

Full Length Research

Irrational Belief, Perception of Parents Expectation and Fear of Academic Failure in Firstborn Child

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Accepted 31 March 2020

This study aims to determine the relationship between irrational belief, perceptions of expectations of parents with fear of academic failure in the eldest child. The research hypothesis is that there is a relationship between irrational belief, perceptions of parents' expectations and fear of academic failure in the eldest child. The study sample was the eldest child who was a student at Sriwijaya University as many as 119 people. The sampling technique in this study is by using a purposive sampling technique. The method of data collection using the scale of irrational belief, perceptions of parents' expectations and fears of academic failure, which refers to the irrational beliefs inventory (IBI) factors of Koopmans et al.⁽¹⁾, expectations of parents from Sasikala and Karunanidhi⁽²⁾ and aspects of fear of failure from Conroy⁽³⁾. Based on the results of hypothesis testing using the Pearson's Product Moment correlation technique for the irrational belief variable is 0.001 ($p < 0.05$) and 0.000 ($p < 0.05$) for the perception of parents' expectations variable, that indicates the hypothesis of irrational belief and perception of parents' expectations variables are accepted. The significant relationship between irrational belief and fear of academic failure, with a correlation (r) of 0,290 and 0,366, which indicates that the correlation is positive, which means that if the irrational belief and perceptions of parents' expectation are high, the fear of academic failure will be high too.

Keyword: irrational belief, perception of parents' expectations, fear of academic failure

Cite This Article As: Mardhiyah SA., Novillasari, M (2020). Irrational Belief, Perception of Parents Expectation and Fear of Academic Failure in Firstborn Child. Acad. Res. J. Psychol. Counsel. 8(1): 17-26

INTRODUCTION

In a family, children are a source of happiness and hope for their parents. Every child born according to his birth order has a certain influence in subsequent developments.⁽⁴⁾ According to Vitamind⁽⁵⁾ birth order is not based solely on the number of births in the family, but is based on psychological perceptions that are formed from one's experience in childhood, especially since the individual is two to five years old. Gunasra⁽⁶⁾ explains that there are four groups in the birth order, namely firstborn, middle child, youngest child and only child.

The firstborn child is the first child in a family and becomes an older brother to his younger siblings. According to Hurlock⁽⁴⁾ there are several characteristics possessed by older children, namely the existence of a great curiosity, being responsible, having high achievements, saving fear and high ambition. In addition, Hadibroto on Christya⁽⁷⁾ explains that first-born children have several common characteristics, namely mature behavior because they are related to adults, have not been able to accept conditions as role models and caregivers for their younger siblings, tend to follow group will and pressure, easily influenced following the wishes

of parents, having feelings of insecurity and not being able to accept the birth of a new sister who is now the center of attention of parents and must develop the ability to lead because of family responsibilities.

In accordance with the development, children who are in the late adolescence stage or at the age of 18-22 this year, generally already have the status as students. According to Law⁽⁸⁾ Number 12 of 2012 concerning higher education which states that higher education is an education unit that organizes higher education. Higher education is an important basis in obtaining certain knowledge and skills that are useful for achieving success in the future. What is obtained in this college will also determine the direct and indirect success of students in a career.

During the process of realizing success for the future, students certainly experience a variety of complaints or problems, for example students are more required to complete lectures on time or faster than the set deadline. This is in line with Minister of Research Technology and Higher Education Regulation Number: 44 of 2015 concerning National Standards for Higher Education article 16 paragraph (1), contained in the academic and student guidelines of Sriwijaya University⁽⁹⁾ 2017/2018 academic year which discusses the mandatory deadline for students to take learning load of 144 credits for four diploma programs (D4) and undergraduate programs (S1) in a maximum of 5 (five) years. If within the time limit students cannot complete their studies without information, then the student is declared to resign or drop out of study.

According to Murray and Atkinson (on Elliot & Thrash)⁽¹⁰⁾ fear of failure or fear of failure is a dispositional tendency based on avoidance failure, because someone feels ashamed of failure. Elliot and Thrash⁽¹⁰⁾ say that fear of failure is a form of avoidance based on achievement or success. Elison and Patridge⁽¹¹⁾ define fear of failure as a disposition to avoid failure or avoid shame or humiliation which is a consequence of failure.

