REGULATING SOCIALIZATION AS A COMMUNICATION FUNCTION: CASE STUDY OF PRESIDENT UNIVERSITY STUDENT HOUSING

By

Mohammad Shihab

009200800034

A thesis presented to The Faculty of Communication President University in partial fulfillment of the requirements for Bachelor Degree in Communication, Concentration Public Relations

February 2012
THESIS ADVISER RECOMMENDATION LETTER

This thesis entitled “REGULATING SOCIALIZATION AS A COMMUNICATION FUNCTION: CASE STUDY OF PRESIDENT UNIVERSITY STUDENT HOUSING” prepared and submitted by Mohammad Shihab In partial fulfillment of the requirements for the degree of Bachelor of Communication has been reviewed and found to have satisfied the requirements for a thesis fit to be examined. I therefore recommend this thesis for Oral Defense.

Cikarang, Indonesia, February 10th, 2012

M. Raudy Gathmyr, S.Sos., M.Si

Ir. Z. Hidayat, M.Si
DECLARATION OF ORIGINALITY

I declare that this thesis, entitled “REGULATING SOCIALIZATION AS A COMMUNICATION FUNCTION: CASE STUDY OF PRESIDENT UNIVERSITY STUDENT HOUSING” is, to the best of my knowledge and belief, an original piece of my work that has not been submitted, either in whole or in part, to another university to obtain a degree.

Cikarang, Indonesia, February 10th, 2012

Mohammad Shihab
The Panel of Examiners declare that the thesis entitled “REGULATING SOCIALIZATION AS A COMMUNICATION FUNCTION: CASE STUDY OF PRESIDENT UNIVERSITY STUDENT HOUSING” that was submitted by Mohammad Shihab in Public Relations from the Faculty of Communications was assessed and approved to have passed the Oral Examinations on February 15, 2012.

Moh. Raudy Gathmyr, S.Sos., M.Si. – Chair Panel of Examiners

Dindin Dimyati, S.Sos., M.M. – Examiner I

Dra. Baby Poernomo, M.A. – Examiner II
ABSTRACT

The thesis was conducted to describe the student perception toward the socialization of President University Student Housing rules and regulation. In the thesis, two research questions were addressed: (1) How did the students perceive about the socialization on the Student Housing rules and regulation?; (2) What techniques of socialization have been done by the Student Housing management?

The thesis was developed in qualitative research method and the data were obtained through in-depth interviews. Five key informants were participated in the research and taken from different batches and concentrations, and they also lived in the Student Housing.

The research concluded that informants perceived the socialization of the Student Housing rules and regulation was not improper. The research also come up with some ideas of how to socialize the rules effectively such as simulation, dorm gathering, Resident Assistant, and guidebook.
ACKNOWLEDGEMENT

Alhamdulillah, I convey my greatest gratitude to Allah SWT for His blessings, so that I am able to complete and submit my thesis to the university within the time provided.

I would like to thank my family – my father, mother, brothers and sisters – for their love, affection, and fully support my study in the university.

I would also like to thank specially to:

1. Mr. Raudy Gathmyr, as my primary adviser, for his time, advises and motivations.
2. Mr. Zinggara Hidayat, as my secondary adviser, for his time and technical advises.
3. Management of President University Student Housing for their permission to access data required in the research.

I believe that the research could not be done and I am nothing without your help and support.

Special thanks are also addressed to my key informants: Andrea Saputra, Adibah Badzlina, Vira Az-Zahra, Kerenhapukh, and Faisal Ghazali for their invaluable time and information.

I would not forget to thank all residents in Student Housing especially the ex-ICT residents 2010: Vina, Floren, Becca, Nia, Eva, and Inov; PR 2010 especially to Theo and Mayang; All PR 2008, especially to Agusman, Naomi, Oshi, Cheche, Putri, Dj, Lilis, and Giska; Palu Community of Presuniv members; and Adlina Nufikha for her lovely help, time, and care during my research.

I would also thank the Government of Kota Palu for their fully support and full scholarship granted to students from Kota Palu. We are now ready to develop our city.

Lastly, I would like to dedicate this thesis to all members of President University for a better Student Housing life.
# TABLE OF CONTENTS

THESIS ADVISER RECOMMENDATION LETTER ........................................... ii  
DECLARATION OF ORIGINALITY ................................................................. iii  
PANEL OF EXAMINERS APPROVAL SHEET ................................................... iv  
TABLE OF CONTENTS ....................................................................................... vii  
LIST OF FIGURES ............................................................................................ ix  
LIST OF TABLE .................................................................................................. ix  
LIST OF ACRONYMS ......................................................................................... ix  

## CHAPTER I INTRODUCTION........................................................................... 1  
1.1 Background of The Study ........................................................................ 1  
1.2 Company Profile ...................................................................................... 3  
1.3 Problems Identified .................................................................................. 5  
1.4 Statement of The Problem ........................................................................ 6  
1.4.1 Topic .................................................................................................... 6  
1.4.2 Questions .............................................................................................. 6  
1.4.3 Rationale .............................................................................................. 6  
1.5 Research Objectives ................................................................................ 7  
1.6 Significance of The Study ........................................................................ 7  
1.7 Theoretical Framework .......................................................................... 7  
1.8 Scope and Limitations of the Study ......................................................... 8  

## CHAPTER II LITERATURE REVIEW ........................................................... 9  
2.1 Socialization: Integrating New Members Into Organizational Cultures ...... 9  
2.1.1 Anticipatory Socialization .................................................................. 10  
2.1.2 Organizational Assimilation .............................................................. 11  
2.2 The Cultural Metaphor: Of Spider Webs and Organizations .................... 11  
2.2.1 Assumptions of Organizational Cultural Theory ................................. 13  

## CHAPTER III METHODOLOGY OF RESEARCH ...................................... 17  
3.1 Research Method ..................................................................................... 17  
3.2 Research Instruments ............................................................................. 25  
3.3 Subjects of the Research ......................................................................... 28  
3.4 Data Collection Technique ..................................................................... 29  
3.5 Reliability and Validity ........................................................................... 29
3.6 Ethical Issues ......................................................................................................................... 29
3.7 Technique of Data Analysis ................................................................................................. 30

CHAPTER IV ANALYSIS AND RESULT .................................................................................. 32
4.1 Student Perception Toward The Socialization of Student Housing Rules and Regulation...................................................................................................................... 32
4.2 Techniques To Socialize The Student Housing Rules and Regulation ......................... 40

CHAPTER V CONCLUSION AND RECOMMENDATION ....................................................... 43
5.1 Conclusions ......................................................................................................................... 43
5.2 Recommendation ............................................................................................................... 43

REFERENCE LISTS ...................................................................................................................... 45
Appendice 1: Permission Letter ............................................................................................... 47
Appendice 2: Interview Procedure, Guideline, Interview Consent, and Informed Consent ................................................................................................................................. 48
Appendice 3: Interview Transcript of Andrea Saputra ............................................................ 68
Appendice 4: Interview Transcript of Adibah Badzlina ........................................................... 77
Appendice 5: Interview Transcript of Vira Az-Zahra .............................................................. 83
Appendice 6: Interview Transcript of Kerenhapukh ............................................................... 89
Appendice 7: Interview Transcript of Faisal Ghazali .............................................................. 95
Appendices 8: Recapitulation of Student Housing Residents ............................................. 100
Appendice 9: Data Coding Analysis ......................................................................................... 102
LIST OF FIGURES

Figure 1.2.1. Chart of Total Students Based on Gender
Figure 1.2.2. Chart of Total Students Per Batch
Figure 1.2.3. Student Housing Organizational Chart in Character Building
Figure 3.2. Steps in Conducting In-depth Interview

LIST OF TABLE

Table 2.2.1. Symbols of an Organization Culture

LIST OF ACRONYMS

SH : Student Housing
PUSC : President University Student Council
PUSU : President University Student Union
RA : Resident Assistant
CHAPTER I
INTRODUCTION

1.1 Background of The Study

Socialization has function to transfer information and or knowledge between people through interaction (Handzic and Chaimungkalanont, 2004). Socialization process occurs every time and everywhere including in educational institution.

President University, one of educational institutions in Indonesia, is an international-standardized campus located in Jababeka, Cikarang, Bekasi. Every year, President University welcomes hundreds of new students coming from all over Indonesia and also international students with different character, religion, and culture.

As a university that promotes character building, all students must stay in President University Student Housing during the first year of their study, so the students can learn how to live around with students from different part of the world. Besides character building, President University wanted that the Student Housing became a comfortable place to live in. Therefore, President University Student Housing regulated rules and regulation in order to support character building and achieve comfortable place.

All residents in President University Student Housing should know all of the rules. There are several ways that President University Student Housing does to socialize the rules and regulation.

The first way is publishing handbook. For student batch 2008 and 2009, President University stated Student Housing rules and regulations in
Student Handbook which also contained campus profile, campus rules and regulation, and academic activities.

In August 2011, President University Student Housing published President University Student Housing Guidebook for the new students who will stay in student housing for the first year and also students from previous batches who decide to extend staying in student housing.

Different to early versions of Student Handbook, the purpose of publishing Student Housing Guidebook is to inform the rights and responsibilities of students during their stay in student housing as well as socializing the revision of Student Housing Rules and Regulation. The guidebook contains students’ rights and responsibilities, rules, regulations, handling of violations, table of charge-fees, and commitment letter. Commitment letter is attached and it has to be submitted to the Director of Student Housing as the agreement that the student shall obey the rules and regulation and accept the penalty given if any violation proven.

Management of Student Housing is highly concerned with the conductiveness in Student Housing. Besides publishing guidebook, they also held a seminar specially to explain rules and regulations in Student Housing to new students batch 2011 during matriculation program.

The other way is putting some signs on certain places such as no-smoking sign, parking sign, etc.

However, I often found students committed violations every day such as smoking, entering opposite gender area/room, wearing inappropriate pants, and violating quiet hours which have been stated all in the guidebook.

According to Office of Student Housing monthly report per September 2011, 31 female students had involved in 15 violation cases; the majority was coming to Student Housing late. Security also found a
number of male students smoking in Student Housing area, specifically in student room, and they were given oral warning.

The number of violation cases surely indicates that the socialization did not run properly. It attracts my curiosity to find the reason why students do not obey the rules and regulation stated in the guidebook, was Student Housing Guidebook successfully socialized to the students?

1.2 Company Profile

President University is an international university located in Kota Jababeka. President University has students from almost all provinces in Indonesia and also international students from several countries such as China, Vietnam, South Korea, Mozambique, and Palestine. President University delivers all its courses in English and also encourages its students to speak English as their primary communication, either in verbal or written communication.

As an international university, President University is supported by high class facilities such as sport center in Jababeka Golf and Country Club and also provides Student Housing as the place where its students can stay during their college.

Student Housing is a place where President University students stay in, share, and exchange culture with friends from other cities and countries. According to Office of Student Housing per 24 October 2011, there are 1547 students stay in Student Housing. Demography of the students describes as charts follows.
The chart shows that from 1547 students stay in Student Housing, 862 of 1547 students are female and the rest 685 students are male.

From total 1547 students who stay in Student Housing, the majority is Batch 2011 with 783 students; Batch 2010 447 students; Batch 2009 245 students; and Batch 2008 60 students.
President University Student Housing is directed by Director as the top manager. In building student character, the Director is assisted by Head of Male Resident and Head of Female Resident. Both Head of Resident are also a counselor to the students. In order to maintain conducive environment, Head of Student Housing is supported by two staffs; 4 groups securities, each group has four male securities to supervise male area and two female securities to supervise female area. The organizational structure can be pictured simply as follows.

![Organizational Chart](image)

Figure 1.2.3. Student Housing Organizational Chart in Character Building  
Source: President University Student Housing Guidebook 2011

President University places Student Housing as the place not only for sleeping but also the place where students can gain knowledge and experiences living with students with different world nations, ethnics, religions, characters and many more values.

1.3 Problems Identified

President University, through its Student Housing, builds the student character by socializing rules and regulations in Student Housing.
Socialization occurs through the communicative use of signs to influence the behavior and mentality of ourselves and others (Scott, 2006). Socialization of the rules and regulation can build student awareness that rules and regulations do exist.

Peer groups as agent of socialization, play an important role in socializing rules and regulations. Peer groups are the first agent of socialization that a human finds when he/she goes out home. Peer groups involved in influencing the success of the rules and regulation socialization.

I conclude that these two agents of socialization could interplay each other that can influence the success and effectiveness of the rules and regulation socialization.

1.4 Statement of The Problem

1.4.1 Topic

This research is about describing the socialization of Student Housing rules and regulation.

1.4.2 Questions

1. How did the students perceive about the socialization of the Student Housing rules and regulation?
2. What techniques of socialization have been done by the Student Housing management?

1.4.3 Rationale

In order to show what the student perception toward socialization of Student Housing rules and regulation is.
1.5 Research Objectives

Researcher conducted a research in order to:

a. Find out the students’ perceptions about the Student Housing rules and regulation.

b. Find out the techniques of socialization that Student Housing has been done by the Student Housing management.

1.6 Significance of The Study

The study holds significance as follows:

a. Theoretical significance

This research is aimed to provide a contribution to the body of the communication science literatures especially in the organizational communication

b. Practical significance

The result of the research would be recommended to the Student Housing management for future enhancement and a better development.

1.7 Theoretical Framework

This research applied two theories: The Organizational Culture Theory and the Socialization Theory. The second theory falls into two broad categories: (1) anticipatory socialization and (2) Organizational assimilation.
1.8 Scope and Limitations of the Study

Researcher focuses the study in President University specifically in Student Housing. Researcher analyzes the perception, opinion, and recommendation of the students who stay in Student Housing toward socialization of Student Housing rules and regulation.

The study focuses on the students who stay in Student Housing since they have obligations to obey the rules and regulation. In addition, the students are also the target of socialization of Student Housing rules and regulation.

The study concerns on the evaluation of socialization of Student Housing Guidebook that contains rules and regulation. Moreover, the study shall analyze the opinion of the research participants whether the socialization effective. Researcher also shall evaluate the socialization and try to recommend solutions from the perspective of the research participants to improve the socialization of the rules and regulation.
CHAPTER II
LITERATURE REVIEW

2.1. Socialization: Integrating New Members Into Organizational Cultures

A cultural approach acknowledges that transitioning new members into the organization requires much more than simply providing necessary task information. Successful socialization demands that organizations help new members feel integrated into the culture. “Workers who remain apart from the prevailing culture rather than becoming a part of it are unlikely to be as effective or as satisfied with the job as they could be” (Hess, 1993, as cited from Eisenberg, 2010). Socialization is a process by which people learn the rules, norms, and expectations of a culture over time and thereby become members of that culture. We are all, to some extent, assimilated into a national and local culture. As children, we were taught by parents and others how to become members of a family, community, religion, or country. Thus socialization involves learning rules that guide what members of a culture think, do, and say. Socialization of members is essential in any culture and begins at an early age. For example, in the United States, children learn much about American culture during dinnertime conversations with family members (Ochs, Smith, & Taylor, 1989, as cited from Eisenberg, 2010).

