



INTERNATIONAL SEMINAR 2015

**Integrated View To International Development:
Society Empowerment Through Psychology
and Education Approach**

PROCEEDING

Held by an affiliation of :



INTERNATIONAL SEMINAR 2015
Integrated View To International Development

Society Empowerment Through Psychology and Education Approach

PROCEEDING

HEAD

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Organized By:

Direcorate of Development and Cooperation

University of Mercu Buana Yogyakarta

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 University (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 Hungary 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 strengthening 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 institutions.

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 harmoniously 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 Phillippines 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
(Dr. Alimatus Sahrah, M.Si, MM)
- B. Responsible Persons** : 1. Rector UMB Yogya
(Dr. Alimatus Sahrah, M.Si, MM)
2. Vice Rector I (Dr. Ir. Wisnu Adi Yulianto, MP)
3. Vice Rector Bidang II (Hasim As'ari, SE, MM)
- C. Head of Committee** : Director of Cooperation and Development
(Dr. Ir. Bambang Nugroho, MP)
- D. Vice Head** : Vice Director of Cooperation and Development
(Audita Nuvriasari, SE, MM)
- E. Treasury** : 1. Endang Sri Utami, SE, M.Si, Ak
2. Brigita Hari Mulyani, Amd
- F. General Secretariat**
- Coordinator : Ranni Merli Safitri, ST, M.Si
 - Registry : 1. CH. Lilis Suryani, S.TP, MP
2. Novia, M.Psi
3. Ermi Rachmawati

- Public Relation : 1. Niken Puspitasari, SIP, MA
2. Sowanya Andi Prahara, S.Psi, MA
3. Esang Suspranggono
- IT : 1. Agus Sidiq Purnomo, S.Kom, M.Eng
2. Imam Suharjo, ST,M.Eng
3. David Nugroho, A.md
4. Ristalia Dwi Utami, S.Kom

G. Plenary

- Koordinator : Dr. Ir. CH. Wariyah, MP
- Sub Theme 1 : 1. Dr. Kamsih Astuti, M.Si
2. Dr. Dra. Hermayawati, S.Pd, MPd
- Sub Theme 2 : 1. Drs. Raswan Udjang, M.Si
2. Tutut Dewi Astuti, SE, M.Si, Ak
- Sub Theme 3 : 1. Prof. Dr. Ir. Dwiwati Pujimulyani, MP
2. Ir. Wafit Dinarto, M.Si
- Sub Theme 4 : 1. Supatman, ST, MT
2. Anief Fauzan Rozi, S.Kom, M.Eng
3. Rosalia Prismarini, S.Sos

Notes:

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

- Sub Theme 4 : Society empowerment through technological approach.

H. Procceding

- Coordinator : Awan Santosa, SE, M.Sc
- Staff : 1. Dr. Triana Noor Edwina DS, S.Psi, M.Si
2. Rina Dwiarti, SE, M.Si
3. Indah Susilawati, ST, M.Eng
4. Restu Arini, S.Pd. M.Pd
5. Mamilisti susiati, Drh, MP
6. Kristina Andryani, S.Sos, M.I.Kom

I. General Supporting

- Coordinator : Santi Esterilta P, Psikolog, M.Si
- Transportation and Equipment : 1. Sunardi
2. Tugiyat
- Studentship : 1. Martinus Budiantara, SE, M.Si, Ak
2. Nur Fachmi Budi Setyawan, M.Si
- Ceremony : 1. Asep Rokhyadi Permana S, SE, M.Si
2. Elysa Hartati, S.Pd, M.Pd
3. Widarta, SE
- Receiving Guest : 1. Ir. Warmanti Mildaryani, MP
2. Sri Suswati
- Logistic : 1. Dra. Sumiyati
2. Dorothea Ari
3. Ngatiyah

- Connecting Guest : 1. Agus Slamet, S.TP, MP
2. Agustinus Hari Setyawan, S.Pd, MA
- City Tour : 1. Reny Yuniasanti, S.Psi., M.Psi.
2. Nuryadi, S.Pd., M.Pd.

SCHEDULE OF INTERNATIONAL SEMINAR

**INNA GARUDA HOTEL, YOGYAKARTA
NOVEMBER 26-27, 2015**

First Day, 26 November 2015

Schedule	Session	Theme & Presenters
8.00 – 8.45	Re-registration	
8.45 – 9.00	Welcoming dance	Naviri, Dance of Pudiastuti
9.00 – 9.10	Opening speech	Welcome & opening speech by the Rector, University of Mercu Buana Yogyakarta
9.10 - 9.20	Welcome speech	APTISI
9.20 – 9.30	Welcome speech	KOPERTIS V YOGYAKARTA
9.30 – 10.00	Keynote speech 1	Governor of Yogyakarta Province (ASEK I)
10.00 – 10.30	Keynote speech 2	Prof. Haryono Suyono
10.30 – 10.45	Coffee break	
10.45 – 11.45	1 st Session	Dr. Judit HIDASI/ Dr. Éva Sándor-Kriszt (Budapest Business School, Hungaria)
11.45 – 12.45	2 nd Session	DR. SIEGFRED L. MANAOIS (Lyceum of the Philippines University, Philippines)
12.45 - 13.45	Lunch break	Media partner
13.45 – 14.45	3 rd session	Peter Craven (Australia Indonesia Business Council)
14.45 – 15.00	Coffee break	
15.00 – 16.30	Parallel session 1	

Day 1 A

Time : 14.00-16.00
Venue : Ballroom
Moderator : Dr. Triana Noor Edwina, M.Si
Petugas Ruang : Aldi, Riri, Jefri

No	Name	Tittle	Group
1	Asina Christina Rosito	The Correlation Between Peer Social Support And Self-Regulated Learning	Psychology/ Education
2	Ati Kusmawati	Cognitive Piaget In Learning Motivation To Adolescence Tunalaras Delinquent	Psychology/ Education
3	Gunarhadi	Needs assesment of educational services For children with disabilities in inclusive schools in municipality of surakarta	Psychology/ Education
4	Nurul Hidayah	The Model of School Satisfaction in Junior High School Students	Psychology/ Education
5	Petrus Ana Andung	Gender relations in mass media (gender discriminative discourse of news on violence against women in “pos kupang.com”)	Psychology/ Education
6	Clara r.p. Ajisuksmo	Education For The Disadvantaged Children In Indonesia	Psychology/ Education
7	Fany Rifqoh	The Role Of School And Methods To Manage Slow Learners Students	Psychology/ Education

Day 1 B

Time : 14.00-16.00
Venue : Ballroom
Moderator : Prof Dwiwati Pujimulyani. MP
Petugas Ruang : Resti, Fenti, Arvina

No	Name	Title	Group
1	Eri Yusnita Arvianti	Youth Interest On Transformation Farmer Agricultural Sector In District Ponorogo	Agriculture
2	Bayu Kanetro	Community Empowerment Of Kaliurejo Kulonprogo Special Region Of Yogyakarta For Developing Oyek Into Artificial Rice As Staple Food	Agriculture
3	Yunida Sofiana	Economic Challenges Versus Creative Design (Case Study In Banjarharjo Village, Bantul, Yogyakarta)	Economics and Business
4	Khoirul Hikmah, SE, M.Si	Advantages And Limitations Of Antecedents Effect Against Company For Investment Opportunities Set And Influence On Funding Policy In Agency Theory Perspective	Economics and Business
5	Kurnia Martikasari	The Evaluation Of Financial Performance For Economic Sustainability In Credit Union	Economics and Business
6	Ria Arafiah	The Expert Systems Prevention Of Epidemic Dengue Hemorrhagic Fever Based Community Development	Economics/ Information System
7	Alimuddin/Fatah Sulaiman	Early Warning System Analysis Of Accident Due To Weather Conditions Flood Parameters Of Temperature On The Rail Scale Laboratory	Information System
8	Alimuddin	Design Of Automation Control System Parameter Humidity Fertigation Aeroponics System In Caisim	

Day 2 Sesi I A

Time : 08.15-09.45
Venue : Kalasan
Moderator : Dr. Ir. Wisnu Adi Yulianto, MP
Petugas ruang : Wawan, Lova, Ami, Indra

No	Name	Tittle	Group
1	Dumasari Tri Septin Muji Rahayu	Strategic Marketing Design Of Creative Souvenir Processed By Coconut Waste According To Market Trend	Agriculture
2	Imam Santosa	Empowerment of Peasant Through The Development of Ecotechnopreneurship Behavior in Managing Mix Farming (Based Social Capital)	Agriculture
3	Wiwik Widyo Widjanti	Effects Of Settlement Potential And Problem Toward Settlement Development Strategy In Coastal Marine Probolinggo East Java	Agriculture
4	Yushardi	Mango Farmers Increasing Competences Development Through Media Green House At Studio Learning Activities Situbondo	Agriculture
5	Tintin Febrianti	Social functioning as strategy for fishermen's empowerment Case in coastal areas at district of tasikmalaya	Agriculture
6	Eri Yusnita Arvianti	Youth Interest On Transformation Farmer Agricultural Sector In District Ponorogo	Agriculture

