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INTERNATIONAL SEMINAR

**“Society Empowerment Through
Multidimensional Approach : An Integrated View
to International Development”**

PROCEEDING

**Society Empowerment Through Psychology
and Education Approach**

Held by an affiliation of :



INTERNATIONAL SEMINAR 2015
Integrated View To International Development

Society Empowerment Through Psychology and Education Approach

PROCEEDING

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FOREWORD

This proceeding was arranged based on the International Seminar on Society Empowerment through Multidimensional Approach: an Integrated View to International Development. The Seminar was held by University of Mercu Buana Yogyakarta (UMBY). It was also a realization of MoU between UMBY with foreign universities such as Budapest Business School (Hungary) and Lyceum of the Philippines Univerisity (the Philippines).

The Seminar was 2-day seminar with plenary session on the first day during which the prominent speakers from Indonesia and other countries such as Australia, the Philippines and Hungaria had give the presentations. Parallel session was held at the end of the first day and on the second day during which about 51 papers had presented. The purpose of the seminar is strengtening the academic partnership among higher education institutions from Indonesia and other countries especially those who was participated in this seminar, and bridging closer collaboration between educational and non-educational instituions.

The purpose of arranging this proceeding is to deliver the ideas and research finding was presented in the seminar into the broader society. This effort is in order to make many discussion about variative and integrated ways to empower the society. According to the purpose of this seminar, we hope the proceeding can make harmoniuosly together in empowering society to meet the international development, and achieve the goals of international development. We realize that this proceeding still need many improvement to be better. So that we ask for any suggestion. We wish this proceeding will give benefit for all concerning to the better world development.

Yogyakarta, January 18, 2016

Editors

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HEAD OF COMMITTEE SPEECH

Dear participants,

On behalf of the International Seminar Committee, I am very pleased to welcome you to the International Seminar on Society Empowerment through Multidimensional Approach: an Integrated View to International Development.

The Seminar is organized by the International Seminar Committee of University of Mercu Buana Yogyakarta (UMBY) in coordination with APTISI V Yogyakarta. It is also a realization of MoU between UMBY with foreign universities such as Budapest Business School (Hungary) and Lyceum of the Philippines University (the Philippines).

The Seminar is 2-day seminar with plenary session on the first day during which the prominent speakers from Indonesia and other countries such as Australia, the Philippines and Hungaria will give their presentations. Parallel session will be held at the end of the first day and on the second day during which about 51 papers will be presented.

The purpose of the seminar is strengtening the academic partnership among higher education institutions from Indonesia and other countries especially those are participating in this seminar, bridging closer collaboration between educational and non-educational instituions to harmoniuosly together in empowering society to meet the international development, and formulating and providing an integrated approach or strategy in empowering society to achieve the goals of international development.

The seminar is held in Yogyakarta. Yogyakarta is well known as a city of education and a city of tourism as well. The seminar participants can enjoy the specific nuance of the city after participating in the seminar. I sincerely look forward to sharing some wonderful and fruitful seminar days with you. It will be my great pleasure to host you together with UMBY team.

Dr. Ir. Bambang Nugroho, M.P.

RECTOR SPEECH

UNIVERSITY OF MERCU BUANA YOGYAKARTA

Assalamu alaikum warohmatullaahi wa barokaatuuh,

Praise goes to the most merciful God Allah SWT for the blessings of life and knowledge for us to gather in this meaningful occasion.

To start with I would like to warmly welcome

1. Sri Sultan Hamengkubuwono X, Governor of Yogyakarta Special Province
2. Prof. Haryono Suyono, Damandiri Foundation
3. Eva SÁNDOR-KRISZT, the Rector of Budapest Business School, Hungary and Prof. Judit Hidasi, Director for International Relations
4. Dr. Jose Ma S.E. Gonzales and Dr. Siegfred L. Manaois, Lyceum of the Philippines University, Manila
5. Peter Craven, Australia Indonesia Business Council
6. Dr. Bambang Supriyadi, KOPERTIS V Yogyakarta
7. Dr. Kasiyarno, APTISI V Yogyakarta
8. Rectors or leaders of invited universities and higher education institutions
9. All distinguished guests and participants to Inna Garuda Hotel Yogyakarta.

