



## Profile of Student's Self-Acceptance and Their Habits of Minds

Suprih Widodo<sup>✉1</sup>, Dian Permata Sari<sup>2</sup>, Rizki Hikmawan<sup>3</sup>, Nuur Wachid Abdul Majid<sup>4</sup>

<sup>1,2,3,4</sup> Pendidikan Sistem dan Teknologi Informasi, Universitas Pendidikan Indonesia, Purwakarta, Indonesia

✉ [supri@upi.edu](mailto:supri@upi.edu)

**Abstract.** The freshman is an individual who is adapting to a new environment in college. This adaptation process differs from one another because each individual is unique and is influenced by many factors. The slow or fast process of adaptation will result in student achievement. Self-acceptance is an individual's ability to be able to accept the existence of oneself. While habits of minds is the ability of students to control positive behaviour in order to have confidence and have a steady personality. The study will use a qualitative and quantitative approach that seeks to uncover self-acceptance and habits of mind. Respondents in this study were first semester students at one university in Purwakarta who were selected by random sampling techniques. Data processing techniques will be carried out qualitatively and quantitatively. based on the results of the study there is a no positive relationship between self-acceptance and habits of mind of students, their self-acceptance is at a average size with good mathematical thinking habits.

**Keywords:** Freshman college, habits of mind, self-acceptance

**INTRODUCTION** ~ Learning outcomes are students' abilities after they have received their learning experience. Learning outcomes are abilities or skills possessed by students after students experience learning activities. Gagne revealed there are five categories of learning outcomes, namely: verbal information, intellectual skills, cognitive strategies, attitudes and skills. While Bloom revealed three teaching objectives which are the abilities of a person that must be achieved and are learning outcomes namely: cognitive, affective and psychomotor (Sudjana, 1990: 22).

Based on the results of an analysis of basic mathematical abilities in the PSTI Study Program as seen from the results of lectures in first semester of the 2018/2019 academic year, their learning outcomes are still far from expectations. The interview results show that they have various difficulties in learning mathematics, which

are generally related to psychology and learning readiness.

Factors that influence learning outcomes are psychological factors consisting of intelligence, attention, interests, talents, motives, maturity and readiness. Readiness according to Jamies Drever in Slameto (2010) is a willingness to respond or react. Willingness arises from within a person and is also related to maturity, because maturity means readiness to carry out skills. This readiness needs to be considered in the learning process, because if students learn and there is readiness, the learning outcomes will be better.

Students will be ready to learn mentally if he is psychologically experiencing welfare or psychological well-being. According to Ryff and Singer (1996) well-being is a concept that is formed from the experience and functions of individuals as whole human beings. Well being has



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attracted a lot of attention in the world of education, including in Indonesia. The concept of well-being that is thought to be developed through education is psychological well-being consisting of self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth (Ryff and Keyes, 1995). Self-acceptance as one of the concepts of psychological well-being is an individual's ability to be able to accept the existence of oneself which can be an indicator of whether students have prosperity in learning readiness. Self-Acceptance is acceptance. Every thought and idea about a thing or a certain idea will eventually require acceptance. An idea that is not accepted cannot be maintained, assisted and developed. Lack of acceptance creates ignorance or negative rebellion against the unacceptable (Wenkart, 1955).

In addition, individual success is largely determined by the habits that are done. Positive habits that are carried out consistently can potentially form positive abilities. This habit or often called habits of minds is the ability of students to control positive behavior so that they have confidence and have a steady personality. This way of thinking is referred to by Millman and Jacobbe (2009) to develop a Mathematical Habits of Mind (MHM) strategy that can be used to build creative thinking skills through habituation or the acculturation of mathematical thinking.

