



PROCEEDING

Urban Living and Multicultural Cities in Asia: from Colonial Past to Global Future

International Conference on Psychology & Multiculturalism

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URBAN LIVING & MULTICULTURAN CITIES IN ASIA:
FROM COLONIAL PAST TO GLOBAL FUTURE

Important Note:

Scientific Committee did not edit or correct the paper accepted for proceeding. It was assume the paper's grammar, spelling error, and writing style according to APA was the author's responsibility.

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Jakarta, November 2017

Greetings From the Dean

Welcome to the first International Conference on Psychology and Multiculturalism,

In 2017, Faculty of Psychology, Atma Jaya Catholic University of Indonesia celebrates its 25th anniversary. On the 8th of June 1992, the faculty was opened with a bachelor degree program and started the academic activities with only about 70 students. Twenty five years passing by, currently we have four study programs at bachelor, master (professional and science), and doctoral level serving about 1500 students. It is a great achievement that this year we finally have a complete level of study program!

As a commemoration of our gratitude and celebration for this achievement, we are convening academicians, students, and practitioners to discuss and learn from each other in an international conference, namely “Urban Living and Multicultural Cities in Asia: From Colonial Past to Global Future”. This is our first international conference and it is a reflection of our academic themes, namely to understand and develop urban dwellers, multicultural, and disadvantaged people. It is relevant with Jakarta, where our campus is located, that the conference covers behaviors and psychological aspects of people within the history of the city, its economic and industrial growth, health, education, and information technology innovations.

Our keynote speaker and panelists are experts in their field. I hope we can learn a lot from them. For presenters and guests, welcome and thank you for joining our conference, I hope you can have wonderful discussions in this conference.

Dr. Angela Oktavia Suryani, M. Si

Dean of Faculty of Psychology, Atma Jaya Catholic University of Indonesia

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The Role of Positive Family Behavior in Children's Wellbeing

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ABSTRACT

Family is the basic aspect in the development of child's well-being. A positive parent behavior in daily routines and social support will lead to a better and safe environment for the family. This study aimed to investigate how this positive behavior in a family have a role in children's well-being. Children's Subjective Well-Being and Family Positive Behavior questionnaire were administered in two cities, Bandung and Sumedang, with proportionate stratified sampling on a school based sample of children and adolescence aged 9 to 13 years in 2017. Data from 367 children was analyzed with Partial Least Square using Smart PLS 2.0, with subjective well-being was employed in order to control the effect of positive family behavior (eat, connection, movement, play, learn, give, and religious). Findings showed that the amount of time spent with the child during mealtime, play, learn, sport, or worship, had no direct effect on children subjective well-being. We should be considered about the role of environmental experiences that affect wellbeing, not only about the quantities but the qualities. Children should take the meaning of positive family behavior such as safety, love, care and support to improve their self-esteem, self-confidence, aspiration and sense of secure, as the construct of children subjective wellbeing.

Keywords: subjective well-being, positive family behavior, parent-child relationship.

Each member of the family has an important role in building the welfare of the family. The Family provides physical and emotional support to children and also in charge of meeting their physical needs, nurturance, safety, and compassion. Family becomes the basis that forms child's well-being until he grows up. If the family is not properly functioning, then the lives of children and individuals in their units become disadvantaged. Thus, the well-being of the family becomes important both for individuals and society in general (Family Commision, 2013).

The issue of 'well-being', including physical and psychological well-being in the family context or referred to 'family wellbeing' has been studied in Australia, Ireland, New Zealand along with other several countries. Families Australia Inc. (2006), has conducted researches on family well-being, includes physical safe and mental health, supportive intra-family relationship, social connection, and economic security. The study of family wellbeing was also undertaken in Ireland in 2003 of 250 families and showed that there are several factors that affect the wellbeing of a family, including family type, family relationship, and individual attributes of each family member (McKeown, Pratschke, & Haase, 2003).

A safe environment in a family created by positive parent behavior such as positive daily routine and social support. Family connection, close relationships, healthy open communication, and perceived parental support related to healthy youth development and a reduced risk for emotional distress, substance use, violence involvement, unhealthy weight control, and sexual behaviors. Parental support also has been shown to be positively related to higher adolescent self-esteem, higher GPAs in school, and greater academic success (Eisenberg, Olson, & Neumark-Sztainer, 2004).