One of the factors underlying the fear of failure in students, namely the student's mind itself.⁽¹²⁾ The mind will direct irrational and illogical thoughts or ideas arising from one's belief of the situation, which are constantly internalized and indoctrinated through self-verbalization (words that are said to themselves) to give rise to self-defeating which has a negative effect on one's emotions and behavior. Through directed questions that are able to stimulate someone to reflect (criticize) their own thoughts or beliefs related to their views on the situation/event or to themselves in relation to the situation/event.⁽¹³⁾

Fear of academic failure itself occurs because of the irrational beliefs, that caused by an error in understanding academic assignments, someone view duty as something heavy and not fun, so that individuals cannot do the task adequately and even cause procrastination.⁽¹⁴⁾ Fear of

failure in academic refers to an irrational belief about the outcome of academic test or an exam that cripples rational responses required to avoid failure.⁽¹⁵⁾

The other factors that underlying the fear of failure in students, namely subjective and contextual relating to the environmental structure in which individuals perform or performance and individual perceptions of the environment.⁽³⁾ Subjective is a condition in which individuals think relatively, guess or estimate, based on feelings or tastes towards the situation or environment. While contextual is a learning that is full of meaning and context in the form of goals, sources, targets, methods, results and environment.

Furthermore, according to Winkel⁽¹²⁾ there are three things that affect feelings of failure, namely lack of self-confidence, inability to face competition and expectations of parents who are too high. Parents who have high hopes and aspirations but are not suitable for children's academic and social achievement of children who will shape children's perceptions of the expectations of parents who ultimately cannot achieve the desired goals.⁽⁴⁾ Perception is an interpretation that involves the cognitive process of information, which is then processed in accordance with the knowledge that the individual has about the perception object that is interpreted.⁽¹⁶⁾

Karunindhi and Sasikala⁽²⁾ expressed parents' expectations, namely the wishes of parents towards their children which tend to lead to children's academic performance and career. Perceptions of the expectations of parents who are very high make it possible for individuals not to be depressed, but if these expectations are continually expressed by parents, then in the end it becomes a pressure for them.

Santrock⁽¹⁷⁾ states that parents place higher expectations on children born earlier than children born later. First born children will also be the main centers of parents who include their attention and expectations without the intermediary of their siblings. Therefore, parents tend to have high hopes for the first child.⁽¹⁸⁾ The expectation of a larger parent is focused on the responsibilities and achievements of the eldest child.

In connection with the background that the researchers have explained, the question arises: Is there a relationship of irrational belief, perceptions of parents' expectations with fear of academic failure in the firstborn child.

Fear of Academic Failure

Atkinson in Conroy, Kaye, & Fifer⁽¹⁹⁾ also explained that fear of failure is a form of encouragement to avoid failure, especially the negative consequences of failure in the form of shame, decreased individual self-concept and loss of social influence. Conroy & Elliot⁽³⁾ suggests that the factors of fear of failure are caused by early childhood

experiences, environmental characteristics, learning experiences and subjective and contextual factors.

Irrational Belief

Irrational and illogical thoughts or ideas arising from one's belief of the situation, which are constantly internalized and indoctrinated through self-verbalization (words that are said to themselves). Koffman, et al in Ellis, A., David, D., Lynn, S.J.⁽¹³⁾ describe five aspects that describe irrational beliefs, namely worrying, rigidity, need for approval, problem avoidance, emotional irresponsibility.

Perception of Parents' Expectations

Walgito⁽²⁰⁾ perception is a process that is preceded by sensing in the form of a stimulus received by an individual through a receptor. The process continues and is received by the receptor or member of the body, so that the occurrence of psychological processes that make individuals aware of what is heard, seen, touched, felt and so on, this is the perception of the individual. While Poerwadarminta⁽²¹⁾ states that parents' expectations are desires, the wishes of parents so that children get something maximum.

It can be concluded that the perception of parents' expectations is a process within the student in the form of assessment and the student's perspective on all the wishes or aspirations of parents regarding academic achievement and the child's future. Walgito⁽²⁰⁾ states that there are two aspects in perception, namely cognitive and affective aspects. Furthermore, Sasikala and Karunanidhi⁽²⁾ stated that parents' expectations are divided into four dimensions, namely personal expectations, academic expectations, career expectations and ambitions of parents.