It is a great pleasure to have you all with us today.

Ladies and Gentlemen.

The International Seminar of “Society Empowerment through Multidimensional Approach: an Integrated View to International Development” is a cooperation between University of Mercu Buana Yogyakarta (UMBY), Budapest Business School (BBS, Hungary), Lyceum of the Philippines University (LPU, the Philippines), and supported by APTISI V Yogyakarta and Australia Indonesia Business Council.

This event is a reflection of UMBY’s commitment to always escalates education quality and accomodates more and more opportunities in academic

collaborations and is a UMBY's awareness and concern in empowering society that is very important in facing upcoming international development.

Society empowerment is a concept of economic development summarizing social values and illustrating a new paradigm of development as a people-centered, participatory, empowering, and sustainable. Development ideas focusing on society empowerment is important to understand as a transformation process in social relationship, economy, culture, and politic. Structural changes should be a natural process toward improving and increasing social capacity building.

The question is how could the developed dan developing countries move forward collaboratively and appropriately in addressing international development and empowering their societies to achieve the development goals in a harmony ? Therefore I believe this International Seminar will be able to present an interesting discussion on the aforementioned topic, with a prominent speakers from Indonesia, Hungary, the Philippines and Australia, giving a contribution to formulating an integrated approach or strategy to achieve the international development goals. In this wonderful opportunity I would like to congratulate the International Seminar Committee for organizing this seminar. May it will support UMBY's effort to become an international university in the near future.

Finally, once again I would like to convey a warmest welcome to all the distinguished guests and participants of the International seminar. UMBY is giving the best to assist you in everyway, therefore please enjoy our hospitality and have a delightful experience in the seminar.

Wassalamu alaikum warohmatullaahi wa barokaatuuh.

Dr. Alimatus Sahrah, M.Si., M.M.

**COMMITTEE OF INTERNATIONAL SEMINAR 2015 -
UNIVERSITY OF MERCU BUANA YOGYAKARTA**

**“SOCIETY EMPOWERMENT THROUGH MULTIDIMENSIONAL
APPROACH: AN INTEGRATED VIEW TO INTERNATIONAL
DEVELOPMENT”**

- A. Condescent** : Rector UMB Yogya
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- Sub Theme 4 : 1. Supatman, ST, MT
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3. Rosalia Prismarini, S.Sos

Notes:

- Sub Theme 1 : Psychological and educational approach to society empowerment.
- Sub Theme 2 : Economic development and Strenghtening enterpreunership in society empowerment.
- Sub Theme 3 : Agriculture revitalization to achieve food sovereignty and society empowerment.

- Sub Theme 4 : Society empowerment through technological approach.

H. Proceeding

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2. Agustinus Hari Setyawan, S.Pd, MA

- City Tour : 1. Reny Yuniasanti, S.Psi., M.Psi.
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THE MODEL OF SCHOOL SATISFACTION IN JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This study aims to determine the factors that influence school satisfaction in junior high school students. Major research hypothesis was: “There is the influence of parenting styles, coping with stress, school climate, and perceived academic competence on students' school satisfaction”. The samples were 184 junior high school students Muhammadiyah Bantul, SMP Negeri 1 Sewon, SMP Muhammadiyah Banguntapan, and MTsN Piyungan Bantul. This study uses a ex-post facto quantitative approach . Collection data obtained through School Satisfaction Scale, Stress Coping Scale, Scale Climate Schools, Parenting Style Scale, and Perceived Academic Competence Scale. Data were analyzed quantitatively using multiple regression analysis. The results showed that: (1) overall, there was a very significant influence coping with stress, parenting style, school climate, and perceived academic competence on the students' school satisfaction; (2) there was a very significant negative effect of stress coping on school satisfaction ($p = 0.000 < 0.01$); (3) there was no significant effect of parenting styles on the students' school satisfaction ($p = 0.165 > 0.05$); (4) there was a very significant positive effect of school climate on the students' school satisfaction ($p = 0.000 < 0.01$); (5) there was a very significant positive effect of perceived academic competence on the students' school satisfaction ($p = 0.000 < 0.01$); and (6) 49% of school satisfaction variable can be explained by school climate and perceived academic competence ($R \text{ squared} = 0.490$), consist of

