

EMPOWERING STRATEGY FOR CHILD PRISONERS IN THE JUVENILE DETENTION CENTER (JDC) AND THE RESOCIALIZATION CENTER: APPLICATION AND EVALUATION PHASE

Yusti Probowati, Hartanti, Srisiuni Sugoto, Soerjantini Rahaju, Winda Puteri

Faculty of Psychology, University of Surabaya

ABSTRACT

The number of children in the JDC in Blitar (East Java, Indonesia) has been increasing for more than three times during the last 9 years, and among of them are children recidivist. This condition shows that rehabilitation system in JDC, Blitar and resocialization institution, Kediri has not been effective yet. Psychological rehabilitation is important for children who have committed crimes. The problem faced is due to the lack of knowledge about psychological rehabilitation of the officers in those institutions. This research was aimed at designing the strategy to empower children who have committed crimes through psychological training on the officers of those institutions.

The training module about psychological treatment on the officers of resocialization institution, Kediri contained of: 1) Preliminary assessment on children who have committed crimes, which was aimed at making decision whether the children proceed on trial or return to their parents, 2) Assessment on parole, 3) The coaching intervention during parole. The training module of psychological treatment on the officer of JDC Blitar contained of: 1) Preliminary assessment in JDC, which was aimed at providing guidelines for treatment, 2) Psychological intervention, which was aimed at forming discipline based economical tokens in cleanliness of daily live, spiritual, educational, vocational, and extra-curricular activities. The training was conducted for 3 days, in order to improve knowledge and skill in providing rehabilitation on children.

This research was pre-post experiment design with 43 of officers of the resocialization institution Kediri, and JDC Blitar. Results from evaluation showed that there was improvement on knowledge of psychological rehabilitation on the officers ($z = -4.342, p < 0.00$). 100 % of resocialization institution Kediri officers provided positive feedback for content, method, and trainer of training. 98 % of JDC Blitar officers provided positive feedback for content, method, and trainer of training. Discussion during the training session was also providing feedback on the revision of module. Recommendation for the officers was related to the need of training in the advance level.

Keywords: *Psychological empowering, Psychological assistantance training, Criminal child, Child prison, Resocialization institution.*

Criminal children are adolescents aged 8-21 years who committed crime in Indonesia fostered in JDC (Juvenile Detention Centre). In the literature, these children are often referred to children in conflict with the law or juvenile delinquency, which is generally defined as the act of a child / adolescent who is unlawful and anti-social or violate norms (Arrigo, 2003). Data documentation of Blitar JDC in 2011 indicates the type of crime committed was sexual abuse, drug abuse, theft, violence such as murder, persecution. The number of children in the JDC in Blitar (East Java, Indonesia) has been increasing for more than three times during the last 9 years. Data in 2003 showed there were 80 children, while today it has reached 260 children (Documentation Blitar JDC, 2012). Among them are children recidivists (offenders who repeat their criminal actions), the children who back into JDC or into the adult prison (interviews with officers of Blitar JDC, 2012).

Antisocial and psychopathic personality is a major predictor of recidivist and violent behavior in various populations (Häkkinen-Nyholm & Hare, 2009; Purcell & Arrigo, 2006).

Children committing crimes can be caused by internal and external factors. Internal causes such as psychological aspects of the offender such as self-control, emotion management, cultivation of moral values, how to deal with problems that are less important; External causes such as the family's lack of support, poverty and low education (Probowati, 2009). The possibility of criminal behavior becomes higher when children grow up and live in the neighborhood / community that is also not able to provide positive social support. Children, who at an early age have been exposed to anti-social role models of the environment, would be difficult to adopt socially adaptive behavior. Children can learn criminal behaviors from the environment or develop coping aggressive as protection, based on their experience of being victimized. Poverty and low education levels do not automatically bring a criminal child. However, it should be understood that the poor and less educated communities are often unable to access systems that can assist in the care and education of children. The role of parents and others who should be a source of social support becomes difficult to fulfill because generally they are more focused on meeting the financial needs. Social norms become marginalized or not applicable (Estevez & Emler, 2011; Ryder, 2007; Wampler & Downs, 2010).