Day 2 Sesi I B

Time : 08.15-09.45
Venue : Sambisari
Moderator : Santi Esterlita Purnamasari, S.Psi, M.Psi, Psikolog
Petugas : Sakti, Aldi, Fenti, Arvina

No	Name	Title	Group
1	Said Alhadi	The Role Of Education To Improving Human Resources	Psychology/ Education
2	Triana Noor Edwina	Construct Husband's Support, Indigenous Psychology Approach	Psychology
3	Alimatus Sahrah/Ranni Merli Savitri	Destination image of yogyakarta and Student's subjective well-being (swb)	Psychology/ Education
4	Wahyu Kuncoro	The Justice Judgement Model In Participation Of Disaster Mitigation Program	Psychology
5	Sri Muliati Abdullah	Identification of ideal softskill profile and youth's softskill development strategy for job success Through society empowerment	Psychology
6	Reny Yuniasanti	Job Satisfaction on Academic staff Viewed from Co-workers Social Support at the University of Mercu Buana Yogyakarta	Psychology
7	Novina Suprobo	The role of passion for teaching to promote teachers' adaptive outcomes: A perspective of teachers in Indonesia	Psychology

Day 2 Sesi I C

Time : 08.15-09.45
Venue : Prambanan
Moderator : Gumirlang Wicaksono, S.E., MBA.
Petugas : Resti, Kelvin, Riri, Ajat

No	Name	Title	Group
1	Muhammad Suliswanto	Acceleration Strategy in Achieving Millennium Development Goals (MDGs) through Human Resources Planning Based on Local Economy Potencies (The Application on Regencies/ Cities in East Java)	Economics and Business
2	Ni Wayan Sri Astiti	Model Through The Empowerment Of Women In Household Industrial District Abang Karangasem	Economics and Business
3	Nujmatul Laily	Relationship Between Moral Development And Ethical Judgement: Evidence From East Java	Economics and Business
4	Polniwati Salim	The Application Of Toraja Ornament Into Interior Furniture In Efforts To Strengthen Efforts Local Culture And Entrepreneurship In Jakarta	Economics and Business
5	Dr. sri pujinin gsih	Emancipatory Accounting: University Accounting Alternative Preventing Education Commercialization	Economics and Business
6	Awan Santosa	Performance Evaluation of Science and Technology for Export Product Program of Goat Leather and Vinile Handcraft in Bantul Regency	Economics and Business

Day 2 Sesi II A

Time : 10.00-11.30
Venue : Kalasan
Moderator : Indah Susilawati, ST., M.Eng.
Petugas Ruang : Wawan, Lova, Ami, Indra

No	Name	Tittle	Group
1	Anif Fatma Chawa	Ongoing Communication and Assistance of Mining Company's Community Development Programs	Communication
2	Herdianto	Electric Light Control System Using Computer Network Based On Module Usb-Relay	Information Technology
3	Martinus Budiantara		Economics and Business
4	Nuryadi	Implementation Of Creative Problem Solving (Cps) With Figure Tools For Improving Student Achievement In Mathematics Learning Smp N 2 Godean Class Viii	Mathematic/ Education
5	Marleni, M.Pd	Entrepreneurship Development of Woman Handycrafter in West Sumatera	Economics and Business
6	Dasrizal		

Day 2 Sesi II B

Time : 10.00-11.30
Venue : Sambisari
Moderator : Sowanya Adi Prahara, S.Psi., M.A.
Petugas ruang : Sakti, Aldi, Arvina, Fenti

No	Name	Tittle	Group
1	Alimatus Sahrah	Effectiveness Of Social Support Training Custodian To Enhancing Subjective Well Being Prisoners At Penitentiary Class Ii.A Yogyakarta	Psychology
2	Kamsih Astuti	The Social Cognitive Model Of Smoking Initiation Prevention In Adolescents	Psychology
3	Komsi Koranti	Analysis Strategy Problem-Focused Coping And Emotion-Focused Coping In Women Victims Of Domestic Violence In Jakarta	Psychology/ Education
4	Santi Esterlita Purnamasari	Attitude of Premarital Sexual Behavior, Sexual Knowledge And Control of Premarital Sexual Behavior On Junior High School Students In Yogyakarta	Psychology
5	Ranni Merli Safitri	Brand Image And Service Quality As Predictors Of Brand Loyalty Of Students	Psychology
6	Achmad Fauzan	Upaya Meningkatkan Niat Beli Konsumen Ditinjau Dari Kredibilitas Selebriti, Citra Visual dan Verbal Iklan	Psychology

Day 2 Sesi II C

Time : 10.00-11.30

Venue : Prambanan

Moderator : Awan Santosa, S.E, M.Sc

Petugas ruang: Resti, Kelvin, Riri, Ajat

No	Name	Tittle	Group
1	Audita Nuvriasari	The Influence Of Competitive Advantage Strategy To Smes Performance	Economics and Business
2	Gumirlang Wicaksono	Assessing The Implementation Of Transnational Strategy A Case Of Accor Indonesia	Economics and Business
3	Herminawaty Abubakar, Dr	Answering The Needs Of The Company With Transformation Organizations	Economics and Business
4	Ignatius Oki Dewa Brata	Leverage, Profitability, And Size Influence Of Corporate Dividend Policy	Economics and Business
5	Bambang Nugroho	Empowering Vegetable Farmers Through Broadening Marketing Access: A Case In Kaliangkrik, Magelang	Agriculture

KEYNOTE SPEAKER

Equitable Development Related To MDGs in DIY

HAMENGKU BUWONO X

Assalamu'alaikum warohmatullahi wabarokatuh

The honorable, Rector of Univesity of Mercu Buana Yogyakarta,

The speakers, participants, and all audience.

Thanks to Allah swt who has been giving us blessing and mercies so we can be here together in good condition and happy situation.

On behalf of the Local Government of Yogyakarta Special Province, we welcome this international seminar held by University of Mercu Buana Yogyakarta (UMBY) with the theme of SOCIETY EMPOWERMENT THROUGH MULTIDIMENSIONAL APPROACH: AN INTEGRATED VIEW TO INTERNATIONAL DEVELOPMENT. We belief that this today's activity is a reflection of UMBY's commitment and participation in reaching Millenium Development Goals (MDGs) signed by United Nations. In this wonderful opportunity, we would like to appreciate all participants both from Indonesia and abroad because your attendance is a clear evidence of our commitment to realize the MDGs.

The Millennium Development Goals (MDGs) are the eight international development goals that were established following the Millennium Summit of the United Nations in 2000, following the adoption of the United Nations Millennium Declaration. All 189 United Nations member states at the time, committed to help achieve the following Millennium Development Goals by 2015: (1)To eradicate extreme poverty and hunger, (2) To achieve universal primary education, (3) To promote gender equality and empower women, (4) To reduce child mortality, (5) To improve maternal health, (6) To combat HIV/AIDS, malaria, and other diseases, (7) To ensure environmental sustainability, and (8) To develop a global partnership for development.

There are several important things should be given more serious attention related to MDGs:

Firstly, although United Nations is actively involved in realizing MDGs, MDGs are not UN's goals but are goal and responsibility of all countries participated in the Millenium Summit.

Secondly, seven of the eight goals have been quantified as the targets with clearly scheduled time of achievement so that enabling objectively measuring and progress reporting with internationally camparable indicators. Thirdly, the goals of MDGs are interconnected. Fourthly, UN supported global effort in monitoring progress, increasing attention, pushing action and research as intelectual base for policy reformation, capacity building, and resource mobilization needed to reach all the targets.

Fively, 18 targets and more than 40 related indicators were decided to reach during the period of 1990 to 2015 evaluated every five years. And the last, in spite of the fact that MDGs are global commitment, local values of every countries should be more accomodated to facilitate MDGs realization.

Basically, MDGs are the result of a common struggle and agreement between developed and developing countries. Developing countries such as Indonesia have an obligation to achieve MDGs including monitoring activities, meanwhile developed countries should help and give support in achieving every goal and target of MDGs.

As a signatory country of MDGs declaration, Indonesia has a commitment to realize MDGs as an integrated part of national development program because essentially all target and goal of MDGs has been in line with our development program. In Indonesia, people prosperity is measured with various indicators such as increasing people income, improving education and helth level, increasing appropriate housing with comfortable and safe environment, increasing access to available resources, open employment for all people, and free from poverty and hunger.