In organizations, describing the socialization process helps us understand how the new employee learns about and makes sense of the organization’s culture (Jablin, 1987; Kramer & Miller, 1999, as cited from Eisenberg, 2010). Although the employee’s first week on the job is filled with surprises, over time the employee learns the formal and informal rules that
govern behavior in the organization. This learning process has broad stages including anticipatory socialization and organizational assimilation.

2.1.1. Anticipatory Socialization

Some of the lessons about the nature of work are learned long before the job begins. In the anticipatory socialization stage, people learn about work through communication. There are two forms of anticipatory socialization: vocational and organizational. The vocational type, which begins in childhood, involves learning about work and careers in general from family members, teachers, part-time employers, friends, and the media. Children and adolescents acquire a general knowledge of accepted attitudes toward work, of the importance of power and status in organizations, and of work as a source of meaningful personal relationships (Atwood, 1990; Gibson & Papa, 2000; Jablin, 1985, as cited from Eisenberg, 2010).

Later in life, the organizational type of anticipatory socialization involves learning about a specific job and organization. It takes place before the first day of work and is typically accomplished through company literature, such as brochures, personnel manuals, and websites, as well as through interactions between job applicants and interviewers. Through such communication, individuals develop expectations about the prospective job and organization. However, their expectations are often inflated and unrealistic due to interviewers’ tendency to focus on positive aspects of the job and the company.
2.1.2. Organizational Assimilation

The experience of organizational assimilation involves both surprise and sense making (Louis, 1980, as cited from Eisenberg, 2010). As new employees’ initial expectations are violated, they attempt to make sense of their job and the organization. “The newcomer learns the requirements of his or her role and what the organization and its members consider to be ‘normal’ patterns of behavior and thought” (Jablin, 1987, as cited from Eisenberg, 2010).

2.2. The Cultural Metaphor: Of Spider Webs and Organizations

The origin of the word culture is interesting. Culture originally referred to preparing the ground for tending crops and animals. It was interpreted as fostering growth. Pacanowsky and O’Donnell-Trujillo, (1982, as cited from Eisenberg, 2010), believe that organizational culture “indicates what constitutes the legitimate realm of inquiry.” In other words, organizational culture is the essence of organizational life. As we mentioned earlier, they apply anthropological principles to construct their theory. Specifically, they adopt the Symbolic-Interpretive approach articulated by Clifford Geertz (1973) in their theoretical model. Geertz remarks that people are animals “suspended in webs of significance.” He adds that people spin webs themselves. Pacanowsky and O’Donnell-Trujillo (1982, as cited from Eisenberg, 2010) comment on Geertz’s metaphor:

The web not only exists, it is spun. It is spun when people go about the business of construing their world as sensible—that is, when they communicate. When they talk, write a play, sing, dance, fake an illness, they are communicating, and they are constructing their culture. The web is the residue of the communication process (Eisenberg, 2010).
A primary goal of researchers, then, should be to think about all possible web like configurations (features) in organizations. Geertz invokes the image of a spider web deliberately. He believes that culture is like the webs spun by a spider. That is, webs are intricate designs, and each web is different from all others. Furthermore, webs “represent strength, life, and cohesion, but they are also things that need constant maintenance . . .” For Geertz, cultures are like this as well. Basing his conclusions on various cultures around the world, Geertz argues that cultures are all different and that their uniqueness should be celebrated. To understand a culture, Geertz believes that researchers should begin to focus on the meaning shared within it. We examine more of Geertz’s beliefs later (Eisenberg, 2010).

Pacanowsky and O’Donnell-Trujillo (1983, as cited from Eisenberg, 2010) apply these basic principles to organizations. Employees and managers alike spin their webs. People are critical in the organization, and therefore, it is important to study their behaviors in conjunction with the overall organization. Pacanowsky and O’Donnell-Trujillo claim that members of organizations engage in a number of communication behaviors that contribute to the culture of the company. They may do this through gossiping, joking, backstabbing, or becoming romantically involved with others.

The organizational culture at Jewelry Plus will be revealed in a number of ways. You will recall that Fran learned of the new owner through gossip and that the company picnic was a way for her to learn more about the new company culture. No doubt she will experience an organizational culture with her new job that is very different from what she experienced with Grace’s Jewelers. The company has changed, the faces are new, and the rules reflect new ownership. Fran also contributes to the spinning of the organizational web by both responding to company stories and passing them on to others. In sum, the web of organizational culture has been spun. This broad perspective underscores why Pacanowsky and O’Donnell-
Trujillo argue that organizational culture “is not just another piece of the puzzle; it is the puzzle” (Eisenberg, 2010).

2.2.1 Assumptions of Organizational Cultural Theory

Three assumptions guide Organizational Culture Theory. As you work through these assumptions, keep in mind the diversity and complexity of organizational life. Also, understand that these assumptions emphasize the process view of organizations that Pacanowsky and O’Donnell-Trujillo advocate:

a. Organizational members create and maintain a shared sense of organizational reality, resulting in a better understanding of the values of an organization.

b. The use and interpretation of symbols are critical to an organization’s culture.

c. Cultures vary across organizations, and the interpretations of actions within these cultures are diverse (Eisenberg, 2010).

The first assumption pertains to the importance of people in organizational life. Specifically, individuals share in creating and maintaining their reality. These individuals include employees, supervisors, and employers. At the core of this assumption is an organization’s values. Values are the standards and principles within a culture that have intrinsic worth to a culture. Values inform organizational members about what is important. Pacanowsky (1989, as cited from Eisenberg, 2010) notes that values derive from “moral knowledge” and that people display their moral knowledge through narratives, or stories. The stories that Fran hears and shares, for example, will result in her understanding the organization’s values.
<table>
<thead>
<tr>
<th>General Category</th>
<th>Specific Types/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Symbols</td>
<td>art/design/logo</td>
</tr>
<tr>
<td></td>
<td>buildings/decor</td>
</tr>
<tr>
<td></td>
<td>dress/appearance</td>
</tr>
<tr>
<td></td>
<td>material objects</td>
</tr>
<tr>
<td>Behavioral Symbols</td>
<td>ceremonies/rituals</td>
</tr>
<tr>
<td></td>
<td>traditions/customs</td>
</tr>
<tr>
<td></td>
<td>rewards/punishments</td>
</tr>
<tr>
<td>Verbal Symbols</td>
<td>anecdotes/jokes</td>
</tr>
<tr>
<td></td>
<td>jargon/names/nicknames</td>
</tr>
<tr>
<td></td>
<td>explanations</td>
</tr>
<tr>
<td></td>
<td>stories/myths/history</td>
</tr>
<tr>
<td></td>
<td>metaphors</td>
</tr>
</tbody>
</table>

Table 2.2.1 Symbols of an Organization Culture  
Source: Eisenberg, 2010

People share in the process of discovering an organization’s values. Being a member of an organization requires active participation in that organization. The meanings of particular symbols—for instance, why a company continues to interview prospective employees when massive layoffs are under way—are communicated by both employees and management. The symbolic
meaning of hiring new people when others are being fired will not escape savvy workers; why dedicate money to new personnel when others are losing their jobs? Pacanowsky and O’Donnell-Trujillo (1982, as cited from Eisenberg, 2010) believe that employees contribute to the shaping of organizational culture. Their behaviors are instrumental in creating and ultimately maintaining organizational reality.

The reality (and culture) of an organization are also determined in part by the symbols, the second assumption of the theory. Earlier we noted that Pacanowsky and O’Donnell-Trujillo adopted the Symbolic-Interpretive perspective of Geertz. This perspective underscores the use of symbols in organizations, and, as we mentioned in Chapter 1, symbols are representations for meaning. Organizational members create, use, and interpret symbols every day. These symbols, therefore, are important to the company’s culture. Mary Jo Hatch (2006, as cited from Eisenberg, 2010) extends the notion of symbols in her discussion of the categories of symbolic meaning.

Symbols include the verbal and nonverbal communication in an organization (Hatch, 2006, as cited from Eisenberg, 2010). Frequently, these symbols communicate an organization’s values. Symbols may take the form of slogans that carry meaning. For example, several companies have slogans—past and present—that symbolize their values, including State Farm Insurance (“Like a good neighbor, State Farm is there”), the New York Times (“All the News That’s Fit to Print”), and Disneyland (“The Most Magical Place on Earth”). The extent to which these symbols are effective relies not only on the media but also on how the company’s employees enact them. For example, Disneyland’s belief that it is
the most magical place on earth would be quite odd if its employees didn’t smile or if they were rude.

For evidence of verbal symbols in an organization, consider this story. A supervisor named Derrick communicates a great deal about values in casual conversation with his employees. Derrick frequently tells long stories about how he handled a particular issue at a previous workplace. He often launches into detailed accounts of how, for instance, he managed to get his employees a bonus at the end of the year. His stories inevitably begin with a short vignette about his upbringing in Arkansas and end with a moral. At first, employees were unsure how to handle this type of communication. As time went on, however, they soon realized that Derrick was trying to demonstrate a connection with his employees and to indicate that although problems may seem insurmountable, he knows ways to handle them. Through many of his stories, he communicates that he cares about the issues of the company and the workers; he also communicates a new view of what he thinks the organizational culture should be (Eisenberg, 2010).

Our third assumption of OCT pertains to the variety of organizational cultures. Simply put, organizational cultures vary tremendously. The perceptions of the actions and activities within these cultures are just as diverse as the cultures themselves. Consider what it is like for Fran as she moves from Grace’s Jewelers to Jewelry Plus. We have already provided a number of examples that underscore the various cultural issues within each company. Her perceptions, however, and her participation in the culture may differ from those of others. Some people might appreciate a cultural change after working nine years for the same small company (Eisenberg, 2010).
CHAPTER III

 METHODOLOGY OF RESEARCH

3.1. Research Method

The method used in this research is qualitative descriptive method. According to Marvasti (2004), qualitative research tends to be more focused on the reflexive, or the give and take relationship, between social theory and methods.

Yin (2011) describes the allure of qualitative research is that it enables researcher to conduct in-depth studies about a broad array of topics, including researcher’s favorites, in plain and everyday terms. Moreover, qualitative research offers greater latitude in selecting topics of interest because other research methods are likely to be constrained by:

a. the inability to establish the necessary research conditions (as in an experiment);
b. the unavailability of sufficient data series or lack of coverage of sufficient variables (as in an economic study);
c. the difficulty in drawing an adequate sample of respondents and obtaining a sufficiently high response rate (as in a survey); or
d. other limitations such as being devoted to studying the past but not ongoing events (as in a history).
Auerbach (2003) differentiates qualitative research and quantitative research with six major themes as follows.

a. Theme 1. Qualitative Research Directly Investigates Subjective Experience

Auerbach (2003) said that, in the early decades of the twentieth century, subjective experience, because it was by definition not objective, was dismissed as unreliable and therefore irrelevant to “scientific” psychology. The qualitative researcher disagrees with this claim and maintains, instead, that studying subjective experience is an important goal of scientific psychology. Some qualitative researchers focus on conscious experience, some focus on unconscious experience, and some, of course, focus on both. For the methods of this book, the first research question about a phenomenon is: How do people consciously experience it?

In our research on fatherhood, for example, our initial research goal was simply to learn more about men’s subjective experience of fatherhood. This goal would have been far too vague and unscientific for a traditional quantitative researcher. As we have seen, she would have been interested in formulating and testing specific hypotheses, for example, that fathers behave differently than mothers, or that divorced fathers behave differently than nondivorced fathers. In order to test these hypotheses, she would have to define variables that can be measured numerically (Auerbach, 2003).

From the qualitative perspective these hypotheses would be considered premature. They focused on measurable behaviors before the researchers knew enough about the fathers’ subjective experiences to generate meaningful hypotheses and construct variables that captured the fathers’ real lived experiences. However, after studying the subjective experiences of fathers to theoretical saturation, it is likely that the qualitative researcher would have generated several relevant hypotheses that could be tested quantitatively. For example, in our
study of 20 divorced noncustodial fathers, all of the dads resented the fact that the schools did not send them copies of their children’s grades, or notify them of school meetings. An interesting hypothesis to test on a large sample of noncustodial fathers would be: If schools routinely send duplicate notices to noncustodial fathers as well as moms, father involvement with their children post-divorce or separation will increase (Auerbach, 2003)

b. Theme 2. Qualitative Research Incorporates Meaningful Stories in Addition to Measurable Variables

According to Auerbach (2003), for the traditional quantitative researcher, human phenomena are studied scientifically by converting them into numerically measurable independent and dependent variables. For the qualitative researcher who wants to study subjective experience, restricting data to measurable variables is unnecessarily limiting. The qualitative research paradigm assumes that the best way to learn about people’s subjective experience is to ask them about it, and then listen carefully to what they say. People almost always talk about their experience in a storied form. Thus, qualitative research is based on textual data rather than quantitative data, on stories rather than numbers.

In our research on Haitian fatherhood, for example, the stories our research participants told us about themselves and their own fathers gave us information we could not have obtained by numerical measurements. One such story was that, as children, the men had longed to spend enjoyable time with their own fathers, but had never had that experience because in Haitian culture “adults don’t play.” Given this history, one of their primary goals was “to be a friend to my child,” in other words, to be a relaxed and playful father (Auerbach, 2003).
c. Theme 3. Qualitative Research Allows for Naturalistic Observation and Description, Rather Than Testing General Laws

The ultimate goal of hypothesis-testing research in psychology is to develop generalizable hypotheses, or universal laws, about human behavior. Underlying this goal is the assumption that all people's experience is more or less the same. This assumption may be reasonable in the context of the natural sciences, but in the social sciences diversity and difference are much more likely to be the case than homogeneity and generalizability. An example of the limitations of this assumption is research on the psychology of women. Most human social groupings generate a complex dominance hierarchy with a resulting diversity of power and therefore of experience. For example, because all human societies are male dominant, at least in our reading of the evidence, one would expect male and female experience to differ significantly. When this has proven to be the case, female experience has often been characterized as deficient (Freud’s (1961) theory of the superego or Kohlberg’s, 1981, theory of moral development in girls, cited from Auerbach, 2003).

Auerbach (2003) continues, this tendency to interpret difference as deficit becomes oppressive when the deficit model generates theories that are used to maintain the dominant group’s power position. For example, Freudian theory about hysteria in women provided a rationale for excluding women from many public positions because of their “excessive emotionality.” A similar trend exists in terms of diversity among family forms. Poor communities of color within the United States tend to include a large percentage of mother-headed families. This large number of single-mother families is the result of institutionalized racism that has systematically provided inferior educational resources, and therefore job opportunities, to people of
color. Because fathering traditionally has been defined as providing economic stability to one’s family, large numbers of poorly educated and underemployed African American men have not been able to fulfill the fathering role.

