

## Improving Intrapersonal Skills to Overcome the Negative Effects of Overthinking in the Disruption Era

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### Abstract

*The era of disruption that is being experienced by the entire world population causes negative effects in the form of excessive worry and rumination, which is known as overthinking. Various new habits that must be done as a form of adaptation to the Covid-19 pandemic, including in the field of education, result in adjustments that for some people can be a big problem. Everything, which is good and bad, is spread quickly so that it gives rise to various interpretations for the recipient, which often leads to overthinking. On the other hand, it is believed that the formation of behavior with a certain purpose and purpose cannot grow naturally. The behavior that is expected for a person must be formed in such a way, because the behavior of the individual is influenced by various things around him. Intrapersonal skills which are one of the soft skills that must be possessed by students are an important part that is expected to be able to counteract the negative effects of overthinking. This study aims to look at the extent of intrapersonal skill influence on overthinking. The method used in the study was quantitative, with a sample of 100 people. Regression test results showed that intrapersonal skills had a 74.3% effect on overthinking, while 25.7% were influenced by other factors. Thus, the negative effects of overthinking can be prevented by improving intrapersonal skills.*

### Keywords

intrapersonal skill; overthinking; disruption era



## I. Introduction

The era of disruption that is being experienced by the entire world population causes negative effects in the form of excessive worry and rumination, which is known as overthinking. Previous research conducted by Nolen-Hoeksema of American Psychological Association (APA) in 2000 showed that 137 people had experienced depression due to rumination in the last 2.5 years (Nolen, 2000). Discussion related to overthinking may not be new in the student community. Without realizing it, instead of finding a solution, students who experience overthinking actually dwell on the problem at hand and seem to stagnate (Bornemann, 2018). The habit of overthinking can be minimized by starting to realize what is being thought of, to then be directed at the rational thing. Intrapersonal skills which are one of the soft skills that must be possessed by students are an important part that is expected to be able to counteract the negative effects of overthinking. This study aims to look at the extent of intrapersonal skill influence on overthinking.

The formation of behavior with a certain purpose cannot grow naturally. The behavior that is expected for a person must be formed in such a way (Ariawan, 2020). The expected behavior does not grow naturally, because individual behavior will be formed influenced by various things around it.

But this behavior can be formed according to what is expected. The expected behavior must be planned in advance and set the expected end goal (behavior) of the individual involved. Thus the expected behavior will be formed based on plans that have been set in advance. The formation of the behavior of the clergy in accordance with the truth of God's words also does not occur naturally. The establishment must be planned. In the Torah, God often tells the leader and all the people of Israel to constantly teach the word of God to all Israel continuously. Deuteronomy 6 emphasizes that the activity was carried out in connection with the entire life of the Israelites. Of course, the formation must be planned in order to arrive at the desired goal.

The formation of student life must also be continuously carried out in a planned manner. Unplanned behavior will produce behavior that is not maximal based on what is desired by the Word of God. The Word of God is concerned with the true character of the learner, and these characters are based on the characteristics of God. A deep understanding of God's characteristics will help each student to build a life-changing commitment according to those characteristics. In the end, every student's behavior will be formed describing the character of God (Ariawan, 2018).

In addition to the planned formation of behavior, it must also be systematic. Systematic is related to the implementation of activities regularly, thoroughly and has a strong relationship between planning, implementation processes and desired results (causal relations).

The formation of behavior certainly cannot be done arbitrarily without taking into account the background, process and purpose of the formation itself (Wang, 2020). Therefore every character formation must be properly prepared and organized. Character formation must be able to determine the method used, implementation time, development strategy, evaluation of activities and the expected results of these activities. In terms of in the formation of student behavior is not done spontaneously, but more systematically for the purpose of maximum results.

The formation of behavior must be prepared well thoroughly. In this case this planning includes the formation over a long period of time. In addition to talking about the timing of implementation, systematic is also related to implementation methods, techniques, formation media and drivers of the implementation of activities.

In the process of forming student behavior, teachers are not only limited to giving encouragement and encouraging to behave in accordance with the truth of God's word, but the formation of behavior also ensures that the expected behavior is carried out. In this case, teachers must be able to have a strategy that ensures that every behavior that has been understood and accepted is really done in their lives. In terms of behavior formation according to the view of behavior that the teacher must be able to provide reinforcement. This reinforcement can be in any form such as gifts, compliments, and so on.