Retributive justice correctional strategy still applied to Children in JDC in Indonesia. Whereas the violence approach, have proven ineffective in an effort to prevent recidivism; ideally, the treatment of children who committed crime based on restorative justice and rehabilitative approach. Various studies have shown that families are the key factors that caused children to commit crime or not. Therefore, the rehabilitation system should also be directed at the social and structural changes in the family. If not possible, then the rehabilitation that focuses on changing attitudes and behaviors that leads to crime. Consolidation of the internal strength children's personalities become very important since they generally return to the family and neighborhood / community initially (Abrams, 2006; Arrigo, 2003; Estévez & Emler, 2011; Johnson, 2008; Malysiak, 1997; Purcell & Arrigo, 2006). These risk factors and protective can be studied with some of the theories that have been widely used in the study of crime risk assessment. In essence, these theories explain the interaction between individual factors and the environment can bring criminal behavior (Ma, 2012).

The purpose of JDC is to provide guidance so that prisoners could return to society. The concept of development should be done in a correctional institution (including JDC) and also should be based on the concept of rehabilitation. Greenbalt (Probowati and Widaningrum, 2009) states that there are five types of rehabilitation, including the rehabilitation of criminal conduct, namely: 1. Rehabilitation of education, 2. Rehabilitation of vocational, 3. Rehabilitation of psychological, social and recreational, 4. Rehabilitation of educational, 5. Rehabilitation of family and Community. Based on observations and interviews in Blitar JDC (2003 to 2011) have not been carried out psychological rehabilitation and rehabilitation of the family and community. The absence of psychological rehabilitation is mainly due to the absence of a psychologist or a JDC officer who understands the concept of psychological rehabilitation as well.

To improve the quality of psychological assistance in personnel training should be conducted. Module assistance for JDC and Resocialization officers is based on a needs analysis that has been done before. At resocialization, an officer training module consists of: 1. Understanding the psychological of children/adolescence who committed crime, 2. Ability to assess when the

child is exposed to a criminal case, resocialization officer must decide if the child should face criminal justice system or diversion. 3. Assessment for parole phase, to decide if the child in JDC will get parole or not. Officers should interview the child and his family. 4. In case the child is in parole, officer should do an intervention. Coaching intervention was chosen to be trained to resocialization officers. Module for JDC officers consists of: 1. Understanding the psychological of children/adolescence who committed with crime 2. Assessment when the child come to JDC for the first time. The goal determines the rehabilitation of which will be acquired by the child during of stay in JDC 3. The psychological intervention for children in prisons has the form of a token economy. Officers compose the behavior to be established, system monitoring and reward. The goal is to form a discipline in personal hygiene, spiritual activities, and vocational activities, curricular and extracurricular. 4. Coaching intervention was chosen to be trained to JDC officers. Based on the problems above, this research was aimed at designing the strategy to empower children who committed crimes through psychological training of the officers of those institutions. This study aims to determine the effectiveness of the training of psychological assistance to JDC and resocialization officers.

METHODS

This study uses a experiment quantitative approach. Experimental design used was prepost test design. Group of Kediri resocialization officer consisted of 13 people. This group received one day training. Groups of Blitar JDC officers consist of 40 people. JDC officers receive two days training psychological assistance. The trainers are 4 psychologist who have expertise in the field of developmental psychology , clinical psychology and forensic psychology . Measuring tool pre - post test was a knowledge test about psychological assistance training materials and evaluation of training process. Statistical data analysis knowledge of material assistance was done by using a non-parametric analysis, Wilcoxon test. Descriptive and qualitative analysis also conducted on the evaluation of training assistance to each group.

RESULTS AND DISCUSSION

Statistical analysis of the pre -post knowledge of psychological assistance at JDC officers performed non-parametric, because based on the assumption test data is not normal and homogeneous. Non -parametric statistical test results of Wilcoxon test as follows:

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	1 ^a	3.00	3.00
	Positive Ranks	24 ^b	13.42	322.00
	Ties	5 ^c		
	Total	30		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

Test Statistics ^b	
	Posttest- Pretest
Z	-4.342 ^a
Asymp. Sig. (2-tailed)	.000

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Therefore, $P > 0.05$ H_0 is rejected, and then the conclusion was difference between pretest and post-test in the group of JDC officers. Post test result is greater than the pre-test, it can be concluded there is the addition of knowledge psychological assistance training after the training was done. Results of the evaluation of the training process in Blitar JDC officers as follows:

No	Statement	Do not agree		Slightly agree		Agree		Strongly agree		Total	
			%		%		%		%		%
Training materials											
1	Training in accordance with the purpose of training	-	-	-	-	19	61%	12	39%	31	100%
2	Training in accordance with the requirements of the job	-	-	-	-	21	68%	10	32%	31	100%
Training Methods											
3	Ways and techniques make it easier to understand the material	-	-	-	-	24	77%	7	23%	31	100%
4	Training tool support (modules , training tools)	-	-	1	3%	25	81%	5	16%	31	100%
5	Help visually clear (PowerPoint presentations, photos)	-	-	2	6%	25	81%	4	13%	31	100%
Trainer											
7	Easy to understand presentation style	-	-	-	-	24	77%	7	23%	31	100%
8	Submission of interesting material	-	-	2	4%	21	53%	8	43%	31	100%
Benefits and Application											
9	This training is beneficial	-	-	-	-	22	71%	9	29%	31	100%
10	This training can be applied in the work	-	-	2	6%	29	94%	-	-	31	100%

100% Blitar JDC officer stated that the training in accordance with the objectives and requirements of the job. 94% of the officers stated that the module and methods of training ease in understanding the material. 96% of the officers stated the coach is easy to understand and interesting. 98% stated that the training useful and can be applied in the work. Qualitatively result showed that the training was beneficial because it add to knowledge in the implementation of the task, becoming a reference in the line of duty, to understand the psychology of child who committed crime and help to solve problems, to change the mindset in fostering the children did not use physical violence. Suggestions submitted is such training should be carried out again, the material refined to better suit the condition, the training is done outdoors. Another suggestion is the need for a child psychologist in prison.

Due to time constraints, pre-post training mentoring psychological knowledge is not obtained in the group resocialization officer. Results of evaluation of the training process as follows:

No	Statement	Do not agree		Slightly agree		Agree		Strongly agree		Total	
			%		%		%		%		%
Training materials											
1	Training in accordance with the purpose of training	-	-	-	-	4	31%	9	69%	13	100%
2	Training in accordance with the requirements of the job	-	-	-	-	1	8%	12	92%	13	100%
Training methods											
3	Ways and techniques make it easier to understand the material	-	-	-	-	8	62%	5	38%	13	100%
4	Training Means of support (modules , training tools)	-	-	-	-	6	46%	7	54%	13	100%
5	Help visually clear (powerpoint presentations, photos)	-	-	-	-	8	62%	5	38%	13	100%
Trainer											
6	Trainer prepare the material well	-	-	-	-	4	31%	9	69%	13	100%
7	Easy to understand presentation style	-	-	-	-	5	38%	8	62%	13	100%
8	Submission of interesting material	-	-	-	-	4	31%	9	69%	13	100%
Benefits and Application											
9	This training is beneficial	-	-	-	-	-	-	13	100%	13	100%
10	This training can be applied	-	-	-	-	-	-	13	100%	13	100%

100% Blitar JDC officers stated that the training in accordance with the objectives and requirements of the job. 100% of the officers stated that the module and methods of training ease in understanding the material. 100% of the officers stated the coach was easy to understand and interesting. 100% stated that the training useful and can be applied in the work. Qualitatively result showed that the training was beneficial because it gets interview techniques, how to do a proper assessment of the child, officers can determine and recommend to the more steady and confident. Officers suggested the training can be done in the future, with a longer time, and the methods used can be made more attractive.

Overall psychological assistance training module has been prepared in accordance with the needs of the job on resocialization and JDC officers. The preparation of the module has been preceded by a needs analysis. In accordance with the opinion of Huffman, et al (1994) that the preparation of training modules should be based on a needs analysis.

Resocialization and JDC officers needs were different so the module of psychological assistance also differs. Resocialization officer in accordance with the job description doing the initial assessment when children in conflict with the law in order to determine whether the child will be processed in the criminal justice system or diversion. Training psychological assessment to determine the risk and protective factors will help in making the decision. Levinthal (2002) suggests the protective and risk factors are an important aspect in criminal behavior. Resocialization officer also assigned to conduct the assessment of whether children deserve a parole after serving 75 percent of his sentence. Resocialization officers need to gather information related to protective and risk factors in children and their families if the children get parole. Resocialization officers should to provide assistance when children get parole, therefore coaching techniques will be very helpful in assisting the children.