In the 1990s, both popular and scholarly discourse focused on the negative consequences of “fatherlessness” (Blankenhorn, 1995, cited from Auerbach, 2003), rather than on the negative consequences of institutionalized racism which made it impossible for poor men of color to successfully provide for their families. Fatherless families were blamed for many of the social problems that were actually caused by the poverty and social alienation caused by institutionalized racism. The two-parent married family, a family form more typical of the white middle class, was presented as the solution to these societal problems. This discourse about the importance of marriage provided a rationale for giving preferential access to governmental benefits (e.g., cash bonuses, public housing, job training) to married couples in a way that discriminated against single mothers.

Qualitative research has the potential to avoid interpreting difference as deficit because it assumes that difference, rather than uniformity, of behavior is the norm. The qualitative approach begins with naturalistic observation, that is, detailed description of the phenomenon being studied (Auerbach, 2003).

According to Auerbach (2003), naturalistic observation is useful, not only to identify the lived experiences of the individuals being studied, but also to understand the relevant contexts (social, racial, economic, etc.) of the experiences. From the qualitative perspective, generalizable scientific laws, if they exist at all, can only be developed after taking into account the diversity caused by variations in context.
For example, when we were planning our study of Haitian fathers, we realized that we did not know enough about Haitian culture to state meaningful hypotheses about fathering in that context. If we had generated hypotheses, they would have been based on a middle-class, Euro-American cultural context, rather than on a Caribbean, French-speaking, Afro-Christian, immigrant context. For example, we would not have generated the hypothesis that the men saw their children as “gifts from god,” or modeled their fathering behavior on “Jesus as a warm and loving god” (Auerbach, 2003).

d. Theme 4. Qualitative Research Is a Tool for Studying Diversity

Auerbach (2003) describes this theme is a consequence of the previous ones. Qualitative research is particularly well suited to the study of diversity because it does not assume that there is one universal truth to be discovered, but rather focuses on listening to the subjective experience and stories of the people being studied.

In our research, for example, we do not assume that there is one universal experience of fatherhood. Instead, we study fathers from a variety of different American subcultures. The Haitian American fathers we studied are one such subculture (Auerbach, 2003).

Another subculture is that of gay fathers. Because we were interested in including family diversity in our research, we studied gay fathers as well as fathers in heterosexual marriages. When we listened to their stories, we discovered that they were creating a form of fatherhood quite different from what we could have imagined from our own experience. One distinctive feature was what we came to call degendered parenting, in which fathers nurtured and connected with their children in a way usually associated only with mothers Auerbach, 2003).
Our discussion of diversity rather than universality has focused on differences between groups, such as the differences between Haitian fathers and gay fathers. But it is important to note that there are differences within groups as well. For example, men in a single group of Haitian fathers may be different because of their temperament, position within their family, education, belief systems, and so on. However, our research so far has only focused on between-group differences (Auerbach, 2003).

e. Theme 5. Qualitative Research Uses the Research Participants as Expert Informants

According to Auerbach (2003), this theme clarifies how qualitative researchers can study diversity without first formulating general hypotheses. It does so by encouraging the researcher to abandon the “expert” stance and treat the research participants as experts on their own lives. It encourages researchers to focus on learning from the people they study. The qualitative researcher acknowledges that people who have direct life experience with a phenomenon know more about it than she does; that they rather than she are the experts. Instead of having to formulate hypotheses, develop survey instruments, or design experimental procedures that may or may not accurately address the participants’ experience, she can ask them directly about their experience, and learn from what they say. In our Haitian Fathers Study, we acknowledged our ignorance about Haitian fatherhood, and were ready to learn about it from the real experts, the fathers themselves.

f. Theme 6. Qualitative Research Involves Reflexivity; the Explicit Use of the Researcher’s Subjectivity and Values

According to Auerbach (2003), traditional research assumes that subjectivity and values are sources of bias that can and must be eliminated or controlled. Because qualitative research incorporates
these elements, traditional researchers might assume that qualitative research is necessarily biased and therefore unscientific. Qualitative research views the issues differently.

It assumes that subjectivity and values are a necessary part of human interaction and therefore cannot be eliminated or controlled. It requires, instead, that researchers acknowledge their own subjectivity and values, and reflect on them in a systematic and disciplined way. In addition, qualitative researchers believe that their own subjective experience can be a source of knowledge about the phenomenon they are studying. (For a particularly powerful example of this, see Ellis and Bochner’s [2000] account of how a researcher’s own experience of breast cancer could inform her research on that topic.) Examining the way one’s own subjectivity influences one’s research is called reflexivity, and is a goal of qualitative research (Auerbach, 2003).

In our research, we acknowledge who we are, what our values are, and our research agenda. We think that our personal experiences with our own fathers and with our children are relevant to our interest in studying this phenomenon. We believe that knowing about our personal perspective allows other researchers to better evaluate our conclusions (Auerbach, 2003).

In the study of Auerbach (2003), for example, Louise’s father died when she was 5 years old. The loss of her father at an early age generated an interest in knowing about fathers in general. This early loss also stimulated a desire that her husband be very involved with their children, both for the children’s sake and also to enable her to be heavily involved in her own career. Carl’s experience is as a stepfather who felt as attached to his children as any biological father or mother. Yet he experienced society’s bias against stepfathers, that is, the assumption that his commitment to his stepchildren was less than that
of a biological parent. Thus, Carl’s interest was to learn more about the importance of biology, gender, and attachment in fathering.

We also find that our reactions to what our research participants tell us give us important information about their feelings and experiences. Our experience studying gay fathers who have adopted children illustrates this (Auerbach, 2003).

Auerbach found that when Louise first watched the videotapes of interviews with the couples, she felt upset that the children “didn’t have a mother.” When Carl first watched them he was astounded at how attentive and nurturing to small children the men in the film were, and could barely believe that what he was seeing was real. As we reflected on our reactions, we realized that we were caught in the grip of heterosexist bias; in other words, we still believed that children needed a family with a mother and a father in order to thrive. This realization came as a shock to us, because we were under the illusion that we were bias-free! We then began to understand the enormity of the challenge these gay dads were facing: that in order to have children, the gay fathers had to redefine the concept of “family”—for themselves, for their families of origin, and for the broader social community.

In addition, Darlington and Scott (2002) completes that there are three cores qualitative methods: (1) in-depth interviewing of individuals and small groups; (2) systematic observation of behavior; (3) analysis of documentary data.

3.2. Research Instruments

Research instruments are all tools used in research. All information in the research was deeply dug through in-depth interview. In qualitative research, the research instrument is the researcher itself.
According to Boyce and Neale (2006), in-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation. For example, we might ask participants, staff, and others associated with a program about their experiences and expectations related to the program, the thoughts they have concerning program operations, processes, and outcomes, and about any changes they perceive in themselves as a result of their involvement in the program.

Boyce and Neale (2006) found, in-depth interviews are useful when you want detailed information about a person’s thoughts and behaviors or want to explore new issues in depth. Interviews are often used to provide context to other data (such as outcome data), offering a more complete picture of what happened in the program and why. For example, you may have measured an increase in youth visits to a clinic, and through in-depth interviews you find out that a youth noted that she went to the clinic because she saw a new sign outside of the clinic advertising youth hours. You might also interview a clinic staff member to find out their perspective on the clinic’s “youth friendliness”.

In-depth interviews should be used in place of focus groups if the potential participants may not be included or comfortable talking openly in a group, or when you want to distinguish individual (as opposed to group) opinions about the program. They are often used to refine questions for future surveys of a particular group (Boyce and Neale, 2006).

Boyce and Neal (2006) reports that the primary advantage of in-depth interviews is that they provide much more detailed information than what is available through other data collection methods, such as surveys. They also may provide a more relaxed atmosphere in which to collect information—people may feel more comfortable having a conversation
with you about their program as opposed to filling out a survey. However, there are a few limitations and pitfalls, each of which is described below.

**Prone to bias:** Because program or clinic staff might want to “prove” that a program is working, their interview responses might be biased. Responses from community members and program participants could also be biased due to their stake in the program or for a number of other reasons. Every effort should be made to design a data collection effort, create instruments, and conduct interviews to allow for minimal bias (Boyce and Neale: 2003).

**Can be time-intensive:** Boyce and Neale (2006) thought, interviews can be a time-intensive evaluation activity because of the time it takes to conduct interviews, transcribe them, and analyze the results. In planning your data collection effort, care must be taken to include time for transcription and analysis of this detailed data.

**Interviewer must be appropriately trained in interviewing techniques:** Boyce and Neale (2006) suggest that to provide the most detailed and rich data from an interviewee, the interviewer must make that person comfortable and appear interested in what they are saying. They must also be sure to use effective interview techniques, such as avoiding yes/no and leading questions, using appropriate body language, and keeping their personal opinions in check.

**Not generalizable:** According to Boyce and Neale (2006), when in-depth interviews are conducted, generalizations about the results are usually not able to be made because small samples are chosen and random sampling methods are not used. In-depth interviews however, provide valuable information for programs, particularly when supplementing other methods of data collection. It should be noted that the general rule on sample size for interviews is that when the same stories, themes, issues,
and topics are emerging from the interviewees, then a sufficient sample size has been reached.

In addition to the above-mentioned, Boyce and Neal (2006) suggested that the process for conducting in-depth interviews follows the same general process as is followed for other research: plan, develop instruments, collect data, analyze data, and disseminate findings.

Figure 3.2. Steps in conducting in-depth interview
Source: Boyce and Neale (2003)

There were several supporting tools that I used during interview process: (1) voice recorder as primary recorder to tape-record conversation; (2) notes as secondary recorder, used if informants refuse tape-recording; (3) writing tools.

3.3. Subjects of the Research

In qualitative research, the number of samples do not determine whether the research is good or not because the purpose of qualitative research is not to generalize the findings. Sample in qualitative research is called informant.

In this research, I took five students who stay in President University Student Housing as the informants. There are several criteria I made to choose the informants: (1) live in SH; (2) have involved in an organization/event related with SH; (3) from different majors and batches.
3.4. Data Collection Technique

In the research, two data sources I used were:

a. Primary data, are the data obtained directly from informants. Here, the data were obtained through in-depth interview. I used in-depth interview to obtain information related with informants’ experience, concerns, and recommendation toward the socialization of Student Housing Guidebook.

b. Secondary data. Here, the data are complementary. The data I used were company profile and monthly report.

3.5 Reliability and Validity

As stated above, researcher is the research instrument in a qualitative research. In order to keep the research reliable and valid, I chose reliable informants which met the criteria. I also consulted my interview questions to other people to make sure that all questions were clear and relevant.

In addition, the data obtained from interview were valid because the interviewees met the criteria of informant, the interviews were conducted in 60-90 minutes for each, and the data were obtained deeply through probing questions.

3.6 Ethical Issues

When collecting data through human interaction, it is important to pay close attention to ethical issues because there are inherent problems and dilemmas related to the inductive and holistic nature of qualitative research (Daymon and Holloway, 2002).

There were two issues related with ethics during data collection. Before collecting data, I had submitted a permission letter to President
University Student Housing and been permitted to access the organization’s data. Data accessed in the organization were monthly report per September and October 2011.

Related to collecting primary data, there were five students recruited as informants. All informants participated voluntarily in the research. They agreed the interviews were voice-recorded. They also accepted their names to be showed on the transcripts. All the agreements were stated in Consent Form.

3.7 Technique of Data Analysis

Data analysis in the research adapted technique of data analysis from Creswell, 2002, as stated in Sanjaya (2011).

![Description of data analysis]

Figure 3.7.1. Procedure of Data Analysis
Source: Sanjaya (2011)

Raw data obtained from interviews were coded through coding and distillation in stage 2 (See Figure 3.2). There are six steps for constructing a theoretical narrative from text.
MAKING THE TEXT MANAGEABLE

1. Explicitly state your research concerns and theoretical framework.

2. Select the relevant text for further analysis. Do this by reading through your raw text with Step 1 in mind, and highlighting relevant text.

HEARING WHAT WAS SAID

3. Record repeating ideas by grouping together related passages of relevant text.

4. Organize themes by grouping repeating ideas into coherent categories.

DEVELOPING THEORY

5. Develop theoretical constructs by grouping themes into more abstract concepts consistent with your theoretical framework.

6. Create a theoretical narrative by retelling the participant’s story in terms of the theoretical constructs (Auerbach, 2003)
CHAPTER IV

ANALYSIS AND RESULT

Technique of data analysis used in Chapter IV refers to Auerbach (2003). There are two steps of analysis, theoretical constructs and theoretical narratives.

4.1 Student Perception Toward The Socialization of Student Housing Rules and Regulation

4.1.1 Concerns on the socialization and implementation of rules and regulation

President University Student Housing is a place where we as students learn diversities in (but not limited to) cultural, character, and religion.

Living together with people who come up with different cultures and characters usually brings culture shocks and conflicts. Therefore, written rules and regulation were made to avoid conflict and to introduce the culture of Student Housing.

Rules and regulation in Student Housing are good. At least, there are three main rules in Student Housing: night hour, no entry to opposite gender area, and no-smoking rules. Night hour is a policy that permits no student to go out the Student Housing area as well as permits no more noisy activities around the Student Housing at 12 – 5 a.m. All Students should be in their room during this time. Another rule, no entry to opposite gender area, is a policy to allow no student to enter the opposite gender area, unless s/he has an emergency issue. The other rule, no smoking rule, obviously prohibits anyone smoking in Student Housing area at any time. The rules are made to
shape leadership skill in the students’ selves. These are what Andre concerns about the rules in Student Housing.

Unfortunately, the good rules and regulation are not supported with proper socialization and implementation from the Student Housing management. As what I have been experiencing, the management has been using Student Handbook, RA, and seminar to socialize the rules and regulation as well as putting some signs to increase resident awareness. These forms of socialization were not communicated properly to the students. For instance, Adibah shared that she found several rules were in mazy. Some people told her that female students might enter male area, but some people told her not. This case surely indicates that each policy related with the Student Housing rules is not well communicated and socialized.

The socialization is not failed, but it probably impacts less.

“Some students violating rules does not mean that they do not know and understand it, but the rules are probably less socialized” (Vira Az-Zahra).

Obviously, I agree with one of my key informants, Vira as stated above, that students actually know the rules. The students know that smoking is not allowed in Student Housing, but the lack of socialization and supervision indirectly “allow” them to do so. Therefore, socialization and supervision should work in line.

The Student Housing seemed delayed to organize early socialization as anticipatory socialization before the students firstly come here. “…at the first time I entered dormitory, I didn’t know any rule,” Keren admitted.

So far before new students come, the Student Housing management relies on putting some printed no-smoking signs on some points around the housing. However, due to its position or its quantity of
signs, although people who visit the Student Housing for the first time not aware of no-smoking signs put by the management and they just smoke around their car parked inside the Student Housing area. Anticipatory socialization may be proper and required in the Student Housing to prevent or to decrease the number violations.

