



PROCEEDING

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

International Conference on Psychology & Multiculturalism

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PROCEEDING OF

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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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Table of Contents

Conference Committee	5
Keynote & Invited Speakers' Abstract	9
Asian Cities: Colonial to Global	10
"Who's afraid of ghost in the city" The management of public space and the management of fear in Jakarta: the case of Taman Langsat	11
Diversity management in multicultural context: Lesson learned from Indonesia and Switzerland	12
Collective Memory and Transgenerational Transmission of Trauma in Indonesia	13
Memory of My Face: Urbanization and Globalization in Mental Illness Experience and Recovery	14
School Readiness: Assessment to Intervention in Indonesia	15
Biopsychosocial Approach for Healthy Living	16
Measuring Love Languages and Relationship Quality	17
The Prevention of Depression among Indonesian Migrant Workers	29
Subjective Well-Being of PKK Volunteer Reviewed from Hours of Participation	39
City as Memory Sites	47
Urban Nostalgia: Memories of Living in Jakarta among Former Menteng Residents	48
A Social Representation about Cultural Heritage among Youth in Kauman Semarang	56
Diversity in Organization	62
Contribution to the Community in Seminary Wacana Bhakti	63
Online Buying Decision Process among Gen Y Instagram Users	68
Indonesian Psycho-cultural Consortium (Konsorsium Psikokultural Indonesia/KPI)	74
Budaya <i>Batobo</i> Dan Ketahanan Sosial Keluarga	75
Woman Resistance against Poverty: Case of Women's Lubuk Raya Group Tebing Tinggi	81
Families in Global Upbringing	93
The Influence Of The Socialization Of Gender Roles On Patriarchal Culture and Masculine Ideology On The Emergence Of Gender Role Conflict In Men Of Karo Tribe	94
The Role of Positive Family Behavior in Children's Wellbeing	102
Education Challenges in Multicultural Cities	111
The Effect of Conflict Self- Efficacy on Work-Study Conflict in Working College students	112
Emotion Coaching by Preschool Teachers in Jakarta	116
Integrating MLE Training in Pos PAUD: An Attempt to Enhance Parent-Child Quality of Interaction	125
Exploring Parental Mediation of Elementary School-Aged Children's Gadget Use	134
Modern City and Digital Lifestyle	146
Convenient for Positive Expression: Role of Expressivity and Internet Use Motives to Online Self-disclosure	147

Abstract of Posters	158
Psychological Well Being of Girls Who Married Early Because of Poverty	159
Occupational Stress and Coping Strategy Harmony Between Scientific Theory and Islamic Teachings And Practice	160
Entrepreneurship Characteristics of Mr. Idris as the Pioneer of Living Statue at Kota Tua, Jakarta	161
Criminality of The Elderly	162

The Effect of Conflict Self- Efficacy on Work-Study Conflict in Working College students

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Pembangunan Jaya University

ABSTRACT

Nowadays, studying while working is quite popular in the society. The need of self improvement and career development is now important. The activities require the working college student to be able to manage their role. The individual who cannot cope with their roles tend to have a conflict known as work-study conflict. Work-study conflict refers to conflict occur when the work activities interfere the responsibilities as students. According to various studies, self-reliance may affect work-study conflicts. This term refers to conflict self-efficacy which is a self-belief in their ability to cope with their conflict. This kind of self-efficacy is used to overcome their conflict. This research aims to find out the effect of conflict self-efficacy on work-study conflict in working college students. The respondent of this study is 215 respondents. The respondents are from various universities in Jakarta. The results of this research indicate that there is a relationship between conflict self-efficacy with work-study conflict ($r = .211$, $p < .05$). The conclusion in this research is that conflict self-efficacy contributed significantly to work-study conflict, but not the key factor. Other factors such as optimism, motivation, and adversity quotient also considered as the influence factors.

Keywords: work-study, self-efficacy, role conflict

In the last phase of adolescences, individuals usually experiencing the college life. For some people, they are not only engaging in academic life, but also have a role as a worker (Mariana, 2013). They have to work in order to support their family. Economic problems are one of the reasons that the college students choose to work. The other reasons are to gain experience and knowledge (Mariana, 2013).

The researcher conducted a preliminary interview with ten working college students. Based on the results, it concluded that the motivation to work while studying is an economic problem and autonomy. The motivation that encourages individuals to work as well as college is for career development

The individuals who have two roles in their life may experience more strains. As a worker, the individuals should balance his or her role in work and the activity outside work. It is relating to the term of work-life balance (Delecta, 2011). Students who have difficulties in balancing their role between academic activities and work will experience conflict known as work-non work conflict. Goode (1960) stated that the multiple-role could cause conflict because individuals confronted the multiple demands.

Based on the research of Octavia and Nugraha (2013) on working students, this condition can lead to changes in learning activities. These changes lead to a problem in learning activities such as procrastination, decreasing motivation, absenteeism, and even unsuccessful in their study. This phenomenon shows that studying while working can lead to conflict called work-study conflict. Work-study conflicts are characterized by focusing on work than studying, along with the feeling of exhausted, unfocused, and also lack of motivation (Octavia & Nugraha, 2013).

