

**LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : PROSIDING**

Judul Makalah : *Engaged Teachers Scale for Special Educational Needs Teachers in Indonesia: A Rasch Model Approach*
Akses Online : <https://doi.org/10.2991/assehr.k.210423.021>

Penulis Makalah : **Ika Febrina Kristiana**, Ermida Simanjuntak
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Bidang ilmu: Psikologi

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Bidang ilmu: Psikologi

Engaged Teachers Scale for Special Educational Needs Teachers in Indonesia: A Rasch Model Approach

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ABSTRACT Engaged Teachers Scale (ETS) is currently the only scale measuring teacher engagement. Although it has good validity when it was developed by Klassen et al (2013) in the UK, but there were not many have reported its validity when used in different cultural settings. Therefore, the ETS adaptation process is needed to apply the scale in different cultural contexts. Although the main tasks of teachers are similar in various countries, the teachers' responsibility in handling special needs students should be considered in applying ...

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“ Strengthening Family Roles to Improve Human Functioning and Mental Health in Educational, Work, and Community Settings”
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Effects of Neurofeedback Training on Anxiety Symptoms Among University Students

Jasmine Adela Mutang^{1*}, Chua Bee Seok², Guan Teik Ee³

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ABSTRACT

Previous studies reported that university students are a population at risk of that mental health problems. The most common intervention for anxiety disorders are pharmacological and/or nonpharmacological strategies such as psychotherapies. Besides that, there is a growing interest neurofeedback training for various mental health conditions including depression, Post Traumatic Stress Disorder (PTSD), stress and anxiety. Therefore, the objective of this study is to determine the effectiveness of neurofeedback training in reducing symptoms of anxiety. A quasi-experimental study with a pretest-posttest design was employed in this study. Thirty eight students ($M= 22.47$ years, $SD= .69$ years) with moderate and severe anxiety symptoms based on the Beck Anxiety Inventory (BAI) and Generalized Anxiety Disorder-7 (GAD-7) were randomly assigned to either neurofeedback training or waiting list. The neurofeedback group undergone a total of 20 neurofeedback training (3 sessions per week). The post test results indicated that neurofeedback training significantly reduce symptoms of anxiety in the neurofeedback group than those of in the waiting list group in both BAI and the GAD-7 instruments with effect size ranged from .49 to .62. Wilcoxon signed-rank test was conducted to assess the statistical differences between the pre-scores and post-scores of BAI and GAD-7 measurements within the NFT group. Significant differences within the NFT group was found between the pre-test and post-test scores in the BAI and GAD-7 measurements. In general, the current study suggest that neurofeedback was an effective treatment for anxiety symptoms among university students.

Keywords: *Anxiety, Mental Health, Neurofeedback, University Students.*

1. INTRODUCTION

Psychological wellbeing is very important to function in daily life. Mental health problem such as depression and anxiety may impair a person daily function. The World Health Organization (WHO) reported that the number of people experiencing mental health problems are increasing worldwide [1]. The Malaysian National Health and Morbidity Survey 2017 [2] reported that every two in five adolescents are anxious, one in five adolescents are depressed and every one in ten adolescents are stressed. The NHMS 2017 reported a drastic increase of mental health problems among Malaysian as compared to the survey done in 2012. Similar trend is observed globally. The World Health Organization estimated the total number of people suffer from anxiety disorders worldwide is 264 million. About 23% or 60.05 million are from the South East Asian region [1].

Anxiety disorders is the most prevalent mental health conditions and can be just as disabling as other mental health disorders if not treated well [3]. Excessive worry, hyperarousal and fear are the common characteristics of symptoms. Anxiety symptoms ranged from mild to severe [1]. Panic disorder, generalized anxiety disorder (GAD), post-traumatic stress disorder (PTSD), and social anxiety disorder are types of anxiety disorders [4][5][6][7].

Studies showed that university students are vulnerable to mental health problem because they are in a phase of adapting to a new environment such as independent living, decision making, financial management, academic challenges and coping with new social life [8][9][10][11]. These stressors may affect their everyday life, life satisfaction, physical health, emotional stability, academic achievement as well as their relationship with friend and family. Continuous stress can lead to serious mental health such as anxiety and depression which may affect their future after university life [10][12][13].

Measuring Acculturative Stress and General Self-Rated Health of Internal Migrant Students in Indonesia: Considering Social Identity Theory

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ABSTRACT

Ethnic identity and national identity are aspects of social identity that bring with them pros and cons in relation to acculturative stress and individual health more generally. As a multicultural country made up of various ethnic groups, Indonesia places a high importance on the concepts of ethnic identity and national identity, and how these twinned concepts affect individuals' physical and mental health. This study aims to identify the effect of national identity and ethnic identity on acculturative stress and general self-related health. Research was conducted on 251 university students who were Indonesian internal migrants, originating from various parts of Indonesia and studying at various universities in Central Java and Yogyakarta. The results of this study show that national identity is a construct that is better able to reduce the risk of acculturative stress and moreover has a positive effect on general self-rated health. Meanwhile, ethnic identity has the opposite effect, where ethnic identity is actually closely related to acculturative stress among students who are Indonesian internal migrants. We discuss the Implications, limitations and future research directions arising from this study.

Keywords: *Acculturative stress, general self-rated health, internal migrant students, social identity.*

1. INTRODUCTION

The process of acculturation as a result of cultural encounters with different ethnic groups is part of the classic definition of acculturation [1] which includes a phenomenon that occurs when a group of people from different cultures are having a continuous face-to-face encounter (continuous first hand contact) followed by certain pattern changes of original culture from one or both groups. Berry [2] further stated that although this term tends to sound neutral, since acculturation can occur in both groups, acculturation actually tends to have more of an effect one of the groups, in this case mainly the minority group. The concept of acculturation was first conceptualized as a group phenomenon, however this phenomenon has been more recognized later on at the individual level which is described by Graves [3] as psychological acculturation, referring to the internal processes and psychological changes that occur as a result of the individual acculturation process as stated by Berry [2] and Padilla and Perez [4]. This psychological acculturation can occur in six areas:

language, cognitive style, personality, identity, attitude, and acculturative stress [5].

Acculturative stress can be defined as a negative consequence of the encounter of two different cultural groups, which often has a negative effect on the physiological, psychological, and social state, which necessitates adaptation to a new culture [6][7]. This resulting stress often arises from differences in social customs, norms, and values, as well as different standards in education, politics, etc., between two different cultures [8]. Behavioural changes as a consequence of the acculturation process can occur at a small level or at a more substantial level, also varying from being very easily surmountable to being a major source of cultural disruption. These changes can occur not only in a series of more manageable behavior changes (such as how to eat, talk, and dress), but also can be more problematic, causing acculturation stress that manifests itself through uncertainty, anxiety or depression.