As a matter of fact, Faisal, the promoter of the rules and regulation, rates 5 out of 10 for the socialization efforts that have been done by the management.

4.1.2. The function of SH Guidebook

President University has provided Student Handbook for student Batch 2008 and 2009 that contains the academic rules and regulation as well as contains Student Housing rules and regulation. However, no handbook provided for student Batch 2010. As far as I know, no other socialization was given by the Student Housing management to students than peer group socialization and RA meeting. In line with me, Vira admitted that, at the time, the socialization she received was only limited to when RA meeting.

In the middle of 2011, President University Student Housing separately published Student Housing Guidebook contains student rights, responsibilities, rules and regulation, list of charge fees, and a commitment letter.

The function of the guidebook is obviously as a guide for students. The main function of the guidebook is to let students know and understand their rights and responsibilities as a member of the community. Moreover, the guidebook is to remind and to build student awareness that Student Housing has rules existed. This is in line with Andre as he said, “Maybe, it is for reminding and increases the students’ awareness that these are the rules and regulation made by SH”.
Additionally, the guidebook should be a reference “to explain the rules and regulation in Student Housing in order that we know how to behave in daily life so that Student Housing is fine and we don’t disturb other students in Student Housing,” as Adibah stated in the interview. If any problem, case, or violation occurs, student can refer to the guidebook as anything has already stated in.

Not only can be just a guidebook, it can be also a legal basis of all students in the Student Housing. “It is also a strong evidence for Student Housing just in case if student violates and he/she does not admit it, the book guides Student Housing to handle the violation,” Keren stated in the interview. Student Housing Guidebook with its commitment letter is surely a strong legal to punish student who commits a violation, but he/she does not admit it. Consequently, all the rules and each punishment/sanction should be stated clearly in the Student Housing Guidebook.

4.1.3. Problems the informants are aware of

Student Housing management found difficulties whether in socializing the rules and regulation or in the internal management itself.

Informants point out several barriers that can affect the results of the socialization itself. The first barrier is communication. Communication is an effort of coordinating all Student Housing elements to show that the rules and regulation exist and any violation will be handled properly. In reality, Student Housing management failed to establish a good communication in order to show that the management was running the rules and regulation. For example, I often found that different shifts of Security have different policies too. As Adibah described, there was a group of students wanted to celebrate their friend’s birthday at 12 am but they were not allowed to do so because it was 12 am already and the female security had to
lock the gate of female area. They said that they were permitted by the commander of the security. In the case, the female security and the male security had a debate on the permission given. Moreover, communication reflects the nature and culture of an organization. Thus, Andre recommends that Student Housing must have a clear procedure of each process in the housing.

Another barrier is that Student Housing provides less supervision to the implementation of the rules and regulation. “Patrolling but not just patrolling!” That is what Keren would like to stress out in the interview. Since the security personnel do not know the step-by-step of handling a violation, they just give verbal warning to students who found violate and no strict sanction has been given. In other words, Student Housing management through its security personnel likely supervises anything they can see whereas many of violations occur hidden such as student smoking in his room or in toilet. This is as what Andre often found in the toilet, cigarettes.

Similarly, Student Housing management imposes sanctions against major violations such as fighting, drugs misuse as well as entering opposite gender room. On the other hand, the management misses minor violation which occurs more frequent than the major one. The major violations were directly investigated and processed whereas the minor violations were just recorded in written statement form. In casual speaking, female security said that all written statement forms were piled on the table without any conviction. According to Vira, the management has decided fines for such violations as wearing inappropriate wears, smoking, alcohol drink, etc. but they do not really fine it. Under those circumstances, minor violation will occur frequently and repeatedly. “They will just violate it because, so far, no fine charged,” Vira said in her interview.
4.1.4. Whom hold important roles in the socialization

The success of the socialization of Student Housing rules and regulation needs not only supports but also involvements from all elements in Student Housing.

Certainly, there are two parties who play roles in the socialization of Student Housing rules and regulation. First thing to remember, that Student Housing has an important role in socializing the rules and regulation. The socialization of the rules is better starts from Student Housing employees. Adibah thought that by involving the employees, she hoped all the messages did not change on the way. Moreover, involving all employees could help Student Housing to remind students that rules do exist. Any violation found by the employee whether he/she was a house keeper or maintenance, it should be investigated and punished.

Besides the Student Housing management, students or peer groups also have roles in the socialization of the rules. In Student Housing, students spend almost of their time with their peers rather than Student Housing staffs and employees. Thus, students as peer groups who have influence in the process of socialization should be recognized and utilized by the Student Housing. Keren argued that the Student Housing management could utilize the leader of each dorm to socialize the rules and regulation. “The leader can gather his friends, arrange schedule to gather for discussing rules and regulation.” She also admitted that she knew the rules and regulation from her friends rather than the Student Housing staffs.

There is no doubt that student as peer group involves more in the socialization of Student Housing rules and regulation. So far, the staffs of Student Housing work just to accomplish their duties, but not to achieve target. In providing Student Housing Guidebook last
year, for example, Adibah told me that the staffs just gave the guidebook and asked the students to sign the Commitment Letter without any further explanation or at least the summary of the guidebook.

Most compelling evidence, President University Student Union (PUSU) and Student Council (PUSC) are the organizations which actively socialize the rules and regulation in Student Housing. Vira said, “In the socialization, which play important roles are firstly PUSU and PUSC, because they are people whom directly involved in front of students living here. Behind that, all should be under SH management guidance.” She also added that PUSU and PUSC should have a good coordination with all RA to socialize as well as to monitor the implementation of the rules and regulation.

As shown above, a good coordination and cooperation must be established among the Student Housing management, the student organizations as PUSU and PUSC, and RA to promote the socialization of rules and regulation in Student Housing.

4.1.5. Factors influence students to violate rules

The improper socialization of Student Housing rules and regulation might not be the only reason why students violate the rules and regulation. There are two factors that stimulate students to violate the rules. The first factor is internal factor. Students who study to President University come from different nations, regions, cultures and characters. The differences background might affect how students behave during their stay in Student Housing. This was come up when Andre was being asked that what factors influenced students to violate, he answered that the factor was the student’s character. “Mostly internal factor in how they control themselves and the treatment they get from the parents or before they entered
SH where student background influences the character,” Andre stated. Student who lives freely without any restriction at home will find difficulties living in Student Housing where some restrictions do exist. Moreover, not only is the culture at home, but also the habit when they were in senior high school. Adibah said, “...students who stay here are mostly new students that probably still behave as they were in senior high school.” Student might think that he/she is free to do anything in college because he/she has been mature whereas he/she has not really been. The shocking situation and cultures in Student Housing may conflict with the student expectation so that the student would violate the rules which restrict him.

The other factor is external factor. We have to admit that students play important role in the socialization of Student Housing rules and regulation. As Adibah said, the student can also be influenced by friends. Whether the students act positively or negatively the other students will notice and follow. Moreover, senior students who live in Student Housing represent the culture of Student Housing. As a role model, the senior students will be followed by their juniors. “For example you’re my senior and you violate. I would think if the senior violates, why don’t I?” Vira stated in the interview. That is why senior student have important role in the socialization and Student Housing must recognize it.

Additionally, Student Housing management provides less supervision toward the implementation of the rules and regulation. This condition surely attracts students to violate the rules silently. Vira said, “If they did not see anyone, they would just violate it.” As I mentioned earlier, the employees and staffs in Student Housing are likely working to accomplish duties but not to achieve targets. They supervise what meets the eye rather than inspect room by room regularly while many violations occur in students’ rooms.
Equally important, Student Housing management also imposes improper sanctions to violations occurred. Keren illustrate, “For example, they know from friends that A smokes and B takes out cigarette. Then, C says, “why do you smoke while you are not allowed to do so here?” B says, “take it easy, A smokes but no punishment from Student Housing.” In the case, students will underestimate the rules and regulation and repeat the violations as no proper sanction imposed.

As a matter of fact, Student Housing must recognize the power of students in the process of socialization to support the improvement of the supervision toward the implementation of Student Housing rules and regulation later on.

4.2 Techniques To Socialize The Student Housing Rules and Regulation

Student Housing management must perform the socialization of Student Housing rules and regulation in the beginning of new academic year when new students come to the Student Housing for the first time. Andre agreed that the socialization should run at the first time students come to Student Housing. “I think at the first time students come because it is the first impression of the students.” Although, the rules and regulation must also be published online through President University website and new students are suggested to read it as an anticipatory socialization.

Socialization of Student Housing rules and regulation must be organized with student style as interesting as possible because the target of the socialization is teenager. Keren agreed that teenagers loved interesting way rather than seminar. She was come up with her idea of Dorm Gathering where each block of Student Housing organized its own party. “In the gathering, Student Housing officer can socialize the rules and regulation in easily and friendly ways such as dinner together. Dorm gathering is
according to the creativity of each dorm.” Furthermore, we can also combine Dorm Gathering with simulation. For instance, as Vira described, “We conduct simulation for a week. For example in a week, we simulate some rules such as illustration of no entrance for opposite gender, for what we can get in and cannot get in.” The simulation hopefully can ease students to understand how the rules work.

After the students understand the rules and regulation, Student Housing can maximize the function of Resident Assistant (RA) as the Student Housing representative to each house and block in Student Housing. “I think it is useless if all rules typed in small and were put on certain place. If can, just face to face with the students,” as Vira said in her interview. Moreover, RA must be active and have a good communication as well as coordination with the Student Housing management. Thus, RA must be awarded for their assistance to Student Housing. Not only is RA who granted, but also student who never violate rules in Student Housing. Reward must accompany punishment in an organization.

Although RA exists, Student Housing also needs inspiring persons to be role models. According to Andre, “Role model is better acted by persons who have influence like Student Housing staffs. If Student Housing staffs could show a good model and they are fully-hearted to show it, I believe students will follow.” So far, the current Director of Student Housing has been a role model to students in Student Housing. As Vira stated, “Salute with the current director. He likes going around to greeting us students and seeing what we are doing. It can be him or other Student Housing staffs. It is better to approach students and show them which is true or wrong. Don’t be a scary person, but a role model.” However, Student Housing is better to have all of its staffs and employees to become role models. All employees and staffs should know the rules and regulation well and together with students creating a learning environment in Student Housing.
In addition, Student Housing Guidebook is still necessary. “I think one guidebook for each block and it is better to upload it on the internet too. Each dorm should get one copy and a commitment letter for each resident,” as Keren said. Student Housing Guidebook should cover all the rules and standard operating procedure for each rule against violation.

Must be remembered, Student Housing management should also re-socialize the rules and regulation when many violations occur in a certain period. Keren added, “The socialization must not run too frequent unless it had been socialized at the first and many students still violate, it needs re-socialization. I think each semester is enough to socialize dorm to dorm.” Re-socialization is necessary to remind students for maintaining a circumstance that promote learning. Therefore, a good cooperation must be established between students and the Student Housing management.
CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1. Conclusions

The research concluded that the socialization of the rules and regulation carried out by President University Student Housing was improper. Informants argued that they did not really know what the rules were. Additionally, the lack of supervision from Student Housing management did not help the socialization to aware students of any rules in Student Housing.

Student Housing management must restore the proper socialization of the rules and regulation. Dorm gathering combined with simulation is the first socialization technique that the management has to organize. Then, the management maximizes the use of Resident Assistant as the representative of the management to student. The management including all staffs and employees must also act as a role model in Student Housing. All in all, the rules and regulation as well as the standard operation procedure must be stated clearly in Student Housing Guidebook and all students must commit to obey the rules by signing Commitment Letter.

5.2 Recommendation

It is recommended that the ways of socialization should be vary, so that each way can complement the other ways. The socialization of the rules and regulation must be fully supported by all of Student Housing staffs and employees. The involvement of the staffs and the employees may improve the supervision which is currently lacking in Student Housing.
As anticipatory socialization, President University must publish Student Housing rules and regulation online through website and actively ask prospective students to refer to the rules and regulation. In addition, more warning signs should be placed in strategic areas around Student Housing and all violations will be handled according to the regulation.

It is also recommended that further research shall be conducted to gain more facts and understanding about the socialization of rules and regulation in President University Student Housing.
REFERENCE LISTS

Books


Journal


Thesis


Documents

Office of Student Housing: Laporan Bulanan September 2011.

Office of Student Housing: Rekap Hunian September 2011.

President University Student Housing Guidebook 2011.
Appendice 1: Permission Letter

PRESIDENT UNIVERSITY

No : 041/SP/FIKOM-PU/X/11
Perihal : Surat Pengantar Melaksanakan Penelitian

Kepada Yth.
Bpk/ibu Penguruh
Student Housing
di
Tempat

Dengan hormat,

Sehubungan dengan kegiatan dan pelaksanaan pembuatan skripsi mahasiswa Program Studi Ilmu Komunikasi Konsentrasi Hubungan Masyarakat (Public Relations) Fakultas Komunikasi Universitas Presiden ke Student Housing; sebagai persyaratan untuk menyelesaikan studi Strata 1 (S1), maka kami memohon kiranya kepada mahasiswa tersebut di bawah ini dapat diberikan bantuan dalam memperoleh informasi (arsip, dokumentasi, dan penyebaran angket). Adapun nama mahasiswa tersebut:

Nama : Mohammad Shihab
NIM : 009200800034
Konsentrasi : Public Relations / Hubungan Masyarakat

Demikian surat pengantar ini kami sampaikan. Atas perhatian dan kerjasama Bapak/ibu kami haturkan terima kasih.

Salam hormat,

M. Randy Gathury, S. Sos., M.Si.
Kepala Program Studi Ilmu Komunikasi

CC : 1. Bpk. Utomo
     2. Ibu Martha
Appendice 2: Interview Procedure, Guideline, Interview Consent, and Informed Consent

In-Depth Interview Procedure

“Is Socialization of Student Housing Rules and Regulation Effective? (A Case Study of President University Student Housing)”

Purposes

To obtain information about experience, perspective, feeling, and other subjective things from students as informants, related with effectiveness of the socialization of guidebook in Student Housing.

Methods

1. Question and answer between interviewer and informant (recorded).
2. Transcription of interview process.

Time

The interview process spends 60-90 minutes, depending on how deep the information to be dug and available time.

Tools

1. Voice recorder
2. Paper and writing tools.

Steps

Preparation

1. Decides interview objectives: what information will be obtained.
2. Prepare interview questions.
Arrange interview questions from introduction question, general questions, to specific questions.

a. Introduction questions usually related with informants’ identities such as complete name, nick name, place and date of birth, daily activities, etc.

b. General questions are related with interview objectives but are still in general topics.

c. Specific questions usually dig the informants’ answer of general questions deeper (probing). Specific questions can be prepared as long as the interviewer can predict the informants’ answer. However, interviewer often raises specific questions when informants answer certain general questions without preparing the question.

