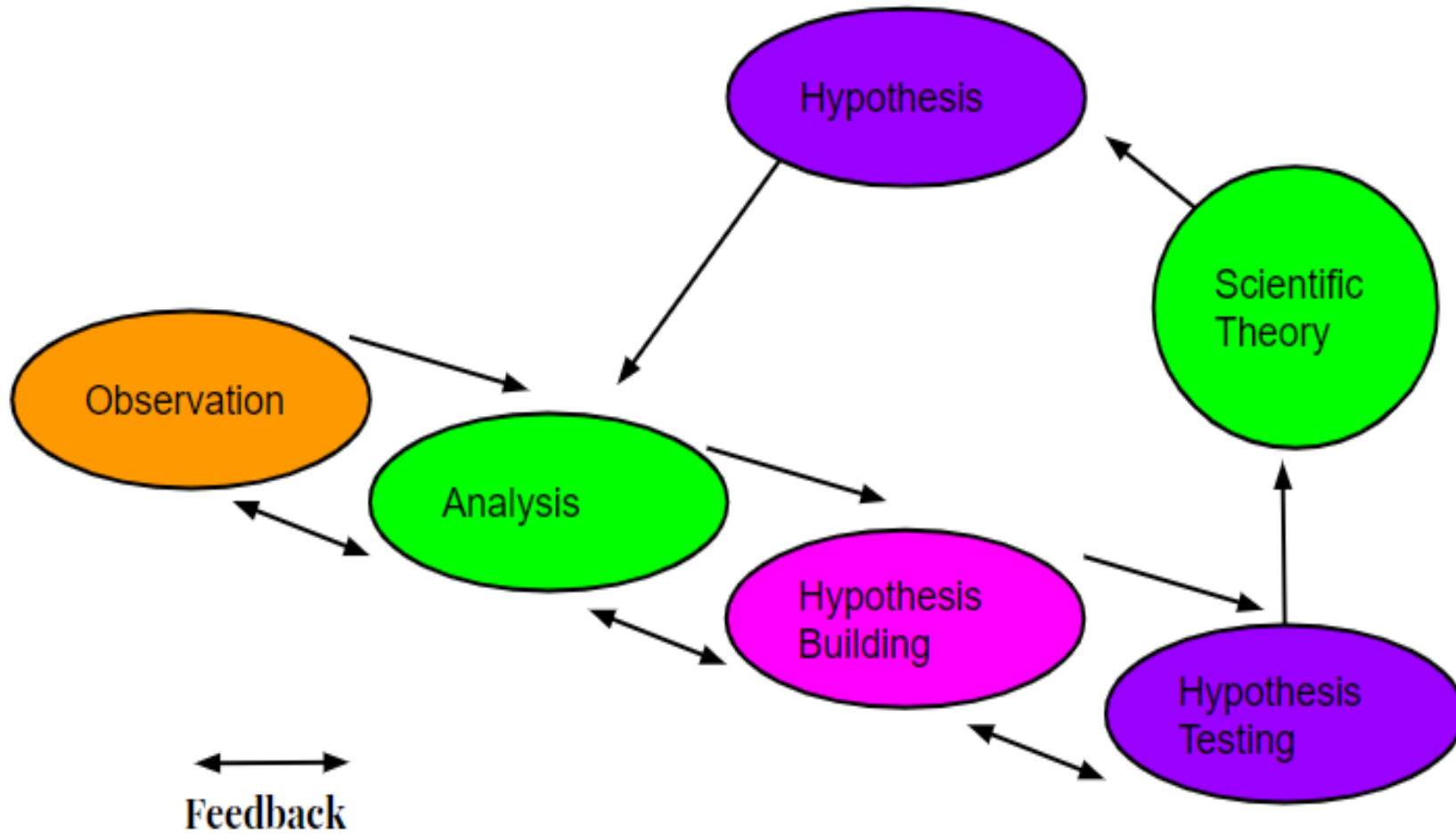


Multicultural Research in Psychology

Suhadianto, M.Psi

Scientific Method

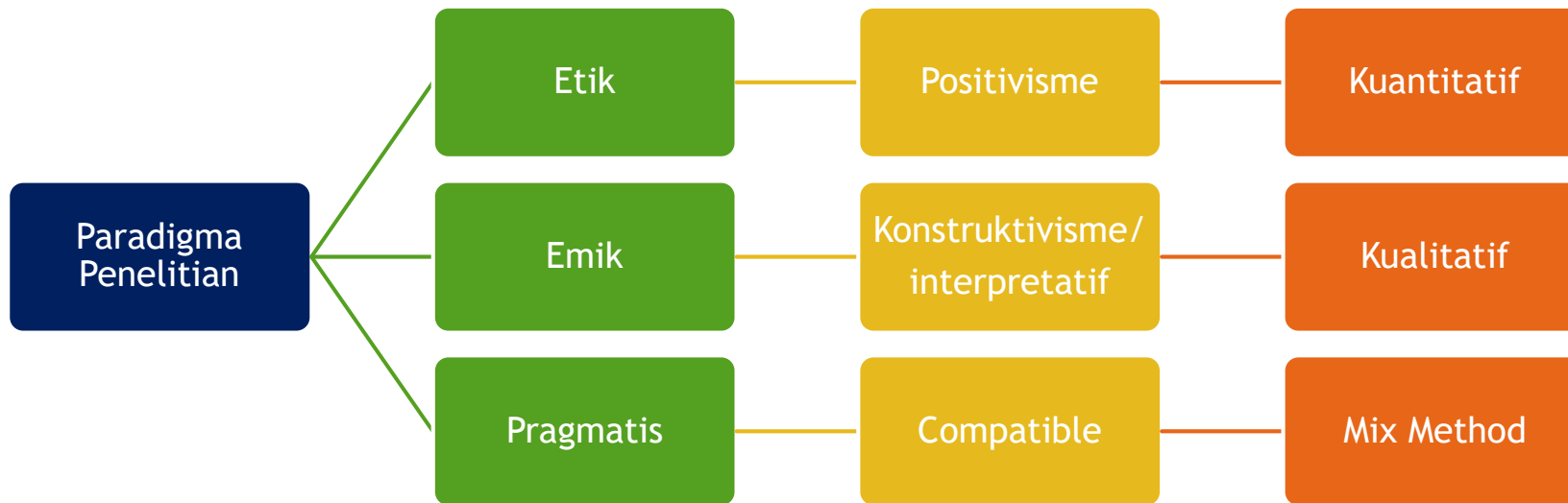


Tujuan Meneliti

- ▶ Menyelesaikan tugas akhir
- ▶ Kenaikan jabatan
- ▶ Menaikkan H-Index
- ▶ Melakukan perubahan sosial
- ▶ Memperjuangkan kesetaraan

Dua tujuan terakhir memerlukan **Multicultural Research / Cross Cultural Research**

Paradigma Penelitian



Pendekatan apa yang lebih sesuai untuk penelitian Multikultural



Definisi Multikultural

Multicultural Psychology is the systematic study of how culture influences affect, cognition, and behavior. In other words, Multicultural Psychology is about how culture influences the way people feel, think, and act.

Penelitian Multikultural dengan Pendekatan Kuantitatif

- ▶ Lebih banyak menggunakan jenis penelitian komparatif
- ▶ Melibatkan setidaknya dua populasi budaya
- ▶ Melibatkan Negara-Negara yang berbeda
- ▶ Melibatkan kelompok etnis yang berbeda dalam satu Negara

Contoh Penelitian Multikultural

Academic procrastination in two settings: Motivation correlates, behavioral patterns, and negative impact of **procrastination in Canada and Singapore**
[RM Klassen](#), [RP Ang](#), [WH Chong](#)... - *Applied ...*, 2010 - Wiley Online Library
... scale in response to the question, "On what kinds of tasks do you most often **procrastinate**?" Third, participants ... Fourth, participants rated the negative impact of **procrastination** ("How much does **procrastination** negatively influence your **academic** functioning?") with four ...
☆ 99 Dirujuk 131 kali Artikel terkait 9 versi