Habits of mind was originally developed by Marzano (1992) in dimensions of learning. And Marzano (1993) puts habits of mind into 3 categories, namely self-regulation, critical thinking and creative thinking. Furthermore, some experts develop these habits of mind through various studies. Among them are Costa (2000) and Carter et.al. (2005) which divides habits of mind into 16 indicators. Furthermore Costa and Kallick (2000) claim habits of mind as the highest characteristics of intelligent thinking behavior to solve problems and are indicators of success in academic, work and social relations. Given the urgency of habits of mind in one's life, it is felt necessary to practice this smart behavior as a provision in navigating his life. Various studies were conducted to find strategies to form habits of mind. Anwar's research (2005) shows that performance assessment can form habits of mind in learning environmental concepts. Research by Cheung and Hew (2008) shows that indicators of "being aware of one's own thoughts" and "being open" from habits of mind can be explored through student participation in online learning compared to the other indicators.

Based on the background above, this study will try to explore the achievements / learning outcomes of new students as a whole with a level of psychological well-being that is focused on self-acceptance and its relation to their habits of thinking (habits of minds). Based on the results of this exploration is expected to be analyzed and given appropriate learning treatment



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to new students related to student self-acceptance and habits of minds.

### **METHOD**

This research uses quantitative methods. The design used is a survey research (survey research) trying to expose quantitative descriptions or numerical descriptions of trends, attitudes, opinions of a particular population by examining a sample of that population (Creswell, 2016). According to Fowler 2008 this research includes cross-sectional and longitudinal studies that use structured questionnaires or interviews for data collection with the aim of reenacting the sample into a population (Creswell, 2016)

The participants in this study were the freshman of PSTI study program in 2019. Students consist of women and men.

Sampling was done by means of saturated samples because all first semester students were sampled in this study.

The instruments used in this study were questionnaires and interviews to uncover the self-acceptance and habit of mind of PSTI students in the early semester.

According to Ryff (1989) there are 9 question given to respondents about student self-acceptance that have been tested for validity and reliability. The 9 questions/statements are: Most people see me as loving and affectionate; Sometimes I change the way I act or think to be more like those around me; In general, I feel I am in charge of the situation in which I live; I

feel good when I think of what I've done in the past and what I hope to do in the future; When I look at the story of my life, I am pleased with how things have turned out; Maintaining close relationships has been difficult and frustrating for me; In general, I feel that I continue to learn more about myself as time goes by; In general, I feel confident and positive about myself; I often feel lonely because I have few close friends with whom to share my concerns.

Meanwhile there were 16 questions/statement given to respondent about their habits of minds. Those question are: I use a systematic way of solving math problems; I use a diary to help solve math problems; I appreciate if there is a different way from me in solving math problems; I can sometimes use a variety of different ways to do the same math problem; I can explain what I do in answering math problems; I always check my answers again after completing math problems; I ask the teacher when I don't understand the teacher's explanation or questions that I don't understand; I use the knowledge I already have to help understand new material in mathematics; I can often explain well the methods I use to solve math problems to the teacher and other friends; I use all the senses to solve math problems; I try to solve mathematical problems in my own way when I don't know how to solve problems with a definite formula; I can associate mathematics with daily activities; I felt challenged to finish the exam questions that I could not answer; I'm not too



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depressed if I can't answer math exam questions; I collect math assignments on time; I have certain habits and ways to easily learn mathematics. Those questions/statements were developed by the habits of mind indicator according to Costa (2008).

### RESULTS

This research was conducted at one of the campuses in West Java in 2019, the number of participants involved was 73 students. Student self-acceptance is shown in table 1.

