



## THE CHARACTERISTICS OF PERSPECTIVE TAKING TENDENCY ON ADOLESCENTS AND ITS RELATION TO SOCIAL INTEREST AND SELF-EFFICACY

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### ABSTRACT

This study aims at obtaining a description of the characteristics of the degree of tendency to take perspective taking in adolescents and its relationship to social interest and self-efficacy. The subjects of the study were 110 students who had reached adolescence period and randomly selected from three types of Senior High School (SMA, SMK, and MAN) in Surabaya. The research data was collected through self report technique and expressed in quantity size (number). The analysis was performed by using descriptive statistics and regression. The results of the analysis suggests that the tendency to take other people's perspectives on the subject group of adolescents is found to be low. 110 samples investigated and only 37 people or 34% who have a tendency to take the perspective of others is high. The results of regression analysis indicated that social interest and self efficacy contribute to increasing the tendency to take the perspective of others individually or collectively, but the contribution is relatively weak, ie 0.30 and 0.226.

## INTRODUCTION

Taking another person's perspective (*perspective taking*) - for the discussion hereinafter abbreviated as PT - has been recognized by many experts as a psychological construct a positive influence on those aspects of behavior. The ability of PT is considered to be an essential competence in social interaction (Shaffer, 2009), or as a component of a very crucial social function in influencing empathy. Davis, in Ames *et al.*, 2008; Galinsky (2010) places the ability of PT as one of Seven essential life skills. Several experts define PT as a tendency or ability within the individual. In the sense of ability, PT is defined simply as an ability to see the world from the perspective of others, or the ability to see reality from the eyes of others (Casanave, 2010), or the ability to understand and incorporate one's own perspective from the perspective of others (Chadwick & Ralston, 2010), the ability to imagine the world from the perspective of others, or imagine oneself in others (Sun *et al.*, 2011), or the ability to accurately understand

the other person's point of view (Gehlbach, 2004; Parker *et al.*, 2008). An outright definition of PT states that PT as an ability to understand how a situation is seen by others and how others react cognitively and affectively (emotionally) to the situation. It is the ability to put oneself into others and recognize that others have different perspectives with themselves (Johnson, in Gehlbach, 2012; Roan *et al.*, 2009; & Walker, Shore, & Tabatabai, 2014). Almost all definitions agree that the point of view in this context is to refer to what is thought, felt, and will be said or done by someone who is experiencing or being in a particular situation. Upon the notion of inclination, PT is defined as an attempt to understand the thoughts, feelings, and motives of others as well as the underlying reasons for such thoughts, feelings, and motives. The attempt to understand the other person is a genuine effort and is done in a non-judgmental way, which contains the will to accept and acknowledge the views of others (Parker *et al.*, 2008). Ku, Wang, & Galinsky provide a newly admitted definition (updated definition). They define MPO as an active cognitive process of imagining the world from someone else's point of

view or imagining oneself in others to understand the visual, mind, feel motivation, and other people's points of view. This definition does not include MPO accuracy because the accuracy of MPO is a consequence of involvement in the cognitive process of actively visualizing the mental kindness of others. Thus, this definition concurs with the definition of Parker, Atkin, & Axtell which state that the accuracy of MPO (in the Parker, Atkin, & Axtell concept called effective MPO) is a consequence of MPO activity. A Numerous research has also been conducted to examine the effect of PT on a number of behavioral variables. For instance, Roan *et al.* (2009) suggest several research findings that suggest PT can improve social understanding and harmony, reduce stereotypes and encourage positive attitudes toward others, reduce the impulsive and aggressive behavior, develop cooperation, increase moral reasoning, increase altruistic behavior, reduce prejudices, and facilitate conflict resolution. Some recent studies also provide consistent findings.