The formation of behavior in a directional manner is very important. The materials that are prepared have a groove/focus that leads to focused progress. The material of behavior formation must be well prepared in a clear direction. The formation material must be sustainable to build better behavior. In this case teaching is able to show the development of behavior that is getting better, more advanced and more in accordance with the truth of God's words. Teaching focuses on the formation of step-by-step behavior. Teaching must be able to complete the formation of one behavior and then continuous in another.

## II. Research Method

The study used quantitative methods, to analyze the influence intrapersonal skill on the overthinking habits. The variables used in this study were the intrapersonal skill as independent variable and the overthinking habits as dependent variable, with a sample of 100 people. Samples were taken randomly and processed using SPSS 23.0. Data obtained by using questionnaires was then tabulated and tested with simple linear regression.

## III. Results and Discussion

From the result of the data processing, obtained the results of the magnitude of the influence between intrapersonal skill on overthinking. This result can be used as a foothold in decision making and subsequent recommendations.

Table 1 provides the result of simple regression analysis that was used to explore the influence intrapersonal skill on the overthinking.

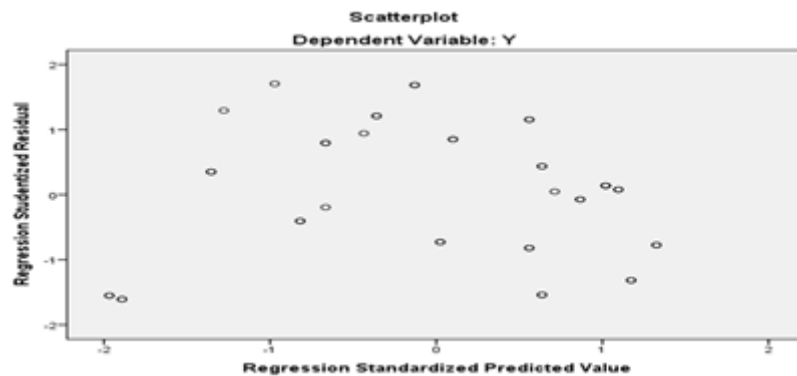
**Tabel 1. Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.862 <sup>a</sup>	.743	.712	1.587	1.146

a. Predictors: (Constant), Intrapersonal Skill

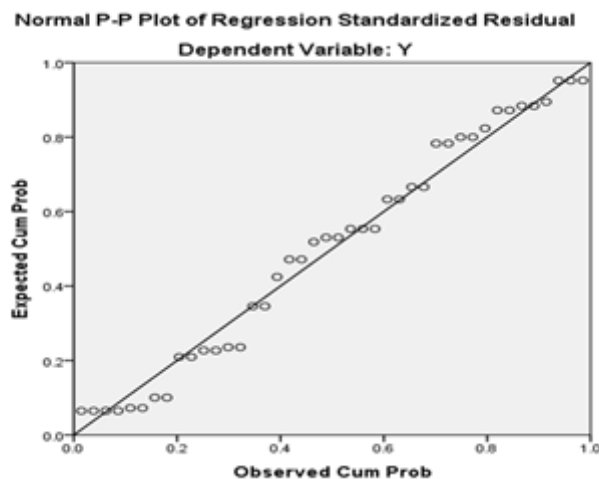
b. Dependent Variable: Overthinking

In the table R square can be seen that the result was 0.743. This can be interpreted as having a large influence on the intrapersonal skill on the overthinking by 74.3%, while 25.7% was influenced by other factors.



**Figure 1. Scatterplot**

In the Scatterplot image above it appeared that the dots did not form a certain pattern so this indicates that there was no problem of heteroskedasticity



*Figure 2. Normal P-P Plot*

In the Normal p-p plot image above it appeared that residuals were around the line, this means that the data was distributed normally. All data processing result using SPSS 23.0 succesfully showed a causal relationship between variables and each indicator. Because it has a very significant causal relationship, then each indicator in the independent variable (intrapersonal skill) need to be improved.

Based on science, human behavior can be classified in various forms. The form of behavior as a goal to be formulated can be classified into three classifications or three domains (fields) namely cognitive, affective and psychomotor domains. It means the behavior of individuals can be observed and seen through their coginitive, affective and psychomotor fields. Basically, the form of behavior can be observed through attitudes and actions, but that does not mean that the behavior can only be seen from attitudes and actions. Behavior can be potential in the form of knowledge, motivation and perception.

All three behaviors can be measured according to their classification. Measurement of behavioral domains: cognitive domains, measured from knowledge. Affective domains measured from attitudes and psychomotor domains measured from practice (skills). The behavior of each domain has its own understanding and uniqueness. Here the author will explain about each domain in the form of human behavior.

