SD3 is composed of 27 statement items to measure the dark triad of personality. SD3 is based on three aspects: Machiavellianism, narcissism, and psychopathy. The trial scale of the study showed there were 17 valid items ( $r_{iy} \geq .30$ ) with reliability of .903.

## Results and Discussions

Based on the data that were collected and then analyzed by Regression Analysis two predictors, it was found that there was a significant relationship between emotional intelligence and religiosity together with dark triad of personality ( $R^2_{adj} = .369$ ,  $F = 4.664$ ,  $p = .013$ ). The influence of emotional intelligence and religiosity on the dark triad of personality was only 10.7% (Adjusted  $R^2 = .107$ ), while 89.3% was influenced by other variables not examined in this research.

The results of major hypothesis testing obtained the value of  $R^2_{adj} = .369$ ,  $F = 4.664$  with significance .031 ( $p < .05$ ). The meaning of the analysis results above was that there was a significant relationship between emotional intelligence and religiosity together with dark triad of personality. It was also identified that the value of the coefficient of determination of the major hypothesis test was .107 that explained that the magnitude of the influence of emotional intelligence and religiosity together against the dark triad of personality was 10.7%, while the other 89.3% was influenced by other factors not examined in this study. The other factors are cognitive ability (Paulhus, D.L. & Williams, K.M., 2002), and experience in the environment (Miller et al, 2010; Paulhus, 2014).

The result of additional analysis in the form of Bivariate Correlation Analysis of Emotional Intelligence variable with Dark Triad Personality was as follows:

**Table 1**  
**Correlation Test Results of Product Moment Pearson**  
**Emotional Intelligence and Dark Triad of Personality**

|                          | <i>Dark Triad Of<br/>Personality</i> | <i>Machiavellianism</i> | <i>Narcissism</i> | <i>Psychopathy</i> |
|--------------------------|--------------------------------------|-------------------------|-------------------|--------------------|
| Emotional Intelligence   | .293*<br>.010                        |                         |                   |                    |
| Recognizing<br>emotion   |                                      | .307**<br>.008          | .295*<br>.010     | .142<br>.1355      |
| Using<br>emotion         |                                      | .168<br>.095            | .114<br>.188      | .122<br>.1735      |
| Understanding<br>emotion |                                      | .219*<br>.043           | .009<br>.473      | .125<br>.1675      |
| Managing<br>emotion      |                                      | .083<br>.261            | .212*<br>.049     | .031<br>.4055      |

\*\* .  $p < .05$

\* .  $p < .01$

Table 1 shows that there is a positive and significant relationship between emotional intelligence and dark triad of personality ( $r=.293$ ,  $p=.010$ ). So, the higher the emotional intelligence, the higher the dark triad of personality, and vice versa. Positive and significant correlations occurred between aspects of recognizing emotions ( $r=.307$ ,  $p=.008$ ) and understanding emotions ( $r=.219$ ,  $p=.043$ ) with Machiavellianism. In addition, there was a positive correlation between recognizing ( $r=.307$ ,  $p=.008$ ) and managing emotions with narcissism Machiavellianism ( $r=.212$ ,  $p=.049$ ).

The results of the first additional analysis gained a positive and significant relationship between emotional intelligence and dark triad of personality ( $R=.293$ ,  $p=.01$ ). That was, the higher the emotional intelligence the higher the dark triad of personality, and vice versa. The results of correlation analysis of every aspect of emotional intelligence with dark triad of personality dimensions also indicated a positive and significant relationship between the aspect of knowing emotions and understanding emotions with Machiavellianism, as well as aspects of recognizing emotions and managing emotions with dimensions of narcissism. The results of this study explained that the higher the ability to recognize emotions and understand emotions, the higher the ability to set the strategies and manipulate to achieve goals (Machiavellianism). In addition, the higher the ability to recognize emotions and manage emotions, the higher the feeling to have superiority, worthiness, and boasting (narcissism).

