

The Padjadjaran  
International  
Conference  
on Psychology 2011



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Edited by Wilis Srisayekti



FACULTY OF PSYCHOLOGY  
PADJADJARAN UNIVERSITY



## The Padjadjaran International Conference on Psychology 2011

Proceeding Volume 1

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

## Welcome Address from the Faculty of Psychology, Padjadjaran University

Dear colleagues,

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

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

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

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

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

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

Warmest Regards,

**Juke R. Siregar**  
Dean

Welcome Address for the  
Organizing Committee of the 50<sup>th</sup> Dies Natalis  
of the Faculty of Psychology Padjadjaran University

Assalamu'alaikum wr. wb.

Distinguished colleagues,

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

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

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

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

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

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

Wassalamu'alaikum wr. wb.

**Rismaniyati E. Koesma**  
Chair



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

Dear Colleagues and Friends,

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

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

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

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

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

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

Warm greeting!

**Wilis Srisayekti**  
Chair

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Prostitution among children and teenager at Bongas district, Indramayu

## ABSTRACT

**P**rostitution among children and teenager at Bongas district, Indramayu has become a complex problem in Indonesia. From a sinful attitude, become a local culture, and even become a profession that resolve economic problem. In reverse, learning activity in school is become a wasting time.

Purpose of this research is to have a description regarding self esteem and future orientation of students who lives in an area of trafficking in Bongas district, Indramayu.

This research is using explanantory methods. Populariuon of teh research are student at 2nd and 3rd Metode grade at Government Senior High School at Bongas disctrict, Indramayu. Sampling method using random sampling.

Data collection in this research are using observation, interview, focus group discussion and questionare of self concept (2008), self esteem(20011) dan future orientation that constructed by the Nurmi theory (2208 and 2011). The data from both measurement tools is ordinal data. Research validity and realibility are above 0,70 measured by statistic descriptive metdhos.

Based on data measurement and reference it can be concluded that the prostitution culture can give a contribution to the environmental disfunction as a place of psychological growht, especially amongs female teenager who were studied near the protitute location. One of the impact shown that problem arise at lowest self esteem and direction and preparation from student to face their future (future orinetation).

It is need to have an intensive psychological intervention, with personnal approaches and guidance to help the student develop their mental defense and create their own future orientation.

**Keywords:** trafficking, self esteem, future orientation.

## Introduction

It was started with a study at participatory journal published by Indonesian University in 2006 regarding child abused to prostitution in Indramayu and Surakarta. The study reveals that trafficking in Indonesia is on 5th rank over East Asian, and now it has been spreading everywhere, especially in Indramayu and Surakarta.

The researchers then did special study in Indramayu Regency, as one of the biggest prostitutes source areas in Indonesia. According to data from Manpower Social Department, there are about 2.324 prostitutes coming various districts in Indramayu. From a number of districts, the Bongas District ranks highest with a ratio comparison three out of ten victims of trafficking came from Bongas District. (Indramayu Police, 2006).

Cases of trafficking in Bongas have yet to show a significant decrease in number. Instead, Indramayu has been known as prostitutes-sending areas in Indonesia. Yayasan Kusuma Buana's data reveal that 90% of 2,500 prostitutes in Kramat Jati, Tunggak, Jakarta, came from Indramayu.

Various local and district government efforts to close the trafficking industry, are still considered ineffective in meeting the needs of society. Prostitution has been developing into a tradition of heredity, which is not subject to social sanction. Indramayu people perceive "luruh duit (earning money by becoming a prostitute)" not as a crime, but as a job, even a pride (Research of Tata Sudrajat, Social Management Expert from University of Indonesia).

In Bongas community, prostitution culture contributed greatly to neighborhood dysfunction as a place of psychological growth and development, especially for a child. In luruh duit, prostitution is considered as a promising alternative solution to resolve economic problems. In contrast, the activity of learning in school is considered as something that takes time.

Prostitution in Indramayu has now become a culture, and is not considered as a crime. It even becomes a profession of a woman. It affects psychological development disorientation in the age of the childhood until teenagers. The children have no interest to pursue higher education. It is only a few of the children who choose to study further. Most of them choose to become a prostitute or a worker.