For instance, Ames *et al.* (2008) who discover that PT can improve cognitive abilities in self-separation and others, and Tood's (2011) study proves that PT can inhibit stereotypical tendencies. Trotchell *et al.* (2011) in addition, also proves that the ability of PT can handle deadlock in interpersonal negotiations. The results of studies in the field of developmental psychology also prove that PT plays a fundamental role in development, in the sense that human development in various domains (cognitive, affective, and behavioral) goes forward according to the individual's ability to take the perspective of others (Moll & Meltzoff, 2011). Taking into account the positive influence of PT on a number of behavioral variables, numerous experts recommend the need for school or educational institutions to organize PT development programs to encourage students' success. For instance, Gehlbach (2012) argues the importance of the development of PT for schools community, particularly students to make them more successful. Gelbach believes that PT is an effective social competence that plays an important role in supporting academic success. Students with high PT tend to be more successful since the ability to read verbal and non-verbal signs from their friends and teachers is an important component in various learning activities. Galinsky (2010) also points out that PT is one aspect of development that can be a platform for success that allows students easier in dealing with various forms of barriers in social relations and ultimately achieve success in various areas of life.

In addition, Chadwick & Realston (2010) assert that PT is one of the most important social competencies to support interaction in the academic process in school. They point out some previous research findings that learners with high PT ability tend to be easier in completing academic tasks because they are easier to understand the reading, to understand the written instructions of a task or are given orally by the teacher. Identically, learners with high PT capabilities are able to engage in effective social interactions with friends in their schools, with their teachers, and with parents or their families. Increased social interaction will negate the conflict and allow learners to gain a conducive learning climate and use their energy optimally for learning. Learners with high-ability PT tend to be more able to establish a safe and positive school environment, handle the stresses of learning and life events, discover the best way to deal with frustration and aggression, establish personal responsibility for building a safe school environment for learning. The development of PT in the

school can also be employed to encourage the success of a learner's career in the future, particularly the success in controlling the organization or becoming an effective leader. As stated by Reason (2011) that to be an effective leader, an individual must be able to learn from the perspective of others. A professor of sociology at Pitzer College, Jose Calderon (2011) also reveals that, in accordance with his experience, he gained the understanding that one's ability to take the perspective of others affects his ability to participate in society, and that way he will have access to power. Taking into account the influence of the PT in influencing effective leadership, numerous demands enforce schools to implement a PT development program for learners to prepare future leaders for effective leadership. For example, Steen & VanderVeen (2005) affirm that the development of PT for learners should be part of the school program in order to form capable leaders in changing the world. In fact, experts in America grasp that the development of PT in educational institutions is now an urgent and essential need (Dey, *et al.*, 2010). Although several studies have been conducted to examine the effect of PT on a number of behavioral variables, not much research has been done to examine the factors or variables that play a significant role in influencing the development of PT.

By taking into account the positive therapeutic value of PT in influencing aspects of individual social development and function, the research intended to reveal the factors that influence the PT is very important, particularly in the field of psychological intervention. In the field of psychological intervention, attempts to change the behavior of individuals or to encourage development are done by modifying the factors that influence the development or behavior. Therefore, research intended to discover the factors that affect PT will provide advantageous information to design an effective intervention program to increase the tendency and capability of PT. As suggested by Gehlbach (2012), to be able to design an effective intervention program to encourage the development of the PT should be well understood about the process underlying the development of PT, the dynamics of the development of PT in relation to a number of factors. Several studies have discovered that the development of PT is influenced by cultural factors (Wu & Keysar, 2007), gender (O'Brien *et al.*, 2010), ethnic (O'Brien *et al.*, 2010), age (Bengtsson & Arvidsson, 2010; O'Brien *et al.*, 2010), personalities (Gehlbach, Brinkworth, & Wang, 2012), and improper parenting styles (Manly, 2006). These studies highlight the relatively difficult variables to be modified hence they are less likely to be utilized to make judgments in designing an intervention program.

