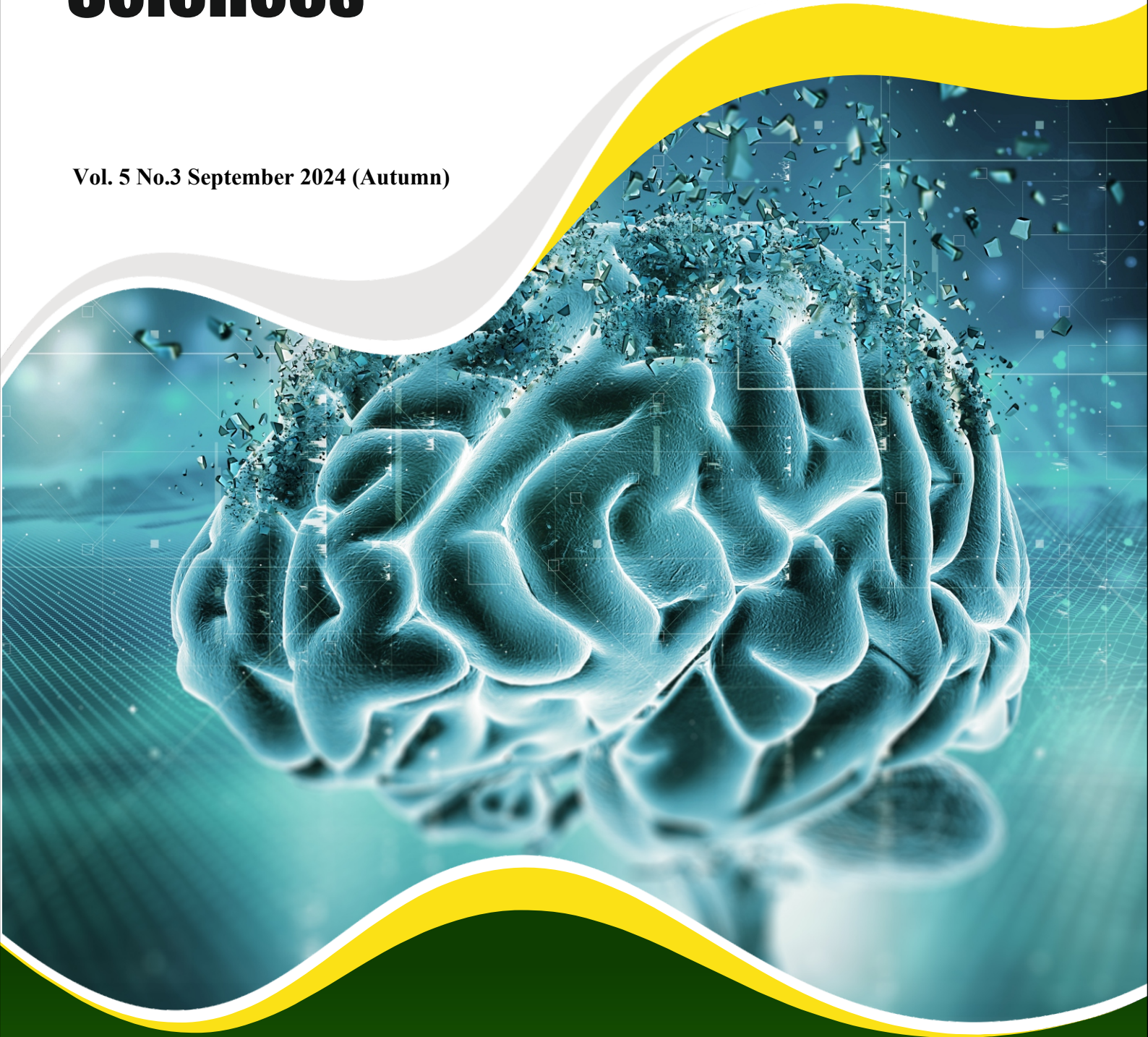


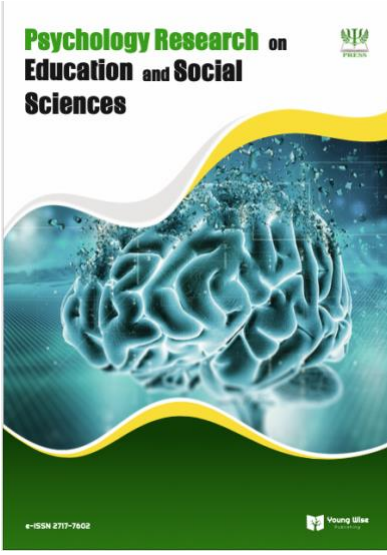
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Research Article

Academic integrity: an analysis of student responses in high schools

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Abstract

The purpose of this article is to describe the trends in academic integrity among high school students. This research employs a quantitative descriptive design with a cross-sectional survey technique. The subjects participating in the study come from two different provincial school backgrounds, namely South Sumatra and West Java. Sample selection was distributed through proportional random sampling. From the formulation results, the total sample of high school students obtained was 185 students in South Sumatra and 185 students in West Java. The data collection technique was through a scale with Likert scale provisions of 1-5 (strongly disagree to strongly agree). Data analysis utilized a variable description concerning academic integrity. Based on the results of the academic integrity analysis, it can be concluded that, in general, students in both South Sumatra and West Java possess good academic integrity. Three indicators assessed as the most significant in forming student integrity are consistency in words and actions, being wise and mature, and being honest. Studies limited to high schools in certain areas may not adequately represent the diverse experiences of students across various geographical and cultural environments, thus the results might not be universally applicable. This study offers an opportunity to understand academic integrity in high schools further and to explore effective strategies for developing ethical values and behaviors among students.

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Introduction

In the current era, the world of research on issues related to academic integrity has become one of the most discussed themes in the field of education. This is associated with the attitude of honesty in the implementation of education. Values such as honesty, trust, fairness, respect, responsibility, and courage form the foundation of academic integrity. The International Center for Academic Integrity (ICAI) (2018). By internalizing these values, it is hoped that every individual can behave honestly, creating an orderly and supportive academic environment (Davis, 2023). Essentially, academic integrity is established as a highly important normative framework in the academic field to build moral values where thoughts and behaviors are consistent. This can prevent violations and errors in the academic field.

Furthermore, Tasoulis et al. (2019) conveyed that integrity as a form of commitment in action involves principles and values that are morally justified. A person of high integrity is affiliated with positive behavior, ethics, insight, care in thinking, and accuracy in acting. In addition, it will simultaneously build a culture with a strong commitment and foster community spirit. In addition, Astore (2009) emphasizes the importance of instilling integrity as an ethos in the

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academic community, involving teachers and students. The behavioral traits of people with integrity essentially have a dimension related to people who have social awareness or community consciousness.

Additionally, Holden et al. (2021) explained that integrity in the academic environment is one of the most important aspects in the provision of national education because it relates to normative behavior for every academic expected to possess academic integrity as a development-oriented perspective. The need to enhance integrity in the academic realm is crucial due to its significant impact on the future of education. One important aspect is forming student behavior that is responsible, honest, fair, respectful, and trusting, which will contribute to achieving high educational values and the development of their intellectual abilities. According to Barnard et al. (2008) a person's integrity is formed from the values and principles they hold, influenced by the educational and cultural context. The impact of academic integrity in the social field can provide benefits in discipline; having integrity encourages an individual to be more committed and demonstrate intellectual growth, ultimately producing better educational outcomes, including high grades and success in completing education (Luniachek et al., 2020). Conversely, a lack of integrity in the academic realm will negatively impact, such as cheating and dishonesty in the future. If this condition is allowed to continue, it will impact unethical behavior in the school environment, thereby disturbing the student learning environment.

Issues related to the low integrity in the academic environment and becoming one of the public concerns are cases of plagiarism and cheating (Uyun, 2018). In the context of rapid technological advancement, there is an increase in the facilitation of academic integrity violations, acting as a major factor in the rise of academic dishonesty incidents. This condition demands an increased focus on developing integrity as a strategic step to address the escalation of academic integrity violations. Violations committed by students not only reflect a decline in academic standards but also indicate a loss of integrity in the educational environment, neglect of values and ethics, and the failure of educational institutions to implement applicable standards and policies. The increasing number of academic violation cases also contributes to the normalization of cheating in the social context, promoting the perception that cheating practices are a common aspect of the academic world.

In reality, there are acts of cheating in the academic environment occurring in South Sumatra. According to the news, seven students from public and private high schools in South Sumatra were declared by the Ministry of Education and Culture (Kemendikbud) to have cheated during the National Exam (UN) (Tribun Sumsel, 2019). Consequently, the seven students from six schools in public and private high schools in South Sumatra did not receive UN results, as they were proven to have cheated. According to Anditya et al. (2018) issues related to cheating and dishonesty in the academic environment are very high-risk because they relate to morals, which require early action. This is because if no action is taken while still in the academic environment, it will continue to become a habit once graduated. Students who uphold the value of integrity focus on achieving high academic scores and respect various other aspects, such as compliance with rules, rather than merely pursuing excellence in school grades. There was a lack of research specifically evaluating the effectiveness of various interventions and educational strategies in enhancing academic integrity among high school students. This research can integrate educational psychology, ethics, and sociology theories to provide a holistic understanding of academic integrity, combining theoretical and applicative perspectives. This is also supported by several authors such as (Cotton et al., 2023; Holden et al., 2021; Stone, 2023; Wong et al., 2016).

Based on the description of several cases and previous research related to academic integrity, there were still many issues related to academic integrity in the educational environment. This is one of the factors that lower the ethical values and behavior of students. Therefore, this study is designed to acquire empirical data on the pattern of academic integrity among high school students. This research included a comparative analysis between two schools located in different geographical regions, namely South Sumatra and West Java, to gain a deeper understanding of the dynamics of academic integrity in diverse educational environments.

Literature Review

Tasoulis et al. (2019) s a commitment in action to a set of morally justified principles and values. This commitment in action denotes an alignment between deeds and words (Nangoli et al., 2020). Integrity represents honesty, fairness, transparency, and responsibility. An individual's integrity is demonstrated by attitudes that uphold honesty, loyalty, love for truth, moral commitment, justice, responsibility, anti-corruption, exemplariness, and respect for the dignity of others, especially individuals with disabilities. Thus, integrity is the embodiment of consistency between actions and environmental principles. Consequently, an individual with integrity tends to be a person who upholds principles of honesty and justice. Integrity refers to the congruence between an individual's actions and the values and principles they hold. In the academic context, particularly for students, integrity relates to the basis of trustful behavior, avoiding dishonest acts such as cheating, forgery, and plagiarism. A person who holds integrity values can be identified from several characteristics, for example, their way of behaving, interacting, facing and solving problems, and positioning themselves in societal and national life. According to Nangoli et al. (2020) individuals with integrity affiliate with various forms of positive behavior, such as being moral, visionary, careful in thinking and acting, capable of building a culture of togetherness with strong commitment, capable of building community spirit, and being trustworthy to others.

Moreover, Tasoulis et al. (2019) state that the characteristics of individuals with integrity are represented by behavior guided by:

- Strong personal values, an individual with a strong personality reflects having firmness in acting or behaving and being responsible in any situation.
- Consistency in values and behavior. Consistency is a depiction of a person's uniformity in behavior. An individual with integrity will have good behavior in their environment.
- Consistency in words and actions. Similarly to behavior, consistency in actions is built on how an individual performs something under their control. Consistency in positive actions reflects an individual has integrity.
- Being honest. Honesty, whether in deeds, treatment, or speech, is based on existing facts. An individual who upholds the principle of honesty will be accompanied by fair attitudes in their environment.
- Being fair. Fairness is an action that acts the same without discriminating one from another, without differentiating portions, and without differentiating status. An individual who can be fair certainly has a high level of honesty.
- Being open and transparent. Being open or transparent is synonymous with honesty. Usually, in an organization, transparency is very necessary. This is due to the openness regarding important matters to all responsible parties, thus preventing any unfair attitudes.
- Having mature consideration, respect, and responsibility towards others. An individual in their daily actions certainly requires mature consideration both in problem-solving and decision-making. Thus, an individual's decisions are based on consideration so as not to harm others. This as a form of responsibility and respect for the decisions taken in the future.
- Complying with applicable rules. Rules are made not only to be obeyed but also to serve as guidelines for policies enforced in the organization. An individual who obeys the existing regulations shows a sense of responsibility for what has become their duty. Thus, with the creation of rules, individuals will not recklessly act outside of what should be acted upon. Making decisions wisely based on mature consideration. In line with the previous point, making a decision requires very mature consideration so that in the future, a good decision can be obtained.

Method

Research Design

This study is a quantitative descriptive research Uyun & Yoseanto (2022). Descriptive research is conducted to describe certain phenomena, symptoms, or events. Data collection is carried out to obtain information related to specific conditions, phenomena, or variables and is not intended for hypothesis testing. The research design used in this study is a survey research design. A cross-sectional survey design (Creswell, 2012) was chosen to measure behavior in a population through a sample related to the level of academic integrity of students as the research variable. The reason for choosing this design is its popularity in educational research, as well as its effectiveness in collecting data on attitudes, beliefs, opinions, and behaviors. The main advantage of the cross-sectional survey design is its ability to provide information quickly and efficiently.

Sample

The implementation of this research was conducted in South Sumatra and West Java in the academic year 2020/2021. The number of high schools in South Sumatra is 65, and in West Java, it is 172, while the number of schools and Islamic Senior High Schools (MA) in South Sumatra is 40, and in West Java, it is 77. If the number of subjects in the population is too large, thus the sample size that can be selected is 10-15%, 20-25% (Watson, 2015). Therefore, the sample size for this research is 25% of the population. The sample selection for schools in South Sumatra from 105 schools was randomly selected to 26 schools, while for schools in West Java from 249 schools, the random sample was chosen to be 62 schools. Based on the number of schools randomly selected from the population, proportional random sampling will then be distributed to determine the number of research subjects. Based on the results formulation, the number of student samples in South Sumatra was 185 students, and in West Java, 185 students.

Instrument

The data collection instrument used is a scale. The type of scale used in this study is closed, where respondents answer each question independently without being known by others. The rating scale using the Likert scale. The Likert scale is a tool for assessing the opinions, attitudes, and perceptions of an individual or group towards social events or phenomena (Samoilenko & Osei-Bryson, 2021). The level of the Likert scale used as measurement uses a scale of 1-5 (strongly disagree to agree strongly).

Data collection was carried out in two ways, online and offline, considering the distance and time, especially in West Java. The dissemination medium used is Google Forms. Then, the second large-scale data collection for the research discussion test involved 370 students in South Sumatra and West Java. In this large-scale data collection, especially in West Java, it was assisted by research colleagues at the Islamic State University of Sunan Gunung Djati Bandung

Data Analysis

The description of the research variable is used to assess the perception responses related to student integrity. This study utilizes the weighting values from the Likert scale. The maximum weight is 5, and the minimum weight is 1, with a total of 370 students in South Sumatra and West Java.

Below is the calculation of the frequency distribution as an explanation of the respondent's perception categories, which are divided into 4 categories.

Highest score = $1 \times 5 = 5$; Lowest score = $1 \times 1 = 1$

Therefore, the range for the survey results is $= \frac{5-1}{4} = 1,00$

Thus, the categories of perception description are obtained as follows:

Table 1. Categorization

Score Range	Categorization
1,00 – 2,00	Very Low
2,01 – 3,00	Low
3,01 – 4,00	High
>4,00	Very High

Results

This article aims to gather data on the trends of academic integrity among high school students. Through descriptive analysis by province, this study evaluates student integrity based on 10 indicators: (1) possession of strong personal values, (2) consistency between values and behavior, (3) alignment between words and actions, (4) honesty, (5) fairness, (6) openness and transparency, (7) the ability to make mature judgments, (8) respect and responsibility towards others, (9) adherence to rules, and (10) the ability to make wise decisions based on mature consideration. Here is a description of the student integrity assessment results:

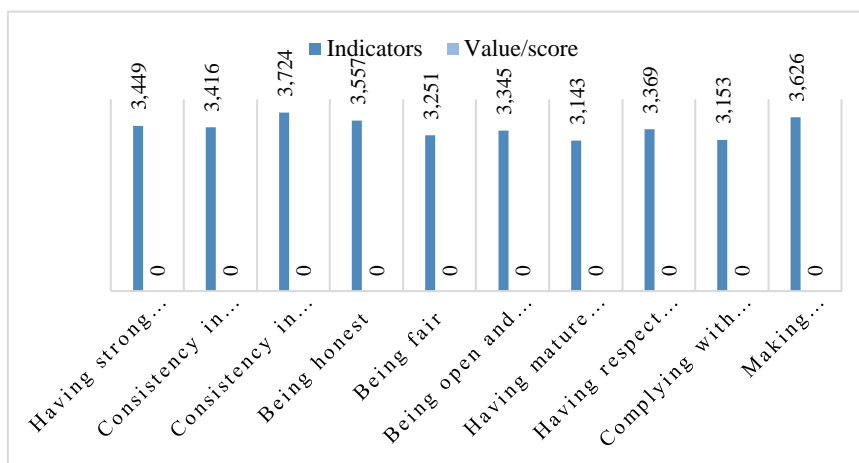


Figure 1. Students’ Integrity in South Sumatra

Based on the figure above, the assessment of student integrity trends is observed from 10 indicators. The overall indicators reach an average of 3.403, meaning all student integrity indicators in South Sumatra fall into the high category. It can be concluded that students possess high integrity in the school environment during the learning process, interactions, and work among peers.

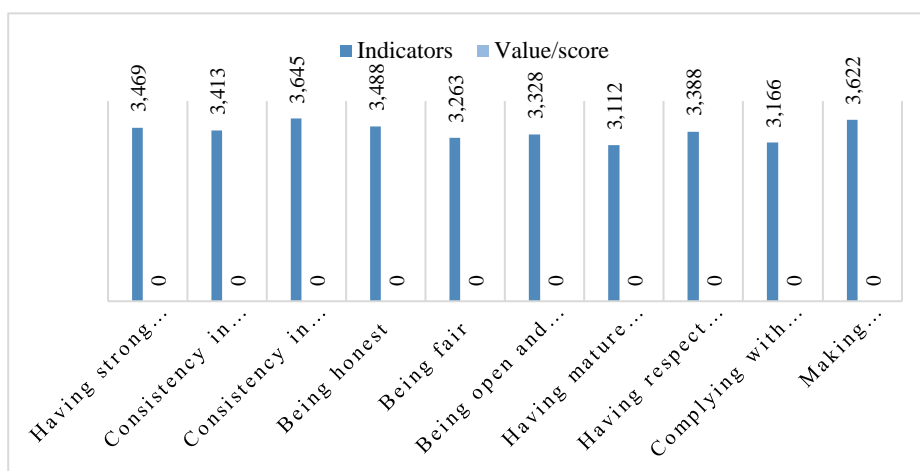


Figure 2. Student Integration in West Java

Furthermore, based on Figure 2, the integrity indicators of students in West Java show an average score of 3.399. This means that all aspects of integrity possessed by students in West Java also fall into the high category. However, in this case,

when viewed from the average numbers, students in South Sumatra have higher integrity compared to students in West Java.

