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Proceeding
International Conference on Biopsychosocial Issues
Theme: An Inter-multidisciplinary Approach

Composed by:
Monika Windriya Satyajati, S.Psi., M.Psi., Psi



Semarang, May 31- June 1, 2018
Venue: Thomas Aquinas Building 3rd Floor

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Foreword

1
ICPSY 2018 (International Conference on Biopsychosocial Issues in 2018) an Inter-multidisciplinary Approach was held to achieve the vision of the faculty of Psychology: becoming an academic community of psychology that is beneficial to multicultural communities with a biopsychosocial approach based on Christian values: love, justice and honesty.

Thank you for your willingness in ICPSY 2018. This conference is very important for us because it is our debut to hold an international conference. As the first international conference, we are aware of the many weaknesses and imperfections that we have made. Therefore, we apologize for the weaknesses and shortcomings. We believe our first experience will make better planning for ICPSY in the coming years. After more than one semester we waited for revise the abstracts and articles from the participants, finally we decided to print this proceeding.

At ICPSY 2018, there were 47 participants from various provinces in Indonesia. We are proud because we are trusted by many parties. We are also happy because we can work together with our best universities from abroad who have been building partnerships with us. For this reason, we would like to thank Ms. Janet Boekhout from Open University, The Netherlands; Prof. Rosnah Ismail from Cyberjaya University College Medical Sciences, Malaysia; and Dr. Evangeline Castronuevo-Ruga from De La Salle Dasmariñas, The Philippines who were willing to present as the keynote speakers at this conference. We also thank Dr. Augustina Sulastris, who was willing to be the keynote speaker at this conference as well as willing to work hard with the committee to succeed our first conference.

On this occasion I am also grateful to Mr. Kuriake Kharismawan, S.Psi., M.Si; Ms. Monika Windriya Satyajati, S.Psi, M.Psi; Ms. Widawati Hapsari, S.Psi, M.Sc., and a team of students who were willing to be the committee of this conference. Without their hard work, this conference will not be successful

Semarang, March 27th, 2019

Best wishes,

Dean

Dr. Margaretha Sih Setija Utami, M.Kes

Foreword

It is a pleasure to present these Proceedings of the First International Seminar and Workshop on Biopsychology, which will be of interest to all concerned with the scientific aspects of this area. This seminar was organised by the Faculty of Psychology University of Psychology and brought together key note speakers and participants from 4 countries for the presentation of 24 papers.

The aim of this seminar and workshop are to share ideas, research result and discuss relationship between physiological mechanism of the body and mental processes on some areas, such as drug abuse, healing, cognitive function, etc.

Dr. Augustina Sulastris (Indonesia), Prof. Rosnah Ismail (Malaysia), Dr. Evangeline Castronuevo-Ruga (Philippine) and Ms. Janet Boekhout (The Netherlands) as key notes speakers were opening the seminar and workshop process on the first day, followed by 24 participants on the second day. The seminar and workshop was very fruitful and share abundant ideas and research results on this area.

We express thanks to all who made the Seminar successful, the Steering Committee Organizing committee and the board of Faculty Psychology. Also thanked are the editors for the time they spent on their thoughtful and helpful reviews, Monika W Satyajati and A. Rachmad Djati W.

Semarang, March 27th, 2019

Best wishes,

Head of ICPSY Committee

Kuriake Kharismawan

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The Impact of Personality on Psychosocial Adjustment of Papua Students

Endang Widyorini & Pius Heru Priyanto

Psychology Faculty of Soegijapranata Catholic University

The Government of Indonesia annually provides scholarships to 500 senior high school students to Java (*Affirmation for Senior High School Program*). Papua is part of Indonesia, has a culture very different from Java. Adjusting to a new culture can be very stressful, especially in challenging developmental stages and adolescence. The purpose of this study was to determine whether specific personality traits of Papua students would be associated with their psychosocial adjustment, and whether specific personality traits would moderate. The effect of personality traits on psychosocial adjustment were investigated in 106 Papua students in Central of Java (106 students, 15-19 years old). Several scales were administered: (a) Big Five Inventory; (b) social adjustment: academic, teachers, friends, weather and psychological adjustment (emotion, motivation). Results showed that, Extraversion, Conscientiousness, Neuroticism and Openness were predictors of psychosocial adjustment ($p < 0.01$; $p < 0.03$; $p < 0.002$; $p < 0.025$). Agreeableness was not related to psychosocial adjustment.