Several theoretical models have also suggested factors that allegedly influenced the development of PT. For instance, Robert L. Selman (1980) through his writings entitled *The growth of interpersonal understanding*, he says that developmental and clinical analyzes in 1980 to formulate the development of PT. By integrating Piaget and Kohlberg's theory and his own research results, Selman came to the conclusion that the ability of PT began to develop at the age of the child and reached maturity at the age of adolescence when the child has achieved abstract thinking phase. The development of the ability of the PT at each stage to run in accordance with the development of cognitive ability as described by Piaget. However, there are always individual variations caused by experience, particularly structured experiences in the form of training, learning, or guidance.

Many other experts agree that the ability of the PT is an ability that can be developed and this ability began to appear at the age of children and achieve a perfect level in the adolescent period. This study focuses on individual factors that are relatively easy to change namely motivation. In psychology, motivation has been recognized as everything that moves the individual to perform an action to achieve a goal. In relation to PT, the role of motivation is very crucial. As noted by Gehlbach (2012), although PT is generally viewed as an ability to understand others accurately, the PT is a skill that also involves motivation to use that ability. In other words, in order to accurately take other people's perspective, individuals must first be motivated to understand others and engage in processes that enable them to accurately understand the mental state of others. Therefore the individual can not take the other person's perspective accurately if he is not motivated to engage in the activity of taking the perspective of others. The higher the motivation of learners to take the perspective of others, the more often they are actively involved in taking the perspective of others in various situations. In this case, Gehlbach (2004) defines the PT as an ability that has two dimensions, namely: tendencies and abilities. Tendency relates to motivation and ability related to accuracy.

Employing the concept of motivation from Eccles that defines motivation as a combination of individual judgment of a domain and the hope of success in that domain Gehlbach (2004) defines motivation to take the other person's perspective (PT motivation) as having two dimensions: The importance of taking others' perspectives, and self-efficacy, the belief in their ability to succeed in taking the perspective of others. In his research on what factors motivate individuals to take the perspective of others, Gehlbach (2012) finds seven motivational factors, namely: the significance of the situation or target, social goals, to know the situation, the purpose of relationships, social influences, intrinsic interests, to know you. But two factors from below, intrinsic interest and want to know themselves, have a relatively low score. The importance of motivation in PT is also argued by Parker, Atkins, & Axtell (2008) which defines PT in the meaning of active and effective PT. PT is actively defined as an attempt to understand the thoughts, feelings, and motives of others. The attempt to understand others is a genuine effort, in which it has the intention to accept and acknowledge the views of others. While PT is effectively defined as how accurately individuals understand the thoughts, feelings, and motivations of others. Thus, active PT in Parker's conception is as true as the tendency dimension and the PT is effectively equal to the dimension of ability in Gehlbach's conception. Parker, Atkins, & Axtell (2008) view PT tendency equivalent to PT motivation. Therefore, individuals who have high PT motivation tend to try harder and use cognitive, affective, and broader behavioral strategies and will continue to study perspectives of others persistent. Parker, Atkins & Axtell identifies five categories of factors that influence MPO motivation: beliefs, emotions, social processes, task or work characteristics, relational work context, and cooperation. These factors are not a dispositional factor, but factors that can be changed and improved.

The next conceptual model is proposed by Ku, Wang, & Galinsky (2014) which also emphasizes the important role of motivation in PT. They assert that PT occurs only when there are sufficient cognitive resources and when the individual is motivated to consider the other person's point of view.

Likewise, some studies he studies show that not all PT manipulations carry the same effectiveness. Thus, according to Ku, Wang, & Galinsky, what is more, important in the PT process is that individuals have used their energy and time to think about others' perspectives, and take into account the specific circumstances and associated elements. In this respect Ku, Wang, & Galinsky identify determinants related to cognitive and motivational abilities. Determinants relating to motivational factors are individual differences in the context of interpersonal relationships that include prosocial motives, social interests, interpersonal sensitivity, and emotional intelligence. Other interpersonal factors that influence motivation are familiarity, the frequency of interaction with others, and power dynamics between individuals and others.

