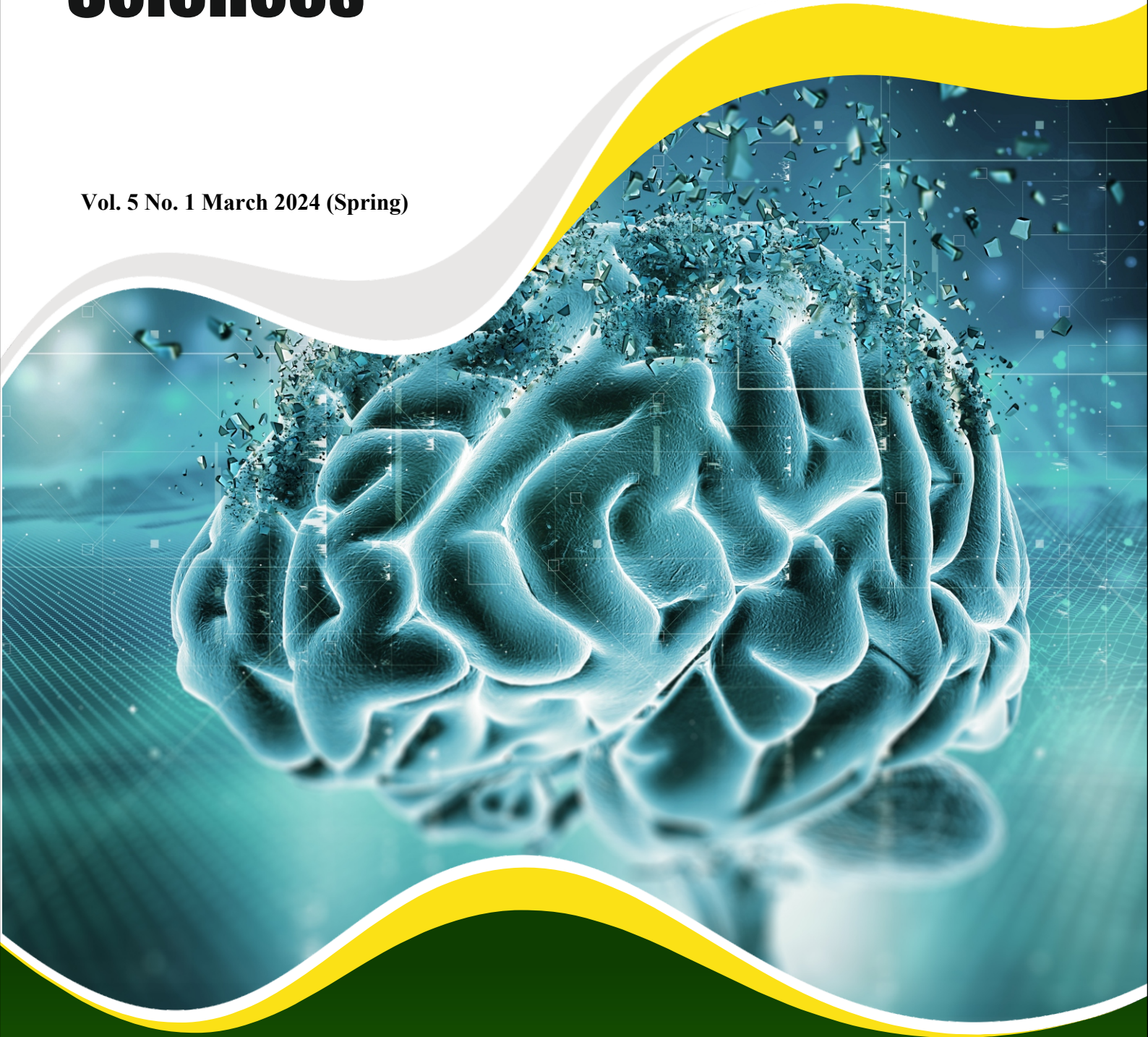


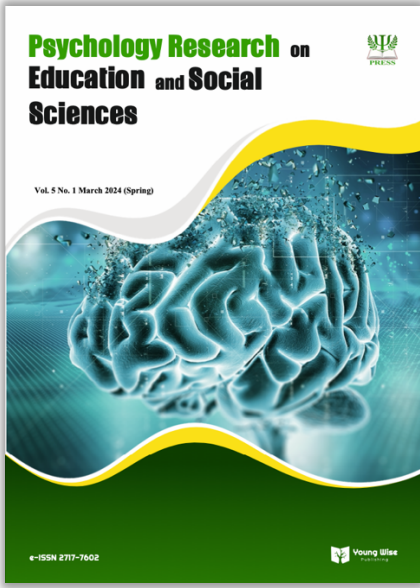
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Contents	Pages
1 The impact of perceived social support and social exclusion on the quality of life of individuals with disabilities: A moderation analysis <i>Özgür Önal, Merve Güblü, Merve Hayrunnisa Akyol, Ahmet Nesimi Kişioğlu and Ersin Uskun</i>	1-11
2 Development of career planning instruments in flashcard <i>Muwakhidah Muwakhidah, Ayong Lianawati, Ragil Saloka Wijaya, Isya Anantasmara, and Binti Isrofin</i>	13-19
3 Erratum: The internalization and normalization process of rape myth acceptance: a qualitative study <i>Mutia Husna Avezabr, Vasiliki Kravvariti and Tutut Chusniyah</i>	21-21
4 Analysis of indicators of juvenile delinquency behavior teenagers <i>Tiara Anggita Perdini</i>	23-30

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Research Article

The impact of perceived social support and social exclusion on the quality of life of individuals with disabilities: A moderation analysis

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Abstract

Social exclusion is one of the factors that negatively affect the quality of life of people with disabilities. If these people do not feel that they receive social support, the problem may deepen. This study aims to examine the role of perceived social support and social exclusion in influencing the quality of life. The study included 577 individuals with disabilities aged 18-65 residing in Turkey. Data were collected through both face-to-face and online methods. The questionnaire prepared by the researchers consisted of a descriptive characteristics form comprising 13 questions (age, gender, education level, marital status, employment status, place of residence, family type, number of people in the family, income status, percentage of disability, type of disability, onset of disability), the Turkish version of the World Health Organization Quality of Life Scale for Disabilities (WHOQOL-DIS-TR), the Multidimensional Perceived Social Support Scale (MPSSS), and the Social Exclusion Scale for Disabled Individuals (SESDI). The results indicated that decreased social exclusion ($\beta = 11.11$, $t = 12.75$, $p < 0.001$) and increased perceived social support ($\beta = 8.83$, $t = 10.12$, $p < 0.001$) significantly and positively influenced the quality of life. Moreover, the perceived social support had a moderating effect in reducing social exclusion levels and increasing the quality of life by 2.45 times (95%CI: 0.93-3.96). Among the covariates in the model, being male ($\beta = 4.62$, $t = 2.60$, $p = 0.010$), having an increased income level ($\beta = 6.10$, $t = 3.24$, $p = 0.001$), and being employed ($\beta = 3.18$, $t = 2.84$, $p = 0.005$) were found to improve the quality of life. According to the results of the study, social support programs should be developed in addition to reducing social exclusion in order to improve the quality of life of people with disabilities.

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Introduction

Even if a person is not born with it, they may face the risk of temporary or permanent disability due to accidents or illnesses later in life. The concept of disability has varied from society to society and from era to era, taking on different meanings depending on the conditions of the society and the time period (Barton & Armstrong, 2001; Okur et al., 2010). From an international perspective, The United Nations General Declaration on the Rights of Persons with

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Disabilities defines a person with a disability as "someone who, due to a congenital or acquired deficiency in physical or mental capacity, is unable to fulfill, either partially or completely, the requirements of a normal personality and/or social life (General Assembly of United Nations, 1975). The World Health Organization (WHO) describes disability as "A complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which they live," emphasizing the loss or limitation of the ability to perform activities that are considered normal in comparison to individuals without such impairments (WHO Disability Report, 2011).

The increasing number of elderly individuals and the rise in chronic diseases worldwide contribute to the growing prevalence of disabilities globally (Miller et al., 2000; Arslan & Gökçe-Kutsal, 1999). The increase in the number of people with disabilities worldwide poses a public health concern (WHO Disability Report, 2011). According to the latest data from the World Health Organization, there are an estimated 1.3 billion individuals with disabilities, representing approximately 16% of the world's population. In our country, according to the results of the Population and Housing Survey conducted by the Turkish Statistical Institute (TUIK) in 2011, the percentage of the population (aged 3 and above) with at least one disability is 6.9%, equivalent to 4,876,000 people. Similar to the global trend, the number of people with disabilities is increasing in our country as well.