Based on central governmentnt policy of Presidential Instruction No. 1/2010 about Acceleration of National Development Implementation 2010, and

Presidential Instruction No.3/2010 about Equitable Development Program related to MDGs, Local Government of Yogyakarta Special Province (DIY) issued Governor Regulation No. 56/2011 about Local Action Plan (RAD/Rencana Aksi Daerah) of MDGs achievement. RAD is an effort of central and local synergy in a process of planning, budgeting, implementing, monitoring, and evaluating acceleration program of MDGs achievement.

Acceleration effort of MDGs target achievement has been actually done through various activities in every working unit, not only by government bureaucracy, but also supported by private sectors, higher education institutions, non-governmental organizations, and all society elements. In this case, approach model or society empowerment innovation is very important. For example, Central Government launched National Program of Society Empowerment (PNPM) Mandiri Perkotaan dan Perdesaan in 2007 to effectively reduce poverty and create new employment by reformulating the mechanism of reducing poverty by involving society elements starting from planning, implementing, monitoring, and evaluating.

Referring to the achievement report of RAD MDGs DIY of the first semester 2015, DIY has been successful in achieving several MDGs targets. As the next agenda after 2015, a new concept of Sustainable Development Goals (SDGs) will be developed to accommodate every changes after 2015-MDGs.

In this wonderful opportunity, I would like to invite all participants to use this forum to share ideas and opinions to solve and face various problems and challenges related to MDGs target achievement at the level of local, national, regional, and global. Finally, my Allah swt always give us His guidance. Amin. Thank you so much.

Wassalamu alaikum warohmatullahi wabaro kaatuh.

Yogyakarta, November 26,2015

Governor of Yogyakarta Special Province

HAMENGKU BUWONO X

INTENSIFICATION OF SUSTAINABLE DEVELOPMENT GOALS (SDGS) TO END POVERTY IN INDONESIA

Prof. Haryono Suyono
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Abstract

There is a strategic urgency to put in place policies which take advantage of the demographic dividend for most countries. The first is the increased labour supply. This benefit is dependent on the ability of the economy to absorb and productively employ the extra workers. The second mechanism is the increase in savings. As the number of dependents decreases individuals can save more. The third mechanism is human capital. Decreases in fertility rates result in healthier women and fewer economic pressures at home. The fourth mechanism for growth is the increasing domestic demand brought about by the increasing GDP per capita and the decreasing dependency ratio.

Two kinds of integrated policy are; first, intervention should be directed to the poor. Second, middle and high socio economic group must help to encourage the poor. The urgency to put in place appropriate policies is magnified by the reality that what follows the “demographic dividend” is a time when the dependency ratio begins to increase again. The other important is To make sure all poor families, especially young and fertile couples, to participate in local social and economic activities and encourage poor families to undergo training for participating in local economic activities.

Keywords: SDGs, Poverty, Pro-poor development

SPEAKER

THE IMPACT OF INTERNATIONALIZATION OF HIGHER EDUCATION ON SUSTAINABLE DEVELOPMENT – IN THE EASTERN EUROPEAN CONTEXT

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Abstract

There is widespread recognition that international education brings benefits to the economic, social and commercial interests of countries. It is thought that the harmonisation of institutional and national internationalisation strategies will bring positive results in the sustainable development of societies. In the case of institutions of higher education, such activities are considered to be of significant advantage, for instance, in attracting students internationally by offering international study programmes and ultimately by improving the employment opportunities of students both at home and abroad. The contribution will take a double perspective on the theme of internationalisation strategies for higher education institutions. First, it will look at different concepts and approaches to internationalisation strategies and at ways to design them.

Second, it will address issues around the implementation of such strategies. The contribution will address its theme from both a global and a European, in particular an Eastern European perspective. Sub-chapters of the contribution include mainstreaming of internationalisation as a strategic approach, branding a nation by internationalizing its higher education programmes, improving internationalisation strategies by adopting new forms, ways and possibilities of technology. Likewise, we will look at particular challenges, and how to overcome them, such as integrating

foreign students, teaching in English, incentivising short-term mobility of students and staff, and international marketing and student recruitment.

Keywords: internationalisation, student recruitment, Eastern-European perspective, curriculum design

1. Different concepts and approaches to internationalisation strategies

In the first decades of the 21st century internationalization has become more and more important in the strategy of higher education institutions. Components of internationalization like international orientation, mobility activities, receiving international students and the export of the institutions' teaching and research products play significant roles in the mission of higher education institutions. Recognition and reputation of higher education institutions is measured recently with their position in global rankings and classifications. Internationalization is always a crucial point in the evaluation. The globalized world requires international activities, because we have to prepare students who are able to think globally – and if required – act locally. Internationalization has become part of the quality culture of each particular institution.

There have occurred several changes in higher education in recent decades world over that due to their intensity, impact and effects, might as well be labeled as paradigm shifts:

- Higher education (HE) has changed from the privilege of a rich and talented few to an option of development for many ambitious youth and has become available to a diverse and – in some countries even to a – mass audience. Participation in higher education is set to rise further.
- Due to the achievements and penetration of information technology knowledge and information have entered into easy reach to anyone interested.

- Internationalization has elevated from an “option-factor” to a “must-factor”.
- Amidst technological and scientific developments higher education is expected to play a critical role in lifelong learning.
- In countries facing demographic and economic changes higher education is playing a decisive role in maintaining economic and environmental sustainability.

As a consequence, with globalization on the rise, three important notions emerge that cannot be disregarded:

- higher education is also becoming global;
- nevertheless diversification of educational services (programs, profiles, and demands) is evolving;
- competitiveness (especially in maintaining and enhancing quality) is playing an increasingly important role in higher education.

The first global university ranking was launched by Shanghai Jiaotong University in 2003. In the past 12 years, not only have pioneers like *ARWU* (Shanghai Jiaotong ranking), *THE* and *QS* stayed in the scene of (global) higher education, we have also seen many more rankings, global and national, entered the ranking arena. As of 2014, ten global rankings were identified, with *US News & World Report's Best Global Universities* being the latest addition. The proliferation of global and national university rankings implies that higher education institutions (HEIs) can no longer turn a blind eye to rankings and within that to internationalisation. In one way or another, HEIs have to either make use of rankings or minimise the damage caused by others using rankings to outshine them at home or abroad. Rankings can be used as information tools, but rankings are increasingly also used as marketing tools. Many higher education institutions by now must have had their own experience in responding to global rankings, either proactively or reactively, but one of the most efficient ways definitely being to enhance their internationalisation impact.

2. Dimensions and indicators of internationalization

In order to make the internationalization of higher education institutions comprehensive, different expert teams have elaborated various schemes and proposals. They are common in treating the areas (dimensions) and measures (indicators) of internationalization separately, but in a contextual interrelation. The dimensions are usually overlapped, but they are different in focus and details. What are the most important internationalization areas?

- university leadership for internationalization (mission statement, promotion and publicity, budget, leadership positions, promotion and tenure, student recruitment),
- internationalization strategic plan (goals, objectives, inputs, activities, timelines and targets),
- institutionalization of international education (committees, accountability structures),
- infrastructure (professional units and staff)(international students and scholars, study abroad, international exchanges, projects, grants, contracts),
- internationalized curriculum (international majors, international minors, international courses, languages, scholarships and awards, resources),
- international students and scholars (international student recruitment, international student support, integration of university students into university life),
- study abroad (academic study abroad, work and tourism abroad, specialized academic study abroad, study abroad requirements, exchange agreements, student support),
- faculty involvement in international activities (faculty support, exchange agreements, international grants and contracts),
- campus life / co-curricular programs (campus life offices, student organizations, campus programs),

- monitoring the process (performance assessment process, performance indicators).

In a timely shift in the higher education strategy, in many countries of Eastern Europe more focus has been and will be put in the future on internationalization of higher education institutions. This is indeed a wise and much overdue reappraisal of the higher education policy in these countries. This is the ethos, and this is the idea that has to be instilled in the society, in educational decision makers, and last but not least in institutional management.

3. Internationalisation of Higher Education: Moving beyond mobility

Internationalization of higher education is an important priority for many governments, for university leaders and other higher education stakeholders. It has been on the European agenda for many years and has led the members of the EHEA (European Higher Education Area) to develop policy, research and related services in support of institutional efforts in internationalization. This is a frequent theme of national and international conferences, and each time with the ambition to gain new insights into the internationalization of higher education and inspire new strategies, initiatives and projects. The expectations with regard to the benefits of internationalization are continuously expanding, as is the range of activities carried out in the name of internationalisation.