The various PT models presented, as acknowledged by the authors, are still conceptual and require further research to confirm the notion suggested. This research is intended to meet those needs. However, this study does not intend to examine all the motivational factors mentioned in the model, but only limits itself to two factors that have not gained much attention in previous studies, namely social interest and self-efficacy. Social interest is interesting to be examined under its role as a motivational factor for PT activities not only because it has not been studied but also due to its role in influencing social behavior. The concept of social interest was initially introduced by Adler in the individual psychology he developed. According to Adler (Corey, 2008), humans have a universal social interest, which manifests in the form of concern for others. Adler defines social interest as an attachment to mankind in general as well as empathy for every member of society. Social interest manifests in the form of cooperation with others for social progress rather than personal gain. It can be said that social interest is an individual's interest and concern for the social environment. Individuals with a high social interest tend to interact more with their social environment in a cooperative, sensitive, and responsible way to benefit the social environment.

Self-efficacy is also interestingly studied as a motivational factor since it can awaken and support perseverance in the process of taking the perspective of others. Self-efficacy constructs are rooted in Albert Bandura's social cognition theory. Bandura (1994) defines the efficacy of self as a person's beliefs about his or her ability to accomplish a particular task, or individual belief in his ability to perform certain actions in order to achieve the goal. This belief will affect how a person thinks, feels, and motivates himself to perform certain actions. This belief produces various influences through four processes: cognitive, affective, motivational, and selection. The effect of self-efficacy on motivation is rooted in Bandura's belief that many human motivations are cognitively driven. Individuals motivate themselves to take certain actions based on beliefs about what they can do. Individuals can predict the outcomes that will be obtained from the actions taken, and they set goals for themselves and design actions to achieve them. In this context, Bandura (Zimmerman, 2000) states that self efficacy affects human motivation in terms of expectations of outcomes and expectations of efficacy or expectations of the ability to perform well with efficacy expectations. The efficacy of the results refers to individual beliefs about the probabilities of their productivity in accomplishing specific tasks. While the expectations of efficacy refer to individual beliefs about how effectively they can work or can work well in a given situation. Bandura also proposes three dimensions of self

efficacy: level of self-efficacy, generality, and strength. These dimensions are measured by the degree of confidence. In accordance with what has been proposed, this research is intended to establish the relationship between the inclination to take the perspective of others with social interest and self-efficacy. This study was conducted on individuals who are in the adolescent development period with the consideration that the individual in his or her adolescence stage has achieved a high ability to take the perspective of others. Specifically, this study aims to obtain empirical data in order to answer the following four questions: (1) how do the characteristics of tendencies tend to take the perspective of others in adolescents? (2) is there a significant relationship between social interest and the tendency to take the perspective of others? (3) is there a significant relationship between self efficacy and the tendency to take another perspective? (4) whether social interest and self-efficacy can be a factor that simultaneously influences the tendency to take the perspective of others?

## MATERIALS AND METHODS

**Research design:** This research was conducted using descriptive and correlational design. The descriptive design was used to obtain a description of the characteristics of dependent variables, which include the inclination to take the perspective of others. While the correlational design was used to examine the relationship between dependent variables with two independent variables: social interest and self efficacy.