Early on, children who live in the Bongas brothels, particularly girls, experience marginalization. Their space is limited at the level of the mattress, kitchen, and wells. Children are considered as assets of the parents, who must be devoted to giving a lot of money. Instead, schools/education, is regarded as unproductive and a waste of time.

This condition of the society gives at least two responses, i.e., school and work. Ideally a child is in response to school choice. However, based on data compiled by UI Journal of Participatory, the number of children in the brothels Bongas wishing to continue education in school occupies the lowest percentage.

The group of children who have the motivation to go to school is quite unique. Most of them are the only family member who went to high school level. This small group of teenagers chose alternatives to pursue higher-level vocational school, as the only State



Vocational School in the area. But in fact, this small group of teens attending school has psychological problems.

Data obtained based on field studies in 2008-2011 showed the existence of more specific psychological problems in adolescents who attend school in the prostitution environment, which then appears from self negative judgments, especially female students. The small group that became buds of hope doesn't have good self power yet. Direct impact that can be felt is self uncertainty in pursuing dreams after graduation and the possibility of going back into a cycle of becoming a prostitute (PSK) or maid.

This is understandable given the lack of social support from parents, and social environment in general. Marginalization given to women makes a restriction on how the ideal concept of a woman, who is identified with the success to make as much money as possible through becoming a prostitute, as well as a female worker (TKW). This obscures the ideal self concept to build a positive self-assessment, when the teen orient the opposite, which are to study in school, live in a psychological and social environment, and fulfill adolescents' developmental tasks in general.

In 2009 – 2010. People interest to continue their children education has arise, but it was then followed by a lot of student stopping their education before graduation.

In 2010 – 2011. Specific problem regarding low self willingness to stay at school has been identified as an impact to low self value and appreciation. It will develop their self negative attitude, including their vision for future orientation.

## Methods

This study is exploratory with quantitative and qualitative data analysis.

### Primary data

- Results of quantitative calculation of students' self-concept and future orientation through questionnaire (performed during the initial survey in 2008).
- Results of quantitative calculation of students' self-esteem and future orientation through the questionnaire (2011).
- Results of observations on students' focus group discussion in class II and III SMKN 1Bongas Indramayu (2009, 2010 and early 2011).
- Results of interviews with students in grade III (used as a comparison).
- Results of interviews with students' parents.
- Results of interviews with teachers in grade II.
- Results of interviews with student counsellor (in this case acts as a counsellor).
- Results of observations of students' school activities (students' teaching and learning activities, break time and interaction outside the classroom).



### Secondary data

- Various journals of research on child prostitution.
- Statistical data from Department of Education and Workforce in Indramayu Regency.
- Population data of Bongas Indramayu District.
- Data of students' progress (rapport).
- Statistical data from SMKN 1 Bongas Indramayu students.
- Literature study.

### *Data Collection Techniques*

#### Questionnaire

Measuring device used in this study is a questionnaire with Likert scale. Variables measured in this study is the self concept (in 2008), self-esteem (2011) and future orientation (2008 and remeasured in 2011). Self-concept measurements were performed using Tennessee Self Concept Scale (TSCS).

Measurement tool used to measure future orientation in a work field is Future Orientation Questionnaire, which was developed by Nurmi in 1991 at the University of Helsinki. There are three aspects in Nurmi's future orientation, namely motivation, planning, and evaluation. These questions are repeatedly given for three different areas, i.e. areas of education, employment, and marriage. The questions consist of open and closed questions. The closed questions encompass the creation of motivation, planning, and evaluation. The scores given are ranging from 1-5. The items in the closed questions are divided into groups of motivation, planning, and evaluation in accordance with what was stated by Nurmi (1989).

In answering the questions, respondents were asked to determine whether or not the question is in accordance with their conditions. Each item has a choice of alternative answers that indicate the degree of respondents' conformity or discrepancy.

