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# PROCEEDING

International Conference on Community Psychology,  
Humanization and Religio-Cultures



February 6<sup>th</sup>, 2019  
Yogyakarta, Indonesia

Held by  
Universitas Ahmad Dahlan  
University of South Africa

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UNISA   
university of south africa

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## PREFACE

May peace be upon you.  
Our gratitude to Allah SWT, for His grace and mercy.

Welcome to International Conference on Community Psychology, Humanization and Religio-Culture (ICCPHR) 2019. It is a great honor to host you all to this international event. Faculty of Psychology is the host of the 2018 of University of Ahmad Dahlan's (UAD) 58th anniversary, and this international conference is the last event of the serial activities in this celebration.

Apart from the annual tradition, this conference is part of the long journey of Faculty of Psychology of UAD in finding its "ideological color" within the field of existing psychology around the world, particularly psychology in Indonesia. As we all know the well known term of "psychology" comes from the tradition of north western, white, industrial countries' perspective. Starting from that awareness, we struggle to find the most appropriate color of "psychology" that grow up from the original setting of culture, norms, beliefs of the people of Javanese Indonesia. By inviting colleagues from southern countries that already found and develop their own color of psychology that answer the societal problem in respective countries, it is hoped that our Psychology will learn and establish its own color, and will steadily to positioning themselves in the field of (Javanese, Moslem) Indonesia Community Psychology. And, we want that all of the participants and attendees to be part of this process. We hope that the sessions that we provide in several sessions during this two days conference will be a fruitful knowledge sharing for all of the participants and attendees.

In this occasion, we want to address our appreciation for to our co-host institution, University of South Africa (UNISA) lead by Professor Mohamed Seedat, with his group of researchers of South Africa Medical Research Council (SAMRC), for his insightful and compassionate guidance to us. Thank you for the mutual collaboration since 2017.

We also want to thank to our international speakers: Professor Husein Bulhan (Frantz Fanon University, Somaliland), Dr. Leigh Coombes (Massey University, New Zealand), Professor Mohamed Seedat, Professor Shahnaaz Sufla, Dr. Naiema Taliep, and Dr. Samed Bulbulia (South Africa Medical Research Council). And, special thanks to our dear colleague Dr. Herlina Siwi Widiyana (University of Ahmad Dahlan, Yogyakarta).

Our next big thank you addressed the organizing committee, coordinated by Ufi Fatuhrahmah, that already hardly working to organize all of this to be happened beautifully.

Finally, we thanks to all participants who already presenting their works at this conference. Your knowledge sharing was so invaluable and contribute to the knowledge building of the Indonesia color on Community Psychology.

June, 2019  
Dean,

Elli Nur Hayati, M.P.H., Psi., Ph.D

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## A CONTEXTUAL APPROACH TO MEASUREMENT OF CHILDREN'S SOCIAL COMPETENCE: A PRELIMINARY STUDY IN YOGYAKARTA

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### Abstract

The concept of social competence has been associated with societal expectation and local culture. Therefore, the measurement of social competence should be constructed using contextual approach. The preliminary study aims to identify the construct of social competence of Javanese children aged of 10-11 years old in Yogyakarta. The data was gathered using focused group discussion (FGD). The participants of the FGD were 18 children (grade 5 of elementary school), 41 parents, 11 teachers, and 5 experts in developmental psychology. The inquiries of FGD were intended to obtain participants' standpoints regarding the important behaviors of which a student must have in order to have good relationship in four social settings. Those four social settings are family environment, peer, classroom, and neighborhood. Coding process produced six facets of social competencies, namely empathy, emotion regulation, communication, responsibility, problem solving and courtesy. The results are discussed with regard to the context of Javanese culture and compared to other cultures.

**Keyword:** children, contextual approach, javanese, measurement, social competence

### Introduction

Children are individuals who are learning to become member of society. Therefore, social competence is crucial life skill for them to develop. Social competencies involve various abilities that can be used by children to interact effectively with their environment (Rubin & Rose-Krasnor, 2013). Low social competence associated with several issues with adjustment, peer acceptance, and academic achievement ((Englund, Levy, Hyson, & Sroufe, 2000; Miles & Stipek, 2006; Wentzel, 2015). Low social competencies related with many behavioral problems including internalizing behavior such as anxiety and depression, and externalizing behavior such as delinquency and conduct disorder (Parker & Asher, 1987).