On the other hand, researches about well-being in Indonesia have mainly focused on adult's well-being. Based on the observations of researchers in the 3 largest universities in Indonesia, the study of psychological wellbeing has been conducted 42 times in UI

(Universitas Indonesia, 2016), 46 in UGM (Universitas Gajah Mada, 2017) and 41 in UNPAD (Universitas Padjadjaran, 2017), referring none to seeing the relationship between family functioning and children well-being.

Thus, the family context is a central determinant of subjective well-being throughout the lifespan, including the childhood and adolescent years (Suldo & Fefer, 2013). Based on Yaxley et al (2012) study about Family Wellbeing: Measuring What Matters, the wellbeing domains included on the Family Wellbeing Index needed to all relate to a tangible aspect of behavior that families can have direct control over. The focus of the Index is on positive behaviors to adopt and can be measure the behaviors thought to influence wellbeing, such as meal time routine, connection, doing exercise, learn and play, and giving back to community (Yaxley, Gill, & McManus, 2012).

It is important to examine children well-being from the perspective of positive family behavior. This study describes the role of positive family behavior in children well-being. Specifically, we aimed to focus on 1) how children perceived their well-being in specific domain area of their life; 2) to explore how often their family doing positive behavior in daily life; and 3) to investigated on how is the role of positive behavior in family context in children's well-being.

Method

Participants

Respondents were elementary school students (N=367), from two different regions in West Java: Bandung (n = 127 students) and Jatinangor (n =240 students). The gender proportion of students were almost similar, 184 (50.1%) respondents were male and 183 (49.9%) respondents were female. The aged of participants ranged from 8 to 13 years (M= 9.94 years, SD=0.77). Based on the grade, more than half of the students were from four years grade students (n=194) and the rest were from five years grade students (n=173). According to a family background, majority of participants were living with father and mother (n=317, 86.4%), mother only (n=24, 6.5%), mother and step father (n=10, 2.7%), father only (n=8, 2.2%) and father and step mother (n=3, 0.8%).

This research used asset-based measures to describe the social-economic status (SES) of the students. The participants were asked the ownership associated with current resources available at home, such as car, motorcycles, television and refrigerator. Then the data were analyzed with principal components analysis to get the index of SES (Vyas & Kumaranayake, 2006). Hence, the students classified as lowest SES were 141 (38.4%) respondents, lower middle SES were 94 (25.9%) respondents upper middle were 79 (21.5%) respondents and highest SES were 52 (14.2%) respondents.

Measures

Children Subjective Well-Being (CSWB) was explored by Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS). The BMSLSS is a five-items self-report measure developed to assess children and adolescent's satisfaction with respect to the areas of life most pertinent during youth development. Specifically, students are instructed to rate their satisfaction with their family life, friendships, school experiences, self, and then living environment. Response options are on a 7-point scale that ranges from 1 = terrible to 7 = delighted. An additional item, measuring students' satisfaction with their overall life, was included in initial data collection opportunities to provide preliminary validation information about the BMSLSS' relationship to global life satisfaction (Huebner, Suldo, & Valois, 2003). High score indicates that the children feels happy in various areas of their lives. In the present study, reliability analysis of the variables-components of CSWB was performed using Cronbach's α coefficient and was found to be acceptable ($\alpha = .83$).

Positive Family Behavior (PFB) was measured by PFB Questionnaire developed based

on Yaxley et al (2012) studies about family well-being. It includes 6 domains: 1) Eat - the nutritional and social context of what we eat and drink; 2) Move – from sport and games through to being active in everyday life; 3) Connect – with family, friends and the wider world around us; 4) Learn – having projects, setting challenges and developing new skills; 5) Play – activities that are fun, stimulating and playful; 6) Give – doing something good for someone else (Yaxley, Gill, & McManus, 2012). In this study one variable was added namely Religious– praying, worship, or reading prophet stories. High score show that children perceive their families as having high frequency in positive behavior. In the present study, reliability analysis of the variables-components of PFB was performed using Cronbach's α coefficient and was found to be acceptable ($\alpha = .90$).

Data Analysis

In this study Children Subjective Well-Being (CSWB) was the dependent variable which determined by reporting the mean (SD) of the six items and the sum scores of the six items from BMSLSS. While Positive Family Behavior as the independent variable, also reported by the mean (SD) of each seven constructs (eat, connection, movement, play, learn, give, and religious). The computation for descriptive statistic was performed using SPSS version 20.