When disadvantaged groups are mentioned, individuals with disabilities are among the first groups that come to mind. Their need for specialized health and education services compared to individuals without disabilities, the increased difficulty in accessing job opportunities and social facilities, and as a result, the more frequent occurrence of economic problems are some of the disadvantages of this group. While the challenges in the participation of disabled individuals in community life and employment lead to these individuals living in lower socioeconomic conditions, a lower socioeconomic level also implies an increased risk of disability (Güven, 2023).

The weak awareness of societies regarding disability contributes to individuals with disabilities facing challenges not only due to their physical, mental, and emotional limitations but also as a result of societal barriers. This can lead to difficulties in their participation in social life and fulfilling their social roles. This is because societies are often shaped and constructed based on the capacities of non-disabled individuals. Individuals with disabilities may face limitations in living seamlessly within society under normal conditions. Addressing these societal attitudes and promoting inclusivity is crucial for creating a more accommodating and understanding environment for individuals with disabilities (Oliver & Barnes, 2013).

The concept of quality of life emerges as an indicator of the extent to which individuals with disabilities, facing all these challenges, can feel their existence in this life (Çoban, 2008). The emotional, social, and economic problems associated with disabilities have a negative impact on individuals' quality of life. While there are common basic needs for all of humanity, the scope, depth, and degree to which these needs are met can vary from person to person. Quality of life is the perception of an individual's position in life within the context of their goals, expectations, standards, and interests, considering the culture in which they live. Despite the presence of numerous physical, psychological, and environmental components, this parameter lacks a universally accepted single definition and measurement. Although this absence poses challenges in terms of interpreting evaluations and comparing studies, the concept is highly important and beneficial for both clearly identifying disadvantaged groups and examining the impacts of various clinical and social interventions on individuals' lives (Güven, 2023; Haraldstad et al., 2019). Individuals with disabilities constitute a heterogeneous group, and factors such as gender, age, sexual identity, sexual orientation, religion, race, ethnicity, and economic status vary, influencing their quality of life and health needs in different ways (Buntinx & Schalock, 2010). Therefore, studies on the quality of life of individuals with disabilities require an examination of numerous parameters and a clear understanding of the relationships among them.

One of the significant public health issues that negatively affect the quality of life in individuals with disabilities is social exclusion. Certain disadvantaged groups, primarily those facing poverty and disability, experience issues of social integration (Masson, 2013; Bayram, Bilgel, & Bilgel, 2012). Due to societal ignorance, prejudice, and discriminatory

attitudes, individuals with disabilities are prone to social exclusion (Berkman & Kumaş, 2021; Krahe & Altwasser, 2006; Park et al., 2003). This leads to disabled individuals being excluded from the social, economic, and cultural processes of society and experiencing social isolation (Masson, 2013; Berkman & Kumaş, 2021). Social exclusion hinders the integration of individuals with disabilities into society, preventing them from benefiting from education, housing, healthcare services, and social relationships (Köten & Erdoğan 2014). Due to their inability to participate in employment or their limited inclusion, people with disabilities constitute the poorest one-fifth of the world's population (Genç & Çat, 2013). Social exclusion also encompasses situations such as marginalization and stigma (labeling) (Tartanoğlu, 2010). Stigma can lead to emotional issues in individuals with disabilities, including anxiety, depression, decreased self-esteem, feelings of inadequacy, and shame. Furthermore, over time, individuals may experience disruptions in their interpersonal relationships, a decrease in their inclination to be part of a community, and a diminished tendency to assert their rights. Individuals who feel ashamed of their current situation and experience a sense of social exclusion may be hesitant to seek help or care. This reluctance can lead to delays, deficiencies, and a deterioration in the quality of life in addressing health needs (Taleporos & McCabe, 2002; Bucuka, 2019).

Social acceptance is one of the primary psychological needs for every individual and is necessary to achieve satisfaction in life. This situation is no different for individuals with disabilities; however, they face greater challenges in adapting to the social environment and require more social support than non-disabled individuals to attain fulfillment in life. In this context, they are a more vulnerable group to social exclusion. It is known that social exclusion is frequently observed in individuals with disabilities, negatively impacting their emotional state and overall well-being (Bucuka, 2019; Özgökçeler, 2006).

An important way for individuals with disabilities to cope with negative situations such as social exclusion is through the social support they receive from their environment. Social support encompasses any kind of assistance, whether material or emotional, that facilitates an individual in dealing with any need or problem. Like quality of life, social support is a concept influenced by cultural values and shaped according to an individual's perception. While the quantity of support provided is important, the individual's perception holds a greater place in the positive impact of social support on their life. Various studies have highlighted the enhancing effect of perceived social support in increasing the quality of life (Proescher et al., 2022; Bishop-Fitzpatrick et al., 2018; Ferdiana et al., 2018; Başçillar, 2017).

In light of all these reasons, it is considered important to detail the relationships among factors influencing disadvantaged groups, particularly individuals with disabilities, in order to organize studies aimed at improving their quality of life in a more targeted manner. This study aims to examine the role of perceived social support and social exclusion in influencing the quality of life.

Hypothesis 1: Social exclusion could predict the quality of life.

Hypothesis 2: Perceived social support would moderate the effect of social exclusion on quality of life.

The theoretical model is shown in Figure1.

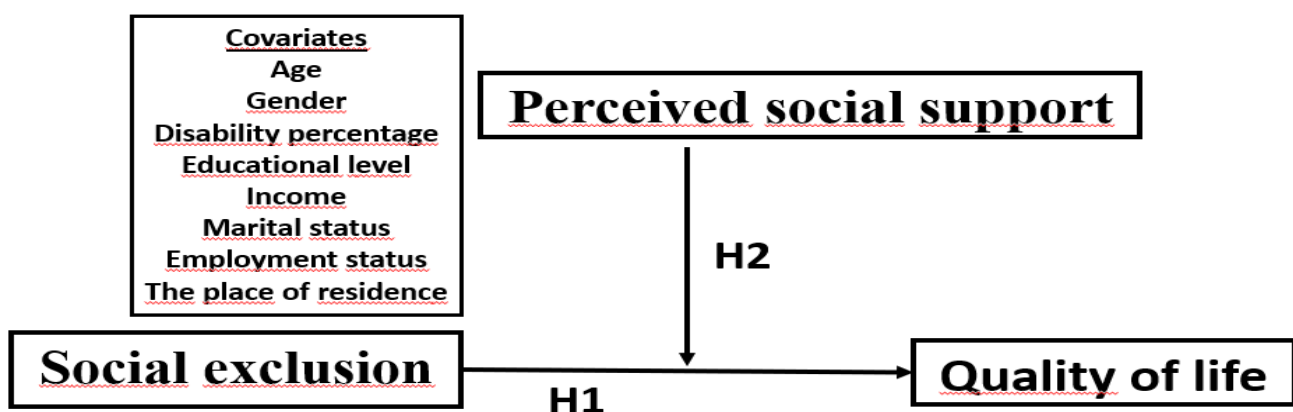


Figure 1. Theoretical model

Method

Participants

The population of this study consists of disabled individuals between the ages of 18-65 living in Turkey. Taking the population as 2,200,000, the prevalence as 50%, the confidence interval as 95%, and the design effect as 1.5, it was aimed to reach a sample size of 577 people with the OpenEpi program. 583 people were reached through face-to-face and online data collection methods, and a total of 557 people were studied by excluding 26 incomplete and unprocessable surveys.

Measurement Methods

The survey form prepared by the researchers consists of a descriptive characteristics form consisting of 13 questions, the Quality of Life Scale for the Disabled Turkish Form (WHOQOL-DIS-TR), the Multidimensional Perceived Social Support Scale (MSPSS) and the Social Exclusion Scale for the Disabled (ESDS).

In the sociodemographic form, variables such as age, gender, educational status, marital status, employment status, place of residence, family type, number of individuals in the family, income level, percentage of disability, type of disability, and the onset time of disability were queried.

Quality of Life Scale for People with Disabilities (WHOQOL-DIS)

The Quality of Life Scale for People with Disabilities (WHOQOL-DIS) was introduced to the Turkish context by Eser and colleagues in 2018. The scale comprises two components: the General form, an adapted 26-item version of the WHOQOL-BREF for individuals with disabilities, encompassing four main dimensions under the headings of physical, psychological, social relationships, and environment; and the WHOQOL-DIS disability module, consisting of three dimensions named Discrimination and Support, Independence, and Community Participation, with a total of 12 questions referred to as the "index disability module". The scale consists of a total of 39 questions, utilizing 5-point Likert-type response options. Questions 3, 4, 26, 28, 29, and 30 are reverse-scored and calculated negatively. Internal consistency, assessed through Cronbach's alpha values, yielded 0.81 in the physical domain, 0.74 in the psychological domain, 0.64 in the social domain, and 0.82 in the environmental domain. For the 12-item index disability module, the Cronbach's alpha value was 0.87. The scale is evaluated based on the total score, with an increase in the total score indicating an improvement in the quality of life (Eser et al., 2018).