31.74% came from school climate variable and 17.22% came from the perceived academic competence.

Keywords: *school satisfaction, junior high school students.*

A. Introduction

By the term, the school is described as a place where students, teachers, and staff working in formal educational institutions (Savolainen et al., 2000). Linguistically, the word “school” comes from the Latin *skhole*, *Scola*, *scolae*, *schola* which means leisure time to do fun activities (Pora, 2004). It is expected that the students who spent most of their time, in a five to six days per week at school, can feel the comfort that leads to the satisfaction of students in the school (*school satisfaction*).

Based on author searches, there are three terms that refers to the definition of students satisfaction in the school, namely *student satisfaction*, *school satisfaction*, and *student's life satisfaction*. Life satisfaction is defined as a cognitive evaluation of the person's life (Huebner, 2004), so that when implemented in school settings, satisfaction in school (school satisfaction) is a cognitive assessment that is subjective to the quality of school life. School satisfaction is also a student evaluation of the positive experiences of students at school as a whole (Huebner, 2004).

Based on this background, recently a number of research has been initiated to focus on the positive aspects of the school and students, such as Positive Psychology, which is in the field of education is reflected in the research on schooling positive, positive education, and *quality of life* (QOL), including *school satisfaction*.

The importance of research on school satisfaction can be considered based on several reasons. First, the research on school satisfaction is rarely done, especially in Indonesia. Second, research in students leads to the output of education (achievement, competence), whereas happiness in living school students is also important. Thirdly, research that already exists focuses on the

negative aspects of students, such as low student achievement, delinquency, school anxiety, and its kind.

School has a considerable influence on the development of adolescents, especially adolescents in Indonesia, which they completed at least secondary education. It can be seen from the education gross enrollment ratios in 2011 showed that 87.78% adolescents continue their education to junior high school, while 57.85% continue to high school (Badan Pusat Statistik, www.bps.go.id). Given the sizeable student population, school satisfaction is very important because it is associated with an increase in psychological well-being of society in general.

The level of school satisfaction in students are still far from the expected. A number of overseas research about school satisfaction in adolescents showed that satisfaction ranges tend to be positive. For example, Huebner et al (2001) reported that 73% of 5,545 students grades 9-12 shows the rating "very satisfied" to "satisfied". Similar findings were obtained in children and early teens. However, the findings also indicate that there is a trend of decline in life satisfaction globally.

The research on school satisfaction level in Indonesia is still relatively rare. Results of a survey conducted by the *Center for Public Mental Health* (CPMH) Faculty of Psychology Gadjah Mada University toward the high school students and vocational schools in the four major cities in Central Java and East Java found a relatively high dissatisfaction of students to their life situation at school. Beyond that, mental health and psychosocial problems found in moderate levels in approximately one third of the respondents. 40 percent of students admitted to feeling uncomfortable and less satisfied with the school social environment. Moreover, as many as 12 percent of students admitted to get violent. The level of injury due to violence reached 15% of all students. The 8 percent of students said they had witnessed violence at school in the last eight months (*Center for Public Mental Health*, www.cpmh.psikologi.ugm.ac.id/ accessed on February 27, 2013).