**Table 1.** Students' Self-Acceptance result

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	SA
P1	6	2	5	3	5	2	6	5	3	37
P2	5	1	5	4	4	2	6	4	3	34
P3	5	2	5	3	5	2	6	3	6	31
P4	3	2	4	4	5	3	4	5	4	34
P5	4	2	4	5	4	4	6	3	1	33
P6	3	3	5	6	3	3	4	3	3	33
P7	4	2	5	2	3	2	5	2	3	28
P8	6	2	5	4	4	4	5	4	2	36
P9	5	1	5	6	6	3	6	6	5	43
P10	5	1	4	3	6	2	6	4	1	32
P11	5	3	5	6	5	6	6	5	2	43
P12	3	3	6	3	3	5	6	3	5	37
P13	4	3	4	5	5	1	5	4	6	30
P14	4	2	6	4	5	2	5	4	5	37
P15	4	2	6	5	6	2	6	5	4	40
P16	6	2	5	3	5	2	5	5	6	33
P17	5	2	5	2	2	2	5	5	2	30
P18	5	3	5	5	5	2	5	5	5	40
P19	4	2	5	6	4	3	5	5	1	35
P20	4	2	5	4	5	3	5	4	5	37
P21	5	6	5	6	6	2	6	4	5	39
P22	4	2	5	4	3	2	5	4	2	31
P23	5	3	5	5	5	2	6	4	5	40
P24	4	3	5	6	4	3	6	4	4	39
P25	4	3	5	5	6	4	5	5	1	38
P26	4	2	5	4	4	4	5	3	4	35
P27	5	1	6	6	6	5	6	4	2	41
P28	5	2	5	4	4	3	6	5	4	38



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	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	SA
P29	5	2	4	5	4	2	5	5	2	34
P30	1	3	5	4	4	3	4	4	2	29
P31	5	3	5	5	5	5	6	6	4	44
P32	5	3	5	5	4	1	5	5	6	32
P33	4	3	5	4	4	3	5	5	4	37
P34	5	3	5	5	6	2	6	4	5	41
P35	4	3	5	3	5	3	4	4	6	31
P36	6	5	6	5	6	1	6	5	6	39
P37	5	5	6	4	3	5	6	3	3	40
P38	5	3	5	5	5	2	5	5	3	38
P39	5	5	5	6	5	2	5	4	6	37
P40	4	4	6	4	5	2	6	3	2	36
P41	5	1	5	5	5	2	5	5	3	36
P42	5	2	5	6	5	3	6	3	4	39
P43	5	3	6	6	3	3	6	5	1	38
P44	5	3	4	5	4	3	4	6	5	39
P45	4	3	6	5	5	3	6	4	3	39
P46	4	2	6	5	5	3	6	5	4	40
P47	5	1	5	6	6	2	6	6	3	40
P48	4	4	5	5	5	2	6	5	3	39
P49	5	3	5	5	4	4	5	5	4	40
P50	5	2	6	5	6	2	5	5	3	39
P51	4	1	5	5	3	3	6	5	3	35
P52	2	2	5	3	3	5	5	2	4	31
P53	3	3	5	4	4	2	6	4	5	36
P54	5	2	5	6	4	5	6	5	3	41
P55	6	3	5	6	5	1	5	5	6	35
P56	4	2	5	4	4	3	4	5	2	33
P57	5	2	5	4	5	3	5	5	4	38
P58	4	4	4	6	6	2	6	5	3	40
P59	5	2	6	5	6	2	5	5	3	39
P60	5	5	6	5	5	5	5	6	3	45
P61	4	5	5	4	5	3	5	3	5	39
P62	5	3	5	4	4	3	5	4	2	35
P63	5	2	5	5	5	2	6	5	5	40
P64	5	1	6	5	5	3	5	5	3	38
P65	6	3	5	4	3	3	6	4	4	38



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	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	SA
P66	4	2	5	6	6	6	5	5	2	41
P67	5	4	5	3	3	1	5	5	5	35
P68	4	3	5	5	4	5	5	4	4	39
P69	5	3	3	6	3	2	4	6	3	35
P70	3	3	6	4	4	4	6	4	2	36
P71	5	3	5	5	4	5	6	5	2	40
P72	5	3	5	6	4	4	5	6	1	39
P73	4	3	4	4	4	2	5	4	3	33

Maximum Score per item is 6

From table 1, the students' average self-acceptance is 36,88 which is indicate that students' self-acceptance is average. Minimum and maximum score is 45 and 48. Using Ryff recommendation for defining

high or low well-being, we have 5,48% students with high self-acceptance score, as shown in table 2.

