

Interdependence Psychology of Indonesian Village

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Abstract: In the recent millennium, it cannot be denied the existing multicultural societies in this world. It is supported by the evidence that the societies have diverse cultural backgrounds. It can also be seen in Indonesian societies. They are truly multicultural societies with multiple ethnics, social status, economic and educational background. One of the multicultural groups in Indonesia is a farmer. Most of them live in small village or remote areas in Indonesia. Their productivity can be developed by providing interdependence psychology and multicultural education for them. The farmer's economic performances in East Java were still apprehensive or concerned. Therefore, an experiment was designed in order to improve their economic performances. Many problems affected their economic performance. One of them was interdependence task problem-they cannot work in team. The teamwork in the interdependence group was in the forms of pool, sequential, reciprocal and team. Based on theoretical review and the previous findings, it could be hypothesized that the independence task could improve their group performance. The sampling technique applied in this study was multistage random sampling. The questionnaires were administrated and distributed through the first harvest during the season. All of items after trying out were valid. The real experiment was conducted in the second and the third harvest. The subjects were 180 farmers in Sidoarjo. It showed that the team task independence performance was the best followed by reciprocal, sequential and pool.

Key words: Interdependence, socio-economic, performance, multicultural-education, psychology

INTRODUCTION

The farmer's economic group performance in East Java was still apprehensive or concerned. They are living in the poor conditions. The main problem of the group is the productivity. Productivity can be defined as the output of any aspect of production per unit of input. It measures the output of a worker, machine or an entire national economy in the creation of goods and services to produce wealth (Goodman and Leyden, 1991). Output can be measured in output per acre for land, per hour for labor or as a yearly percentage for capital (Evans and Jarvis, 1980). A high national productivity typically indicates efficient production of goods and services and a competitive economy but productivity growth can occur during periods of recession and increase unemployment as businesses cut jobs and seek to become more efficient. The weak productivity of farmer can be a big problem of Indonesian. In this context, the problem also occurred in East Java Province in Indonesia. The problem should be lessening through group teamwork. Then, problem related to farmer productivity was interdependence task problem-teamwork problems. The teamworks in the interdependence group were in forms of pool, sequential, reciprocal and team (Campion *et al.*, 1993; Gersick, 1988). Team: team members jointly diagnose, solve problem and

collaborate to complete a task (Gersick, 1989). The task required mutual interactions with team discretion to decide on particular course. Sequential: one member must act before another could act but interaction was essential for effective performance. Reciprocal: team members had different roles and different expertise. They performed different parts of task in a flexible order (Werner, 1994). The problem that would examine further could be formulated as follows: why the group economic performance seen from the twenty economic activities aspects was weak? How was the comparison among the group performances?

Further, the main advantage of this research was to improve the work value system. It was expected to give the farmer's teamwork group in the village based on Gotong Royong (community self-help (Williams and Karau, 1991) mutual cooperation or share work). Based on theoretical review and previous findings, it could be hypothesized that the independence task could improve the group performance (Weldon and Weingart, 1991).

MATERIALS AND METHODS

The subjects of the research were farmer groups in East Java. Specifically, they were living nearby the village

of Sidoarjo City. The sampling technique applied in this study was multistage random sampling. The questionnaires were administrated and distributed through the first harvest during the season. All of the items after trying out were valid. The real experiment was conducted in the second and third harvest. The subjects were 180 farmers in Sidoarjo. The analysis technique was two ways of Anava.

RESULTS AND DISCUSSION

The findings showed that the team performance (Brannick *et al.*, 1993; Campion *et al.*, 1993; Driskell, 1994) was the best followed by the performance of reciprocal, sequential and pool task interdependence as the lowest of performance. It means that interdependence principle was very important to increase their productivity. It meant that farmer groups should apply interdependence task for improving their productivity. In this case, interdependence psychology can help this application.