Key words: big five personality, psychosocial adjustment, Papua Students

Papua is the largest and easternmost province of Indonesia, the Papuan culture is incredible diverse and has evolved some of the most distinctive and long isolated culture in the world. Papua and West Papua are behind other provinces in terms of education services.

There are some challenges of education in Papua is geographical challenges: A lot of highland in Papua which is difficult to reach except using airplanes and also lack facilities and unavailability of teachers, and another challenge is lack of support from local community. As a developing country, Indonesia struggles for providing a good quality of education. Hence, the government makes a program for marginal islands to get better education in Java. One of the islands taking this part is Papua. Its program called Affirmations Secondary Education Program (ADEM).

ADEM is an education program for Papua and West students to get better education in Java. This program also aims to prevent the students of affirmative educational program from experiencing cultural shock when they continue their studies in state universities of Java.

As students with very different backgrounds have many problems, the big problem is psychosocial adjustment (Kambuaya, 2015) Mosidor and Sly (2016) students encountered problems in adjustment in three primary areas, academic, social interaction, and emotional reaction to their novel environment. Language barriers, unfamiliarity with available resources and how to access those resources, lack of an established social support system and/or social network compound the problems experienced in

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those areas (Smith & Khawaja, 2011) and often manifest in depression, loneliness and isolation (Wei et al., 2007). This happens to Papua Students studying in Java, that psychosocial adjustment becomes a mayor problem (Barimbing & Kahija, 2015 and Taa & Sawitri, 2017). Widyorini, (2015) students from Papua who study in Java have to struggle to adjust to the loss of things familiar to them (e.g., personal relationships, home/country environment, and educational system) and trying to adjust to a new culture and environment.

Personality as a predictor for psychosocial adjustment

Adjustment to a new culture can be highly stressful, especially during challenging developmental stages such as adolescence. The ways in which adolescents adapt to a culture and their resulting well-being may be influenced substantially by their personality traits as well as the degree to which they are aligned with the values of the new culture. The way in which adolescents adapt to a culture may be influenced substantially by their personality traits. Personality traits are the unique and relatively stable patterns of behavior, thought and emotion that distinguish different people. Although a variety of traits have been studied, the five-factor model of personality has been widely examined in research (McCrae & Costa, 2008; Widiger & Costa, 2012). This model proposes 5 traits as core dimensions of personality that are present in all individuals to a greater or lesser extent. These include neuroticism (emotional instability, distress in response to stressors), extraversion (sociability, energy, positive emotionality), openness to experience (appreciation of personal emotion, curiosity, independent judgment), agreeableness (trustfulness, altruism, cooperativeness), and conscientiousness (goal directed, self-control, organization).

The purpose of this study was to determine whether the big five of personality traits is related with to psychosocial adjustment. Although a variety of traits have been studied, the five-factor model of personality has been widely examined in research (McCrae & Costa, 2008; Widiger & Costa, 2012). This model proposes 5 traits as core dimensions of personality that are present in all individuals to a greater or lesser extent. These include neuroticism (emotional

instability, distress in response to stressors), extraversion (sociability, energy, positive emotionality), openness to experience (appreciation of personal emotion, curiosity, independent judgment), agreeableness (trustfulness, altruism, cooperativeness), and conscientiousness (goal directed, self-control, organization). Regarded as the predominant theory of personality today, the Big Five theory of personality describes five personality traits (Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness) which provide a useful framework for understanding the relationship between personality and adjustment in cross-cultural transitions (Costa & McCrae, 1992; Ward, et al., 2004; Swagler & Jome, 2005).

Psychosocial adjustment is directly linked to neuroticism, vulnerability to stress, and maladaptive coping responses (John, et al., 2008). People high in neuroticism suffer greater psychological problems, particularly depression (Costa & McCrae, 1992). These are Openness to Experience, which is related to actively seeking new experiences and intellectual curiosity, and Neuroticism, which is related to maladaptive coping responses (John, et al., 2008). Conscientiousness, related to impulse control and personal striving in goal- and task-directed behavior (John, et al., 2008), is particularly important for psychosocial adjustment. Agreeableness, defined as a prosocial and communal orientation toward others, and Extraversion, defined as energetic approach toward the social and material world (John, et al., 2008), are theoretically important in this process. Evidence has shown that people higher in Agreeableness are more likely to build a firm relationship with host country nationals which can enhance general sociocultural adjustment (Ones & Viswesvaran, 1997). Conscientiousness, related to impulse control and personal striving in goal- and task-directed behavior (John, et al., 2008), is particularly important for psychosocial adjustment. Agreeableness, defined as a prosocial and communal orientation toward others, and Extraversion, defined as energetic approach toward the social and material world (John, et al., 2008), are theoretically important in this process. Evidence has shown that people higher in Agreeableness are more likely to build a firm relationship with host country nationals which can