Discussion

All indicators of student integrity show that they possess a high level or category in academic culture within the school environment. The first assessment is strong personal values; an individual with strong personal values reflects having firmness in action and behavior and being responsible in any situation. Tuhuteru et al. (2023) outline that integrity includes aspects of responsibility as a citizen and active engagement in social activities. This integrity is reflected through consistent actions and words grounded in truth. Fitrah & Kusnadi (2022) explain that integrity values can be formed through learning methods, where the habit of disciplined reasoning formed in following learning gives rise to an attitude of responsibility for the execution of duties that should be done, especially responsibility towards oneself. An individual with integrity also respects individual dignity and can be exemplary. Moreover, the presence of integrity values embedded in students enables them to act according to the values and beliefs they hold. For example, they serve others wholeheartedly, even if it means sacrificing time or personal interests. They are also brave in acting according to these values, even when it is difficult, like advising someone who often pays installments late. Moreover, they act based on these values despite significant costs and risks, such as avoiding discrimination and misuse of authority.

The second assessment is seen from the consistency in values and behavior; the assessment results of student perceptions in South Sumatra obtained an average of 3.416, categorized as high. Similarly, in West Java, it was 3.413, also categorized as high. This means the student's integrity in consistency of values and behavior is considered good. Consistency is a portrayal of a person's uniformity in behavior. An individual with integrity will have good behavior in their environment. Anggara et al. (2020) state that integrity is a solid personal commitment to ethical ideological principles, integrated into a concept of self expressed through behavior. If an individual commits to acting based on correct and ethical principles, in line with existing values and norms, and consistent in that commitment, this will prevent them from engaging in cheating. A study by Owusu-Agyeman (2022) studied the significance of intercultural relationships between diverse university students. Recognizing and appreciating individual differences in the classroom fosters feelings of acceptance and social connectedness that can impact student integrity. Bretag (2020) states that academic integrity is a primary part of academic culture, referring to morals, honesty, and self-unity; in terms of moral character, academic integrity deals not only with violations but also with doing the right thing and taking pride in meeting the highest moral standards in academic activities (Löfström, 2016). Integrity relates to consistency in actions, values, and principles, and the outcomes achieved. Factors such as information gaps, non-compliance with rules, and unprincipled actions can trigger unethical behavior. Students with good behavior in school and the community, including using appropriate language according to the situation, respecting parents, and being responsible, are examples of applied integrity.

The third assessment is seen from consistency in words and actions; the assessment results of student perceptions in South Sumatra obtained an average of 3.724, categorized as high. Similarly, the student's perception in West Java was categorized as high. Meaning the student's integrity in speaking and acting is considered good, as students can make smart decisions and take appropriate actions. Like behavior, consistency in actions is built on how an individual performs something under their control. Consistency in positive actions reflects an individual has integrity. Tuhuteru et al. (2023) state that integrity is one of the essential fundamental values that must exist in society. This includes consistency in actions and attitudes, commitment to fighting corruption, objectivity in problem-solving, courage and firmness in decision-making and risk acceptance, as well as responsibility and discipline in performing duties. Individuals who maintain integrity tend to avoid corruption, making honesty a key value in its prevention. Therefore, integrity is not only related to consistency in actions but also to the maintenance of ethical values in various aspects of life (Patahullah, 2021; Simatupang et al., 2023a)

The fourth assessment is seen from being honest; the assessment results of student perceptions in South Sumatra obtained an average of 3.557, categorized as high. Similarly, the student's perception in West Java was 3.488, also categorized as high. Meaning the student's integrity to be honest is considered good, where students have sincerity, genuineness, and transparency in various matters. Honesty, whether in deeds, treatment, or speech, is grounded in existing facts. An individual who upholds the principle of honesty will be accompanied by fair attitudes in their environment. Tuhuteru et al. (2023) argue that integrity is one of the essential fundamental values in society, demonstrated through honest behavior towards the environment and oneself. Simatupang et al. (2023b) define integrity as consistency in behavior aligned with the values, norms, and/or ethics of the organization, along with honesty. Integrity includes aspects of honesty and consistency between words and actions, a quality closely associated with honesty and ethical principles.

The fifth assessment, seen from being fair, showed that the assessment results of student perceptions in South Sumatra obtained an average of 3.251, categorized as high. Similarly, the student perceptions in West Java obtained 3.263, also categorized as high. This means the students' integrity in being fair is considered good. Fairness is an action that treats everyone equally, without discrimination, portioning, or status differentiation. An individual capable of being fair is assured to possess a high level of honesty. In the academic environment, promoting integrity within the school is crucial. According to Sundayani et al. (2023), one aspect related to integrity is being fair and consistent toward one's responsibilities. Syakoer (2023) links the understanding of integrity with the theory of justice where an individual consistent in attitude and actions, both in their internal and external environments, can offer good attitudes and actions. Therefore, an individual with integrity will be able to act fairly and objectively.

The sixth assessment, seen from being open and transparent, showed that the assessment results of student perceptions in South Sumatra obtained an average of 3.345, categorized as very high. Similarly, student perceptions in West Java obtained 3.328, categorized as high. This means students can be transparent, such as working on assignments independently without cheating, being honest about school fees with parents, and being honest with fellow members in school management. Being open or transparent is synonymous with honesty. Usually, openness or transparency within the school environment is crucial for all stakeholders, so decisions must be made fairly. Implementing integrity in the academic environment is necessary to educate students to have good attitudes, actions, and behaviors. This requires a comprehensive approach focused on efforts to apply integrity that can be undertaken by the students themselves. Puteri (2023) states this can prevent deviant behavior both now and in the future. One principle of integrity is honesty, requiring members to be honest and open without compromising the confidentiality of the recipient. Honesty requires an auditor to be open, brave, wise, and responsible in their duties (Paranoan et al., 2023; Pradita Eka et al., 2020).

The seventh assessment, seen from mature consideration, showed that the assessment results of student perceptions in South Sumatra obtained an average of 3.143, categorized as very high. Similarly, student perceptions in West Java obtained a high category. This means students can have mature considerations in decision-making for personal, organizational, and environmental matters. Mature consideration involves having respect and a sense of responsibility towards others. An individual in their daily actions certainly requires mature consideration both in problem-solving and decision-making. Thus, an individual's decisions are based on consideration so as not to harm others. This as a form of responsibility and respect for future decisions.

The eighth assessment, seen from having respect and responsibility, showed that the assessment results of student perceptions in South Sumatra obtained an average of 3.369, categorized as very high. Similarly, student perceptions in West Java obtained a high category. This means students strive to maintain and improve self-quality. Students also avoid actions that can harm themselves, others, and the school. Whereas responsibility is acknowledging actions and accountability in daily actions. Banks (2010) states one of the core values of integrity is honesty in life; being punctual for appointments; responsibility for tasks; consistency in what is said and thought; consequences of actions; and being open when interacting with friends, thus becoming more transparent and understood. Academic integrity issues include not

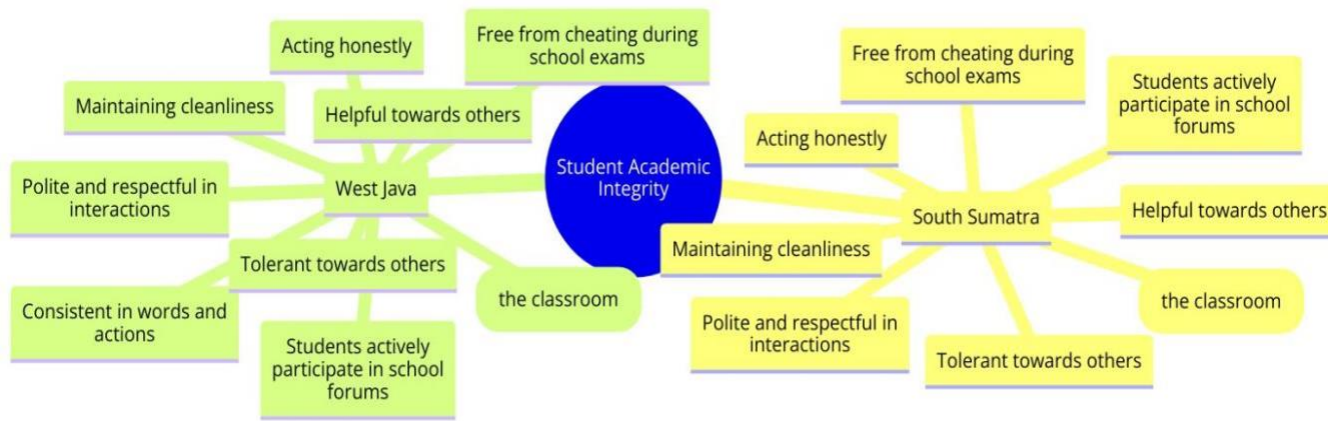
only dishonesty and plagiarism in academics but also committed behavior in honesty, responsibility, trust, fairness, and respect for the work of others (Macfarlane et al., 2014).

The ninth assessment, seen from complying with applicable rules, showed that the assessment results of student perceptions in South Sumatra obtained an average of 3.153, categorized as very high. Similarly, student perceptions in West Java obtained a high category. This means students have compliance within the school scope and compliance within the community scope. For example, students are punctual to school, participate in community activities, and more. Rules are not only made to be obeyed but also to serve as guidelines for policies enforced in the organization. An individual who obeys the existing regulations shows a sense of responsibility for what has become their duty. Thus, with the creation of rules, individuals will not recklessly act outside of what should be acted upon. The tenth assessment, seen from Making Decisions Wisely, showed that the assessment results of student perceptions in South Sumatra obtained an average of 3.626, categorized as very high. Similarly, student perceptions in West Java obtained a high category. This means students are capable of making good, honest, and fair decisions in their environment

Overall, it can be concluded that the integration of students in South Sumatra and West Java is considered good. It is making decisions wisely based on mature consideration. In line with the previous point, making a decision requires very mature consideration so that in the future, a good decision can be obtained.

All the above categories are also in line with and supported by other researchers. First, Huberts (2018) expanded the definition of integrity to encompass ethical governance, illustrating that integrity in the education sector involves more than just individual behavior, but also policies and their impact on the community. Second, Nasution et al. (2023) argue that the concept of integrity in education is a comprehensive concept that can be measured through the integrity levels of learners, how conducive the educational ecosystem is for learners, and the level of compliance in educational management. This measurement is expected to play a key role in encouraging the education network to perform broad and structured evaluations to enhance integrity in the education sector. Consequently, it is hoped that there will ultimately be an improvement in the integrity of the education sector and the quality of the human resources it produces. Furthermore, it highlights that the culture in the educational environment hinders the development of an effective academic culture. A holistic approach to education, which includes interaction in learning and teaching, is needed to build integrity (Piascik & Brazeau, 2010).

Additionally, Sunawan et al. (2020) revealed variations in the level of academic integrity among students influenced by factors such as gender, class level, major, and type of school in the context of the Industry 4.0 Revolution. These results emphasize the need for enhancing academic integrity among students in line with rapid advancements in information and communication technology. Saadah et al. (2020) highlight a significant positive relationship between academic integrity and religiosity, where religiosity contributes effectively by 27.7% to academic integrity. This indicates that the higher a person's level of religiosity, the higher their level of academic integrity. Parnter (2020) discusses aspects of academic integrity education from the perspective of faculty and students, aiming to understand the complexities associated with academic integrity. In this review, characteristics of students who are likely to behave dishonestly in an academic context, effective prevention strategies, and the challenges faced in combating academic cheating and enhancing academic integrity were identified. Last, Bretag (2020) underscored the importance of academic integrity as a fundamental foundation at every level of education, including preschool, elementary school, high school, college, university, and postgraduate research. As a pillar of ethical academic practice, academic integrity is based on a set of values that are widely recognized and promoted by the International Center for Academic Integrity (ICAI), which includes honesty, trust, fairness, respect, and responsibility.



Picture 1. Mode of Student Integrity (South Sumatera dan West Java)

Based on the image above, it clarifies the tendencies in academic integrity among high school students. The analysis identified three points as the most significant indicators in forming student integrity: consistency in words and actions, being wise and mature, and being honest. For a student, making policies and decisions within the school or community setting is crucial as a form of self-efficacy in the environment. This can encourage and train students to learn and consider issues so that they can decide on policies fairly and justly. Additionally, they are required to be consistent in words and actions. Consistency is usually associated with self-control in doing something good within both the school and community environments. This means that control, in this case, pertains to positive words and actions, where students are capable of expressing ideas or thoughts in every forum. Next is being honest, where an individual usually upholds the principle of honesty, which will coincide with a fair attitude in their environment. Then, one way to improve the academic integrity to the student they should have a good (Eva et al., 2021).

Conclusion

Based on the results of the descriptive statistical data processing of the academic integrity variable, it can be concluded that, in general, students in both South Sumatra and West Java already possess good academic integrity. There are three indicators assessed as most significant in forming student integrity: consistency in words and actions, being wise and mature and being honest.

As a recommendation from the research findings, especially for schools that hold the responsibility of enforcing an academic integrity culture within the school environment, it is suggested to provide information on instilling integrity values and prohibiting academic dishonesty as situational factors influencing academic integrity. Moreover, active participation in school activities can assess the affective development of students when they engage in activities within both the school and community environments.

This research only involved high school students in South Sumatra and West Java. Therefore, generalizing these findings to student populations in other regions or with different cultural backgrounds may require further testing. Limitations in time and resources might have affected the depth of analysis and scope of the study. Further research with more extended time and adequate resources could provide more comprehensive results.

Recommendations

Future research should explore TPACK and self-efficacy across diverse educational contexts, with longitudinal studies assessing long-term impacts. Teacher education programs must prioritize developing TPACK and self-efficacy through targeted training and practical experiences, while ongoing professional development for in-service teachers is essential. Policymakers should support TPACK integration by providing necessary resources and promoting collaboration with technology providers. Educators should actively seek professional development and collaborate with colleagues to

enhance their teaching practices. These steps aim to improve teaching effectiveness and student learning outcomes through effective technology integration.

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Research Article

Parental autonomy support and the impostor phenomenon: the mediation role of self-esteem in psychology students

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Abstract

The feeling of unworthiness experienced by individuals due to the large number of demands often brings feelings of high stress and can affect the individual's performance and productivity at work or in an academic context. By understanding this phenomenon, it is hoped that we can develop more effective interventions to help individuals who experience these feelings so they can maintain good mental health. This research aims to determine the role of parental autonomy support on the impostor phenomenon with self-esteem as a mediator in psychology students at Muhammadiyah University, Purwokerto. The hypothesis of this research is that the role of parental autonomy support on the impostor phenomenon in students is mediated by self-esteem. This research method is quantitative with accidental sampling. The number of participants was 278 psychology students at Muhammadiyah University, Purwokerto, Indonesia. The measuring instruments used in this research include the Clance Impostor Phenomenon Scale (CIPS), the Perceived Parental Autonomy Support Scale (P-PASS), and the Rosenberg Self-Esteem Scale (RSES). This research uses path analysis with $p < 0,001$ results of 95,77% calculated jamovi program version 2.4.11.0 for windows. The results of this study show that parental autonomy support can affect the impostor phenomenon but through self-esteem which if the individual self-esteem is high tends to reduce the impostor phenomenon on the contrary if the individual self-esteem is low it tends to increase the risk of the impostor phenomenon. The conclusion of this research is that parental autonomy support plays a role in the impostor phenomenon with self-esteem as a complete mediator and has a big influence.

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Introduction

Students experience many demands from various aspects, both psychological and academic. Demands can cause a psychological crisis in students, but if students can overcome these demands, students will think about developing these demands into a new challenge that can be overcome, and can even be used as an achievement or accomplishment (Xu et al., 2022).

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Achievement should bring a sense of pride to students, but in fact some students feel not proud of their achievements, not because the achievements are less than satisfactory. On the other hand, students believe that their achievements are caused by external factors rather than their own abilities (Nurhikma et al., 2020). This can happen because there are many expectations from other people which give rise to the feeling that the individual has to fulfill them. As mentioned Rahmawati (2017) stress can come from things such as expectations, goals, pressure, competition in peer groups, and also expectations from parents.

Feelings where one cannot accept one's success can bring worry, anxiety, and even depression resulting from the pressure to embody one's image of success and the fear that one will be seen as unworthy and incompetent (Langford et al., 1993). Even though the impostor phenomenon was introduced from western culture, several studies have found that many students in Indonesia experience feelings of unworthiness for their achievements, often due to cultural, social or family factors. As in research Suryaning Ati (2015) explained that impostor syndrome can cause increased academic anxiety in students due to fear of failure and high social expectations. This can influence students in Indonesia to develop their potential.

Impostor phenomenon is defined as an internal experience of intellectual falsehood in which a person feels that he has deceived others about his achievements and abilities (Clance et al., 1978). This phenomenon is characterized by feelings of self-doubt, decreased performance, constant feelings of anxiety that other people will view oneself as someone who has no abilities (Hutchins et al., 2018). The impostor phenomenon was first studied by Clance and Imez (1978) in his research it was found that there were intelligent women who were experts in their respective fields and had extraordinary academic achievements but still believed that these women were actually not intelligent and felt they had deceived anyone who thought otherwise. As research continues to develop, there are studies which say that the impostor phenomenon is not only experienced by women but can also be experienced by men (Langford et al., 1993; Clance et al., 1978).

Chrisman (1995) said the aspects contained in the impostor phenomenon include fake, discount, and luck. Fake is an aspect that shows self-doubt and worry about an individual's intelligence and abilities, discount is an aspect that shows its connection with the inability to acknowledge praise and good performance, while luck is an aspect that shows its relationship with the thought that someone has achieved something by chance or mistake (Chrisman et al., 1995). The impostor phenomenon is influenced by external and internal factors, external factors consisting of parents, friends and teachers. Internal factors consist of perception and motivation (Nabila et al., 2022).