Cooperation is fundamental to human societies, e.g., farmer groups in Indonesia. It is explaining how cooperative relationships persist without one party exploiting another remaining a challenge. It is important for Indonesian (Darwin, 1999) who lives in the villages. Although, it is well-established that altruism can be favored when recipients are relatives or when they reciprocate, it is increasingly being recognized that many behaviors cannot be explained in these terms. Here, the researchers argued that many cases of apparent altruism can be explained by interdependence.

Social psychological researchers formalize the degree of interdependence by defining an individual's 'stake' in another as the dependence of its fitness on that of the other. This provides a means of valuing others, analogous to Hamilton's valuation of relatives. It also provides a conceptual synthesis of theories of altruism in which kinship and reciprocity become special cases. Interdependence means that cooperators can benefit as a secondary consequence of helping their recipients. Altruism can then be favored when its costs are outweighed by the altruist's stake in the recipient's benefits. Whereas the exploitation problem makes reciprocal altruism inherently unstable, cooperation through interdependence can be stable because whatever others do, it is best to cooperate. Then, researchers discussed the extent to which interdependence can explain examples of cooperation that cannot be explained in terms of kinship and reciprocity.

Interdependence theory is established on the principle that the very essence of any interpersonal

relationship is found in interaction between individuals. These interactions are highly dependent on the situations that people find themselves in when faced with interference in the relationship with interference being a term used to describe conflict, miscommunication or opposing viewpoints. This founding idea can be directly related to a farmer's experience with productivity.

Furthermore, the interdependence task cooperation can increase farmer productivity and eventually increase their socioeconomics level. The interdependency can also be empowered by methods of multicultural education. The development of the multicultural education approach began in the late of 1960' and grew extendedly during 1970's.

There are three backgrounds that gave birth to this type of education. The three backgrounds can be listed as follows: the civil rights movement began as an instrument for changing laws that oppressed specific racial groups, school textbooks were critically examined and assumptions underlying the deficiency orientation were reassessed.

Multicultural education movement can be seen as a reform movement of the 1960's in the both Europe and America in effort to removing the lack of educational system for the minorities. It has their educational foundation from a child-centered educational philosophy which relating educational provision and strategies to student's need and experiences. One of the pioneers of child centered education is American philosopher and educator, John Dewey who lived in the last century.

In the period of 1970's development of multicultural education, it was continuing with a wide range of initiatives, some superficial and others more radical relying on teacher's situation and their own personal educational philosophies. In this period, the multicultural education was working-through exploratory stage which was characterized by their interest to transmit positive personal and social behavior about cultural diversity in the classroom context. During the 1970's the ideas about student's cultural multicultural background in the school reform context were tried and developed in many school. The society's understanding and consciousness about their multicultural diversity in the period can be seen through these following social phenomena.

Ethnic groups all-round developed expression of their heritage and identity. The women's movement got well under way. Court cases and federal legislation supported diversity such as the Lau decision supporting bilingual education, the ethnic heritage act funding multiethnic curriculum development and the adoption by many states of goals statements supporting teaching for cultural pluralism.

The development of the multicultural education was continuing in the 1980s together with the dynamic of social and political context of the decade. Then, it is basically education for a multicultural society. It is also a type of educations that enables people in diverse background to accept and cope their difference, to be non-judgmental and to accept the right of all people developing their linguistic, cultural and religious expression. In addition, multicultural education also can be defined as educational policies and practices that recognize, accept and affirm human differences and similarities related to gender, race, handicap and class. Clearly, a multicultural society has a number of elements. They are the existence of diversity at least minimal sharing and interaction, equal access to economic and educational resources, political and civil rights, valuing of cultural diversity and shared commitment to one nation. Multicultural education as educational concepts, theories and practices try to encompass problem of race, culture, language, social class and gender inequality in the area of education.

There are many general objectives of multicultural education. There are four objectives of multicultural education. First is to give student learning experiences which promote analytical and evaluative ability to confront issues such as racism, participatory democracy and sexism. Second is to develop skills for value's clarification including study of the manifest and latent transmission of values. Third is to examine the dynamics of diverse cultures and the implication for developing teaching strategies. Fourth is to examine linguistics variations and diverse learning styles as a basis for the development of appropriate teaching strategies.

