

The Influence of Mother's Personality and Social Support on Emotional Socialization of Working Mother in Rural Family

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Abstract

The aim of this research was to analyze the influence of mother's personality and social support on emotional socialization of working mother in rural family. This research was conducted at Ciampea Sub District, Bogor Regency. Design of this research was cross sectional study. The population of this research were working mothers from rural family who had teenager from four chosen junior high schools. The samples consist of 80 working mothers that were chosen by purposive sampling. Result showed that the higher scores of extraversion and openness of mother's personality, the higher emotional socialization that was conducted by mother to her teenager. Moreover, openness of mother's personality consistently influence on emotional socialization. This result showed that there is a mother's personality roles toward emotional socialization that conducted by mother to her teenager. This research was not found correlation between social support and emotional socialization.

Key words: emotional socialization, personality, rural family, social support, working mother

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh kepribadian ibu dan dukungan sosial terhadap sosialisasi emosi pada ibu bekerja di keluarga perdesaan. Penelitian ini dilaksanakan di Kecamatan Ciampea, Kabupaten Bogor. Penelitian ini menggunakan desain *cross sectional study*. Populasi dari penelitian ini adalah ibu bekerja dari keluarga perdesaan yang memiliki anak usia remaja dari empat sekolah menengah pertama terpilih. Contoh dari penelitian ini terdiri dari 80 ibu bekerja yang dipilih menggunakan metode *purposive sampling*. Hasil menunjukkan bahwa semakin tinggi nilai kepribadian *extraversion* dan *openness* ibu maka semakin tinggi pula sosialisasi emosi yang diberikan ibu kepada anak. Selain itu, kepribadian *openness* ibu secara konsisten juga berpengaruh terhadap sosialisasi emosi. Hasil penelitian menegaskan adanya peran kepribadian ibu terhadap sosialisasi emosi yang dilakukan ibu kepada anak remajanya. Penelitian ini tidak menemukan hubungan antara dukungan sosial dan sosialisasi emosi.

Kata kunci: dukungan sosial, ibu bekerja, keluarga perdesaan, kepribadian, sosialisasi emosi

Introduction

The development of an increasingly modern era affects many things, one of them family, as the smallest institution in society. This can be seen from the change in the way of thinking of mothers or wives, who initially only do housework, the existence of thought and desire to do work outside of domestic work. The number of women working in companies or agencies, organizations, and so on is increasing. According to Sakernas (February 2007) in Utina, Palamani, and Tamunu (2012), the number of working women is 35.4 million people (36.3%) of the 97.5 million people working in Indonesia. The phenomenon of working women is usually triggered by various factors, such as self-actualization or for economic or material fulfillment (Latifah, et al 2010). Self-actualization factor means that through working women want to show that they can also do things done by men. This is in line with the concept of gender equality and justice which states that women and men are equal partners who must have equal opportunity to develop and share the same contribution to development in various fields (Puspitawati 2012). In women seeking self-actualization, usually children after two months of age have been abandoned all day and cared for by others or included daycare (Megawangi 2004). In addition, through working women will feel more meaningful and have higher self esteem (Abbort 1992 in Pujiastuti and Retnowati 2004).

This working maternal phenomenon provides various effects, both positive and negative impacts experienced on the individual itself and also on the family. Mothers who work generally will be more independent, but vulnerable to experience the pressure due to its multiple roles. According to previous research results the longer the wife works, the communication and emotional bonding that exists between wife and husband and children will weaken (Puspiwati & Setioningsih 2011). Limited interaction with the mother due to working mother causes some negative effects such as decreased child condition and stress, weaker social skill, and decreased academic performance and will make the marriage quality felt by the couple decreasing (Alteza and Hidayati 2011). Whereas children, especially in their teens, need the mother figure as the main socialization agent so that teenagers will be better able to manage and manage their negative emotions so as to reduce the risk of mental disorders (Larson et al. 1996 in Klimes-Dougan et al. 2007). The results of previous studies also indicate that individual working women can also appear negative impacts, such as stress, sensitivity, unstable emotions, and irritability (Alteza and Hidayati 2011).