In previous studies, measurements of social competence more focused on social deficiencies and evaluation of treatment outcomes (Sheridan & Walker, 1999). These studies used teacher, parent, and peer rating scales to obtain information about the competencies. Then, the measurement of social competence began to be carried out using the self-reporting (Merrell & Gimpel, 1998). In this method, children are asked to report their thoughts or opinions related to social behavior and their relationship with others. Children are also asked to report how they deal with various situations or manage social interactions. In addition to self-reporting, several studies were also conducted using observation methods to measure children's social competence (Merrell & Gimpel, 1998).

Social competence can be conceptualized into three levels; theoretical level, index level, and skill level (Rose-Krasnor, 1997). In the theoretical level, social competence is assessed based on interaction effectivity. The effectivity is indicated by the result of behavioral system or the fulfillment of developmental needs. In the index level, the social competence is assessed based on the quality of interaction, relationship, group status, and social-efficacy. Index level is divided into two domains; self domain and other domain. Self domain involves the fulfillment of individual needs or the individual achievement such as autonomy, whereas other domain involves interpersonal relationship. Each domain consists of several layers which reflect spesific situations. In the level of skill, the assessment involves various social, emotional, and cognitive skills such as communication, emotion regulation, empathy, social problem-solving, as well as social motivation. Considering the three levels of social competence, Rose-Krasnor defined social competence as “the ability to achieve personal goals in social interaction while simultaneously maintaining positive relationships with others over time and across situations” (Rose-Krasnor, 1997; Rubin & Rose-Krasnor, 2013).

To be called competent socially, children should not merely have social skills, but also be able to use these skills in ways that are acceptable to others in their environment (Gresham, 2013; McFall, 1982; Sheridan & Walker, 1999). Social expectation determines the content of social competence. Hence, social competence concept can not disassociated with the context where the children live and its local culture. Different society has different aspects of social competence. As an example, assertiveness is an important social competence aspects in western culture, while it is not perceived as important in eastern culture. As well as the different type of verbal and/or non-verbal communication that is expected to be possessed by children in eastern culture (Nangle, Hansen, Erdley, & Norton, 2010).

The measurement of social competence in a contextual perspective should be carried out in certain areas of society and involve important people in the child's environment (Warnes, Sheridan, Geske, & Warnes, 2005). To obtain the contextual measurement construct of social competence, it requires an exploration study. The study should be conducted by inquiring parents' and teachers' opinion concerning various important behaviors in which children should perform to deal with everyday situation such as interacting with other family member, playing with peers and taking course in class.

As the child gets older, children in Indonesia are expected to understand more about the appropriate behavior and action they should take considering that they are member of society in which eastern cultures are highly valued. The present study is conducted to investigate the important aspects in children's social competence either in the perspective of children or in the perspective of the society in Indonesia including parents, teachers, and experts.

## **Method**

### **Partisipants**

The participants in this study are divided into four types; the children group, the parent group, the teacher group and the expert group. The target of population for this study are children, parents, teachers and experts who live in Yogyakarta Special Province (DIY). The followings are the description of the four types of FGD participants;

*Children group*

The children group consists of children of grade 4 to 6 (elementary level) that live in Yogyakarta Special Province (DIY). There are 18 participants from 3 different location/region in Sleman DIY. 40 % of them are female, and 60% are male.

*Parent group*

The qualified participants for parents group are mothers and fathers of children grade 4 to 6 of elementary school and currently live in DIY. The participants of the current study are 41 fathers/mothers from 6 districts in DIY. 95% of them are a mother, 5% of them are a father.

*Teacher group.*

The eligible participants for teacher group are those who were currently teaching or had the experience of teaching grade 4, 5, or 6 of elementary school student in DIY. There are 11 participants from two different elementary school in Bantul and a person from teacher community in Sleman. 45% of them are female, while 45% of them are male teacher.

*Expert group.*

Child psychologists of developmental psychology lectures that lives in Yogyakarta are eligible for expert group. There are 5 experts participating in current study, five of them are currently teaching in private university in Yogyakarta.

**Data collection**

The present study uses FGD to obtain qualitative data related to aspects of children social competence in late childhood. The participants that have given their consent to be involved in FGD are invited to gather at the agreed time and place. Followings are the questions on the FGD session; 1) *What kind of specific behavior or attitude that 10–11 years old children (grade 5) must have in order to have good relationship with family, parents in particular?* 2) *What kind of specific behavior or attitude that 10–11 years old children (grade 5) must have in order to be considered as good friends?* 3) *What kind of behavior or attitude that 10–11 years old children (grade 5) must have in order to be considered as good friends?* 4) *What kind of behavior or attitude that 10–11 years old children (grade 5) must show in order to be accepted by their neighbor or their community?* Once the question was asked, the moderator encouraged the participants to give opinions, give feedback to others participants' opinions, and made mutual agreement if there were any different opinions. The FGD was conducted once for each group and lasted for approximately 2 hours.

