

ETHNIC SOCIALIZATION, SIGNIFICANT OTHER AND PERCEIVED DISCRIMINATION IN INDONESIAN CHINESE YOUTH JAKARTA

Ninawati¹, Hana Penggabean², Juliana Murniati³

¹ Faculty of Psychology Atma Jaya Catholic University of Indonesia/
Faculty of Psychology, Tarumanagara University, Jakarta, Indonesia
E-mail: ninawati@fpsi.untar.ac.id

² Faculty of Psychology Atma Jaya Catholic University of Indonesia
E-mail: hana.panggabean@atmajaya.ac.id

³ Faculty of Psychology Atma Jaya Catholic University of Indonesia
E-mail: juliana.murniati@atmajaya.ac.id

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ABSTRACT

Among the Indonesian Chinese, there is still perceived discrimination even though since the reformation (1998) there has been no more discrimination against the Indonesian Chinese, either in the form of regulations or anti-Indonesian Chinese racial riots as in May 1998. Even perceived discrimination is found in those who do not experience such discrimination. This study aims to highlight the influence of ethnic socialization on perceived discrimination and the description of the involvement of significant others in ethnic socialization among young Indonesian Chinese in Jakarta. The study uses a quantitative descriptive approach. The sampling technique used is purposive technique sampling. The population of the study was Indonesian Chinese students in Jabodetabek. From the study with 524 respondents (66.2% female and 33.8% male), there are at least three things that can be noted. First, there is the influence of ethnic socialization on perceived discrimination. Of the three dimensions of ethnic socialization, only the labelling dimension has a significant effect on perceived discrimination. Second, mothers are the most influential significant others in the lives of young Indonesian Chinese. Third, college friends play a role as significant others in the realm of friendship, lectures and organizations. This study also found that young Indonesian Chinese in Jakarta, college friends play a role as significant others in various fields. College friends are dominant in the realm of friendship, lectures and organizations. The relationship between respondents and significant others is more personal than formal.

Keywords: *ethnic socialization, significant other, perceived discrimination, Indonesian Chinese.*

1. PREFACE

Since the 1998 reform, it can be said that there is practically no more discrimination against Indonesian Chinese. Various state regulations that discriminate against Indonesian Chinese have been revoked. Even the Anti-Discrimination Law (2008) was enacted. In addition, there are no more anti-Indonesian Chinese racial riots as occurred in May 1998.

However, the findings of the Unika Atma Jaya Psychocultural Consortium show that there is still perceived discrimination among Indonesian Chinese (Nurrachman et al., 2018) . Perceived discrimination is the perception of being treated unfairly by others due to individual characteristics, namely physical characteristics, ethnicity, gender, age, socioeconomic status (Ayalon, 2014; Sutin et al., 2015). Why does this happen?

Several studies have found a relationship between perceived discrimination and ethnic socialization (Gonzales-Backen et al., 2018; Meca et al., 2020). Ethnic socialization is the

delivery of information, values, and perspectives about a particular ethnicity. According to Hughes et al. (2006), there are four dimensions of ethnic socialization, namely cultural socialization, preparation of bias, promotion of mistrust, and pluralism.

Ethnic socialization involves people who are influential to the individual (Hughes et al., 2006; Umaña-Taylor & Hill, 2020). Significant others are people who are considered important, respected, desired by the individual, or people with whom the individual wants to identify themselves. They are people who influence the formation of the individual's self in the social realm, through internal and external life history (Spector-Bitan, 2016). Significant others are usually people who have been known for a relatively long time and have continuous relationships (E. Simon & Pleschová, 2021).

Significant others play a role in the formation of an individual's personality, starting in childhood. At this time children are in the stage of imitating various forms of roles played by adults. At this time, what children will imitate is who is around them; generally parents, or family members who live with him. When children go to school, the individual environment increases further with the presence of teachers and friends at school. They all belong to microsystems in Bronfenbrenner's bio-ecological theory (Bronfenbrenner, 2005).

According to Bronfenbrenner (2005) significant others influence self-development through proximal relationships and are in a certain context and time. In the proximal process there is form, power, content, and direction (Tudge et al., 2009). That is where a very close direct relationship occurs between significant others and self.