**Population and sample:** The population of this study is students in the city of Surabaya who are in the period of adolescence development. This period is defined by chronological age. The choice of the adolescent as the population is based on the theoretical consideration that in the adolescent period, linear with the development of cognitive ability that has reached the level of abstract thinking ability, the individual has reached maturity in PT. Adolescent development experts generally divide the adolescent period into three phases according to their chronological age, early adolescents (ages 10 to 13), middle adolescents (ages 14-18), and late adolescents (ages 19-22) (Steinberg, 2002 ). In this study, the period of adolescence is defined as a middle adolescent, i.e. those aged between 14 to 18 years. The sample of this study was 110 second graders of the senior high school taken randomly from three public schools that have different relative characteristics, namely high school (SMA), vocational high school (SMK), and Madrasah Aliyah (MA). The school samples were taken randomly. From this randomization was obtained SMAN 1 as a sample of public Senior High School, SMKN 12 as a sample of public Vocational High School, and MAN as a sample Madrasah Aliyah (in Surabaya there is only one MA, Madrasah Aliyah). From each school, thereafter, selected one class of second graders as a sample of middle adolescents. From this procedure, it obtained as many as 110 students as a sample with the following details: 38 samples of SMA, 36 samples SMK, and 36 samples MA.

**Instrument:** The tendency to take other people's perspectives is measured by using the tendency scale of taking the perspective of others developed for the purposes of this study. This scale contains ten points of statement to measure the three indicators of the tendency to take the perspective of others, which include: (1) imagining the thoughts, feelings, and motivations of others; (2) putting yourself into someone else's position and imagining what is thought, felt, and desired; (3)

suspecting the thoughts and feelings of others by paying attention to the verbal and nonverbal messages conveyed and knowledge possessed; and (4) a willingness to acknowledge different views. The items on this scale are adapted from the grid scale of the tendency to take social perspective taking propensity from Gehlbach (2010) and Smith (2009). This scale asks the subject to respond to each item by using one of the six answer scale options ranging from 1 to 6. The preferred answer scales state the frequency (how often) the subjects perform the activities described in the grid scale with the conditions as follows: scale 1 states that subjects very rarely perform the activities described in the statement; Scale 2 states that subjects rarely perform the activities described in the statement; Scale 3 states that the subject is rather frequently performing the activities described in the statement; Scale 4 states that the subjects rarely perform the activity described in the statement; Scale 5 states that the subject often performs the activities described in the statement; And scale 6 states that the subject very often performs the activities described in the statement. An example of one item of this head is: "Before rejecting a person's request, I imagine in advance what I would feel if I were in his position." The scale has been tested and has a Cronbach alpha coefficient of 0.834. Social interest is measured by the scale of social interest developed for the purposes of this study. This scale contains ten items of statements to be addressed by the subject by selecting one of the repetitive answer scales spanning from 1 to 6. The preferred answer scales state how true the statements expressed in the scales describe the subject itself, with the following conditions: scale 1 states that the stated statement is highly incorrect in self-portraying the subject; Scale 2 states that the stated statement is incorrect in self-portrayal of the subject; Scale 3 states that the stated statement is slightly true in self-portrayal of the subject; Scale 4 states that the statements are sufficiently correct in self-portrayal of the subject; Scale 5 states that the stated statement is true in self-portrayal of the subject; And scale 6 states that the stated statement is highly true in self-portrayal of the subject. The items of this scale were adapted from the points of the Social Interest Inventory of Crandall (1991). An example of one of these grains is: "I am a person who likes to cooperate with others." Before using this scale was tested first and has a coefficient of Cronbach alpha reliability of 0.875.

Self efficacy is measured by using self-efficacy scales developed for the purposes of this study. This scale contains ten items of statement to be responded by the subject by selecting one of six answer choices in the form of a scale spanning from 1 to 6, with the following conditions: scale 1 states that the subject is highly unsure of having the capabilities described in the statement item; Scale 2 states that the subject is unsure of having the capabilities described in the statement item; Scale 3 states that subjects are an insufficiently confident of having the capabilities described in the statement item; Scale 4 states that the subject is reasonably confident of having the capabilities described in the statement item; Scale 5 states that the subject is confident has the capability described in the statement item; Scale 6 states that the subject is highly confident of having the capabilities described in the statement item. An example of one of these points is: "How certain do you have the ability to accurately predict what a person is talking to you?" This scale has been tested and has a Cronbach alpha reliability coefficient of 0.890.

