

PERANAN KEPUTUSASAAN DAN RASA SYUKUR TERHADAP DISTRES PSIKOLOGIS MAHASISWA PADA MASA TRANSISI MENUJU KEDEWASAAN

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ABSTRAK

Manusia tidak pernah terlepas dari perkembangan baik secara fisik, sosial, maupun psikis. Pada periode akhir remaja sampai dengan periode dua puluh-an tahun, dikenal sebagai istilah *emerging adulthood* dengan fokus pada usia 18-25 tahun. Pada masa ini banyak individu yang merasakan distres psikologis, hal tersebut dikarenakan subjek memiliki keputusan yang tinggi dan rendahnya rasa syukur. Teknik pengambilan sample dalam penelitian ini adalah *accidental sampling*. Subjek partisipan dalam penelitian ini adalah mahasiswa aktif S1 ataupun S2 yang berusia 18-25 tahun sebanyak 210 data partisipan yang terkumpul. Metode pengambilan data dalam penelitian ini menggunakan skala pengukuran berupa *Beck Hopelessness Scale*, *Gratitude Questionnaire-6*, dan *Kessler Psychological Distress Scale*. Penelitian ini menggunakan pendekatan kuantitatif korelasional dengan SPSS for windows 26. Penelitian ini bertujuan untuk mengetahui hubungan antara keputusan dan rasa syukur terhadap distres psikologis mahasiswa yang berada pada masa *emerging adulthood*. Hasil penelitian ini ditemukan bahwa adanya hubungan yang positif antara keputusan dengan distres psikologis dengan nilai korelasi *spearman* sebesar 0.519, $p < 0.005$ dan ditemukan bahwa adanya hubungan yang negatif antar rasa syukur dengan distres psikologis dengan nilai korelasi *spearman* sebesar -0.290, $p < 0.005$.

Kata Kunci: Keputusan, Rasa Syukur, Distres Psikologis, Mahasiswa, Masa *Emerging adulthood*

ABSTRACT

The life span of human always involves in the development of physical body, social and even psychological. The life span of late adolescent until young adulthood is usually called as *emerging adulthood* with the range of 18 until 25 years old. On this period lots of *emerging adulthood* experience psychological distress. Psychological distress could be affected by hopelessness and lack of gratitude. Participants in this study are 210 Bachelor or Master's student with the range of age from 18 to 25, technique of sampling in this research is *accidental sampling*. The measurement in this study is using *Beck Hopelessness Scale*, *Gratitude Questionnaire-6*, and *Kessler Psychological Distress Scale*. Method of this study is quantitative correlational using SPSS for windows 26. This study aims to determine the role of hopelessness and gratitude toward psychological distress on college students in *emerging adulthood* stage. This study results that there is positive correlation between hopelessness and psychological distress ($r_s = 0.516$, $p < 0.005$) and there is negative correlation between gratitude and psychological distress ($r_s = -0.290$, $p < 0.005$).

Keywords: Hopelessness, Gratitude, Psychological Distress, College Students, *Emerging Adulthood*

1. INTRODUCTION

BACKGROUND

University is an educational institution that serves as a place for studying and a higher education for individuals to increase their knowledge. Individuals who have entered the university are usually called a college student. College student's life is a transitional phase from adolescence to adulthood. If in adolescence they still rely more on parents, college students' life is very much different. At this time, numbers of students start their education to a higher level or take some basic training to start applying a job. Both of these things indicate that adolescences are ready to start their life as an adult (Chisholm & Hurrelmann, 1995; William T. Grant Foundation Commission on Work, Family, and Citizenship, 1988).

According to Papalia and Martorell (2014) at this period, individual has begun to explore oneself, began to live apart from parents and be independent, and began to develop their own values. Some students still live with their parents, but some live separately, away from their parents, and most of them have to make a living to support their own life in addition to pay for their education. This period is known as emerging adulthood with a focus on age from 18 to 25 (Arnett, 2000).