### 3.1 Cognitive Behavior

Cognitive behavior is behavior that focuses on a person's cognition. Perceptions, thoughts and beliefs are all considered cognitive in nature (Geschwind, 2019). Cognitive behavior deals with the response produced by a person to a particular stimulus based on his beliefs, thoughts, and perceptions (Buzsáki, 2020). The cognitive domain according to Bloom consists of six levels: knowledge, understanding, application, analysis, synthesis and evaluation. This level begins with the lowest to the highest level in showing a person's cognitive behavior (Carlbring, 2018).

Anderson in his book, as cited by Ichsán, revised Bloom's taxonomy by including metacognitive elements as the highest part of the cognitive domain which was later called creating a position of synthesis (Ichsán, 2020). Changes in cognitive behavior from nouns to verbs give an indication of an active behavior that is worked on by a person's cognition (Barari, 2019). The changes in the six levels are mentioned in the following quotation. The cognitive dimensions of the six levels are converted from nouns to verbs, namely those whose origin is knowledge, understanding, application, synthesis analysis and evaluation into remembering, understanding, applying, analyzing, evaluating and creating. By the

peak of behavior is creating shows that the individual has potential in him that can form and decide certain behaviors.

Knowing is defined as recalling a material that has been studied before. Understanding is the ability to correctly explain a known object and be able to interpret the material correctly. Application is the ability to use material that has been learned in actual situations and conditions. Application is strongly related to the use of laws, formulas, methods and principles in other contexts and sites. Analysis is the ability to describe matter, or an object into components but still in an organizational structure and have something to do with another. Analysis can also be understood as the decipherment of a principal over the various parts and the study of the parts themselves and the relations between parts to obtain a proper understanding and understanding of the overall meaning. Evaluation relates to the ability to carry out assessments of a material or object. Evaluation can also be understood as the collection and observation of a wide variety of evidence to measure the impact and effectiveness of an object, program or process with regard to established specifications and usage impacts. Creating is the culmination of the behavior to make things.

The above review explains that cognitive behavior is closely related to the knowledge that each individual has. Knowledge is the result of knowing, and this happens after a person has sensed a particular object. Without knowledge one has no basis for making decisions and determining action on the problem at hand. This knowledge is embedded in an individual and has an influence in determining the response (behavior) that will be produced by a person in responding to the stimulus around him. Thus the potential of this knowledge has a big contribution in determining psychomotor behavior performed by a person.

The attitude of believers in following God is inseparable from his knowledge of God. God has revealed himself to believers through God's words and the beautiful persecution of every moment with Him. With the knowledge of God's word and the proper knowledge of God, believers can show the right attitude, according to God's will. Thus believers continue to learn about the truth of God's word so that they have a perfect knowledge of God which in turn helps him to live perfectly before God.

### **3.2 Affective Behavior**

Attitude is a person's closed response to a stimulus or object, both internal and external so that its manifestations cannot be directly seen but can only be interpreted in advance from the closed behavior. This response cannot be seen in plain sight but is interpreted through the closed behavior of the individual. Affective domains have the degree of acceptance, response and appreciation (Kollias, 2020). A person's attitude in responding is shown through affective behavior. This behavior begins with an attitude of acceptance followed by an attitude of responding and appreciating.

Acceptance is an attitude of one's awareness or sensitivity to symptoms, conditions, circumstances or a problem. Each individual has an awareness of certain symptoms, conditions, circumstances or problems (Walker II, 2020). This awareness will give clues to the response to be given. Thus every condition, problem and presence that occurs will be recorded in the system of affective behavior of a person so that this will be raised when the same stimulus will appear again.

Responding is the willingness to actively participate in certain activities such as a willingness to complete tasks on time. Willpower is a behavior that encourages a person to perform an action or response to an existing stimulus. Willpower is not visible to the naked

eye, but this behavior has an influence in determining the attitude that will be taken by a person towards a particular stimulus.

Respect is the willingness to give judgment or confidence to a symptom or an object. After appreciating, organizing/self-regulation is related to the development of value into a particular organizational system, including between values and the priority level of that value value. Ultimately the result of organizing a value becomes a characteristic value or lifestyle. Lifestyle is concerned with synthesizing and internalizing the value system with a deep study, so that the values it builds are used as a view (philosophy) of life and used as guidelines in acting and behaving. Individual attitudes will eventually result in guidelines in acting and behaving.

Take responsibility for the attitude in everything he has chosen at all costs. Responsibility is the highest form of attitude. With responsible behavior, everyone takes every action and has responsibility for every behavior they do.