JDI officers in accordance with their job description to do the initial assessment when the first time the child entered to JDI. The objective is to evaluate the risk factors and the protection

of children in order to determine the child's rehabilitation for the child while in JDI. Psychological assistance given is the token economic to establish discipline children. The intervention was focusing to discipline because children who committed with crime is less able to follow the rules. Discipline associated with the token daily hygiene, worship, vocational, school and extracurricular. Token economy is a system approach, where children get a reward as a result of operations conducted. Token uses the principle of habituation instrumental (Spiegler & Guevremont, 2003). The officer must determine in greater operational discipline behavior, determining monitoring techniques and the reward awarded to the child who is able to do a disciplined behavior. In addition to the token economy, JDI officers also receive coaching techniques to be able to provide individual assistance to the children. Coaching is a technique that made the officer's guidance can improve children achievement through increased knowledge and skill (Daft, 2004).

Difficulties in the application in the field is in terms of personnel (especially the JDI officers), the officer felt the burden of his work be increased, especially in the application of token economy system. Officers felt that the training according to the needs, but they need support of the institution to make changes such as human resource management in the workload (such as division of trustee inmates balanced), the system clock effective activities children in JDI (which was originally hours of 8 to 10 is converted into at 8 to 11), the policy of giving rewards for students (such as *tamping* election, opportunity to participate in activities outside). The good news since August 2015, changes the name of the *Lembaga Pemasyarakatan Anak (LPA)* became *Lembaga Pembinaan Anak Khusus (LPKA)*, so this name change should be accompanied by policies that correspond to its name today.

The psychological assistance training for officers need support of the institution, sometimes institution difficulties collecting workers for training. The number of administrative tasks causing officers cannot follow all the training hours maximum.

Conclusion

The training modules and psychological assistance to Blitar JDI officers and resocialization officers conducted effectively increased knowledge. The training also in accordance with the needs of both officers. Application of psychological assistance needed institutional support in particular on JDI officers. The name change: *Lembaga Pembinaan khusus anak (LPKA)* could be a momentum change institutional policies in JDI become toward rehabilitation. Psychological assistance training is necessary for JDI and resocialization officers.

REFERENCES

- Abrams, L. S. (2006). Listening to juvenile offenders: Can residential treatment prevent recidivism? *Child and Adolescent Social Work Journal*, 23(1), 61-85.
- Arrigo, B. A. (2003). *Introduction of forensic psychology: Issues and controversies in crime and justice*. San Diego: Academic Press.
- Daft, R.L. (2004). *Organization Theory and Design*. 8th edition. Ohio: Thomson South-Western.
- Estévez, E., & Emler, N. P. (2011). Assessing the links among adolescent and youth offending, antisocial behaviour, victimization, drug use, and gender. *International Journal of Clinical and Health Psychology*, 11(2), 269-289.

- Huffman, K; Vernoy, M. and Vernoy, J. (1994). *Psychology in Action*. Third Edition. New York: John Wiley & Sons, Inc.
- Johnson, L. M. (2008). A place for art in prison: Art as a tool for rehabilitation and management. *The Southwest Journal of Criminal Justice*, 5(2), 100-120.
- Levinthal, Charles J. 2002. *Drugs, Behavior, and Modern Society*. Third edition. USA Allyn & Bacon A Pearson Education Company
- Ma, J. (2012). *Risk assessment of criminals*. Penelitian, tidak diterbitkan, Zhejiang University, Zhejiang.
- Probowati, Y. P. & Widaningrum, W. (2009). Psychological rehabilitation of juvenile inmates. In Laboratory of Social Psychology University of Surabaya (Ed), *Inside Surabaya: A Portrait of Urban Living in 21st Century Indonesia*. Surabaya: PT. Revka Petra Media.
- Purcell, C. A., & Arrigo, B. A. (2006). *The psychology of lust murder: Paraphilia, sexual killing, and serial homicide*. London: Elsevier, Inc.
- Ryder, J. A. (2007). 'I wasn't really bonded with my family': Attachment, loss and violence among adolescent female offenders. *Critical Criminology*, 15, 19-40.
- Spiegler, M.D. & Guevremont, D.C. (2003). *Contemporary Behavior Therapy*. USA: Wadsworth Learning.
- Wampler, R. S., & Downs, A. B. (2010). Parent and peer attachment in minority males at high risk for delinquency. *Clin Soc Work J*, 38, 107-119.