Some experts and previous studies have explained the cause of a positive relationship between emotional intelligence and dark triad of personality can occur. Among others, Bar-on and Petrides et al. (Bar-On, 2006) reveal that people with high emotional intelligence have an accurate self-awareness so that they have self-esteem, self-acceptance, and a high optimistic attitude, which makes people tend to be narcissistic. This is in line with Petrides et al (2011) who find that emotional intelligence has a positive correlation with narcissism. People who are anti-social can manage their emotions just to achieve their goals, even though they actually have superficial emotions (Mayer & Salovey, 1990). Furthermore, (Davies, M. & Stone, T, 2003) find Machiavellianism to have superior intelligence in understanding people in social situations. People with Machiavellianism manipulate their emotions and flexibly organize behavior, not hastily to achieve their goals (Zhao, H; Zhang, H & Xu, Y, 2016); (Furnham, A; Richards, S.C & Paulhus, D.L., 2013).

The second supplementary analysis of Bivariate Correlation Analysis between Religiosity and Dark Triad Personality was obtained as follows:

**Table 2**  
**Correlation Test Results of *Product Moment Pearson***  
**Religiosity and *Dark Triad of Personality***

|             |             | <i>Dark Triad Of<br/>Personality</i> | <i>Machiavellianism</i> | <i>Narcissism</i> | <i>Psychopathy</i> |
|-------------|-------------|--------------------------------------|-------------------------|-------------------|--------------------|
| Religiosity | Intrinsic   | -.145                                | -.090                   | -.017             | -.226*             |
|             | Orientation | .131                                 | .242                    | .447              | .039               |
|             | Extrinsic   | .352**                               | .289*                   | .299**            | .361**             |
|             | Orientation | .003                                 | .011                    | .009              | .002               |
|             | Quest       | .391**                               | .294*                   | .321**            | .427**             |
|             | Orientation | .001                                 | .010                    | .005              | .000               |

\*\* .  $p < .05$

\* .  $p < .01$

Table 2 explains that there is a negative and significant relationship found only in intrinsic orientation with psychopathy ( $r = -.226$ ,  $p = .039$ ). A positive and highly significant relationship was found in extrinsic orientation and quest orientation with dark triad of personality ( $r = .352$ ,  $p = .003$ ;  $r = .391$ ,  $p = .001$ ). As a result, the higher the extrinsic orientation or quest orientation, the higher the dark triad of personality.

The second analysis obtained a negative relationship not significant between the intrinsic orientation with dark triad of personality ( $R = .145$ ,  $p = .131$ ). Negative and significant relationships only occurred between the intrinsic orientation and the psychopathy ( $R = -.226$ ,  $p = .039$ ). That was the more the individual was oriented towards the intrinsic religious, the lower the level of psychopathy would be, and vice versa. It could happen because the intrinsic orientation and the psychopathy had the opposite characteristics. People with an intrinsic orientation are able to commit themselves to their religion, live and align their lives with the teachings of their religion, and place the interests of others as important as personal interests (Allport & Ross, 1967), while psychopathy has impulsive character, superficial affection, recklessness, and likes to seek sensation (Paulhus, D.L. & William, K.M., 2002). In addition, Allport explains that intrinsically oriented people possess mature personality traits that are humble, moral, and accountable to God and humankind so that they have an unconditional commitment to their religion and live according to their religious teachings (Allport & Ross, 1967).

The third result achieved a positive and significant relationship between extrinsic orientation with dark triad of personality ( $R = .352$ ,  $p = .003$ ). The results of extrinsic orientation correlation test with each aspect of dark triad of personality showed the same result. The results of this study explained the more religious oriented towards the extrinsic, the higher the dark triad of personality would be, and vice versa.

The results of this study are in line with Ismail (Ismail, 2012) in his research on the corruption of the corruptors that the corruptors have a strong belief in his religion, perform his religious rituals, and possess a high religious knowledge, but the religion is run only on the ritual manifestation for formal and motoric aspects. As a result, the resulting action does not match what is believed. Corruptors do not feel the consequences or effects of religious teachings that they believe. The picture of the religiosity of the corruptors shows that the corruptors have an extrinsic religious orientation. Religion is used only as a ritual and to fulfill personal goals. Lowicki and Zajenkowski (2015) also mention people with an external orientation using religion to achieve personal goals, one of which gets high status in its religious community. The same opinion is expressed by Allport (in Ismail, 2012) that is people with extreme orientation tend to be greedy and avaricious so that religion is used for the benefit of its extensions in its environment.