Social Exclusion Scale for Individuals with Disabilities (SESD)

Developed by Yunus Bucuka in 2020 (Bucuka, 2020), the SESD is a 5-point Likert-type scale consisting of 25 items, addressing three sub-dimensions: exclusion from social participation, exclusion from access to basic services, and exclusion from income poverty and the economic sphere. The scale's highest score is 125, and the lowest is 25, with no reverse-scored items. The total Cronbach's Alpha reliability coefficient for the scale is determined to be 0.88. It can be stated that as the average score increases, the degree of social exclusion experienced by individuals with disabilities also increases (Bucuka, 2020).

Multidimensional Perceived Social Support Scale (MSPSS)

It was developed by Zimet et al. (1988), adapted into Turkish by Eker and Arkar (1995) and revised by Eker, Arkar, Yaldız in 2001. The Multidimensional Perceived Social Support Scale has three sub-dimensions: family, friends, and a special person. It is a 7-point Likert-type scale with 12 items. The total score varies between 12 and 84, and the higher the score, the higher the level of social support perceived by the individual. The total Cronbach Alpha internal consistency coefficient of the scale was calculated as 0.89 (Zimet et al., 1988; Eker & Arkar, 1995).

Data Analysis

Descriptive statistics (frequency, percentage, mean, standard deviation) and frequencies were employed to characterize the sample. Pearson correlation coefficient (r) was utilized to examine the relationship between numeric variables. Statistical significance was accepted at $p < 0.05$. To investigate whether the increase in social support moderates the positive effect of stigma reduction on the quality of life, a moderator analysis was performed using Model 1. The analysis was bootstrap resampled 5,000 times, with a 95% confidence interval. If the confidence interval did not include 0, the result was considered statistically significant (Erceg-Hurn and Mirosevich, 2008). To conduct the research, ethical approval was obtained from the SDU Faculty of Medicine Ethics Committee on October 27, 2022, with approval number 300.

Results

Descriptive statistics and correlation analysis

Five hundred fifty-seven individuals were included in the study. 64.8% of the participants were male, 32.3% had primary school degrees and less education, 57.6% had an income less than 10 000 TL, 55.5% were single, 63.0% were unemployed, and 69.3% of them lived in the city centre (Table 1). The average quality of life of the disabled individuals participating in the study was higher in men, those with a monthly income of 10000 TL or more, married, employed, and living in the city centre. In addition, as the education level of the individuals increased, their quality of life increased (Table 1).

Table 1. Descriptive analysis and risk factors of quality of life

	n (%)	Quality of life	
		Mean (SD)	Sig.
Gender			
Female	196 (35.2)	116.58 (24.51)	0.003
Male	361 (64.8)	123.38 (26.67)	
Educational level			
Primary school degree or less	180 (32.3)	113.65 (25.73)	<0.001*
Secondary-High school degree	206 (37.0)	121.25 (25.48)	
University degree	171 (30.7)	128.40 (25.23)	
Income			
Less than 10,000 TL	321 (57.6)	114.55 (25.68)	<0.001
10,000 TL and more	236 (42.4)	129.74 (24.11)	
Marital status			
Single	309 (55.5)	118.88 (27.21)	0.034
Married	248 (44.5)	123.61 (24.46)	
Employment status			
Employed	206 (37.0)	129.60 (24.69)	<0.001
Unemployed	351 (63.0)	115.93 (25.62)	
The place of residence			
City centre	386 (69.3)	122.80 (25.90)	0.014
County-Town-Village	171 (30.7)	116.91 (26.19)	

Table 2. Means, standard deviations, and correlations among key variables.

Variables	Mean (SD)	1	2	3	4	5
Quality of Life	120.99 (26.11)	1				
Social exclusion	65.74 (20.44)	-.478**	1			
Perceived Social Support	55.35 (21.56)	.410**	-.064	1		
Disability percentage	66.39 (22.73)	-.151**	.155**	-.026	1	
Age	41.52 (13.42)	.017	-.027	.150**	-.034	1

The results showed that quality of life was positively correlated with perceived social support and negatively correlated with social exclusion and disability percentage; social exclusion was positively correlated with disability percentage; perceived social support was positively correlated with age (Table 2).

Direct effect of social exclusion on quality of life and the moderating role of perceived social support

Decreased social exclusion ($\beta = 11.11, t = 12.75, p < 0.001$) and increased perceived social support ($\beta = 8.83, t = 10.12, p < 0.001$) had a significant positive effect on quality of life. In addition to the moderator effect of the perceived social support in reducing the social exclusion level, it was found that it increased the quality of life 2,45 times (95%CI: 0.93-3,96). Among the covariates included in this model, male gender ($\beta = 4.62, t = 2.60, p = 0.010$), increased income level ($\beta = 6.10, t = 3.24, p = 0.001$) and being an employee ($\beta = 3.18, t = 2.84, p = 0.005$) improved quality of life (Table 3).

Table 3. The moderating role analysis of perceived social support on the impact of social exclusion reduction on quality of life

Outcome variable (Quality of life)	Significance of regression coefficient				OFI
	Beta	95% CI	p	t	R- R2-F-p
Social exclusion ↓	11.110	9.398-12.821	<0.001	12.751	0.666-0.433-
Perceived social support	8.833	7.119-10.548	<0.001	10.121	39.470-
Social exclusion ↓ × Perceived social support	2.448	0.932-3.963	<0.001	3.172	<0.001
Covariates					
Gender (Male to Female)	4.618	1.130-8.106	0.010	2.601	
Age ↑	0.008	-0.147- 0.164	0.914	0.107	
Disability percentage ↓	0.044	-0.121-0.032	0.256	1.138	
Educational level ↑	2.210	-0.275-4.695	0.334	1.747	
Income ↑	6.096	2.393-9.798	0.001	3.237	
Marital status (Single to Married)	1.932	-1.996-5.860	0.334	0.966	
Employment status (Employed Unemployed)	3.843	1.181-6.504	0.005	2.836	
The place of residence (City center County-Town-Village)	0.070	-3.774-3.634	0.970	0.037	

Note. OFI: Overall fitting index

The moderating effect of perceived social support on the impact of social exclusion reduction on quality of life are shown in Figure 2.

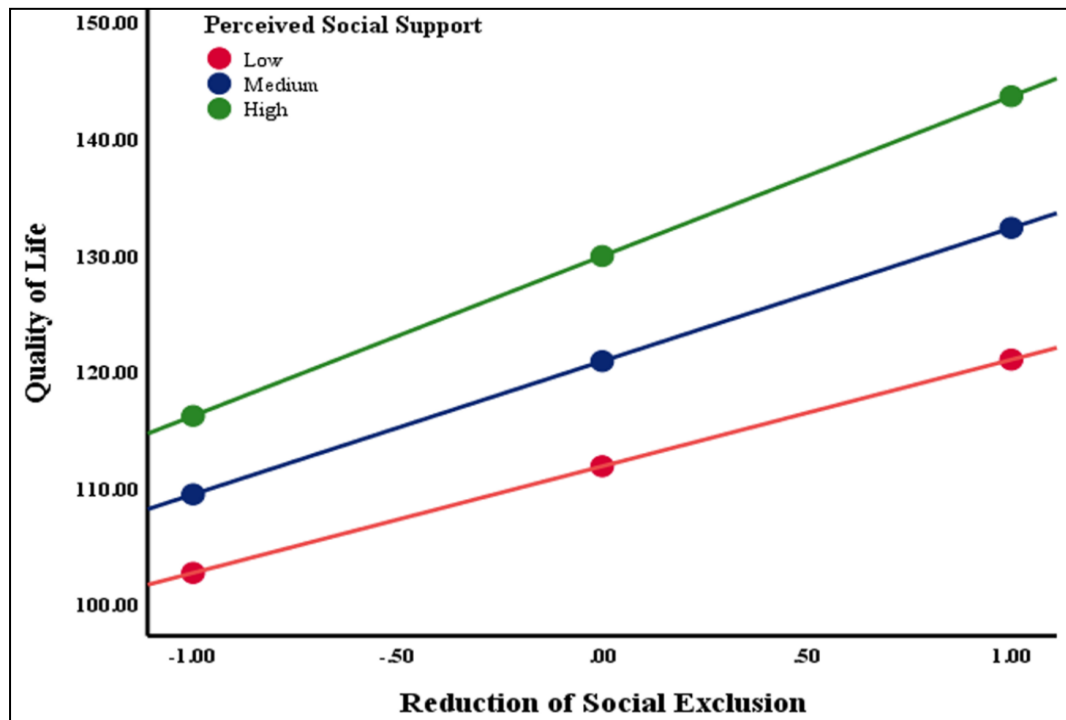


Figure 2. The moderating effect of perceived social support on the impact of social exclusion reduction on quality of life

Discussion

This study examines the impact of sociodemographic variables, perceived social support, and social exclusion on the quality of life levels of individuals with disabilities. Additionally, the study investigates the moderating role of perceived social support in the relationship between social exclusion and quality of life. Quality of life scores were found to be significantly higher in males, married individuals, employed individuals, and urban residents. The study observed a positive effect of education level, income level, age, and perceived social support on the quality of life score. Furthermore, a negative correlation was noted between the score of social exclusion and quality of life. However, perceived social support mitigated the negative impact of social exclusion on quality of life through a moderating effect. In this effect, gender, income level, and employment status played a covariant role.