ICP-HESOS2015

INTERNATIONAL CONFERENCE ON PSYCHOLOGY
IN HEALTH, EDUCATIONAL, SOCIAL,
AND ORGANIZATIONAL SETTINGS

PROCEEDINGS BOOK

November 5-7, 2015

Zhejiang University

Hangzhou, China

**THE 2ND INTERNATIONAL CONFERENCE
OF PSYCHOLOGY IN HEALTH, SOCIAL AND
ORGANIZATIONAL (ICP-HESOS) PROCEEDINGS**

THE 2ND INTERNATIONAL CONFERENCE OF PSYCHOLOGY IN HEALTH, SOCIAL AND ORGANIZATIONAL (ICP-HESOS) PROCEEDINGS

5-7 NOVEMBER, 2015
Zhejiang University, Hangzhou, CHINA

Editor:

Chen Hezhi
Lai Weipeng
Margaretha
Rizqy Amelia Zein

**FACULTY OF PSYCHOLOGY
Universitas Airlangga
INDONESIA**

**DEPARTMENT OF PSYCHOLOGY AND BEHAVIORAL SCIENCE
Zhejiang University
CHINA**

**THE 2ND INTERNATIONAL CONFERENCE OF PSYCHOLOGY IN HEALTH,
SOCIAL AND ORGANIZATIONAL (ICP-HESOS) PROCEEDINGS**

ISBN : 978-602-71718-4-8

© 2016 Faculty of Psychology, Universitas Airlangga

This work is protected by copyright. No part may be reproduced by any process without prior written permission from the Editors. Requests and inquiries concerning reproduction and rights should be addressed to Chen Hezhi, Department of Psychology and Behavioral Science, Zhejiang University, China or email to chenhezhi@aliyun.com

This publication contains articles, materials and other content created by third party authors. The copyright belongs solely to their respective authors. The Publisher hereby explicitly waives any and all liability and responsibility in respect of and in relation to the originality, scientific accuracy and consistency of any articles, materials and other content.

Published by:

Faculty of Psychology, Universitas Airlangga

Kampus B Universitas Airlangga

Jalan Airlangga 4-6, Surabaya 60283 INDONESIA

Telp: (031) 5032770

Fax: (031) 5025910

Email: info@psikologi.unair.ac.id

Website: <http://psikologi.unair.ac.id/>

In Collaboration with:

Department of Psychology and Behavioral Science, Zhejiang University, Hangzhou,
CHINA

TABLE OF CONTENT

RESEARCH ACTION: A METHOD FOR SOCIAL SCIENCE RESEARCH	1
MANAGING CHANGE THROUGH ORGANIZATIONAL DEVELOPMENT: A PATHWAY TOWARD SUCCESS IN AN INDONESIAN UNIVERSITY.....	9
PERSONAL CONTROL AND ORGANIZATIONAL COPING STRATEGIES OF JOB STRESS: SOME EMPIRICAL RESULTS FROM CHINA.....	20
THE INFLUENCE OF THE SOCIAL SUPPORT TO THE AIDS PATIENT'S SELF-ESTEEM	27
INFLUENCE OF SOCIAL SUPPORT AND LIFE EXPECTANCY OF THE POOR PEOPLE'S WELFARE AND PUBLIC POLICY IN SURABAYA EAST JAVA, BONTANG, EAST BORNEO	33
FAMILY ORIENTED PROGRAM AS PSYCHO-SOCIAL SUPPORT TO CHILD TRAFFICKING VICTIMS	40
PREJUDICE BETWEEN TRANSNATIONAL MUSLIMS AND CULTURAL MUSLIMS IN INDONESIA.....	46
HOW DO INDONESIAN COLLEGE STUDENTS SPEND THEIR TIME?	54
THE PATHOLOGICAL LIAR OF A STUDENT HAS A PROCRASTINA- TING HABIT	62
STUDY OF RELIGION EXTREMISM STEREOTYPES BASED ON SOCIAL MEDIA ROLE	68
BUGIS' SOCIETY ATTITUDE TOWARD SAME-SEX MARRIAGE	72
Appendix A SPSS Output	79
Appendix B Participant Demographics	80
Appendix C Research Questionnaire.....	82
QEEG OF PANIC ATTACK DETECTION IN HEALTHY VOLUNTEER	85
QEEG BREATH HOLDING INDUCE PANIC ATTACK AND CATASTROPHIC THINKING IN HEALTHY VOLUNTEER.....	89
THE NEEDS TO DEVELOP THE APPROPRIATE INDIVIDUALIZED EDUCATION PROGRAM FOR STUDENTS WITH BORDERLINE INTELLECTUAL FUNCTIONING IN INCLUSIVE SCHOOLS	95
THE EFFECT OF PERSONALITY, SAFETY KNOWLEDGE AND SAFETY MOTIVATION ON SAFETY PERFORMANCE OF RISKY OCCUPATIONAL WORKERS	104