At this period, most of students feel stress out (Gall, Evans & Bellerose, 2000), especially when facing their life challenges toward independence, because previously they could face challenges while depending on parents. According to Selye (in Bhargava & Trivedi, 2018) stress is a condition for individuals who feel angry and threaten by external and internal circumstances. There are two types of stress, namely eustress and distress. On the one hand, self-reliance may lead to eustress, because it feels free from dependence from parents. Eustress is stress that has a good impact, when a person experiences eustress then there is an improvement in performance and health (Greenberg, 2006). But on the other hand, self-reliance also has the opportunity to cause distress. Distress is stress that adversely affects, resulting in poor performance, health and problems with relationships with others (Greenberg, 2006).

In psychology there is a term called psychological distress. Psychological distress is a stressful condition experienced by an individual against an event that is considered threatening. This kind of circumstance can lead to physical or mental impairment and accompanied by an inability to cope with stress and can cause emotional turmoil as a result of ineffective countermeasures (Horwitz & Ridner, in Drapeau et al., 2012). Psychological distress is an emotional state that suffers and characterized by symptoms of depression and anxiety (Mirowsky & Ross, in Drapeau et al., 2012).

College students who are in the emerging adulthood stage must face the challenge of psychological distress. If they are unable to cope with the condition, they can also be at risk of depression or anxiety. Excessive anxiety can cause individuals to experience a decrease in daily activity, in addition anxiety can also lead to sleep and concentration problems, irritability, aggressive behavior and excessive emotional reactions, while depression can lead a decrease in cognitive function and cognitive distortion in individuals, in addition depression can also cause individuals to have negative attribution and low level of self-esteem (Morales et al., 2015). Sharp and Theiler (2018) say that psychological distress in students is a prolonged issue that can occur until now around the world.

The prevalence of psychological distress is quite high and increases every year. Based on the research conducted by Twenge et al. (2019) said that the prevalence of psychological distress in 2008-2017 that occurred in young adulthood experienced a very drastic increase. The rate of serious psychological distress increased by 71 percent among age 18 to 25 years old, which was previously from 7.7 percent to 13.1 percent. Another study conducted by Stallman (2010) stated that out of 6,479 students in Australia, 83.9 percent of college students experienced psychological distress and only 16.1 percent of college students who did not experience

psychological distress. In a study conducted by Marthoenis et al. (2018) on 323 college students in Aceh, Indonesia there were 18.8 percent of students experiencing symptoms of clinical depression, 47.7 percent of students experienced mild depressive symptoms and 27.4 percent of students experienced anxiety and 1.9 percent of college students experienced severe anxiety.

Psychological distress can be predicted by hopelessness. According to Zhou et al. (in Rabon & Hirsch, 2017) hopelessness conceptualized as negative beliefs and expectations about the future. Despair consists of two elements, namely negative expectations about results and expectations of helplessness to changes the results. This statement is in line with research conducted by Kisa et al. (2018), they found a positive link between hopelessness and psychological distress of 40 abused women living in women's shelters in Turkey with a value of $r = 0.51$, $p < 0.05$. In addition, there is a theory of positive psychology that can cause psychological distress, it is a low level of gratitude possessed by individuals. Fredrickson and Branigan (in Mason, 2019) say that the mindset of being grateful, allows individuals to expand and build sources that improve well-being and serve as a factor against unhappiness, so that when individuals who do not have a grateful mindset the individual is more susceptible to experiencing psychological distress. According to Sansone and Sansone (2010) gratitude is appreciating something valuable and meaningful to oneself and exudes gratitude and respect. So, if the individual can experience more grateful, then the individual will have the opportunity to overcome psychological distress. The above statement corresponds to the results of a study conducted by Mason (2019) involving 198 students domiciled in South Africa. The results prove a negative relationship between gratitude and psychological distress with $r = -0.38$, $p < 0.01$ (SDHS), $r = -0.37$, $p < 0.001$ (SPANES).