**Data collection procedures:** To collect the data of this study, the researchers came to the schools that were determined as a sample after obtaining permission from the authorities. The study was conducted in January 2017. The data collection was done in sequential instead of simultaneously. The subjects (samples) were collected in one classroom. Each subject was given to three consecutive scales and instructions on how to respond to the items scale. After the subject has finished filling the first scale, proceed to the second scale. After all the subjects finished filling the second scale, followed by filling the third scale.

**Data analysis:** The research data was presented in quantity size (score) and analyzed by using the statistical technique. To know the characteristics of the degree of tendency to take the perspective of others (the tendency of PT) descriptive statistic was used, which determined the score mean and standard deviation. The subjects that have a total sum are above average as long as one or more divisive standards are expressed as highly targeted subjects; Whereas subjects with a lower tendency score are expressed as subjects with a low tendency.

**FINDINGS**

**Research Findings:** Below is the data regarding the total score on the subject's response to the questionnaire of taking other people's perspective, the questionnaire of social interest, and the efficacy questionnaire from which it collected from 110 samples. Each questionnaire contains ten items of statement that the subject needs to answer by selecting one of the answer options scales spanning from 1 to 6. The data is presented in table 1 (distribution of tendency data), table 2 (distribution of interest data), and tables 3 (distribution of self efficacy data).

**Table 1. Distribution of Tendency in Perspective Taking of Others**

No.	Interval	Frequency (f)	Lower Cumulative Frequency (fcb)
1	56 - 60	2	110
2	51 - 55	9	108
3	46 - 50	26	99
4	41 - 45	46	73
5	36 - 40	19	27
6	31 - 35	7	8
7	25 - 30	1	1
Σ		110	110

**Table 2. Social Interest Distribution**

No.	Interval	Frequency (f)	Lower Cumulative Frequency (fcb)
1	56 - 60	3	110
2	51 - 55	15	107
3	46 - 50	23	92
4	41 - 45	30	69
5	36 - 40	26	39
6	31 - 35	12	13
7	25 - 30	1	1
Σ		110	110

**Data Analysis**

The following part is the result of descriptive statistical analysis to establish a descriptive description of characteristic tendencies in taking the perspective of others on the subject and the result of inferential statistical analysis using the

regression formula of the relationship between the tendency to take the perspective of others with social interest and self efficacy.

**Tabel 3. Self-efficacy Distribution**

No.	Interval	Frequency (f)	Lower Cumulative Frequency (fcb)
1	56 - 60	2	110
2	51 - 55	11	108
3	46 - 50	21	97
4	41 - 45	22	76
5	36 - 40	30	54
6	31 - 35	16	24
7	25 - 30	8	8
Σ		110	110

**Description of the characteristics of the tendency to take the perspective of others**

A description of the characteristics of a tendency to take the perspective of others is a description of the degree to which a tendency to take the perspective of others. The degree is determined using the minimum condition criterion. The minimum condition is a value above the mean value of one standard deviation. So the minimum condition value is calculated by the formula:  $\mu + 1 \text{ SD}$ . Subjects who have a total score of tendencies above minimal conditions are designated as highly targeted subjects, whereas subjects who have a total score under minimal conditions are indicated as being subject to a low tendency. Here is a presentation of data table tendencies Based on the results of the calculation of the average value and standard deviation of the research data on 110 samples, obtained

**Table 4. The Average Score and Standard Deviation**

Descriptive Statistics			
	Mean	Std. Deviation	N
Kecenderungan	43.5818	5.35250	110
Minat	43.6091	6.38820	110
Efikasi	41.0636	7.35006	110