Whereas, the measurement device used to measure self esteem was constructed based on Coopersmith's theory in 1969. These three measurement tools were later adapted by the researchers and used to measure students' self esteem in class II and class III SMKN 1 Bongas Indramayu. This quantitative data allowed the researchers to get an overview and categorization of students' self concept, future orientation and self esteem in grade II and III SMKN 1 Bongas, as a sample of adolescents attending schools in Bongas (Indramayu) environment.

#### Focus Group Discussion

Focus Group Discussion was conducted in 2009, 2010 and beginning of 2011, and was devoted to students in grade II. The focus group was performed in all groups of grade II consisting of 10 - 15 people each (grouped based on similar characteristics to the issues and background). The discussed problems were related to students' understanding towards

their selves, parents' role and support and its influence on school adaptation process, as well as their readiness in facing the future.

### **Observation**

Observation performed during the study were the non-participant observation and direct observation. Non-participant observations were conducted through students' class learning activities, break/recess time, interaction with other students, with teachers, etc. While direct observations were done through observation of students' activities during focus group discussion. The results of these observations were qualitatively processed.

### **Interview**

The conducted interviews were structured interviews which are based on Coopersmith's self esteem theoretical concepts. The interviews were carried out to students, teachers and parents. The interviews with students were conducted to determine how far students' understanding towards their selves and its influence on school adaptation process. The interviews done to the teacher and student adviser were to obtain data of students' class behavior, performance and post-graduation adaptability. Whereas the interviews conducted to students' parents were to investigate how far their perception, support and participation towards students and their futures are.

### **Subjects**

The populations in the study were teenagers who attended schools and live in the prostitution areas in Bongas, Indramayu Regency. While the samples of this research were students in grade II and III SMKN 1 Bongas Indramayu.

### **Data Analysis**

Data analysis in this research was done by elaborating the overall data obtained from all performed methods, both quantitatively and qualitatively.

## **Results and Discussion**

According to field studies conducted by researchers during 2008 - 2011, a variety of empirical findings related to the condition of school teenagers living in the brothel, Bongas, Indramayu Regency were found. In general, these 3-years results show the magnitude of environmental impact of prostitution on the psychological growth of children and adolescents, not only on the side of the victims or perpetrators, but also to the teenagers who go to school and live nearby.

The results will be specifically described as follow :

- The results of the study in 2008:
  - Fieldwork conducted in early 2008 through observation, interviews and questionnaires allows us to get a portrait of the low interest in school in the prostitution area. The groups of school children and adolescents occupy the

lowest percentage compared to the groups of children & adolescents who go to work and were dropout from school. The average education is only up to primary level. Only about 2.6% of high school age youth who went to high school level.

- A specific psychological problem was found from groups of teenagers who became the hope. The data obtained from field research on second graders in SMKN 1 Bongas Indramayu (as the country's first high school in Bongas District), indicated poor self concept and future orientation on students who still wanted to go to school. In general, these results are strongly linked to environmental conditions.
- The environmental influences can be seen from the research results stating that only 50% of respondents who have positive self concept, while the others have negative self concept. This means only 1 of 2 respondents who have a positive image of himself. From the dimensions contained in self concept, the data show that 50% of the respondents have a negative tendency in all dimensions, especially in the aspect of self and families judging.
- The lack of positive scores on each dimension and a negative correlation in the sub aspects of self-criticism describe self inadequacy of some students, most of which is backed by a bottleneck in the process of self formation itself, which is strongly influenced by environmental factors.
- In addition to the self concept, the future orientation (one's outlook on the future) was also revealed. Median calculation shows that only 50% of the respondents who have optimistic future orientation. The statistical results also indicate that the students have barriers in almost all aspects of future orientation, especially in the aspects of motivation and planning. These data are consistent with the results of qualitative data analysis on the open items that explore in greater depth the achievement of each aspect, where students face difficulty in designing purpose and plan.
- The table suggests that only 10% of students who have specific features associated with their hopes of the future. The category of this specific hope is where students outlined specific and directed hope of their futures, particularly with respect to the desired job. The other 43.3% students have expectations about the job, but not yet specific. In this category, students named all kinds of future hope, but were not directed.
- Related to this, individuals' abilities in planning their purpose (goal) were also determined by their knowledge about the future. The knowledge can facilitate someone in processing his/her advantages and weaknesses to define the planning and strategies to achieve the futures. In this context, 63.3% of students did not have specific knowledge about the job details needed; the other 16.7% of the respondents even had no knowledge at all. This shows the lack of information on matters that must be prepared for their future.