3. Choose the informants. Informant criteria must be in accordance with interview objectives. Informants which are assumed that they have the information needed.

4. Contact potential informants, explain the interview objectives, and ask them for interview. Make an appointment to have an interview (consider time and conducive place).

**Interview Process**

5. Greets and thanks the informants for their time.

6. Explain the informants:
   a. For what the interview are conducted.
   b. Interview objectives; what information needs to be dug.
   c. Informants’ honesty in answering the questions given.
   d. Commitment of the interviewer to keep informants’ identities in secret toward certain information, only if the informants want.
   e. Interviewer needs to record all interview process.

7. Begin interview with introduction questions first, then general questions, and specific questions.

8. Before ending the interview, re-check if the information needed has been answered.

9. End the interview by thanking the informants and ask informants’ time to be contacted for further interview if needed.

**Analysis**

10. Transcript the interview record.

11. Select important information in the transcript such as by highlighting or underlining the information.
12. Group the coding results in the same categories and look the intercorrelation.

13. Conclude the analysis.
In-Depth Interview Guide

“How Effective is the Socialization of Student Housing Guidebook? A Case Study of President University Student Housing”

Name of Interviewer : __________________________
Date : __________________________
Name of Interviewee : __________________________
Major : __________________________

"Good morning/afternoon/evening. I am Mohammad Shihab.

This interview is being conducted to get your input about the effectiveness of socialization of Student Housing Guidebook which you have involved in. I am especially interested in any problems you have faced or are aware of and recommendations you have."

"If it is okay with you, I will be tape recording our conversation. The purpose of this is so that I can get all the details but at the same time be able to carry on an attentive conversation with you. I assure you that all your comments will remain confidential. I will be compiling a report which will contain all comments without any reference to individuals. If you agree to this interview and the tape recording, please sign this consent form."

"I'd like to start by having you briefly describe your identities and involvement/activities thus far with Student Housing." (Note to interviewer: You may need to probe to gather the information you need).

"I'm now going to ask you some questions that I would like you to answer to the best of your ability. If you do not know the answer, please say so."

“What are your concerns related with implementation of rules and regulation?” (Note for interviewer: if negative, ask why?)

"Are you aware of any problems with the implementation of Student Housing rules and regulation?” (If so, probe - "What have the problems been?", "Do you know why these problems are occurring?”)
“What are three rules that you think the most important?” (Probe: why do you think those three?)

“What is the function of Student Housing guidebook?” (You may need to probe to gather the information you need)

“Do you think that the implementation of rules and regulation in Student Housing guidebook runs well?” (You may need to probe to gather the information you need)

“Whom do you think hold important role in socialization of rules and regulation?” (You may need to probe to gather the information you need)

“When and how frequent do you think socialization must be carried on?” (Probe: Why?)

“What kinds of socialization have you received during your stay in Student Housing? (You may need to probe to gather the information you need)

“What are the factors that you think can influence students to disobey the rules and regulation?” (You may need to probe to gather the information you need)

“What are the effective ways of socialization of rules and regulation that you recommend?” (You may need to probe to gather the information you need)

“Is there any recommendation or problem you would like to share?” (You may need to probe to gather the information you need)
Faculty Of Communication
Consent Form for Interviews

Please consider this information carefully before deciding whether to participate in this research.

**Purpose of the research:** (1) To find out the students’ perceptions about the Student Housing rules and regulation; (2) To find out the techniques of socialization that Student Housing has been done by the Student Housing management.

**What you will do in this research:** If you decide to volunteer, you will be asked to participate in one interview. You will be asked several questions. Some of them will be about your experiences toward the socialization of Student Housing rules and regulation. Others will be about your input to the topic. With your permission, I will tape record the interviews so I don't have to make so many notes.

**Time required:** The interview will take approximately 90 minutes.

**Risks:** Some of the questions may cause discomfort or embarrassment. OR No risks are anticipated.

**Participation and withdrawal:** Your participation is completely voluntary, and you may withdraw from the study at any time without penalty. You may withdraw by informing me that you no longer wish to participate (no questions will be asked). You may also skip any question during the interview, but continue to participate in the rest of the study.

**To Contact the Researcher:** If you have questions or concerns about this research, please contact: Mohammad Shihab; Phone: 081341209146; Jababeka Education Park, Jl. Ki Hajar Dewantara, Kota Jababeka, Cikarang Baru, Bekasi 17550. Email: shihab.presuniv@Gmail.com. You may also contact the faculty member supervising this work: M. Raudy Gathmyr, S.Sos., M.Si, , 021-8910 9762 ext.322, and raudy.gathmyr@president.ac.id
Whom to contact about your rights in this research, for questions, concerns, suggestions, or complaints that are not being addressed by the researcher, or research-related harm: M. Raudy Gathmyr, Phone: +62 21-8910 9762 ext.322 E-mail: raudy.gathmyr@president.ac.id

**Agreement:**
The nature and purpose of this research have been sufficiently explained and I agree to participate in this study. I understand that I am free to withdraw at any time without incurring any penalty.

Date : 
Signature : 
Name (print) : Andrea Saputra
Faculty Of Communication
Consent Form for Interviews

Please consider this information carefully before deciding whether to participate in this research.

**Purpose of the research:** (1) To find out the students’ perceptions about the Student Housing rules and regulation; (2) To find out the techniques of socialization that Student Housing has been done by the Student Housing management.

**What you will do in this research:** If you decide to volunteer, you will be asked to participate in one interview. You will be asked several questions. Some of them will be about your experiences toward the socialization of Student Housing rules and regulation. Others will be about your input to the topic. With your permission, I will tape record the interviews so I don't have to make so many notes.

**Time required:** The interview will take approximately 90 minutes.

**Risks:** Some of the questions may cause discomfort or embarrassment. OR No risks are anticipated.

**Participation and withdrawal:** Your participation is completely voluntary, and you may withdraw from the study at any time without penalty. You may withdraw by informing me that you no longer wish to participate (no questions will be asked). You may also skip any question during the interview, but continue to participate in the rest of the study.

**To Contact the Researcher:** If you have questions or concerns about this research, please contact: Mohammad Shihab; Phone: 081341209146; Jababeka Education Park, Jl. Ki Hajar Dewantara, Kota Jababeka, Cikarang Baru, Bekasi 17550. Email: shihab.presuniv@Gmail.com. You may also contact the faculty member supervising this work: M. Raudy Gathmyr, S.Sos., M.Si, 021-8910 9762 ext.322, and raudy.gathmyr@president.ac.id
Whom to contact about your rights in this research, for questions, concerns, suggestions, or complaints that are not being addressed by the researcher, or research-related harm: M. Raudy Gathmyr, Phone: +62 21-8910 9762 ext.322 E-mail: raudy.gathmyr@president.ac.id

**Agreement:**
The nature and purpose of this research have been sufficiently explained and I agree to participate in this study. I understand that I am free to withdraw at any time without incurring any penalty.

Date : [Signature]

Name (print) : Adiba Badzlina
Faculty Of Communication
Consent Form for Interviews

Please consider this information carefully before deciding whether to participate in this research.

**Purpose of the research:** (1) To find out the students’ perceptions about the Student Housing rules and regulation; (2) To find out the techniques of socialization that Student Housing has been done by the Student Housing management.

**What you will do in this research:** If you decide to volunteer, you will be asked to participate in one interview. You will be asked several questions. Some of them will be about your experiences toward the socialization of Student Housing rules and regulation. Others will be about your input to the topic. With your permission, I will tape record the interviews so I don’t have to make so many notes.

**Time required:** The interview will take approximately 90 minutes.

**Risks:** Some of the questions may cause discomfort or embarrassment. OR No risks are anticipated.

**Participation and withdrawal:** Your participation is completely voluntary, and you may withdraw from the study at any time without penalty. You may withdraw by informing me that you no longer wish to participate (no questions will be asked). You may also skip any question during the interview, but continue to participate in the rest of the study.

---

**To Contact the Researcher:** If you have questions or concerns about this research, please contact: Mohammad Shihab; Phone: 081341209146; Jababeka Education Park, Jl. Ki Hajar Dewantara, Kota Jababeka, Cikarang Baru, Bekasi 17550. Email: shihab.presuniv@Gmail.com. You may also contact the faculty member supervising this work: M. Raudy Gathmyr, S.Sos., M.Si, , 021-8910 9762 ext.322, and raudy.gathmyr@president.ac.id
Whom to contact about your rights in this research, for questions, concerns, suggestions, or complaints that are not being addressed by the researcher, or research-related harm: M. Raudy Gathmyr, Phone: +62 21-8910 9762 ext.322
E-mail: raudy.gathmyr@president.ac.id

Agreement:
The nature and purpose of this research have been sufficiently explained and I agree to participate in this study. I understand that I am free to withdraw at any time without incurring any penalty.

Date       :
Signature  :
Name (print) : Vira Az-Zahra
Faculty Of Communication  
Consent Form for Interviews

Please consider this information carefully before deciding whether to participate in this research.

**Purpose of the research:** (1) To find out the students’ perceptions about the Student Housing rules and regulation; (2) To find out the techniques of socialization that Student Housing has been done by the Student Housing management.

**What you will do in this research:** If you decide to volunteer, you will be asked to participate in one interview. You will be asked several questions. Some of them will be about your experiences toward the socialization of Student Housing rules and regulation. Others will be about your input to the topic. With your permission, I will tape record the interviews so I don't have to make so many notes.

**Time required:** The interview will take approximately 90 minutes.

**Risks:** Some of the questions may cause discomfort or embarrassment. **OR** No risks are anticipated.

**Participation and withdrawal:** Your participation is completely voluntary, and you may withdraw from the study at any time without penalty. You may withdraw by informing me that you no longer wish to participate (no questions will be asked). You may also skip any question during the interview, but continue to participate in the rest of the study.

**To Contact the Researcher:** If you have questions or concerns about this research, please contact: Mohammad Shihab; Phone: 081341209146; Jababeka Education Park, Jl. Ki Hajar Dewantara, Kota Jababeka, Cikarang Baru, Bekasi 17550. Email: shihab.presuniv@Gmail.com. You may also contact the faculty member supervising this work: M. Raudy Gathmyr, S.Sos., M.Si, , 021-8910 9762 ext.322, and raudy.gathmyr@president.ac.id
Whom to contact about your rights in this research, for questions, concerns, suggestions, or complaints that are not being addressed by the researcher, or research-related harm: M. Raudy Gathmyr, Phone: +62 21-8910 9762 ext.322
E-mail: raudy.gathmyr@president.ac.id

Agreement:
The nature and purpose of this research have been sufficiently explained and I agree to participate in this study. I understand that I am free to withdraw at any time without incurring any penalty.

Date : [Signature]
Signature : [Signature]
Name (print) : Keremhapukh
Faculty Of Communication
Consent Form for Interviews

Please consider this information carefully before deciding whether to participate in this research.

**Purpose of the research:** (1) To find out the students’ perceptions about the Student Housing rules and regulation; (2) To find out the techniques of socialization that Student Housing has been done by the Student Housing management.

**What you will do in this research:** If you decide to volunteer, you will be asked to participate in one interview. You will be asked several questions. Some of them will be about your experiences toward the socialization of Student Housing rules and regulation. Others will be about your input to the topic. With your permission, I will tape record the interviews so I don't have to make so many notes.

**Time required:** The interview will take approximately 90 minutes.

**Risks:** Some of the questions may cause discomfort or embarrassment. OR No risks are anticipated.

**Participation and withdrawal:** Your participation is completely voluntary, and you may withdraw from the study at any time without penalty. You may withdraw by informing me that you no longer wish to participate (no questions will be asked). You may also skip any question during the interview, but continue to participate in the rest of the study.

**To Contact the Researcher:** If you have questions or concerns about this research, please contact: Mohammad Shihab; Phone: 081341209146; Jababeka Education Park, Jl. Ki Hajar Dewantara, Kota Jababeka, Cikarang Baru, Bekasi 17550. Email: shihab.presuniv@Gmail.com. You may also contact the faculty member supervising this work: M. Raudy Gathmyr, S.Sos., M.Si, , 021-8910 9762 ext.322, and raudy.gathmyr@president.ac.id
Whom to contact about your rights in this research, for questions, concerns, suggestions, or complaints that are not being addressed by the researcher, or research-related harm: M. Raudy Gathmyr, Phone: +62 21-8910 9762 ext.322
E-mail: raudy.gathmyr@president.ac.id

**Agreement:**
The nature and purpose of this research have been sufficiently explained and I agree to participate in this study. I understand that I am free to withdraw at any time without incurring any penalty.

Date : 
Signature : 
Name (print) : Faisal Ghazali
INFORMED CONSENT

*This form is to be completed independently by the participant.

Name : Andrea Saputra

Date :

Signature :

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I have read and understood the attached information sheet and have had the opportunity to ask questions.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>OR: I have had the attached information sheet explained to me and have had the opportunity to ask questions.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I understand that I can withdraw from the study at any time without having to give any reasons.</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>I am aware of, and consent to the tape recording of my discussion with the researcher, OR I am aware of, and consent to the researcher taking notes during the course of the discussion.</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>I agree with the publication of the results of this study in a research journal.</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>I give consent that I would like to be involved in this research project.</td>
<td>✓</td>
</tr>
</tbody>
</table>

Approved By Faculty of Communication Research Ethics Committee
President University
INFORMED CONSENT

*This form is to be completed independently by the participant.

Name: Adibah Badzina

Date:

Signature:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have read and understood the attached information sheet and have had the opportunity to ask questions.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR: I have had the attached information sheet explained to me and have had the opportunity to ask questions.</td>
<td></td>
</tr>
<tr>
<td>2. I understand that I can withdraw from the study at any time without having to give any reasons.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3. I am aware of, and consent to the tape recording of my discussion with the researcher, OR I am aware of, and consent to the researcher taking notes during the course of the discussion.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4. I agree with the publication of the results of this study in a research journal.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5. I give consent that I would like to be involved in this research project.</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

Approved By Faculty of Communication Research Ethics Committee
President University
INFORMED CONSENT

*This form is to be completed independently by the participant.

Name : Vira Az-Zahra

Date :

Signature :

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have read and understood the attached information sheet and have had the opportunity to ask questions. OR: I have had the attached information sheet explained to me and have had the opportunity to ask questions.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2. I understand that I can withdraw from the study at any time without having to give any reasons.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3. I am aware of, and consent to the tape recording of my discussion with the researcher, OR I am aware of, and consent to the researcher taking notes during the course of the discussion.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4. I agree with the publication of the results of this study in a research journal.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5. I give consent that I would like to be involved in this research project.</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

Approved By Faculty of Communication Research Ethics Committee
President University
INFORMED CONSENT

*This form is to be completed independently by the participant.