**Table 2.** Students Self-Acceptance Score Recap

	Freq	Percent
High	4	5,48
Average	61	83,56
Low	8	10,96
Sum		100,00

Self-acceptance can have a positive influence on students who are accepted in the group and vice versa a self-acceptance can have a bad influence on students who are not accepted in the group as the results of research Dites, 1959. The results are interpreted as describing a multiplicative relationship between two factors - the strength of individual needs and the level of satisfaction available in the group - as a determinant of group

attractiveness and, hence, the strength of the group to influence. Recent literature has clearly shown that there is a positive relationship between attention and subjective well-being (SWB) (Brown and Ryan, 2003; Collard et al., 2008; Schutte and Malouff, 2011)

Students' habits of mind score of 73 is shown in table 3.

**Table 3.** Students' Habits of Mind Score

	H	H	H	H	H	H	H	H	H	H1	H1	H1	H1	H1	H1	HM	
	1	2	3	4	5	6	7	8	H9	0	H11	2	3	4	5	6	
P1	2	1	1	2	2	1	1	1	2	3	2	3	2	3	2	2	30
P2	3	1	1	3	3	4	3	2	4	3	2	3	4	1	3	1	41



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	H	H	H	H	H	H	H	H	H	H1		H1	H1	H1	H1	H1	
	1	2	3	4	5	6	7	8	H9	0	H11	2	3	4	5	6	HM
P3	4	2	1	3	3	3	2	2	3	4	5	4	4	3	2	3	48
P4	3	1	2	4	3	2	3	3	4	3	2	3	2	1	2	3	41
P5	2	2	2	2	3	2	1	1	2	2	2	2	2	6	2	4	31
P6	1	4	3	1	2	3	3	1	2	2	1	2	1	1	2	1	30
P7	3	2	2	4	4	2	3	2	5	3	3	2	2	2	3	4	46
P8	2	2	2	3	2	2	3	2	2	2	3	4	3	5	3	3	43
P9	4	2	1	2	3	3	1	1	2	2	3	2	1	4	2	2	35
P10	2	1	1	2	3	2	1	1	3	1	1	1	3	2	2	1	27
P11	2	2	2	3	2	1	1	2	2	2	3	2	2	3	3	1	33
P12	3	2	2	3	4	1	1	2	2	3	4	2	2	4	1	3	39
P13	2	2	2	2	3	2	2	2	4	4	2	4	3	2	3	3	42
P14	4	4	1	2	3	3	1	3	4	2	2	4	2	5	3	2	45
P15	2	3	1	2	2	2	1	2	2	3	1	2	2	1	3	1	30
P16	2	1	1	2	2	2	2	2	2	2	3	2	2	2	2	2	31
P17	2	2	2	5	5	2	2	2	5	2	2	5	2	5	2	2	47
P18	3	2	2	3	2	2	2	2	3	3	3	3	3	4	2	2	41
P19	2	3	1	3	2	1	2	1	2	4	1	3	2	4	2	2	35
P20	3	2	2	3	3	3	3	2	3	3	3	3	2	3	2	2	42
P21	2	2	2	1	2	1	3	1	2	4	3	2	1	3	3	2	34
P22	3	1	1	3	2	1	2	2	3	4	2	2	4	4	2	2	38
P23	2	3	1	3	2	3	1	2	3	3	4	3	4	4	3	3	44
P24	2	1	1	2	2	1	1	2	2	3	3	2	2	4	2	2	32
P25	2	3	2	3	2	3	3	2	3	3	4	3	3	5	2	2	45
P26	4	5	2	5	3	3	3	3	3	3	2	3	4	2	3	4	52
P27	1	1	1	2	2	1	1	1	2	1	1	1	1	2	2	1	21
P28	2	3	1	3	3	2	2	3	4	3	4	3	4	2	2	2	43
P29	2	2	2	2	2	2	2	2	2	5	2	3	3	2	2	2	37
P30	2	2	1	4	2	4	3	3	2	4	4	5	3	4	2	5	50
P31	3	2	2	1	3	1	2	2	3	5	1	3	1	5	1	1	36
P32	3	3	2	2	3	2	2	3	3	3	3	3	4	4	2	3	45
P33	2	2	1	3	2	2	3	1	3	4	3	4	3	4	3	2	42
P34	3	2	1	3	2	1	2	2	3	2	1	2	1	2	2	2	31
P35	3	1	1	3	3	1	1	3	2	5	3	3	2	4	2	2	39
P36	2	1	1	3	2	2	1	2	2	3	5	1	1	3	2	2	33
P37	4	5	2	4	4	2	2	2	3	3	3	4	2	4	3	3	50
P38	2	1	2	2	3	2	2	2	3	2	2	2	2	3	2	2	34