**Data Analysis**

In the present study, data were analyzed using three stages of the coding process; open coding, axial coding and selective coding (Strauss, A., & Corbin, 2000).

*Open coding*

Open coding involves sorting and categorizing the data by the content similarity to obtain initial categories dan to eliminate redundancy. The data were classified according to their theme, for example, speak softly, implement language level would be classified as speak politely to the elders.

*Axial coding*

Axial coding is used to obtain categories of theme by identifying linkages between themes resulted from the open coding stage. For example, helping parents when their parents are busy, helping friends with their problem, share food could be classified into one category as helping others. Other example is classifying - speak politely, greet the elders, hand-shake with elders into respect to the elder category. Obeying school rule, being quiet in the class, maintaining neighborhood cleanliness and tranquility are classified into act of discipline category.

*Selective coding.*

Selective coding is carried out by formulate core categories that represent aspects of social competence. In this stage, coding was determined referred to previous review of social competence facets (Rose-Krasnor, 1997), involving social perspective taking, empathy, emotion regulation, communication, problem solving and social goals. Responses that are not included in the predetermined categories are considered as new findings.

**Result and Discussion**

This study resulted seven categories of social competencies, namely empathy, emotion regulation, communication, problem solving, responsibility, and courtesy. Most of these aspects were obtained from the four different types of participant (children, parents, teachers, and experts). The result matches with the previous study (Warnes et al., 2005) which also found similarities in opinion between children, parents and teachers.

The similarities of the opinions showed the same view among children and the social agents in their microsystem (parents, teachers) about what the society expects toward children. Microsystems contain patterns of activity, social roles and interpersonal relationships experienced by children in their immediate environment such as family, school and peer environment (Bronfenbrenner, 1979, 1994)). The reciprocal interactions experienced by children in microsystems allow the transmission of cultural values and community expectations to children.

Previous study in Javanese adolescents (Lestari, 2016) showed that pro-social values were transmitted vertically (parents to children), tilted (teachers, neighbours, extended family) and horizontally (friends). From all these environments, the family is the first environment for children to learn about pro-social values, especially through the role of mothers. A study (Hynie, Lalonde, & Lee, 2006) has found that the transmission of values between generations in Asian families is facilitated by family connectedness.

Table 1  
The Coding Result of Social Behavior Reported by Children, Parents, Teachers, and Experts

Social Competence	Indicator	Social Behavior	Participants			
			Child	Parent	Teacher	Expert
Empathy	Feeling the other feelings	Avoids hurting other	x	x	x	x
		Considering others	x	x	x	x
		Feels bad about others' ills/troubles	x	x	x	x
	Expressing care	Helping other	x	x	x	x
		Shares with other	x	x	x	x
		Visiting the sick	x	x		
		Cheers friend who is sad	x		x	x
		Gives gift to friend	x		x	
Emotion Regulation	Considering others' view	Understanding parent's reason		x		
		Takes parent's advice/ guidance	x	x	x	x
		Listens to difference opinions	x		x	x
	Controlling emotion reaction	Does not be demanding		x		
		Controls emotion when someone annoys	x	x	x	x
		Forgiving		x		x
		Succumbs for good		x		
Expressing emotion in acceptable ways	Express objection in acceptable way				x	

Social Competence	Indicator	Social Behavior	Participants			
			Child	Parent	Teacher	Expert
Communication	Delivering message in acceptable way	Express wishes in acceptable way	x	x	x	x
		Express opinion in acceptable way			x	x
		Asking			x	x
	Maintaining conversation	Listening in conversation	x	x	x	x
		Responding in conversation	x	x	x	x
Responsibility	Carrying out their task	Does chores		x		x
		Pay attention in the class	x	x	x	x
		Completes homeworks		x	x	x
	Obeying the rules	Maintains classroom's disciplines	x		x	x
		Maintains environment cleanness		x		
		Maintain neighborhood quietness	x	x	x	x
	Participating in community activities	Participates in <i>gotog royong</i>	x	x	x	
		Participate in neighborhood celebration	x	x		
Problem Solving	Cooperating fairly	Sharing classroom's chores			x	x
		Sharing school's tasks			x	x
	Preventing conflicts	Explain misunderstand with parents				x
		Explains misunderstood with friends				x
Courtesy	Respecting the elders	Plays alternately				x
		Uses higher level language		x		
		Greets first the elders	x	x	x	x
	Doing Javanese manner on daily basis	Shows appropriate gesture		x		x
		Speaks politely	x	x	x	x
		Asks for permission/ for leave	x	x	x	x
	Has good maner when eating, sitting, etc.	x	x	x	x	

Compared to the other groups of participants, the parents emphasize abilities related to cultural norms. This research was conducted in Yogyakarta, where the people still adhere to Javanese culture. Social skills that parents consider important for children include; using a higher level of speaking to older people, controlling desire and emotions (being patient, giving in, forgiving) and developing feelings of responsibility as family or community member (completing tasks, following rules, and participating in community activities). This finding shows that parents are microsystems that are most related to the culture. Goals in parenting reflects cultural values or cultural prescriptions (Chao, 2000; Darling & Steinberg, 1993).