Research Question

Therefore, researchers are interested in examining variables of hopelessness and gratitude toward psychological distress because similar research about this topic has never been conducted in Indonesia and this research aims to know the priorities of interventions that will be made to individuals who have psychological distress, it is either increasing related to gratitude or interventions that can lower the level of hopelessness in individuals experiencing psychological distress.

Based on the above statement, researchers wanted to find out how much the relationship value of hopelessness and gratitude toward psychological distress of college students who were in the time of emerging adulthood and which variables has a greater influence toward psychological distress.

2. RESEARCH METHODS

The characteristics of participants in this study are late teens to early adulthood (emerging adulthood) aged 18 to 25 years old and is an active undergraduate or postgraduate's student. Total of participant in this study is 210 college students with the age range of 18 to 25. Based on the demographic data of participants, most of the participants are female (73.8%). Most of participants are 20 years old (31%). Most of the participants are an active undergraduate student (85.2%). Most of participants are unemployed (63.8%). In this study, the most of the student came from Medan (57.1%) and majoring in Psychology (40.5%). A detailed overview of participants can be found in Table 1.

Table 1. Participant characteristics

	Variable	Frequency	Percentage (%)
Gender	Female	155	73.8%
	Male	55	26.2%
Age	18	9	4.3%
	19	18	8.6%
	20	65	31.0%
	21	48	22.9%
	22	30	14.3%
	23	16	7.6%
	24	11	5.2%
	25	13	6.2%
Educational Status	Undergraduate Student	179	85.2%
	Postgraduate Student	31	14.8%
Occupational Status	Employed	76	36.2%
	Unemployed	134	63.8%
Type of University	Public University	57	27.1%
	Private University	140	86.7%
	Others	13	6.2%
Domicile	DKI Jakarta	45	21.4%
	Medan	120	57.1%
	Tangerang	7	3.3%
	Bandung	9	4.3%
	Depok	9	4.3%
	Lubuk Pakam	1	0.5%
	Yogyakarta	1	0.5%
	Surabaya	2	1.0%
	Sydney	2	1.0%
	Sibolangit	1	0.5%
	Singapore	2	1.0%
	Kediri	1	0.5%
	Frankurt	1	0.5%
	Xiamen	3	1.4%
	Taiwan	2	1.0%
	Melbourne	1	0.5%
	Malaysia	1	0.5%
	Jambi	1	0.5%
	Kuala Lumpur	1	0.5%
Faculty	Psychology	85	40.5%
	Economy	33	15.7%
	Dentistry	7	3.3%
	Cultural Science	1	0.5%
	Engineering	23	11.0%
	Law	5	2.4%
	Nursery	2	1.0%
	Agriculture	3	1.4%
	Hospitality	6	2.9%
	Social and Politic	11	5.2%
	Computer Science	16	7.6%
	Medicine	10	4.8%
	Music	1	0.5%
	Education	2	1.0%
	Journalistic	1	0.5%
	Literature	1	0.5%
	Pharmacy	2	1.0%
	Theology	1	0.5%

Demographic Characteristics (n=210)

The issues faced by students are vary, it is whether family, financial, romantic, educational, occupational, or other issues. In this issue section, participants are allowed to answer more than one issue that is often experienced by the participants. Most of the students are experiencing

educational problems (28.1%). A detailed overview of the problems experienced by students can be seen in Table 2.

Table 2. Type of participants' issues

Type of Issues	Frequency	Percentage (%)
Family Issues	95	21.7%
Financial Issues	76	17.4%
Romantic Issues	52	11.9%
Educational Issues	123	28.1%
Occupational Issues	69	15.8%
Others	16	3.7%
No Issues	6	1.4%
Total	437	100.0%

MEASUREMENTS

Kessler Psychological Distress Scale

Kessler Psychological Distress Scale (K10) is used to measure psychological distress. The K10 is developed by Kessler et al. (2002) aims to measure psychological distress experienced by individuals. Questions are presented with 5 points Likert scale. The reliability coefficient of K10 in this research is 0.915.