The results of the last analysis found a positive and significant relationship between quest orientation with dark triad of personality ( $R = .392$ ,  $p = .001$ ). These results were in line with the results of quest orientation correlation test with each dark triad of personality dimension. This research explained that the

more the individual had quest religious orientation, the higher the dark triad of personality would be, and vice versa. People's quest orientation of personality traits are dependent, hesitant, insecure, anxious, open to change, and intuitive (Kadelstad, 1995); (Ross & Francis, 2010). Some of these characteristics are also found in the dark triad of personality that is low agreeableness, high openness, anxiety, and "reading" the minds of others in an interaction so as to make anticipatory strategies (Paulhus & William, 2002; Jones & Paulhus, 2009).

## Conclusions

Based on the results of this study, it could be conveyed the following conclusions: (1) There was a relationship between emotional intelligence and religiosity together with the dark triad of personality in corruption prisoners in Kedungpane Semarang prison; (2) There was a positive relationship between emotional intelligence and dark triad of personality; (3) There was a negative relationship between intrinsic orientation and narcissism; (4) There was a positive relationship between extrinsic orientation and dark triad of personality; (5) There was a positive relationship between quest orientation with dark triad of personality of prison mistress of Kedungpane Semarang prison.

Suggestions can be submitted to two parties. First, the corruption inmates have to self-regulate emotional intelligence that can be used properly and positively. In addition, the inmates should orient their religiosity towards the intrinsic. The intrinsic orientation will form a humble, responsible and moral person.

Second, the prison institutions can create a coaching program that targets the self-regulation capability of the assisted citizens, so that all mental aspects they have including emotional intelligence and religiosity can be utilized and directed correctly and positively. One of the earliest activities that can be given is training and seminars on self-regulation which then continued training on how to utilize emotional intelligence with positive. In addition, prison authorities can continue to foster spirituality by focusing on helping the religious people to orient their faith towards the intrinsic. The authorities also need to provide anti-corruption education and socialize the types of criminal acts of corruption to the targeted citizens so that they are not re-entrenched in corruption criminal cases and later may share the knowledge to the people around them, when they leave the penitentiary .

This study has particular weaknesses in the characteristics of various research subjects. Researchers do not limit the subject of research to a particular case of corruption so that it can affect the processes in the research that can ultimately impact on the results of the study. Therefore, further researchers can conduct similar research by limiting the specific subject such as choosing a corruption prisoner who is proven to perform an act to gain financial gain or enrich him or the group.

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## The analysis of causes of divorce by wives

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### Abstract

This study aimed to find out the background of the life of women until the marital process, the factors causing wives to sue their husband for divorce, and the overview of women's life who sued their husband for divorce. The research uses descriptive qualitative method and for collecting data were doing interviews. The subjects of this research were ten people. The results showed that most of their propensities to divorce were because: (1) the husband did severe persecution that was harmful to the wife; (2) the husband left the wife for 2 (two) consecutive years without wife's permission and without any legitimate reason; (3) the occurrence of dispute and the quarrel between the husband and wife as well as there was no hope of living in harmony anymore in the household; (4) the husband committed adultery (cheating). Based on the results from the study, divorced women feel free from her husband's bad behavior.

**Keywords:** suing for divorce, wives, husband, marital process

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### Introduction

The case of suing for divorce is a divorce proposed by a wife (Indonesia, n.d.; Muliawan, 2013; Rais, 2017) to her husband so that the husband will divorce her. In this case the position of the wife is as the plaintiff to the husband as the defendant. If the accusation is granted, the registrar will issue a certificate of divorce for plaintiff and defendant no later than seven days after the verdict is lawful (State Constitution of State No. 7 of 1989) (Arifin, 1996).

Some cases of divorce were clearly visible from 2004 to 2007 in some areas in the Aceh province of Aceh (Kamalin, 2012; Rusuli, Fuady, Zulfikar, & Nurzianti, 2017; Sahlan, 2012) It was mostly done by the women from the low middle class and happened even to the corners of the remote areas. In Bireuen, until the end of 2005, the case of divorce was quite prominent, namely reached 65 percent or 150 cases compared with some other cases. The causes of this prominent case of the wife suing her husband for divorce or fasah were economic pressure (Asriandari, 2015; Sahlan, 2012; M. N. Sari, Yusri, & Sukmawati, 2015) prolonged dispute, as well as many husbands left their wife and son for years (Fathinnuddin, 2014) without making a living for them. This had made many wives do suing for divorce

to their husband who was considered less responsible. This is done to avoid stress (Zola, N., Fadli, R. P., & Ifdil, I., 2017; Wardi, R., & Ifdil, I., 2016) that later can lead to depression.