Most aspects were found in current study confirmed the aspects proposed by the previous expert (Rose-Krasnor, 1997). These aspects are empathy, emotional regulation, communication, and problem solving. Two other aspects, namely politeness and responsibility are new aspects found in this study. Although most of these aspects are seems similar to the opinions of the previous experts and seems universal, but the indicators of the aspects are contextual and reflected the expectation of Javanese society. The following is the definition of each aspect that can be inferred from the finding indicators.

Table 3.  
Definition of The Aspects of Social Competence

Aspect	Definition
Empathy	Capacity to feel what others are experiencing and take action appropriately to help.
Emotion Regulation	Capacity to manage and express emotional reactions in acceptable ways
Communication	Capacity to convey messages and maintain conversations in acceptable ways
Problem solving	Capacity to get what is desired and prevent conflict in an effective and acceptable ways
Social Responsibility	Capacity to complete tasks and follow rules according to the role of the child
Courtesy	Capacity to show respect for others in Javanese customs

Based on the definition of the aspects, it can be concluded that the most typical aspect is courtesy. Previous literatures on Javanese culture suggested that courtesy, especially towards elder, are social skills characterized Javanese people (Geertz, 1983; Mulder, 1983; Suseno, 1984). The skills includes the use of high-level Javanese language when talking to elder, asking for permissions and showing Javanese manner (in sitting, eating). The aspect of responsibility is also quite typical among Javanese culture. In the Javanese society, responsibility relates to attitude of 'temen' which contains both honesty and studiousness in carrying out duties and roles in family and community (Suseno, 1984).

Emotional regulation and communication are universal aspects of social competence but in this study have indicators that are quite typical. Emotional regulation and communication are skills that Javanese people put forward to maintain harmony (Geertz, 1983; Suseno, 1984). In general, emotion regulation is the ability to regulate and express emotions in an acceptable way. In Javanese society the regulation of emotions is carried out among others by hiding actual (negative) emotions, being patient, and yielding. In general, communication involves the skill of conveying messages and maintaining conversation. For Javanese, communication should be carried in Javanese manner; wishes or opinions should be conveyed in a polite manner and other's words should be responded by non-confrontational statement.

Empathy and problem solving are the social competences that are universal. The indicators of empathy arises primarily from the children group, that includes feeling bad about others troubles, helping, sharing, visiting friends who are sick, and comforting friend

who is sad. There are few indicators of empathy that are typical, such as considering others feeling and avoid hurting others. Problem solving is a skill proposed by the expert group which considerate as important skills that are required to possess by late elementary school children. Problem solving involves children understanding the appropriate way to get what they want, resolving misunderstanding, and assigning individual tasks to group members for instances.

Based on the explanation above, it can be concluded that most social competencies are determined by the society or local culture. Compared to other cultures, the peculiarities of the social competition expected by the Javanese community are related to politeness behavior, emotional regulation and responsibility. These social competencies are relevant to social harmony which characterizes Javanese culture (Suseno, 1984) and Asian culture in general (Huang, G.H & Gove, 2005; Suzuki, 2002; Wise, S., & da Silva, 2007). On the other hand, there are aspects that are often found in other cultures but not found in this study, such as assertiveness. Assertiveness is a social skill that is relevant to individual autonomy which characterizes the expectations of western society (Suzuki, 2002; Wise, S., & da Silva, 2007).

The implications of the results of this study are; contextual approaches need to be considered in studies or assessments of social competence. The contextual approach is done by taking into account the expectations or environment of the child's environment, both family, school and community.

## Conclusion

This study found six aspects of social competences that are expected to be possessed by children in Yogyakarta, namely empathy, emotion regulation, communication, responsibility, and courtesy. Most of the social behavior that include in those aspects reported by all participant groups. Those indicate the same understanding between children and their microsystem (parents and teachers) concerning what the society expects toward children. Two of six aspects are typical in Javanese society, i.e. courtesy and responsibility. Although most of social competencies finding in this study are seems similar to the opinions of the previous experts and universal, but the indicators of the aspects are contextual and reflected the Javanese values. Here, parents are the best social agents in introducing these cultural social competencies to children.

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