

Parents's Over Protective Attitudes Towards Social Development of Children

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Parents's Over Protective Attitudes Towards Social Development of Children

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Abstract

Over protective attitude of parents towards children since their childhood will have a negative influence on children's social development. Children will become introverted or possess an excessive ego or grow to be arrogant towards their peers, these negative impact were caused by an unintentional over-protective approach of the parents. Being too strict in enforcing the rules might have a bad effect on a child's psychology and vice versa, excessive attitudes in expressing affection to a child can also have the same negative implications. It is, indeed, human nature when parents try to avoid actions that upset their children. They think that they have the ability to make their children happy by meeting all their needs. Though it is over protective which can damage the child's own personality. Therefore, parents must have the knowledge to educate their children so that they are truly educated into adult children, both physically and mentally or spiritually. So that later children can adapt to the environment properly. Children can be said to have good social development if they meet the following development criteria. In the social aspect, indicators of changes that occur in the childhood phase include: Children are increasingly independent and begin to move away from parents and family, They put more emphasis on the need to make friends and form groups with peers, they have a great need to be liked and accepted by peers, (4) they begin to have a sense of responsibility.

Keywords: Over Protective, Parents, Development & Children.

INTRODUCTION

Parents as the first personality builders in the lives of children should be able to give examples of the application of affection naturally. Agoes Dariyo stated that 'Parents have a major role for the formation and development of a child's morality. Education received since the childhood will affect his mindset and behavior as a teenager' (Agoes Dariyo, 2004).

Being too strict in enforcing the rules might have a bad effect on a child's psychology and vice versa, excessive attitudes in expressing affection to a child can also have the same negative implications. Therefore 'Education based on love can sometimes bring about danger, because the love given by parents to a teenager is sometimes exceed the limits (over protective) and turns into an attitude of indulgence. Hence, pampering would also give unsatisfactory results (A. Choiran Marzuki, 2000). Parents have an obligation to help their children meet their needs, but should not be excessive in that regard. This is intended so that when they have grown up they can be independent and not continuously rely on their parents, so they do not lose the ability to stand alone (A. Choiran Marzuki, 2000).

According to Baumrind, the basic theory of parental over protective stated by Kartono has the following aspects: being too careful of children, worrying about their safety, health and failure' (A. Choiran Marzuki, 2000).

Syamsu Yusuf concluded that parents who are considered to apply over protective care are those who treat their teenager with excessive contact, such as providing care and assistance to their teenager even though he is actually able to care for himself, or the attitude of parents who provide excessive supervision to their teenager, or parents who always participate in solving problems faced by their teenager. Teenagers who are educated with such a model will always feel unsafe, easily discouraged, always run away from responsibility, and difficult to make their own decisions (Syamsu Yusuf, 2007).

This is in accordance with Paul G Stoltz's theory where adversity quotient is formed and studied throughout the development of individuals and relationships with the environment, through the influence of parents, teachers, peers and people who have an important role during the children (environment) (Paul G. Stoltz, 2000). Therefore, an over protective attitude of parents will give a negative impact on a child's social development in the future.

7 RESEARCH METHODS

The research method used in this article is descriptive with a qualitative approach. What is meant by a qualitative approach here is a type of research where the findings are not obtained through statistical procedures or other forms of calculation. According to Saifuddin Azwar, a qualitative approach is an approach whose analysis places more emphasis on the deductive and inductive inference process, as well as on the process of analyzing the dynamics of the relationship between observed phenomena, using scientific logic (Saifuddin Azwar, 2005). Qualitative research conducts research on the natural setting or on the context of an entity, this is done because natural ontology requires the existence of facts as a whole that cannot be understood if separated from the context (Yvonna S. Lincoln and Egon G. Guba, 1985).

This kind of approach focuses on reasoning based on social reality objectively and through a phenomenological paradigm, meaning that this method is used for three considerations: First, to facilitate the understanding of multiple realities, Second, presenting intrinsically between the researcher and the reality; Third, this method is more sensitive and can adjust to the shape of the value engaged (Lexy J. Moeloeng, 2000). A qualitative approach is used based on consideration if there are multiple realities that ease the researcher in doing his study and with this approach the sharpening of the influence and value patterns are more sensitive to adjust.