In Subulussalam, during 2004 to 2005 the divorce rate had increased up to 2 to 3 times than before. The enhancement was due to the economic pressure (Fathinnuddin, 2014; Nurhasanah & Susetyo, 2014; Prianto, Wulandari, & Rahmawati, 2013; Sahlan, 2012) and low level of education. In addition there was also the age factor; too early. At least there were three couples filing for divorce every month. Most of the women filed for divorce than men (Fajri, 2017; Maspeke & Khisni, 2017; Muhajarah, 2018). In Lhokseumawe, from 275 divorce cases handled by Syariah Court of Lhokseumawe during the 2006 - 2007, divorces filed by women were approximately 60 percent. This was triggered by the presence of the third person, polygamy, and economic factor. The majority of married couples who divorced comes from low middle class.

A divorce case is often considered a separate and stressful (Ayuningtyas, n.d.; H. K. Lestari, Sumijati, & Hastuti, 2015) occasion in family life (Larenurifta, 2014). However, this occasion has become part of life in the community. Some people ever had a failure in their marriage (Astuty, 2011; Dariyo & Esa, 2004; S. Lestari, 2012; Sumpuni, 2008). The failure was caused by some specific factors from either the husband or the wife (Ginanjar, 2009). A failure in marriage life generally culminates in divorce or the misery of life.

Many factors lead to the occurrence of dispute cases within the family that ended up in divorce (Dariyo & Esa, 2004; Sahlan, 2012). These factors are an economic problem (Marzuki & Watampone, 2016; Syaifuddin & Turatmiyah, 2012), psychological factor, social factor (I. N. Sari, 2012), age difference that is (too) much, the desire to have a child (a son or a daughter) (Prianto et al., 2013), not making a living, violence by the husband (domestic violence) (Huda, 2005; Irianto, 2006; Noviasari, 2010; Prianto et al., 2013; Syaifuddin & Turatmiyah, 2012; Turangan, 2010; Winantio, 2009), secret marriage (I. N. Sari, 2012), the partner who is part of the Indonesian Migrant Worker, cheating husband (Jannah, 2013; I. N. Sari, 2012), polygamy (Idrus, 2006), husband leaving his wife (Febriyani, El Karimah, & Aristi, 2012), often treated harshly by husband, and the issue of the different life principle (Sopari, 2013). The other factors are the difference in pressure and the way of educating children as well as the influence of social support from outside parties, neighbors, relatives, friends, and community situation which is conducive (I. N. Sari, 2012).

However, the factors that have to be beware and dominates numerous divorce cases (as articulated by the perpetrators of divorce) are the inability of the partner in carrying the burden of marriage life or carrying the burden of responsibility that he or she has. All these factors bring in the bad atmosphere and undermine the domestic life.

The divorce case in the family always brings in a deep impact. This case inflicts the stress (Taufik, T., & Ifdil, I. (2013), pressure, and physical and mental changes. However, sometimes it is the only best and most appropriate option for a family who has been experiencing a prolonged conflict. A divorce in the family does not always inflict negative consequences, but it can also inflict a positive result. The divorce becomes the only solution for getting the sense of tranquil when the purposes of the divorce are to avoid the conflict situation, discontentment, and the continuously different point of view.

For some families, a divorce is considered the best decision to end the sense of distress, fear, anxiety, and discomfort. This is because we always crave happiness and get along well with children, so we have the right to put an end to a marriage if it inflicts the disasters and discomfort. Nevertheless, the divorce case clearly gives rise to the risk with a chain. A divorce will impact on the husband or the wife. They both lose their good relationship with the husband or the wife, feel that he or she is not a useful person, have self-esteem wounded, feel that the respect for themselves is bereaved, become sensitive and irritable, make their behavior often uncontrollable because they more often accentuate the emotion, often seclude due to embarrassment and low self-esteem, and feel betrayed. Being a single parent to a female child is more like a choice of fate. It is absolutely not expressed as a trend just because a number of artists undergo this

openly. This is not something that ought to be proud of because the status of a single parent as the trend may give less good influence for the younger generation.

From some of the cases mentioned above, the author wanted to find out how the life of women who sued their husband for divorce was until the occurrence of marriage process, what were the factors that caused the wives to sue their husband for divorce, as well as how the life of women suing their husband for divorce was after the divorce process.