The pressure due to multiple role loads assigned to working mothers can be influenced by many factors, including personality (Wijono 2006). According Sutanto and Djohan (2009) in his research, that personality type also contribute to the level of stress experienced by employees, although the portion is very small. Costa and McCrae (1992) in John and Srivastava (1999) describe personality as a characteristic pattern, behavior, temperament, emotional, and cognitive person that is consistent with a situation. Personality as an internal factor that plays an important role for a mother in parenting (Bornstein, Hahn, and Haynes 2011). Several studies have found that mothers who have positive and strong personalities, such as being open to new and warm things will tend to apply authoritative care, because they have better knowledge and practice of care (Metsapelto and Pulkkinen 2003).

However, not only internal factors (personalities) that play an important role, external factors such as support from the environment is also not less important. Environmental support or social support refers to interpersonal relationships that can

protect the individual against the negative consequences of stress so as to make individuals feel calm, cared for, and have confidence (Kumalasari and Ahyani 2012). The results of previous research indicate that mothers who feel supported by emotions and materials from the surroundings will improve the quality of parenting practices, responsiveness to the needs of children, and the quality of verbal interactions with children (Andresen and Telleen 1992 in Green et al. 2007).

In the scope of parenting practice, one approach that can explain the positive role of parenting to child development is the more nurturing style that leads to emotional training of children. The emotional counseling style of parenting is a parenting style in the form of caring, recognizing the child's emotions, and socializing emotions to the child well (Gottman and DeClaire 1997). Parents who apply this nurturing style will receive a variety of negative emotions (sad, angry, scared) shown by the child so that children can learn to manage emotions well. In accordance with Sodikin, Yulistiani and Asiandi (2005) argued that the emotional development of children needs to get support from parents early on, because if late or fail in building emotions will lead children to aggression, antisocial, and oriented behavior sanctions done other people. This is in line with the meaning of the emotional socialization process that parents do to the child. Emotional socialization plays an important role in the child's emotional development through the ability to recognize, discuss emotions with the child, and respond to negative emotions demonstrated by the child so that the child has the ability to understand, simulate, and manage emotions well (Sims 2005). Eisenberg, Cumberland, and Spinard (1998) define emotional socialization in the form of reactions and expression of parents to the emotions of children and discussion of emotions between parents and children so that children have good emotional development. Previous research in Indonesia has found that 8 out of 10 mothers who work as cinnamon farmers in Tamiai Village, Kerinci District, Jambi Province, are not emotional trainers or do not provide emotional counseling coaches (Muflikhati, Alfiasari and Elmanora 2012).

The presence of internal and external factors that allegedly influenced the emotional socialization process of the mother worked in accordance with the concept developed by Belsky (1984) which indicated the factors influencing the nurturing process, including personality and social support. Based on the exposure and given the important role of mother emotional socialization to adolescent hence, this research aim to analyze relation between variables. Furthermore, this study wanted to analyze the influence of the characteristics of adolescents, mother's characteristic (personality), and social support for emotional socialization of working mother in rural families.

Methods

This research use cross sectional study design. The location of this research was conducted in Ciampea sub-district, Bogor regency, West Java. More specifically, there are four junior secondary schools of the four selected villages in Ciampea sub-district, selected on the grounds that the four villages are the villages that best describe rural conditions and are villages with many home industries. The study was conducted from March to April 2016.

An example of this study consisted of 80 working mothers selected using purposive sampling method based on the consideration of the criteria of working mothers and having early childhood teenagers attending the first selected primary schools. The data collected in this study are primary data, consisting of: mother

characteristics, adolescent characteristics, mother's personality, social support, and socialization of emotions.

Data were collected using interview method on mother by means of questionnaire. Characteristics of adolescents consists of age and gender of adolescents. Maternal characteristics consist of age, education, occupation, income, and mother's personality. Mother's personality is measured by the Big Five Inventory scale (John & Srivastava 1999). This instrument consists of 44 questions, divided into 10 questions on openness dimensions, 9 questions on conscientiousness dimensions, 8 questions on extraversion dimensions, 9 questions on the dimensions of agreeableness (approval personality), and 8 questions on the dimension of neuroticism (personality with unstable emotions). Measured using a Likert scale consisting of strongly disagree (score 1), disagree (score 2), neutral (score 3), agree (score 4), and strongly agree (score 5) with Cronbach's Alpha value of 0.744. Social support instruments are Multidimensional Scale of Perceived Social Support (Zimet, Dahlem, Zimet & Farley 1988 in Yoon 2013). Social support is measured using 12 questions referring to sources of social support gained from family, friends, and someone special. This instrument uses the Likert scale measurements which consist of strongly disagree (score 1), strongly disagree (score 2), disagree (score 3), neutral (score 4), agree (score 5), strongly agree (score 6), and strongly agree (score 7), with Cronbach's Alpha of 0.818. While emotional socialization is measured by the instruments referred to Sims (2005) and has been modified by Rachmawati (2015) from 33 questions to 26 questions. Measurable dimensions include emotional awareness (9 questions), emotional acceptance (10 questions), and emotional training (7 questions). The question contains the mother's response to the three basic emotions of the child, sadness, anger, and fear of each question. Measured using the Likert scale consisting of always (score 4), often (score 3), rare (score 2), and almost never (score 1), with Cronbach's Alpha value of 0.965.