One external factor that influences the impostor phenomenon is parents, Parents play an important role in shaping children's social, psychological, and academic functioning (Vasquez et al., 2016). One of the basic psychological needs that helps improve a person's development and functioning is autonomy (Vasquez et al., 2016). According to Inguglia (2015) Autonomy can be developed through support from parents.

Mageau (2009) states that autonomy support refers to adults considering children as separate individuals who have the right and need to express their feelings and preferences. Parental autonomy support is the characteristic of parents who feel empathy with their children, allow children to choose their own choices, and provide reasonable reasons when restrictions are imposed (Ryan et al., 2016). The more often a child has the opportunity to be left free by his mother and father, the greater the child's encouragement to carry out activities according to his own wishes (Fadilah et al., 2019). According to research conducted by Castro (2004) that impostor phenomenon can be explained as a significant long-term effect of parenting during childhood. Children will feel like they have to live up to their parents' expectations because many children find it difficult to be independent and never really learn what they can do (Castro et al., 2004).

According to Clance and Imez (1978) one of the two types of family dynamics that play a role in the formation of the impostor phenomenon can come from a child who is considered by his parents to be unintelligent, but has an attractive appearance, the child has instilled this perception until he grows up. As a result, when they receive awards and academic achievements, children do not feel that their achievements are the result of their own abilities but because of their attractive appearance. The second type of family has parents who instill the belief that their children have

extraordinary abilities and are talented. After growing up and facing difficult challenges, children feel doubtful about their parents' judgment and hide the difficulties they experience to maintain their own image in the eyes of their parents. The child has doubts because his parents believe that intelligent children do not need to make excessive efforts (Clance et al., 1978).

Study King and Cooley (1995) also said that family dynamics play a role in the emergence of this impostor phenomenon when parents have high expectations of their children's success and perfection. On the other hand, if parents support their children, such as listening to complaints, not comparing children, and being a source of motivation for children towards success, this can reduce the impostor phenomenon that occurs (King et al., 1995). Inconsistent assessment between two environments, family and school, causes individuals to experience confusion in forming self-perceptions, feeling self-doubt, and the emergence of impostor symptoms (Rose et al., 1988; Clance et al., 1978). On research Sudrajat (2023) said that parental support such as communication supported by empathy towards children can reduce the impostor phenomenon. As autonomy support is part of parental support itself, as is caring support and security support (Rohinsa et al., 2021).

Although many studies have found that parental support can reduce the emergence of the impostor phenomenon, no one has yet explained the mechanisms that occur between parental autonomy support and the impostor phenomenon. The use of mediating variables can help better explain the relationship between parental autonomy support and the impostor phenomenon (Baron et al., 1986).

Although there has been no research between parental autonomy support and the impostor phenomenon using mediating variables. However, there is previous research using several mediating variables in researching the impostor phenomenon, namely personality (Windradi, 2023), self-esteem (Cokley et al., 2018), and social anxiety (Yaffe, 2021). Each variable explains the position of mediation well. Apart from that, there is research that uses self-esteem as a mediator in a phenomenon that is almost the same as the impostor phenomenon and parental autonomy support, namely research Prasetio (2022) between family social support and psychological disorders in students. Further research from Yaffe (2020) namely between parenting style and feelings of impostor. Both explain the position of self-esteem as a mediator well. Excessive parental attention and protection is related to feelings of impostor through self-esteem, where attention can increase feelings of self-esteem while excessive protection can reduce children's self-esteem, which in turn changes feelings of self-esteem can influence feelings of unworthiness in the individual (Yaffe, 2020).

The position of self-esteem as a mediator explains why and how impostor phenomena occur and functions as a link between parental autonomy support and impostor phenomena (Baron et al., 1986). In the field of psychology, phenomena occur due to many reasons, so if a mediator can reduce a phenomenon that occurs then it can be said that the mediator is indeed functioning (Baron et al., 1986). Study Arya (2023) shows that there is a relationship from within, namely between self-esteem and the impostor phenomenon. It is explained that the impostor phenomenon involves feelings of intellectual self-doubt which often occur in someone who has achieved achievement, so that the higher a person's level of self-esteem, the lower the possibility of someone experiencing the impostor phenomenon. Based on this explanation, the researchers chose self-esteem as a mediator between parental support for autonomy and the impostor phenomenon.

Self-esteem is a person's beliefs based on their level of esteem and evaluation of themselves, which can include positive or negative views (Rosenberg, 1965). Self-esteem is the tendency to view oneself as capable and having the strength and effort to face the basic challenges of life and be happy (Sariman, 2019). According to Mruk (2006) self-esteem is divided into two types, the first type is high self-esteem, where someone with high self-esteem usually shows a high level of competence and worthiness, while the second type, namely low self-esteem, shows reduced competence and worthiness.

High self-esteem is characterized by feeling comfortable with oneself, being open to new experiences, feeling accepted and accepted. People who have high self-esteem when they excel will be competent enough to continue to be successful in whatever is important to that individual. Individuals tend to have a positive assessment of the size of their self-esteem

(Mruk, 2006). Low self-esteem is characterized by a lack of skills in dealing with problems and a lack of positive feelings in evaluating oneself. People who have low self-esteem tend to have a cautious attitude, fearfulness, lack of initiative, conflict avoidance, insecurity, anxiety, depression, and so on (Mruk, 2006).

There is research that finds that parental support predicts an individual's level of self-esteem. As in research Baharuddin (2022) Children are allowed to express their opinions so that children can respect themselves as valuable individuals. Apart from that, research Solekha (2022) says that a child's positive self-esteem arises from fulfilling positive components such as feelings of acceptance, capability and worth. Apart from that, the efforts made by parents are acceptance, warmth and emotional support for children (Solekha et al., 2022). This shows how parents play a role in building children's self-esteem.

The impostor phenomenon was discovered at the Muhammadiyah University of Purwokerto, this university has superior accreditation, which means it is better than A accreditation, which according to the official LLDIKTI website has high quality education, is ready to compete internationally and has students who are academically qualified. Based on initial studies conducted by researchers on 24 psychology students, it showed that 4 students experienced the impostor phenomenon in the medium category, 17 students in the high category, and 3 students in the very high category. It is hoped that this research can become a source of knowledge in the clinical, educational and developmental and social fields that is useful for future researchers, especially regarding the mediating role of self-esteem in parental autonomy support with the impostor phenomenon. For parents, it can be used as knowledge material as well as evaluation to pay more attention to the child's development period. Apart from that, it is hoped that this research can help decision making in overcoming the problem of the impostor phenomenon among students at the psychology faculty of Muhammadiyah University, Purwokerto.

Based on this background explanation, researchers are interested in studying the impostor phenomenon in relation to the variables of parental autonomy support and self-esteem as mediators among psychology students at University of Muhammadiyah Purwokerto.

Problem of Study

The formulation of the problem of this research is whether self-esteem plays a mediator role in parental autonomy support against the phenomenon of fraudsters among university psychology students? As well as producing a hypothesis about the role of self-esteem mediation in parental autonomy support against the phenomenon of fraudsters among university psychology students.

Method

Research Model

This research is a correlational quantitative research. Quantitative correlational research is defined as a type of study conducted with the purpose of determining how two or more variables are related to each other. This research aims to ascertain whether there is a positive, negative, or no relationship at all (Sugiyono, 2013).

Participants

The subjects of this research were psychology students at the Muhammadiyah University of Purwokerto with a population of 1087 and a sample of 278 students based on the krejcie table. The age of the research participants was between 17-24 years. The sampling technique used was accidental *sampling*, which is a technique used when sampling by selecting subjects who are accidentally encountered (Sinaga, 2014). Criteria for the research sample: (1) active student at the psychology faculty, (2) has a cumulative grade point average (GPA) of at least 3,00, (3) has parental figures (parental figures do not have to be biological parents). GPA determination is used to ensure that students have sufficient academic abilities to contribute to the validity of research. According to website official PMBUMP accepts prospective professional students at the Muhammadiyah University of Purwokerto using requirements with a minimum GPA of 3,00 at the previous level of education.

This study obtained data from 278 subjects aged 17-24 years and GPA $\geq 3,00$. Information can be seen in table 1.

Table1. Demographic structures of participants

Variables	N	Percentage (%)
Gender		
Man	39	14 %
Woman	239	86 %
Age (years)		
17- 20	196	70.50 %
21-24	82	29.50 %
Semester		
Semester 2	131	47.12 %
Semester 4	67	24.10 %
Semester 6	53	19.06 %
Semester 8	27	9.71 %
Cumulative achievement index (GPA)		
3.00	20	7.19 %
> 3.00	258	92.81%
Organization		
Follow the organization	197	70.86 %
Not joining an organization	81	29.14 %
Total	278	100%

In table 1 it can be seen that the indirect section has a mediation amount of 95,77%. This means that self-esteem has a full role as a mediator between parental autonomy support and the impostor phenomenon, where paths a and b have a significant influence, but path c apparently does not experience a significant influence which can be seen in the direct amount of 4,23.

Data Collection Tools

The validity of this research uses content validity with expert judgment by psychology lecturers at Muhammadiyah University, Purwokerto. Content validity is the validity of testing the feasibility and relevance of a test, through rational analysis and the assessment of competent experts (Hendryadi, 2017). The discrimination index for this research item was 0,25 (Azwar, 1994). According to Azwar (1994) The better the discrimination power of an item, the closer the index value is to 1,00. This reliability measurement uses Cronbach's alpha. Reliability is always related to the level of accuracy and consistency of the scale of the research variables (Hardani et al., 2020). Therefore, test reliability can be measured using certain procedures, where if the index is close to 1,00, it means that the scale or measuring instrument used has a high level of confidence and reliability (Suwartono, 2014).

This research uses three scales, namely the clan impostor phenomenon scale (CIPS), perceived parental autonomy support scale (P-PASS), and self-esteem scale. This impostor phenomenon scale is a modification of from Clance (1988) with reference to the aspects it includes fake, discounts, and luck. The number of items on this scale is 15 items with response points consisting of strongly disagree (STS), disagree (TS), neutral (N), agree (S), and strongly agree (SS). Scale impostor phenomenon translated from English to Indonesian via LDC (*Language Development Center*) and checked again to ensure that the items have the same meaning and can be understood by respondents. The higher the score a person has, the more frequently and seriously the impostor phenomenon disrupts a person's life (Clance et al., 1988). The reliability of this scale uses Cronbach's alpha of 0,891.

This parental autonomy support scale is a modification of Mageau (2015) referring to the aspects in it, namely autonomy support, and controlling parenting, where the higher the score obtained indicates that a person has better autonomy support from parents. The number of items in this research scale is 20 items with response points consisting

of not agree at all (TSSS), almost disagree (HTS), somewhat agree (AS), neutral (N), agree (S), more agree (LS), and strongly agree (SS). The parental autonomy support scale was translated from English to Indonesian through the LDC (Language Development Center) and checked again to ensure that the items had the same meaning and could be understood by respondents. The reliability of this scale uses Cronbach's alpha of 0,835.

This self-esteem scale is an adaptation of Maroqi (2019) with the Indonesian version which refers to aspects in it which consist of self-competence and self-liking, where the higher the score obtained indicates someone has high self-esteem. The number of items in this research scale is 8 items with response points consisting of strongly disagree (STS), disagree (TS), agree (S), and strongly agree (SS). The reliability of this scale uses Cronbach's alpha of 0,803.

In this study, we used a scale of parental autonomy support for the impostor phenomenon through self-esteem in students. So to measure the role of these three variables, researchers used data analysis techniques, namely path analysis. Path analysis is a procedure used to test causal relationships between variables (Sarwono, 2011). Calculations from the data obtained will be calculated using the Jamovi program version 2.4.11.0 for Windows.

Procedure

The research was conducted starting with a preliminary study in October 2023. Furthermore, a scale try out was carried out on 30 students. then data collection will be carried out in May 2024 for two weeks. The data obtained was obtained from the questionnaire scale using a Google form distributed to Psychology students of the University of Muhammadiyah, Purwokerto, Indonesia.

Ethics

This research has complied with research ethical permits (No. KEPK/UMP/07/I/2024). through the Health Research Ethics Committee of the Muhammadiyah University of Purwokerto.

Results

In this research, it is proven that parental autonomy support plays a role in the impostor phenomenon with self-esteem as a mediator. It can be seen from the magnitude of each path, which for path a, namely parental autonomy support for self-esteem, has a magnitude of 0,02877 with a p value $<0,001$. path b, namely self-esteem towards the impostor phenomenon, has a magnitude of -1,23724 with a p value $<0,001$. path c, namely parental autonomy support for the impostor phenomenon, has a magnitude of -0,00157 with a p value = 0,904.

It is known that self-esteem explains 95,77% of the total effect so it can be classified as full mediation because the indirect effect is greater than the direct effect. Apart from that, in the direct test there was no significant direction of influence, whereas if seen separately, path c could have an influence, but the presence of self-esteem was able to better explain the direction of the relationship between parental autonomy support, which could lead to the impostor phenomenon, namely parents. which does not give the child the opportunity to give his opinion, does not allow the child to choose between his options, and gives a feeling of guilt so that the child wants to obey his parents.

Based on this, it can be strengthened by the individual's own self-esteem, with low self-esteem individuals have a tendency to view themselves as incapable so that it can cause individuals to experience the impostor phenomenon, thus it can be said that the mediating variable plays a full role in variables of parental autonomy support and impostor phenomenon.

Table 2. Mediation estimates

Effect	Label	Estimate	SE	Z	P	% Mediation
Indirect	$a \times b$	-0.03559	0.00933	-3,813	< .001	95.77
Direct	c	-0.00157	0.01302	-0.121	0.904	4.23
Total	$c + a \times b$	-0.03716	0.01542	-2,410	0.016	100.00

Table 3. Path analysis of mediation model

			Label	Estimate	S.E	Z	p
PAS	→	Self-esteem	a	0.02877	0.00713	4,037	< .001
Self-esteem	→	IP	b	-1.23724	0.10651	-11,616	< .001
PAS	→	IP	c	-0.00157	0.01302	-0.121	0.904

PAS: Parental Autonomy Support IP: Impostor Phenomenon

The following is a visualization of the relationship between the variables parental autonomy support, self-esteem, and the impostor phenomenon:

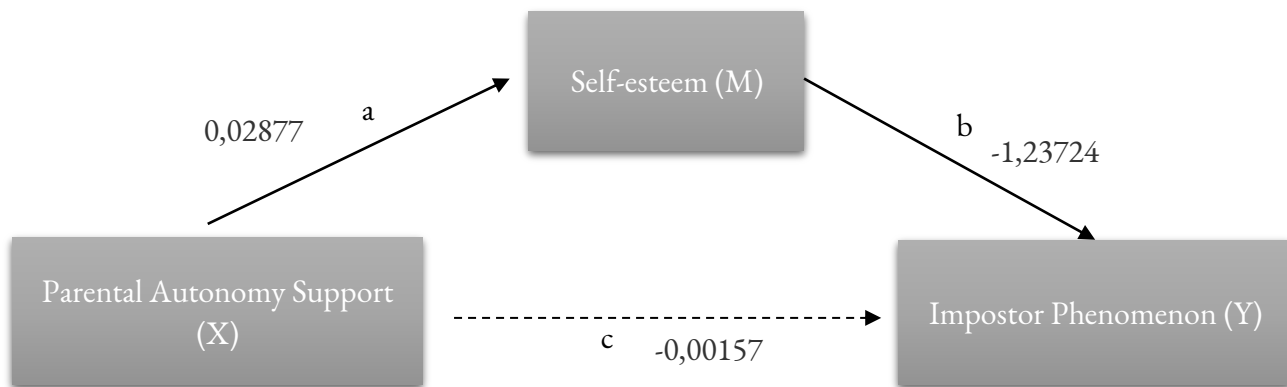


Figure 1. Mediation model of self-esteem as a mediator

In Figure 1 is a mediation model of self-esteem as a mediator. Based on theory Baron and Kenny (1986) The main concept of this model is that the response to a stimulus is influenced by various internal processes in an organism, in other words the impostor phenomenon is not only influenced by direct stimulation but is also influenced by thought processes, feelings of worth, and situations experienced by the individual.

Discussion

The results of this study show that the self-esteem variable has a mediating role in parental autonomy support and the impostor phenomenon. Parental autonomy support does not directly influence the impostor phenomenon and must go through self-esteem first because based on the mediation test self-esteem explains 95,77% of the total effect so it can be classified as full mediation. Full mediation is a mediation concept where the independent variable is not directly related to the dependent variable and must go through the mediating variable to be able to influence the dependent variable (Budhiasa, 2016), thus it can be said that self-esteem has a big influence and is a complete mediator.

Parental autonomy support can influence someone to experience the impostor phenomenon. Autonomy support involves being given freedom and responsibility to make decisions and manage each individual's life, where if someone has good autonomy support from their parents, the individual tends to be more confident and have a sense of ownership of individual achievements. On the other hand, if someone has poor autonomy support from their parents, the individual will feel doubtful and think that their achievements or accomplishments do not come from themselves but from external factors such as luck (Nabila et al., 2022). Study Nabila (2022) also said that one of the external factors that influence the impostor phenomenon is parents, teachers and friends. The impostor phenomenon can be explained as a

significant long-term impact of parenting in childhood. Children will feel like they have to live up to their parents' expectations, because of this, many children struggle to develop a sense of independence and never really learn to recognize their own abilities (Castro et al., 2004).

However, because this factor of parental autonomy support comes from external sources that cannot be controlled, the direction of parental autonomy support does not directly influence the impostor phenomenon, but there are other factors that bridge it. In other research, it is stated that parents play a role in increasing children's self-esteem. Children are allowed to express their opinions, so they can learn to respect themselves as valuable individuals (Baharuddin, 2022).

Self-esteem has a negative role, namely its role in reducing the impostor phenomenon that occurs in individuals which can be seen in table 3. from a significant value of $p < 0,01$. So, the higher a person's self-esteem, the lower the impostor phenomenon they experience. These results are in line with research studies Arya (2023) which shows that there is a connection from within, namely between self-esteem and the impostor phenomenon, which explains that the impostor phenomenon involves feelings of intellectual self-doubt which often occur in someone who has achieved achievement. Besides that, Travers (2021) also said the same thing, namely that one of the characteristics of the impostor phenomenon is low self-esteem, which can increase feelings of unworthiness and self-doubt.

In this study, it was shown that when parental autonomy support and the impostor phenomenon were explained through the mediation of self-esteem, the position of both became insignificant. This means that parental autonomy support does not influence the impostor phenomenon directly but must go through self-esteem first before being able to explain the impostor phenomenon that occurs.