In the literature, numerous studies have investigated the quality of life of individuals with disabilities and its relationships with various factors. However, the diversity of subjective measurement methods related to quality of life used in these studies complicates the comparison of results. When comparing the total quality of life scores in this study, it is observed that the life quality scores in this study closely align with those of the disabled groups in the examined studies (Lee et al., 2017; Eser et al., 2018). Despite quality of life being a cultural and subjective perception, the parallelism in results across different countries may indicate the need for interventions to be planned on a global scale.

In this study, the reduction of social exclusion in individuals with disabilities positively influenced the quality of life. In the literature review examining the impact of social exclusion on the quality of life in individuals with disabilities, particularly studies focused on this population were not found. However, when compared to various studies conducted with different samples, our findings exhibit similarities with the literature. For instance, studies conducted with elderly populations (Scharf, 2005), individuals with Hansen's disease (leprosy) (Borges-de-Oliveira, 2015), and adolescents testing positive for Covid-19 (Duan, 2023) have demonstrated the negative impact of social exclusion on quality of life. Moreover, research on stigma, a component of social exclusion, has revealed the negative effects of stigma on the quality of life of individuals with chronic illnesses (Earnshaw, 2012; Kumari, 2009) and cancer patients (Johnson; 2019). The sample groups in these studies, like individuals with disabilities, are disadvantaged

groups with restricted societal participation. The parallelism of our findings with these data may be attributed to this commonality.

It is believed that social support in individuals with disabilities acts as a barrier against negative effects in enhancing the quality of life. In this study, social support was identified as a significant predictor of quality of life, and the moderating effect of perceived social support on the relationship between social exclusion and quality of life was demonstrated, introducing a different role that social support could play in this relationship to the literature.

Examining the literature on the relationship between social support and quality of life reveals cross-sectional studies conducted with various disabled groups such as veterans, individuals with spinal cord injuries, and individuals with autism, indicating a positive impact of perceived social support on quality of life (Proescher et al., 2022; Bishop-Fitzpatrick et al., 2018; Ferdiana et al., 2018; Başçillar, 2017). In a study investigating the mediating role of emotional support in the relationship between functional status and quality of life in older adults, the results showed that the negative relationship between disability and life satisfaction was stronger in individuals with low emotional support, an essential component of social support (Newsom & Schulz, 1996).

Additionally, a systematic review by Syifa and Hadi acknowledged the overall positive impact of social support on quality of life, highlighting that social support received from peers and friends had a more positive effect on the quality of life in the younger age group (Al Syifa & Hadi, 2023). Social support enhances quality of life by fulfilling needs such as social relationships, support receipt, independence, and community participation, which are components of quality of life.

Social exclusion and social support are concepts that represent the two opposite ends of the balance in terms of societal acceptance. While social exclusion is associated with a general decrease in well-being, social support is known to enhance overall well-being and quality of life (Lee, 2021; Kohli & Vedeler, 2023). When examining the literature, there are studies indicating that perceived social support mediates the relationship between stigma, a form of social exclusion, and mental disorders (Kondrat et al., 2018; Chang et al., 2022). Another mediating effect is the impact of loneliness on the relationship between health and social isolation in older adults in the United States (Czaja et al., 2021).

In our study, quality of life was used as the dependent variable, and a relationship between social exclusion and perceived social support could not be demonstrated. The role of social support was identified as a moderator. Regarding the quality of life of individuals with disabilities, a study by Daley and colleagues (2018) found that disabled youth with a strong sense of belonging reported higher life satisfaction, even when exposed to discrimination that could be considered a form of exclusion. The sense of belonging is intertwined with social support and is considered interactions that allow the mobilization of social support without creating an emotional burden (Mayer et al., 2023). Additionally, Yao et al.'s study (2015) on individuals with chronic illnesses showed that those who experienced high levels of discrimination needed more social support, and the received social support had a greater impact on their quality of life. From this perspective, it can be said that our findings parallel the existing literature.

Conclusion and Recommendations

While the individual impacts of social exclusion and social support on quality of life are already known, understanding their simultaneous and collective roles in scenarios that inherently involve the holistic content of societal life is crucial at the forefront of current scientific understanding. In this context, we believe that our study on the general disabled population will provide a more detailed contribution to the literature and policy makers.

According to our study, social exclusion emerges as a factor that reduces the quality of life for individuals with disabilities. This effect arises due to the restriction of areas such as social interaction, societal participation, employment, and education, which are components of quality of life. On the other hand, social support acts as a concept that positively influences the quality of life, counteracting the impact of social exclusion. Despite this

counterbalance, regulating both parameters is possible through increasing societal awareness and environmental adaptability. Therefore, social integration of individuals with disabilities should be supported, and efforts should be made to combat discrimination through societal awareness, education, and policy regulations. These endeavors can effectively enhance the participation of individuals with disabilities in their communities, consequently improving their quality of life.

Limitations and Strengths

The study was conducted on individuals with general disabilities, and detailed categorization based on different types of disabilities was not performed. This should be taken into consideration in future studies. As a cross-sectional study, there may be a problem with the simultaneous evaluation of cause and effect. Additionally, being a survey study, factors related to recall and perception should be considered.

In addition to the mentioned limitations, our study has notable strengths. One important strength is the use of moderator analysis within the framework of causality to address issues related to determining causation. This facilitates directing from cause to effect. The study is also one of the rare works that jointly assess the impact of social exclusion and social support on the quality of life of individuals with disabilities. It is important to acknowledge and address these limitations in the interpretation of the study's findings, and future research should build upon these strengths to further contribute to the understanding of the relationships explored in this study.

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Research Article

Development of career planning instruments in flashcard

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Abstract

This study aims to produce a career planning instrument for junior high school students in the form of a valid and reliable flashcard with criteria of accuracy, feasibility and usefulness. This research model uses a development research model adopted from Brog and Gall, (1983). This development research uses data collection instruments, namely acceptability questionnaires for testing media experts, content experts and prospective users (teachers) and readability questionnaires for testing prospective student users. The data analysis technique used the inter-rater agreement model from Gregory (2004) and Guilford (1956) and descriptive statistical tests. The results of the study show an index value of 1 on the media expert test, the content expert test with an index value of 0.90 for prospective Guidance and Counseling Teacher users, an index value of 1 and prospective users for students with an average score of 94.18%, meaning that flashcard media can be accepted universally theory and practice.

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Introduction

According to Herr and Cramer (Herr & Cramer, 1984) career has a large role in fulfilling human life needs in economic, social and psychological terms. When someone has a career and earns a wage, this wage can be used to meet daily or primary needs. Someone who has a career from a social perspective gets more appreciation than someone who doesn't have a career. Psychologically, someone who has a career can increase self-esteem and self-competence by actualizing their own potential. Strengthened by Maslow's Hierarchy of Needs theory, which states that basically humans have 5 needs, namely: physiological needs, security needs, social belonging, esteem needs and self-actualization needs.

If one need is not met it will disrupt human survival. In this case, career is included in the physiological needs which will be tiered to social belonging, the need for esteem and the need for self-actualization. Without a career, a person cannot fulfill his life needs, such as: primary or daily needs, secondary needs and tertiary needs to the maximum. Apart from that, unemployment and poverty rates will be high. Unemployment has the potential to have negative impacts, such as: crime and violence, bad psychological effects on oneself and one's family, poverty, and conflict between communities due to social differences (Hartono 2016).