There are three main goals of multicultural education (Earley, 1985; Earley *et al.*, 1987; Erez, 1977; Weldon and Weingart, 1991) first is to provide education for a shared political and economic value system, second is to provide education for cultural and ethnic diversity, third is to provide education for greater equality of educational opportunity. There are five goals of multicultural education. The first goal is to promote the strength and value of cultural diversity. The second goal is to promote human rights and respect for those who are different from oneself. The third goal is to promote alternative life choice for people. The fourth goal is to promote social justice and equal opportunity for all people. Finally, the fifth goal is to promote equity in the distribution of power among difference groups.

In conclusion, multicultural education can be seen as the types of education which try to prepare students living in the society with variety of cultural background. The basic objective of multicultural education is to develop student's ability living in the context of

multicultural society. Task of multicultural education is to help students to achieve a higher stage of ethnic and cultural existence so that it occurred a sufficient cultural and social overlap for society to function. Ideology of multicultural education has aim to develop social change in our society to be society that regards cultural pluralism and equal opportunity (Festinger, 1954).

In the short definition, psychology can be defined as a scientific study of behavior and mind. The primary purposes of scientific psychology are to describe, understand, predict and control human behavior. The contributions of psychology in the education can be seen in the development of teaching methods. The contributions also can be seen in the area of multicultural education. We have recognized that there were three psychologies influenced in education, i.e., humanistic, psychoanalysis and behaviorist.

In this context, psychology can help multicultural education in developing methods of learning and teaching appropriate to multicultural education. The methods of learning and teaching in multicultural learning and teaching can be listed as follows.

Inquiry learning (Bettenhausen, 1991; Borman *et al.*, 1995; Champion *et al.*, 1993) this kind of teaching method can induce student intellectual, affective and psychomotor development. Through theories, research and practices from cognitive psychology, psychology can help multicultural education develop student intellectual, affective and psychomotor personality about their multicultural society. Farmer can develop their intellectual capital through the method of multicultural education. This intellectual capital can influence their productivity and then eventually increase their socio-economic level.

Cooperative learning (Borman *et al.*, 1995) as interdependence application in the learning context can enhance farmer member's activities in the group. One of the most relevance and effective methods in teaching multicultural education is a cooperative learning method. This method of cooperative learning can develop student's understanding others through interdependency task. Social psychology can help the problems of societies. Theories, research and practices from group social psychology can contribute the development of cooperative learning, e.g., theories research and practices interdependency psychology. The theory of group cohesiveness, social loafing and social facilitation can be applied to cooperative learning in multicultural education. Through the use of cooperative learning, students from diverse cultural background can increase the interracial and cross-gender friendship patterns and develop a stronger sense of self-esteem, a more positive attitude toward school and more internal locus of control. In line

with the social psychological theory, clearly prejudice can be reduced by direct interpersonal contact (Barley, 1990).

CONCLUSION

Indonesian is a truly multicultural society. The fact can be seen in the diversity of the multicultural background in the Indonesian. They have multiple ethnic groups, social status groups, economic groups and educational groups background. One of the multicultural groups in Indonesia is a farmer group profession and socio economic background. Most of them live in the small village or remote areas in Indonesia. Their productivity can be developed by interdependence psychology and multicultural education. The farmer economic group performance in East Java was still apprehensive or concerned. So, an experiment to improve the economic group performance was designed.

The results found that the team performance was the best followed by the performance of reciprocal task interdependence, sequential task interdependence performance and the lowest of performance was pool task interdependency. It means that interdependency cooperation is very important for increasing farmer group's productivity and farmer's socioeconomics level. Based on the multicultural local wisdom, actually Indonesian has interdependency work system, i.e., Gotong Royong (Javanese work cooperation system). But, unfortunately because of globalization, the local Javanese interdependence work system revolutionary fade away. Recommendation for farmer groups in the village they should redevelop this system for increasing productivity and socioeconomics level.

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