Based on the results of the average score and standard deviation, the minimum condition of  $43.5818 + 5.95511 = 48.9343$  or rounded to 49 is determined. Based on the amount of the minimum condition, subjects with a total of 49 and above ( $\geq 49$ ) are identified as having the tendency to take the perspectives of others who are high, and subjects with a total score under 46.5 ( $<46$ ) are identified as having a tendency to take other people's perspectives as low. By looking at the data table of the frequency distribution of the tendency to take the perspective of others (table 1), it can be found that the minimum condition value of 49 is in the third row in the distribution table. Therefore, the amount of the subject frequency in the third row up is the number of subjects that have values above the minimal conditions. Based on this it can be reduced by 37 subjects or  $(26 + 9 + 2)$  or 33.9%, rounded to 34%, subjects classified as a high tendency and 66 subjects have a low tendency.

**Hypothesis Testing**

There are three hypotheses tested: (1) social interest contributes significantly to the tendency to take the perspective of others; (2) self-efficacy contributes significantly to the tendency to take the perspective of others, and (3) social

interest and self-efficacy influence the tendency to take the perspective of others. The following Table 5 is a test of the three hypotheses by using the regression formula in SPSS 12 program.

perspective of others. From the result of calculation obtained value of F equal to 23,458. The magnitude of this F coefficient is significant since the significance value of 0.000 ( $p < 0.05$ ).

**Table 5. Correlation between tendency in taking other's perspective and social interest and self-efficacy**

		Tendency	Interest	Self-efficacy
Pearson Correlation	Tendency	1.000	.470	.440
	Interest	.470	1.000	.361
	Self-efficacy	.440	.361	1.000
Sig. (1-tailed)	Tendency	.	.000	.000
	Interest	.000	.	.000
	Self-efficacy	.000	.000	.
N	Tendency	110	110	110
	Interest	110	110	110
	Self-efficacy	110	110	110

**Table 6. Coeficien Beta on Regression between Tendency of Taking Other's Perspective and Social Interest and Self-efficacy**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.219	3.308		6.414	.000
	Interest	.300	.072	.358	4.141	.000
	Efficacy	.226	.063	.311	3.592	.000

Dependent Variable: Tendency

**Table 7. Anova Result**

ANOVA <sup>b</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	951.860	2	475.930	23.458	.000 <sup>a</sup>
	Residual	2170.903	107	20.289		
	Total	3122.764	109			

**The relationship between interest and tendency:** In table 5, it can be seen that the correlation coefficient between social interest with a tendency to take other people's perspective was quite strong, 0, 470. This relationship was significant because the significance value on the relationship between the two was 0.00 which means  $p < 0.05$ . It can be concluded that the hypothesis that there is a significant relationship between social interest and inclination takes a person's perspective is accepted. In table 6 it can be seen that the social interest variable contributed to the tendency to take another person's perspective of 0.300. It means that any increase of 1 unit of social interest variable will raise the variable tendency to take the perspective of others by 0 300 assuming other variables are fixed value.

**The relationship between self-efficacy and tendency:** In table 5 also can be seen that the coefficient of significance value in the relationship between self-efficacy and the tendency to take the perspective of others was 0.00 so  $p < 0.05$ . It states that the relationship between self-efficacy and the tendency to take the other person's perspective is significant. The coefficient of relationship between the two variables was quite strong, i.e. equal to 0.440. It can be concluded that the hypothesis states that there is a significant relationship between self efficacy and the tendency to take the perspective of others. In table 6 it can be seen that self-efficacy variables contributed to the tendency to take another person's perspective of 0.226. It means that each increase of 1 unit of self efficacy will increase the variable tendency to take the prespektf of 0.226 with the assumption that other variables are fixed. The shared influence of social interest and self-efficacy on the tendency. Table 7 illustrates the results of anova calculations to establish the interaction effect between social interest and self efficacy on the tendency to take the

It can be concluded that social interest and self efficacy together have a significant influence on the tendency to take the perspective of others.