Data analysis used in this research is descriptive analysis (minimum, maximum, standard deviation, average), correlation test to analyze the relationship between research variables, and multiple regression test to analyze the effect of children characteristics, maternal characteristics, mother's personality and social support to the socialization of working mother's emotions.

Discussion

Characteristics of Youth and Mother

Based on the results seen that more than half of mothers have children of female sex (51.2%). The age of children in this study ranged from 12-16 years. The average age of children, ie 14 years. The age of most children is 14 years with a percentage of 38.8 percent of the total children.

In addition, the results of the descriptive test showed that more than half of working mothers (54.8%) were in the middle age category (41-65 years) and 45.2% were in the young adult category (20-40 years) (Papalia et al 2009). The average age of the mother, ie 42.56 years. The highest proportion of working mother's education is in the level of primary education (72.6%) while the lowest education level is at university level with the percentage is only 2.6 per cent. The most common type of employment as a trader or entrepreneur (60.5%) and the fewest types of work are teachers (1.2%). Meanwhile, in the old category of work per day it was found that the largest proportion of maternal working time was above 8 hours per day with the average length of work

was 9.38 hours. Mothers working in this study had a variable amount of income per month. The results show that the largest proportion of mothers working income per month at almost all levels of education is in the large income category of IDR 296 346 or above the Bogor poverty line. Average monthly income per month is IDR 1 953 312 with income ranging from IDR 175 000 - 10 000 000

Mother Personality

The Big Five Model is one of the famous kerpibadian models in research. Costa and McCrae (1992) divide the Big Five Model into five dimensions: agreeableness, conscientiousness, extraversion, neuroticism, and openness. Agreeableness refers to a friendly individual, always succumbing, avoiding conflict, having a tendency as a follower, loving, forgiving, and caring (Farikha 2011). The dimension of conscientiousness refers to individuals who are disciplined, responsible, organized, planned, and success-oriented (Belsky & Barends 2002). The extraversion dimension refers to a warm, sociable, adventurous, ambitious individual, loves activities and affiliates (Kochanska, Clark, & Goldman 1997 in Urman 2012). The dimension of neuroticism refers to individuals who have emotional instability, are easily stressed, have few skills, are more prone to psychiatric disorders, and irritable (Belsky & Barends 2002). Finally, the openness dimension refers to open and easy-to-adjust individuals to new, creative and unconventional, intellectually oriented, curiosity-minded and broad-minded and free (John & Srivastava 1999). Among the five personality types, personality agreeableness, conscientiousness, extraversion, and openness are considered positive personalities while neuroticism is considered a negative personality.

The results of the study in Table 1 show that the dimension of agreeableness has the highest average index among the other four dimensions, whereas the dimension of neuroticism has the lowest average index. These results indicate that the mothers in this study are on average more likely to have a pleasant personality and easily follow others. The results presented in Table 1 also show that the average achievement of the mother's personality score in the positive dimension is higher than the negative dimension. This suggests that the working mothers in this study on average do not have an irritable personality dominance, unstable emotions, and easy stress. However, in categorizing the mother's personality based on the highest index of the five personality dimensions, this study shows that only one mother has a dominant personality of openness. Meanwhile, there are three mothers who have a dominant personality neuroticism and most mothers have the dominance of personality agreeableness (37.5%).