The research model advanced in this study reflects a positivist notion as its formulates an empirical unverifiable theory in relation to the direct effects among in the seven constructs in family positive behavior (eat, connection, movement, play, learn, give, and religious) with children subjective well-being as the criterion variable. The quantitative cross-sectional survey was used in this study. The research model is tested with Partial Least Square path modelling using Smart PLS Version 2.0. Following the recommended procedures by Hair, Sarstedt, Hopkins, & G. Kuppelwieser (2014). The research model question represents in the Figure 1.

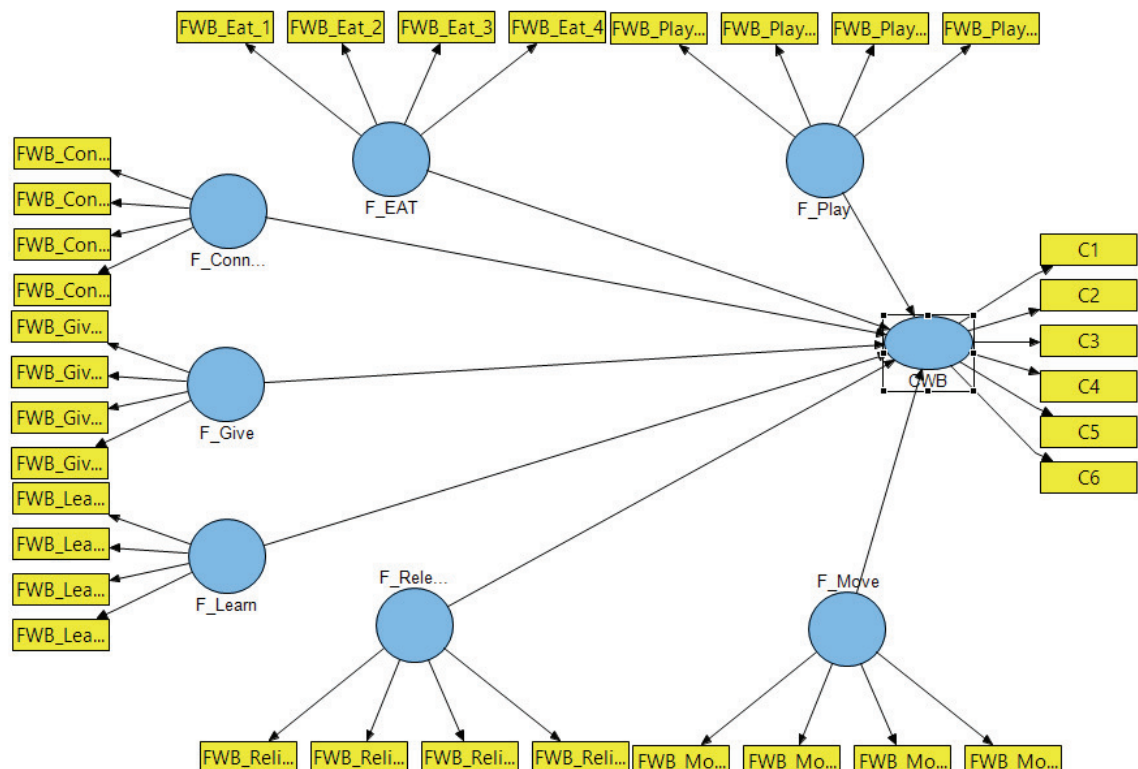


Figure 1 *Research model*

Results

Descriptive of Children Subjective Well Being and Family Positive Behavior

Table 1 present the mean values and standard deviations for the CSWB and FPB. As mentioned before the children well-being measured with five items related to family, friendship, school experience, home and overall life satisfaction. Meanwhile family positive behavior is related to seven behaviors of the family: eat, connect, play, give, learn, religious, and move.

In the children well-being variable, students showed higher satisfaction in family life followed by area they lived and felt positive through themselves. However, they felt least satisfaction in friendship. In the family positive behavior, even though the mean between dimensions were relatively similar, the play activities with family was higher than other dimensions. Although activities relate to meal with family had the lowest than other dimensions.

Table 1.