Name : Kerenhapukh

Date :

Signature : [Signature]

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have read and understood the attached information sheet and have had the opportunity to ask questions.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>OR: I have had the attached information sheet explained to me and have had the opportunity to ask questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I understand that I can withdraw from the study at any time without having to give any reasons.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3. I am aware of, and consent to the tape recording of my discussion with the researcher, OR I am aware of, and consent to the researcher taking notes during the course of the discussion.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4. I agree with the publication of the results of this study in a research journal.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5. I give consent that I would like to be involved in this research project.</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

Approved By Faculty of Communication Research Ethics Committee
President University
INFORMED CONSENT

*This form is to be completed independently by the participant.

Name : Faisal Ghazali

Date : 

Signature : 

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I have read and understood the attached information sheet and have had the opportunity to ask questions.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>OR: I have had the attached information sheet explained to me and have had the opportunity to ask questions.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I understand that I can withdraw from the study at any time without having to give any reasons.</td>
<td>√</td>
</tr>
<tr>
<td>3.</td>
<td>I am aware of, and consent to the tape recording of my discussion with the researcher, OR I am aware of, and consent to the researcher taking notes during the course of the discussion.</td>
<td>√</td>
</tr>
<tr>
<td>4.</td>
<td>I agree with the publication of the results of this study in a research journal.</td>
<td>√</td>
</tr>
<tr>
<td>5.</td>
<td>I give consent that I would like to be involved in this research project.</td>
<td>√</td>
</tr>
</tbody>
</table>

Approved By Faculty of Communication Research Ethics Committee
President University
Appendice 3: Interview Transcript of Andrea Saputra

Good morning Andre. I am Mohammad Shihab. I am going to interview you about the effectiveness of socialization of Student Housing Guidebook. This is related with my thesis topic.

Could you please introduce yourself and your daily activities in Student Housing (SH)?

All right, my name is Andrea Saputra, majoring in International Business Batch 2009. My daily activities in SH, besides as a student, I am now in Semester 8 and seeking for internship vacancy. Currently, I am spending the rest of my time being a student before going to be an officer in internship.

Earlier, have you ever joined organization or event related with SH?

Hmm... all the time, organization I ever joined related with SH was Moving-In.

In Moving-In, what were you?

In Moving-In, I was a runner for new students.

Okay, I am going to ask you some questions related with SH rules and regulation. Please answer my questions honestly according to your experience and observation. If you don’t know the answer, please say so.

The first question is what’s your concern to the implementation of SH rules and regulation?

Generally, I think rules and regulation carried on in SH are good because, as we know, our university is a university that own dormitory and in a dormitory, there must be rules and regulation carried on. To-day even though there are rules, people often violate it. I think in order to educate to be a good leader rules and regulation are required, starting from the place where we live at which is this SH. So, my respond is that the rules and regulation are good.
You said the rules and regulation are good. What do you think of its implementation? Has each thing that is ruled and regulated been well implemented?

*I think the rules and regulation are good but the implementation itself does not run 100% well.*

So, not all rules implemented well?

Yes.

Do you think that problems exist in the implementation of the rules and regulation?

*In my opinion, there are some problems, this is my opinion. For example in SH, there are many fences installed in male area and female area. Male student is prohibited to enter female area etc.*

*There is also rule that prohibits female students to wear mini skirt or tanktop, I don’t know for sure, and in case they wear it, they will be fined which I don’t know its amount. I think it is a little bit hyper for a rule because we are not children and now we have been college students. We know which is good and not. On one hand, I believe that SH regulating the rules is for us to be good and educated person. On the other hand, this is too restrictive. We are students that go to a university and it’s not pesantren. I think SH should not implement the rules. Moreover, if the student violated it, he/she should take responsible for it.*

How about things related with the socialization of the rules, do you see any problem?

*In my experience along the time I stay in here, I admit that the rules are very restrictive where smoking is prohibited. However in reality, every time I go to restroom I found cigarettes everywhere in there. Those belong to which batch, I don’t know. In fact, the rule is useless. Students still smoke. It seems no-smoking rule does not run well.*
Is there any other problem you aware of?

_In my opinion the other problem, which is very difficult, is borrowing or accessing place for organization activities such as borrowing Saung or Hall. Sometimes miscommunication occurs between SH Officer and the student. I am not saying that SH is guilty in this miscommunication but I recommend how if SH makes a clear procedure so that no miscommunication occurs whenever students want to use Saung or meeting places for their organization._

So, do you mean each rule must have a clear procedure?

Yes.

According to you, what are the three rules that you think the most important?

_According to me, the most important is firstly rest hour when students are not allowed to go out SH and they have to be in the room because the function of dormitory itself is to secure students._

_Secondly, it is no free sex. As I said, SH wanted to prevent it from rules I stated before. However, according to me, it returns to the students’ responsibility itself whom they know which is positive and not. SH also should highlight that, in here, free sex is prohibited. It is also important. Although not exactly like that, SH should keep reminding the students of it._

_Lastly, I think it is cleanliness, because as we know, cleanliness is the root of health. Therefore, keeping students’ health is very important. So, SH should implement rule where student must also be aware of and keep SH clean, not only the SH’s maintenances, because I see and feel pity to the maintenances and OBs whom every day must clean toilet. I see that the toilet is sometimes too dirty to be clean. I think besides maintenances and OBs, students also should be aware of that they live at the same place as maintenances and OBs do. Therefore, students must also participate in keeping SH clean._

From the three rules you said, how do you think to socialize those three rules?
Probably, besides publishing guidebook, SH should remind them every month. Maybe SH could arrange an event in order to increase students’ awareness. If we just give them seminar, they known it, then they probably forgot it. Therefore, SH should remind us every month that we should do this and that.

Okay, we have just been talking a little bit about SH Guidebook. I want to ask you, have you received SH Guidebook?

Is it student guidebook provided by Academic at the first time we were here?

The blue Student Handbook do you mean?

Yes, I have that one.

How about the new orange one?

Which contains price list? I ever signed it but I don’t own it. I just signed it and submitted it back. I submitted as agreement that I would follow the rules and regulation.

That is commitment letter, isn’t that? Commitment letter is part of the guidebook. So, you had signed it but you don’t own it, where did the book go?

For that, I don’t know whether I am the only one who was not given. I was just wanted to sign the letter and I return it back.

When you return the letter, only the letter or together with the book?

Yes, with the book. That’s why I don’t feel I have the book.

In your opinion, what is the function of SH Guidebook?

Maybe it is for reminding and increases the students’ awareness that these are the rules and regulation made by SH.

Any other function you think?
No.

Do you think that the implementation of the rules and regulation stated in SH Guidebook is running well?

No. SH provides the guidebook I think it is less effective because I myself for 2 years live in here, I read the book once or twice and I don’t really remember the rules and regulation. I just know and remember that we are not allowed to go out at 12 am, no entering opposite gender area, no alcohol drink, no smoking, no sexual activity. About other detailed rules, I don’t know. Therefore, I think it is not effective.

Why do you know just those rules?

I see those rules are really implemented every day in SH.

In other words, the other rules than you stated before are not implemented?

I don’t mean to say the others are not implemented. The others may be implemented but I do not experience and see it. Probably you’ll find different answer from other students.

Whom do you think play important role in the socialization of SH Guidebook?

There are two parties. The first party is the SH including its employees. I don’t say it must be the top management but, in my opinion, all employees play it either maintenance or office boys. They have to be role model to us.

The second party is the student where if the first party have given model and implemented the things to be implemented, in my opinion, it back again to the student that we should be aware and mature. We have to understand which is good and what to do.

According to you, when and how frequent should the socialization be carried on?
Aaahhh... I think at the first time students come to SH because it is the first impression of the students. If we make a good first impression, I believe they will be bashful and think that SH has characters like this and that. They will voluntary follow the rules in SH. SH must also keep reminding them and we all know at the first time they come, they may retain image and be shy. But, anytime they can be influenced by the social environment. Therefore, reminding them every month is also needed.

The way to remind them?

I think maybe by giving seminar or community service in SH together with all the employees.

Why do you think once a month?

In my opinion, once a month is enough. If a month more than once, I think it’s too many for us because we are here to study, not only to remember SH rules. So, once a month is enough because if more than that, I’m afraid the students will be bored and they give negative reaction.

During 2 years of your stay in here, what kind of socialization have you experienced?

I have experienced socialization in form of announcement related with SH activities such as announcement of moving-in/out. Staff will knock each door to make sure whether the student stays in during holiday. That’s it I have experienced.

That is related with SH policy. How about the rules in the guidebook?

To be honest that I never experience direct socialization from SH staff like telling me the rules face to face. I experienced socialization through Resident Assistant (RA) because he probably socialized with SH and he forwarded to us. The rules were informed not directly from the staff but through RA or word of mouth.
So, do you think your friends have influence in the socialization?

Yes, I do. If not, maybe I don’t ever know what the rules are.

Usually, how do your friends socialize the rules?

*Usually, they socializes the rules through casual conversation like, “hey, rule that female is prohibited to enter male area is implemented already.” After hearing that, absolutely we will spread the issue. Then, I become aware of the rules.*

Are you aware of prohibition signs?

*No, I’m not. It may be installed everywhere but I do not feel it because I spend almost my time in my room. That is for no smoking sign. For entering opposite gender sign, I am aware of it because it is installed exactly in front of my room.*

You are not aware because of the size of the sign or what?

*Maybe because the position is not strategic so I am not aware.*

What are factors you think influencing students to violate rules?

*Mostly internal factor in how they control themselves and treatment they get from the parents or before they entered SH where student background influences the character. It could be in the childhood, junior high, or senior high, they were naughty then they came here. Maybe because of the background and the implementation of the rules which I think quite restrictive, it can force them to violate.*

*The other factor is external one. Maybe friends influence them to follow committing violation. For example, I myself go out at rest hour because I admit that sometimes I am hungry in the middle of night. If my friends are also hungry, automatically I feel I am not the only one who is hungry. So, I feel confidence that I have to go out to get some food and I admit that I have violated the rest hour.*

You go out in rest hour, how?
Sometimes we could ask permission to the security, we only a few minutes for buying some foods. Sometimes the security tolerates it.

It can be misused. If a student found misusing it, how do you think to handle it?

I think if we permitted to go but it was misused, the student shall get double punishment. Maybe he/she shall get warning letter or call the parents so that we can discuss it together. Not by DO or what.

Until this point, do you know what the handling procedure for each violation?

I don’t know what exactly the punishments are. I only heard from gossips, not witnessing nor experiencing the effect of the violation.

About the effective way of socializing rules and regulation, what would you recommend?

I recommend two things. The first is conducting event that gives students an award. For example, award for student with no violation for a certain period, students of the month etc. By awarding students, we can show them up that these are the students obey the rules. We can make them as role model. Also, it can increase awareness of students. We can calculate it for a year so that he/she can be recommended to get some scholarship.

The second is role model. Role model is better carried on by persons who have influence like SH staffs. If SH staffs could show a good model and they are fully-hearted to show it, I believe students will follow.

Any indication that SH is not fully-hearted or fully committed?

Yes, because I feel that SH does not have a willingness to make students know the rule. SH does not have a will to inform and we students also have less willingness to know the rules. They do not want to inform, why do we want to know? One of the parties must begin and it is SH itself.

Any other recommendation?
No, there is not.

Thank you Andre for your time and your share. Your share is very important. I will contact you later on if there is any information I need to know furthermore. Thank you.
Appendix 4: Interview Transcript of Adibah Badzlina

Could you please introduce yourself and your daily activities in Student Housing (SH) in brief?

Yes. My name is Andi Adibah Badzlina Tanra, major IT Batch 2009. Daily, Student Housing is a place to have some rest. Then, it is the place to do assignments from class or because now I’m having internship so I do my internship work. Also, this is where I do my daily activities such as taking shower, simple cooking. In addition, I also chat with friends in gathering, meeting, or group work.

Have you ever joined events or organization related with SH?

Yes. I was Resident Assistant for four months in early 2010. At the time, we moved from F1 to F4. I also joined Dormitory Challenge in the same year. Then, I volunteered in Moving-In 2010.

Why did you move from F1 to F4?

Yes. All students of F1 had to move because F1 was going to be reconditioned, renovated, and painted for new coming students.

All right. Now, I’m going to ask you some questions related with rules and regulation. What is your concern to the implementation of Student Housing rules and regulation?

I think that the rules are less implemented. There are several rules still in mazy. One says like this and another one says like that.

In other dormitory, usually there is what we call “signing mutual agreement”. So, the students who are going to reserve agree with the rules and regulation. Here, this for the first time was applied last year before Ramadhan holiday. However, they just asked us to read and sign. The implementation itself is less, because I often see people violate but SH seemingly ignores it. But, I heard that the rules
now are being restricted by the head of residents such as females with hotpants were given verbal warning by the head and female security but only if it is found.

You just said that the rules are mazy. Which rules?

The rule that we cannot enter male dorm. Earlier, we could enter the male dorm but only in certain zones. Then, I heard no more entry. And then, I heard we can enter only if we sign a book contains time we in and time we out. So, there are so many versions. Probably, different personnel have different treatment. Sometimes, we were permitted by these personnel but not by the other personnel from different shift.

Are you aware of problems in the implementation of the rules and regulation?

Yes. For example in female area, even though she is not out fence, it is the rule that no hotpants out dorm. However, if she is found by female security, they do not give any verbal warning, unless the head of residents found it. Maybe it is because female security has a close relationship with students so that they just ignore it.

They give oral warning for things that I think less important to be given oral warning. At the time, I ordered lunch from resto. I ordered it just behind the wall. They said that no more order like that (behind wall). So, they warn us in not-so-important thing.

Okay Diba, what are three rules that you think the most important in SH?

First rule is night hour. If it is the time, close the gate. No other exception, except for the internship students who stay in SH which might come late because of their work or traffic jam.

Next rule is dressing because it had been discussed for weeks between student and SH management. So, they should implement it as same as the agreement.

The last is smoking rule. As I know no smoking here but I saw male students smoked.
You see student smoke?

Yes I did, in front of their room in Building S. It was close to security but I don’t know why it was missed by the security.

Hmm… Okay. Anyway, have you received SH Guidebook?

Yes.

What do you think the function of the book?

To explain the rules and regulation in SH in order that we know how to behave in daily life so that SH is fine and we don’t disturb other students in SH. Even though we had different view but everything had been ruled in the book.

Do you think the rules have been running well?

I think not yet. I think it is still neutral. Sometimes, the rules are well implemented but there were still some parties do not implement it. I don’t know whether they do not understand or maybe they are just off the eyes.

Which other parties do you mean?

Our SH personnel including students itself and our security.

Do you think the socialization of the rules and regulation has been running well?

No, not yet because the rules were spread through word of mouth. Although information from word of mouth is good, the receiver could decode the message differently and the information changed during the (transmission) process. So, we need more socialization.