Beck Hopelessness Scale

Beck Hopelessness Scale (BHS) is used to measure hopelessness. The BHS is developed by Beck et al. (1974) aims to measure the hopelessness experienced by individuals. BHS instrument consists of three factors: feeling about future, loss of motivation and future expectation. BHS is a dichotomy scale with true and false options and total of 20 items. After checking the validity of this instrument, it's turned out there are 3 items that didn't meet the validity criteria (4, 13, 19). At the end researcher decide to use total of 17 items for this research and the reliability coefficient of BHS in this research is 0.852.

Gratitude Questionnaire

Questionnaire-6 (GQ6) is used to measure gratitude. The GQ-6 is developed by McCullough et al. (2002) aims to measure the gratitude experienced by individuals. GQ-6 has a total of 6 items and consist of four facets. GQ-6 is a 7 points Likert scale. The reliability coefficient of GQ-6 in this research is 0.859.

3. RESULT AND DISCUSSION

Based on descriptive statistical analysis of psychological distress, hopelessness and gratitude. The mean value of psychological distress is 2.98, which means that the psychological distress experienced by participant tends to be moderate with an SD= 0.920, individuals with moderate psychological distress tend to feel some of the time feel tired out for no good reason, some of the time feel anxious, some of the time feel everything was an effort, some of the time feel depressed that nothing could cheer you up and some of the time feel worthless.

The mean value of hopelessness is 0.27, which means that hopelessness experienced by participant tends to be low with an SD= 0.233, individuals with low hopelessness tend to look forward to the future, bad things happened temporarily and have expectation of bright future.

The mean value of gratitude is 5.93, which means that the gratitude experienced by participant tends to be high with an SD value of 1,030, individuals who have high score of gratitude tend to feel thankful, grateful to a wide variety of people, and feel grateful when looking at the world. Descriptive statistical results are shown in Table 3.

Table 3. Descriptive statistics

Variables	Mean	SD	CI (95%)	
			Lower	Upper
Psychological Distress	2.98	0.920	2.88	3.12
Hopelessness	0.27	0.233	0.47	0.53
Gratitude	5.93	1.030	3.86	4.14

The spearman's correlation coefficient between hopelessness and psychological distress is $r_s = 0.516$ with a contribution of 0.266, this showed that hopelessness affected psychological distress by 26.6%. A positive r_s value indicates that the higher the feeling of hopelessness felt by the individual, the higher the psychological distress. Furthermore, the relationship between hopelessness and psychological distress has a signification value of 0.000 which means that the relationship between hopelessness and psychological distress has a significant relationship.

The spearman's correlation between gratitude and psychological distress is $r_s = -0.290$ with a contribution of 0.0841, this showed that gratitude affected the psychological distress by 8.41%. A negative r_s value indicates that the higher the gratitude felt by the individual, the lower the psychological distress is. Furthermore, the relationship between gratitude and psychological distress has a significant value of 0.000 which means that the variable relationship of gratitude with psychological distress has a significant relationship. The correlation coefficient can be found in Table 7 and Figure 1.