Based on the description above, the hypothesis proposed in this study, namely there is a relationship between perceptions of expectations of parents with fear of academic failure in the eldest child.

METHOD

The method of data collection in this study was carried out using observation, interviews and psychological

scales. There are two psychological scales used in this study, namely the scale of irrational belief, perception of parents' expectations and the scale of fear of failure. The irrational belief scale is modified from irrational belief inventory (IBI) according to Koopmans⁽¹⁾ which consists of 50 items, and the perception scale is compiled by researchers with perceptual aspects according to Walgito⁽²⁰⁾ and the dimensions of expectations of parents according to Sasikala and Karunanidhi⁽²⁾. On this scale the perception of parents' expectations of 48 items. This study uses a scale of fear of academic failure which is also compiled by researchers based on aspects of fear of failure according to Conroy and Elliot⁽³⁾ which consists of 40 items.

Testing the validity of items from the scale used for data collection in this study using correlation techniques. An item is said to be valid if it has a correlation coefficient of at least 0.30. In this study, for the variables researchers set the limit of the correlation coefficient to 0.30 and for time management variables the researcher also set the limit of the correlation coefficient to 0.30. The researcher used Cronbach's Alpha reliability technique for reliability, where the reliability coefficient (r_{xx}) was in a range of numbers from 0 to 1.00. Even if the reliability coefficient is higher than 1.00, the measurement is more reliable.⁽²²⁾

Data analysis in this study consisted of assumption and hypothesis tests. The assumption test is divided into two, namely the normality test and linearity test. To perform a normality test, researchers used Kolmogorov-Smirnov which was assisted by the SPSS version 16.0 for Windows. Data that is considered normal is data that has $p > 0.05$. Next the researchers used deviation from linearity to see the relationships between variables. To test the independent variables with the dependent variable then using correlation techniques. The techniques used in this study are parametric statistical methods then use Pearson's Product Moment technique.^(22, 23)

The subjects in this study were 119 firstborn children or the first children who were students at Sriwijaya University. The sampling technique used in this study is non-probability sampling in the form of purposive sampling. In addition, the researchers also tested a measuring device for 50 firstborn children who were students at Sriwijaya University.

RESULTS

The distribution of respondents based on sex categories can be seen in table 1.

Table 1. Description of Sex Categories Respondents Research

Sex	N	Percentage
Female	89	74,8%
Male	30	25,2%
Total	119	100%

Based on sex categories, respondents female were 89 people (74.8%) and male were 30 people (25.2%).

Table 2. Age Description of Research Respondents

Age	N	Percentage
20	40 people	33,6%
21	66 people	55,5%
22	13 people	10,9%
Total	119	100%

Based on the age of the respondents, the highest percentage was 21 years old as many as 66 people (55.5%). Then the age of 20 years are 40 people (33.6%) and at the age of 22 years there are 13 people (10.9%).

Table 3. Description of Faculty Respondents Research

Faculty	N	Percentage
Medical	5 people	4,2%
Public Health	7 people	5,9%
Engineering	14 people	11,8%
Mathematics and Natural Sciences	8 people	6,7%
Agriculture	15 people	12,6%
Education	17 people	14,3%
Computer Science	5 people	4,2%
Economic	18 people	15,1%
Social and Political Sciences	18 people	15,1%
Law	12 people	10,1%
Total	119	100%

From the table above, it can be seen that the most research respondents came from the Faculty of Economics and the Faculty of Social and Political Sciences with respondents as many as 18 people (15.1%), then Education Faculty as many as 17 people (14.3%), Faculty Agriculture as many as 15 people (12.5%), Faculty of Engineering as many as 14 people (11.8%), etc.

Table 4. Residential Description of Respondents Research

Residence	N	Percentage
Family	53	44,5%
Boarding House	66	55,5%
Total	119	100%

Based on the description of the respondent's residence table above, the highest percentage is living in a boarding house with 66 people (55.5%) and living with the family as many as 53 people (44.5%).

Description of Research Data

Description of research data for each variable in full data seen in table 5.