Tabel 1 Minimum, maximum, average, and standard deviation values of the personality index and their dimensions

| Dimension | Min. | Max. | Mean ± Dev Std. |
|--------------------------|------|-------|-----------------|
| Personality | | | |
| <i>Agreeableness</i> | 50.0 | 100.0 | 74.58±12.21 |
| <i>Conscientiousness</i> | 38.9 | 97.2 | 72.15±12.20 |
| <i>Extraversion</i> | 31.2 | 100.0 | 71.40±16.30 |
| <i>Neuroticism</i> | 18.8 | 71.9 | 42.85±12.00 |
| <i>Openness</i> | 12.5 | 80.0 | 50.56±14.16 |

Social Support

Social support in this study refers to Zimet, Dahlem, and Farley (1988) in Yoon (2013). The results of the research in Table 2 show that social support from large families has the highest average index, while social support from friends has the lowest average index. The results show that mothers feel the family is always there when the mother needs, the mother can tell all the problems to the family, and the family can help the mother to make decisions. Social support from privileged people can be dependable when working mothers need to be in a state of joy and sorrow, to make working mothers feel comfortable, and to always be concerned with the feelings of working mothers. Meanwhile, support from friends can be a help and help when facing difficulties, friends can be a place to share the joys and sorrows, and also working mothers can discuss the problem with his friends.

Table 2 The minimum, maximum, mean, and standard deviation values of the social support index

| Dimension | Min. | Max. | Mean ± Dev Std. |
|----------------|------|-------|-----------------|
| Social Support | 29.2 | 100.0 | 69.87±15.02 |
| Special person | 0.0 | 100.0 | 73.69±29.23 |
| Big family | 16.7 | 100.0 | 77.96±17.47 |
| Friends | 8.3 | 100.0 | 57.97±21.26 |

Emotional Socialization

Sims (2005) divides the socialization of emotions into three dimensions, namely awareness, acceptance, and training. Awareness is the ability of the mother to recognize the expression of teen emotions. Acceptance is the ability of the mother to accept the expression of teen emotions. Training is the ability of mothers to appreciate and organize strategies or discuss with teenagers in order to improve teenage emotional management abilities. Based on the results of the study it was found that the revenue dimension had the highest index average, Furthermore, followed by the dimension of awareness and training dimension with the lowest average index.

Table 3 The minimum, maximum, average, and standard deviation values of the emotional socialization index and their dimensions

| Dimension | Min. | Max. | Mean ± Dev Std. |
|-------------------------------|------|-------|-----------------|
| Emotional socialization | 17.9 | 96.2 | 71.25±17.39 |
| Awareness | 0.0 | 100.0 | 71.14±24.41 |
| Emotional awareness of sadly | 0.0 | 100.0 | 68.06±32.74 |
| Emotional awareness of angry | 0.0 | 100.0 | 76.90±26.61 |
| Emotional awareness of fearly | 0.0 | 100.0 | 68.47±31.98 |
| Acceptance | 36.7 | 100.0 | 75.88±17.23 |
| Acceptance of sad emotions | 36.7 | 100.0 | 76.21±17.47 |
| Acceptance of angry emotions | 36.7 | 100.0 | 75.34±17.56 |
| Acceptance of fear emotion | 36.7 | 100.0 | 76.13±18.23 |
| Training | 14.3 | 100.0 | 64.76±20.14 |
| Emotion training of sadly | 0.0 | 100.0 | 65.00±20.76 |
| Emotion training of angry | 14.3 | 100.0 | 65.65±19.54 |
| Emotion training of fear | 0.0 | 100.0 | 63.62±22.04 |

Based on the three negative emotions that occur in adolescents. be it sad. angry. and frightened emotions. it is found that mothers are more easily aware of the angry emotions of teens compared with realizing sad emotions and teen fear. Contrary to previous results. it was found that mothers were more receptive to sad and fearful emotions than the angry emotions shown by teenagers. When viewed from the dimensions of emotional training. found more mothers do training on anger and sad emotions than the emotions of fear that adolescents feel.

Relationship of Youth Characteristics. Mother Characteristics. Mother Personality. and Social Support with Emotional Socialization

Table 4 shows that there is a significant positive correlation between extraversion (warm) personality and openness (open) of mother with socialization of mother's emotion.

Table 4 Coefficient correlation of adolescent characteristics. mother characteristics. mother's personality. and social support with emotional socialization

| Relationship between variables | Emotional Socialization |
|--------------------------------|-------------------------|
| Gender | -0.080 |
| Teen age | -0.103 |
| Mother's age | 0.049 |
| Length of mother education | -0.061 |
| Work duration of mother | -0.106 |
| Mother's income | 0.043 |
| Mother's personality | |
| <i>Agreeableness</i> | 0.103 |
| <i>Conscientiousness</i> | 0.156 |
| <i>Extraversion</i> | 0.265* |
| <i>Neuroticism</i> | -0.058 |
| <i>Openness</i> | 0.373** |
| Social support | 0.157 |

Description: * = significant at p-value <0.05; ** = significant at p-value <0.01

The relationship shows that the higher the personality value of extraversion and mother's openness. the higher the emotional socialization that the mother gives to the adolescent. It means that the warmer and more open the mother figure. the better the emotional socialization that the mother gives to the adolescent.