### **3.3 Psychomotor Behavior**

The psychomotor domain includes all behaviors that use the nerves and muscles of the body (Yamamoto, 2019). A person's behavior will be seen in every movement that his body produces. Psychomotor behavior is easy to observe and see in plain sight.

### **3.4 Factors Affecting Human Behavior**

#### **a. Internal Factors**

##### **1. Genetic Factors**

One of the factors that influence an individual's behavior is genetic factors. Genetics contribute significantly in the formation of a person's behavior both cognitively, affectively and psychomotorly. Genetic elements (heredity are elements) that are carried (inherited) from parents through the birth process such as physical, intellectual, emotional, temperamental and spiritual states. In general, genetics influences the behavior of individuals. Sir Francisco Galton was a researcher who discovered the role of genetics and the environment in the formation of a person's behavior. Galton conducted a study of twins to examine the influence of their genetic and nurturing environment in shaping their behavior.

##### **2. Gender**

Gender also exerts an influence on the behavior of the individual. Men behave on the basis of rational or reasonal considerations, while women on the basis of emotional considerations or feelings. Behavior in men is called masculine, while female behavior is called feminine. Gender affects the behavior performed by a person.

##### **3. Physical human behavior is influenced by the physical characteristics he has. A person with a short and fat body will have different behaviors than someone with a tall and athletic body.**

##### **4. Personality**

Personality traits are behavioral patterns that reflect how people feel, relate and think about themselves and their environment (Sanchez, 2018). The personality of the individual determines the behavior to be given in response to each stimulus around him. As revealed by Maramis that personality is the whole mindset, feelings and behaviors that are often used by a person in an effort to continuous adaptation to his life. Thus this personality will provide clues to the behavior that will be done certainly in accordance with the needs of the individual in adapting to his environment to continue his life.

## 5. Intelligence

Intelligence encourages individuals to be able to act precisely, quickly and easily. Conversely, for individuals who have low intelligence in making decisions will act slowly.

### **b. External Factors**

The environment is very influential on individual behavior because the environment is a land for behavioral development. Behavior was described as the operationalization and actualization of the attitude of a person or a group in or towards something (situations and conditions) environment (society, nature, technology or organization). Environmental influence in character formation is a form of behavior based on rights and obligations, freedom and strong responsibility of the motive of interests realized from within intrinsic factors and environmental conditions from outside/extrinsic factors or exciting conditions.

## **3.5 Types of Behavior**

### **a. Reflexive and Non-Reflexive Behavior**

The type of human behavior can be distinguished between reflexive behavior and non-reflexive behavior. Reflexive behavior is behavior that occurs by spontaneous reaction to a stimulus that hits the organism or automatically (Algazin, 2022). The stimulus received by the individual does not reach the center of the nervous system or the brain where the brain is as the center of consciousness and as the controlling center of human behavior. Nonreflective behavior is behavior that is controlled by the center of consciousness or the brain. After the stimulus is received by the receptor then passed to the brain then there is a response through the effector.

### **b. Natural Behavior and Operant Behavior**

Skinner distinguished behavior into natural behavior (innate behavior) and operant behavior (Bennet, 2021). Natural behavior is a behavior that has been carried since humans were born in the form of reflexion and instinct, while operant behavior is something that is formed through the learning process (Kelly, 2018).

### **c. Closed Behavior (Covert behavior) and Open Behavior (Overt Behavior)**

Closed behavior is a mental aspect including perception, memory, attention, while open behavior is behavior that can be directly seen such as walking, running, laughing writing and others. Overt behavior is divided into 3 parts, namely: conscious behavior, reflexory behavior and behavior outside the will, unconscious and centered on the connecting marrow (medulla oblongata) or muscle movement due to muscle sensitivity. Covert behavior can be divided into cognition (awareness through the process of sensing against ransangan and interpretation. Behavior includes everything in the form of reactions to the imagination, realizing it and giving meaning or learning and remembering what is learned). Emotions (affec, feelings, atmospheres within the self that are raised by awareness of the content of the stimulant). Conation (thinking, decision-making to choose a form of behavior) and sensing (including the delivery or delivery of the message (excitation) to the arrangement of the central requirements, the center of understanding).

### 3.6 Behavior Formation

The way of formation of human behavior is at least three ways:

- a. Conditioning or habits. By getting used to behaving as desired by yourself and others, then over time the behavior becomes a habit. This method is done in reference to the theory put forward by Pavlov, Thorndike and Skinner.
- b. Understanding (insight). Forming behavior with understanding means expecting a behavior that occurs by first giving a certain understanding or understanding to the individual concerned. By having an understanding in him, it is hoped that a certain behavior will appear. The formation of behavior in this way of understanding is based on the theory of cognitive learning, namely learning accompanied by understanding (Miao, 2022).
- c. Model. Is a way of shaping behavior by being an example or role model for other individuals in the hope that the individual's behavior is in accordance with the example given. Forming behavior in this way will refer to the social learning theory or observational theory.