The impact of **academic** self-efficacy, acculturation difficulties, and language abilities on **procrastination** behavior in Chinese international students
[R Lowinger](#), [Z He](#), [M Lin](#), [M Chang](#) - *College Student Journal*, 2014 - ingentaconnect.com
... The PASS, which was developed by Solomon and Rothblum (1984), contains **two** sections ... with which they pro- crastinate on that task (1 Never **procrastinate**) to (5 Always **procrastinate**). Scores range from 5 to 25 with higher scores indicating greater **academic procrastination** ...
☆ 99 Dirujuk 82 kali Artikel terkait 6 versi

A cross-cultural study of adolescent **procrastination**
[RM Klassen](#), [RP Ang](#), [WH Chong](#)... - *Journal of research ...*, 2009 - Wiley Online Library
... Owens and Newbegin (2000) found that adolescents who **procrastinate** in Math or English ... differences in bivariate correlations among Singaporean students from the three **academic** streams for ... of failing"), and has been shown to be correlated with **procrastination** (eg, Saddler & ...
☆ 99 Dirujuk 99 kali Artikel terkait 6 versi

Procrastination and motivation beliefs of adolescents: A cross-cultural study
W Hannok - 2011 - era.library.ualberta.ca
... In a general sense, she found that participants with low self-efficacy were more likely to **procrastinate** and expected worse **academic** outcomes. Self-efficacy was also a significant predictor of general **procrastination**. However, the findings failed to show the link between ...
☆ 99 Dirujuk 16 kali Artikel terkait 2 versi 99

Predictors of **academic procrastination** in Asian international college students
[RJ Lowinger](#), [BCH Kuo](#), [HA Song](#)... - *Journal of Student ...*, 2016 - Taylor & Francis
... **procrastination** as a manifestation of an avoidant style of coping behavior for the **procrastinator** (Alexander & ... such as **culture** shock and stress, homesickness, and perceived discrimination were associated with **academic procrastination** in Chinese ... Cross-Cultural Coping ...
☆ 99 Dirujuk 17 kali Artikel terkait 8 versi

Masalah dalam Penelitian Lintas Budaya

Tipe Bias	Sumber
Konstruk	<ol style="list-style-type: none">1. Perbedaan definisi kontrak psikologi dalam berbagai budaya2. Perbedaan konstruksi aspek atau komponen3. Perbedaan konstruksi indikator
Metode	<ol style="list-style-type: none">1. Perbedaan tuntutan sosial2. Perbedaan gaya respons3. Keakraban yang berbeda dengan rangsangan yang diberikan4. Perbedaan latar belakang pendidikan, usia, komposisi gender, latar belakang budaya5. Perbedaan kondisi fisik6. Problem komunikasi peneliti dengan partisipan
Item tes	<ol style="list-style-type: none">1. Terjemahan item tes yang kurang bagus2. Kompleksitas susunan kalimat dalam item tes3. Konten item tes yang tidak sesuai dengan konteks budaya

Penelitian kuantitatif berbasis multikultural

- ▶ Memilih konsep / definisi konstruk yang sesuai dengan budaya
- ▶ Perlu mengidentifikasi, menggambarkan dan memilih sampel yang tepat (Ras, Etnis, Status ekonomi, gender, tingkat pendidikan, usia)
- ▶ Gunakan sampel dengan jumlah besar dan heterogen
- ▶ Alat ukur perlu disusun berdasarkan kondisi / latar belakang budaya subjek penelitian
- ▶ Adaptasi alat ukur harus melalui proses yang benar dan melalui uji validitas dan reliabilitas disesuaikan dengan konteks budaya subjek penelitian