Table 5. Description of Research Data

Variable	Hypothetic Data				Empirical Data			
	Max	Min	Mean	SD	Max	Min	Mean	SD
Irrational Belief	72	18	45	9	69	31	48,88	6,327
Perceptions Parents' Expectations	64	16	40	8	61	31	45,70	6,965
Fear Of Academic Failure	80	20	50	10	60	20	42,08	8,110

Table 6. Description Categorization Fear of Academic Failure

Score	Category	N	Percentage
$X < 40$	Low	43	36,1%
$40 \leq X < 60$	Medium	66	55,5%
$X \geq 60$	High	10	8,4%
Total		119	100%

Based on the results of the above categorization, it is known that the majority of respondents are in fear of failure in the medium category, with 66 respondents (55.5%), while respondents who are in the low category are 43 respondents (36.1%) and respondents who are in the category height of 10 respondents (8.4%).

Table 7. Description Categorization of Irrational Belief

Score	Category	N	Percentage
$X < 36$	Low	3	2,5%
$36 \leq X < 54$	Medium	90	75,6%
$X \geq 54$	High	26	21,9%
Total		119	100%

Based on the results of the above categorization, it is known that the majority of respondents are in irrational belief in the medium category, with 90 respondents (75,6%), while respondents who are in the low category are 26 respondents (21,9%) and respondents who are in the category height of 3 respondents (2,5%).

Table 8. Description Categorization of Perceptions Parents' Expectations

Score	Category	N	Percentage
$X < 32$	Low	2	1,7%
$32 \leq X < 48$	Medium	65	54,6%
$X \geq 48$	High	52	43,7%
Total		119	100%

Based on the results of the above categorization, it is known that the majority of respondents are in fear of failure in the medium category, with 65 respondents (54.6%), while the respondents who are in the high category are 52 respondents (43.7%) and respondents who are in the category low by 2 respondents (1.7%).

Additional Analysis Results

1. Difference Test on Irrational Belief, Perceptions of Parents' Expectations and Fear of Academic Failure Viewed from Sex

In this study, a different test was conducted with an Independent t-test because it only had two sample groups. The following are the results of the t-test in this study:

Table 9. Summary Results of Different Test for Irrational Belief, Perception of Parents' Expectations and Fear of Academic Failure from Sex

Variabel	Levene's Test	Sig. (2-tailed)	Means
Irrational belief – Sex	0,954	0,154	No difference
perceptions of parents' expectations -- sex	0,641	0,094	No difference
Fear of Academic Failure --sex	0,975	0,851	No difference

From the table above, it can be seen that the significance value of Levene's Test for perceptions of parents' expectations is 0.641 ($p > 0.05$) which means the data is homogeneous. Then the researchers looked at the significance value (2-tailed) on perceptions of parents' expectations of 0.094 ($p > 0.05$). This means there is no difference in perception of the expectations of parents in terms of gender. The significance value of Levene's Test for fear of academic failure is 0.975 ($p > 0.05$) which means the data is homogeneous. Then the researcher looked at the significance value (2-tailed) on the fear of academic failure of 0.851 ($p > 0.05$). This also shows that there is no difference in fear of academic failure in terms of gender.

2. Different Test for Irrational Belief, Perceptions of Parents' Expectations and Fear of Academic Failure from Age

The researcher tested different perceptions of parents' expectations and fears of academic failure in terms of age. In this study, researchers used a one way ANOVA technique because there were more than two sample groups. Here are the results of the test data, different perceptions of parents' expectations and fears of academic failure in terms of age.

Table 10. Summary of Different Test for Irrational Belief, Perception of Parents' Expectations and Fear of Academic Failure from Age

Variables	Levene's Test	Sig. (2-tailed)	Means
irrational belief - usia	0,380	0,270	No difference
perceptions of parents' expectation – age	2,428	0,293	No difference
fear of academic failure -- age	0,655	0,711	No difference

The results of the above data show that Levene's Test on the belief irrational in terms of age is 0.380 with a significant 0.270 ($p > 0.05$) and on the perceptions of parents' expectations in terms of age at 2.428 with a significant 0.293 ($p > 0.05$). While the fear of academic failure in terms of age is 0.655 with a significant 0.711 ($p > 0.05$). It can be concluded that there is no difference between irrational belief, perception of parents' expectations and fear of academic failure in terms of age.