Based on the results of demographic data, it can be seen that 92,81% of respondents had an Academic Achievement Index (GPA) $> 3,00$. Studies show that good academic achievement is often associated with increased self-confidence and self-esteem. High academic achievement can also offer a sense of personal accomplishment and recognition from academic and social circles, as well as greater career opportunities. All of these factors increase a person's self-confidence because the individual feels more valued, competent, and successful in the academic and professional world (Gonzaga, 2023). There were 197 students who actively participated in organizations out of 278 respondents. Study from Yorensa (2023) students gain a greater sense of self-confidence as a result of the self-management skills learned while actively participating in the organization. In accordance with most of the respondents in this study, they have a high level of self-esteem. The limitations of this research lie in the gender of the respondents. Even in research Langford (1993) And Clance (1978) The impostor phenomenon can happen to anyone, both men and women. However, there has been no research that examines predominantly men who experience the impostor phenomenon. Meanwhile, the respondents from this study dominated among women, so it is hoped that future research will examine men further. Limitations of this research also lie in the subject. The impostor phenomenon can happen to anyone, but because this research conducted an initial study on psychology students and it cannot be denied that this impostor phenomenon can occur in students of other faculties at Muhammadiyah University, Purwokerto, it is hoped that future researchers will use subjects other than psychology students.

Conclusion

Based on the research results that have been explained, it can be concluded that parental autonomy support can influence the impostor phenomenon but not directly and through self-esteem as a mediating variable, where self-esteem plays a full role as a mediator of 95,77%, thus having a big influence on influencing someone to experience the impostor phenomenon. Individuals with high self-esteem can reduce the risk of impostor phenomena, while someone with low self-esteem tends to increase self-doubt so that they are more likely to give rise to impostor phenomena. So, autonomy support from parents does not only directly influence the impostor phenomenon but through self-esteem as a mediating variable. The limitation of this research is that it only focuses on psychology students and the dominant subjects are women. Further research is recommended on more diverse groups.

Recommendations

For further research, it is recommended to conduct research with more diverse male dominant subjects, not only in the Faculty of Psychology because it does not allow impostor phenomenon to occur in other faculties.

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Research Article

The influence of Chinese cultural values on negotiation tactics and conflict resolution strategies in international relations: an ethnographic study

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Abstract

This ethnographic study explores the profound impact of Chinese cultural values on negotiation tactics and conflict resolution strategies within the context of international relations. Through a series of in-depth interviews conducted in various Chinese diplomatic settings, the research delves into how foundational Chinese cultural principles, including Confucianism, collectivism, and the concept of face-saving, influence diplomatic interactions and shape outcomes. By analyzing the role these traditional values play in negotiation processes and conflict resolution practices, the study uncovers the subtle and complex ways in which cultural norms are integrated into international diplomacy. The findings highlight how these cultural dimensions drive specific negotiation strategies, such as the emphasis on maintaining harmony, prioritizing long-term relationships over immediate gains, and the importance of indirect communication to preserve face and avoid confrontation. Additionally, the research underscores the significance of understanding hierarchical relationships and how these influence decision-making processes within Chinese diplomacy. The insights gained from this study provide valuable guidance for diplomats and international relations practitioners, offering a nuanced perspective on the cultural factors that underpin China's approach to global interactions. The research also presents practical recommendations for enhancing cross-cultural negotiations, including the need to prioritize relationship-building, respect hierarchical structures, and employ indirect communication strategies. By contributing to a deeper comprehension of these cultural influences, this study aims to foster more effective and culturally sensitive diplomatic engagements.

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Introduction

The influence of cultural values on diplomatic practices has long been a topic of interest in the field of international relations (Sharp, 1999; Sharp, 2009; Faucher, 2016). In the complex landscape of global diplomacy, cultural values play a pivotal role in shaping the communication and negotiation practices of nations. From the high-context communication styles prevalent in East Asian countries to the more direct approaches seen in Western nations, cultural norms deeply influence how countries engage in diplomatic dialogue. This dynamic is not limited to any single region but is a global phenomenon that underscores the importance of cultural competence in international relations. Among the myriad of cultures shaping global diplomacy, Chinese cultural values hold a unique and significant place, reflecting

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centuries of philosophical, social, and political development. Rooted in millennia of philosophical, social, and political development, Chinese cultural principles such as Confucianism, collectivism, and the concept of "face" profoundly impact the way Chinese diplomats approach negotiation and conflict resolution (Jia, 2001; Ferguson & Dellios, 2016). Understanding these influences is crucial for fostering effective communication and cooperation in international affairs.

China's rise as a global power has brought its cultural values into sharper focus on the world stage (Buzan, 2010). As China engages in more complex and high-stakes negotiations, the need to comprehend the cultural underpinnings of its diplomatic strategies becomes increasingly important. Despite the growing recognition of the importance of cultural factors, there remains a gap in the literature regarding the specific ways in which Chinese cultural values shape negotiation tactics and conflict resolution strategies.

This ethnographic study aims to address this gap by exploring the influence of Chinese cultural values on diplomatic practices within Chinese diplomatic settings. Through in-depth interviews with Chinese diplomats, this research seeks to uncover the nuanced ways in which cultural principles are embedded in negotiation processes and conflict resolution practices. By providing a detailed examination of these cultural influences, the study aims to enhance the understanding of China's approach to international diplomacy and offer practical insights for diplomats and international relations practitioners engaging with Chinese counterparts.

The primary objectives of this study are threefold: first, to identify the key Chinese cultural values that influence negotiation and conflict resolution; second, to analyze how these values manifest in diplomatic interactions; and third, to assess the implications of these cultural influences for international relations. Through this comprehensive exploration, the study aims to contribute to the broader discourse on the role of culture in diplomacy and provide valuable recommendations for improving cross-cultural negotiations.

In the following sections, the paper will present a review of relevant literature, a detailed account of the ethnographic methodology employed, an analysis of the findings, a discussion of the implications of these findings, and a conclusion summarizing the key insights and suggesting directions for future research. By delving into the rich cultural landscape of Chinese diplomacy, this study aspires to shed light on the intricate interplay between culture and international relations, offering a deeper understanding of how Chinese cultural values shape global diplomatic practices.

Literature Review

Review of Existing Literature on Chinese Cultural Values

Chinese cultural values are deeply entrenched in the philosophical traditions of Confucianism, Taoism, and Buddhism, which collectively shape the social, moral, and ethical fabric of Chinese society. Confucianism, dating back to Confucius (551-479 BCE), emphasizes hierarchy, respect for authority, and the significance of harmonious relationships. Key concepts such as "Ren" (benevolence), "Li" (proper conduct), and "Yi" (righteousness) underscore the importance of moral integrity and ethical behavior. In the context of diplomacy, these values translate into a preference for indirect communication, respect for seniority, and a strong emphasis on building mutual trust and respect (Hofstede, 2001).

Taoism, attributed to Laozi (circa 6th century BCE), advocates for balance and harmony, promoting flexible and adaptive strategies in conflict resolution. The principle of "Wu Wei" (non-action or effortless action) suggests a preference for subtlety and patience, allowing solutions to emerge naturally rather than through forceful measures. This approach aligns with the Chinese diplomatic strategy of seeking non-confrontational and pragmatic solutions (Soeng, 2013).

Buddhism, introduced to China around the 1st century CE, emphasizes compassion and understanding diverse perspectives. Although less directly influential in diplomacy, Buddhist principles can inform a compassionate and empathetic approach to international negotiations (Ch'en, 2015).

Collectivism, a core aspect of Chinese culture, prioritizes group goals and collective well-being over individual ambitions. The concept of collectivism has its roots in ancient philosophical traditions, notably in the works of Confucius in China and in broader Asian thought, where the emphasis on harmony, social order, and communal

responsibilities was central. Collectivist ideals were further shaped by socialist and Marxist theories in the 19th and 20th centuries, particularly through the works of Karl Marx and Friedrich Engels, who advocated for the importance of collective ownership and the prioritization of communal over individual interests. In Chinese culture, collectivism was reinforced during the Maoist era, where the focus on collective goals and community solidarity became integral to the social fabric.

This collectivist orientation fosters loyalty and duty to one's group, whether it be family, organization, or nation. In diplomatic contexts, this manifests as a preference for consensus-building and long-term relationship cultivation. The concept of "face" (*mianzi*), referring to social standing and reputation, is crucial in Chinese interactions, including diplomacy. Maintaining face and avoiding public embarrassment are critical, influencing how Chinese diplomats handle sensitive discussions and conflicts (Amako, 2014).

Theoretical Frameworks on Negotiation and Conflict Resolution

Negotiation and conflict resolution theories offer essential frameworks for understanding how cultural values shape diplomatic practices. Fisher and Ury's *Principled Negotiation* theory, presented in their influential book "Getting to Yes" (1981), emphasizes interests over positions, encouraging negotiators to seek mutually beneficial solutions through collaboration and creativity. This approach resonates with Confucian values of harmony and ethical conduct, promoting respectful dialogue and the pursuit of common interests.

Hofstede's Cultural Dimensions Theory (1980, 2001) is particularly relevant for understanding Chinese negotiation tactics. Hofstede identifies key cultural dimensions such as Power Distance, Individualism versus Collectivism, and Long-Term Orientation, which influence how negotiations are conducted. China scores high on Power Distance and Collectivism, indicating a preference for hierarchical structures and group harmony, which impacts negotiation dynamics and conflict resolution strategies. In parallel, Hall's High Context-Low Context theory aligns with Hofstede's collectivism-individualism distinction. High-context communication, which is prevalent in collectivist cultures like China, relies heavily on implicit messages, non-verbal cues, and the context of communication. This contrasts with low-context communication, typical of individualistic cultures, where direct and explicit communication is the norm. Understanding these communication styles further elucidates how Chinese diplomats navigate negotiations, emphasizing harmony and subtlety in their interactions.

Another pertinent framework is Ting-Toomey's Face Negotiation Theory (1988), which explores how cultural concepts of face influence communication and conflict resolution. In Chinese culture, maintaining face is paramount, and strategies to preserve or enhance face are integral to negotiation processes. This theory helps explain the importance of indirect communication, deference, and the avoidance of direct confrontation in Chinese diplomatic practices.

Lewicki, Saunders, and Barry's Dual Concerns Model (2006) also provides insights into negotiation strategies. This model posits that negotiators must balance concerns for their own outcomes with concerns for the relationship with the other party. Chinese diplomats, guided by collectivist and Confucian values, often emphasize relationship-building and mutual respect, aligning with the Dual Concerns Model's advocacy for integrative negotiation strategies.

Previous Studies on Cultural Influences in International Diplomacy

A growing body of research explores the impact of cultural values on international diplomacy, with particular attention to Chinese practices. For instance, Kurlantzick (2007) in "Charm Offensive: How China's Soft Power Is Transforming the World" examines how China leverages its cultural values and soft power to influence global perceptions and diplomatic relationships. The study highlights the strategic use of cultural diplomacy to build favorable international relations and advance China's global agenda. In times of crisis, Chinese officials have been observed to employ traditional negotiation approaches, emphasizing patience and calm communication, which has often resulted in de-escalation and the successful management of tense situations.

In "The Chinese Negotiation" (Graham & Lam, 2003), the authors analyze how Chinese cultural values influence negotiation behaviors and outcomes. They find that Chinese negotiators tend to prioritize relationship-building,

indirect communication, and long-term benefits, reflecting the influence of Confucian and collectivist principles. This study underscores the importance of understanding cultural contexts in diplomatic negotiations. During crises, Chinese negotiators have demonstrated a strong commitment to preserving relationships and finding mutually agreeable solutions, often defusing potential conflicts through measured and indirect communication.

Research by Fang (1999) in "Chinese Culture and Chinese Business Negotiation" delves into the specific cultural values that shape Chinese business and diplomatic negotiations. Fang identifies key cultural traits such as harmony, hierarchy, and face, and discusses how these values impact negotiation strategies and conflict resolution. The study provides a comprehensive overview of the cultural dimensions that international negotiators must consider when engaging with Chinese counterparts. In crisis situations, the emphasis on maintaining harmony and saving face has guided Chinese diplomats to seek non-confrontational resolutions, often opting for behind-the-scenes diplomacy to avoid public disputes and preserve dignity.

Another significant contribution is made by Pye (1993) in "Chinese Commercial Negotiating Style." Pye's work examines the historical and cultural factors that influence Chinese negotiating styles, emphasizing the role of Confucianism and the collectivist mindset. The study reveals how cultural values shape Chinese approaches to conflict resolution, negotiation tactics, and diplomatic interactions. Examples from crises demonstrate that Chinese officials, guided by Confucian principles, often pursue dialogue and consensus even in challenging circumstances, contributing to peaceful and stable outcomes.

These studies collectively highlight the profound impact of Chinese cultural values on international diplomacy. They underscore the necessity for diplomats and international relations practitioners to develop cultural competence and adapt their strategies to effectively engage with Chinese counterparts. By integrating cultural insights into diplomatic practices, negotiators can enhance their ability to build trust, foster cooperation, and achieve mutually beneficial outcomes.

Methodology

This study employs an ethnographic approach to explore the influence of Chinese cultural values on negotiation tactics and conflict resolution strategies within Chinese diplomatic settings. Ethnography, as a qualitative research method, involves immersive observation and interaction within a specific cultural or social context to gain an in-depth understanding of the participants' behaviors, beliefs, and practices (Byrne, 2001). By adopting this approach, the study aims to provide rich, detailed insights into the cultural dynamics that underpin Chinese diplomatic practices. The choice of ethnography is particularly suited to this research because it allows for a holistic exploration of the lived experiences of Chinese diplomats. Through prolonged engagement and direct observation, the researcher can capture the subtleties of negotiation tactics and conflict resolution strategies influenced by cultural values. This method facilitates a nuanced understanding of the interplay between cultural norms and diplomatic behavior, which is essential for comprehensively addressing the research objectives.

The study utilized semi-structured interviews to gather in-depth qualitative data. Semi-structured interviews allow for flexibility in questioning while ensuring that key topics are covered consistently across interviews (Longhurst, 2003). This method enabled the researcher to explore participants' perspectives on cultural values, negotiation tactics, and conflict resolution strategies in greater depth.

The interviewees were a carefully selected group of experienced diplomats who had served in various capacities within the Chinese diplomatic corps. The profiles of these participants varied widely, including individuals who held positions such as ambassadors, consuls, and negotiation advisors. These roles involved direct engagement in high-level diplomatic negotiations and conflict resolution efforts, both bilaterally and multilaterally. The participants had extensive experience working in different countries and regions, including Asia, Africa, Europe, and the Americas, providing a diverse set of perspectives on how Chinese cultural values are applied in different international contexts.

The sample selection process involved identifying a diverse group of participants who could provide comprehensive insights into the research questions. Participants were required to have significant experience in diplomatic roles, including negotiations and conflict resolution, to ensure they could provide informed and relevant insights. The sample included diplomats from various hierarchical levels and functional roles, such as ambassadors, consuls, and negotiation advisors, to capture a broad range of perspectives. Additionally, the study included participants who had served in different countries and regions to explore how Chinese cultural values are applied in various international contexts.

During the interviews, participants shared detailed accounts of their experiences and observations, offering insights into how cultural principles like Confucianism, collectivism, and face-saving influence their diplomatic practices. The qualitative data gathered from these interviews were essential in uncovering the nuanced ways in which Chinese cultural values are embedded in diplomatic interactions. By including diplomats from various hierarchical levels and functional roles, the study ensured a comprehensive exploration of the research questions, capturing a broad range of perspectives on the influence of cultural values in international diplomacy.

Maintaining reflexivity was essential throughout the process. The researcher continuously reflected on their own biases and assumptions to minimize their impact on the observations, keeping a reflexive journal to document personal reflections and potential influences on the research process. Ethical conduct was also a priority, with informed consent obtained from all participants and confidentiality maintained. Participants were informed of their right to withdraw from the study at any time without any consequences.

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The interview process involved developing a semi-structured interview guide, incorporating open-ended questions designed to elicit detailed responses about cultural values, negotiation tactics, and conflict resolution strategies. Interviews were conducted in person where possible, and via video conferencing for participants based in remote locations. Each interview lasted between 60 and 90 minutes, providing ample time for in-depth discussion.

The data analysis process involved several stages to systematically examine and interpret the qualitative data collected through participant observation and interviews. The primary method of data analysis was thematic analysis, which involved identifying, analyzing, and reporting patterns (themes) within the data. The process began with familiarization with the data, including reading and re-reading field notes and interview transcripts to become thoroughly acquainted with the content. Initial codes were generated by systematically highlighting significant phrases, sentences, and paragraphs that related to the research questions. These initial codes were then grouped into broader themes that captured key aspects of the participants' experiences and perspectives. The themes were reviewed and refined to ensure they accurately represented the data and addressed the research objectives.

Throughout the analysis, the constant comparative method was used to compare different data segments and identify similarities and differences. This iterative process helped refine the themes and enhance the reliability of the findings. Triangulation was employed to enhance the credibility and validity of the study by cross-verifying data from multiple sources, including participant observation, interviews, and relevant documents. Reflexive analysis was also an

integral part of the data analysis process, with the researcher considering how their own background, assumptions, and interactions with participants may have influenced the data collection and interpretation process.

By employing these methods, the study aimed to provide a comprehensive and nuanced understanding of the influence of Chinese cultural values on negotiation tactics and conflict resolution strategies in international relations. This methodological approach ensured that the research findings were robust, credible, and reflective of the complex cultural dynamics at play in Chinese diplomatic settings.

A total of 20 participants were involved in this research process. These participants were carefully selected for their extensive experience in diplomatic roles, which included positions such as ambassadors, consuls, and negotiation advisors. The stages of participation included initial interviews and follow-up discussions. The participants were chosen to represent a diverse range of perspectives, ensuring that the study captured a broad understanding of how cultural values are applied across different diplomatic contexts.

Regarding gender and age, the study included a mix of male and female diplomats, with an age range spanning from early 40s to late 60s. While gender and age were not the primary focus of the study, they were considered in the selection process to ensure a diverse representation. However, the findings suggested that cultural values rather than gender or age played a more significant role in shaping negotiation tactics and conflict resolution strategies among Chinese diplomats.