At the same time, institutional, national and regional policies remain highly focused on only one aspect of the process – *mobility*. Such a singular focus can overshadow numerous other ways that internationalisation can improve: the quality of the different dimensions of higher education, including curriculum, research, campus life, management, etc. Indeed, no matter how much international student mobility flows may increase in the future, it is unlikely that they will ever include all learners in higher

education. Thus it is likely that the impact with the greatest potential weight lies with the 'other' aspects/activities that promote internationalisation.

- What are the alternatives to mobility when pursuing internationalisation?
- How does internationalisation change the student experience?
- Is internationalisation changing knowledge and know-how?
- How is it improving the quality of higher education?
- How can internationalization help overcome disparities and inequalities?

4. Issues around the implementation of internationalisation strategies in European and in Eastern European perspective

What is the most striking transformation that has taken place in European education in the last half century? The information and communications revolution and the changes brought to teaching and learning methods are strong contenders, while internationalisation and student mobility in education have also expanded education's horizons.

4.1 Embedded mobility

There are 4.5 million international students moving across the globe, and out of them some 2 million in Europe. Increasing the international mobility of students has been a core concern of governments and higher education institutions for decades. In 2009, European ministers of education set the ambitious target of 20% outbound mobility, to be reached by 2020. Some European countries have even higher aspirations: Germany and Austria both aim for 50% of outgoing mobility. Many believe that such goals cannot be attained unless 'mobility windows' will systematically be integrated into curricula, i.e. that mobility becomes structurally 'embedded'. The two most prominent forms of 'embedded mobility' are joint and double degree programmes,

offered by two - or more - higher education institutions in two different countries.

With the increase of student and faculty mobility between continents, intercultural issues affecting the educational domain, like: classroom environment, academic culture, administrative culture, language use, challenges of multilingualism, ethical and moral issues, political correctness (in behavior, in communication and in language) etc. are on the rise. As stated by Powell and Andersen (1994: 322), “culture provides us with a heritage and a set of expectations about educational settings”. If these expectations – not only concerning settings, but - concerning the whole educational process itself are not met, then those affected become disappointed or frustrated. Disorientation comes from a feeling of loss – why not do it the way we always have? But ways that function well in one particular setting might prove less effective in a different setting. Awareness should be raised with respect to the ways in which people’s worldviews affect their learning, understanding, production, and interaction. Neglecting differences in mental programming – and for that matter in communication – might lead to low effectiveness. A better understanding of the differences might also help to avoid frustrations arising from misunderstandings.

4.2 Linguistic quality issues

English-medium instruction (EMI) has become a systemic feature in many European countries, particularly at the Master level. Even though the growth curve now shows signs of flattening, the number of English-taught programmes (ETPs) in Europe has seen a very steep rise in the last 15 years. Are ETPs an advisable means to attract international students who would not dare to study in the domestic language, or are those critics right who view them as a form of tuition where students who do not understand English are taught by staff who do not speak it? In other words: is English medium tuition a blessing or a curse?

At the same time, it is also true, that the lack of a minimum proficiency in the local language isolates international students outside of the classroom. This issue has consistently been identified as the biggest language challenge for foreign students in their mobility study period abroad.

In intercultural encounters, it may often be the use of English, with the assumption that the same language is being spoken by all, which leads to misunderstandings. There is ample evidence, in fact, that the use of English as a *lingua franca* often conceals the underlying culture-based concepts, which may be utterly incompatible.

5. Mainstreaming of internationalisation as a strategic approach

The Conference Report of the UNESCO World Conference on Education for Sustainable Development (ESD), held in Aichi-Nagoya, Japan, 10-12 November 2014, has been released. Three main outcomes are discussed: launch of the final report on the DESD ‘Shaping the Future We Want’; adoption of the Aichi-Nagoya Declaration on ESD; and Launch of the Global Action Programme (GAP) on ESD.

It provides an overview of the main discussions before summarizing the strategies for expanding the impact of ESD according to the five Priority Action Areas of the Global Action Programme:

- Advancing policies;
- Transforming learning and training environments;
- Building capacities of educators and trainers;
- Empowering and mobilizing youth;
- Accelerating sustainable solutions at local level.

On the European level, with the implementation of the Bologna Process across the 47 countries of the European Higher Education Area (EHEA), attempts have been made to offer highly-valued open fora for

stakeholders in higher education to exchange knowledge and views on hot topics in the field. On the one hand conferences, discussion events and symposia are regularly held to provide an interactive platform for HEI practitioners, ranking providers, independent researchers, and higher education consultants to exchange the latest information and diverse views on all matters related to issues of internationalisation and of global education. These events not only provide useful information, reflection and analysis, but also ample opportunities for discussion, peer learning, and networking, including reviewing and discussing with university leaders and stakeholders their self-assessment reports on internationalization and comment and advise on possible future developments. Together with Ecorys, an European research and consultancy company, *European Association for International Education (EAIE)* conducted a study of the state of internationalisation in the European Higher Education Area (EHEA) from practitioners' perspectives. *The EAIE Barometer: Internationalisation in Europe* focuses on: The current state of affairs regarding internationalisation in EHEA countries; Key developments and challenges in the field; and Skills and knowledge needed by the staff involved in international education.

<http://eaie.informz.net/z/cjUucD9taT00MjgxNzQxJnA9MSZ1PTc3NjA0NDk4OCZsaT0yNjk0MDA3Nw/index.html>

On the other, electronic resources help orientation and knowledge transfer with respect to higher education issues, out of which we highlight two.

The Eurydice Network's task is to provide reliable information on, and comprehensive analyses of, European education systems and policies. The network drafts descriptions of national education systems, comparative studies devoted to specific topics, indicators and statistics. Through its work, Eurydice aims to promote understanding, cooperation, trust and mobility at European and international levels. All Eurydice publications are available free of charge on the Eurydice website.

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Main_Page

The network consists of national units located in European countries and is co-ordinated by the EU Education, Audiovisual and Culture Executive Agency.

European University Association (EUA) has launched the *Trends 2015* report, which presents the universities' perceptions of the changes that have taken place in European higher education over the past five years, particularly in relation to learning and teaching. Based on survey responses of 451 higher education institutions from 46 countries (48 higher education systems), the report outlines the changing context in which higher education institutions operate.

http://www.eua.be/Libraries/Publications_homepage_list/EUA_Trends_2015_web.sflb.ashx

6. Branding a nation by internationalizing its higher education programmes

The main rationale behind this initiative is to support and facilitate the internationalisation of higher education of a particular country by initiating and deepening cooperation with foreign higher education institutions and achieving knowledge exchange by means of student and faculty mobility, by means of knowledge transfer via joint research and by means of sharing best practices. Exposure to international experience will result in an improved knowledge of the other country's culture, which promotes understanding and economic and political cooperation between countries and its people. The area of research and development is one of the main incentives for the corporate world to support joint projects. Many higher education programmes are already subsidized by corporate actors, which not only support the success of the students on the labour market but also aide the implementation of the results of the research, which constitutes an important part of the institutions' revenues.

The internationalization of higher education will also enable the formation an international community, which will create a strong potential of

personal contacts among the alumni of the institutions, attracting more international and talented students to enjoy the benefits of studying abroad.

In Hungary attempts have been made recently to broaden the dimensions of international education by offering foreign students scholarships for a full-time degree study. The scheme is called: *Stipendium Hungaricum* – Scholarship Programme for Foreign Students. Hungary's primary intention is to further strengthen the regional policy and to enhance a global opening. With these aim in mind, the Hungarian Government announced the policy of „Global Opening”. As part of the Policy, we are proud to introduce the *Stipendium Hungaricum* Hungarian Scholarship Programme, offered to students of the partner countries of Hungary.

6.1 Aims

1. *Economic Development*

In order to achieve the long-term economic goals of the policy, the Hungarian Government seeks to improve the international, scientific, economic and educational relations with the partner countries and encourage their most outstanding students to continue their studies in the Hungarian higher education. The outcome is going to be the exact opposite of a brain-drain: the partner countries mutually benefit from the cooperation, as students bring home from Hungary the knowledge, know-how, best practices, knowledge of the culture, the language and personal contacts. After the successful completion of their studies, the scholars would go home and contribute to the strengthening of their country's economy, providing the possibility of future partnerships for Hungary.

2. *Cultural Diplomacy*

The relationship between individual people will result in an improved knowledge of the other's culture, which promotes understanding and economic and political cooperation between the two countries.

