

## ENVIRONMENTAL MASTERY IN DIMENSIONS PSYCHOLOGICAL WELL BEING ADOLESCENTS IN A DISASTER SITUATION

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### ABSTRACT

Among the groups of people who feel the most impact from flood disasters are teenagers. Participants in this research were teenagers who lived in Kebon Pala, East Jakarta, residents who were victims of annual floods in DKI Jakarta. This research used qualitative methods with purposive sampling techniques. The criteria for teenage participants aged 10-24 years, taking part in the UNICEF Indonesia youth circle program in collaboration with PMI East Jakarta Administrative City, and still in school or who have dropped out of school, the number of participants is 2 people, 1 teenage boy and 1 teenage girl. Data collection techniques in this research used interviews, observation and photo documentation, video recordings and sound recordings. Interviews were conducted with questions and answers, in order to obtain accurate information. The aspect of this research is Environmental Mastery in Psychological well-being by Ryff (2013), namely environmental mastery is described by the individual's ability to manage their environment, take advantage of opportunities that exist in the environment, create and control the environment according to their needs. Individuals who are high in the environmental mastery dimension have confidence and competence in managing the environment. The results of this research show that teenagers who are in a disaster situation have limited ability to master the environment, so they have the potential to have low environmental mastery, while teenagers who are able to manage the environment and take advantage of opportunities and control the environment have high environmental mastery.

**Keywords:** Environmental Mastery, Teenagers, Disaster.

### INTRODUCTION

One of the areas in Jakarta that experiences annual flood disasters is the East Jakarta administrative city area, namely the Kampung Melayu sub-district. Among the groups of people who felt the most impact from this flood disaster were teenagers. Santrock (2006) stated that adolescence is a transition period from childhood to adulthood which begins between the ages of 10-20 years and ends at the age of 18-22 years.

UNICEF through the ADAP (Adolescents Development and Participation) program formed a joint partnership with PMI (Indonesian Red Cross) and MDMC (Muhammadiyah Disaster Management Center) trying to focus activities on the use of arts and expression methodologies to support positive outcomes for adolescents, in relation to psychosocial well-being and providing psychosocial intervention for disaster victims, actualization of life skills, positive active involvement in the community, and being able to master the conditions of the environment where they live by taking advantage of existing opportunities can be assumed to mean that these teenagers have good environmental mastery abilities.

Ryff (2013) states environmental mastery in the psychological well-being dimension, namely environmental mastery is described by an individual's ability to manage their environment, take

advantage of opportunities that exist in the environment, create and control the environment according to their needs. Individuals who are high in the environmental mastery dimension have confidence and competence in managing the environment.

In the psychological well-being theory dimension by Ryff (2013), environmental mastery is described as the individual's ability to manage their environment, take advantage of opportunities in the environment, create and control the environment according to their needs. Individuals who are high in the environmental mastery dimension have the criteria; a) Confidence and competence in managing the environment, b) Controlling external activities in the environment including managing and controlling daily life situations, c) Taking advantage of opportunities that exist in the environment, and d) Able to choose and create an environment that suits personal needs. On the other hand, individuals who have low environmental mastery have criteria; a) Difficulty in managing daily situations, b) Feeling unable to change or improve the quality of the surrounding environment and, c) Not being able to take advantage of opportunities and possibilities in the surrounding environment.

Based on the results of previous research by Rifqa Ektawati, et al from IPB University regarding the Estimated Value of Economic Losses from the Decrease in the Quality of Settlements Due to Annual Floods in Kampung Melayu Subdistrict, East Jakarta, the results of the research show that the people of Kampung Melayu consider their residential environment to be quite clean and comfortable, so that even though they are prone to flooding, they chose to stay.

The results of research by Besty Ronna Istiqomah et., al. Department of Psychology, Lambung Mangkurat University regarding the role of environmental control on migration motivation among residents who live in slum settlements, discuss that environmental control, especially housing, has a big role because it concerns many things around housing, for example how to adapt, how to manipulate circumstances, and what individual abilities are to improve life's welfare.

So the results of previous research and this research have a correlation regarding environmental mastery on psychological well-being in adolescents who are able to believe in their own abilities even though they live in an environment prone to annual flood disasters.

Kampung melayu teenagers need to have the courage to take risks for change so as to create perceptions in the form of abstractions from within the teenager, through past experiences, and understanding of problems when problems occur and teenagers' skills to solve problems in the lives of teenagers as victims of the annual flood disaster, making teenagers able to make adjustments and take advantage of the opportunities that come in their living environment are teenagers who have high environmental mastery.