Findings

Insights from Interviews with Chinese Diplomats

The semi-structured interviews with Chinese diplomats provided deeper insights into how cultural values shape their negotiation tactics and conflict resolution strategies. Many diplomats highlighted the importance of relational building as a foundational aspect of their diplomatic engagements. Building and maintaining long-term relationships was seen as essential for successful negotiations. Diplomats emphasized that trust and mutual respect, which are built over time through consistent and respectful interactions, form the bedrock of effective diplomacy.

These discussions primarily took place among Chinese diplomats themselves, reflecting their internal perspectives on the importance of cultural values in shaping diplomatic strategies. However, the study also explored how these attitudes and behaviors manifest when engaging with foreign diplomats from other cultures. The findings indicate that the same emphasis on relational building, trust, and mutual respect extends to interactions with foreign counterparts. Chinese diplomats consistently apply these principles across different cultural contexts, often adapting their approach to accommodate the specific cultural norms of their interlocutors.

Interviewees also discussed the strategic use of patience and persistence, which are deeply rooted in Taoist principles (Cheung & Chan, 2005). Diplomats described how they often approach negotiations with a long-term perspective, understanding that immediate results are not always feasible. This patience is coupled with a strategic persistence, where diplomats remain steadfast in their goals while adapting their tactics to changing circumstances. This approach allows them to navigate complex and protracted negotiations without resorting to aggressive or confrontational tactics.

Another key insight from the interviews was the role of flexibility and adaptability in conflict resolution. Diplomats highlighted that Chinese negotiation tactics often involve a pragmatic approach, where flexibility is valued over rigid adherence to positions. This adaptability is informed by the Taoist value of harmony and balance, encouraging diplomats to seek solutions that accommodate the interests of all parties involved (Shen & Blanchard, 2010). This flexible approach often involves creative problem-solving and the willingness to adjust strategies in response to new information or changing dynamics.

Analysis of How Chinese Cultural Values Influence Negotiation Tactics

Chinese cultural values profoundly influence the negotiation tactics employed by diplomats, shaping their strategies and interactions in significant ways. The Confucian emphasis on hierarchy and respect for authority manifests in the structured and formal nature of Chinese negotiations. Diplomats typically adhere to a clear chain of command, with

decisions often made by senior officials. This hierarchical approach ensures that negotiations are conducted with a high degree of organization and respect for established protocols.

The value of "face" significantly impacts how Chinese diplomats manage communication and conflict within negotiations. Maintaining face involves avoiding direct confrontations and ensuring that all parties feel respected and valued. This cultural imperative leads to a preference for indirect communication, where sensitive issues are addressed diplomatically to prevent embarrassment or loss of dignity. This approach not only preserves harmony but also facilitates more constructive and amicable negotiations.

Collectivism, another core Chinese cultural value, shapes negotiation tactics by promoting a collaborative and consensus-driven approach. Chinese diplomats prioritize collective interests and work towards building consensus among all parties involved. This collectivist orientation fosters an environment where open dialogue and mutual understanding are encouraged, leading to more inclusive and holistic solutions. The emphasis on group harmony and collective decision-making is evident in the way Chinese diplomats seek to integrate diverse perspectives and achieve consensus.

The Taoist principle of flexibility and balance also plays a crucial role in shaping Chinese negotiation tactics. Diplomats often adopt a pragmatic approach, where flexibility and adaptability are key. This involves being open to alternative solutions and adjusting strategies as needed to achieve a balanced and harmonious outcome. This adaptability is particularly valuable in dynamic and complex negotiation settings, allowing diplomats to navigate challenges and find mutually acceptable solutions.

Examples of Conflict Resolution Strategies Shaped by Cultural Principles

Several examples from the fieldwork illustrate how Chinese cultural principles shape conflict resolution strategies. One notable example is the use of mediation and third-party facilitation in resolving disputes. In line with Confucian values of harmony and hierarchy, Chinese diplomats often seek the involvement of respected and neutral third parties to mediate conflicts. This approach leverages the authority and impartiality of the mediator to facilitate a resolution that is acceptable to all parties, thereby maintaining harmony and preserving face.

Another example is the emphasis on incremental progress and phased agreements in conflict resolution. Reflecting the Taoist value of patience and balance, Chinese diplomats often advocate for a step-by-step approach to resolving conflicts. This involves breaking down complex issues into manageable components and addressing them sequentially. This phased approach allows for gradual progress, building trust and momentum over time, and reducing the risk of escalation.

The principle of "face" also influences the use of confidential and informal channels for conflict resolution. To avoid public embarrassment and maintain dignity, Chinese diplomats frequently utilize back-channel communications and informal discussions to address contentious issues. These confidential dialogues provide a safe space for open and candid discussions, allowing diplomats to explore potential solutions without the pressure of public scrutiny. This approach helps preserve relationships and facilitates more effective conflict resolution.

Additionally, the collectivist value of consensus-building is evident in the emphasis on joint statements and collaborative problem-solving. Chinese diplomats often prioritize the development of joint statements or agreements that reflect the collective input and consensus of all parties involved. This collaborative approach ensures that all stakeholders have a voice in the resolution process and that the final agreement is seen as legitimate and representative of the collective will. This not only enhances the sustainability of the resolution but also fosters a sense of shared ownership and responsibility.

Discussion

Interpretation of Findings in Relation to Existing Literature

The findings of this ethnographic study corroborate and expand upon existing literature on the influence of Chinese cultural values on diplomatic practices. Previous research has highlighted the significance of Confucian principles, such as hierarchy, respect for authority, and the maintenance of face, in shaping Chinese social and professional interactions (Hofstede, 2001; Amako, 2014). This study provides empirical evidence supporting these assertions, demonstrating how these values manifest in the hierarchical and respectful nature of diplomatic interactions in Chinese embassies and consulates. The observed preference for indirect communication and the strategic use of face-saving tactics align with Ting-Toomey's Face Negotiation Theory (1988), which emphasizes the importance of face in managing conflicts and communication in East Asian cultures.

Furthermore, the insights gained from interviews with Chinese diplomats reinforce the theoretical frameworks of negotiation and conflict resolution discussed in the literature review. The emphasis on relational building, patience, and flexibility aligns with Fisher and Ury's Principled Negotiation theory (1981), which advocates for interest-based negotiation and collaborative problem-solving. The diplomats' preference for long-term relationship building and strategic persistence echoes the Taoist principles of harmony and balance, highlighting the cultural roots of these diplomatic practices. These findings also resonate with Hofstede's Cultural Dimensions Theory (1980, 2001), which identifies high power distance and collectivism as key characteristics of Chinese culture that influence negotiation behaviors.

Implications for International Relations and Diplomacy

The study's findings have significant implications for international relations and diplomacy, particularly for practitioners engaging with Chinese counterparts. Understanding the deep-seated cultural values that shape Chinese diplomatic practices can enhance the effectiveness of cross-cultural negotiations and conflict resolution. For instance, recognizing the importance of hierarchy and respect for authority can help foreign diplomats navigate the formal and structured nature of Chinese diplomatic settings, ensuring that interactions are conducted with appropriate deference and protocol. Similarly, awareness of the cultural imperative to maintain face can guide diplomats in adopting indirect communication strategies and avoiding confrontational tactics that could jeopardize relationships and negotiations.

The study also underscores the value of relational building and long-term engagement in diplomatic relations with China. Foreign diplomats can benefit from investing in relationship-building activities and demonstrating patience and persistence in negotiations. This approach not only aligns with Chinese cultural values but also fosters trust and mutual respect, which are essential for successful diplomacy. Additionally, the emphasis on flexibility and pragmatic problem-solving highlights the need for adaptive and creative strategies in negotiations, allowing diplomats to respond effectively to changing circumstances and complex issues.

Moreover, the findings suggest that incorporating cultural competence training into diplomatic education and professional development programs can equip diplomats with the skills and knowledge needed to engage effectively with Chinese counterparts. By fostering a deeper understanding of Chinese cultural values and their influence on diplomatic practices, such training can enhance the ability of diplomats to build rapport, navigate cultural nuances, and achieve mutually beneficial outcomes in international negotiations.

Limitations of the Study

Despite the valuable insights generated by this study, several limitations must be acknowledged. First, the ethnographic approach, while providing rich and detailed data, is inherently limited by the scope of the fieldwork and the subjective nature of participant observation. The findings are based on observations and interviews within a specific set of Chinese diplomatic settings, and therefore may not be fully generalizable to all Chinese diplomatic practices or to other cultural contexts. Additionally, the researcher's interactions with participants could have influenced the behaviors and responses of the diplomats, introducing potential bias into the findings.

Second, the sample size and selection criteria for the interviews may limit the diversity of perspectives captured in the study. While efforts were made to include diplomats from various hierarchical levels and geographical regions, the sample may not fully represent the broad spectrum of experiences and viewpoints within the Chinese diplomatic corps. Future research could benefit from expanding the sample size and including a wider range of participants to enhance the generalizability and comprehensiveness of the findings.

Third, the reliance on qualitative data and thematic analysis, while suitable for exploring complex cultural phenomena, may lack the precision and replicability of quantitative methods. The interpretive nature of thematic analysis involves a degree of subjectivity, and different researchers might identify different themes or draw different conclusions from the same data. To address this limitation, future studies could incorporate mixed-methods approaches, combining qualitative and quantitative data to provide a more robust and nuanced understanding of the influence of Chinese cultural values on diplomatic practices.

Conclusion

This ethnographic study has provided a comprehensive exploration of the influence of Chinese cultural values on negotiation tactics and conflict resolution strategies within the realm of international relations. Through in-depth interviews with Chinese diplomats, the research has highlighted the pivotal role of Confucian, Taoist, and collectivist principles in shaping diplomatic behaviors and interactions.

Key findings underscore the significance of hierarchy, respect for authority, and the concept of face in Chinese diplomatic practices. These cultural values manifest in the structured, respectful nature of diplomatic engagements and the preference for indirect communication and face-saving tactics. The study also reveals the importance of relational building, patience, and flexibility, which align with Taoist principles of harmony and balance, and are critical to the success of long-term diplomatic efforts.

However, it is important to consider the potential disadvantages of these traditional approaches in the context of modern international relations. While being patient, conciliatory, and honorable can foster positive outcomes, there are situations where these strategies may prove less effective. For instance, the emphasis on indirect communication and face-saving tactics might lead to misunderstandings or delays in decision-making, particularly in fast-paced or high-stakes negotiations where directness and urgency are required. Additionally, the hierarchical nature of Chinese diplomacy, while ensuring respect for authority, could potentially stifle innovation or hinder rapid responses to emerging challenges.

Critics might argue that these traditional approaches, though rooted in cultural wisdom, do not always align with the demands of contemporary global diplomacy, where transparency, speed, and adaptability are increasingly valued. In some cases, adhering too strictly to these cultural norms might result in missed opportunities or an inability to effectively address complex, multifaceted issues that require a more direct and agile approach.

The implications of these findings for international relations and diplomacy are profound. Foreign diplomats and international relations practitioners must develop cultural competence to effectively engage with Chinese counterparts. This involves recognizing and respecting the hierarchical structures and communication norms, investing in relationship-building, and adopting adaptive, pragmatic negotiation strategies. By doing so, diplomats can foster trust, mutual respect, and achieve more constructive and harmonious outcomes in cross-cultural negotiations.

However, the study's limitations, including the scope of the fieldwork, sample size, and the subjective nature of qualitative data, suggest that further research is needed. Expanding the sample size, incorporating a wider range of participants, and employing mixed-methods approaches can enhance the generalizability and robustness of future studies. Additionally, future research should explore the potential drawbacks of traditional diplomatic approaches in the context of modern global challenges, providing a more balanced perspective on the role of cultural values in international diplomacy.

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Research Article

Psychological well-being in adolescents: examining the role of sibling rivalry

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Abstract

During adolescent development, it is not uncommon to encounter problems such as juvenile delinquency. Juvenile delinquency is a result of low levels of psychological well-being. One of the things that is a factor forming good psychological well-being in adolescents is the family environment. Problems that are often found in the family sphere are forms of parental support and adolescent egocentricity that tends to be high. If parents show rivalry and hostility in sibling relationships, it will have an impact on the emergence of negative experiences, in the form of sibling rivalry reactions. The purpose of this study was to examine whether sibling competition has a role in the psychological well-being of adolescents. Participants consisted of 147 grade 10 students of SMAN X Bondowoso using purposive sampling. The scale of sibling competition and the scale of psychological well-being were constructed and through factor analysis tests to obtain a fit model as an instrument of this study. Regression analysis showed sibling competition played a significant role in psychological well-being with a contribution of 13.7%. The impact of sibling competition, both in positive and negative terms, has a link to psychological well-being. Thus, the hypothesis of this study can be proven and accepted.

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Introduction

In the period of human development, grade 10 students are the transition period between adolescence to adulthood. The age range of adolescent development lasts from the age of 10-12 years to the age of 18-21 years before entering early adulthood (Santrock, 2019a). During this transition period, Tangdilintin (2019) explained that adolescents tend to be labile because basically they still haven't found a grip on life. So that makes adolescents very vulnerable to being affected by positive and negative things.

Adolescence is often considered a critical period, where there are changing challenges, demands, and tasks transitioning from childhood to adulthood. Things related to this period of development are about mental, physical, and psychological functions (Santrock, 2019b). Those who are unable to adapt to their developmental tasks will tend to engage in maladaptive activities, such as the occurrence of juvenile delinquency (Murray et al., 2021)

Based on data from the Central Statistics Agency (BPS), it is known that there is an increase in juvenile delinquency cases every year. The number of juvenile delinquency cases in Indonesia reached 6325 cases in 2013. Similarly, the following year reached 7007 cases. Even in 2015 it could reach 7762 cases. The cases continue to grow to this day.

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Bondowoso is no exception, juvenile delinquency also occurs a lot, including in the environment of High School Students (SMA). This is evidenced by the raid activities carried out by the Civil Service Police Unit (SATPOL PP) Bondowoso Regency together with unit IV Protection of Women and Children Resort Police (PPA Polres) Bondowoso. As well as socialization was also carried out by the Adolescent Information and Counseling Center (PIK-R) TASMANIA under the supervision of the National Population and Family Planning Board (BKKBN) of Bondowoso Regency, Bondowoso Regency Health Office, and PPA Bondowoso Police.

This fact is an indicator that teenagers in Indonesia, especially in Bondowoso, still commit juvenile delinquency. Similar to Public Senior High School (SMAN) X Bondowoso, many cases of juvenile delinquency are also carried out by students. Based on the results of interviews with several teaching teachers and guidance teachers of SMAN X Bondowoso, data was obtained that juvenile delinquency in schools continues to increase every year. Juvenile delinquency is one of the focuses handled by the Guidance and Counseling (BK) of SMAN X Bondowoso. The school often collaborates with external parties such as psychologists, Bondowoso Regional Police, and SATPOL PP Bondowoso Regency as an effort to reduce the intensity of juvenile delinquency within the school.

Juvenile delinquency is one of the consequences of the low level of psychological well-being in adolescents (Coal, 2017). Akhtar (2009) explained that the critical period in adolescence will be passed well when adolescents have a good foundation of psychological well-being. In addition, Akhtar (2009) also explained that positive emotions, life satisfaction, happiness, and reduced negative behavior will appear when adolescents have good psychological well-being. Basically, psychological well-being can help increase positive emotions, build positive relationships with others, and adolescents can feel life satisfaction and happiness which has a role to reduce the risk of delinquency in adolescents (Akhtar & Boniwell, 2010).

Research by Ramadhani et al., (2016) produced an explanation that students with high psychological well-being can help them complete developmental tasks and challenges well, have a calm, happy outlook on life, and make it easier for them to overcome the problems faced. Similarly, Na'imah & Tanireja (2017) stated that a low level of psychological well-being in adolescents at school will tend to lead adolescents to experience serious social problems, including juvenile delinquency.

Psychological well-being is the ability of a person or individual to accept themselves, establish good relationships with others, be independent when dealing with the social environment, be able to have control with the external environment, establish life goals, and can maximize the potential that exists in themselves (Ryff, 2014). Here the role of psychological well-being is needed by adolescents so that juvenile delinquency acts are reduced. Muqhniiy & Amna (2016) stated that adolescents need high psychological well-being to improve good relationships with others and accept shortcomings and advantages in themselves.

Smith stated that the problem of psychological well-being in adolescents is an urgency that must get more attention because it is one of the main aspects in adolescent development at school (Pertiwi & Frieda, 2018). Adolescents who are still in school on average need good psychological well-being to optimize aspects of adolescent or student development and learning outcomes. The effect of improving the psychological well-being of adolescents in school can be a good main basis of adolescents themselves (Prabowo, 2016). Psychological well-being has an important role for students, especially in the world of education. The potential of students in school is more or less influenced by the psychological well-being of these students (Ryff, 2014).

The dimensions of psychological well-being based on Ryff (2014) are first the purpose in life, the beliefs possessed by individuals related to the purpose and meaning of life; secondly self-development, the ability to face stages of development, accept new experiences, and realize one's potential; third self-acceptance, acceptance of both positive and negative aspects in oneself; fourth independence, the ability to make good decisions in oneself; fifth positive relationships with others, having good interpersonal relationships; And finally is mastery of the environment, able to control the environment well. Then, factors that affect psychological well-being are age, culture, marital status,

socioeconomic status and social support (Wells, 2010). Wells (2010) also emphasizes that social support is a factor that greatly influences the level of psychological well-being of adolescents.

Social support from family, especially parents, is very impactful on the development of individual psychological well-being (Sarafino & Smith, 2017). This is also supported by the statement of Mami & Suharnan (2015) that parental support has an impact on the level of psychological well-being of a person. Less support from parents will cause disappointment in adolescents which will later affect the success of adolescents in achieving goals, especially academics.

But during their development, adolescents will spend more time with their friends, not with their family. Their egocentrics are also more inclined. According to Elkind, there are two egocentric components of adolescents, one of which is personal fable, which shows a sense of uniqueness and invincibility in adolescents (Santrock, 2019a). They will feel that no one can understand them, including family. Therefore, cooperation between parents and children is needed to fulfill the support from parents needed by children. Positive relationships formed from interactions between siblings are also social support from the family that must be considered. If parents show an attitude of competition and hostility in sibling relationships, this will have an impact on the emergence of negative experiences, in the form of competitive reactions between siblings (Papamichail & Bates, 2022).