3. Differences Test on Irrational Belief, Perception Of Parents' Expectations and Fear of Academic Failure viewed from the Faculty

The researcher tested different perceptions of parents' expectations and fear of academic failure from the faculty with one way ANOVA technique, because the number of sample groups was more than two. The results of the test data are as follows:

Table 11. Summary Results of Different Test for Irrational Belief, Perception of Parents' Expectations and Fear of Academic Failure from the Faculty

Variable	Levene's Test	Sig. (2-tailed)	Means
irrational belief – faculty	0,663	0,082	No difference
perceptions of parents' expectation -- faculty	1,676	0,004	There is a difference
fear of academic failure -- faculty	0,530	0,314	No difference

Based on the table above, it can be seen that the value of Levene's Test on irrational belief is viewed from the faculty of 0.663 with a significant 0.082 ($p < 0.05$), which means there is no difference in irrational beliefs viewed from the faculty. Furthermore, the perception of parents' expectations in terms of faculties is 1.676 with a significant 0.004 ($p < 0.05$). This means that there are differences in perceptions of parents' expectations in terms of faculties. While the fear of academic failure is reviewed from the faculty of 0.530 and significant 0.314 ($p > 0.05$), which means there is no difference in fear of academic failure viewed from the faculty.

Table 12. Results of Differences Significance in Perceptions of Expectations of Parents Based on Faculty

Variable	Faculty	Sig.
Perceptions of Expectations	Education - Social and Political Sciences	0,014
	Social and Political Sciences – Public Health	0,035
	Social and Political Sciences – Law	0,035

Based on the table above, there are differences in perceptions of parents' expectations from the faculty, namely, Education - Social and Political Sciences, showing a significant 0.014 ($p < 0.05$), Social and Political Sciences - Public Health indicating a significant 0.035 ($p < 0.05$) and Social and Political Sciences - Law show significant 0.035 ($p < 0.05$). The average description of perceptions of parents' expectations in terms of faculties are as follows:

Table 13. Mean Results of ANOVA Test on Perception Parents' Expectations Viewed from the Faculty

Variable	Faculty	Mean
Perception Expectations	Social and Political Sciences	50,82
	Education	42,74
	Law	42,33
	Public Health	40,71

Judging from the number of mean in the table above, it was found that subjects originating from Social and Political Sciences had a higher level of perception of parents' expectations compared to subjects originating from education, law and public health.

4. Different Test For Irrational Belief, Perception of Parents' Expectations and Fear of Academic Failure Viewed from Residence

In this study, a different test was conducted with an Independent t-test because it only had two sample groups. The following are the results of the t-test in this study:

Table 14. Summary Result of Different Test for Irrational Belief, Perception Of Parents' Expectations and Fear of Academic Failure from Residence

Variables	Levene's Test	Sig. (2-tailed)	Means
irrational belief – residence	0,786	0,404	No difference
perceptions of parents' expectation -- residence	0,439	0,544	No difference
fear of academic failure -- residence	0,621	0,028	There is a difference

From the table above, it can be seen that the significance value of Levene's Test for perceptions of parents' expectations is 0.439 ($p > 0.05$) which means the data is homogeneous. Then the researchers looked at the significance value (2-tailed) on perceptions of parents' expectations of 0.544 ($p > 0.05$). This means there is no difference in perception of the expectations of parents in terms of gender. The significance value of Levene's Test for fear of academic failure is 0.621 ($p > 0.05$) which means the data is homogeneous. Then the researcher looked at the significance value (2-tailed) on fear of academic failure by 0.028 ($p < 0.05$). This also shows that there are differences in fear of academic failure in terms of sex.

There are differences in the variables of fear of academic failure, the researcher then conducts further analysis to see the difference in mean or Mean T-Test Test Results on variables of fear of academic failure in terms of residence. Description of Mean T-Test Test Results Based on Residence are as follows:

Table 15. Mean T-Test Test Results Based on Residence

Variable	Residence	N	Mean
fear of academic failure	Family	53	40,26
	Boarding House	66	43,53

Viewed from the mean number, it was found that the students of the firstborn whose boarding house had higher fear of academic failure compared to the students of the firstborn who lived with the family.

HYPOTHESIS

Based on the results of hypothesis testing using the Pearson's Product Moment correlation technique for the irrational belief variable, the significance value is 0.001 ($p < 0.05$) which indicates that the hypothesis of irrational belief variable is accepted. This shows that there is a significant relationship between irrational belief and fear of academic failure, with a correlation (r) of 0,290, which indicates that the correlation is positive, which means that if the irrational belief is high, the fear of academic failure will be high too.