METHOD

Participants

Participants from Canada were 310 adolescents (53% female) in grades 10 and 11 with a mean age of 16.05 years ($SD = .91$), from two secondary schools in an urban center in Western Canada. Although ethnicity data were not collected, students in the two Canadian schools are approximately 80% Anglo-Canadian, 10% Asian Canadian, and 10% other cultural background (B. McCallum, personal communication, February 2007). Results from provincial education rankings show the two high schools ranked in the middle third of all high schools in the city, and in the upper third of high schools in the province (Fraser Institute, 2007). Data from Statistics Canada (2007) show family income levels for the census tract area surrounding the schools (arranged by postal code) to be near the median for the city. There were no significant differences between the two Canadian schools for levels or intercorrelations for any of the variables. Participants from Singapore were 302 adolescents (52% female) in Secondary 4 and Secondary 5 (roughly grades 10 and 11) with a mean age of 15.98 years ($SD = .66$) from two middle-ranked secondary schools (Singapore Ministry of Education, 2007) representing three academic streams (152 in highest stream, 122 in middle stream, and 29 in lowest stream). SES data were not collected for the Singapore schools, although researchers familiar with the schools describe the two schools as serving lower-middle class neighborhoods. There were no significant differences among students from the three Singaporean academic streams for levels of procrastination, self-esteem, or test anxiety, although students in the lowest stream displayed lower self-efficacy for self-regulation than students

in the higher two streams, $F(2, 302) = 6.68, p = .001$. There were no significant differences in bivariate correlations among Singaporean students from the three academic streams for any of the variables. All Singaporean participants were born in Singapore, and reflected the country's ethnic mix of Chinese (approximately 75%), Malay (approximately 15%), and Indian (approximately 9%). Singaporean participants were volunteers who sought and obtained parent permission to participate in the study. Participation rate was approximately 70% in Canada and 90% in Singapore.

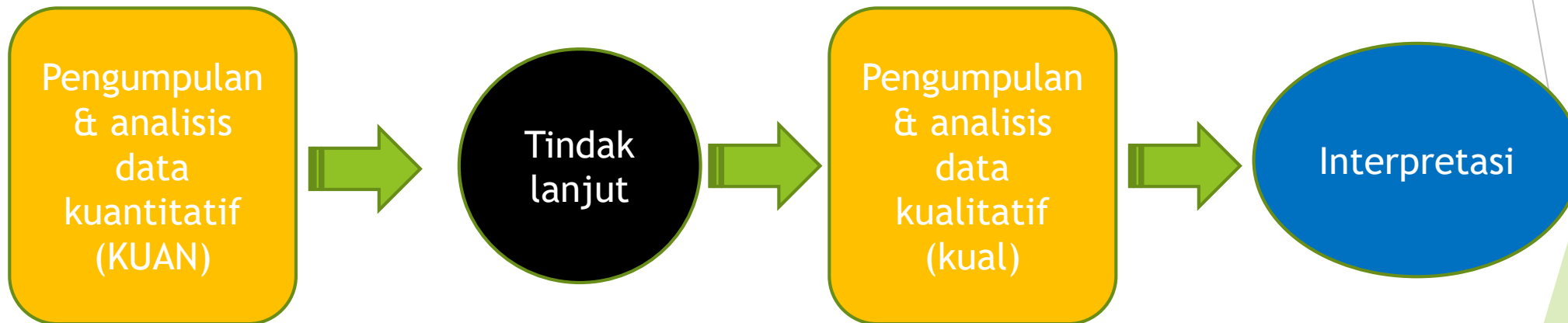
Contoh Deskripsi
Partisipan

Proses Adaptasi Alat Ukur

- ▶ Menerjemahkan instrumen ke dalam bahasa Indonesia
- ▶ Melakukan sintesis (peneliti membuat lebih dari satu terjemahan kemudian membandingkan keduanya)
- ▶ Meminta penilaian dari ahli untuk mengetahui validitas isi instrumen
- ▶ Meminta penilaian kepada populasi yang menjadi target dari penelitian, agar diperoleh item test yang mudah dipahami oleh subjek penelitian
- ▶ Memperbaiki terjemahan
- ▶ Melakukan uji coba instrumen



Metode Campuran untuk Penelitian Multikultural



Metode Campuran Sekuensial Eksplanatori (Creswell, 2016)