Another problem in career is the mismatch between the job obtained and the potential one has. This causes someone to not be able to complete their work well. Career problems that are often experienced by students, namely: Students do not fully

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recognize their interests, talents and potential, Lack of knowledge about further studies and careers, Confused about choosing further studies and careers that suit their opportunities and potential, Choice The further studies undertaken were not the result of his own desires (Supriatna, 2019). In their unstable teenage years, students are easily influenced by their friends in choosing further studies and careers. This will have an impact on teaching and learning activities and academic achievement, because it is not in accordance with his abilities.

There are three main stages of career development according to (Gybers, 2013), namely: 1) fantasy stage: 0 – 11 years (primary school), 2) tentative stage: 12 – 18 years (middle school), 3) realistic stage: 19 – 25 years (college period). At the tentative stage, the developmental tasks that must be achieved by students are: understanding interests, talents and potential, being able to choose further studies and professions that suit their abilities, being able to plan their future. If viewed from Ginzberg's (2013) three stages of career development, junior high school students aged 13-15 years are included in the tentative stage where students are considered capable of planning a career according to their abilities, knowledge and skills. However, this is different from the facts on the ground. Many students experience doubts and difficulties in planning a career that suits their abilities. This is due to a lack of self-preparation and a lack of understanding in planning a thorough career.

From the explanation above, it can be concluded that career planning can be done when students are in junior high school (SMP). Careful career planning is important to overcome career problems. A person who is able to plan his career carefully will lead to prosperity, so that this can be a solution to reducing unemployment. As time goes by, competition in the career world is very competitive. Therefore, knowledge and thorough career planning must be prepared from an early age, to make the young generation ready to compete in the career world.

Positive impacts for students who have mature career planning, namely: knowing various kinds of jobs/professions, developing a positive attitude towards appreciating work and continuing further studies, being able to plan and choose their career well without doubt. Meanwhile, the negative impact of low career planning if not addressed immediately, namely the career decisions that will be taken can result in mistakes or not being in accordance with one's potential, low positive attitudes towards certain jobs/professions and inability to plan career choices well. Another negative impact of low awareness of careers and further studies is that when choosing further studies, many students just follow their friends, so that the choice is not the result of their own choice or can be called the wrong major. The wrong major will have an impact on their low academic achievement (Muwakhidah et al. 2023).

This was reinforced by the Indonesia Career Center Network (2017) which stated the same problem, namely that 45% of students in Indonesia felt they had chosen the wrong college major. Previous research stated that as many as 92% of high school/vocational school students in Indonesia felt confused about choosing further studies and did not know what profession was suitable for their future (Youthmanual, 2018). Based on research conducted at SMP Negeri 3 Gresik, as many as 31.2% of students had low knowledge of various careers, interests, talents and personal potential. This is also confirmed by research at SMA Negeri 9 Pontianak through interviews with guidance and counseling teachers, that many students are not yet able to understand their own talents and interests and are still unsure about choosing further studies that suit their potential.

However, facts on the ground show that the implementation of guidance and counseling services in schools has several obstacles so that they cannot be implemented optimally. The following are factors that become obstacles to the implementation of guidance and counseling in schools: Lack of understanding by school personnel about the importance of the role of guidance and counseling in schools. Lack of facilities and infrastructure that support the continuity of guidance and counseling activities in schools. In some schools, guidance and counseling teachers are not given class hours by the school. Limited time given by guidance and counseling teachers to provide guidance and counseling services at school.

The importance of researching the development of career planning instruments reflects the urgent need to improve the quality of career guidance for students at various levels of education. Good career planning instruments can play an important role in helping students develop career skills that are relevant to job market needs (Sampson et al., 1996). This includes identifying skills, improving soft skills, and preparing to enter the world of work. In addition, effective career planning instruments can help optimize students' decision-making processes, reduce confusion and increase confidence

in choosing a career path (Gati et al. 2006).

So far, guidance and counseling teachers have made efforts to overcome career problems for students, one of which is by providing career guidance services. Career guidance services are information services provided by guidance and counseling teachers to students regarding further studies and the world of careers. Career guidance at school aims to help students understand their interests, talents and potential, increase knowledge about the world of careers and make students independent in planning and determining their future. The techniques and methods used by BK teachers in providing career guidance services include using discussion techniques and lecture and question and answer methods. The media that are often used are laptops, LCD, PowerPoint, folio sheets and career trees.

Research on career planning instruments can provide a deeper understanding of the factors that influence students' career decision making, such as interests, values, and preferences (Brown, 2002). This research can help design more inclusive instruments, addressing inequities in access to career education by considering the diversity of students' learning styles (Lent et al. 2004). By conducting research in the development of career planning instruments, we can ensure that these tools are relevant, effective, and can have a positive impact in guiding students towards career choices that are satisfying and in line with their potential. Through this research, we can increase the effectiveness of career education efforts at all levels

This research aims to develop flashcard media that can be used by guidance and counseling teachers in providing career guidance services. This media was developed to attract students' interest in participating in guidance and counseling services at school and prepare students to plan their careers. The development of flashcard media can be combined with other methods which are expected to produce enjoyable counseling services and stimulate students to participate actively. This flashcard-based media is considered effective for use in learning activities.

Method

Research Model

This research uses a research and development design adopted from Borg and Gall (Gall and Gall, 2003) with six stages carried out. The first stage is conducting literature studies and collecting initial data, the second stage is planning, the third stage is preparing a prototype product, the fourth stage is conducting expert testing, the fifth stage is carrying out revisions based on the results of expert testing, the sixth stage is conducting trials of potential users.

The subjects in the expert test were 4 experts from Guidance and Counseling lecturers to content experts, and 4 educational technology lecturers as media experts. The prospective user test was carried out on 150 junior high school students and 4 guidance and counseling teachers. The data collection instrument for expert testing and prospective users (teachers) uses an acceptability questionnaire which refers to standards for evaluation of educational programs, projects and materials (2009). Meanwhile, testing prospective student users uses a readability questionnaire. The data analysis techniques used are descriptive data analysis and quantitative data. Descriptive data was obtained from expert tests in the form of suggestions and input, while quantitative data was generated from an assessment of the inter-rater agreement model analysis from Gregory (Gregory, 2011) and Guilford (Guilford, 1956) and statistical tests using the SPSS for Windows program.

Results and Discussion

The research results are divided into two types of data, namely quantitative data which was analyzed using the inter-rater agreement model from Gregory (2011) and Guilford (1956) and statistical tests using the SPSS for Windows version 20 program. The second data is descriptive data in the form of suggestions, criticism, and input from experts and potential users which are analyzed descriptively. The following is a presentation of the results of expert and prospective user tests in the form of quantitative and descriptive.

Results of content experts or content experts

Table 1. Content expert assessment of the flashcard media guide

Assessment aspect	Standart deviation	
	Expert 1	Expert 2
Accuracy aspect	0,000	0,000
Aspects of attractiveness	1,225	1,225
Conformity aspect	0,000	0,000

The table above is the result of an assessment by content experts regarding flash card media which shows that the results from both experts one and two have high validity values.

Table 2. Content expert assessment of flashcard media instruments

Assessment aspect	Standart deviation	
	Expert 1	Expert 2
Accuracy aspect	0,000	0,000
Aspects of attractiveness	0,000	0,000
Conformity aspect	0,000	0,000

The table above is the result of an assessment by content experts regarding flash card media which shows that the results from both experts one and two have high validity values

Table 3. Suggestions, input and revision results based on content expert test results

No	Expert advice or input	Revised aspects	Revision results
1	In the general description section, it is best to immediately provide a general explanation regarding the flashcard media relating to the career information being developed, no longer using the usual term of so many sizes but referring to the size of the results of the product being developed.	General description of flashcard media	Product sizes have been added to the overview section
2	The cover would be better if it depicted diversity. There is not just one student and the illustrations also reflect the level of middle school students and their equivalent	Cover image on the product	Revised according to expert advice or input

The table above is the result of an assessment by content experts from experts one and two in the form of suggestions and input that need to be improved. The table above presents the results of input for improvements and the results of improvements that have been made

Media expert test results

Table 4. Media experts' assessment of the flashcard media guide

Assessment aspect	Standart deviation	
	Expert 1	Expert 2
Accuracy aspect	0,548	0,408
Aspects of attractiveness	0,548	0,516
Conformity aspect	0,535	0,378

The table above is the result of an assessment by media experts regarding flash card media which shows that the results from both experts one and two have high validity values

Table 5. Media expert assessment of flashcard media instruments

Assessment aspect	Standart deviation	
	Expert 1	Expert 2
Accuracy aspect	0,447	0,548
Aspects of attractiveness	0,548	0,548
Conformity aspect	0,548	0,447

The table 5 is the result of an assessment by media experts regarding flash card media which shows that the results from both experts one and two have high validity values