## DISCUSSION

In accordance with the analysis of the characteristics of the tendency to take the perspective of others, it was found a depiction that of all samples investigated discovered only 34 percent of subjects who have a tendency to take other people's perspective is high. The remaining 66 percent of subjects had a relatively low tendency. These findings are not in line with what was put forward in Selman's theory of the development of the ability to take the perspective of others who claim that in the adolescent period each individual has reached a mature level in taking the perspective of others. These different results may be rooted in the dimensions that are the focus of this study. The study focuses on the tendency whereas what is put forward in Selman's theory is ability. This finding may confirm the conceptual model put forward by both Gehlbach and Parker *et al.* That individuals who have the ability to take the perspective of others are not necessarily motivated to engage in activities to understand the perspectives of others. Not exploring the dimensions of ability, the findings of this study can not be used to draw the conclusion that the majority of adolescent subjects sampled in this study had low ability to take the perspective of others.

The findings of this study can only be used to draw the conclusion that the tendency to take other people's perspectives on the subject of adolescents sampled in this study is low. Because of this, the implication of this research is that there is a need for actions to increase the tendency to take the perspective of others on the subject groups that are the

samples of this study. The attempts to increase the tendency to take the perspective of others can be done by increasing the social interest and self-efficacy of the subject. This is based on the results of an analysis that proves that social interest and self-efficacy have a strong relationship with the tendency to take the perspective of others. Even the regression analysis of the two variables states that both contribute significantly to the tendency. However, although social interest is found to be a variable that can contribute to a tendency, its contribution is insignificant, i.e. only about 0.30. This means that each increase of one unit of social interest can increase the tendency by 0.3. Although these findings may confirm the conceptual model of Gehlbach and Ku, Wang & Galinsky who argue that social interest is one of the motivational factors that can increase tendencies, these findings can not be immediately used as a basis for developing intervention programs to increase the tendency of subjects to take the perspective of other people. Further research is required to find motivational factors that can contribute more to the tendency. Self-efficacy is also found correlated significantly with the tendency and contribute to increasing tendency. However, as with social interest, the contribution of self-efficacy to tendency is also insignificant, even smaller than the contribution given by social interest, which is only 0.226. Each increasing of one self-efficacy unit increases the tendency of 0.226.

As well as social interests, although this finding may confirm the conceptual model Gehlbach stating that self-efficacy is one of the motivational factors which increase the likelihood, these findings can not be immediately used as a basis for developing intervention programs in order to increase the likelihood of the subject to take another person's perspective. Further research is required to retest the role of these variables in influencing tendency or to find other stronger motivational variables in influencing tendency. Although social interest and self-efficacy contribute less to the tendency, however, these two variables are found to be able to influence collectively on tendency. It means the tendency to take the perspective of others may be influenced by social interests and efficacy independently or collectively. Social interest and self-efficacy variables can be developed altogether to increase its influence on the tendency to take the perspective of others.

#### Conclusion

According to the results of the analysis conducted on the research data and problems that need to be solved, the following four conclusions are obtained: most of the adolescent learners in Surabaya have a low tendency to take other people's perspective; Social interest and self-efficacy both have a significant relationship with the tendency of adolescent learners to take the perspective of others. The social interest variable has contributed to the increase of adolescent tendency to take others perspective of 0.30, while self efficacy has a contribution of 0.226. Between the variables of social interest and self-efficacy can jointly influence the improvement of the tendency to take the perspective of others. Although the variables of social interest and self efficacy may contribute to an increase in tendencies, the contribution is small. The implication of the findings of this study is that further research is needed to examine the relationship between tendencies and the ability to take other people's perspectives on adolescent learners in the city of Surabaya to ascertain whether there is a correlation between the tendencies dimension and ability. The other implication is that although social and self-

efficacy are found to contribute to increasing tendency, these findings can not be immediately used as a basis for developing intervention programs to increase tendency by encouraging social interest and self-efficacy given the contribution of both variables to a relatively small increase in tendencies.

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