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	H	H	H	H	H	H	H	H	H	H1		H1	H1	H1	H1	H1	
	1	2	3	4	5	6	7	8	H9	0	H11	2	3	4	5	6	HM
P39	4	3	1	1	4	2	1	2	4	6	1	4	4	3	3	2	39
P40	4	3	1	2	2	5	3	2	3	3	3	3	3	2	3	2	44
P41	2	2	2	3	2	3	2	2	2	5	2	2	2	2	2	3	38
P42	4	1	2	3	4	3	2	3	4	3	2	3	4	3	2	1	44
P43	1	2	2	2	2	1	2	2	2	3	2	4	4	4	2	1	36
P44	3	5	2	2	3	1	2	2	3	5	2	4	3	4	2	3	46
P45	2	2	1	2	2	2	1	2	3	3	1	3	3	2	2	2	33
P46	2	1	1	3	2	1	1	1	2	2	3	3	2	3	2	2	31
P47	2	1	1	1	1	1	2	1	2	1	1	1	1	3	2	1	22
P48	2	3	1	2	2	2	2	2	4	4	3	4	3	4	2	2	42
P49	2	2	2	3	4	2	2	2	3	3	4	3	4	4	2	3	45
P50	2	1	2	2	2	1	1	2	2	2	1	2	1	2	1	2	26
P51	2	2	2	3	2	2	4	2	3	2	1	2	2	1	2	2	34
P52	5	2	2	5	4	3	4	3	2	3	2	3	2	2	3	2	47
P53	2	2	1	1	2	1	3	1	2	5	2	2	2	4	1	2	33
P54	3	2	2	3	1	3	2	2	3	4	1	3	4	3	2	1	39
P55	2	4	1	2	1	1	2	1	1	2	2	2	1	2	2	2	28
P56	3	2	2	3	3	2	2	2	3	3	4	3	3	3	2	2	42
P57	3	2	2	2	3	3	2	2	3	2	3	3	3	2	3	3	41
P58	3	5	1	2	2	3	2	2	2	3	3	4	2	2	2	3	41
P59	3	2	1	4	4	2	2	2	5	4	2	3	2	5	2	2	45
P60	3	3	3	3	3	3	3	3	3	3	3	2	3	2	3	2	45
P61	3	2	2	4	4	2	2	3	4	4	5	4	3	5	2	3	52
P62	3	5	1	3	3	2	2	2	4	3	2	3	2	2	3	2	42
P63	2	3	2	3	2	2	2	2	2	2	1	2	3	4	2	2	36
P64	2	2	2	2	2	2	2	2	3	2	3	2	2	3	2	2	35
P65	3	1	2	2	3	3	3	1	2	4	3	4	2	3	3	1	40
P66	2	3	2	2	3	3	2	2	3	3	2	2	2	3	3	2	39
P67	2	2	1	4	2	2	2	4	2	3	3	1	3	3	2	2	38
P68	3	3	2	3	4	3	3	4	4	3	2	3	5	5	3	3	53
P69	2	1	1	5	5	5	3	3	4	5	6	3	5	2	3	2	49
P70	3	2	2	5	2	2	2	2	4	4	2	2	4	3	3	3	45
P71	2	1	2	3	2	2	2	2	2	3	3	3	3	3	3	3	39
P72	2	2	1	3	2	1	1	2	2	3	1	2	1	5	2	3	33
P73	4	3	2	4	2	1	2	2	2	5	3	5	3	2	3	5	48