Table 6. Suggestions, input based on media expert tests

Aspect	Expert 1	Expert 2
Book size, cover design, book contents, flashcard media	The layout is appropriate, the illustrations are good, the flashcard media is good	Neat book, attractive appearance, easy to understand illustrations, good material, very practical flashcard media
Conclusion:	Overall, the guidebook and flashcard media are good and suitable for use	

The table above is the result of an assessment from media experts from experts one and two in the form of suggestions for improvements in terms of media. The table above presents the results of input for improvements and the results of improvements that have been made

Results of prospective users on guidance and counseling teachers

Table 7. Potential users' assessment of the flashcard media guide

Assessment aspect	Standart deviation	
	Expert 1	Expert 2
Accuracy aspect	0,548	0,548
Aspects of attractiveness	0,447	0,548
Conformity aspect	0,548	0,548

The table above is the assessment result of prospective users one and two. Based on the assessment results, it shows that flash card media is considered to meet aspects of practical acceptability

Table 8. Assessment of potential users of flashcard media instruments

Assessment aspect	Standart deviation	
	Expert 1	Expert 2
Accuracy aspect	0,448	0,378
Aspects of attractiveness	0,000	0,447
Conformity aspect	0,447	0,447

The table above is the assessment result of prospective users one and two. Based on the assessment results, it shows that flash card media is considered to meet aspects of practical acceptability

Table 9. Results of prospective users among students

Assessment aspect	Standart deviation	
	Expert 1	Expert 2
Accuracy aspect	150	91.3%
Aspects of attractiveness	150	90.2%
Conformity aspect	150	92.4%

The table above is the result of assessments from potential users, namely students one and two. Based on the assessment results, it shows that flash card media is considered to meet aspects of practical acceptability

The career planning aspects used in the flashcard media content refer to Frank Parsons' (1909) career theory, namely knowledge and understanding of oneself, the world of work, as well as realistic reasoning about oneself and the world of work. The target user refers to Ginzberg's career theory, namely junior high school students aged 13-15 years who are in a tentative stage who are able to plan their careers according to their preferences, knowledge, abilities and skills. Knowledge and self-understanding are based on Donald Super's career theory, namely self-concept. Meanwhile, knowledge and understanding of the world of work is based on John Holland's career theory, namely the suitability of individual characteristics to the work environment.

Career planning is a process that individuals go through in achieving career goals, characterized by planning clear goals after completing education, clear aspirations for work, strong encouragement in the field of education and desired

work, realistic perceptions of self and the environment, the ability to group jobs of interest, provide positive values to work, independence and maturity in the decision-making process, and show realistic ways of achieving a career (Dillard, 1985).

Super deep (Sharf, 1992) career planning in adolescence is characterized by several activities, namely: searching for career information, discussing career planning with family or school counselors, participating in organizations and extracurricular activities, and attending education or training in the chosen field to achieve success career. In Super's career development theory, career planning is included in one aspect of career attitude development. Careful career planning is needed to achieve the desired job. This helps students increase their motivation to learn, as well as prepare them to determine their future careers.

Flashcard media, modified and developed by researchers as a medium for developing flashcard media in group guidance for junior high school students' career planning. The development of flashcard media aims to help students plan their careers. Flashcard media is also used to attract students' interest, so that the group guidance services provided are not monotonous, and students feel happy when participating in group guidance services. Flashcard media design that has been modified using CorelDRAW X8 software. In flashcard media there are pictures and short descriptions that are used to convey the message or meaning of the content of the material, so it is not too verbal. Implementing career planning in schools takes quite a long time, so this flashcard media was developed in group guidance to shorten the time without reducing the stages.

Judging from the general criteria in selecting guidance and counseling media (Nursalim, 2013), the media can be considered good, because the media developed is in accordance with the objectives, namely to help students' career planning, the media used is in accordance with junior high school students' career planning material, the flashcard media contains cognitive aspects. which can be used to improve students' knowledge, memory and concentration abilities. Meanwhile, from the specific criteria in selecting guidance and counseling media, the flashcard media developed has easy access to use, because it is equipped with a guide book, the size is appropriate so it is practical and easy to store, the costs required are not too expensive, the use of flashcard media is integrated into group guidance activities to support the achievement of two-way or interactive interaction between guidance and counseling teachers and students.

The results of the media expert's assessment show that products in the form of flashcard media and guidebooks are very suitable to be used to help junior high school students' career planning. Obtaining a high score and no criticism, suggestions or input in the media expert test means that the development product has met the acceptability criteria and can be continued in further research. The basic consideration in selecting media is fulfilling needs and achieving the goals of guidance and counseling. As stated by Nursalim (2013), the criteria for selecting guidance and counseling media are the suitability of the media to the objectives, guidance and counseling material, and student characteristics. This is aimed at utilizing the development of media that is fun and easy to use in learning activities and guidance and counseling services.

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Erratum

Erratum: The internalization and normalization process of rape myth acceptance: a qualitative study

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Abstract

This erratum consists of an information accidentally forgotten in our previously published article titled The internalisation and normalisation process of rape myth acceptance: a qualitative study.

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Erratum

In the article titled “The internalisation and normalization process of rape myth acceptance: a qualitative study” published in *Psychology Research on Education and Social Sciences*, year 2022, volume 3, number 2 (<https://dergipark.org.tr/en/pub/press/issue/69819/1117687>) informing about the following issue was inadvertently forgotten; This article was produced from the master’s thesis titled “The internalization and normalization process of rape myth acceptance: a qualitative study”, which was conducted under the supervision of Dr. Vasiliki Kravvariti and written by Mutia Husna Avezahra at the Coventry University, School of Psychology, Social and Behavioural Science, Master of Science In Forensic Psychology Program. Please include the advisor's name, Vasiliki Kravvariti, as the second author in citations of the article..

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Research Article

Analysis of indicators of juvenile delinquency behavior teenagers

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Abstract

Juvenile delinquency is an interesting phenomenon to study. The characteristics of the social environment contribute to differences in behaviour of the juvenile delinquency in one and another area. This difference causes ambiguity in the conceptualization of delinquent behaviour, especially in its measurement. This Study uses a quantitative approach model. The research by adapting the theory from Dirdjosisworo, then arranged into eight forms of juvenile delinquent behaviour. This Research aims to determine the behaviors carried out by teenagers that are related to delinquency. Confirmatory Factor Analysis' first order towards eight indicators of juvenile delinquency with the unidimensional construct. In a continuation, this research tries to recalculate the data which involves measuring delinquent behaviour towards 300 teenagers in Bekasi City. The results of the analysis indicates the are eight form of Juvenile delinquent predicted the behavior such as stealing, taking something by force, being involved in crime, racing, having a brazen attitude, being under no supervision, being comfortable hanging out with friends, and leaving learning activities.

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Introduction

Juvenile delinquency is represented through behaviour that violates the applicable rules in certain places (Doelman et al., 2021). The whole behaviour referred to is then commonly known as delinquent behaviour. Rufiatun (2021) explains crimes and violations committed by teenagers who are a maximum of 18 years old. According to the explanation of Kratcoski et al., (2019), juvenile delinquency is interpreted as unlawful behaviour, and juveniles are perpetrators concerned with certain age limits. Therefore, the high and low levels of juvenile delinquency need to refer to actions included in unlawful behaviour.

One of the focuses of delinquent behaviour studies is to disclose delinquency in an objectively measurable way. All forms of congruent behaviour are collected to find out forms of juvenile delinquency. There are obstacles to obtaining general forms that represent delinquent behaviour, one of which is the socio-cultural conditions of the environment where juveniles live and socialise (Trinidad et al., 2019). Inaccuracy in exploring the form of delinquent behaviour often presents a generalisation about delinquent teenagers, or vice versa, a generalisation of good teenagers. By focusing on one area, measurements tend to ignore the sociocultural characteristics of youth in other areas (Martin et al., 2020). Indicators that represent the condition of juveniles in their social ecosystem are needed. Azwar (2016) describes that quantitative researchers can develop their data collection questionnaires by adjusting them to the needs and conditions faced by researchers.