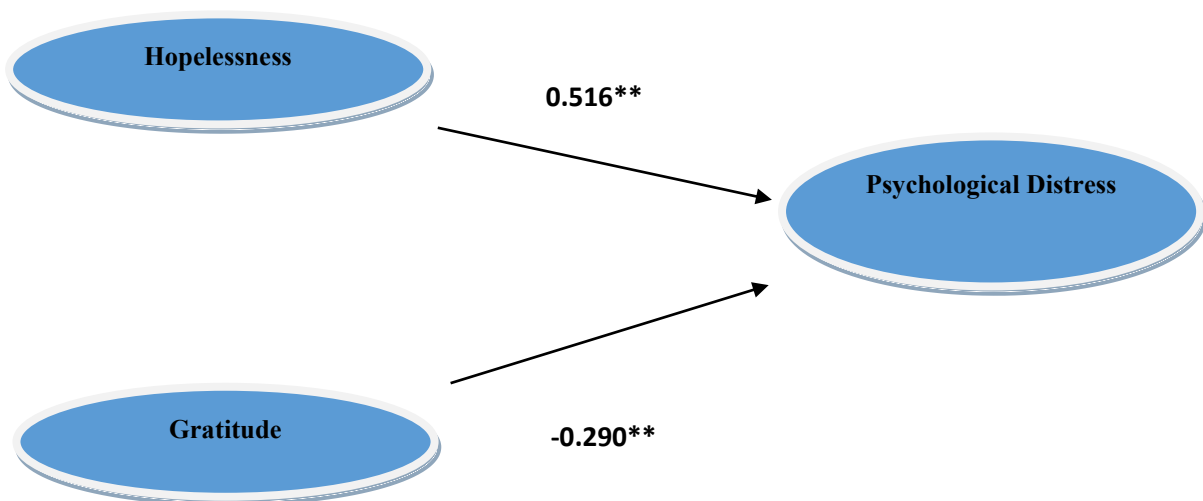


Figure 1. Spearman's correlation coefficient
** Correlation is significant at level <0.01

The result of Kruskal Wallis and Mann-Whitney U show there are differences in variables of psychological distress, factor depression, factor anxiety based on the gender, the rest show that there are no significant differences. There are differences in variables of hopelessness and loss of motivation factor based on student status, the rest there are no significant differences. There are differences in variables of psychological distress and depression factors based on employment status, the rest there are no significant differences. There are differences in factor feeling about future, gratitude, and facet of intensity based on type of university, the rest show no significant differences. The result can be found in Tables 8, 9, and 10.

Table 4. Differences in Psychological Distress based on Characteristics

Description	N	Psychological Distress Variable					
		Psychological Distress		Factor Depression		Factor Anxiety	
		Mean Rank	Sig.	Mean Rank	Sig.	Mean Rank	Sig.
Female	155	111.38	0.018	111.45	0.017	110.81	0.033
Male	55	88.92		88.74		90.54	
Undergraduate Student	179	106.49	0.572	107.94	0.161	104.52	0.574
Postgraduate Student	31	99.81		91.39		111.15	
Employed	76	94.18	0.042	93.85	0.036	95.10	0.061
Unemployed	134	111.92		112.11		111.40	
Public University	57	109.14	0.867	110.22	0.784	108.21	0.847
Private University	140	104.25		103.57		105.11	
Others	13	102.96		105.58		97.77	

Table 5. Differences in Hopelessness based on Characteristics

Description	N	Hopelessness Variable							
		Hopelessness		Factor Feeling about Future		Factor Loss of Motivation		Factor Future Expectations	
		Mean Rank	Sig.	Mean Rank	Sig.	Mean Rank	Sig.	Mean Rank	Sig.
Female	155	103.52	0.425	104.52	0.578	102.28	0.192	106.76	0.606
Male	55	111.09		108.25		114.56		101.95	
Undergraduate Student	179	110.66	0.003	107.39	0.125	110.94	0.002	108.60	0.069
Postgraduate Student	31	75.69		94.61		74.08		87.60	
Employed	76	97.83	0.166	99.55	0.129	99.5	0.541	97.25	0.129
Unemployed	134	109.85		108.87		108.87		110.18	
Public University	57	106.54	0.732	101.44	0.033	105.75	0.829	107.03	0.971
Private University	140	103.96		104.40		104.50		104.80	
Others	13	117.54		135.15		115.12		106.35	

Table 6. Differences in Gratitude based on Characteristics

Description	N	Gratitude Variable									
		Gratitude		Facet Intensity		Facet Frequency		Facet Span		Facet Density	
		Mean Rank	Sig.	Mean Rank	Sig.	Mean Rank	Sig.	Mean Rank	Sig.	Mean Rank	Sig.
Female	155	109.85	0.08	107.02	0.51	108.5	0.202	109.97	0.067	106.38	0.711
Male	55	93.25		101.23		96.89		92.89		103.02	
Undergraduate Student	179	106.23	0.674	106.15	0.693	105.81	0.853	106.75	0.464	107.45	0.240
Postgraduate Student	31	101.27		101.76		103.71		98.27		94.24	
Employed	76	107.11	0.77	104.32	0.82	105.00	0.925	107.06	0.775	105.00	0.316
Unemployed	134	104.59		106.17		105.78		104.62		105.78	
Public Univ.	57	120.60	0.03	119.50	0.02	117.64	0.089	117.36	0.165	111.67	0.413
Private Univ.	140	102.03		102.78		102.69		102.11		104.54	
Others	13	76.73		73.46		82.54		90.04		88.85	