The benefits of the research were that (1) it could provide scientific contribution to the development of guidance and counseling education, particularly psychology and family counseling, as well as marriage counseling, particularly that was related to divorce, (2) it was as knowledge input for families in fostering household towards positivity so that couples were supposed to be worthwhile individuals and worthwhile members of the community as well as it could be used as a preventive means (precautionary) to the occurrence of problems in the household with the effort of improving the harmony in the family.

## **Method**

This research used the approach of descriptive qualitative, namely a research which attempts to reveal, analyze, and interpret data (Bachri, 2010; Rahmat, 2009; Semiawan, 2010; Somantri, 2010) or information in the field by using the way of describing by words. The approach used was the qualitative approach where the data were collected in the form of reports and analysis. According to Bongdan and Taylor, "a qualitative research is a research procedure that generates descriptive data in the form of written words and spoken from the people and behavior that can be observed" (Moleong, 2007, 2012)

## **Results and Discussions**

### **The Background of The Women Suing Their Husband for Divorce**

The results of the research found that only in a few of them who graduated from college. Even some of them only got educated up to junior high school level. Economic difficulty was the main cause of their low level of education. None of them came from families with divorced parents. This proves that it is not the experience on the family that became the main cause on the women to do suing for divorce.

The factors of parents also have a role in a marriage relationship. Some studies showed that about 16 percent of the men and women whose divorced parents would influence the relationship of marriage. While for an individual who did not experience parental divorce, it was only about 10 percent.

From the results, it was obtained that all research subjects came from families that are intact without ever experiencing a process of divorce. This became evidence that the divorce on themselves was not due to their parents' household. All the subjects got married in Islam, and lawful according to the State Constitution. Marriage in the perspective of Islam is the place of keeping the respectability of human beings and their descendants. "And among the signs of His power He made from yourself the couple of yours so that you may live peacefully with her and He made the sense of affection among you all. Actually, in that case it becomes a lesson for people who think ". (Surah Ar-Rum (30:21)). Allah (SWT) said, "one of the category of people who is eligible rescued by Allah (SWT) is the people who marry due to the will to distance himself from the forbidden things." (Hadith of Tirmidzi)

The wonderful marriage is characterized by the maximum exploration between couples who have tied in the marriage with the beginning capital in the form of love, tied by the commitment in the holy, powerful, and great covenant (Surah An-Nisa (4:21)), establish tranquility, love, and compassion (Surah Ar-Rum (30:21)). This is not a game, but this is a big job for any married couples.

### **The Process Of Marriage**

From the research that was done on 10 women, most of them were married at a very young age, even under the age of 20. Early marriage will eventually lead to some bad things. Besides trigerring the baby

boom, and high rates of maternal and infant mortality, their emotions which are not mature enough, often cause the family disharmony and eventually lead to divorce. Therefore, the children or the generation which are born from them are less qualified and do not get enough attention from both their parents.

Hawari stated that the marriage preparation which includes the biological or physical aspects, among others, (Hawari, 2011): 1) According to the health and KB (family planning) program, the age between 20-25 for women and the age between 25-30 for men are the most appropriate age for married; 2) The physical condition for those who want to get married is must be cared and maintained.

It can be proved from some research subjects who were married at the age under 20 years old, it is not just because of their immature emotion, but also it is related to their readiness of becoming parents for their children. Marriage which is preceded by a few months or a week courtship or even matchmaking, can become the main reason of the family disharmony. Generally, the research subjects in this research experienced it. All the research subjects were married without the engagement process (called *seulangke* or *peunganjo* in Acehnese custom). Some of them only had several times to met with their prospective partner's family.

Hawari stated that the marriage preparation which includes mental and psychological aspects, among others, (Hawari, 2011): 1) Personality, no one in this world has the perfect personality, yet it is expected before deciding to get married, each partner has known the strengths and weaknesses of their own partner, so that the purpose of the marriage can be realized perfectly; 2) Education, in forming the matrimony, educational background and intelligence level need to be considered from each partner. Normally men intelligence level are higher than women, so the authority of a husband can be seen in his wife's eyes as the head of the family. Besides the formal education level, religious education background also need to be considered from each partner, because one of the purposes of marriage is establishing the household which is approved by Allah SWT.