RESULTS AND DISCUSSION

Educating children through hard and rigid methods will result on the same effect as dealing with children in a stupid and disparaging way. On the other hand, excessive pampering will also give unsatisfactory results (A. Choiran Marzuki, 2000). Parents bear an obligation to help children meet their needs, but they should not be exaggerated in doing so. Hopefully their children do not lose the ability to stand alone (Abdul Aziz el-Quussy, 1983).

However, education that is based on overprotective passion will have a negative impact on the children which will hinder his personality. Such an education is wrong treatment that should be avoid within a family. If so, the proper and right education in the matter of affection for children is to maintain the balance of "khairul umur ausatuha" and get rid of ifrath and tafrith (exaggerating and reducing) (Husain Mazhahiri, 1999).

It is, indeed, human nature when parents try to avoid actions that upset their children. They think that they have the ability to make their children happy by meeting all their needs. No doubt, parents from the upper class have a tendency to pamper children that way (Slameto, 1995).

The word overprotective comes from the word overprotection which consists of the words *over* and *protection*. The word over means more or still (John M. Echols dan Hassan

Shadily, 1992) and protection which means patronage, defense, guard (John M. Echols dan Hassan Shadily, 1992). *Overprotective (overly protective)* means "overprotective parents". *Protective* means *intended or adapted to afford protection of some kind. (Desire or habit to provide protection for various things)*

Kartini Kartono and Dali Gulo defined overprotection by 'excessive protection, defense, guard. The point is to give excessive attention to a child. Mothers who carry out things like this tend to hinder their children from being independent or not dependent on others (Kartini Kartono & Dali Gulo, 329).

Educating is essentially protective in nature that is protecting children from their inability to get along with their social environment and from the ambush of bad influences that may threaten them from their environment, especially in today's complex life (M. I. Soelaeman, 1994). Hence, what is meant by providing protection to children is not by giving excessive attention or protection by highlighting concerns about everything related to them. Giving love and attention to children is an obligation that must be done by every parent, so that their mentality can grow healthy. That is due to the love of parents greatly affects the mental development of children. Children with healthy mental will be easy to be educated with Islamic values, guided on the path of truth and planted with ideology of tawheed, as desired by their parents (Fuad Kauma, 2003). Love for children should not cross the line to forget everything, as this is the false behavior. In essence, what is demanded is a reasonable situation, which is the middle between excessive and deprived (ifrath & tafrih) (Husain Mazhahiri, 1999).

Overprotective attitude of parents can be seen from the treatment of parents as follows:

1. Excessive attention

Parental attention is a basic need for children. With this attention, they will feel an outpouring of affection from their parents. Parents who give enough attention, greatly help the children's personality development. Such attention can be shown in various forms, for example the way parents meet the needs and desires of children, the attitude of parents when children are learning or playing, the response of parents to the abilities of children both motor skills, intellectual abilities and emotional abilities, etc. Giving attention and accepting children as they are is essential in their life. However, the affection given must be translated in the form of actions to nurture and care for children properly, such as feeding and drinking, bathing, dressing when they are still babies. When they have grown up, parents are required to provide various stimuli that can help the children's development. The obligation of parents is to develop skills to interact with children, so they can express their love and warmth towards children (Shinta Ratnawati, 2001).

Education with attention is a behavior that always pays full attention by following the development of the aqeedah and moral aspects of the child. For example, parents pay attention to children's honest attitude. Once they are found to be lying, the parent is obliged to guide them so as not to repeat it again. If this is left unchecked, they will get used to lying (Abdullah Nashih Ulwan, 1992).

In addition, parents must also pay attention to the way children socialize and get along with others. If there is an oddity such as eating behavior, greeting, socializing, talking or other social procedures, parents should try as hard as possible to instill and familiarize Islamic social etiquette (Abdullah Nashih Ulwan, 1992).

2. Continuous Provision of Assistance

The role of parents as helpers and assistants is to provide assistance as children still have limitations and weaknesses physically, psychologically, and spiritually. What is meant by helping is to bring children to a state of reasonable and independent. Assistance in the form of actions that accelerate maturity, in the form of physical and spiritual care. Before having the ability to stand alone, children need help from adults. Parents are

obliged to help their children meet their needs, but they should not overdo it in doing so where their child will not lose the ability to stand alone (Abdul Aziz El-Quussy, 1983).