From the results, it showed that the participants have various types of issues, such as family issues, financial issues, educational issues, romantic relation issues, and occupational issues. The most common problem experienced by students are educational issues. Some of the individual experiences, such as attending college several semesters, the individual feels depressed with the major he/ she chooses, because at first it was not the major that the individual wanted and as a

result the GPA has decreased drastically. There is also an individual who take major that he/ she does not want and make the individual lack the urge to learn and the other individual also has problems in terms of completing the final task. Individuals often feel depressed when doing the final task, the distress that the individual experiences, like when waking up in the morning and when the individual is going to sleep at night, suddenly the thought of the final task reoccurring and keep questioning whether the individual can complete the final task punctually and sometimes have the thought of what kind of surprises or problems that will occur when completing on the final task and this kind of thought sometimes make the individual more sensitive when disturbed and make the individual feel tired more easily.

Educational issues that experienced by students can be explained by test anxiety generally. Evaluative anxiety or test anxiety is a collection of behavioral, cognitive, and physiological responses accompanied by anxiety that can have a negative impact on individuals that experience it, such as low school performance, poor test performance, cognitive impairment, poor health and psychological distress (Angellim et al., 2020)

This study aims to find out how far hopelessness and gratitude play a role toward the psychological distress of college students who are in the emerging adulthood stage. The results showed that hopelessness has a significant positive correlation toward the psychological distress of college students. The results also showed that gratitude has a significant negative correlation toward the psychological distress of college students. This suggests that individuals who have a low level of hopelessness will have a higher feeling of gratitude and will reduce the psychological distress that experienced by emerging adulthood students, otherwise individuals who have a high level of hopelessness will have a lower feeling of gratitude and will increase the psychological distress that experienced by emerging adulthood students.

Hopelessness has a positive relationship with the psychological distress of students who are in the phase of emerging adulthood. The higher the feeling of hopelessness felt by the individual, then the individual will feel or experience more the condition of psychological distress. The results of this study are in line with the research conducted by Kisa et al. (2018), the results found 40 abused women who experienced violence living in women's shelters in Turkey showed a positive relationship between hopelessness and psychological distress.

Kisa, Zeyneloğlu, and Verim (2018) state that a person will feel depressed and unhappy when the individual is unable to make decisions and cannot concentrate on what he or she is doing. Abramson (in Liu et al., 2015) in hopelessness theory of depression says that causal attribution is formed from internal or external, stable or unstable, and in general or specific. This theory of hopelessness explains that individuals who attribute negative events to an individual's internal self, stable (unchanging beliefs) and global (negatively affecting social life) can form depression.

In addition, the result of this study found a negative relationship between gratitude toward psychological distress of students who are in the phase of emerging adulthood. The results of this study are in line with the research that conducted by Mason (2019) involving 198 students in South Africa. The results of this study showed a negative relationship between gratitude and psychological distress.

Fredrickson and Branugan (in Mason, 2019) say that the mindset of being grateful, allows individuals to expand and build sources that improve well-being and serve as a factor against unhappiness, it means when individuals who do not have a grateful mindset will feel more susceptible to experience psychological distress.

In this study also found a significant negative relationship between gratitude toward hopelessness. This explains that when an individual has a high level of gratitude, it will decrease the level of hopelessness that the individual has. Fredrickson (2004) describes the broaden and build theory of positive emotions, in this theory explains that positive emotions can expand new

thoughts or ideas, activities and relationships, after which it can build individual sources of resilience, such as social support, ability and knowledge, and it can improve health, survival and can decrease negative emotions.