COMPARISON OF DEATH ANXIETY BETWEEN JAVANESE AND BATAKNESE: A PRELIMINARY STUDY.....	115
GENDER DIFFERENCES IN INDONESIAN LETTER AND CATEGORY FLUENCY PERFORMANCES.....	123
ANALYSIS OF IMPLEMENTATION OF ORGANIZATIONAL LEARNING PROCESS TOWARD INCREASING WILLINGNESS TO LEARN IN INSTITUTION HEALTH EDUCATION IN SURABAYA	128
SOURCES OF CAREER DECISION MAKING SELF-EFFICACY SCALE (AN INDONESIAN VERSION)	133
THE RELATIONSHIPS AMONG LEADER-MEMBER EXCHANGE (LMX) MEANING OF WORK AS A CALLING AND WORK ENGAGEMENT	143
DO ENGAGED EMPLOYEES INTEND TO LEAVE THE ORGANIZATION?	149
ISLAMIC RELIGIOSITY AMONG JAVANESE AND MINANGESE ETHNICITY	154
BEST PRACTICE: THE MOST SUCCESSFUL MANAGEMENT MODEL FOR A GERMAN SUBSIDIARY IN CHINA	163
PARENT'S ATTACHMENT AND DECISION MAKING STYLE OF SENIOR HIGH SCHOOL STUDENTS.....	173
SELF MANAGEMENT FOR IMPROVEMENT OF LIVING HEALTHY BEHAVIORIN PATIENTS WITH DIABETES MELLITUS.....	178
THE DETERMINANT FACTORS OF WORKER'S SUBJECTIVE WELL-BEING.....	182
EMPOWERING STRATEGY FOR CHILD PRISONERS IN THE JUVENILE DETENTION CENTER (JDC) AND THE RESOCIALIZATION CENTER: APPLICATION AND EVALUATION PHASE	194
PATRIARCHAL CULTURE AND DOMESTIC VIOLENCE AMONG JAVANESE WOMEN	201
LITERATURE STUDY: THE PRODUCTIVE BEHAVIOR OF EMPLOYEES	208
ANXIETY AND DEMOGRAPHIC FACTORS TOWARD QUALITY OF LIFE IN PATIENTS WITH TYPE 2 DIABETES MELLITUS.....	218
IDENTITYCRISIS ONTEENAGERSTOWARDS DISAGREEMENTS IN THE DIFFERENT MARITAL CULTURES IN INDONESIA	225
PARENTING CAPABILITIES AND PARENTING STRESS AMONG AN INDONESIAN PARENTS SAMPLE.....	230

A REVIEW OF THE ANTECEDENTS OF ETHICAL LEADERSHIP: LEADER CHARACTERISTICS AND SITUATIONAL INFLUENCE	239
JOB INSECURITY AMONG PHYSICIANS.....	245
DEVELOPMENT OF AN INTERVENTION STRATEGIC MODEL TO ATTAIN THE BIOPSYCHOSOCIAL NEEDS AMONG ELDERLY IN SURABAYA.....	254
FROM “WEST LEAD EAST” TO “WEST MEET EAST” MANAGEMENT OF GERMAN SUBSIDIARIES IN CHINA: GERMAN-CHINESE JVS VS. WFOES	263
THE ASSESSMENT OF SUCCESS OF RELIGIOUS SOCIAL ORGANIZATION: A CASE STUDY ON ‘AISYIYAH	282
CONFLICT MANAGEMENT ON INTERRACIAL COUPLES IN INDONESIA.....	296
HOSPITAL AUTONOMY SURVEY IN STRUCTURAL AND FUNCTIONAL OFFICIAL OF HOSPITAL IN EAST JAVA, INDONESIA.....	300
THE PSYCHOLOGICAL CAPITAL AND LEADERSHIP STYLE: EXPLORING THE RELATIONSHIP WITH JOB STRESS OF PRIVATE COMPANIES WORKERS IN YOGYAKARTA	305
THE RELATIONSHIP BETWEEN CORE SELF-EVALUATION (CSE) AND PSYCHOLOGICAL EMPOWERMENT FOR SEAFARERS	312
A PRELIMINARY STUDY OF SOCIO-DEMOGRAPHIC FACTORS IN PARENTAL FEEDING PRACTICES OF WORKING MOTHERS	319
PSYCHOLOGICAL WELL-BEING AMONG TEACHERS OF EARLY CHILDHOOD EDUCATION PROGRAM IN SURABAYA	326
A BANDURA’S COGNITIVE SOCIAL PERSPECTIVE ON PSYCHOSOCIAL ANALYSIS OF DRUG RECIDIVIST	330
INDUSTRY 4.0 AND ITS IMPACTS.....	340
QUALITY OF WORK LIFE PROGRAM TO ENHANCE AND ALIGN THE INDUSTRIAL RELATIONS	350
HIDDEN BUT CHAMPIONS IN THE PROVINCE: COMPARATIVE ANALYSE OF HIDDEN SUCCESS MID SIZE COMPANIES IN COBURG, NORTHERN BAVARIA, GERMANY.....	360
EAST MEETS WEST: MANAGEMENT CHALLENGES IN A MULTI-CULTURAL CONTEXT RESULTS OF EMPIRICAL STUDIES.....	371
NEED FOR ACHIEVEMENT AND ENTREPRENEURIAL INTENTIONS: A META ANALYSIS STUDY	389
SEXUAL RISKY BEHAVIOR OF ADOLESCENTS IN SURABAYA	401
IS CFIT (CULTURE FAIR INTELLIGENCE TEST) STILL FAIR?	409