3. International Relations in the Education

Beyond the cultural diplomatic relations, the result of fruitful cooperation will be the expansion of economic, research and scientific collaboration, as well as the promotion and internationalization of outstanding Hungarian higher education institutions on the widest scale possible, helping them to become internationally recognised knowledge centres and further enhance the international relations with bilateral educational, exchange and research agreements, establishing direct contacts between the higher educational institutions.

4. Research and Development

The area of research and development is one of the main incentives for the corporate world to support joint projects. Many practical Hungarian higher education programmes are already subsidized by corporate actor, which not only supports the success of the students on the labour market but also aides the implementation of the results of the research, which constitutes an important part of the institutions' revenues. The solid financial background promotes the invitation of foreign and Hungarian academics to hold unique or special courses, student mobility, excellence recognition, talent management, a supply of teachers and researchers and the popularization of science.

My University of Applied sciences, the Budapest Business School is also among the national universities who receive in great number incoming Stipendium Scholarship recipients. It is a clear strategy of our university of Applied sciences, the BBS, to exploit the possibilities of a practice-oriented and practice-driven higher education, which involves flexible forms of international educational experience, cooperation with international enterprises, development of self-study methods supported by educational technology.

One of the four major objectives of the 2012 International Development Plan (IDP) of BBS is that it will provide “a study environment of international character and quality”: increasing

mobility, launching additional foreign language courses, developing foreign-language-taught study programmes, organising joint projects with international partners with the use of ICT.

The existing extensive ties with international academic partners in the field of business management provide a solid basis for implementing the IDP (there are several dual degree programmes and recognised courses taught in foreign languages already).

The strategy demonstrates the commitment of BBS to formalise an organizational framework necessary for effective and efficient international teaching, research and related activities. The IDP refers more than 200 times to the different forms of international goals and tasks. It emphasises the internationalisation opportunities in the following fields:

- Participation in international R&D projects
- Increasing degree and credit mobility (in-coming and out-going)
- Promoting mobility of lecturers
- Expanding programmes and courses delivered in foreign languages
- Membership in international organisations (as EUA)
- Attending and hosting international conferences
- Establishing partnership with international companies, business organisations.

The systematic approach to internationalisation has been clearly recognised by the management of BBS. This is evident from the fact that BBS was the very first Hungarian higher education institution that undertook an internationalisation review. The auditing delegation upon completing their visit found the internationalization performance of BBS outstanding.

6.2 Perspectives from a European angle

Before drawing conclusions let me shortly inform you on the impact that the introduction of the Bologna process had on higher education in Eastern European countries. Most countries in the sphere of Soviet influence after the fall of Communism, inherited an extremely centralised system of higher education combined with the rigidity of a dual system splitting higher education institutions into two disparate and incompatible parts: colleges and universities. This system used in the former Soviet bloc was different from the British and American systems; furthermore the educational systems elsewhere in Western Europe also showed considerable diversity. The introduction of the Bologna process since 1999 when it was first signed has ultimately resulted in the creation of the European Higher Education Area, aimed to restore the unity of European higher education. Ever since those early days, work marked by regular ministerial meetings followed by Declarations every other year has been going on. The ideas formulated in the Bologna Declaration seemed to be very attractive, most European countries participate in the Bologna Process. Even distant countries, like Kazakhstan joined the Bologna Process this year, and thus became the 47th member-country of the European Higher Education Area.

The endeavour to unite the system of higher education in Europe was made in the interest of the students. And there was nothing new about that: the European Higher Education Area didn't have to be built up from scratch – it had a long history starting in the Middle Ages. European universities have always been more or less international institutions of higher education: foreign students liked to visit these centres of learning. There were relatively short periods, such as times of political instability or war, when it was more difficult to travel and when contacts between higher education institutions were more complicated to establish and maintain.

Today, fortunately for us, cooperation between higher education institutions has become crucial to the development, in some cases even survival, of a university or college. With the rapid technical development that we are witnessing today, cooperation is becoming increasingly simpler. Easy, fast and relatively cheap travel was only one driver that promoted cooperation between higher education institutions. Another important factor was technical development in communication. The advent of computers and the internet meant that even existing frontiers crumbled. In such an environment it became quite anachronistic to stick exclusively to old and local only teaching systems and methods.

The number of higher education institutions has also dramatically increased; actually, since its inception, higher education has been expanding at an exponential rate. In the 12th century there was only one university in Europe: the Bologna University founded in 1158. The 13th century saw the establishment of about 20, the 14th 25, and the 15th 30 universities on our continent. In the following century, during the European Renaissance, the number of universities doubled. But these numbers look quite insignificant compared to the number of higher educational institutions in Europe and on other continents in the 21st century. According to *The Ranking Web of World Universities*, in January 2010 there were 17 716 universities in the world.

We are all aware of the fact that, with all its benefits, this means increasing competition between higher education institutions. In order to remain competitive today, higher education institutions have to offer adequate services to students and maintain high standards of education. That is the common interest of students and academics alike, and this is an advantage of a shrinking world: student mobility is a much smaller problem than it used to be. We can quote impressive numbers of student mobility. For example: 90 per cent of the higher education institutions of 31 countries participate in Erasmus programs aimed at student and staff exchange.

Modernization concepts of higher education emphasize the importance of the students' sociability and tolerance. Thus more attention should be paid to development and introduction of methods and courses to form cultural and international relations in their learning.

Techniques and methods should be worked out :

- To help institutions and administration become more sensitive towards the different needs of people of diverse cultural backgrounds
- To increase the intercultural literacy of the host-society and its members
- To enhance local and international community involvement in collaborative projects and community activities.

Governments and businesses benefit significantly from globally aware citizens and in developing this literacy education can play a prominent role.

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TRANSFORMING OUR WORLD, THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT: THE CASE FOR PRIVATE BUSINESS

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Abstract

The Sustainable Development Goals (SDGs), officially known as Transforming our world: the 2030 Agenda for Sustainable Development, are an intergovernmental set of aspiration Goals with 169 targets. The Goals are contained in paragraph 51 United Nations Resolution A/RES/70/1 of 25 September 2015. The new SDGs go much further than the MDGs (the Millenium Development Goals), addressing the root causes of poverty and the universal need for development that works for all people. We are meeting at a time of immense challenges to sustainable development. The challenges are continuing poverty of our billions citizens, rising inequalities within and among countries, enormous disparities of opportunity, wealth and power, gender inequality, unemployment, particularly youth unemployment, global health threats, more frequent and intense natural disasters, spiralling conflict, violent extremism, terrorism and related humanitarian crises and forced displacement of people threaten to reverse much of the development progress made in recent decades, and also natural resource depletion and adverse impacts of environmental degradation, including desertification, drought, land degradation, freshwater scarcity and loss of biodiversity.

Meanwhile, almost 15 years ago, the MDGs were agreed but the progress has been uneven, particularly in Africa, least developed countries (LDC), landlocked developing countries and small island developing States, and some of the 8 X Millennium Development Goals remain off-track. However, there is also a time of immense opportunity, such as greatly increasing access to education, the spread of information and communications technology,

great global interconnectedness that is potential to accelerate human progress, to bridge the digital divide and to develop knowledge societies, as does scientific and technological innovation across areas as diverse as medicine and energy. For more specific countries, Indonesia and Australia, the new agenda focused on business is very important to build strong economic foundations. The agendas are sustained, inclusive and sustainable economic growth that is essential for prosperity, working together to build dynamic, sustainable, innovative and people-centred economies, promoting youth employment and women's economic empowerment, in particular, and decent work for all, standing to benefit from having a healthy and well-educated workforce with the knowledge and skills needed for productive and fulfilling work and full participation in society. strengthening the productive capacities of least developed countries in all sectors, adopting policies which increase productive capacities, productivity and productive employment, financial inclusion, sustainable agriculture, pastoralist and fisheries development, sustainable industrial development, universal access to affordable, reliable, sustainable and modern energy services, sustainable transport systems; and quality and resilient infrastructure.

CORRELATION OF SOCIAL SUPPORT CUSTODIAN TO SUBJECTIVE WELL BEING PRISONERS AT PENITENTIARY CLASS II.A YOGYAKARTA

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Abstract

Prisoners coaching program by walinapi is a very important program in improving the level of Subjective Well Being (SWB) of prisoners. Sahrah et al (2011, 2013) suggests the factors that influence SWB are life meaningfulness factor, self-esteem, and social support which are factors that can significantly affect the level of SWB of the prisoners. Through the provision of social support by walinapi, it is expected that each convicted criminal is able to improve their subjective well-being. The aim of this study is to determine the level of Subjective Well Being (SWB) of the prisoners and to know the level of walinapi's ability to provide guidance to the prisoners.