## **RESEARCH METHODS**

This research uses a qualitative method with a case study description approach. Qualitative research according to Bogdan and Taylor (in Moleong, 2004) is a procedure that produces descriptive data in the form of written or spoken words from individuals and observable behavior. This approach is directed at the setting and the individual in a holistic (whole) manner. This research uses a procedure for determining participants, determined by a respondent retrieval technique, so that in the end a number of subjects can be obtained who meet the criteria. According to Patton (in Kristi Poerwandari, 2013) sample determination in qualitative research must be adjusted to the problem and research objectives. In this research,

the subjects used were two people with the characteristics of determining participants, namely a) the age range of teenagers 10-24 years, as residents of Kampung melayu, Kebon Pala, East Jakarta, one teenage girl and one teenage boy who took part in the youth circle program UNICEF Indonesia with and b) teenage girls and boys who live in the Kampung melayu area as victims of the annual flood disaster, c) Categories of teenagers who are still in school or who have dropped out of school, this aims to make the research trustworthy and in accordance with the credibility of qualitative research. Furthermore, in this research the data collection techniques determined are the observation method, interview method and triangulation method. The things observed include the physical characteristics of the subject, including face, sitting position during the interview, facial expressions, way of speaking, way of dressing, emotional expression.

The data triangulation method is by interviewing the subject's family, such as parents or siblings of the research subject and those related to the UNICEF Indonesia Youth Circle program, such as coordinators, facilitators, youth circle program managers in emergency situations when working with research subjects.

**Table 4.1: Results of Participant Data Analysis**

Category	Participant 1	Participant 2
Initials	M.E	RT
Age	19 years old	17 years
Gender	Man	Woman
Education	Dropout	Tunas Bangsa Pharmacy Vocational School
Work	Random	Student
Religion	Islam	Islam
Place and date of birth	Jakarta, 22 September 1997	Jakarta, 22 June 2000
Origin	Jakarta	Jakarta
Order in the family	3 of 4 siblings	2 of 4 siblings
Living together	Parent	Parent

**Table 4.2: Results of Research Data Analysis**

Theme	Quote	Subtheme
Individuals who are high in the environmental mastery dimension have the criteria; a) Confidence and competence in managing the environment	"ME always trains playing football, sparring and taking part in tournaments to pursue his dream of becoming a football player."	Participants recognize their own competence.
	"ME wants to pursue package C and continue studying."	Participants experienced more positive behavioral changes.
	"RT said they were very happy and because they felt togetherness, unity and being able to learn new things,... There are many positive benefits that can be learned, such as making presentations in front of many people, training self-confidence, togetherness and cohesiveness"	Participants recognize their own competence.

b) Controlling external activities in the environment including organizing and controlling daily life situations,	"ME said that even though he came from an environment prone to annual flooding in the Kebon Pala Tanah rendah area, ME never regretted it or became insecure."	Participants accept conditions and situations and remain confident.
	<p>"The RT also said that every day he tries to force himself to do schoolwork, wakes up at dawn and does schoolwork until 6 am then the RT goes to school."</p> <p>"RT rarely gathers with friends in the Kebon Pala area because according to RT it has a negative impact."</p>	<p>Participants understand the learning process and undergo the learning process as students.</p> <p>Participants are able to control themselves, by distinguishing negative and positive impacts from their living environment.</p>
c) Taking advantage of opportunities that exist in the environment,	"ME was able to get income during the flood from the flood donations he asked for at the red light statue in front of Kebon Pala alley."	Participants see problems and turn problem situations into opportunities. However, the situation and conditions due to flooding caused participants to have dangerous behavior by looking for donations on the road near the red light, which is a vulnerable environment for teenagers.
	"RT said that many people in Kebon Pala often complain when they are working, and don't leave work for long because they lack intention and effort. "RT provides a solution. If you work according to your hobby, you won't complain much and you will still be happy when you are tired of working."	Participants are able to change their perspective from previously being a problem to being an opportunity.
d) Able to choose and create an environment that suits personal needs.	<p>"ME is always present in UNICEF youth circle activities, never absent,"</p> <p>"ME was the youth group leader during UNICEF youth circle activities"</p> <p>"Participating in UNICEF youth circle activities, ME trains self-confidence, dares to speak in front of many people he doesn't know, takes responsibility, maintains the trust of others, and makes his dreams come true."</p>	Participants get to know their own potential by participating in youth circle activities. and train self-competence to develop.