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The theory described by Dirdjosisworo with a criminological approach reveals that there are three forms of delinquent behaviour: committing crimes, deviating from social norms, and experiencing being ignored by parents (Hutahaean et al., 2020). The theoretical description has not been accompanied by quantitatively measurable empirical facts, because it is explained based on a conceptual approach to legal science. Another theory explains that juvenile delinquency is measured through the ability of juveniles to exercise self-control. Self-control was found to have to do with delinquent behaviour in the form of violent crimes and fraud (Manzoni & Schwarzenegger, 2019). This was then further studied by Weng & Chui (2018) to find the delinquency components like theft and any act of violence correlated with low self-control. Previous research from Hutahaean et al., (2020) noted eight forms of juvenile delinquent behaviour, including stealing, force-taking, speeding on motorbikes, having a brazen attitude, having no parental supervision, spending time with friends for hanging out, and hanging out with playmates. The measurement employs the reporting of juvenile respondents involved in eight forms of delinquent behaviour (Hutahaean et al., 2019). The reliability of measurement relies on the strong correlation and consistency of one-time measuring instrument presentation. Research by Li et al (2023) conducted the are negative relations between parental control and delinquency. The results underscore the need to consider cultural differences when assessing the impact of parenting practices on delinquency, or when applying the research findings to delinquency prevention programs.

Adolescence is a phase that demands for more independence and detachment from the parental household, while the social influence of peers increases. Consequently, a widely discussed predictor of adolescents' deviant behavior is peer influence Research by Farrell et al (2017) One of the most consistent findings is the close association between having deviant friends and adolescents' own deviant behavior (Dullas et al., 2021)(Thompson et al., 2020).

A statistical approach to the measurement of an attribute can be implemented through a more comprehensive technique to see the reliability of the measurement of the research variables. Confirmatory Factor Analysis (CFA) is intended to test ways of variables measured in describing the number of a factor (Brown, 2015). CFA testing follows the variable dimension characters. It's the first order if using the unidimensional and second order, it is orthogonal. The CFA's outputs help determine dominant indicators in setting the measurement construct. The CFA analysis technique can help researchers determine the strength of items of measurement tools in their questionnaire more specifically. For example, the rotational measurement items, allow us to see the roles of all items in helping bring out score variances in research respondents. Through this study, the indicators of juvenile delinquency will show their strength in measuring the attributes. The eight indicators involved are based on the concept of juvenile delinquency adequately representing the characteristics of youths in Bekasi City. There are various types of research conducted on the issue of juvenile delinquency. In this research, we will try to examine an analysis model of the consequences of juvenile delinquent behavior. What effects do teenagers often have on their delinquent behavior? It will be important to know that not all aspects of juvenile delinquency behavior as shown by Dirjosisworo contribute to the construct of juvenile delinquency.

Method

Research model

This study conducted a confirmatory analysis of measurement items. Carried out with a systematic approach to test hypotheses about how the measurement items that have been arranged previously correspond to the data obtained. This approach is used to test the extent to which the measurement indicators that have been proposed are in accordance with the facts of the condition of juvenile delinquency in Bekasi City, and also to obtain the measurement construct.

Participant

As many as 300 young persons living in Bekasi City, at age 12 to <18 years were involved in filling out the questionnaire on Juvenile Delinquency Scales. Respondents were selected based on their willingness to fill out the

research scales. The research scale was prepared by adapting the theory from Dirdjosisworo, then arranged into eight forms of juvenile delinquent behaviour, namely stealing, taking something by force, being involved in crime, racing, having a brazen attitude, being under no supervision, being comfortable hanging out with friends, and leaving learning activities.

Data Collection tools

The measurement items are arranged in two different poles (contrary to each other), with score variation intervals from 1 to 5. The reliability of the measuring instrument is calculated using analysis of Cronbach's alpha and omega McDonald's coefficients, and Confirmatory Factor Analysis' first order towards eight indicators of juvenile delinquency with the unidimensional construct.

Ethic

Respondents involved in filling out the instrument are participants who have given consent to be willing to fill out the questionnaire, and identities that reflect the respondents' personal lives are not part of the analysis. The data analyzed are limited to the scope of delinquency measurements that refer to the theory.

Results

The consistency test was carried out on eight (8) measurement items. All items describe the dichotomy of delinquent behaviour which is measured in five (5) score variations. The higher the score is, the higher level of delinquent behaviour is measured on each item. Conversely, the lower the score is, the lower the level of delinquent behaviour is measured on each item. For example, in the first item, if the delinquent behaviour score 5 is represented by stealing. This applies to all items.

Table 1. Items for Estimation of Alpha Reliability

Item	Consistency Coefficient	
	McDonald's ω	Cronbach's α
Give - Steal	0,677	0,664
Ask – Taking sth by force	0,680	0,673
No - Criminal	0,659	0,670
No – Race	0,644	0,661
Polite – Brazen	0,675	0,669
Supervision – No	0,661	0,673
Home – Hangout Place	0,649	0,662
Learning – Hanging Out	0,636	0,654
Point estimate Cronbach's $\alpha = 0,695$		

Point estimation in statistics shows an alpha value of 0.695. The estimate indicates the highest consistency limit that should be obtained from the measurement. Thus, all items that exceed the point estimates need to be dropped from the measurement items. The alpha estimation table presents that all items used to measure delinquent behaviour are worth maintaining. Not only because the size of the point estimate has been met, but also because the alpha consistency value is within acceptable limits (0.6 – 0.7). According to Ursachi et al., (2015), the value of reliability indicates that some items are reliable and some others tend to be weak. This means that the average efficiency is at 0.65, so there are 0.35 items not as strong as the other items.

Furthermore, the eight retained items were analysed by paying attention to their level of uniqueness. This aims to find out the number of solutions for measuring delinquent behaviour before estimating and revealing an effective measurement model for delinquent behaviour. Unique dominance of measurement items can be determined by estimation, through the loading item mechanism. This refers to the point estimation of consistency. The uniqueness of all items indicates different variations and dominance. In general, there are four items with the dominance of

uniqueness. No-Racing, No Supervision, being Comfortable at Home-Place for Hanging Out, and Learning-Hanging Out.

Table 2. Item Loadings

	RC1	Uniquenes
Give – Steal		0,394
Aske – Taking sth by force		0,419
No – Criminal		0,355
No – Race	0,749	0,698
Polite – Brazen		0,388
Supervision – No	0,534	0,656
Home – Hangout Place	0,746	0,633
Learning – Hanging Out	0,865	0,612

Note. Applied rotation method is promax

The four items with a dominance of dominating uniqueness, have a uniqueness value >0.6, in other words, having met the estimation limit for item consistency in measuring delinquent behaviour. The other four items show uniqueness <0.6. This can be seen in the items Give-Steal, Ask-Taking sth by force, No-Criminal, and Polite-Brazen, indicating that low uniqueness has not been able to play a maximum role in helping to create variations in measurement through 8 items. But this does not mean that the items are not correlated with other items. In this case, there is statistical significance but in a weak relationship.

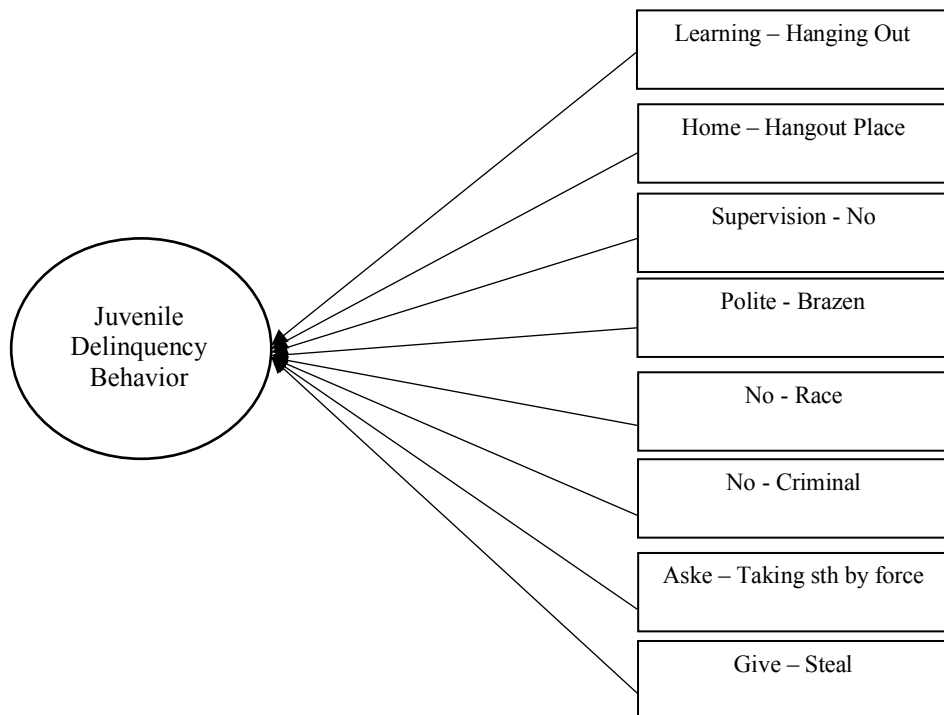


Figure 1. Juvenile Delinquency Behavior model

The strength of each item in uncovering delinquent behaviour is clearly unique, and all of them can be said to have sufficient reliability in measuring capacity. The measurement path has managed to show the dominance of the ability to measure. It is marked with a thick factor line for strong dominance and a fine thin line for low dominance. The thick factor line also shows the effect of reliability. Thus, of the four dominant items, it turns out that one has a decreasing measurement effect. It happens on the items Supervision-No. But the items No-Racing, Home-Hangout Place, and Learning-Hangout have a measurement effect that tends to increase.