This is happened to SH Guidebook. We were just asked to sign and done, no explanation. So, I think the socialization firstly starts from internal SH itself. How the rules should be implemented must be socialized to the SH officer then to the students. To students, do not only inform but how we gather them, then, socialize
what the rules are and what the students have to do. If they violate, what sanction they will get and it must be sanctioned. Not only socialization with no sanction.

Is there any indication that the sanction does not work?

In my opinion, the sanction does not work because there are some steps to sanction but do not work. For example smoking, there are steps such as verbal warning, written statement, etc. However, not all who got verbal warning can be remembered. So, one can again get verbal warning whereas he/she has been given verbal warning before.

Okay. During your stay in SH, what kind of socialization have you experienced?

There are some. First is socialization from female security. Usually when we pass by, the security informs the rules like this and that. Second is sign such as no entrance, no smoking, etc. Third is from announcement on information board and socialization from friends.

Who do you think play important role in socialization of the rules?

From face-to-face intensity, it is security. The head of residents and security are 24 hours in SH. So, the socialization is firstly started by them. Students can also involve in the socialization, but the message can change during communication process.

So, when and how frequent do you think the socialization should be carried out?

I think minimum once in 2-3 months because if too long, usually they will forget. They have to open the book again, it is if they open. Therefore, it should be often to remind students through verbal warning so that students can remember and obey it.

How?
As I said before, we gather them. Besides from female security that meets every
day and also some students like to play in female security office, they can
indirectly tell the students about the rules.

Then, socialization in group. For example, a certain house/block gather then we
give them socialization. When we moved from F1 to F4, we had a sharing session
with SH officer. Just like that.

Oh, before I forgot. If they can, all security personnel have a same understanding
to all rules. Do not let one personal says allowed but another personal says no.

Any case like that?

Yes, I heard from my friend. There was a group of students wanted to celebrate
their friend’s birthday at 00.00 am. Because of the time was in night hour, the
female security did not allow them to go out as what SH had ruled. However,
front security allowed them to celebrate it out SH. I know they just wanted to
celebrate but a rule is a rule.

Well, what are the factors that you think can influence students to violate?

Probably, it is because some of the rules are a bit illogical. For example our
family cannot stay in our room. We know that SH is far from hotel. Moreover, for
students from out of the town. Sometimes, it is illogical. Also, the verbal warning
that given to us because of ordering meal of resto behind the wall.

Next, students who stay here are mostly new students that probably still behave as
they were in senior high school. Moreover for students from out of the town,
maybe this is the first time they are away from their parents so that they feel free
to do anything but they restricted by the rules. It is internal conflict in the
student’s self.

In addition, it can also be influenced by external influence as friends. Because of
he is forced, so he/she will violate.
In your opinion, how to socialize the rules effectively?

I think we can maximize the role of RA, especially in female area. For instance, she is representative of students A, B, C. So, the socialization is carried on by the RA. There are some seniors stay here. These senior can be recruited as RA, especially in female area, because they usually see seniors as their sister. Male students are usually easier to get close with senior or junior, but female respects senior more than male. Usually when they live together, communication improves. So, there the RA controls her residents. Not prohibiting, but reminding her residents about the rules, so the residents will not have problem with SH.
Appendice 5: Interview Transcript of Vira Az-Zahra

Could you introduce yourself and your organizational experiences?

My name is Vira Az-zahra Julestica. I am studying BF batch 2010. Organization I attend in the university is not so many. First organization is PUSC in the period 2010-2011 as a member of Dormitory Life Commission. Next, I also organize PACT. That's it. I am related with SH here because I was a member of Dormitory Life Commission PUSC. I know the ins and outs of the process of making the rules and regulation in SH. At the time I was, what you call, assistant to Mr. Sendy as the director of SH in making rules and regulations. So, I know a lot of things starting from the first meeting until the guidebook distributed to batch 2011.

What are your daily activities in SH?

Of course, every day go to campus. In SH, I go to meeting, attend gathering, and group work often in midterm or final exam period. I never use sport facilities.

According to Vira, how are socialization and implementation of the rules and regulation?

To be honest, because of the rules and regulation, there may be some persons do not understand it. Some students violating rules does not mean that they do not know and understand it, but the rules are probably less socialized. In my view, they do not quite understand the intended rules. Then, there are some students who understand and know the rules very well, as long as no supervisor of SH sees it, they will violate it. There are also some students, especially PUSU/PUSC members, encouraged to stick on the rules.

So far, only student association like PUSU/PUSC is encouraged to be model?

Yes, as the role model.

So far, can they do it?
I cannot conclude it yet. They are here still in adaptation and learning process. So, for 100% they follow the rules I cannot see or say it yet because I don’t see them for 24 hours. I believe that my friends know the rules and they remind each other.

Are you aware of problems in socialization/implementation of the rules?

There are a lot of problems. But, the main problem is every time I tell my friends as a member of Dormitory Life, they talk about fines. This is problem because they see many punishments in the guidebook. Not many, the majority of punishments are fee. That is the first problem. So, they will just violate it because, so far, no fine charged.

The second problem is monitoring or supervising. Rules made but the supervising as far as I see is lacking. I saw even people around me smoking and I reported the security, I saw the security came and he smoked too. What was that? So, the supervisors should be trained first that these are the rules. We know students violate but we don’t warn them. Those are the problems I aware of. These two problems encourage them to violate other rules.

According to Vira, what are the most three important rules in SH?

I don’t know what important in here means. But, the most crucial that people often talk about is opposite gender because there are so many pros and cons so that finally we are caged as now. We even discussed in meeting how if for certain time opposite genders can enter the room with the door open. We also ruled that if family comes, only female or mother can enter female area.

Second problem is smoking because our country does not prohibit its citizens to smoke, just a recommendation for not smoking. If we wanted no smoking in SH and if can, SH facilitates how if the smokers would smoke. Sometimes, smoking rule is too crucial. At the time, I even wrote in commitment letter a statement for not smoking in SH and it should be signed by the parents. However, back again,
how if the parents agree, “no stay in SH”. Therefore, smoking in here is so important.

Then, here there are many students said that many thieves in SH but I don’t feel I have ever been theft. So, I don’t know whether it is important.

In your opinion, what is the function of guidebook?

The function is for guideline because as I know, the guidebook was spread in Moving In. However, as far as I see or I know from coordinator of Dormitory Life, the guidebook after submission of commitment letter is read and stored and finished. I don’t even see the students understand that this is wrong and this is true. I mean the socialization is only in Moving In, that’s it.

Socialization of guidebook runs well?

The spread of the book and they read in Moving In ran well. I mean they really directed to read it all because there is a commitment letter. So, the commitment letter is one of efforts that push students to agree with the rules and regulation. Then, I saw that no RA gathering yet. So, the socialization is only when Moving In. Probably, for other batches than 2011 they already known because earlier there was RA gathering that discussed about the rules and regulation. But to-day, no any reminding that the rule is like this and that.

The implementation runs well?

Maybe for some rules run well. For example no weapon, knife for cooking is okay I think. I mean no such thing as samurai etc. next, I haven’t seen any fight reported to police.

What are things that run unwell?

Yaaa, it is the crucial rule like opposite gender. Sometimes, even my dormitory mates, I was surprised when I shalat and after that I saw male students in front of my door. It is too easy to get into female area. The security makes it easier for
males to get in while actually, sometimes, they have hidden motives behind the reasons. If the rules and regulation wanted to be implemented, the supervision must also be stricter because students here think that we are private university, so why there must be strict rules.

So, what kinds of supervision are supposed to be?

Ya, for example when male students want to take some stuffs in female room, the security follows them to check whether they really taking stuffs or just reason. Not only the security patrol, but also they report or warn if any violation found.

In the socialization of SH rules and regulation, who do you think have roles?

In the socialization, who play important roles are firstly PUSU and PUSC, because they are people whom directly involved in front of students living here. Behind that, all should be under SH management guidance.

Secondly, is the RA itself. If the RA could not implement the rules, so how is it? The entire dorm can just ignore the rules. “The RA is like that, so it is okay.” That is very important.

In conclusion, you mean who play important rule is student?

Yes, I do. The rules made for whom? Students, right? If the rules were for students, so they can spread their obedience toward the rules to the other students.

Okay, when and how frequent do you think the socialization should carry out?

The time is mostly at the beginning of new academic year. That is very important. Not only spread the guidebook, but also RA gathered whether RAs had questions to ask. There should be program where we socialize to all RA and RAs socialize to their dorm. Moreover, we conduct simulation for a week. For example in a week, we simulate some rules such as illustration of no entrance for opposite gender, for what we can get in and cannot get in. We guide them through simulation because
in such other socialization as family planning; we know the theory, but we don’t know whether we can do this or not.

All right, as long as you live here, what kind of socialization have you received/experienced?

**Limited to RA meeting. After that, nothing.**

What factors do you think can influence students to violate rules?

*The first is supervision. If they did not see anyone, they would just violate it. The second is friend. Just from role model. For example you’re my senior and you violate. I would think the senior violates, why don’t I? The last is implementation of the punishment. After a violation found, no sanction were given to the student.*

In your opinion, how to socialize the rules effectively?

*The first is simulation as I said earlier. Then, socialization through RA. I think it is useless if all rules typed small and put on certain place. If can, just face to face with the students.*

*Salute with the current director. He likes going around to greeting us students and seeing what we are doing. It can be him or other SH staffs. It is better to approach students and show them which is true or wrong. Don’t be a scary person, but a role model.*

Any other thing you want to say?

*Yes, I hope the thesis can be implemented not just a writing. Moreover, I hope later SH management can work together with PUSU/PUSC in rules and regulation. Not only from management perspective, but from student perspective and need also. I mean involve students more in rules and regulation.*

Oh ya last question. If students read guidebook and they did not understand, who should they refer to?
Nah, this is it, refers to SH staffs. But, the problem is the staffs probably do not know. That is why I said, if can, the socialization firstly begin from the staffs. Train them. If the staffs do not know the rules and regulation, so how is it?
Appendice 6: Interview Transcript of Kerenhapukh

What is your concern to the socialization/implementation of SH rules and regulation?

*I think that the rules and regulation is not well socialized. Why? Because at the first time I entered dormitory, I didn’t know any rule. I knew only the male prohibited to enter female area and vice versa. I experienced at the time, we wanted to give our friend a surprise for his birthday at 12 am. We entered male area from 11 pm. Then at 12 am, the female area entrance had been locked. We could not go out of male area. So, we asked female security to open the gate. We just realized that at 12 am the gate have to be locked. So, since the time we know that night hour is at 12 am and it is one of the rules.*

How about the implementation?

*Mmm… I think it’s quite good. For example, every day in the evening the securities go around turning on lamps in each block.*

Are you aware of any problem in socialization or implementation of the rules?

*Mmm… yes, I am aware because every time we gather with friends we often talk about activities in SH or anything related with SH, including rules and regulation socialization. We even know the rules and regulation from friends. That is not significant if it is not well socialized by SH. Usually miscommunication or misunderstanding occurs. In the rule A we can but actually cannot. From friends we heard that we can do this and that but actually it is prohibited. So, there is a miscommunication due to lacking of socialization.*

Is there any other problem?

*I heard story from friends that there was a female student visited male dormitory until midnight and it spread to all my friends. The issue is that the implementation itself is less socialized, there is a student violates the rule. So, the issue should be handled well so that the gossips not spread. It can destruct the rules itself. The
issues like that must confirm its truth rather than become rumor and it invites other students to follow violation.

All right. Have you received SH Guidebook?

Yes I have.

Do you have it in your room?

Yes, I do.

Among all the rules stated in the book, what are the three rules that you think very important?

To be honest, I don’t read the book

Why?

Because we were asked in matriculation period. In the period, we were busy with bla bla bla. Then when deadline came, my friends asked whether I had submitted the commitment letter. I had not submitted yet. So, I signed and just submitted without reading it.

I think I am not complicated. I mean I don’t violate. For example, whether there is night hour I shall be in my room at least at 10 pm. So, the rules are only formality for me.

Okay. Return to the three rules. You have never read the book. So, what are the three rules that you have heard, observed, and experienced?

In dormitory, because of we are male and female teenagers, the fence is important although in our heart we don’t want it. But, teenagers sometimes cannot control their selves. So, we need a kind of limitation like that. Night hour is good and also the control of security. Security must control because I heard that earlier there was no fence. Male can enter female room and vice versa. Now, due to the increasing number of students we need fence to help security to secure and
control female area. So, security needs controlling so that no unwanted problem occurs. Bad things spread quickly from mouth to mouth.

You have your guidebook. What do you think the function of the guidebook?

As its name guidebook, it is for our guide. So, if any problem occurs, anything has already stated in the book. Then, it is also a strong evidence for SH just in case if student violates and he/she does not admit it, the book guides SH to handle the violation.

You said that the implementation is not good enough, why?

Because it is not maximal. Actually, the point is the socialization. Because it is less socialized, the students do not understand the rules. SH can say that they have provided the guidebook and it is the students’ fault they do not read the book. So, it is better to socialize verbally not only written.

Verbal socialization through mass socialization or one to one?

Better dorm to dorm. In mass socialization many students do not pay attention. Dorm to dorm socialization will make the rules clearly understood.

So, socialization at the time in the auditorium was not effective?

It was less effective because many students chatted with friends and they did not care while it was important because their life in dormitory depends on the rules. If they violate, it is their faults not listening.

Then, whom do you think have role in socialization?

Mmm... we have director, don’t we? Under director, we have head of residents. Then, we have securities. Actually, the securities can tell us each dorm. Moreover, each dorm has its leader. The leader can gather his friends, arrange schedule to gather for discussing rules and regulation.

Do students have role in socialization?
Yes, they do, because I know one of the rules from my friends but the most important is SH because sometimes information from friends can miss.

So far, what is your friend’s role in the socialization?

So far, they have role in spreading information. It is from gossip. From gossip we just know that the rule A is like this. It begins from chattering we know certain rules and regulation.

When and how frequent do you think socialization of the rules and regulation must carry on?

Mmm... the “when” is definitely at the first time coming to dorm, in Moving-In, because we will live in dorm and we have to know the rules.

The socialization must not run too frequent unless it had been socialized at the first and many students still violate, it needs re-socialization. I think each semester is enough to socialize dorm to dorm.

During your stay, what kind of socialization have you received?

Definitely, it is seminar. Then, we got guidebook but it is less effective because almost my friends and I don’t read the book. They read only some parts such as parts which have pictures.

The seminar was also not effective because students were boring listening to one way speech from SH without no feedback from students.

In my opinion, dorm to dorm is the most effective because all residents in the dorm can listen and directly ask to SH about the rules.

Are you aware of certain signs?

I am aware but as far as I know, there are many students break the rules as long as no one knows. Because of themselves are not aware and also the signs are not big.
In your opinion, what are the factors that can influence students to commit violation?