Influence of Characteristics of Youth. Characteristics of Mother. Personality of Mother. and Social Support of Emotional Socialization

Multiple linear regression tests were conducted to see the effect of mother's personality and social support on emotional socialization. Initially. this study wanted to keep using the regression model in accordance with the framework that has been prepared. However. after going through the classical assumption test process it was found that the initial regression model was not significant. In the classic assumption test results also found other models that are considered appropriate and have significance so that the model is selected to see the effect of adolescent characteristics. mother characteristics. mother's personality. and social support on the socialization of mother's

emotions but by reducing one of the characteristics of mother. . Table 5 shows the results of the regression test and it was found that only the openness of the mother's personality (B = 0.390) had a significant positive effect on maternal emotional socialization. This means that every increase of one unit of openness personality will increase the socialization of mother's emotion by 0.390 points with Adjusted R-square value equal to 0.101. Adjusted R-square value shows that the model only explains 10.1% of the influence of the variables studied on the socialization of emotions while the remaining 89.9% influenced by other independent variables that are not examined.

Table 5 Regression test results of adolescent characteristics. mother's characteristic. mother's personality. and social support for emotional socialization

| Variablw | Unstandardized Coefficient | | Standardized Coefficient β | Sig. |
|----------------------------|----------------------------|------------|-------------------------------------|----------------|
| | B | Std. Error | | |
| Constant | 76.679 | 35.342 | - | 0.034 |
| Gender | -4.818 | 3.947 | -0.139 | 0.226 |
| Teen age | -2.029 | 2.094 | -0.110 | 0.336 |
| Mother's age | -0.102 | 0.324 | -0.039 | 0.753 |
| Length of mother education | -1.036 | 0.788 | -0.162 | 0.193 |
| Mother's income | -0.447 | 0.509 | -0.106 | 0.383 |
| Mother's personality | | | | |
| <i>Agreeableness</i> | 0.069 | 0.219 | 0.048 | 0.755 |
| <i>Conscientiousness</i> | -0.062 | 0.202 | -0.043 | 0.760 |
| <i>Extraversion</i> | 0.245 | 0.164 | 0.230 | 0.139 |
| <i>Neuroticism</i> | 0.066 | 0.192 | 0.045 | 0.733 |
| <i>Openness</i> | 0.390 | 0.142 | 0.318 | 0.008** |
| Social Support | 0.073 | 0.138 | 0.063 | 0.601 |
| R ² | | | | 0.226 |
| Adjusted R ² | | | | 0.101 |
| F | | | | 1.809 |
| Sig. | | | | 0.069 |

Description: * = significant at p-value <0.05; ** = significant at p-value <0.01

Conclusion and Suggestion

Conclusion

Results from this study of the intelligence on all four participants. who was male juvenile perpetrators of violence and currently are residents of correctional institution for male children in Tangerang. showed that the level of intelligence that functions on all the four participants are Borderline Intellectual. It explains the limitations of their ability to solve problems. From their potential intelligence. we know that the participants have better performance ability than verbal abilities. they use more practical ways in problem-solving without better consideration of the information. Subtests that dominant and are in the average standard score category is Object Assembly subtest. followed by the Block Design subtest and Digit Symbol subtest. The participants have several underdeveloped abilities. that was shown in low standard scores in Information subtest. Digit Span subtest. Arithmetic subtest. Vocabulary subtest. and Picture Arrangement subtest. This Low standard scores is related to the participants' limitations to anticipate situations in the social environments. so that violent behavior that they committed is caused by lack of planning ability and the ability

to solve social problems. The ability that developed on participants is the ability to solve problems in their own ways.

Suggestion

Suggestion from this study was given primarily to the parents about parenting styles. in which disciplinary attitude that accompanied by threats and physical punishment should be avoided. Suggestion also given to teachers. so that they can understand the condition of adolescents who have emotional problems and in the phase of identity searching. We expect more teachers will give adolescents the opportunity to discuss about the things that they interest and given a wider interesting knowledge. This study is expected to be enhanced by adding bigger number of participants. so the quantitative calculation would be able to describe more clearly the differences on juvenile perpetrators of violence behavior's subtests in intelligence tests.

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