Means, Standard Deviations, Ranges and Reliability of Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS) and Family Positive Behavior questionnaire for All Participants (N = 367)

Variable	M	SD	Reliability
BMSLSS (Ranged 1 - 7)			0.83
1. Your family life	5.97	1.46	
2. Your friendships	5.13	1.46	
3. Your school experience	5.32	1.50	
4. Yourself	5.43	1.60	
5. Where you live	5.66	1.58	
6. Your life overall	5.57	1.65	
Total	5.50	1.16	
Family Positive Behavior (Ranges 1 - 4)			0.90
1. Eat	2.29	0.64	
2. Connect	2.30	0.68	
3. Play	2.38	0.75	
4. Give	2.31	0.78	
5. Learn	2.30	0.65	
6. Religious	2.33	0.68	
7. Move	2.39	0.51	

Note: BMSLSS was assessed using seven points scales from terrible (1) to delight (7). Family Positive Behavior was evaluated using four points scales with 1 = "never" to 4 = "always". M= Mean, SD=Standard Deviation, Reliability used Alpha Cronbach

Table 2 present the mean values and standard deviation of detailed behavior for each FPB's aspect, where the mean value ranged from 2.19 up to 2.47 on a scale of 1 to 4. There is no significance difference observable on the mean value for each behavior in the FPB, therefore it is identified that the lowest mean value behavior appears in Do sport with family and Go to a museum or movie theater.

Table 2.

Family Positive Behaviour (FPB) in Details

Activities	Mean	SD
EAT		
Breakfast	2.21	1.17
Eat vegetables and fruits	2.24	0.86
Drink milk and Juice	2.33	0.86
Eating together as a family	2.38	0.98
MOVE		
Do sport excluding activities at school	2.34	0.91
Do sport with family	2.47	0.89
Watching television and playing games	2.44	0.80
Walking or cycling to the school or other places	2.34	0.86
CONNECT		
Share your experience with parents	2.40	0.94
Make time for friends and family	2.29	0.95
Arrange a meet-up with friends	2.33	1.13
The parents ask what happen at school	2.25	1.05
PLAY		
Park games and activities	2.38	0.83
Go to a museum or movie theatre	2.47	1.13
Play card or board games with families	2.35	1.17
Go vacation together with family	2.40	1.08
SHARE		
Support each other	2.42	1.10
Help peoples with disaster	2.36	0.94
Help parents to do some chores	2.19	0.93
Give things to other	2.30	1.12
LEARN		
Learn to do homework	2.31	0.89
Learn to play an instrument, cook, ride a bike, swim	2.32	1.14
Learn new things	2.27	0.87
Read books together with family	2.35	0.91
RELIGIOUS		
Do pray together	2.25	0.95
Go to mosque, church and others	2.35	0.96
Learn and talk about religion with family	2.38	0.95
Do religious services	2.36	0.95

Note: Family Positive Behavior was evaluated using four points scales with 1 = “never” to 4 = “always”. SD=Standard Deviation.

As presented in Table 3, the estimated time consumption which are spent to chat with friends, mother, father, and siblings ranged from 0.1 up to less than 3 hours a day. Mostly, the participant spent a very little amount of time spent (0.1 up to 1 hour) each day to chat with others, such as friends and family. They spent more time for formal education and playing alone or with friend, which took about 6 hours for each day, rather than spending the time to

chat with the family. Identified that only 9% of the participant generally spent often (> 3 hours) times to chat with their mother and father, and only 8% spent often (> 3 hours) times to chat with the siblings.

Table 3.

Duration time participants spend with others

Time duration for	0.1 to 1 hours	1 to 3 Hours	> 3 Hours
Talking with Friend	70%	16%	14%
Talking with Mother	68%	17%	9%
Talking with Father	63%	12%	9%
Talking with Sibling	53%	17%	8%

The Structural Relationship

In answering the third research question, the structural relationships between FPB and CSWB were examined. Figure 2 and Table 2 present the results. The results show that the family behaviors in Eat ($\beta = -0.06$), Give ($\beta = -0.07$), Religious ($\beta = -0.36$) and Move ($\beta = -0.09$) were negatively related. While, the family behavior in Connect ($\beta = 0.08$), Play ($\beta = 0.31$), and Learn ($\beta = 0.33$) were positively related. However, all the relationship was not significant, as we can see on figure 2 below:

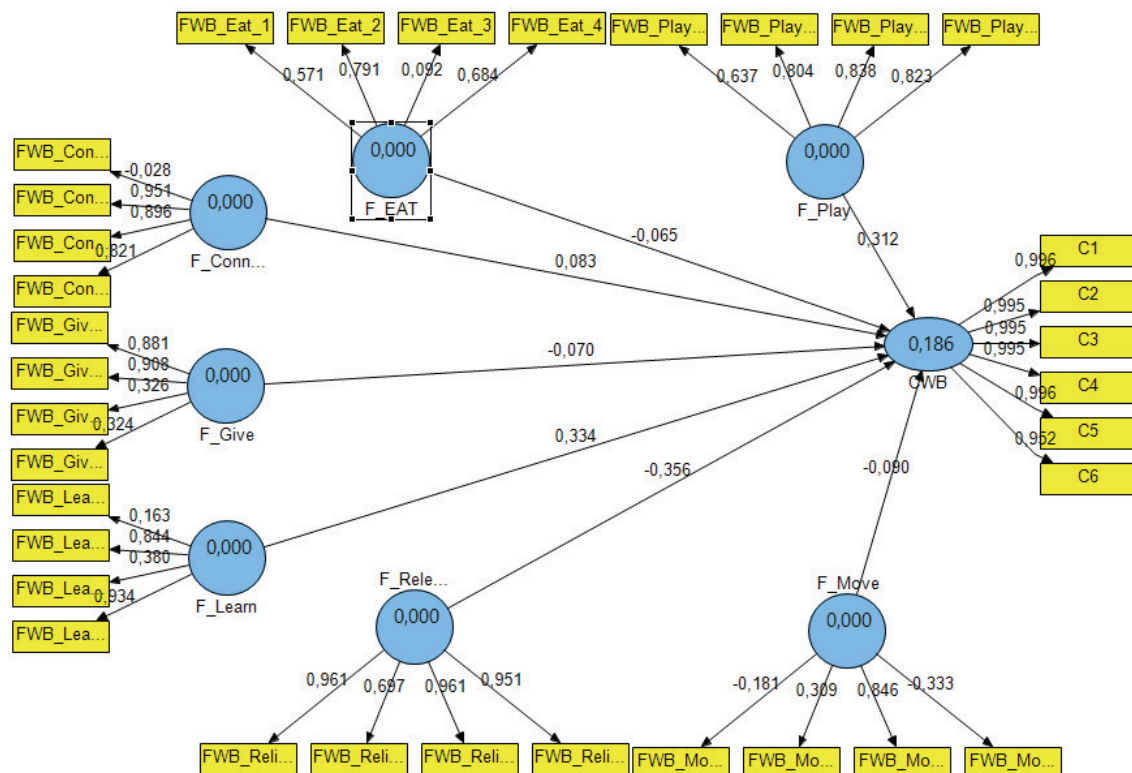


Figure 2. Results of Path Analysis

The R^2 value was 0.186 suggesting that 18.6 % of the variance in extent of children well-being can be explained by family positive behaviors in Eat, Connect, Play, Give, Learn, Religious and Move as we can see on table 4 below:

Table 4.
Significance Testing Results of the Structural Model Path Coefficients

Latent Variable	Predictor	Path Coefficient	T Value	Conclusion	R ²
Children Subjective Well-Being	Eat	-0.06	0.47	ns	0.186
	Connect	0.08	0.23	ns	
	Play	0.31	0.65	ns	
	Give	-0.07	0.16	ns	
	Learn	0.33	0.84	ns	
	Religious	-0.36	0.85	ns	
	Move	-0.09	0.52	ns	

Discussion

Subjective well-being (SWB) is a broad category that includes positive emotional responses, such as joy, elation, happiness, and contentment, as well as long-term moods and cognitive dimensions (Diener & Diener McGavran, 2008). In the present study, Table 1 summarizes the overall picture of young people's happiness across 5 domains of live. It can be seen that, whilst young people are predominantly happy in all areas, on average they tend to be happier with some aspects of their lives than others. The highest domain is Family with average score 5.97 out of 7. The lowest domain is friendship, with average score 5.13 out of 7. High life satisfaction was much more tied to positive relationships with parent than with friends. The family context is a central determinant of subjective well-being throughout the lifespan, including the childhood and adolescent years. Strong relationship with parent have significant impact for children, while peer relationships take on significant meaning during adolescent (Ma and Huebner, 2008; Suldo & Fefer, 2013).