	<p>"RT has dreams of becoming a veterinarian, working in a hospital or becoming a pharmacist. "Because of that, RT wants to get good grades at school even though currently RT's grades are still in the safe zone."</p>	Participants have dreams and have the motivation to make them happen.
Individuals who are low in the environmental mastery dimension have criteria; a) Difficulty in managing everyday situations,	<p>"ME, during the flood the UNICEF circle activities will be postponed after the flood is over."</p> <p>"ME was able to get income during the flood from the flood donations he asked for at the red light statue in front of Kebon Pala alley."</p>	<p>The flood disaster prevents teenagers from participating in UNICEF youth circle activities.</p> <p>Participants followed friends without considering the impact of the dangers of asking for donations at red lights.</p>
	<p>"Happy when the flood starts to recede, RT will play in the water and swim for free in front of his house with his Kebon Pala friends."</p>	Participants followed their friends by not considering the impact of dirty water due to flooding.
b) Feeling unable to change or improve the quality of the surrounding environment and,	<p>"ME regrets that he has dropped out of school since the 3rd grade of junior high school in the 1st semester. ME went to Islamic boarding school, and it turned out that ME was getting more and more naughty, and only lasted 6 months at the Islamic boarding school."</p>	Participants admitted that they had made a mistake because they had dropped out of school.
	<p>"RT said that until now she feels awkward when she meets teenage boys she has just met, because she often feels confused about what to say. "However, RT doesn't feel awkward if the teenage boy is someone he already knows or is a friend."</p>	Participants were not confident when meeting new people, especially boys of different genders.
c) Not being able to take advantage of opportunities and opportunities in the surrounding environment.	<p>"ME went to boarding school, and it turned out that ME was getting naughtier, and only lasted 6 months at the boarding school."</p>	Participants admitted that they had made a mistake because they had dropped out of school.
	<p>"During a flood there are things that RTs like and don't like, such as staying up late, the lights going out, and sometimes it's hard to get food."</p>	Participants were not happy with the situation and conditions that occurred during the flood situation.

## DATA DESCRIPTION

Each case is described in detail and in detail by quoting verbatim, a comparative analysis (cross analysis) is carried out between the two cases to trace the existence of a pattern underlying these cases. In the end, pattern matching techniques will be applied to determine the extent of the similarities between the theoretical positions and the case study findings.

In this research, sampling was carried out based on certain characteristics or traits that are closely related to the characteristics or characteristics of the population to be studied (purposive random sampling), namely teenagers living in the Kebon Pala T area anah Bawah Kampung Melayu East Jakarta, aged 10-24 years, participating in the UNICEF Indonesia youth circle

program in collaboration with PMI East Jakarta Administrative City, and still attending school or dropping out of school.

In this research, two participants were interviewed. In the process of interviewing participants, there was little difficulty in obtaining answers regarding the description of environmental mastery in the psychological well-being dimension of Kampung Melayu teenagers. However, with the approach taken by researchers, good rapport was created.

From the analysis of the results, both participants were included in the adolescent category. Santrock (2006) stated that adolescence is a transition period from childhood to adulthood which begins between the ages of 10-20 years and ends at the age of 18-22 years. This was adjusted to the age of the two participants, namely 19 years old, male teenage participants and 17 years old female teenage participants.

Compared to children, teenagers are more easily affected by the impact of the disaster they experience because they can already draw conclusions and understand the long-term consequences of a disaster event (Wiguna et al., 2005). This can be seen from the answers of the two participants when a flood disaster occurs, they usually evacuate and get help.

Disaster according to law number 24 of 2007 concerning disaster management states the definition of disaster as follows: Disaster is an event or series of events that threatens and disrupts the life and livelihood of the community caused, either by natural factors or non-natural factors or human factors, resulting in the emergence of human casualties, environmental damage, property loss, and psychological impacts. This is based on the answers of the two participants in responding to the flood disaster: they were happy to be able to play with friends and sad to always stay up late waiting for the announcement to evacuate when their house was swept away by the flood current.

According to Zeidner (1999), stress that is generally experienced by teenagers is usually related to family, school, interactions with friends, or the home environment, and other things that involve failure to do something. Children and teenagers generally experience stress and respond to stress and crises in different ways than adults. This is based on the answers of the two participants who were unable to take part in youth circle activities due to heavy rain or flooding so the youth circle activities were postponed. The two participants did not experience stress in the family, but experienced problems with school. The first participant had dropped out of school and experienced different problems from the second participant. rarely hang out with friends.

In the psychological well-being theory dimension by Ryff (1989), environmental mastery is described as the individual's ability to manage their environment, take advantage of opportunities that exist in the environment, create and control the environment according to their needs. Individuals who are high in the environmental mastery dimension have the following criteria: 1) Confidence and competence in managing the environment, 2) Controlling external activities in their environment including managing and controlling daily life situations, 3) Taking advantage of opportunities that exist in the environment, 4) Being able to selecting and creating an environment that suits personal needs. 1) On the other hand, individuals who have low environmental mastery have the following criteria: 2) Difficulty in managing daily situations, unable to take advantage of opportunities and opportunities in the surrounding environment.

## CONCLUSION

Both participants had the pleasure of taking part in UNICEF youth circle activities but the flood disaster was an obstacle to participating in the activities. The first participant said he had never been absent from any UNICEF youth circle session, while the second participant had been absent because he had to attend in-depth study of the material at school because it was soon must be a National Exam. The first participant has dropped out of school since Grade 3 to 1st semester, while the second participant is still studying at Grade 12 Pharmacy Vocational School. Both participants want to achieve their dreams, they want to be a football player while they want to become a veterinarian. Both participants have high environmental mastery because they are able to get through difficult times such as the annual flood disaster that occurs in their neighborhood, and still have a positive view of the life they live in their daily lives. Even though both participants came from the same environment, namely an area prone to annual flooding.

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