- In 2009-2010, the study was continued to see the development of the adolescents who attend school in Bongas prostitution neighbourhood. This research which employed the use of observation, interviews and focus group discussion demonstrates several new findings, i.e.:
  - Society's interest and tendency to enroll their son/daughter to a better school level, parental support began to emerge, at least to make the school as an option in addition to employing children, although they were still hampered by financial problems. Only about 5% of parents who were fully capable to pay school fees, the rest were having problems.
  - Studies on the preparation of vocational school students in facing the post-graduate world were conducted to third-grade and graduated students through the focus group discussion. The emergence of insecure feeling and fear of failure is found in many students. Some were not sure that they can realize their dreams and goals due to various constraints that they have. Most of them chose to low their expectation and dreams in the end. Such uncertainty was also found in graduated students. Luckily, they were helped by school through its cooperation with various government and private institutions in the distribution of labor. Their initiatives to actively seek information, persistence to have the competitive edge compared to other applicants coming from major cities also seem to need training. There are some cases of graduates who were hired but finally became unemployed because of mental unpreparedness for work.
  - Dropout rate also became one of the problems that occur each year to the first and second graders. There are at least 10-15 cases per year. The found phenomenon was the reduced levels of student attendance without explanation, followed by loss of student news and developments.
- Based on statistical data obtained in 2011, there was some information as follow:
  - There are specific issues related to self esteem and future orientation of students living in the brothels. Quantitatively, self esteem and OMD show high yield, but there is a gap between its aspects and obtained qualitative data.
  - The results of self-esteem and OMD display high scores, particularly in the category of male respondents. This is predicted as being related to cultures of women marginalization and prostitution in Bongas.
  - The relatively higher self-esteem scores in male students show inadequate qualitative qualities when reviewed further.
  - There are some gaps in the OMD:
    - Low aspect is on the evaluation component, while the motivation and planning component is relatively high. When compared to qualitative data on future planning, the quality of motivation (goal) is not realistic and specific. The lack of OMD information is also found here. (Example:

sports faculty at ITB, engineers at Ariyanti, etc. — most of the students have no idea about what should be prepared to achieve their goals —).

- It is the difference between the aspects that shows low aspects of evaluation, while aspects of motivation and planning indicate the presence of inaccuracies in designing motivation (tend to be unprepared) and unpreparedness in planning (the result of qualitative questionnaire data show that there is an absence of specific planning knowledge on things that should be done, and prepared to achieve the motivation (goals).
- There are some special notes regarding self esteem:
  - The self esteem show high scores in the category: male, third grade students, majoring automotive and groups of students who come from outside Bongas.
  - Meanwhile, low scores are found in the category: female, second grade students (the majority of the sample was female students in grade 2), students coming from outside Bongas, and with Father's job as a farmer/laborer (with elementary school as average family educational level).
  - The self esteem shows a significant scores difference among its dimensions (high scores on the dimensions of significance and competence, but low on the dimensions of virtue and power).

Based on the results have been described above, it is most likely that teenager is not clear in understanding their own self and own future, specially a female teenager, there for:

1. Need a specific intervention to help student to become more understand about their self and so that they can see their self in a positive way and not easy to get influence from their environment.
2. Intervention can be directed to self concept development and positive self esteem. It can be training for self development or a group counselling to help them to understand their self and to develop their own potencies.
3. By doing this intervention they will feel that they need to develop their self by their own.
4. Next process for this teenager are to give them a guidance to see what their future can be, so they can make a realistic plan for their future and also they can evaluate their own progress. They can face the future clearly and they can become resiliency to handle any obstacle from outside and inside them self.