Results of preliminary research by the author (2013) about the factors that influence school satisfaction of junior high school students in Bantul Yogyakarta showed that, 41.56% sample were categorized as middle level of school satisfaction and 26.7% were categorized as having low satisfaction. The study of four independent variables were hypothesized have effect on school satisfaction, using multiple regression analysis generally show significant effect, either stress coping, parenting style, school climate, and *perceived academic competence*. The following minor hypothesis test showed that: (1) stress coping had a very significant negative effect on school satisfaction; (2) parenting styles had a very significant positive effect on school satisfaction; (3) school climate had a significant positive effect on school satisfaction; and (4) perceived academic competence did not have a significant influence on school satisfaction. The 17.1% of school satisfaction variable could be explained by parenting styles, coping with stress, and school climate (Hidayah, 2013).

Based on the results of the preliminary study, the author wanted to do further research on the school satisfaction at the junior high school students with making development of research instrument that not only adapting instrument.

By the term, *school satisfaction* is cognitive assessments that subjectively perceived by the students on the quality of school life (Huebner, 2004). Cognitive assessment can be divided into explicit satisfaction and implicit satisfaction (Tian, Liu, and Gilman, 2010). Satisfaction ratings explicitly based on the level of *consciousness* (high awareness) on students in evaluating of school life, thus requiring long enough consideration in its assessment. Conversely assessment implicitly satisfaction is automatic (*unconscious*) involving unconsciousness and thus require quick reaction time in evaluating of school life. Both ways of processing this information mutually exclusive (Tian et al., 2010). In addition to cognitive assessment, research of Papsova, Valihorova, and Nabelkova (2012) using an emotional

approach in assessing the school satisfaction, so that the evaluation is not purely cognitive.

Coping is defined as cognitive and behavior efforts that are settled to manage the internal and external demands that are considered beyond the capacity of individuals, regardless of the positive or negative nature of the effort outcomes (Suldo et al., 2008). Proactive coping consists of efforts to build a common resource that facilitates the achievement of challenging objectives and enhance personal growth. Some dimensions of proactive coping by Schwarzer include: proactive stress evaluation, proactive reflective coping, proactive resource management, proactive emotional coping, and proactive goal-oriented coping action (Greenglass, 2002).

Results of research by Huebner, et al. (2001) showed that the experience of the environment (acute major events and chronic life experiences, both positive and negative) correlated quite strongly with teenage school satisfaction, it means students stress coping affects school satisfaction. McKnight, et al (Pettay, 2008) examined the relationship between stressful life events and satisfaction on a number of 1,201 adolescents grade VI-XII. The results showed that stressful life events correlated with satisfaction. Students who are experiencing stressful life events have a lower life satisfaction.

Parenting style is applied patterns of parents in raising children, which consists of three dimensions, namely: engagement, social support, and psychological autonomy granting (Suldo and Huebner, 2004). Parenting style involves the relationship between parent-child, which may involve respect or lose respect for children. It can be warm or otherwise, may be forcing a child, or to foster the child's independence.

The research results of Ferguson, et al. (2011) showed that cross-country differences in school satisfaction mediated by perceptions of autonomy support gained from authority figures. There is a significant correlation between the dimensions of the authoritative parenting style and adolescent life satisfaction (Suldo and Huebner, 2004). Authoritative

parenting style is specifically related to *life satisfaction* (Suldo & Huebner, 2004). Authoritative parenting style leaned warm and supportive interaction with expectations and a reasonable request. Loss of authoritative parenting is associated with lower life satisfaction, as indicated by the behavior problems (Suldo & Huebner, 2004).

School climate refers to the quality and character of school life. School climate is the level of security provided by the school, the type of relationship in the school, and the greater of physical environment, in addition to sharing the vision and participation of the vision as a whole (Cohen et al, 2009). Samdal, et al. (1998) stated that the most important predictor of school satisfaction is the school climate, especially perceptions of fair treatment, security, and the support of the teacher.