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enhance general sociocultural adjustment (Ones & Viswesvaran, 1997)

Extraversion, also from the perspective of cultural fit (Ward, et al., 2004), is not appreciated equally across cultures (Hofstede, 2001), which can sometimes produce negative outcomes such as social rejection or depression (Shaffer, et al., 2006; Ward, et al., 2004). Individuals high in Openness generally enjoy better self-image and life satisfaction (McCrae, 1996), and they are more likely to enjoy the new experience when entering a new culture (Swagler & Jome, 2005). Meanwhile, individuals high in Extraversion are more likely to have a better self-evaluation and higher life satisfaction across cultures due to positive emotionality (DeNeve & Cooper, 1998; Diener, Oishi, & Lucas, 2003).

Research Aims

The purpose of this study was to expand existing knowledge by examining the influence of personality traits, and their psychosocial adjustment of Papua students. Our specific aim was to determine whether specific personality traits were associated with psychosocial adjustment. The hipothese of present study (1) Personality would be predictors to psychosocial adjustment of the Papua students; (2). The five personality trait (*Extraversion, Agreeableness, Conscientiousness, Neuroticism, Openness*) would be related to academic adjustment, social adjusment, and psychological adjustment

Methods

Participants and Settings

Participants included Papua senior high school students (they are from Sragen, Salatiga, Magelang, Kudus, Ungaran, Pati, Tegal, and Pekalongan), who get scholarship from Government of Indonesia (ADEM program), they were 10th and 12th grade. 106 Papua students. 46 participants (43%) were females and 60 were females (57%). The mean age of the participants was 17.43 years (15 - 19 years, $SD = 2.09$).

Materials

Big Five Inventory of Personality and Psychosocial Adjustment Scale

RESULTS

There is a very significant relationship ($r_{xy} = 0.289$, $p < 0.01$) between Extraversion and Psychosocial adjustment on high school students in Central Java. If the score of Extraversion is high, it will be followed by a high score in Psychosocial Adjustment There is no relation between Agreeableness ($r_{xy} = 0.039$, $p > 0.05$) and Psychosocial Adjustment on high school students of Papua in Central Java. There is a significant relationship ($r_{xy} = 0.184$, $p < 0.05$) between Conscientiousness with Psychosocial Adjustment to high school students in Central Java. If the score of Conscientiousness is high, it will be followed by a high score in Psychosocial Adjustment

Table 1 Descriptive Statistics

	Mean	Std. Deviation	N
Extraversion	29,32	3,843	106
Agreeableness	34,05	3,788	106
Conscientiousness	32,70	4,113	106
Neuroticism	21,97	4,387	106
Openness	35,39	3,624	106
Academic Adjustment	69,61	6,644	106
Social Adjustment	32,46	4,256	106
Psychology Adjustment	16,10	2,736	106

There is a very significant negative relationship ($r_{xy} = -0.278$, $p < 0.01$) between and Psychosocial Adjustment to high school students in Central Java. If the score of Neuroticism is high, it will be followed by a low score in Psychosocial Adjustment. There is a significant relationship ($r_{xy} = 0.190$, $p < 0.05$) between Openness with Psychosocial Adjustment to high school students in Central Java. If the score of Openness is high, it will be followed by a high score in Psychosocial Adjustment

Table 2. Intercorrelation among study variables

		Academic Adjustment	Social Adjustment	Psychological Adjustment
Extraversion	Pearson Correlation	,260**	,198*	,175*
	Sig. (1-tailed)	,004	,021	,036
	N	106	106	106
Agreeableness	Pearson Correlation	-,055	,131	,055
	Sig. (1-tailed)	,287	,090	,289
	N	106	106	106
Conscientiousness	Pearson Correlation	,088	,123	,289**
	Sig. (1-tailed)	,186	,104	0,001
	N	106	106	106
Neuroticism	Pearson Correlation	-,147	-,264**	-,320**
	Sig. (1-tailed)	,066	0,003	0,000
	N	106	106	106
Openness	Pearson Correlation	,177*	,099	,133
	Sig. (1-tailed)	,035	,157	,087
	N	106	106	106
Academic Adjustment	Pearson Correlation	1	,541**	,424**
	Sig. (1-tailed)		,000	,000
	N	106	106	106
Social Adjustment	Pearson Correlation	,541**	1	,322**
	Sig. (1-tailed)	,000		,000
	N	106	106	106
Psychological Adjustment	Pearson Correlation	,424**	,322**	1
	Sig. (1-tailed)	,000	,000	
	N	106	106	106