SWB scale deployment and Social Support of Walinapi was conducted in correctional institution Class II.A Wirogunan Yogyakarta. It researched the subjects selected by random sampling. The questionnaires which can be analyzed are 93 prisoners and 25 people walinapi. Data analysis method used is the analysis of the data descriptive statistics, t-test, and the correlation of product moment.

The SWB level of prisoners on cognitive component is indicated by SWLS expressed in the moderate category 49 (52.7%), the positive affective component in the high category 61 (65.6%), whereas negative affect on the medium category 56 (60.2 %) tend to be high-28 (30.1%). There is a correlation between social support with SWB of prisoners amounted = 0.297 ($p < 0.05$). Social support in the form of emotional support, instrumental support, and social network support is a form of support which is expected to increase the SWB of the prisoners. Walinapi ability level in fostering the prisoners is in the category of medium, while the ability which is expected to be improved is the ability of counseling, trust performing, motivating, and problem identification of the prisoners.

Keywords: Subjective Welfare (SWB), Prisoners, Prisons (prisons), Social Support Training, Mayor of Prisoners

A. Introduction

The new paradigm of the development of prisoners, not only focused on the system of imprisonment, but must also be an undertaking social welfare known as Correctional System. According to Law No. 12 1995 Article 1, paragraph 2, System of Corrections is an order on the direction and limits, and also how coaching prisoners (also called guided prisoners) is based on Pancasila implemented in an integrated manner between the trainer, trainee and society, in order to improve the quality of life of the prisoners so that they realize the error, improve themselves, and not to repeat the criminal offense they did. Through the development, it is expected that after prisoners served their sentence, they can be received by the public, actively participate in the development, and live naturally as a good and responsible citizen.

Based on Law No. 12 1995 Article 1, paragraph 2 of the, it seems that efforts to improve the quality of life of prisoners and detainees is a major concern in the System Corrections, so that when they had returned to mingle with the people, they will show traits of individuals who have a high quality

of life. According to Cummings (1997), individuals who have a high quality of life will feel the subjective well-being (*Subjective Well-being* abbreviated as SWB). SWB This is the assessment of a person about his life, that he is more satisfied and happier, and has a bit of unhappiness, this condition is indicated by the presence of a feeling of happiness that is higher than the feelings of unhappiness, and showed satisfaction ins life (Diener in Philips, 2006).

Based on the observations and interviews, it is shown that in the Penitentiary Class II-A Yogyakarta, there are two kinds of coaching which is done to treated criminals (WBP) or prisoners the Coaching Skills and Personality Development. Skill coaching is coaching to increase prisoners' job skills that can be used to make a living after being released later. The personality development is an activity that has been organized is the praying worship. Only from interviews with officers prisons it is known that there is a sense of fear in the prisoners (prisoners or prisoners) when they are on the time of sentencing. One of their fears is the fall of the sanction of his life partner in the form of demands for divorce from his wife or her husband, and their fear of social sanctions that will apply to them when they are free. In addition there is a sense of alienation when they are in prisons, in this case, it can be concluded that prisoners feel less happy because they do not get the psychological state of adequate channeling, so that the various concerns while in prisons are less resolved. The study conducted by Correctional Institution regarding the evaluation of coaching in prisons in 2008 showed that psychological development was not held on a scheduled basis. Psychological development activity was only held when there was a practical student activity, research, or there was a visit from a certain college. Health coaching was also not optimal for handling prisoners' health. It was often too late and the facilities were limited. Religious guidance was also less than optimal because the routine has not been scheduled. The same result was also obtained when the holding of a preliminary study that showed the psychological development of prisoners was still not optimal. Those facts

have an impact on the condition of prisoners who feel their psychological problems unaddressed. They feel worthless, anxious about his future after leaving the prisons. There is a feeling of emptiness in their life. They feel pessimistic about the next life. They feel unfair because they were treated poorly by the senior. They have low self-esteem, and feel that they have a great sin because of their actions. These conditions indicate the existence of subjective well-being that is low on prisoners. Therefore it is necessary for other measures to improve the SWB prisoners in order to improve the quality of life. According to Phillips (2008), individuals who have a high quality of life will feel the happiness, prosperity, and life satisfaction.

From research of Sahrah et al., (2011, 2013) against prisoners in prisons Klas IIA Yogyakarta, it is stated that the factors of religiosity, confidence, meaningfulness of life, emotional maturity, social support, perception of the physical condition of the environment, and *coping* strategies are some factors affecting SWB prisoners.

It is concluded that among the seven factors, meaningfulness of life, self-esteem and social support are the factors that are very significant to SWB prisoners. meaningfulness factors of life and confidence are individual factors, while social support factors are contextual factors that mostly can be manipulated structurally by the prisons as institutions responsible for fostering prisoners during serving time.

The closest party responsible for improving the welfare of prisoners is Walinapi. Walinapi in prisons is a permanent employee who is assigned to: (1) Collect prisoners; (2) Assist prisoners entering prisons from the first until free; and (3) Identify the problems experienced by the prisoners - issues concerning the background of the case, the family and social environment- as well as development for guidance in prisons. Therefore, Social Support Training on the walinapi is one of the efforts to create a competent walinapi to make efforts to improve the well-being, and increase awareness of trustee prisoners as other parties who may be relied upon prisoners to help,

encourage, accept and pay attention, especially if the current prisoners experience difficulties.

There are 3 parts of the specific objectives of the study: The first part is the goal of this initial study. The first part aims to determine (1) the initial *conditions of the existing* level of prisoners' subjective well-being, and the ability to perform on the walinapi social support, and (2) forms of social support expected by prisoners.

B. Subjective Wellbeing on Prisoners

Prisoner is convicted criminal who had lost independence in Penitentiary (Law No: 12 Th. 1995 Ps.1 paragraph 7). The convicted person is a person convicted by a court decision that has obtained permanent legal force (UU RI Th. 1995 Ps 1, paragraph 6). According Rahardjo (in Harsono, 1995) treating prisoners needs foundation of correctional system that guarantees the rights of prisoners, among others (1) To worship according to the religion or belief; (2) Got both spiritual and physical care; (3) Obtain education and teaching; (4) Getting health care and a decent meal; and (5) Delivering complaints.

Therefore, the benchmarks of success or failure of coaching pattern is done by officers (walinapi) to prisoners, can be seen from whether the officer actually pay attention to the rights of prisoners, although in this case the prisoners should also be aware of the obligations that must be fulfilled. Related to the above, various studies have been conducted by UMBY. They show that there are problems and concerns to the subjective well-being of prisoners. This is reinforced by the results of research Indiyah (2000) that there are seven unmet need in themselves prisoners namely the need to get a sense of security, the need to adapt, the need to deepen the religion, the need to make life more meaningful, needs to boost confidence, the need to obtain additional knowledge, and needs to be received by the community and family after the completion of the serving. Research conducted by Iswandari and Indiyah (2007) shows that prisoners have problems with social adjustment.

Further research of Lailatushifah and Lestari (2008) also conclude that prisoners are susceptible to depression.

Bani and Indiyah (2004) also showed that the issue facing the anxiety of future is experienced by the prisoners. This is also corroborated by the findings of the preliminary interviews conducted by Kheristiana and Indiyah (2006) that prisoners face the problem of anxiety. Results of other studies indicate sexual problems in prisoners is the research of Kheristiana and Indiyah (2001) reviews the prisoners sexual deviant behavior, and the results of research and Lailatushifah Failasufah (2006) shows dissatisfaction of sexual intercourse of prisoners in pedophilia cases. Furthermore, Lailatushifah (2006) in his article also highlights the low vocational maturity in prisoners of drug cases. In addition, research from Anggrasari, Sriningsih, and Lailatushifah (2002) shows that prisoners who have a negative perception of prisoners' stigma in the public eye will experience higher stress towards their freedom. The findings of previous research indicate towards a low Subjective Welfare on prisoners. Subjective well-being (*Subjective Well-Being* abbreviated SWB) is an individual evaluation of a situation or a longer period of their life, including their past. The evaluation covers the emotional reaction to a situation, mood, and assessment of their life, fulfillment, and satisfaction with marriage and work (Diener, et al., 2003). Furthermore, Philips (2006) states that SWB is more complex than just happiness.