Competition between siblings is a form of jealousy, competition, and hatred that arises in siblings (Shaffer & Kipp, 2014). According to VandenBos (2015), competition between siblings is defined as competition that occurs between siblings with the aim of getting appreciation, affection, recognition, as well as attention and self-esteem from their parents. The manifestation of sibling competition according to Goldstein & Naglieri (2011) can be regression, aggression, frustration, and always seeking attention. Sibling rivalry usually arises when one sibling feels that the love, affection, and appreciation given by parents is more inclined to the other sibling. This case is often found in the age range of 1-5 years. However, if not resolved properly, competition between siblings will reappear at the age of 12-18 years and can take the form of deviant and destructive behavior or referred to as the delayed effect (Masruroh & Ramadhana, 2016). This is also in accordance with the statement of Hou et al. (2020) if negative things that lead to sibling competition in children are not avoided, it will continue and affect the development process.

According to Shaffer & Kipp (2014), aspects of competition between siblings include jealousy, a form of disacceptance of the emergence of others which is considered to allow the sharing of affection from loved ones; resentment, an emotional reaction in the form of hostility caused by someone or something that is considered harmful; and competition, a state in which one person strives for something better than others (VandenBos, 2015).

Individuals with high levels of sibling competition have an influence on the emergence of self-esteem, anxiety, depression, and poor self-adjustment in school (Laeque et al., 2022). The opposite is evidenced in the research of Buist et al. (2013), which shows the results that individuals with a low level of sibling competition have a high sense of security and are able to adjust and have good prosocial behavior and emotional regulation. This is because the role of brothers is one of the factors for solving problems in the environment. Siblings play an important role in developmental and relational experiences that can also affect the quality of life that occurs during adolescence and young adulthood (Jensen et al., 2023).

Problems that occur between siblings can also affect a person's psychological well-being. This is evidenced through research conducted by Pertiwi & Frieda (2018), it was found that there is a relationship between sibling competition and psychological well-being in grade VII students of SMP Negeri 12 Semarang. Other studies on different subjects were also conducted by Fahmi & Handayani (2018) showing a relationship between sibling relationship dimensions, namely competition between siblings with psychological well-being in adolescents who have Down syndrome siblings. Stocker et al., (2019) also stated that there is a negative relationship between sibling competition and perceptions related to parental favoritism with psychological well-being in children, adolescents, and early adulthood. The results of Hasanah & Fitri's (2020) research also found the influence of sibling competition on the psychological well-being of high school students in West Jakarta. The authenticity of this study is based on research that has been done previously

which has similar objectives but was conducted on a different subject, namely grade 10 students of SMAN X Bondowoso. Based on this, the research carried out can be accounted for its authenticity.

The purpose of this study was to determine the role of sibling competition on psychological well-being in grade 10 students of SMAN X in Bondowoso. Based on what was explained earlier, this study has a hypothesis in the form of a role between sibling competition and psychological well-being in grade 10 students of SMAN X Bondowoso.

Method

The type of research used to prove the hypothesis is a quantitative approach with a correlational design which aims to prove whether the independent variable has a role in the dependent variable. In this study, the variables measured were sibling rivalry as the independent/free variable (variable X) and psychological well-being as the dependent/dependent variable (variable Y).

The population used in this study were 10th grade students of SMAN X Bondowoso. Based on the data provided by the BK SMAN X Bondowoso there were 350 students and as many as 317 students who met the research criteria, namely having siblings. Based on the table of Isaac and Michael (Sugiyono, 2019) with this population, it was found that the sample size was 147 people with a significance level of 10%. The sampling technique used is *purposive sampling*. In carrying out this research, the authors used used trials, in which the results obtained from instrument trials were also used as data to test hypotheses.

The instrument used as a variable measurement tool consists of a sibling rivalry scale, namely the sibling rivalry scale. This measuring instrument is constructed based on the theory Shaffer & Kipp (2014) with aspects of jealousy, revenge, and competition; as well as a psychological well-being scale, namely a psychological well-being scale constructed based on theories Ryff (2014) regarding psychological well-being with six dimensions which include goals in life, self-development, self-acceptance, independence, positive relations with others, and environmental mastery.

The stages in constructing the two measuring instruments carried out by the researcher were based on the basic steps of construction by, Azwar (2021) among others: 1) Identification of Measurement Objectives, selecting a definition, understanding, and recognizing the theoretical basis used to measure the two variables; 2) Limitation of the Domain of Measure, describing the dimensions or aspects of each variable; 3) Operationalization of Dimensions/Aspects, determines the direction of the response to be expressed in the form of a statement and determines the item format concerning the test material, subject conditions, and measurement objectives; 4) Item review, the first item review is carried out by the researcher by reassuring whether the statements prepared are in accordance with the dimensions/aspects used. Furthermore, readability tests were carried out on 5 research subjects and examined the suggestions that had been given so that they were in accordance with the understanding in question. Lastly is a review conducted by three expert judgments which were processed using the Aiken's V formula as a content validity test; 5) Field Test, the measuring instrument that has been prepared is tested on research subjects directly; and 6) Reliability Estimation Item Selection, the score of respondents' answers obtained through the field test is used for item analysis.

The Confirmatory Factor Analysis (CFA) method with Jeffrey's Amazing Statistics Program (JASP) 0.17.7 is used for model testing or construct validity testing. Based on the calculation results obtained, it was concluded that the sibling rivalry scale fit model contained 10 items, namely 2 items for jealousy, 4 items for resentment, and 4 items for competition (GFI=0.980; RMSEA=0.074; IFI=0.960 ; CFI=0.959; TLI=0.948; PNFI=0.721; *range loading factor* =0.582–0.769). While the fit model on the psychological well-being scale has 16 items, namely 2 items on the aspect of goals in life, 3 items on the aspect of self-development, 3 items on the aspect of self-acceptance, 2 items on the aspect of independence, 4 items on the aspect of positive relations with others, and 2 items on environmental mastery aspects (GFI=0.989; RMSEA=0.061; IFI=0.944; CFI=0.942; TLI=0.922; PNFI=0.636; *range loading factor* =0.597–0.958). The two measuring instruments are Likert scales with 4 alternative answer choices, namely Very Unsuitable

(STS), Not Appropriate (TS), Appropriate (S), and Very Appropriate (SS). On the favorable item, SS answer choices get a score of 4, S gets a score of 3, TS gets a score of 2, and STS gets a score of 1. Meanwhile on the unfavorable item, SS answer choices get a score of 1, S gets a score of 2, TS gets a score of 3, and STS gets a score of 4.

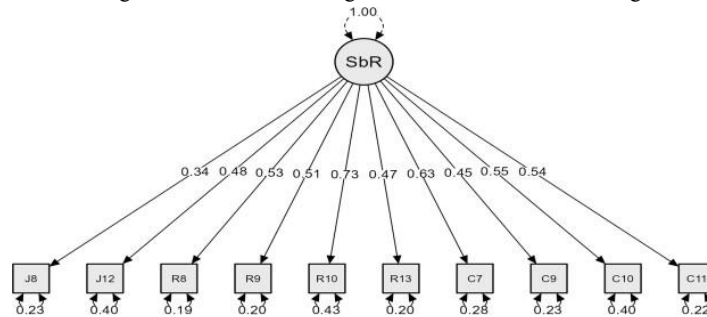


Figure 3. Sibling competition variable measurement model

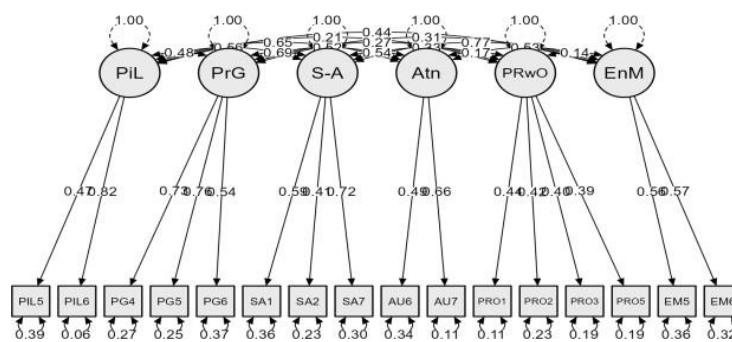


Figure 4. Model of psychological welfare variable measurement

Next is construct reliability by calculating *Composite Reliability* (CR) and *Average Variance Extracted* (AVE). Both methods are used to determine internal consistency based on the level of homogeneity of the items in the instrument being measured (Hair dkk., 2019). The CR value rule stated by Hair dkk. (2014) is ≥ 0.7 (*good reliability*). CR values between 0.6 and 0.7 indicate *acceptable reliability*, provided that other indicators of model construct validity meet the requirements. The AVE estimate is used as a measure of internal consistency. According to Hair dkk. (2019), an AVE value of 0.5 or higher indicates adequate convergence. Conversely, $AVE < 0.5$ indicates that the average item has more remaining errors than the variance has together with the latent factors that contain it. The sibling rivalry scale met construct reliability with a CR value of 0.909 and an AVE of 0.5. Likewise with the psychological well-being scale which gets CR values between 0.6 and 0.7 (0.769; 0.816; 0.762; 0.750; 0.795; 0.653) and AVE values > 0.5 (0.6; 0.6; 0.5; 0.6; 0.5; 0.5).

Convergent and Discriminant Validity

The psychological well-being scale is a measuring tool with a multidimensional model. So it is necessary to fulfill convergent and discriminant validity tests. The measuring instrument will meet convergent validity if the loading factor is $AVE \geq 0.5$ and the CR value is ≥ 0.7 and the AVE value is ≥ 0.5 . Based on the CR and AVE obtained, it was concluded that the dimensions of goals in life, self-development, self-acceptance, independence, positive relations with others, and mastery of the environment have met convergent validity.

The requirement for discriminant validity is to compare the AVE with the square of the correlation between the two constructs. According to Fornell & Larcker, if the AVE value is greater than the squared value of the correlation between the constructs, the measuring instrument meets discriminant validity (Ab Hamid dkk., 2017). In the development of the psychological well-being scale measurement tool, it is known that there are 3 dimensions that meet discriminant validity and 3 dimensions that do not meet discriminant validity, namely self-acceptance, positive relations with others, and environmental mastery ($p = 0.517; 0.494; 0.485$; indicates $p < * 0.591$ * squared correlation dimensions of self-acceptance and environmental mastery).

In fulfilling the assumption test, a normality test and a linearity test are carried out. Whereas to test the hypothesis using regression analysis with a significant value <0.05 (Sig. <0.05), which means that there is a role for the independent variable to the dependent variable.

Results

Description of Subject Characteristics

Subject characteristics reported in this study included age, gender, and details of the number of siblings. The most age of the research subjects was 16 years with a percentage of 75.51% and the others were spread over the ages of 14 years (0.68%), 15 years (23.13%) and 17 years (0.68%). Subjects classified as having an age difference of 0-3 years were as many as 33 students (22.45%) and 114 students (77.55%) had an age difference of >3 years with their siblings. Female subjects were more involved in this study with a percentage of 65.31% and the rest were male with a percentage of 34.69%. Details of siblings owned by the respondent are recorded as follows.

Table 1. Characteristics of Subjects based on number of siblings

What order do you come in your family-	Number of siblings	Amount	Percentage (%)
1	1	40	27,21
	2	22	14.97
	3	4	2.72
2	1	36	24,49
	2	19	12.93
	3	5	3,40
	4	1	0.68
	5	1	0.68
3	2	9	6,12
	3	2	1.36
	4	1	0.68
4	3	5	3,40
	4	1	0.68
5	4	1	0.68
Total		147	100

Descriptive Analysis

Sibling rivalry as measured using a sibling rivalry scale for 147 respondents produces the following statistical description.

Table 2. Sibling Rivalry Scale Statistical Description

Variable	N	Hypothetical				Empirical			
		Min	Max	Means	S.D	Min	Max	Means	std. Dev
Sibling Competition	147	10	40	25	5	10	38	19,068	5.50

Based on this table, it can be concluded that sibling competition in grade 10 students of SMAN X Bondowoso gets a minimum score of 10, a maximum score of 40, a mean value of 25, and a standard deviation of 5. In empirical data, a minimum score of 10 is obtained, a maximum score of 38, a mean value of 19.068, and a standard deviation of 5.50. So that the following categorization is obtained.

Table 3. Sibling competition score categorization

	Category	Intervals	Frequency	Percentage (%)
Currently	Low	$X < 20$	75	51,02
		$20 \leq X < 30$	66	44,9
	Tall	$X \geq 30$	6	4,08
Total			147	100

The table above shows that 75 research subjects (51.02%) have sibling rivalry in the low category and have the highest frequency. The remaining 66 research subjects (44.9%) had sibling rivalry in the high category and 6 research subjects (4.08%) had sibling rivalry in the low category. So it can be concluded that the average grade 10 students of SMAN X Bondowoso have sibling competition in the low category.

Psychological well-being variables are measured using a psychological well-being scale to 147 respondents produced statistical descriptions as follows.

Table 4. Statistical description of the psychological well-being scale

Variable	N	Hypothetical				Empirical			
		Min	Max	Means	S.D.	Min	Max	Means	S.D.
Psychological Well-being	147	16	64	40	8	27	60	45,82	6,96

In table 4 it can be concluded that the hypothetical psychological well-being data for 10th grade students of SMAN X Bondowoso get a minimum score of 16, a maximum score of 64, a mean value of 40, and a standard deviation of 8. In empirical data, a minimum score of 27 is obtained, a maximum score of 60, a mean value of 45.82, and a standard deviation of 6.96. So that the following categorization is obtained.

Table 5. Psychological wellbeing score categorization

	Category	Intervals	Frequency	Percentage (%)
Currently	Low	$X < 32$	3	2,04
		$32 \leq X < 48$	87	59,18
	Tall	$X > 48$	57	38,78
Total			147	100

Based on the categorization norms, it shows that the level of psychological well-being of the subjects is spread out as many as 87 research subjects (59.18%) belong to the medium category, 57 research subjects (38.78%) belong to the high category, and 3 research subjects (2.04%) belong to the low category. So it can be concluded that most of the 10th grade students of SMAN X Bondowoso have psychological well-being in the high category.

Psychological well-being has several dimensions, each of which contributes to the level of psychological well-being. When described will produce data as follows.

Table 7. Categorization Based on psychological welfare dimensions

Dimensions	Category	Intervals	Frequenc y	Percentage (%)	Empirical Means	Hypothet ical Means
Goals in life	Low	$X < 4$	29	19.73	5.91	5
	Currently	$4 \leq X < 6$	72	48.98		
	Tall	$X > 6$	46	31,29		
Self- development	Low	$X < 6$	39	26,53	7,93	7,5
	Currently	$6 \leq X < 9$	52	35,37		
	Tall	$X > 9$	56	38,10		
Accepting yourself	Low	$X < 6$	23	15.65	8.59	7,5
	Currently	$6 \leq X < 9$	43	29,25		
	Tall	$X > 9$	81	55,10		
independence	Low	$X < 4$	54	36,37	4.93	5
	Currently	$4 \leq X < 6$	43	29,25		
	Tall	$X > 6$	50	34.01		
Positive relations with others	Low	$X < 8$	2	1.36	13,28	10
	Currently	$8 \leq X < 12$	16	10.88		
	Tall	$X > 12$	129	87,76		
Environment al mastery	Low	$X < 4$	39	26,53	5,19	5
	Currently	$4 \leq X < 6$	37	25,17		
	Tall	$X > 6$	71	48,3		

Based on table 7, it can be concluded that the dimensions of goals in life, self- development, self-acceptance, positive relations with others, and environmental mastery have the highest contribution to the level of psychological well-being of the research subjects. While the dimensions of independence of research subjects are low.

Classic assumption test

In this study, the classic assumption test that needs to be fulfilled is the normality test and the linearity test. The calculation of the classical assumption test uses the help of the SPSS 25.0 *for Windows program*. The following are the results and explanations of the classic assumption test.

Table 8. Normality test

Variable	Sig.	Ket.	Conclusion
Sibling Competition and Psychological Well-Being	0.200	Sig. $p > 0.05$	Normal

The normality test is carried out to find out whether the research variables are normally distributed. This study used the *One Sample Kolmogorov Smirnov test*. If the significance value of $p > 0.05$, the data is normally distributed. Based on the table above, it can be concluded that the data has a significance value of 0.200 which indicates that the research data is normally distributed.

Table 9. Linearity test

Variable	Significance	Conclusion
Sibling Competition - Psychological Well-Being	<i>Deviation of Linearity</i> <i>Linearity</i>	Sig. $p > 0.05$ Sig. $p < 0.05$

The linearity test on research data aims to find out whether the independent variable has a linear relationship with

the dependent variable. Research data will be said to be linear if it has a significance value of *Deviation from Linearity* $p > 0.05$ and a significance value of linearity $p < 0.05$. In this research data has a significance value of *Deviation from Linearity* of 0.521 and *linearity* of 0.05×10^{-4} which indicates that the two variables have a linear relationship.

Hypothesis testing

To prove the hypothesis in this study using regression analysis with the help of the SPSS 25.0 *for windows program*. Based on the calculations that have been done, the following results are obtained

Table 10 . Regression Analysis

Variable	R	p.s	R Square	Unstd. Coeff	Conclusion
Sibling Competition (X) and Psychological Wellbeing (Y) *	-0.370	0.04×10^{-4}	0.137	54,743 -0.467	Hypothesis Accepted

The regression analysis hypothesis can be accepted if the significance value is < 0.05 . Based on this table, it is known that the results of the regression analysis obtained are 0.04×10^{-4} ($\text{sign} < 0.05$) . The regression equation obtained is Psychological Welfare= $54.743 - 0.467$ Sibling Rivalry, which means that every increase in sibling rivalry by 1 unit will decrease psychological well-being by 0.467. Sibling rivalry contributes 13.7% to the level of psychological well-being. So it can be concluded that there is a role of sibling competition on psychological well-being in 10th grade students of SMAN X Bondowoso .

Discussion

This study shows that the level of sibling rivalry is in the low category. Based on these results, it can be interpreted that grade 10 students of SMAN X Bondowoso show a low level of jealousy, competition, and hatred that is formed in their siblings . The form of relationship that exists on the subject can be more inclined to warmth, relative strength, or conflict (Buhrmester & Furman, 1990). The low occurrence of jealousy, revenge, and competition against siblings in the subject, indicates a good handling.

Ecological Theory by Urie Bronfenbrenner states that the environmental system is the basis for the influence of a development (Santrock, 2019b). One of the things that can be a factor in the low sibling rivalry is how parents as the child's closest environment respond to or anticipate this happening to children. According to Scharf dkk. (2005) and (Jensen dkk., 2023) the factors that influence the level of sibling rivalry is how the quality of the role of parents towards children is formed. Hurlock (2011) also stated that the parenting style adopted by parents had a role in sibling rivalry in the family. This is also supported by research (Panggabean, 2021) which states that the way parents educate their children shows a significant relationship. Basically, the family is the first place for children to develop and it is possible for children to learn something starting from how it happened in their family environment.