Some research subjects said that they learned the real nature of their husband after they get married. This is because they passed the least time before they decided to get married. And then, the couples did not have a child can also be the factor of the disharmony. It can be proved in most the research subjects. A child is a dream of every couple, but not all couples can provide the descent. One of the possible causes is infertility in one of the pair, so it makes the household becomes disharmonious. Of the most reserach subjects, no one admitted that the absence of children in the midst of their families is because their infertility in themselves, or in their partner's. Generally, all couples medically well, but they indeed are not blessed with descent by Allah SWT yet.

All of the reserach subjects admitted that they had carried out various efforts to maintain their marriage such as talking with families on both sides, until the mediation suggested by the court. However, all efforts were fruitless.

The wonderful marriage is characterized by the maximum exploration between couples who have tied in the marriage with the beginning capital in the form of love (Is Pratiwi, 2012; Setia, 2008), tied by the commitment (Fitriana & Listiyandini, 2016) in the holy, powerful, and great covenant (Agama, 2012), establish tranquility, love, and compassion (Agama, 2012). This is not a game, but this is a big job for any married couples.

Hawari stated that the marriage preparation in accordance with the physical and mental health covers various aspects, namely biological or physical, mental or psychological, psychosocial, and spiritual (Hawari, 2011). Marriage preparation that includes the biological or physical aspect, among others: (1) The ideal age according to the health and the Program of Family Planning. The ideal age is 20 – 25 for women and 25-30 for men (Riyawati, 2006; Wahyudi, n.d.). It is the most excellent time to get married. (2)The physical condition for those who wish to get married must be cared and maintained. If this preparation is achieved it has the potential to build a household with maturity from various aspects.

The household is supposed to be shelter for the whole family (Subhan, 2004). The basic purpose of establishing a household is not only to get religious descendants, but also to be able to live at peace and get a restful atmosphere accompanied by the sense of compassion. The first bond of household establishment has been soldered by the solemnization of a marriage at the time of the marriage process. The marriage identity is how someone can empower himself or herself to plan and decide the life of his or her marriage in the future.

### **The Divorce Process**

In addition to having no descent, the underlying reason for their divorce is the Domestic Violence. Most of the research subjects experienced it. Also, it is because the husband left them for years as happened on some research subjects. This is justified in The Legislations of Indonesia.

Article 39 Paragraph (1) of the Marriage Constitution stated, "A divorce can only be held in the judiciary after the respective court tried unsuccessfully to reconcile both sides." Furthermore, Article 39 Paragraph (2) stated, "for doing divorce, it is supposed to have enough reasons that between the husband and wife will not be able to live in peace as a couple".

The explanation of Article 39 Paragraph (2) of the Marriage Constitution and Article 19 of Government Regulation number 9 of 1975 on the Implementation of Marriage Constitution mentioned reasons that can be used as the basis for divorce as follows (Ahmadi, 2008; Subekti, 2010): 1) One of the parties commits adultery or become an alcoholic, an opium smoker, gambler, and the others which are difficult to cure; 2) One of the parties leave his or her partner for two (2) consecutive years without the permission of another party and without valid reasons or because of other things which are not his or her will; 3) One of the parties gets a prison sentence of five years or the other severe punishment after the marriage process; 4) One of the parties does cruelty or severe mistreatment that harms the others; 5) One of the parties gets disability or illness which resulted in an inability to perform the responsibility as a husband or wife; 6) Quarrels and disputes continuously occur between husband and wife and there is no hope to live in peace anymore in the household.

This becomes the grip of women to divorce their husband. The state justifies their divorce as far as that relationship is already untenable its continuity. If we refer to the arguments above, Islam permits to do the divorce. There are many reasons why divorce may be done, among others: 1) The occurring of infidelity or betrayal committed by husband or wife; 2) The existence of insubordination against the religion (Islam) from one of the parties. For example, one convert or out of Islam; 3) The fear to disobey or violate the religious orders (Al-Baqarah (2): 222); 4) The husband cannot meet their living or cannot be responsible; 5) The wife who is sick that causes her to not be able to perform her duties as a wife; 6) There is a persecution (domestic violence).

The reason why a number of cases of wives suing their husband for divorce are because women are getting smarter, more stabil in financial side, protected by a wide range of legislation, and increasingly aware of the need for gender equality and their rights. This makes them not even hesitate to expose the issue of their marriage in front of the public.

### **Life After Divorce**

All the research subjects said the same thing that they feel happier after being divorced. This is because they really suffer at the end of their marriage. And the worst is that they got a tremendous mental anguish. Even some research subjects also receive physical abuse.