Table 3. Chi Square test Statistic (unscaled)

	df	AICBIC	X²	p
Model	20,000		39,247	0,006
0<X ² <2df	(fit)			

Behaviours, like racing, spending a lot of time with friends to hang out, and absence of parental supervision, are more dominating in the measurement. These four behaviours are more representative to serve as forms of juvenile delinquency. Further in-depth studies are required to conclude that the four others can represent juvenile delinquency. The path diagram described has met the threshold of testing the measurement model. The Chi Square test managed to get 0<X²<2df. The existing measurement model is considered feasible to be used in measuring delinquent behaviour..

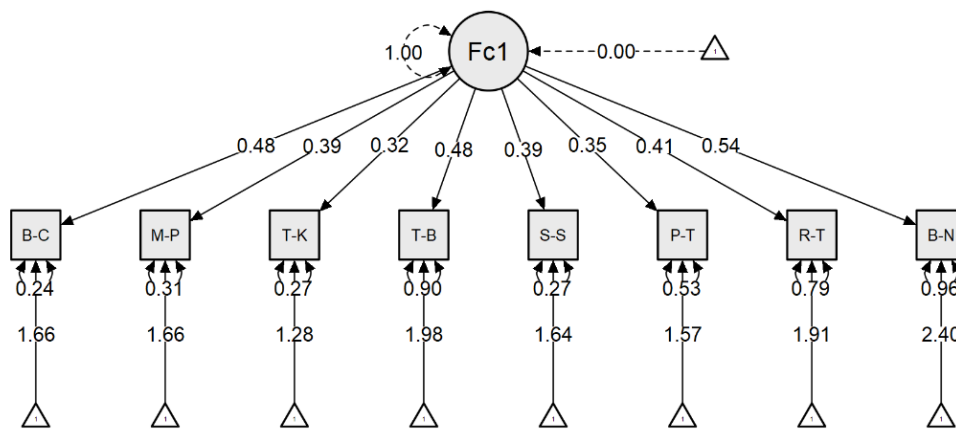


Figure 1. SEM model for Juvenile Delinquency Behavior

The feasibility of measurement is then also seen again based on several parameters. Among them are root mean square, standardised root mean, and goodness of fit. The Root Mean Square Error of Approximation (RMSEA) is seen to have successfully met the parameters in the acceptable model class. The size parameter based on Standardised Root Mean Square Residual (SRMR) meets the benchmark with the model class said to be fit. Furthermore, the Goodness of Fit Index (GFI) measurement also meets the parameters and the measurement model can be declared fit.

Table 4. Other fit measures

Metric	Value
Root mean square error of approximation (RMSEA)	0,067
RMSEA 90% CI lower bound	0,042
RMSEA 90% CI upper bound	0,092
RMSEA p-value	0,125
Standardised root mean square residual (SRMR)	0,097
Hoelter's critical N (α = .05)	202,389
Hoelter's critical N (α = .01)	241,857
Goodness of fit index (GFI)	0,995
McDonald fit index (MFI)	0,956
Expected cross validation index (ECVI)	0,317
0.05<RMSEA<0.08 (dapat diterima)	
0.05<SRMR (fit)	
0.95<GFI<1.00 (fit)	

The measurement design with eight forms of delinquent behaviour shows that those existing eight forms are still qualified enough to be used as the construct of a juvenile delinquency scale questionnaire. The eight items used are eligible to obtain quantitative data regarding juvenile delinquent behaviour. Four forms of delinquent behaviour are

found with a tendency to have the power over the measurement of delinquent behaviour of research respondents. This power represents the forms of delinquent behaviour mostly carried out by respondents, and at the same time, also represents the pattern of juvenile delinquent behaviour in Bekasi City, while the other four tend to be infrequent.

Discussion and Conclusion

Psychological modeling has been mostly dominated by models aiming at explaining behaviors (Stupnisky et al., 2018) and only recently, more emphasis has been placed on prediction and rigorous model validation (Yarkoni & Westfall, 2017). Accurate predictions, however, might help to understand and to potentially prevent the onset and increase of deviant and criminal behavior. To obtain a complete picture of the risk and protective factors of deviant behavior, it is important to include a multitude of variables in the model rather than limiting the set to a few out of theoretical considerations. Based on the point estimation of the measurement consistency, the eight items analysed have a lower reliability coefficient value than their point estimates. The eight items analysed are considered quite consistent in measuring delinquent behaviour. These items, including racing, lack of supervision, and being comfortable with friends hanging out and leaving learning activities, can describe the uniqueness of delinquent behaviour in juveniles who live in the Bekasi City area. But the other delinquent behaviours, including stealing, taking something by force, being involved in crime, and having a brazen attitude, tend to represent delinquent behaviour in general.

Juvenile delinquency is a problem that can occur in various cities including Bekasi City. In general, teenagers are involved in delinquency at school. For example, by committing disciplinary violations at school. Lazy to do learning and tend to choose to skip school. Hanging out or nongkrong is social activity outside of formal routine habits done outside the home and school environment (Wuryaningrat et al., 2021). Hanging out includes meeting with friends and doing activities as freely as possible. Hanging out is continuous with social patterns directed at the hangout group (Ito, 2013). Similar interests and intimate relationships emerge between one another. Hanging out is a place considered the most comfortable. It then becomes the best choice for running away or getting out of the home and school environment (Walmsley, 2018). Teenagers are looking for situations that make it easier for them, particularly without parental and school supervision (Schepers, 2017). Teenagers want freedom and no supervision of certain activities that they want to do with their hangout friends.

In the context of juvenile criminal law, there are also those involved in juvenile delinquency or delinquency in the form of theft or robbery. Theft and robbery are crimes that can occur in various places, including in Bekasi City or anywhere else in the world. These crimes can involve people of various age groups, including teenagers. Teenagers tend to be easily influenced by their peers. If peers are involved in a crime, the teen may be more inclined to participate. There is another form that is still in the same direction as theft, namely asking forcibly (counterfeiting). Asking forcibly is the act of threatening or forcing another person to give something, usually money or goods, in an unauthorized or unlawful way.

Juveniles are involved in cases of forcible solicitation or coercion for a variety of complex reasons. This is done not only to fulfill the sensational search for identity, but also to fulfill a certain economy. For example, economics for friendship costs are negative. Adolescents are still in the stage of emotional and social development. They may not yet have enough skills to manage their emotions and frustrations in a healthy way. This can cause them to look for the wrong ways to cope with their pressure or dissatisfaction; a lack of supervision or guidance from parents or guardians can make teens more vulnerable to behavioral problems. They may not have the support they need to develop the correct values and skills.

Motorcycle speeding is a serious problem that must be seriously addressed by all parties involved. The majority of young riders are not old enough to get a driving licence, and their emotional immaturity leads them to fulfil their curiosity about freedom. Teenagers explore the sensations of challenging driving by running vehicles at high speeds (Romer et al., 2014). They drive very fast and do it recklessly, ignoring the rules and ignoring the risk of traffic

accidents (Zainafree et al., 2021). Speeding on a motorcycle usually violates traffic rules, such as exceeding the speed limit, violating red lights, and so on. This can result in young riders getting into legal trouble. Teenagers involved in motorcycle speeding can be influenced by a variety of complex factors. Teenagers often seek new experiences and thrills. Riding a motorcycle at high speed can give a strong sensation and make them feel alive. Some teenagers consider that owning a motorcycle and riding it at high speeds is a way to gain a sense of pride and prestige among their friends. Adolescents who lack parental supervision tend to be freer in making decisions about riding motorcycles at high speeds.

Recommendations

Of course, typical delinquent behaviour in other areas differs from the one in Bekasi City. It also highly depends on the pattern of the daily behaviour of adolescents, including the available infrastructure. It is suggested that research with different regional characteristics from Bekasi City to study the unique patterns of adolescent behaviour according to their characteristics.

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Vol. 5 No. 1 March 2024 (Spring)

Contents

The impact of perceived social support and social exclusion on the quality of life of individuals with disabilities: A moderation analysis

Development of career planning instruments in flashcard

Erratum: The internalization and normalization process of rape myth acceptance: a qualitative study

Analysis of indicators of juvenile delinquency behavior teenagers