In this case, the role of parents is very important to help manage competition between siblings (Novairi & Bayu, in Parwati & Koiri, 2019). Parents must ensure that no child feels neglected or unfair, and provide equal opportunities for each child in terms of praise, appreciation, and parents should also promote cooperation and help children solve problems constructively. This can help foster a sense of teamwork and cooperation, while allowing each sibling to feel valued and supported.

In addition, the form of communication that exists within the scope of sibling relationships can also be a factor in the level of sibling rivalry. Rakhmat (2021) argues that good relationships can be formed with the quality of good interpersonal communication, not the quantity of communication. Research Kurniawan & Vionald (2021) shows that the form of parental communication is an important factor in the occurrence of sibling rivalry. If the child shows several attitudes that lead to sibling rivalry and does not get good directions or explanations, it will tend to foster sibling

rivalry in the child.

The characteristics of research subjects who have a higher percentage of age difference > 3 years is also a factor why the level of sibling competition in subjects is low. Research has Buckles & Munnich (2012) shown that children with an age difference of 1-3 years increase the likelihood of sibling rivalry. Parents' attention to siblings with a fairly close age difference can be interpreted as "favoritism" if the child misunderstands the meaning of this (Woolfson, 2004). Based on research McHale dkk. (2012), parents need to avoid the perception of "favorite child" so that good relationships are established between siblings and teaching is needed regarding techniques to reduce conflict from an early age.

The level of psychological well-being of the subject which shows an average in the high category indicates that the subject has a tendency towards good life goals, is able to carry out self-development, has good self-acceptance, is independent, has positive relationships with others, and is able to master the environment. One of the factors that supports the high level of psychological well-being is age (Ryff & Keyes, 1995). The age of the research subjects was more widely distributed in the age range of 15-16 years than the younger age. According to Ryff's research (in Fitri dkk., 2017), the older the age, the higher the level of psychological well-being. Research by Supriyadi dkk. (2020) also shows that the level of psychological well-being in adolescents will increase with age.

Based on the results of the categorization of each dimension of psychological well-being, it is known that the dimension that gives the highest contribution to the level of psychological well-being of 10th grade students of SMAN X Bondowoso is positive relations with other people. At this time, teenagers spend more time with their friends (Santrock, 2019a). This is because teenagers have more active time when they are at school and learn many things from their closest circle, namely the circle of friends. Positive relationships that are formed within the circle of friends have a positive impact on the formation of assertive behavior that can support adolescent life satisfaction (Pebrianty, 2021). Life satisfaction is an indicator that the individual's psychological well-being is well formed (Akhtar, 2009).

Independence is the lowest contributor to the level of psychological well-being of research subjects. According to Allen & Joseph (in Santrock, 2019a) adolescent independence will be more mature if teenagers are able to explore a wider social world than in childhood. Grade 10 students of SMAN X Bondowoso are native residents of Bondowoso district or are not immigrants. This could be a factor why the independence dimension The subject of this research is low. According to Erikson (in Desmita, 2017) independence is obtained in the process of searching for ego identity, for example, trying to break away from parents, where previously all decisions were the obligation of parents to choose. Now in their teens they are expected to be responsible for themselves. However, this responsibility can also not be fully formed due to several factors, one of which is the upbringing of parents. This is supported by the results of research studies Soleha dkk. (2023) which show that one of the factors of independence is parenting parents, apart from genes, the school education system, and community life system.

Based on this study, sibling rivalry plays a role in the level of individual psychological well-being. Patalay & Fitzsimons (2018) suggests that psychological well-being in adolescents is measured in how individual satisfaction is from various sides of life, one of which is the family. Sibling rivalry can be one of the things that happens in the family circle. Within this scope, the dynamics of sibling rivalry creates feelings of jealousy, revenge, and competition in adolescents (Shaffer & Kipp, 2014). They can be jealous of parents' attention that they feel is unfair, hold grudges because they are always harmed both verbally and non-verbally, and compete unfairly because they want to prove that one of them is the greatest or feel that they are always being compared to their siblings and then feelings arise. want to beat the opponent.

Jealousy, revenge, and unhealthy competition in adolescents will lead them to negative emotions that cause depression, anxiety, and stress (Sudjiwanati & Pinastikasari, 2022). According to Hurlock (2011) aggressive behavior such as hitting, biting, kicking, injuring, can also appear to beat their opponents, in this case are siblings. Feelings of inferiority in adolescents can also decrease because of their confusion in assessing what is happening in the sibling rivalry

(Parwati & Koiri, 2019). Research by Plamondon dkk. (2021) also shows that there is a link between the emergence of low self-esteem and individual life satisfaction in sibling and family competition, aggressive behavior, and feelings of intimidation that arise. Sibling rivalry that appears also leads individuals to poor academic achievement because there is a role between sibling rivalry and achievement motivation in adolescents (Asari & Suarya, 2019). Things that become the impact of sibling rivalry can interfere with life goals, self-development efforts, self-acceptance, independence, positive relations with others, and environmental mastery of adolescents. So that these things have a role in the level of psychological well-being of adolescents. However, minimal sibling rivalry in adolescents can play a positive role. Adolescents can build adolescent character and social skills such as negotiation, communication, and empathy by starting at home, namely with siblings. Teenagers who are able to handle problems in their relationships well, will direct children to learn about good personality and wisdom (Parwati & Koiri, 2019).

Based on the results obtained in processing this research data, it can be seen that sibling rivalry has a significant role in the level of psychological well-being of students. For students who are involved in sibling competition, the level of psychological well-being tends to be low and vice versa. The role that was found was also proven through previous research which stated that sibling rivalry had a relationship with psychological well-being at different subject levels, namely 153 class VII students of SMPN 12 Semarang, with a psychological well-being regression line = $142.214 - 0.527$ Sibling Rivalry, in 30 (Pertiwi & Frieda, 2018) adolescents aged 12-19 years who have siblings with *Down syndrome* with a correlation value of 0.402 (Fahmi & Handayani, 2018); on children, adolescents, and early adults (Stocker dkk., 2019); and on 356 high school students in West Jakarta with a correlation value of -0.114 (Hasanah & Fitri, 2020). Research on psychological well-being in adolescents is still rare. With this research, the development of a measurement tool for sibling rivalry and psychological well-being is carried out which still has limitations. So that further development is needed for further researchers.

Conclusion

This study has found that sibling rivalry among grade 10 students of SMAN X Bondowoso tends to be low and the psychological well-being level of grade 10 students at SMAN X Bondowoso tends to be high. The results of the hypothesis testing conducted found that sibling rivalry has a role in the psychological well-being of 10th grade students of SMAN X Bondowoso. Regression analysis shows sibling rivalry can reduce psychological well-being. Problems in the family, especially in siblings, cannot be avoided. However, in an effort to fulfill the psychological well-being of adolescents, it is necessary to be able to manage these problems properly. Adolescents' immediate environment also greatly influences adolescents' views of sibling relationships. So it is necessary to pay attention to the internal and external factors of sibling competition in order to create good psychological well-being in adolescents as the basis for the direction of adolescent development.

This study still has limitations on the measuring instrument used, namely the psychological well-being scale. So that future researchers are expected to be able to modify the three dimensions (self-acceptance, positive relations with others, and mastery of the environment) which still do not meet discriminant validity by redefining the form of items that can describe these dimensions so that discriminant validity can be fulfilled.

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Research Article

The relationship between dark triad personality and bullying behavior on vocational high school students

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Abstract

Bullying is a verbal or nonverbal behavior perpetrated by one individual or group against another individual or group. The bullying phenomenon has been the focus of education for a long time. One of the factors that can induce bullying in the individual is personality. There are three dark personalities within humans known as the dark triad personality. This personality is made up of machiavellianism, narcissism, and psychopathy. This study aims to determine whether there is a relationship between each dimension of the dark triad personality and bullying behavior. The method used in the study is the quantitative method, with the subject of 77 vocational students (15-20 years) who are ranked in the bully. The sampling technique used in this research is purposive sampling. The data was analyzed using spearman's rho's correlation. Research shows that there is a relationship in two dimensions of the dark triad personality with bullying behavior. Narcissism has the most positive relationships with bullying behavior and is followed by a psychopathy who has a positive relationship with bullying behavior. Additionally, studies also show that machiavellianism has no positive correlations with bullying. In order to reduce bullying behavior in schools, this can be done by integrating character education into the school curriculum to teach values such as empathy, respect and responsibility.

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Introduction

The phenomenon of bullying has been a concern in education for a long time. Bullying is something that can occur in various spheres. One of them is the scope of education or school. Based on data from The Indonesian Child Protection Commission, it was found that from 2016 to 2020 there were 915 cases of bullying that occurred in the scope of education. In 2020 there were 88 cases related to bullying in the scope of education. In addition, according to the Program for International Student Assessment (PISA in UNICEF, 2021) in 2018 revealed that as many as 41% of 15-year-old students had experienced bullying at least several times a month. The national assessment conducted by the Ministry of Education, Culture Research and Technology found that 24.4% of students in Indonesia have the potential to experience bullying incidents in the scope of education (CNN Indonesia, 2023).

In the adolescent phase, a person is looking for his identity who wants to be able to join his group, by hanging out and interacting with other people in the surrounding environment (Wijayanti & Nusantoro, 2022). In their growth, humans as individuals begin to get to know a wider environment than the family, so that the socialization experienced

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by individuals begins to expand. This makes individual social skills increase. In this case, if the socialization of good values that are instilled are not absorbed by children, then their behavioral and psychosocial development can be hampered. As a result, adolescents begin to show pathological symptoms such as delinquency and other risky behaviors, one of which is bullying (Zakiyah et al, 2017). Bullying behavior is carried out by adolescents to gain popularity so that they can dominate social life in their environment (Astuti, 2008).

Vocational high school is one of the places where bullying occurs in the scope of education (Agoes & Lewoleba, 2023). Vocational high school is a vocational education institution that aims to prepare students to work in certain fields (Hasbullah, 2012). Vocational high school students are required to have knowledge and skills in preparation as a skilled, educated, and professional middle-level workforce (Tambaru, 2021). In contrast to senior high school students who do not have special demands to be able to immediately join the world of work (Tambaru, 2021). Based on previous assessments, it was found that at this vocational high school there are several groups of bullying students. This group of students often verbally bully other students who tend to be quiet. In addition to direct verbal bullying, this group also conducts bullying through the class whatsapp group. In the past year, there was one case of verbal bullying against a student who had cancer so that this student experienced stress and was taken to a mental hospital to deal with his stress. When compared to high school students, vocational students have a greater risk of developing behavior patterns that are harmful to their health and engaging in bullying behavior (Horváth et al., 2018).

Bullying in the psychological dictionary refers to verbal or nonverbal violent behavior perpetrated by one individual or group against another individual or group (Husamah, 2015). Bullying is a type of aggression that refers to physical and psychological abuse or violence perpetrated by a person or group against another person (Pineda et al., 2022). Bullying can be direct and indirect. Direct bullying is physical or verbal violence. Meanwhile, indirect bullying is social or relational bullying where the victim of the bullying behavior is ostracized or rumors are spread (Salmivalli et al., 2021). Bullying can also occur through social media, commonly known as cyber bullying. Cyber bullying can be described as acts of violence through the internet or other digital technologies, such as spreading or uploading highly offensive content or using other forms of social harassment (Willard, 2007).

The impacts caused by bullying behavior include depression, feeling anxious, feeling depressed, suicidal thoughts, self-harm, and feeling dissatisfied with family, friends, and life (Wolke & Lereya, 2015). Bullying can also cause a lack of motivation or self-esteem, mental health problems, and fear (Yosep et al., 2022). Bullying behavior has a long-term impact, namely difficulties in socializing, if left until adulthood, the impact will be very broad, even the victims will experience problems in social relationships and low well-being in adulthood (Wachs et al., 2018). The National Youth Violence Prevention Resource Center (NYVPRC) shows that the impact caused by bullying behavior affects all involved, including the perpetrator, victim, and bystanders. The impact for the perpetrator is to have a very high sense of confidence and want to dominate in everything, the impact for the victim is to always feel fear and anxiety which can affect concentration and self-confidence, the impact for individuals who see is the emergence of assumptions that bullying is normal behavior so that it can increase the emergence of bullying behavior in individuals who see (NYVPRC; Norvian, 2017).

Bullying behavior can occur due to various factors. Factors that can lead to bullying behavior include individual factors, family factors, peer factors, and school factors (Azizi Yahya et al; Raharjo, 2023). If these four factors are not conducive, it can increase the tendency of adolescents to vent their emotions in a negative way. One way to vent emotions is by bullying (Jan & Husain, 2015). Other factors that can trigger bullying are economic differences, religion, gender, tradition, and seniority culture (Polanin & Vera, 2013). According to Armitage (2021), factors that can cause bullying include gender differences, age differences, non-compliance with gender norms, physical appearance, limited physical and learning abilities, differences in race, nationality, skin color, religion, social status, migration status, school environment, educational achievement, peer and family support. The desire to increase popularity among peers can also increase the emergence of bullying behavior. This is usually done by intimidating others (Haraldstad et al., 2019).

Personality is a collection of biological traits in the form of drives, tendencies, feelings and instincts, and tendencies acquired through experience in individuals (Sarwono, 1991). Each individual has special and unique characteristics, individuals also have their own needs that must be met and are associated with problems that cannot be assimilated by other individuals (Karim, 2020). Therefore, each individual reveals different characteristics based on their respective personalities (Karim, 2020). Individuals become one of the factors of bullying behavior caused by individual personality traits (Azizi Yahya et al; Raharjo, 2023). Bullies believe that they are constantly threatened and in danger. Bullies use attacks as support and justification for their aggressive behavior (Azizi Yahya et al; Raharjo, 2023).

Feelings of resentment, envy, and the desire to dominate the victim with physical strength can also trigger bullying behavior (Sekol & Farrington, 2016). Feelings of envy, and the desire to dominate are in line with the characteristics of narcissism in the dark triad personality. Jones & Paulhus (2014) stated that one aspect of narcissism is the desire to be a leader in order to dominate others. The use of physical strength or violence is also in line with the characteristics of psychopathy in the dark triad personality. Individuals with high psychopathy use charm and manipulate others for personal gain, do not care about the person being manipulated, and tend to behave immorally, inappropriately, to violence (Hare, 1999).

According to Coloroso (2006), bullying individuals have traits that like to dominate, like to take advantage of others to get personal desires, find it difficult to see situations from other people's perspectives, only care about their own desires and pleasures, and thirst for attention. These characteristics are similar to those of the dark triad personality. Dark triad personality explains that every individual has a dark side. The dark triad consists of a combination of three traits, namely machiavellianism, narcissism, and psychopathy (Afidah, 2019). Machiavellianism describes manipulative tendencies, a cynical attitude towards other individuals, and a lack of morality (Christie & Geis, 1970). Narcissism reflects a sense of superiority, enjoying attention, prestige, status, and praise (Raskin & Hall, 1979; Paulhus & Williams, 2002). Whereas psychopathy is characterized by a high sense of impulsivity, selfishness, lack of empathy, enjoyment of challenging things (Hare, 1985; Paulhus & Williams, 2002). Paulhus and Williams (2002) revealed that the dark triad consisting of machiavellianism, narcissism, and psychopathy associated with increased aggression may contribute to bullying behavior. Among the three traits, psychopathy has the strongest relationship with bullying behavior, followed by machiavellianism, and finally narcissism (Baughman et al., 2012).

Research on the relationship between dark triad personality and the level of bullying behavior conducted by Sadeghi & Alizadehfard (2022) to 200 male students studying in Tehran in the 2018-2019 academic year showed that the personalities of machiavellianism and narcissism have a direct effect on bullying behavior. Similar research was conducted by Bochen et al (2020). This study aims to explore the relationship between dark triad, peer relationships, and cyber bullying in high school students. The results of this study indicate that dark triad in middle school students has a positive correlation with cyber bullying.

Dåderman & Ragnestål-Impola (2019) conducted a study that focused on bullying perpetrators in adulthood scoring high on the dark triad scale. This study aims to find out what characterizes the personality of bullying perpetrators in the workplace and to find out its relationship with the dark triad. The results of this study revealed that machiavellianism and psychopathy are associated with bullying behavior in individuals. In addition, the study also revealed that bullies are callous, manipulative, extroverted, and people with high machiavellianism are the main bullies.

Resett et al. (2022) conducted a study in four prisons in Argentina. This study aims to explore demographics, personality, mental health, and attitudes towards bullying. This study was conducted on 667 male prisoners, 48 female prisoners, and 3 transgender prisoners. The results showed that bullying was predicted by higher levels of dark triad personality. Another research was also conducted by Panatik et al (2022). The research conducted was to determine the effect of dark triad personality on cyber bullying behavior among students. This research was conducted on 400 Malaysian State University students who were selected based on the convenience sampling method. The results of this

study indicate that dark triad is significantly correlated with cyber bullying behavior. In addition, this study also shows that psychopathy and machiavellianism have a positive and significant effect on cyber bullying behavior.

Problem of study

This study aims to determine the relationship of each dimension of dark triad personality to bullying behavior in Vocational High School students. This research is expected to contribute information and can be a reference for further researchers in the field of Psychology related to dark triad personality and bullying in adolescents. And can provide knowledge for readers about how the relationship of dark triad personality to bullying behavior in Vocational High School students. In addition, it is hoped that this research can serve as a basis for consideration of actions that can be taken to deal with adolescents who have high levels of dark triad personality and high bullying behavior, either through counseling or other treatments.

Hypothesis 1: There is a relationship between machiavellianism and bullying behavior in Vocational High School students.

Hypothesis 2: There is a relationship between narcissism and bullying behavior in Vocational High School students.

Hypothesis 3: There is a relationship of psychopathy with bullying behavior in Vocational High School students.

Method

Research Model

This study uses correlational quantitative research methods. The quantitative research approach is measured research that produces numbers (Anggara & Abdillah, 2019). The analysis in this study uses numerical data processing with statistical methods to test hypotheses (Azwar, 2013). This study examines the relationship between variables, namely dark triad personality and bullying behavior. This research was conducted by distributing scales through a survey.