Based on the above, researchers concluded that the SWB is an individual evaluation which include emotional reaction to a situation, mood, and assessment of their life, fulfillment, and satisfaction with marriage and work towards a situation or a longer period of his life including their future. SWB, according to Eddington & Shuman (2005), consists of four components, namely (a) General satisfaction. Life satisfaction are grouped into the current life satisfaction, past life satisfaction, life satisfaction for the foreseeable future, life satisfaction in people's view of their life, and the desire to improve their life; (b) Satisfaction in certain aspects of life. Satisfaction in the aspects of life includes aspects of life satisfaction towards work, family, leisure,

health, finance, satisfaction with himself and his group; (c) the high frequency of feeling positive and affective (mood and pleasing emotions). Positive affective is separated into joy (*joy*), cheerful (*Elation*), satisfaction (*contentment*), pride (*pride*), love (*affection*), happiness (*happy*), and ecstasy (*ecstasy*); (d) The relatively least negative affective feelings (mood and unpleasant emotion). Negative affective is divided into guilt and shame (*guilt and shame*), worry or anxiety and hesitation (*anxiety and worry*), angry (*angry*), tense (*stresss*), despair (*depression*), and envy (*envy*).

Diener and Lucas (1999) state that SWB has three components, namely (1) happy feeling; (2) unhappy feeling; and (3) satisfaction. Diener and Lucas explains that pleasure and displeasure are separated. Unlike two sides of a coin, it could happen to somebody that is equally high for the two feelings; both are at a low level or at a high level. Thus, the individual who has high SWB are individuals who are happy and satisfied with his life, while unhappy and dissatisfied individual will experience a low SWB. SWB is something that is important, because if the individual has this condition, the good quality of life can be achieved (Philips, 2006).

Factors that influence SWB is a factor of religiosity, confidence, emotional maturity, the meaningfulness of life, social support, physical environment (Kin & Nesselroade, 2003), *coping strategies* (Philips (2008), *the destination image* (Sahrah, 2014b), strategy resolving conflicts collaboratively (Sahrah, 2014a). Factors Social support is a factor that proved to be directly related to and associated positively and significantly with SWB in addition to the meaningfulness of life (Sahrah, et al., 2011, 2013). Therefore, in this study focus research will be put to the Social Support affecting SWB for the provision of social support by walinapi and prisons officers had a duty and responsibility.

C. Social Support Wali Napi

Johnson & Johnson (1991) states that social support is the exchange in a variety of sources with a view to improve the welfare and existence of others who can be relied upon to turn to for help, encouragement, acceptance and attention and difficult time. Social support can be defined as the acceptance of a sense of security, care, appreciation or assistance received by a person from another person or group (Sarafino, 2004).

Results of research by Harvey, et al (2001) concludes that training methods can be used to change the culture and attitudes of employees. This statement shows that skill training can also change the ability to provide social support to walinapi. As proposed also by Johnson and Johnson (2000), which reinforces that training is an effective method to improve motivation, changing the cognitive structure and modify attitudes and skills to add behavior. A theoretical model of Lewin (in Cummings and Worley, 2005) explains that to change employee's behavior requires prior recognition and knowledge of the behavior that is to be formed so that the employees are willing and able to change their behavior in accordance with the expected institution. Lewin opinion can be seen more clearly in Figure 1.

Figure 1: Formation of New Behavior (Lewin Model)

Based on the theory of Lewin, it is understandable that in forming walinapi who is capable of providing social support, they should be provided with knowledge and training about new behaviors. This becomes very important because social support will also affect job satisfaction of employees (IXI & Yuniasanti, 2012).

Cohen and Mc Kay; Wills (1984, in Sarafino, 1994, h.103) distinguish five types of social support, namely: (1) emotional support. This aspect includes the expression of empathy, concern, and attention to the concerned person. This support provides a sense of comfort, peace of heart, feeling loved for someone who got it. (2) Support award. This aspect of the case

through the positive appreciation for the individuals concerned, nudge forward or approval with ideas or feelings of the individual and the individual positive comparison with others. (3) Support instrumental. This aspect includes direct aid which may be services, time, and money. (4) Support informative. This aspect includes giving advice, instructions, advice, information, and feedback. (5) Support social networks. These aspects include the feeling of membership in a social network kelompok. Dukungan a feeling of membership in a group, sharing the fun and social activities.

D. Research Methodology

1. Research design

The independent variable of this study is the Social Support Training of Walinapi, while the dependent variable is Subjective Welfare (SWB).

2. Research subject

The numbers of research subjects who returned the questionnaire completely and can be analyzed are 93 prisoners and 25 people of walinapi. Selection of research subject is done by using random sampling method. Research questionnaire for prisoners is originally granted to 150 prisoners and for officers and walinapi are given 100. Prisoners who are the subject of characteristics: (1) Class IIA Yogyakarta Prison Prisoners; (2) The minimum penalty of 3 years, due to post-test of this research will be seen within a period of 3 years; (3) Minimum education of Elementary School and can read and write well, whereas walinapi characteristics are: employees of prisons, work period of more than 2 years, at least high school education.

E. Data Collection Methods and Data Analysis

1. Method of collecting data

This research data collection method, especially using the method will also be used although the scale of observation and interview methods were used as a complement. Observation and interview methods are necessary to carry out cross-checking of data research. In addition, this study will also use the questionnaire method for identifying the demographic data and physical conditions of prisons facilities owned by each prisoner. Research data collection tool which uses a scale covers SWB Prisoners Scale and Social Support Scale of Walinapi.

Scale of life satisfaction (*subjective well-being*) (Diener et al., 1985) consists of a scale to measure cognitive component of life satisfaction and produce integrated statement of how the life of someone running. To complete the Life Satisfaction Scale, subjects were asked to vote in accordance with the statement of the subject. Figures 1 if the statement. Strongly Not In accordance with the subject; number 2, if the statement Not in accordance with the subject, the number 3, if the statement page Somewhat Not in accordance with the subject; number 4, if the statement Rather in accordance with the subject; figure 5, if the statement In accordance with the subject; number 6, if the statement Strongly in accordance with the subject. Statements cognitive components include:

- a. In many ways, my life is approaching as I desired.
- b. The condition of my life has been very good.
- c. I am satisfied with this life.
- d. So far, I have been getting important things I want in life.
- e. If I could live this life again, I would not change a way of life

Besides that, the scale of *Subjective Well Being* is measured the from the affective component using the Positive and Negative Experiences Scale (Diener et al, 2010). It consists of 12 items of negative feelings and

positive statements are: Positive, Negative, Good, Bad, Pleasant, Unpleasant, Happy, Sad, Scared, Happy, Angry, Satisfied, cheerful. Subjects were asked to provide the numbers in front of each thing or feeling below, with the caption: number 1, if the statement Never experience it; number 2, if the statement Usually not experience it; number 3, if the statement page Rarely experience it; number 4, if the statement Often experience; figure 5, if the statement Quite often experience; number 6, if the statement Usually experience; number 7, if the statement Almost always experience.

Here is a *Blue-print* containing the dimensions and item numbers to draft Social Support Scale of Walinapi.

Table 14. Blue Print Social Support Scale Walinapi

No.	Aspect	Item		amount
		Favourable	Unfavourable	
1	Emotional Support	1, 2, 3, 4, 5	26, 27, 28, 29, 30	10
2	Support Award	31, 32, 33, 34, 35	6, 7, 8, 9, 10	10
3	Support Information	41, 42, 43, 44, 45	16, 17, 18, 19, 20	10
4	Instrumental support	11, 12, 13, 14, 15	36, 37, 38, 39, 40	10
5	Support Social Network	21, 22, 23, 24, 25	46, 47, 48, 49, 50	10
TOTAL		25	25	50

2. Analysis Tools

To test the reliability and validity as well as accuracy and consistency are used to test the validity and reliability with Alpha Conbrach for SWB variable Prisoners and Social Support of Walinapi.

Data analysis methods to be used are descriptive statistical analysis of data, t-test, and the *product moment* correlation.

F. Results and Discussion

The research began with administrative proceedings that researchers applied for permission to the Head of Prison Wirogunan Yogyakarta with the permission No. 35 / F.Psi / IV / 2015 dated 20 April 2015. With regard to the

available time of the prisons officer who helped in the research process, the delivery of the proposal and permits was held on May 6, 2015.

1. Measurement Trial

The measuring instruments used in this study are the scale of Subjective Welfare and Social Support Scale. They have done its distribution started on 14 May 2015. Scale of Subjective Welfare in this study refers to SWLS (Subjective Wellbeing Life Satisfaction) developed by Diener et al. (1985). SWLS is a measuring instrument that uses 5 items. This tool is intended to measure the individual SWB of the cognitive component, because the individual measuring instrument is expected to describe how satisfied the individual to his/her life as a whole. SWLS has been used by hundreds of researches and has proven that it is suitable psychometrically (Pavot & Diener, 2008). However, in this study, it should also be reassured that the validity and reliability of this measure is good. For this purpose, it can be reported that the total item validity of SWLS ranged between coefficient of 0.494 to 0.688 and the reliability of 0.819.