For example, they know from friends that A smokes and B takes out cigarette. Then, C says, “why do you smoke while you are not allowed to do so here?” B says, “take it easy, A smokes but no punishment from SH.” In conclusion, because one student violates and got no punishment many students will follow violation.

Another reason is that issue spreads but no handle according to regulation so that students take it easy. The students will do the same and the issue spreads and encourages other students to violate the rules too.

Any case you experience? What should SH do to them?

That’s it, smoking. They have to be warned that this dormitory prohibits smoking, please smoke in another place. Rule is still rule. For example when I join KOPHI national congress in Presuniv, a student from other campus smoked in dormitory. He was smoking while passing by the east gate of SH to his room. The security came and warned that smoking is prohibited in SH. Finally, he smoked out SH.

All right. What are your recommendation about socialization/implementation of the rules and regulation?

For socialization, it is better to make it as interesting as possible so that the students can easily understand. Student needs interesting thing, not boring. Interesting for me is like verbal socialization but two ways, not one talks and another one listens. So, I think it is better per dorm, like dorm gathering. In the gathering, SH officer can socialize the rules and regulation in easily and friendly ways such as dinner together. After dinner is sharing session with SH officer to socialize and evaluation of rules and regulation. Dorm gathering is according to the creativity of each dorm.
Then, guidebook I think wasted money because at the end it is useless because almost my friends do not read it. Guidebook is needed but we cut the number of copies. I think one guidebook for each block and it is better to upload it on the internet too. Each dorm should get one copy and a commitment letter for each resident.
Appendice 7: Interview Transcript of Faisal Ghazali

What is your concern to the implementation of SH rules and regulation?

If I could answer by grade 1-10, I give 5.5 which means need improvements. Not mean the condition is good already. There are some improper things that should be added and improved such as no alcohol and smoking.

Are the current rules still not enough?

Not enough, it should not push students with rules, but we push them how they do not do such things they should not do. Not give them rules. For example smoking, we make rule and give fine is ineffective. There are so many factors; one of them is no execution. The rules are also not strong enough or nothing to the students.

The rules are difficult to improve. Is it the rule, the punishment, or the handling?

The punishment. The fine should be reviewed. The rules even implemented already, no lasting effect. For example smoking, the fine is Rp.500000. Nah, the problem is how we know the student smoking while no executor exists.

What is to improve, the rule or the supervision?

Actually as student if too supervised, they feel restricted and uncomfortable. The homework here is that how we nurture them, in meaning, how we make them comfort with some restriction. Not give them too strict rules.

Are you aware of any problem in socialization or implementation of the rules?

I'm quite aware. The factor related with implementation is the support of management, including facilities and executors. Just like smoking, how we support the rule such as build a smoking room. While we are thinking how to implement the rule, we give them the supporting facilities first. I know that they allowed to smoke outside dormitory, but probably because of it is been a habit so
that they would smoke in no-smoking area. Therefore, there must be a mediator or executor and supporting facilities.

Who are the mediators?

Ya, facility is one of the mediator.

Executor?

Then, the executor problem. For example smoking that until now it is unresolved. If we found a cigarette, fines 500000. Nah, who fines and who fined. So, the rule is only a display. When I was a member of PUSU Dormitory Life, no student got fined.

Why do you think the problem occurs?

There are two reasons, internal and external. I refer internal as the rule maker and the student as external party. Internally, the problem is no executor and mediator. Externally, it is the students have less awareness toward the rules.

What three rules do you think are the most important?

In my opinion, the first is no opposite gender which female not allowed to enter male area and vise versa. I have experience when I came back from shower to my room half-naked and there was female, it should be embarrassing. We must feel uncomfortable with it.

The second is night hour. This is very good. What I am afraid of is if in the night some persons come to our dorm and cause some losses or whatever. Nah, the night hour is to monitor and avoid unwanted cases like that.

The third is no prohibited drugs. I think this is a must because teenager is still unstable, they may be wrong. We also need socialization toward narcotics such as put pictures of narcotics impacts on board magazine. In here, the board contains announcements and missing news. Why don’t put pictures of danger narcotics on it? That’s it.
Have you received SH Guidebook?

*Maybe I was the first one who has received it.*

Have you signed the commitment letter?

*No, because if I’m not mistaken, it is specified to batch 2009 who continues stay in SH.*

Wasn’t it for all students who live here?

*I heard from a person I could not name the letter was for batch 2009 only.*

What do you think the function of the book?

*Maybe the guidebook contains many about campus profile, SH rules, and commitment statement to obey all the rules. So, the function is as a guide.*

In the socialization, who do you think have roles?

*So far, we are members of PUSU from Dormitory Life Division. I don’t know if any individual gives socialization, as I experienced it was only from students. The management should also involve in socialization. Maybe there were some, but there were less. The homework is that how to convince students that the rules not play. The management should involve in the socialization together with students of PUSU/PUSC.*

Any indication the management does not support?

*It is not the management does not support. Generally, they support, but they convince students less.*

So, convincing like what?

*Convincing is that the socialization does not carry out by one man only, but involve the others too, so that students catch the message and they understand that the rules are true, not playing or only a display.*
What socializations have you received?

We can see the socialization of the rules in SH is various such as introduction from students executive body, door to door, and individual too.

Door to door by whom?

From SH.

Individual from?

From informal chattering and sharing.

How about the seminar?

That was from management in collaboration with PUSU/PUSC.to new students.

When and how frequent do you think the socialization must go?

In my opinion, once in six months is enough. We are executive body also evaluates the rules, its plus and minus. So, after evaluation in every six months, the rules will be re-socialized.

When it must be socialized to students?

It must be earlier than the college active, at the first time they come here.

What factors do you think can influence students to violate rules?

The factors are, If I could say, because the rules are strict. Strict here means students are pressed. I myself, as a student, cannot be pressed. If so, I will blow up. It is same as the others.

How to socialize the rules and regulation effectively?

So far, the socialization was by seminar. I think the most effective way is door to door, which means that we focus on rules the students don’t know, the main rules they must obey, and the sanctions. After that, we give them commitment letter. So
far, not all students submit the letter. If door to door, it may be effective. But remember, before the rules socialized, firstly review the rules whether they are good or not. SH management must also know the rules so well.

So far, any indication that SH management does not know?

Some persons do not know or maybe they do not involve in the rules. On one hand, if we ask them the rules in general, some don’t know. On the other hand, all of SH should know the existing rules and regulation.

Any other thing would you share?

We are talking about rules. Nah, SH is one of our campus facilities and is the factor that convinces our parents that their son/daughter is secured and safe here. Wherever the place is, it has rules. Our tasks are how to give a safe and comfortable place to the students and confidence to parents that they were right to place their children in SH by implementing rules which tell them what is right and wrong, not by pressing them. Because we will not be afraid even we will blow up. We are college students, not students. It is not the rules should change, but it should be reviewed the good and bad.
Appendices 8: Recapitulation of Student Housing Residents

**Rekap Hunian Female dan Male**
(24 Oktober 2011)

### REKAP MAHASISWA (Female) 2011

#### Rekap Hunian

<table>
<thead>
<tr>
<th>No</th>
<th>Jenis Dorm</th>
<th>KPST</th>
<th>Bed</th>
<th></th>
<th>Hunian</th>
<th></th>
<th>Hunian Student</th>
<th></th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Pavilion</td>
<td>594</td>
<td>297</td>
<td></td>
<td>594</td>
<td></td>
<td>248</td>
<td></td>
<td>248</td>
</tr>
<tr>
<td></td>
<td>Blok B</td>
<td>554</td>
<td>264</td>
<td></td>
<td>259</td>
<td></td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Blok C</td>
<td>110</td>
<td>55</td>
<td></td>
<td>110</td>
<td></td>
<td>0</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Blok F</td>
<td>220</td>
<td>10</td>
<td></td>
<td>143</td>
<td></td>
<td>0</td>
<td></td>
<td>202</td>
</tr>
<tr>
<td>2</td>
<td>SBH</td>
<td>56</td>
<td>248</td>
<td></td>
<td>248</td>
<td></td>
<td>0</td>
<td></td>
<td>231</td>
</tr>
<tr>
<td>3</td>
<td>Faculty</td>
<td>40</td>
<td>153</td>
<td></td>
<td>153</td>
<td></td>
<td>0</td>
<td></td>
<td>153</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>696</td>
<td>1002</td>
<td></td>
<td>1002</td>
<td></td>
<td>406</td>
<td></td>
<td>849</td>
</tr>
</tbody>
</table>

#### Rekap Berdasarkan Tahun

<table>
<thead>
<tr>
<th>No</th>
<th>Jenis Dorm</th>
<th>KPST</th>
<th>MGT</th>
<th></th>
<th>Hunian</th>
<th>RESERVASI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2008</td>
</tr>
<tr>
<td>1</td>
<td>Pavilion</td>
<td>594</td>
<td>297</td>
<td></td>
<td>259</td>
<td>475</td>
</tr>
<tr>
<td></td>
<td>Blok B</td>
<td>264</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Blok C</td>
<td>110</td>
<td>0</td>
<td></td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Blok F</td>
<td>220</td>
<td>0</td>
<td></td>
<td>143</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>SBH</td>
<td>248</td>
<td>0</td>
<td></td>
<td>232</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Faculty</td>
<td>160</td>
<td>3</td>
<td></td>
<td>153</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1002</td>
<td>31</td>
<td></td>
<td>417</td>
<td>370</td>
</tr>
</tbody>
</table>

---

Note: The tables above provide a recapitulation of student housing residents for the specified date and details the number of beds, residents, and male-female distribution.
## Rekap Mahasiswa (Male) 2011

**Bulan: 20 Oktober 2011**

<table>
<thead>
<tr>
<th>PAV</th>
<th>Room</th>
<th>Kapasitas</th>
<th>Terisi</th>
<th>Sisa</th>
<th>New</th>
<th>Old</th>
<th>Total</th>
<th>Bed</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>88</td>
<td>176</td>
<td>176</td>
<td>0</td>
<td>155</td>
<td>0</td>
<td>155</td>
<td>0</td>
<td>21 MHS Single Rooms</td>
</tr>
<tr>
<td>E</td>
<td>55</td>
<td>110</td>
<td>110</td>
<td>0</td>
<td>109</td>
<td>0</td>
<td>109</td>
<td>0</td>
<td>1 MHS Single Rooms</td>
</tr>
<tr>
<td>N</td>
<td>128</td>
<td>256</td>
<td>251</td>
<td>5</td>
<td>2</td>
<td>247</td>
<td>249</td>
<td>0</td>
<td>5 MHS Single Rooms</td>
</tr>
<tr>
<td>S</td>
<td>128</td>
<td>256</td>
<td>178</td>
<td>58</td>
<td>104</td>
<td>68</td>
<td>172</td>
<td>20</td>
<td>4 MHS+10 MNG Single Rooms</td>
</tr>
<tr>
<td>Total</td>
<td>399</td>
<td>798</td>
<td>715</td>
<td>63</td>
<td>370</td>
<td>315</td>
<td>685</td>
<td>20</td>
<td>30 MHS Single Rooms</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10 MNG Single Rooms</td>
</tr>
</tbody>
</table>

## Rekap Berdasarkan Tahun

<table>
<thead>
<tr>
<th>PAV</th>
<th>Room</th>
<th>Kapasitas</th>
<th>Batch</th>
<th>Total</th>
<th>Reservasi</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 Year</td>
</tr>
<tr>
<td>D</td>
<td>88</td>
<td>176</td>
<td>176</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td>55</td>
<td>110</td>
<td>110</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>N</td>
<td>128</td>
<td>256</td>
<td>251</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>S</td>
<td>128</td>
<td>256</td>
<td>178</td>
<td>58</td>
<td>104</td>
</tr>
<tr>
<td>Total</td>
<td>399</td>
<td>798</td>
<td>715</td>
<td>63</td>
<td>370</td>
</tr>
</tbody>
</table>

Gkarang, 25 Oktober 2011

Disiapkan Oleh,

[Signature]

Astrid Noverlytaningtyas

Diperiksa Oleh,

[Signature]

Sunardi
## Appendix 9: Data Coding Analysis

### Data Coding and Distillation

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Informant 1</th>
<th>Informant 2</th>
<th>Informant 3</th>
<th>Informant 4</th>
<th>Informant 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Your concern to the socialization of the rules and regulation.</td>
<td>Less</td>
<td>Less</td>
<td>Bad</td>
<td>Less</td>
<td>Less</td>
</tr>
<tr>
<td>2</td>
<td>Problems in the implementation you are aware of.</td>
<td>Miscommuni -cation, over strict,</td>
<td>Sanction</td>
<td>Sanction and supervision</td>
<td>Miscommun ication</td>
<td>No support of management</td>
</tr>
<tr>
<td>3</td>
<td>The most three important rules.</td>
<td>Night hour, no free sex, cleanliness</td>
<td>Night hour, dressing, no smoking</td>
<td>No opposite gender, no smoking, no theft</td>
<td>No opposite gender, night hour, security</td>
<td>No opposite gender, night hour, no drugs</td>
</tr>
<tr>
<td>4</td>
<td>Function of guidebook.</td>
<td>Reminding and building awareness</td>
<td>As a reference</td>
<td>As a guide</td>
<td>As a guide and evidence</td>
<td>As a guide</td>
</tr>
<tr>
<td>5</td>
<td>The implementation of guidebook runs well.</td>
<td>Less</td>
<td>Less</td>
<td>bad</td>
<td>good</td>
<td>less</td>
</tr>
<tr>
<td>6</td>
<td>Who hold important role in the socialization.</td>
<td>SH and students</td>
<td>SH and students</td>
<td>Students</td>
<td>SH and students</td>
<td>students</td>
</tr>
<tr>
<td>7</td>
<td>When and how frequent the socialization must carry on.</td>
<td>Every month</td>
<td>Every 2-3 months</td>
<td>Every year</td>
<td>At the first come and every 4 months</td>
<td>At the first come and every 6 month</td>
</tr>
<tr>
<td>8</td>
<td>Kinds of socialization you have received.</td>
<td>Announceme nt, door-to-door.</td>
<td>Verbal socialization, signs, announce -ment</td>
<td>RA meeting</td>
<td>Seminar and guidebook</td>
<td>Seminar and door-to-door</td>
</tr>
<tr>
<td>9</td>
<td>Factors that influence students to disobey rules.</td>
<td>Student character and friends.</td>
<td>Rules, student character, friends</td>
<td>Supervision, friends, sanction</td>
<td>Sanction</td>
<td>Strict rules</td>
</tr>
<tr>
<td></td>
<td>Effective socialization you recommend</td>
<td>Reward and role model</td>
<td>Maximizes RA</td>
<td>Simulation personal approach, role model</td>
<td>Dorm gathering, guidebook</td>
<td>Door-to-door socialization, commitment letter</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------</td>
<td>-----------------------</td>
<td>--------------</td>
<td>------------------------------------------</td>
<td>--------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>