The formation of behavior can be carried out by applying positive and negative consequences. What is associated with positive consequences is the formation of behavior done by giving gifts or rewards, praise and so on to positive behavior, while negative consequences are the application of sanctions or laws that apply to negative behavior.

### 3.7 Intrapersonal Skill

Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is a conscious and planned effort made by educators to develop the potential of learners optimally and to form a personal learner who has character as their provision to live in society, where the process is not only the transfer of knowledge, but also the transfer of attitude and value. This process is also strengthened by teaching intrapersonal skills that are part of soft skills (Hora, 2020).

Intrapersonal skills are the ability to understand themselves, and act adaptively based on knowledge of the self. Ability to reflect and balance yourself, high self-awareness, initiative, and courage. Intrapersonal skills are closely related to the understanding of self-concept. Self-concept is how a person perceives himself (Swart, 2021). He will have a deep dialogue with himself about who he is, what his purpose in life is, and what he is doing to become a better human being.

Characteristics of people who have good intrapersonal skills will do a lot of self-introspection, grateful, praying, have motivation to move forward, have a good work ethic, want to provide benefits for others, have self-awareness and self-control, able to maintain their words, attitudes, and behaviors (Naibaho, 2022).

Intrapersonal skills are skills possessed by a person to be able to see and understand themselves, reflect and judge themselves, control emotions or control themselves either in speech, behavior, or behavior, so as to improve self-quality.

In summary, intrapersonal skills include 2 aspects, namely, aspects of self-awareness and aspects of self-ability (self skills). For aspects of self-awareness in it include:

- a. Self-confidence
- b. Ability to self-assessment
- c. Traits (preferences)
- d. Emotional awareness



As for the aspects of self-ability include:

1. Self-improvement efforts
2. Self-control is trustworthy (self control)
3. Can manage time and strength (time management)
4. Proactive (proactivity)
5. Consistent

Among the examples of intrapersonal skills are: honest, responsible, tolerance, respect for others, cooperate, fair, dare to make decisions, be able to solve problems, be able to manage changes, manage stress, manage time, and be able to transform themselves.

### **3.8 Overthinking**

The pandemic that is currently still our common problem does not cause the problem of overthinking. The existence of habit adaptation, of course, there is an acceptance process from the community itself that allows someone to refuse to adapt and even make the community overthinking or thinking excessively about the Covid-19 pandemic outbreak (Montoya, 2021). People who overthinking are referred to as overthinkers, it has a positive and negative impact depending on the intensity and how much it happens (Zimmerman, 2019). Previous studies show about 70% of adolescents to adults aged 25-35 years are chronic overthinkers.

The causes of regular overthinking vary, generally occur when a person is considering a decision, trying to understand the actions or decisions of others, predicting the future, reflecting on what has happened as well as thinking about when the end of the Covid-19 pandemic period (Simatupang, 2022). A person who has overthinking tends to feel the burden of excessive thoughts so that it will also have an impact on the meaning of his life.

People who experience overthinking have several characteristics including being careful in deciding a decision and also a good problem solver besides that overthinking inhibits the ability to think rationally. When a person is constantly overthinking, it actually has a bad impact on himself such as easily tired emotionally so that it can have an impact on his energy in doing activities, especially in the face of adaptation to new habits.

Overthinking is also included in psychological disorders because it can create anxiety (anxiety) in the sufferer. A person who has excessive anxiety can cause physical pain. Overthinking is also often called paralysis of analysis, where the person is constantly thinking about a problem without finding a solution. The process of overthinking (rumination) goes through three stages. First, it can cause a person to constantly think about the painful past, which can lead to distress. Second, rumination hinders people's ability to solve problems effectively. They often think pessimistically and fatalistically. Third, rumination will later destroy the behavior of a person's conscience and put him in a state of depression. In this case, there is excessive anxiety.

## **IV. Conclusion**

In conclusions, literature studies supported by the results of research in the field prove that intrapersonal skill in a person is closely related to the effects of overthinking. Regression test results showed that intrapersonal skills had a 74.3% effect on overthinking, while 25.7% were influenced by other factors. Thus, the negative effects of overthinking can be prevented by improving intrapersonal skills.

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