Furthermore, for the perception of parents' expectations variable, the significance value is 0.000 ($p < 0.05$) which indicates that hypothesis of perceptions of parents' expectation variable is accepted. This shows that there is a significant relationship between perceptions of parents' expectation with fear of academic failure in firstborn children, with a correlation value (r) of 0,366 which indicates that the correlation is positive, which means that if perceptions of expectations of parents is high, the fear of academic failure will be high too.

DISCUSSION

The results of testing the hypothesis with Pearson Product Moment correlation analysis obtained data from firstborn children related to the independent variables irrational belief showed a significance of 0,001 ($p < 0.05$) and perceptions of parents' expectations showed a significance of 0,000 ($p < 0.05$) with dependent variables fear of academic failure. This means that the hypothesis proposed in this study is accepted, so there is a relationship between irrational belief, perceptions of parents' expectations with fear of academic failure in firstborn child.

The results showed a correlation value (r) of 0,290 between irrational belief and (r) of 0.366 between perceptions of parents' expectations with fear of academic failure is positive, which means that the higher the irrational belief and perception of parents' expectations of the respondents, the higher the fear of failure academic. Likewise, vice versa, if the higher the fear of academic failure, the higher the irrational belief and perception of parents' expectations.

The results of this study prove that irrational belief and perceptions of parents' expectations with fear of

academic failure have a relationship and are positively related. This is in line with the results of previous studies conducted by Ntamu⁽¹⁵⁾ about irrational belief and Nainggolan⁽²⁴⁾ about perceptions of parents' expectations with fear of academic failure were positively related.

High expectations and demands from parents and instructors on student achievement put pressure on students. Parents will only care about the academic achievement values listed in the value transcript. Students' abilities are only measured through the values in the transcript, so students tend to be afraid of evaluations.⁽²⁵⁾

The results of categorization of the variables of fear of academic failure are in the medium category with the number of respondents as many as 66 people (55.5%). From the results of categorization of the variable irrational belief in the medium category with the number respondent 90 people (75.6%), and the variable perception of parents' expectations is also the medium category with the number of respondents as many as 65 people (54.6%).

The researcher also conducted additional analysis to see the difference between perceptions of parents' expectations and fear of academic failure in terms of sex, age, faculty and place of residence. The results of additional analysis obtained showed a difference in perceptions of parents' expectations in terms of faculties, where in this study subjects from Social and Political Sciences had a higher level of perception of parents' expectations compared to subjects from education, public health and law faculties.

The results of different tests between irrational belief, perceptions of parents' expectations and fear of academic failure in terms of residence showed that there was no difference in irrational belief in terms residence where significant value were obtained at 0.404 and perceptions of parents' expectations where significant values were obtained at 0.544 ($p > 0.05$), but there were differences in fear of academic failure in terms of residence where a significant value of 0.028 ($p < 0.05$).

CONCLUSION

Based on the results of the analysis of research data, the results showed that there was a relationship between irrational belief and perceptions of parents' expectations with fear of academic failure in firstborn child

Based on the research that has been done, the suggestions put forward by researchers include:

1. For students who become firstborn child

a) It is expected that students who become firstborn child

will make parents' hopes or desires as motivations in achieving achievement. Suppose parents want their children to graduate from college before 4 years, so individuals must plan and manage their time as best as possible between learning with other activities, so that not feeling the fear of failure. The firstborn child must also have realistic achievement targets and in accordance with their abilities and reduce their irrational belief.

b) Students who experience fear of failure in the high category, in order to try to reduce it by discussing with parents, friends or lecturers (guardian lecturers) to overcome difficulties in facing academic and non-academic tasks.

2. For parents

Parents are expected to be more open to accepting the hopes, desires and complaints of children starting from academic activities and daily activities, by providing support in the form of motivation, attention, understanding of the strengths and weaknesses that make children able to develop their abilities and learn responsibly. Furthermore, parents are also expected to be able to pay attention to the achievements of children outside the academic field and provide an understanding that the hopes and happiness of parents is if the child is doing positive or beneficial activities for himself and others.

3. For further researchers

For further researchers who are interested in conducting this research further, it is suggested to look at other factors that affect the fear of failure in students, as well as examine the variables and other aspects not examined in this study. The next researcher is expected before starting the research, the researcher should first record respondents who are in accordance with the criteria that the researcher wants.

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