SWB, besides being measured using SWLS which leads to cognitive component of SWB, is also measured in terms of affective component that is by using a scale of Diener et al. (2009), namely SPANE (*Scale of Positive and Negative Experience*), which consists of two scales that are scale Positive affect and Negative affect Scale. The scale of the trials shows that the validity of total scale item of Positive affect (APOS) revolves around the coefficient of 0.472 to 0.704, and Cronbach alpha reliability coefficient for 0.817; whereas the validity of total scale item of Negative affect (ANEG) revolves around the coefficient of 0.399 to 0.584, and Cronbach alpha reliability coefficient of 0.770.

Social Support Scale consists of 50 items. After the trial, it is found that the magnitude of the correlation coefficient which has been corrected ranges between 0.275 to 0.713 and Cronbach alpha reliability coefficient of 0.959.

Table 15. Validity and Reliability Measurement

Scale	Number of Respondents	Item number Valid	The validity coefficient of item-total	Cronbach alpha reliability coefficient
SWLS	93	5	0.494 ± 0.0688	0.819
Afek Positive	93	6	0.472 ± 0.0704	0.817
Afek Negative	93	6	0.399 ± 0.0584	0.770
Social Support	93	50	0.201 ± 0.0715	0.960

2. Research result

a. Subjective wellbeing (SWB) of the Prisoners

Prisoners who follow the research subjects of this research were 93 people consisting of 70 persons (75.3%) men and 23 (24.7%) were woman. If it is seen from the last level of education possessed by prisoners, the majority of prisoners have a junior high school education (29%) and high school (45.2%), other elementary level education, D3, S1 and S2. Each educational level still is not more than 10%.

From Table 5 it can be seen that the categorization levels of SWB of prisoners, the cognitive component indicated by SWLS express in moderate category 49 (52.7%), the positive affective component (APOS) is in the high category 61 (65.6%), while in the affective negative (ANEG) is in the medium category 56 (60.2%), tend to be high-28 (30.1%).

Table 16. Categorization SWLS, APOS and ANEG

Categorization	Range	SWLS	APOS	ANEG
Low	<(Mean ± SD)	13 (14.0%)	1 (1.1%)	9 (9.7%)
Moderate	(Mean ± SD) - (Mean ± SD)	49 (52.7%)	31 (33.3%)	56 (60.2%)
High	> (Mean ± SD)	31 (33.3%)	61 (65.6%)	28 (30.1%)
		93 (100%)	93 (100%)	93 (100%)

b. Social Support Expected by the Prisoners

From the survey results of the circumstances questionnaire of prisons by prisoners, it can be inferred that from the 20 items in question, there are 5 things that prisoners rate inadequate, namely (1) the comfort room, (2) the facilities in the room, (3) the need to contact relatives, (4) needs additional insight, and (5) Entertainment Needs.

Table 17. Five items Has Lowest Average

No item	The mean	Aspect
11	2.16	Comfort of my room
12	2.42	Facilities in my room
13	2.46	The need to contact my relatives
1	2.47	Additional needs of my insight
2	2.5	My entertainment needs

c. Influence of Social Support to Prisoners' SWB

From Table 5, it can be concluded that the correlation SWLS, APOS, ANEG, Social Support are all significant ($p < 0.05$), while Table 8 shows that the components of social support that affect the SWLS are emotional support, instrumental support, and Social Network Support.

Table 18. Correlation SWLS, APOS and ANEG

		SWLS	APOS	ANEG	DS
SWLS	Pearson Correlation	1	, 342 **	-, 298 **	, 297 **
	Sig. (2-tailed)		, 001	, 004	, 004
	N	93	93	93	93
APOS	Pearson Correlation	, 342 **	1	, 018	, 290 **
	Sig. (2-tailed)	, 001		, 861	, 005
	N	93	93	93	93
ANEG	Pearson Correlation	-, 298 **	, 018	1	-, 257 *
	Sig. (2-tailed)	, 004	, 861		, 013
	N	93	93	93	93
DS	Pearson Correlation	, 297 **	, 290 **	-, 257 *	1
	Sig. (2-tailed)	, 004	, 005	, 013	
	N	93	93	93	93
**. Correlation is significant at the 0:01 level (2-tailed).					
*. Correlation is significant at the 0:05 level (2-tailed).					

Table 19. Correlation SWLS the Social Support Component

		SWLS	D_Emos	D_Pengh	D_Infor	D_Instru	D_JarSos
SWLS	Pearson Correlation	1	, 267 **	, 173	, 193	, 321 **	, 346 **
	Sig. (2-tailed)		, 010	, 097	, 064	, 002	, 001
	N	93	93	93	93	93	93
**. Correlation is significant at the 0:01 level (2-tailed).							

d. Walinapi's ability to Doing Social Support

Walinapi amount involved in this study were 25 people Walinapi consists of 11 people (44%) men and 14 (56%) women. If it is viewed from the education level (Table 9) owned by Walinapi, then most education is S1 (52%) and high school (32%), other educational level D3 and S2 are respectively 8%. if it is viewed from the age, the majority aged between 31years -40years old (20%) and between 41years old- 50years old (60%).

Table 20. Walinapi based on Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3. High School	8	32.0	32.0	32.0
	4. D3	2	8.0	8.0	40.0
	5. S1	13	52.0	52.0	92.0
	6, S2	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

Table 21. Walinapi by Age

In the year		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1. <30	2	8.0	8.0	8.0
	2. 31-40	5	20.0	20.0	28.0
	3. 41-50	15	60.0	60.0	88.0
	4. 51 <	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

From the interviews and questionnaires, it can be concluded that according to the walinapi, in supervision, they need improvement in capability: counseling, perform trust, ability to motivate, identify prisoners' problem. The skill levels of reporting the results of the walinapi

self-report can be seen in Table 11. The table illustrates the capabilities of the existing 10, the walinapi assess themselves in category of enough (3.00), from the range of categorization of very not enough (1.00); not enough (2.00); enough (3.00); Good (4.00); and Very Good (5.00).

Table 22. Walinapi's Ability to Conduct Coaching for Prisoners

No.	Ability Development	Mean Categorization Capabilities
1	Performing an in-depth	3.4
2	Explore the potential of the prisoners	3.2
3	Make a report on the development of coaching	3.4
4	Conducting interviews	3.4
5	Digging coaching skills	3.4
6	Digging personality development	3.4
7	Find resistance prisoners	3.4
8	Able to perform counseling	3.2
9	Capable of detecting the aberrant behavior of prisoners	3.3
10	Able to make a self-development program	3.1

G. Conclusions and Suggestions

1. Conclusion

The SWB level of prisoners on cognitive component is indicated by SWLS expressed in the moderate category 49 (52.7%), the positive affective component (APOS) in the high category 61 (65.6%), whereas negative affect (ANEG) in the category 56 (60.2%) tend to be high 28 (30.1%). There is a correlation between social support and SWB of prisoners of $r = 0.297$ ($p < 0.05$). Social support in the form of emotional support, instrumental support, and social network support is a form of support which is expected to increase prisoners SWB. Walinapi's ability level in fostering to prisoners is in the category of enough, while the ability that is expected to improve is the ability of counseling, trust performing, motivating, and identifying problem of the prisoners.

2. Suggestion

Based on the research results, discussions, and conclusions that have been outlined, there are some suggestions that the researchers propose. For the Correctional Institutions Class II. A Wirogunan, the rate of walinapi in fostering the ability of prisoners is in enough category, and the ability need to be upgraded includes the ability of counseling, trust performing, motivating, and identifying problem of the prisoners. Therefore it is necessary to hold an intervention for improving the ability of walinapi's competence in fostering prisoners through the Social Support Training of Walinapi. It is expected if each walinapi Social Support Training' has been done, it will be able to improve SWB prisoners. For walinapi, based on the results of the analysis of the data, it shows no correlation between social support with SWB prisoners amounted = 0.297 ($p < 0.05$). Through the results of the analysis, it is expected to walinapi to be more aware and understand and have the ability to pay more attention to the prisoners while providing guidance and counseling. Each walinapi is expected to further enhance the capability of coaching and counseling to prisoners with training that will be done in Social Support. For further research, based on the analysis, it can be seen that there is a correlation between social support and SWB of walinapi's prisoners. It shows that the need of preparation of a further intervention in the Second year, namely Social Support Training Modules of Walinapi which is to be given the knowledge and skills to Walinapi to provide more effective guidance to the prisoners. The Social Support Training modules should include a learning process that can improve the ability of counseling, trust performing, motivating, and identifying problem of the prisoners in the walinapi. Therefore, the walinapi can enhance the emotional support, instrumental support and social network support to the prisoners. It is expected when the walinapi have followed Training of Social Support in the next research into the third year, the prisoners can increase the *Subjective Well Being*.

3. Gratitude note

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