Divorce cases are likely to cause stress, a sense of burden and suffering. But it turns out that the incident is only the best and most appropriate choice for a family that is always experiencing prolonged conflict.

Divorce in the family does not always bring a negative effect, but it can also bring a positive result. The attitudes to avoid a conflict situation, dissatisfaction, continuous disagreement make the event of divorce

the only solution to get the peace for themselves. For some families, a divorce is considered the best decision to end the sense of distress, fear, anxiety, and discomfort. This is because we always crave happiness and get along well with children, so we have the right to put an end to a marriage if it inflicts the disasters and discomfort.

For individuals who must lose the spouse, they have to face the reality. Before becoming an individual living alone again (re-single), they generally have problems in self adjustment. Agoes Dariyo mentioned that there are emotional dynamics in the self adjustment process of individuals after experiencing a discord with her life partner (Dariyo, 2003). It generally includes the following stages:

1. Denial  
When the individual has parted with his life partner, the individual will assume that his or her discord seems like just a dream. He or she has not yet been fully convinced of the reality. He or she has not yet been able and ready to face that reality. So, the individual still refuses the fact that has been occurring and has not yet realized that he or she has parted with his life partner.
2. Anxiety  
Individual who has undergone a divorce will usually feel a variety of anxiety in his or her life. The individual feels the worries in dealing with various possible problems that are difficult. Is he or she able to deal with the life without a spouse anymore, such as fulfilling the needs of family finance, raising and educating children, adapting to the environment of work or the community, and how to give any response to others regarding the failure of his or her marriage? This becomes an issue that always haunts his or her thoughts.
3. Bargaining  
In these circumstances the individual experiencing a divorce is still not able to accept the fact fully. In the heart, there is a desire to repeat the happiness experienced during the married life. However, such a personal desire is not granted so that the feeling of disappointment that is so deep in him arises.
4. Depression  
Emotional turmoil, mind, and reality that are unfinished in the individual with good cause individuals experiencing depression. In these circumstances, the individual feels that he or she does not find any solution. He or she feels hopeless, pessimistic, and that there is no hope for the future.
5. Acceptance  
The impasse in living a life is in consequence of not getting good solutions of problems existing, so gradually the individual forgets, ignores, or feels resigned against the reality unconsciously. The resignation which is based on the self-consciousness of various consequences that he or she should bear causes the individual get the inner strength to accept that reality. With that awareness-raising, eventually the individual feels resigned and accepts the fact that he or she has parted with her partner and has to live a life together with or without the children.

Based on the information obtained through interviews with women suing their husband for divorce, they generally feel their life much better after divorce than when they were still bound in their marriage, especially those who were in the time of marriage just to become a victim of domestic violence. Not only a divorce makes them suffered a traumatic condition and unpleasant experience, but also they are hit by a sense of loss, a sense of failure, lack of confidence, disappointment, anger, and hatred toward their husband because having made them suffer.

The women now have spent their days as usual, like other women. It is only the women suing their husband for divorce are no longer be in a marriage bond, and no longer have a husband. However, they admitted, if they may be honest, they feel different than before the marriage and divorce happened. The difference are related to their role from a wife to a widow. The divorce made them angry and feel guilty toward themselves, impatient, do not have the confidence and the proximity of the opposite sex. In the

future they are afraid to make a commitment on a relationship with the opposite sex and have a low self-esteem.

## Conclusions

From the results of the research it can be concluded that (1) in terms of educational background, the women who sued their husband for divorce who were senior high school graduates were in a large number, and the rest, women who were college and junior high school graduates, was in a small number. None of them came from a broken home. All subjects of the research came from intact families, without ever experiencing a divorce. All subjects of the research were married in accordance with Islamic law, and legitimate by the law and State Constitution. Some of them got married at a very young age, even when their age was still under 20. Most of the research subjects got married after the introductory/courtship period in less than a year, (2) the factors causing wives to sue their husband for divorce are because the introduction is too short, they do not have a child, there are the domestic violence, they got married at the very young age, and the husband leaving them for years, (3) The overview of the life of women suing their husband for divorce was that they all feel more free after being divorced. The relief is because they no longer feel the physical or psychic suffering. Though their lives became more difficult as they should live alone, (for some subjects of the research) even in fulfilling the needs of their family, and for the purposes of their child, they are happy.

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