Indonesia is a country with the characteristics of a collectivist society. This is different from an individualistic society where the self is relatively more autonomous compared to the self in a collectivist society (Matsumoto & Juang, 2017). In a collectivist society like Indonesia, the self and significant other have a closer relationship than in an individualistic society. In such a relationship, significant others determine decision making for the self.

The role of significant others towards self is also large in the context of a society with high power distance such as in Indonesia (Hofstede, 2001). In a society with high power distance, individuals depend on hierarchy, individual rights are not the same between people who have power and those who do not have power. In a society with high power distance, self receives influence from someone who has power, so self depends on significant others (parents, teachers) who have high power distance. In a society with high power distance such as Indonesia, parents, teachers, superiors are people who should be listened to, whose orders should be followed, and who are undeniable.

This study answers questions related to the influence of ethnic socialization on perceived discrimination and the description of significant other involvement in ethnic socialization among young Indonesian Chinese in Jakarta

2. RESEARCH METHOD

Samples

This study uses a descriptive quantitative approach. The population of the study were Indonesian Chinese students residing in Jabodetabek. For the research sample, a minimum of 385 subjects were determined with a consideration of 5% error based on the Walpole formula calculation (Walpole et al., 2012). The respondents in this study numbered 524 people. The selection of this calculation was based on unidentified population data, population data in Indonesia does not record ethnic or tribal identities including Indonesian Chinese.

The sampling technique used purposive technique sampling. The characteristics of the subjects involved as research respondents are: recognizing themselves as Indonesian Chinese based on their parents' ethnicity. Recognition as Indonesian Chinese was asked at the beginning of filling out the questionnaire. Respondents were at least 17 years old. The total number of respondents was 524 people. The majority were 18 and 19 years old (57.1%). There were more female respondents (N = 347 or 66.2%) than male respondents.

This study used purposive sampling with criteria targeting non-local students currently enrolled at X University. A total of 282 respondents completed the questionnaire, but only 164 met the specified criteria. Among the 164 respondents, 47 were male (28.7%), and 117 were female (71.3%). The participants were further categorized based on their migration duration: less than 1 year (n = 75), 1-3 years (n = 69), and more than 3 years (n = 20).

Measurement

In this study, from the four dimensions of ethnic socialization put forward by the concept of Hughes et al. (2006) elaborated into three dimensions, namely cultural socialization into the dimension of cultural values; preparation of bias and promotion of mistrust into labeling, pluralism into the multicultural dimension.

The cultural value dimension contains Chinese cultural values and practices. The labeling dimension is a negative assumption of other groups, including collective memories of discriminatory practices and anti-Chinese racial riots. While the multicultural dimension contains respect for other ethnicities. This measuring tool uses a Likert scale with five options, ranging from strongly disagree, disagree, somewhat agree, agree, and strongly agree.

Significant others are explored with questions about people who influence respondents in the micro system realm, namely family, friendship, lectures and organizations; and the most influential figures by ranking. From the answer choices provided, respondents can determine three choices as multi-response answers.

The perceived discrimination instrument is in the form of a Likert scale (five scales) consisting of 22 items adapted from the Perceived Ethnic Discrimination Questionnaire (Contrada et al., 2001).

Data collection and analysis

Data were obtained through an online questionnaire administered through Google Forms distributed to several universities that had been sent research permits. Data collection was carried out from October 26 to December 12, 2022.

Descriptive tests were used to overview the sample characteristics. This is followed by classical assumption testing, which includes linearity, normality, and heteroscedasticity tests. Finally, simple linear regression analyzed ethnic socialization through perceived discrimination.

3. RESULTS AND DISCUSSIONS

From table 1, it can be seen that the three dimensions of ethnic socialization are in the moderate category because they are still in the range of number 3 as the middle value of the scale 1-5. However, the mean value of the multicultural dimension (3.7630) looks higher than the other two dimensions, namely cultural values (3.4051) and labelling (3.2218).

Table 1

Description of ethnic socialization

Dimensions	Mean	SD	Min	Max
Cultural Values	3.4051	.85822	1.00	5.00
Multicultural	3.7630	.64182	1.00	5.00
Labelling	3.2218	.91207	1.00	5.00
Ethnic Socialization	3.4633	.63131	1.00	5.00

From table 2, it can be seen that ethnic socialization has an effect on perceived discrimination. Judging from its dimensions, the multicultural dimension and the cultural value dimension do not have an effect on perceived discrimination, which is indicated by a p value > 0.05 . Only the labeling dimension has a significant effect on perceived discrimination with a p value of 0.000 (< 0.05), and contributes 32%.