Perceived academic competence is the demonstrated level of students specifically good academic performance, perceived or judged by the students concerned (Duffy & Bogdan, in Broussard, 2002). *Perceived academic competence* consists of the individual's beliefs about its ability (*belief*), efforts conducted, and perceived external support to the success or failure of students in the school (Olusola, 2013). Verkuyten and Thijs (2002) explained that *perceived academic competence* is a good mediator between academic performance and bullying peers in school satisfaction. Competence of children contributes to *well - being* (Baker, et al., 2003). Verkuyten and Thijs (Lund, 2011) found that academic performance, using the students' perception of their performance as mediator, will affect high students' school satisfaction.

Based on the above literature review the following hypothesis can be proposed: "There is the influence of parenting styles, coping with stress, school climate, and *perceived academic competence* on students' school satisfaction".

B. Methods

In this study there were five research variables. The dependent variable in the form of school satisfaction, while independent variables consist of parenting styles, coping with stress, school climate, and *perceived academic competence*.

The population of this research was junior high school students, especially in Bantul district, Daerah Istimewa Yogyakarta province. The sampling technique used was *cluster random sampling*, with clusters were junior high schools in the Bantul district.

This research was *ex post facto*. Method of scaling used in data collection of this research. School satisfaction was measured using the Satisfaction with Schools Scale which consists of two aspects: *judgment* and *feeling* (Levy-Garboua and Montmarquette, 2004). Parenting Style was measured using Parenting Style Scale which consists of three aspects: the aspect of involvement, social support, and psychological autonomy granting (Suldo and Huebner, 2004b). Coping with stress was measured using Stress Coping Scale which consists of five aspects: evaluation of stress, reflective coping, resource management, emotional coping, and coping action (Schwarzer, in Greenglass, 2002). School climate was measured using School Climate Scale which consists of three aspects: *safety*, *teaching-learning*, *relationship*, and *environmental-structural* (Cohen et al., 2009b).

Research data were analyzed statistically, using multiple regression analysis techniques. Multiple regression analysis is a statistical tool that examine the relationship between two or more variables. Overall analysis was performed with *SPSS 15.0 for Windows*.

C. Results and Discussion

The research was conducted in May-June 2014 in SMP Negeri 1 Sewon, SMP Muhammadiyah Banguntapan, and MTs Piyungan Bantul. The number of scale which propagated were 184 copies, and the whole can be analyzed further.

Based on major hypothesis test results can be concluded that the proposed model fit. Thus the major hypothesis proposed (“There is the influence of parenting styles, coping with stress, school climate, and *perceived academic competence* on students' school satisfaction”) was accepted.

Then the contribution of independent variables on the dependent variable was analyzed. Based on the summary of the of the regression analysis results models, it indicated that the value of the Y variable correlation with all independent variables in general (R) was 0.706. The coefficient of determination (R squared) was 0.499, it means that 49.9% of school satisfaction variable could be explained by parenting styles, coping with stress, school climate, and perceived academic competence, while the remaining (50.1%) percent were influenced by other factors.

Further minor hypothesis tested. Based on the results of individual models match test, it indicated that:

1. Significance level of parenting style role on school satisfaction at 0.165 ($p > 0.05$) so it concluded that there was no significant effect of parenting style on school satisfaction so that the first minor hypothesis was rejected.
2. Significance level of coping role on school satisfaction at 0.212 ($p > 0.05$) so it concluded that there was no Ssignificant effect of coping with stress on school satisfaction so that the second minor hypothesis was rejected.
3. Significance level of school climate role on school satisfaction at 0.000 ($p < 0.01$) thus concluded that there was very significant positive effect of school climate on school satisfaction so that the third minor hypothesis was accepted.

4. Significance level of *perceived academic competence* role on school's satisfaction at 0.000 ($p < 0.01$) thus concluded that there was very significant positive effect of *perceived academic competence* on school satisfaction so that the fourth minor hypothesis was accepted.