Some factors that can affect work-study conflict are optimism and how to cope with

stress (Mariana, 2013). Meanwhile, Octavia and Nugraha (2013) conclude that adversity quotient can also affect work-study conflict. The results of the research conducted by Octavia and Nugraha (2013) indicated that the presence of intrinsic factors were very important. This belief refers to the term of self-efficacy.

Self-efficacy is a perception of an individual's ability to organize and implementing actions in displaying certain skills to achieve goals (Bandura, 1997). Self-efficacy can also be expressed as a person's belief in his ability to achieve the desired goals (Bandura, 1997). Furthermore, Bandura (1997) states that the belief in our own ability can predict the outcome of our performance. Thus, the individual cannot successfully complete the tasks that are beyond his ability simply because they have no confidence. Therefore, it is important for the individual to have self-efficacy related to the conflict. The stronger the desire of a person to succeed the greater the effort the person will give (Pajares, 1997). This study has two hypotheses:

H0: There is no significant relationship between conflict self-efficacy and work-study conflict in working students.

Ha: There is a significant relationship between conflict self-efficacy and work-study conflict in working students.

The study involved 215 students from various universities in Jakarta. This research is a quantitative research.

Method

The definition of work-study conflict according to Mills, Lingard and Wakefield (2007) is the extent to which the involvement in one role interferes with the ability of students to contribute in other roles, in this way the role of the worker undermines the role of the student.

Definition of conflict self-efficacy according to Henessy (2005) is belief in one's ability. It is the key of psychological change that can influence how to make a choice, the quality performance and the persistence level when individuals experience negative experience. Conflict self-efficacy focuses on the function of self-efficacy to manage the inter role conflict.

The characteristics of the respondents in this study are male or female, has a status as an active student, and also as a worker with working hours of 20-40 hours / week.

The sampling technique in this research is non-probability sampling. The instrument that used to measure the work-study conflict is adapted from Mills, Lingard, and Wakefield (2007). This measuring instrument consists of 15 favorable items.

The instrument to measure conflict self-efficacy adapted from Henessy (2005) that called conflict self-efficacy scale. This scale has 10 favorable items with one dimension. Conflict self-efficacy scale has two factors, called work-study conflict and study-work conflict. Based on Cinamon's research (Henessy, 2003), the two factors in this scale can be made into one dimension. This is because both factors basically measure the same entity.

Item analysis technique used is corrected-item total correlation. Through the calculation of item analysis, it can be stated that this measuring tool has a good item with a score range of .491-.783. Meanwhile, the conflict self-efficacy scale measurement tool is also stated to have a good item with a range of scores .744-.881.

The reliability technique used in this study is Cronbach's Alpha. The results show that both of these measuring instruments are reliable. Reliability for work study conflict scale is .902 and conflict self-efficacy scale is .952.

Researchers tested the hypothesis by using correlation test technique with Spearman's rank, and also with simple linear regression test. The regression used to identify the contribution of the dependent variable to independent variable (Coolican, 2004).

Results

The results of this study indicate that there is a positive correlation between conflict self-efficacy and work-study conflict. The calculation with Spearman's Rank showed that the correlation between conflict-efficacy variables with work-study conflict ($r = .211$). This indicates that the individual experienced conflict in their roles, but at the same time they believed that they can overcome the conflict. This belief allowed them to perform its role when confronted with conflict.

The results in this study are also similar with the function of self-efficacy described by Kasouf and colleagues (cited by Steele, 2008) which suggests that conflict self-efficacy may predict behaviors that are important to resolve conflicts. Henessy (2005) argued that conflict self-efficacy helps the individuals to determine how they sees and overcomes the challenges of the situation they are facing.

The contribution given by conflict self-efficacy to work-study conflict is 2% ($r^2 = 0.20$). This means that 98% work-study conflict is influenced by other variables. According to Octavia and Nugraha (2013) other variables that influence work-study conflict is adversity quotient that is equal to 15.87%. Meanwhile, according to Mariana (2013) research result shows that stress coping and optimism also give a great deal of contribution.

Researchers reviewed the relationship between work-study conflict with work engagement and study engagement as control variables using the partial correlation. The results of the analysis showed that work-study conflict with conflict self-efficacy has significant relationship with work engagement as control variable ($p = .002, p = .05$). In other words, when an individual have a high commitment in their job, they can cope with their work-study conflict. This result is consistent with Mills, Lingard, and Wakefield (2007) who suggest that work engagement can help to people to undermine work-study conflicts. Henessy (2005) declares that conflict self-efficacy affects the involvement and attachment of individuals in their roles.

Discussion

The results in this study conclude that there is a positive correlation between conflict self-efficacy and work-study conflict. Conflict self-efficacy contributes 2% to work-study conflict. Based on the results in this study that the conflict self-efficacy occurred is the result of the anticipation behavior. This indicates that someone who has experience in dealing with role conflicts, tends to prepare themselves for the future conflict. In other words, the individual, who has successfully confronted the conflict from his previous experience, learns to be resilient, including convincing themselves to form an anticipatory behavior toward the conflict faced.

Work engagement also contributes to conflict self-efficacy and work-study conflict. The students with high work engagement will increase their conflict self-efficacy. Therefore, working students must improve their work engagement. Suggestions for further research is to enrich the anticipation of conflict theory. In addition, individuals who have the work-non work conflict are encouraged to increase their work engagement. This is because the work engagement can help the individual to cope with work-study conflict.

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