Results of regression analysis of Big Five Personality and Psychosocial Adjustment obtained $R = 0.380$ ($F = 3.378$ with $p = 0.007$). It means that the high level of Social Adjustment of high school students Papua in Central Java can be predicted from the high factors of the Big Five personality, among others : Openness, Neuroticism, Extraversion, Agreeableness, and Conscientiousness. While the effective contribution of the Big Five personality to Social Adjustment is 14.44% ($R^2 = 0.144$). Papua students who have high in O (Openness) tends to easy to make adjustment in a new culture or new friends, because O is also

connected to universalism values, which include promoting peace and tolerance and seeing all people as equally deserving of justice and equality (Douglas, Bore, & Munro, 2016). Results of regression analyses predicting big five and psychosocial adjustment outcomes are summarized in Tables 2

Extraversion has a relationship with social adjustment and psychological adjustment ($p = 0.021$ and $p = 0.03$), but not related to academic adjustment. While Agreeableness, is not related to all psychosocial adjustments in dimensions, both academic adjustment, social adjustment, and psychological adjustment.

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Whereas Conscientiousness is only related to psychological adjustment (p. 001). and Neurotism correlates significantly with social adjustment and Psychological adjustment (p 0.003 and 0.000). While Opnness only correlates with academic adjustment (p 0.035)

Table 3. Correlation between The Big Five and Psychosocial Adjustment

Components of Big Five	Psychosocial Adjustment	
	r_{xy}	p
<i>Extraversion</i>	0,289	0,001
<i>Agreeableness</i>	0,039	0,344
<i>Conscientiousness</i>	0,184	0,030
<i>Neuroticism</i>	-0,278	0,002
<i>Openness</i>	0,190	0,025

Discussion

The results of the analysis show that the four factors of the Big Five models of personality trait show significant results, that Extraversion, Conscientiousness, Neurotism, and Openness, are predictors of ADEM Psychosocial Adjustment students. Whereas Agreeableness does not have a significant correlation with Psychosocial Adjustments.

During education and care in Central Java they get good guidance by teachers and adoptive parents, in terms of self-development, such as bathing, dressing, courtesy in talking and interacting with friends, teachers, foster families. They also get guidance from the teacher about how to learn well, time management. This is in accordance with what was stated by Yu, Cheah, Calvin (2016) that social support from the school environment, foster families is an important factor in the adjustment of psychosocial students who are far away from their families. But not all Papuan students are such, there are factors others, namely the personality of Extraversion, Conscientiousness, Agreeableness, and Openness. People high in Neuroticism, tend to have psychological problems (Costa and Mc Crae, 1996). Research conducted by Zhang, Mandl, Wang (2010) shows that personalities

have a significant influence on psychosocial adjustments. Furthermore, it is said that Neurotism and Openness is an influential predictor of sociocultural adjustments. Agreeableness only correlates with overall adjustments. Penelitian ini juga konsisten dengan penelitian yang dilakukan oleh John, Naumann and Soto (2008) bahwa penyesuaian adjustment secara langsung berhubungan dengan Neuroticism, dan vulnerability to stress dan memiliki mal adaptive coping responses. People high in Neuroticism, cenderung untuk memiliki psychological problem (Costa and Mc Crae, 1992). Openness hanya berkorelasi dengan academic adjustment, hal ini sesuai bahwa openness lebih berhubungan dengan aspek kognitif. Openness berkaitan erat dengan keterbukaan wawasan, dan original ide, memiliki kapasitas untuk menyerap informasi, fokus, dan kreatif (Nofle and Wiklund, 2007).

Agreeableness is a personality trait that does not have a correlation with all psychosocial dimensions of adjustment, this is because Papuan people have a strong character, do not want to be told what else is ordered by migrants who migrate to Papua, brave, blatant but highly respect each other, they are loyal and uphold their culture and respect their fellow Papuans. What is the weakness of the Papuan tribes is that it is difficult for them to accept the current of globalization or development (Hermino, 2016). It is therefore not surprising that Papuan students have a high score on Agreeableness having difficulty adjusting themselves.

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