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As shown in table 3 the result of students' average habits of mind is 39.08 which is indicate that students' habits of mind is average. Minimum and maximum score is

21 and 53. Using Ryff recommendation for defining high or low well-being, we have 6,85%, and table 4 shows the recap.

Table 4 Students HOM Score Recap

	Freq	Percent
High	5	6,85
Average	63	86,30
Low	5	6,85
Sum		100,00

Perhaps the centerpiece of my teaching and learning, and what most obviously fosters the Habits of Mind, is a student-initiated learning program. Student-initiated learning is an outcome as well as a process. The learner gains the skill of engaging in self-directed learning. It is a process in which individuals take the initiative with or without the help of others in diagnosing their learning needs, establishing prior knowledge, formulating learning goals, identifying human and material resources, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. Thus it is a process that encourages the development of the Habits of Mind (Costa & Kallick, 2009).

To find out the relationship between self acceptance and HOM achievement the Pearson correlation formula is used. With this correlation test obtained a score of -0.23 which means that the number is close to 0, so it can be ascertained that between self-acceptance and habits of mind have a low relationship. The negative sign on the correlation test results also illustrates that there is an inverse low relationship

**DISCUSSION**

Habits of mind consists of two words namely "habits" and "mind" which, if interpreted in language that is "habit" and "mind or thinking". In this study habits of mind are defined as 'mind habits'. Habits of mind or habit of mind is defined by Arthur. L Costa and Benna Kallick as characteristics of what smart people do when they are faced with problems whose solutions cannot be easily identified. (Costa and Kallick, 2008) therefore the results obtained through questionnaires



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and interview habits of students are at an average level.

This dimension is a central part of mental health. Ryff concluded that self-acceptance implies a positive attitude toward yourself. This positive attitude is to recognize and accept various aspects of himself, both positive and negative, and have positive feelings about his past life (Ryff, 1989). According to the results of research that has been done self-acceptance of PSTI students is in the average category. To truly accept themselves, individuals must be authentic. When people are aware, they are actively involved in drawing new differences about the environment rather than manipulating their image to get positive evaluations from others or to maintain fragile self-esteem. When people actively pay attention to their environment, they live authentically at that moment. This article also suggests that when individuals mindlessly accept other people's opinions about themselves as goals, they will have difficulty accepting themselves. Other people's evaluations may be based on their own needs and experiences and not on the goals of the Truth. 'How individuals see themselves as valid as others see it (Carson & Langen, 2006). The study also found that more self-acceptance was associated with a higher SWB level and more tolerance for others. This result is consistent with previous research (Hoffman, 2006; Negy and Winton, 2008; Sanjuán, 2011). The positive correlation

between tolerance and SWB is also in line with previous studies (Lopes et al., 2011).

### CONCLUSION

The results of this study indicate that student self-acceptance is in the average category and students' habits of mind are in the average category also. The correlation between student self-acceptance with habits of mind is low and negative. It can be concluded that basically everyone has the potential in themselves, whether it is in the form of knowledge, attitudes and skills. The results of the analysis show that the learning process of mathematics of the students' habits of mind and self-acceptance are less developed in the learning process. Without any treatment given to the habits of mind and self-acceptance. The result shows that the impact of habits of mind and self-acceptance toward mathematical ability good. If teachers can develop their students' knowledge, attitudes and skills holistically, as expectation, then the potential of students to acquire knowledge in mathematics will be higher or better.

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