The receipt of major hypothesis supported the results of previous studies, as well as the result of the review conducted by Proctol et al (2009) toward a number of literature on *life satisfaction*. The study identify variables associated with *satisfaction*, consists of temperament and personality, health factors, employment status, purpose of life, motivation, perception of competence, *hope*, self-efficacy, parental marital status, relationships with siblings, social support, parenting styles and family functioning, the quality of the physical environment, school climate or employment, relocation, *life events*, culture, coping stress, physical and mental disabilities, psychophysiological problems, and risky behavior.

The receipt of minor hypothesis that there was a role of school climate on school satisfaction was supported by the results of research by Verkuyten and Thijs (Lund, 2011) that one of the factors that influence the school satisfaction was school climate. Baker (Huebner, 2001) showed the influence of environmental variables, especially school variables (caring, supportive school climate and classroom stressors) and interpersonal variables (academic self-concept and psychopathological problems), on school satisfaction; the sample was public elementary school students of African-Americans with low SES level. Based on the results of studies conducted by Zullig, et al (2011) using multiple regression analysis found that five domains of school climate has a significant correlation with school satisfaction, consists of academic support, *positive student-teacher relationships*, school connectedness, order and discipline, and academic satisfaction. For example, the student-teacher relationship was a positive resource for students at risk of failing because of the conflict or

disconnection between students and adults who would pose the risks (Ladd & Burgess, in Pianta, 1999).

The receipt of minor hypothesis that there was positive effect of perceived academic competence on school satisfaction supported by research of Ryan and Deci (Ferguson et al., 2011) which found that individuals who has choice in life and can engage in interesting and valuable behavior, will have the satisfaction. The rejection of the minor hypothesis that there was influence of parenting style on school satisfaction was likely due to the indirect effects. Authoritative parenting style has positive influence on the perception of academic competence, and in turn will increase the school satisfaction. Baker (2003) review that family context contributes to the *well - being* of students. The research results of Olusola (2013) showed that the children's perception of parents in the following aspects: (1) reflection of competence; (2) affective support; (3) the achievement expectancy, and; (4) *satisfaction*; also contributed significantly to the students' perceived academic competence, it means it was possible that the perceived academic competence had role as a mediator between the child's perception of the parents' authoritative parenting and school satisfaction.

The rejection of the minor hypothesis that there was influence of coping stress on school satisfaction was likely due to the indirect effects. In accordance with the paradigm of positive psychology, school satisfaction is a pillar of positive emotion. The positive emotion of satisfaction was influenced by other positive emotion such as *perceived competence*, a positive feeling toward skills to achieve success. This perceived competence were influenced by internal positive trait and external positive institutions. The positive trait referred to the effective psychological distress or called *positive coping*.

D. Conclusions and Suggestions

Based on the above results, it was concluded that: (1) overall, there was a very significant influence coping with stress, parenting style, school climate, and *perceived academic competence* on the students' school satisfaction; (2) there was a very significant negative effect of stress coping on school satisfaction ($p = 0.000 < 0.01$); (3) there was no significant effect of parenting styles on the students' school satisfaction ($p = 0.165 > 0.05$); (4) there was a very significant positive effect of school climate on the students' school satisfaction ($p = 0.000 < 0.01$); (5) there was a very significant positive effect of *perceived academic competence* on the students' school satisfaction ($p = 0.000 < 0.01$); and (6) 49% of school satisfaction variable can be explained by school climate and *perceived academic competence* ($R^2 = 0.490$), consist of 31.74% came from school climate variable and 17.22% came from the *perceived academic competence*.

Suggested for further research to consider variations in the research sample based on a number of demographic variables, such as gender, age, and type of school. It necessary to use qualitative studies to prepare the aspects of scale (instrument), and using factor analysis to test the validity of the instrument. In practical terms suggested to increasing the quality of school climate in order to improve comfort and psychological satisfaction of students, and motivating their students in order to improve positive perception of academic competence.

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