Table 2

Regression test ethnic socialization through perceived discrimination

Dimensions	p	significant	t	Beta
Cultural Values	0.106 (> 0.05)	not significant	1.621	0.086
Multicultural	0.670 (> 0.05)	not significant	0.427	0.022
Labelling	0.000 (< 0.05)	significant	7.240	0.320

*) Perceived Discrimination as dependent variable

It is interesting to note that the labeling dimension influences perceived discrimination. As stated by Simon (C. B. Simon, 2021), of the four dimensions of ethnic socialization mentioned by Hughes, two of them, namely preparation of bias, promotion of mistrust - which in this study are elaborated into labeling - occur in ethnic groups with low image. Low image is obtained through social comparison in the formation of social identity. Social identity (including ethnic identity) is

a part of an individual that grows based on his understanding and awareness as a member of a group that influences his values and emotions (Hogg & Abrams, 2006).

Furthermore, as stated by Gonzales-Backen et al., (2018) and Meca et al., (2020), those with high ethnicity have high sensitivity to the negative image of their group. Then the negative experience that befell the individual was considered as ethnic discrimination.

Such ethnic socialization – labeling influences perceived discrimination – among young Indonesian Chinese is certainly inseparable from significant others, namely people who are considered influential in their lives. In this study, the most influential people in the microsystem realm were asked. From table 3, it can be seen that most chose their mothers as significant others.

Table 3
Most Influential People in the Micro-system Domain

	Frequency (N=524)	Percentage
Mother	432	82.8%
Father	336	64.4%
Friend	241	46.2%
brother/sister	124	23.8%
Grandparents	65	12.5%
Uncle/aunt/religious leader	33	6.3%
Lecturer	20	3.8%
None	3	0.6%

Note: the most influential significant other among significant others in family, college, friendship, organization

As a significant other in a child's life according to what was found in the research of Fatmasari and Nurhayati (2020)) and the research of Hidayah and Palia (2018). The closeness of the mother to the child, both male and female, is recognized as someone who gives attention and spends time for the child. The mother can understand the nature of the child and his needs, give trust and always be there for the child. In addition, the child's attachment to the mother has a significant correlation with the child's psychological well-being (Wahyuningsih et al., 2021).

From table 4, it is clear that both respondents whose significant others are mothers, fathers, and friends have no different mean labelling values. This means that what mothers, fathers, and friends say regarding labelling is considered the same by young Indonesian Chinese in Jakarta.

Table 4
Labelling value on significant other Mother, Father and Friend

Significant other	Mean	Standard deviation
Mother	3.2214	0.93495

Father	3.2446	0.91933
Friend	3.2370	0.85166

Regarding friends as significant others, the most important ones are college friends. They are dominant in the realm of friendship (chosen by 78.8% of respondents). In the realm of lectures, college friends were chosen by 92.6%. This figure is higher than lecturers (55.9%), study program leaders (6.1%), university leaders (1.9%) and faculty leaders (1.5%). Likewise in organizations. Friends (49.4%) are chosen more than organization administrators (31.7%).

This means that the relationship between young Indonesian Chinese and significant others in the three realms (friendship, lectures and organizations) is more personal than formal.

4. CONCLUSIONS AND SUGGESTIONS

In the ethnic socialization among young Indonesian Chinese in Jakarta, it can be said that they feel more comfortable with the multicultural dimension compared to the other two dimensions (cultural values and labelling).

However, related to the perceived discrimination they feel, only the labelling dimension has an effect on perceived discrimination. This shows that respondents are highly sensitive to the negative image of their ethnic group, and their experiences of discrimination are considered as ethnic discrimination.

Mothers are considered the most influential significant other by respondents. Their role as a significant other in the lives of respondents is greater than that of fathers or others. However, in relation to ethnic socialization related to the labeling dimension -- which in this study influences perceived discrimination -- what is socialized by mothers by young Indonesian Chinese in Jakarta is considered the same as what is conveyed by fathers and friends.

For young Indonesian Chinese in Jakarta, college friends play a role as significant others in various fields. College friends are dominant in the realm of friendship, lectures and organizations. The relationship between respondents and significant others is more personal than formal.

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