Many areas of life influence the health and wellbeing of families. The focus is on positive behaviors, that six domains (or themes) are the key. These are: eat, move, connect, learn, play, and give, and in the present study we added religious as one of positive family behavior in Indonesia. As we can see on table 1, of all six family behavior domains are in the overall range of 2.29 to 2.39 out of 4. This indicates that in this study, the children in West Java measure the positive family behavior are done once in a while or occasionally in their family. The least activity that they usually done together is meal time, which involve breakfast, healthy snack time such as eating fruits and vegetables, and also lunch and dinner. On the other hand, several studies shown that daily meal time in family has been demonstrated to benefit young people. Eating meals together create general sense of connection to family members and serve as an important time for children to communicate with and spend time with their parents (Eisenberg, Olson, & Neumark-Sztainer, 2004; Yaxley, Gill, & McManus, 2012; Cook & Dunifon, 2012).

The needs of the children to connect with their families measured less according to table 2, activities such as sharing the children experience in their daily activites, like school, to their parents are done occasionally. On the contrary, warm relationship between parents and children can be developed by sharing and discussing the daily routines. For the families in West Java, such activities are ocaasionally done which descibed in table 3, a small amount of the participant spent more time to chat with their mother, father and their relatives. A warm and positive relation in fact will support the children's SWB because it is able to reduce the level of stress among the children (Suldo & Fefer, 2013; Aufseeser, Jekielek, & Brown, 2006). To perform activites with the family could be one of the protective factor in

the development of children wellbeing. This such activities could be carried out through playing, learning, or praying together. In contrast, it is something rarely done by the families in West Java. The activities done by children and families plays a role in the increasing of children's mental health development which will lead into children wellbeing (Moore, et al., 2016).

On this research, confirmed that the positive family behavior has not been done consistently, albeit the importance of the activity. Among the children in West Java, PFB was not related with the achievement of children subjective wellbeing which achieve the category of moderate satisfaction on their living aspects. The presence of PFB, neither frequent or not, does not have a significance impact to the SWB results reported by the children. All the family behaviors in Eat, Religious, Move, Connect, Play, and Learn were not significant correlate with CSWB as we can see on figure 2. The result showed that the frequencies of positive family activities contributed only 18.6% to the variance in children well-being. It is confirmed that PFB could be one the protective factor in the development of CSWB, although it would not be the factor that determine the values of CSWB. By the mean that 81.4% is determined by other factors not measured in this study.

According to the study which conducted by Moore et al. (2016) in the United States of America, it is found that there are six domains that will determine the child wellbeing, that are cognitive and academic development, socio-emotional development, social behaviors, physical health and safety, and relationship. Family is one of the promotive and protective factor that could reduce the risk factor to optimize the development of the six domains. The outcome of the optimized domain development is the better children wellbeing condition. Family support, responsiveness, warmth, shared family activities, control, family routines, and religious involvement could support the optimization of the domain that mentioned before are examined from the family context, but will not be a direct factor that determine the quality of CSWB. A responsive and positive parent-child relationship, will helps the children to develop a positive relation with their friend and peoples around them (Ma & Huebner, 2008; Diener & Diener McGavran, 2008), therefore the domain relationship and socio-emotional development will be better developed. Parents that involved in the child's academic achievement would be supporting for the development of children cognitif, with the result that the children will have a better contentment in their school life. Parents that do more sports and playing with their children would help to stimulate the children physical and health development, that could benefited on the child self-esteem.

This study reeled that even though the family is not the main factor that determine the value of the CSWB's score, but the family-children activities are important as the promotive and protective factor on the children development. As the children development optimized, the result would be the life satisfaction of the child for their living aspect, including themselves, the surrounding, family, friends and the school life.

The limitations of this study need to be addressed. First, all measures were self-report. The use of multiple methods of assessment would enhance the meaningfulness of the findings. Second, the sample, although large and relatively diverse, was not representative of the West Java Indonesia population. Additional research is needed to assess the intervening variable between positive family behavior and children subjective well-being. For examples, it will be especially important to examine parent-child relationship, parent and peer attachment, also family stability and dynamic to see the effect for children well-being.

Despites its limitation, this study underscore the importance of family activities as a promotive and protective factor for child development. Thus, developing a sense of connection to family members, safety, love, care and support, improving their self-esteem, and developing their positive sense of self as the basis that forms the children subjective well-being. This study also shows that families in West Java need to increase quality activities

with their children, so as to develop a positive parent-child relationship that will support the development of the children.

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