WELCOME NOTE — CHAIR OF ICP-HESOS2015

It is my pleasure on behalf of the Department of Psychology and Behavioral Sciences at Zhejiang University, to welcome you to Hangzhou, a beautiful city that exudes China's modern progression as well as preserves culture. Also, I am honored to welcome you to the Second International Conference of Psychology Health, Educational, Social and Organizational Setting (ICP-HESOS) that is being held from November 5th-7th, 2015.

The purpose of this conference is to attract great minds from across the globe who wish to meet, exchange ideas in hopes of bettering the field of psychology and developing ground breaking theories to better society and daily lives. Students, professors and professionals from varying backgrounds, experiences and cultures have a chance to share and blend their ideas in hopes of furthering the diversity in education, individual well-being and community mental health.

Two years ago, the ICP-HESOS conference was graciously hosted by the University of Airlangga, and this year Zhejiang University has the honor of presenting the ICP-HESOS conference. Zhejiang University is one of China's most admirable and oldest institutions. The beauty of our university is that our students and professors do not have one role but are motivated to contribute to their field of study. This helps our university stay modern and progressive as well as enlightening minds. By inviting and hosting abstracts from so many countries, we hope to add to the globalization of sharing new, fascinating topics and theories in order to help build on the field of psychology.

This year ICP-HESOS will be presenting over 95 abstracts from across the world. The conference will offer a wide range of oral presentations and poster presentations that are expected to generate lively discussion and inspire the sharing of knowledge among participants. Also, for this year's conference we are delighted to present two guest speakers that will be delivering a seminar by Professor Steve Kulich from Shanghai's International Studies University and Professor Werner Fees at Nurnberg University. We especially would like to thank our invited guests from Technical University of Nuremberg for their scientific contribution to ICP-HESOS. In addition to these presentations and seminars, three programs will be giving a noteworthy colloquium by Professor Fendy Suhariadi, Professor Dharm Bhawuk and Professor Werner Fees. In additions to our keynote speakers there will be four workshops available given by experts in hopes to generate thought provoking ideas.

Lastly, on behalf of Zhejiang University's Psychology and Behavioral Science Department, we would like to thank our partner, University Airlangga as well as all the dedicated keynote speakers, participants and generous sponsors that helped up host this event. Enjoy the ICP-HESOS conference and the beauty of Hangzhou!

Sincerely,
Jianhong Ma
Vice Dean of the Department of Psychology and
Behavioral Sciences, Zhejiang University



PSYCHOLOGY IN THE MULTICULTURAL WORLD

Faculty of Psychology, Universitas Airlangga
Kampus B Universitas Airlangga
Jalan Airlangga 4-6, Surabaya 60283 INDONESIA
Telp: (031) 5032770 Fax: (031) 5025910
Email: info@psikologi.unair.ac.id Website: <http://psikologi.unair.ac.id/>

In Collaboration with:

Department of Psychology and Behavioral Science,
Zhejiang University, Hangzhou, CHINA