Froh et al. (2010) stated that gratitude is a positive response that can affect adolescents for long term and it can increase adolescent motivation. Here by, it can be concluded that individuals who have gratitude can decrease one of the factors of hopelessness called loss of motivation.

Previous research conducted by McCullough et al. (2002) states that gratitude is associated significantly in affecting psychological health and social function. When it's compared to people who have low gratitude, grateful individuals are reported to experience more often in life satisfaction, optimism, vitality and can decrease depression, as well as jealousy. Other research shows that grateful individuals more often experience positive emotions, such as satisfaction, happiness, hope and can lowering negative emotions (Overwalle et al. & Watkins et al., in Froh, 2010).

In this study found a significant difference in psychological distress variables based on gender. According to Mirowsky and Ross (2003) the level of distress experienced by women is higher than men. Women have more burdens, like doing homework, work, taking care of family and friends. Women also face career-level problems, women have lower authority and autonomy, as well as lower recognition and salary. Women face more stressful situations than men. Most of the pressure women get comes from family responsibilities, which is very draining on the emotional side of women and often having conflicts with permanent employment status.

This study also found a significant difference in psychological distress variables based on employment status, especially depression factors. Research conducted by McGee and Thompson (2015) states that more emerging adults who are unemployed feel more depressed compared to those who are already employed. Individuals who are unemployed have a three times higher risk of depression than those who are already employed. Developmental factors, such as uncertainty during times of emerging adulthood and changes in social relationships and support can affect different experiences when the individual is unemployed. Depression experienced by emerging adults is associated with pressures of delay in achieving the goals that desired by individuals while in emerging adulthood stage, including exploration of work.

This study also found a significant difference in hopelessness variables reviewed from student status. Research conducted by Bjelland et al. (2008) stated that the higher level of education, it means the lower level of depression experienced by individuals, when compared to individuals who have a lower level of education. Greene (1989) says that hopelessness is one of the symptoms of depression. Previous research conducted by Grinker et al., Pichot and Lempérière, and Beck (in Greene, 1989) found that hopelessness is an important feature in depression. Mirowsky and Ross (2003) say that through education, individuals can experience and solve a variety of difficult and complex problems.

The results of this study found a significant difference in gratitude based on the type of university. Types of university, such as public and private university. In a study conducted by Vargas et al. (2016) found a significant differences in gratitude between students from public and private schools, students from private schools expressed higher gratitude than students from public schools. Connective gratitude requires autonomy thinking, action and feelings of connecting with others. Private and public schools can see differences in socioeconomic status, where individuals who have education in private schools have upper level of socioeconomics, while individuals who have education in public schools have lower level of socioeconomics.

4. CONCLUSION AND RECOMMENDATION

CONCLUSION

Based on the results discussed above can be concluded, that there is a significant positive role between hopelessness and psychological distress. This means that the higher level of hopelessness felt by the individual, the higher the psychological distress experienced by the individual. The results in this study also showed that there is a significant negative role between gratitude and psychological distress. The higher level of the gratitude that felt by the individual, it can decrease the psychological distress felt by the individual.

RECOMMENDATION

This study has some limitations that can be further research. This study has a data that does not meet the criteria of normality test. The contribution of variable gratitude showed a slight effect toward psychological distress, further research could consider adding variable hopelessness as mediators of this study. The study also found a link between gratitude and hopelessness, but it still needs to have further research about the relationship between the two variables. Furthermore, researchers can also examine with qualitative research methods to explore the gratitude experienced by individuals, which can lower the psychological distress of college students in the emerging adulthood period.

Range of the scale that has been use in this research is quite variative, namely the type of dichotomy and polychotomy. For further research could try to enlarge the range of the dichotomy scale dichotomy, it's useful for preventing abnormality distribution in the data, as contained in this study. Furthermore, researchers can also limit the domicile of participants and make the criteria of participants to be more specific and homogeneous, which is useful to prevent abnormal distribution in the data.

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