Participant

The population in this study were all students at Vocational High School, totaling 220 students. The sampling technique that will be used is purposive sampling technique, which is sampling with certain considerations (Azwar, 2010). The considerations taken to be the sample in this study are students who are included in the indications of bullying perpetrators. The subjects of this study were 77 students who were included in the indications of bullying perpetrators at Vocational High School obtained after giving the HBSC scale to measure the level of bullying behavior.

Data Collection Tools

The variables in this study are dark triad personality and bullying. Dark triad personality is an independent variable in this study which will be measured using the Short Dark Triad Personality (SD3) scale which has been adapted into Indonesian by Hasanati & Istiqomah (2018). This scale measures the three main components of dark triad personality, namely: machiavellianism, narcissism, and psychopathy. The scale consists of 16 items with a reliability score of 0.849. Machiavellianism reliability score = 0.778. Narcissism reliability score = 0.73. Psychopathy reliability score = 0.823. The assessment of this scale is carried out using a 5-point Likert scale with the following options: Strongly Disagree is rated 1, Disagree is rated 2, Undecided is rated 3, Agree is rated 4, and Strongly Agree is rated 5.

While bullying is the dependent variable in this study which will be measured using the Health Behavior in School-Aged Children (HBSC) scale compiled by Roberson and Renshaw (2018) and has been adapted into Indonesian. This scale identifies various bullying behaviors including teasing, social exclusion, physical aggression, spreading lies, harassment, and cyberbullying. This scale consists of 22 items which are divided into 11 items to measure bullying victims and 11 items to measure bullying perpetrators. Based on the purpose of this study, the researchers only used 11 items used to measure bullying perpetrators. The reliability score of the bullying perpetrator measuring instrument is 0.736. The way the items are scored ranges from 1 to 5, where the following answer options are provided: Never in the last few months (score 1), Once or twice (score 2), two or three times a month (score 3), Once a week (score 4), Several times a week (score 5).

Procedure and Data Analysis

The procedure in this study consists of three stages, namely the preparation stage, the implementation stage, and the data analysis stage. In the preparation stage, it begins with preparing a research proposal and exploring theoretical studies related to the dark triad personality and bullying variables. Furthermore, determining the scale that will be used in the study. In this study, the scale used is the Short Dark Triad Personality (SD3) (Hasanati & Istiqomah, 2018) and the Health Behavior in School-Aged Children (HBSC) adaptation scale (Roberson & Renshaw, 2018).

The implementation stage begins with distributing the Health Behavior in School-Aged Children (HBSC) scale to all Vocational High School students. After that, it was continued with the administration of the Short Dark Triad Personality (SD3) scale to subjects with student criteria who had indications of bullying. The administration of this scale is done directly.

At the analysis stage, researchers analyzed the data using spearman's rho correlation analysis test. After the analysis is carried out, it is concluded how the dark triad personality relationship is with bullying behavior.

Results

In table 1, it can be seen that of the 220 students who have been given the HBSC questionnaire to measure the level of bullying, 131 students have no indication of bullying perpetrators. 82 students have low indications of bullying perpetrators, 6 students have moderate indications of bullying perpetrators, and 1 student has a high indication of bullying perpetrators. The subjects to be used in this study are students with indications of bullying perpetrators. Of the 89 bullying perpetrators students, only 77 students were able to participate until the end of the study. Therefore, the final subjects in this study amounted to 77 bullying students.

Table 1. Bullying perpetrator screening

Categories	Frequency	Percentages
Indications of Bullying Perpetrators		
Very High Indications	0	0%
High Indications	1	0,5%
Moderate Indications	6	2,7%
Low Indications	82	37,3%
No Indication	131	59,5%
N	220	100%

Table 2. Description of Research Subjects

Categories	Frequency	Percentages
Gender		
Male	73	94,8%
Female	4	5,2%
Age		
15 years	4	5,2%
16 years	40	51,9%
17 years	21	27,3%
18 years	6	7,8%
19 years	5	6,5%
20 years	1	1,3%
N	77	100%

Based on table 2, it is known that the research subjects were 77 students, with 73 male students and 4 female students. The age that dominates the most is 16 years old with 40 subjects.

Table 3. Dark triad personality scale data categorization

Categories	Frequency	Percentages
Machiavellianism		
High	44	57%
Low	33	43%
Narcissism		
High	34	44%
Low	43	56%
Psychopathy		
High	37	48%
Low	40	52%
N	77	100%

Based on table 3, data obtained from 77 subjects, 37 subjects were in the high dark triad personality category with a percentage of 48%. In the low category 40 subjects with a percentage of 52%. In machiavellianism, 44 subjects were in the high category with a percentage of 57%. In the low category there were 33 subjects with a percentage of 43%. In narcissism there are 34 subjects in the high category with a percentage of 44%. In the low category there were 43 subjects with a percentage of 56%. In psychopathy there are 37 subjects in the high category with a percentage of 48%. In the low category there were 40 subjects with a percentage of 52%.

Table 4. Normality test

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Bullying Behaviors	0,188	77	0,000
Machiavellianism	0,141	77	0,001
Narcissism	0,109	77	0,023
Psychopathy	0,111	77	0,021

Based on table 4, it can be concluded that the distribution of data on the variables of bullying behavior, machiavellianism, narcissism, and psychopathy is not normally distributed. This is because the significance level is less than 5% ($p < 0.05$) so that hypothesis testing is carried out using non-parametric analysis.

Table 5. Hypothesis test

Variable	Spearman's rho	Correlation Coefficient
Machiavellianism – Bullying Behavior	0,239	0,136
Narcissism – Bullying Behavior	0,017	0,272*
Psychopathy – Bullying Behavior	0,018	0,269*

n=77, *p < .05, two-tailed

Based on table 5, it can be seen that dark triad personality as a whole is related to bullying behavior in Vocational High School. The strongest relationship with bullying behavior from the dark triad personality dimension is narcissism, followed by psychopathy, and machiavellianism has no relationship with bullying behavior.

The first hypothesis in this study is that there is a positive relationship between machiavellianism and bullying behavior in students of Vocational High School. This hypothesis test was conducted using IBM SPSS Statistic software by testing spearman correlations with the results in table 5. The results in the table show that the correlation coefficient between the machiavellianism variable and bullying behavior is 0.136, then the coefficient of determination (r^2) is 0.018 which means that machiavellianism has a relationship with bullying behavior by 1.8%. Based on the table 5, it can be seen that the correlation of the two variables is not significant because the significance figure is 0.239 ($p > 0.05$). The

correlation is unidirectional, which means that there is no relationship between machiavellianism and bullying behavior in X Vocational High School students.

The second hypothesis in this study is that there is a positive relationship between narcissism and bullying behavior in students of Vocational High School. The results in the table 5 show the correlation coefficient between the narcissism variable and bullying behavior is 0.272**, then the coefficient of determination (r^2) is 0.073 which means that narcissism has a relationship with bullying behavior by 7.3%. Based on the table 5, it can be seen that the correlation of the two variables is significant because the significance figure is 0.017 ($p < 0.05$). The correlation is unidirectional, which means that there is a positive relationship between narcissism and bullying behavior in students of Vocational High School.

The third hypothesis in this study is that there is a positive relationship between psychopathy and bullying behavior in students of Vocational High School X. The results in the table show that the correlation coefficient between the psychopathy variable and bullying behavior is 0.269**, then the coefficient of determination (r^2) is 0.072 which means that psychopathy has a relationship with bullying behavior by 7.2%. Based on the table 5, it can be seen that the correlation of the two variables is significant because the significance figure is 0.018 ($p < 0.05$). The correlation is unidirectional which means that there is a positive relationship between psychopathy and bullying behavior in students of Vocational High School X.

Discussion

The results of the analysis show that narcissism and psychopathy have a significant relationship with bullying behavior. Only machiavellianism does not have a significant relationship with bullying behavior. When viewed from the coefficient of determination, it can be seen that dark triad personality is related to bullying behavior by 12.8%. Machiavellianism has a determinant coefficient value of 0.018, which means that machiavellianism has a relationship with bullying behavior by 1.8%. Narcissism has a determinant coefficient value of 0.073, which means that narcissism has a relationship with bullying behavior by 7.3%. Psychopathy has a determinant coefficient value of 0.072 which means psychopathy has a relationship with bullying behavior by 7.2%. The difference in the relationship shows that in the dark triad personality, narcissism has the highest relationship with bullying behavior and is followed by psychopathy, while machiavellianism has the lowest relationship with bullying behavior.

The results obtained in this study are supported by previous research conducted by Egorova & Adamovich (2018) on high school students in Russia which shows that there is a relationship between each dimension of dark triad traits and bullying behavior. Research conducted by Egorova & Adamovich (2018) used two instruments to measure dark triad personality, namely SD3 and Dark Triad Portrait Questionnaire. The results of the two instruments have differences, SD3 shows that psychopathy has the most relationship, followed by machiavellianism, and finally narcissism. While the results of the Dark Triad Portrait Questionnaire show that machiavellianism has the highest relationship with bullying behavior, followed by psychopathy, and narcissism has the lowest relationship with bullying behavior.

The results of this study are also supported by other research conducted by Adrianty et al. (2023) which aims to determine the effect of dark triad personality on bullying behavior in adolescents. Research by Adrianty et al. (2023) conducted on 100 adolescents with an age range of 13-18 years showed the results that there was an influence of each dimension of the dark triad personality on bullying behavior in adolescents. In addition, research conducted by Adrianty et al. (2023) also shows that psychopathy has the highest influence on bullying behavior, followed by machiavellianism, and narcissism which has the lowest influence. Similar research that supports the results of this study is research conducted by Asih & Lutfiyah (2023) to 292 individuals aged 20-35 years and aims to determine the role of self-esteem as a mediator in the relationship between dark triad personality and cyberbullying. The results of Asih & Lutfiyah's research (2023) show that the direct effect test results on psychopathy and cyberbullying traits have a significant

relationship. The results of the direct effect test on narcissism and cyberbullying have an insignificant relationship. The results of the direct effect test on the nature of machiavellianism and cyberbullying have an insignificant relationship.

Zhu & Jin (2021) revealed that each dimension of dark triad has a positive correlation with aggressive behavior. Bullying behavior is a form of violence and aggressive students at school (Trisnani & Wardani, 2016). Similar research conducted by Lim (2021) also revealed that the three traits in the dark triad personality predict juvenile delinquent behavior. Based on the results of data analysis in this study, it is known that two dimension of dark triad is positively related to bullying behavior. With these results, it explains that the second and third hypothesis is accepted, but not the first hypothesis.

The research data shows that machiavellianism and bullying behavior are not significantly related. Then the second hypothesis cannot be accepted. This finding is in line with the results of research conducted by Asih & Lutfiyah (2023) which shows that machiavellianism has no direct relationship with cyber bullying. However, these results differ from other research conducted by Dåderman & Ragnestål-Impola (2019) in Sweden which shows that machiavellianism has a positive effect on workplace bullying and machiavellianism can predict workplace bullying. This difference in results is due to cultural differences in the place of research. Smith et al (2002) showed that Indonesia has a strong tendency towards a culture of collectivism. In contrast to research conducted by Dåderman & Ragnestål-Impola (2019) in Sweden. Based on research conducted by Smith et al (2002) Sweden is a country that has a culture of individualism.

Some researchers state that individualism culture is associated with higher levels of aggression than collectivism (Widaningtyas & Sugito, 2022). Collectivism culture is a culture that upholds the value of group togetherness compared to personal interests (Luthans, 2006). Collectivism culture is more commonly found in eastern societies, including Asia (Durgel et al., 2012; Franke, Hofstede, & Bond 1991). Van Der Kroef (1953) said that Indonesians have a strong culture of collectivism because of the ancient pattern of *gotong royong*. The culture of collectivism can be seen in rural communities in Indonesia, including traditional Javanese communities (Geertz, 1992; Mulder, 1992; Mulder, 2000). The results of research conducted by Zahroh (2023) stated that the culture of individualism is a culture that is more concerned with individual interests than with group interests. Based on this, machiavellianism personality is not significantly related to bullying behavior because the culture in Indonesia tends to embrace a culture of collectivism, which is not in line with machiavellianism personality which is oriented towards one's own goals.

Bereczkei (2017) explains that there are five basic traits of individuals with machiavellianism. First, manipulation, trying to influence others and lying. Second amorality, which is willing to do anything without regard to existing norms. Third is cynicism, the tendency to look down on others. Fourth is emotionally cold, quiet and unconcerned about the surrounding environment. Fifth, lack of empathy, lack of understanding of how others feel. Machiavellianism is described as an individual who is cunning, selfish, lacks pro-social orientation, and is power-oriented (Rauthmann & Kolar, 2012). Therefore, Machiavellianism individuals are not interested in the actions of others in order to achieve their own goals (Tam & Ha, 2023).

The results of this study indicate that narcissism and bullying behavior are significantly related or positively correlated. This is in line with research conducted by Mutoharoh (2023) which shows that narcissism has a significant positive effect on aggressiveness. If the subject has a high narcissism score, then the likelihood of aggressiveness will also be high. Conversely, if the narcissism score is low, it is likely that the aggressiveness score will also be low. Reijntjes et al. (2016) in their research revealed that adolescent girls with high narcissism were not associated with bullying. In contrast, adolescent boys who have high narcissism have a greater likelihood of direct bullying.

Fanti & Frangou (2018) explained that individuals with narcissistic traits may be vulnerable to engaging in bullying behavior, as bullying involves deliberate actions designed to achieve social advantage and dominance over peers. Individuals with high levels of narcissism exhibit a strong sense of grandiosity, an excessive need for admiration, and an inability to show empathy (Morf & Rhodewalt in Fanti & Frangou, 2018). Bullying is considered a form of proactive aggression to dominate peers to reinforce grandiosity (Griffin & Gross in Fanti & Henrich, 2015). Adolescents with low

self-esteem and high narcissism are characteristic of bullying perpetrators (Fanti & Frangou, 2018). This is in line with the second hypothesis which is that there is a positive relationship between narcissism and bullying behavior. Then the third hypothesis is accepted.

The results of this study indicate that psychopathy and bullying behavior are significantly related or positively correlated. Then the fourth hypothesis is accepted. This is in line with research conducted by van Geel et al. (2017) which shows that psychopathy can predict bullying behavior. When psychopathy is high, the level of bullying behavior will tend to be high. Conversely, when psychopathy is low, the level of bullying behavior will tend to be low. Similar research conducted by Fatima & Sehar (2016) also revealed that psychopathy positively predicts bullying behavior. Another study conducted by Däderman & Ragnestål-Impola (2019) showed that psychopathy is positively correlated with bullying and psychopathy significantly predicts bullying behavior in the workplace.

Psychopathy is a personality dimension centered on dislike and lack of emotion, has no sense of remorse, and is demonstrated by an antagonistic interpersonal style that includes subtle forms of interaction full of contempt, retaliation, and ridicule (Jones & Paulhus, 2010). The characteristics of psychopathic individuals according to Lilienfeld & Widows's (in Habibah, 2023) are that they tend to be charming or attractive to others, impulsive, immune to stress, unfeeling, cold emotions, and unsentimental. Sari & Andriani (2022) explain that psychopathy personality lacks empathy and remorse, is selfish, uncaring, impulsive, and inconsistent. Adrianty et al (2023) reported that dark triad personality, especially psychopathy has the highest influence on bullying behavior.

Dark triad personality is a personality that focuses on three traits, namely machiavellianism, narcissism, and psychopathy with antagonistic, selfish, aggressive, and exploitative traits that refer to ignoring social norms (Banowati & Nugraha, 2022). Rizal & Handayani (2021) explain that machiavellianism refers to the tendency to manipulate others, narcissism is characterized by excessive self-assessment, while psychopathy is characterized as an individual who lacks empathy and a sense of caring for others. Based on the results of the study, dark triad personality is positively associated with bullying behavior. This happens because one of the determining factors for a person in behavior is personality (Rizal & Handayani, 2021). Bullying is a repetitive hurtful behavior that makes the victim feel depressed and is carried out by a strong party against a weaker party (Setiyanawati, 2023). The existence of bullying in schools will certainly have an impact on students who are victims. Kanda & Rosulliya (2024) explained that the impact of bullying can cause prolonged trauma for victims. In addition, victims of bullying also have the potential to experience a decrease in academic grades, be socially shunned, not have close friends, not have a good relationship with parents, decreased mental health, and the worst can lead to depression and trigger suicide. Therefore, schools need to increase supervision and establish bullying prevention measures to reduce bullying behavior in schools.

In addition to the dark triad personality, there are other factors that can influence bullying. Korua et al (2015) in their research revealed that parental parenting is related to bullying behavior in adolescent vocational students. Peer influence is also one of the factors that can increase bullying behavior in students (Aminah & Nurdianah, 2019). Research conducted by Usman (2013) on high school students shows that there is a significant influence between personality, adolescent interpersonal communication with parents, the role of peers, and school climate on bullying behavior in students.

Conclusion

Based on the results of the study, it is known that there is a relationship between two dimension of dark triad personality and bullying behavior in Vocational High School students. Narcissism has the strongest relationship with bullying behavior in X Vocational High School students with a percentage relationship of 7.3%. Followed by psychopathy which also has a positive relationship with bullying behavior in X Vocational High School students with a percentage relationship of 7.2%. In contrast to most other studies which reveal that machiavellianism has a relationship with bullying behavior, the results of this study found that there is no relationship between machiavellianism and bullying

behavior. This could be influenced by culture, where Indonesia tends to have a culture of collectivism that prioritizes group interests over personal interests.

In order to reduce bullying behavior in schools, it can be done by integrating character education into the school curriculum to teach values such as empathy, respect, and responsibility. In addition, schools can also create a clear and firm anti-bullying policy. This policy includes a definition of bullying, easy reporting procedures, and consequences for bullying perpetrators.

Limitations and Recommendations

The weaknesses and limitations in this study are that when the research took place, there were 12 students who were not present when giving the second questionnaire so that the total subjects decreased from 89 students to 77 students. In addition, researchers only focused on looking at the relationship between the three traits of the dark triad personality with bullying behavior so that they could not reveal other factors that were related to or could influence bullying behavior in adolescents, especially Vocational High School. In addition, there is no provision of treatment to reduce bullying behavior in students.

In order to reduce bullying behavior in schools, it can be done by integrating character education into the school curriculum to teach values such as empathy, respect and responsibility. In addition, schools can also create a clear and firm anti-bullying policy. This policy includes a definition of bullying, easy reporting procedures, and consequences for bullying perpetrators. This study only focuses on looking at the relationship between dark triad personality and bullying behavior, where dark triad personality is an internal factor. So that future researchers are expected to examine other factors, such as external factors of bullying behavior.

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