A child is born into the world as an independent and complex being. The independent creature referred to in this case is a creature created by Allah the Almighty that stands alone, has its own destiny and is an individual who is independent of others including their parents. As for it is called a complex creature because a child is born with certain characters, talents and abilities that can be developed further (M. Nipan Abdul Halim, 2001).

3. Oversee Children's Activities Excessively

Given that children will always be under the attention and supervision of an educational nature, parents will always pay attention to all their movements, speech, deeds, readings and orientation. Supervision here does not mean that parents will often supervise the movements or activities of their children due to fears if they are affected by disaster. The purpose of education that is accompanied by supervision is to accompany children in efforts to form creeds and morals, and prepare them psychologically and socially. This is in accordance with universal Islamic principles and with eternal regulations, encouraging parents, parents to always supervise and control their children in every aspect of life and in every aspect of education (Abdullah Nashih Ulwan, 1992).

There is no doubt that over-protective treatment by parents also has an influence on the children's personalities. Although not all of them will get the same effect. Parents should know that this overprotective attitude can have bad consequences, among others:

1. Children will grow up in very weak personalities, losing the ability to be independent. Elizabeth B. Hurlock stated that *Parental overprotectiveness consist of excessive care and control over the child. These fosters overdependency in children, dependency on all people, not parents alone, lack of self confidence, and frustrations.*²⁸ Excessive protection from parents includes excessive care and control of children. This fosters excessive dependence, dependence on everyone, not just their parents, lack of confidence and frustration.
2. Lack of sense of responsibility. This is because children always get help, so they will delegate all the affairs or obligations to others. This also makes them try to avoid difficulties and responsibilities.
3. Children who are raised in treatment that goes beyond limits and excessive care will be difficult to make a successful relationship (socializing) with others because he is only close to his parents (Musthafa Fahmi, 1977).
4. Children will be less trained in dealing with difficulties, because they are accustomed to being protected and have never experienced difficulties in their lives. Parents do not realize that by getting children used to having everything they need without effort, it is the same as letting all difficulties unfold in their lives.
5. The potential possessed by children will surely perish. This is because they always get pleasure and satisfaction without having to struggle, so that their potential is not honed and eventually will not come to the surface (Anik Pamilu, 2006).
6. Overprotective attitudes of parents can also influence the behavior of children in the future where they will face greater difficulties in adjusting to the real life. Excessive parental attention will drag the child to the hope and help and attention of others (Musthafa Fahmi, 1977). This is because during their childhood, children should not and never suffer, feel hardships and difficulties. So they are less trained in dealing with any sort of difficulty.

As mentioned by the author earlier, there is no doubt that over-protective treatment of parents has also a bad influence on the personalities of children which it will also continue to

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their social development in the community. According to Hurlock, social development means 'Acquisition of the ability to behave in accordance with social demands. Being a socially capable person (socialized) requires three processes. Among them are learning to behave socially acceptable, playing socially acceptable roles, and developing social traits' (Elizabeth B. Hurlock, 1995). Meanwhile, according to Ahmad Susanto, social development is an 'Achievement of maturity in social relations. It can also be interpreted as a learning process to adjust to group norms, morals, and traditions, merge into one entity and communicate with each other and work together' (Ahmad Susanto, 2012).

Every child has stages of development in all aspects of his life, as well as in his social field. The development is based on the age stages of each child. Charlotte Buhler as quoted by Abu Ahmadi explained, the level of social development of children becomes 4 (four) levels as follows, (a) First level: From the age of 0, 4/0; 6 years, children begin to react positively to other people, including laughing because they hear other people's voices. (b) Second level: There is a sense of pride and reticence that is reflected in his movements and expressions, if the child can repeat something else. Example: A child who is fighting over an object or toy, if he wins he will be excited in motion and expression. This level usually occurs in children aged 2 years and above. (c) Third level: If the child is more than 2 years old, feelings of sympathy (feeling of agreement) and / or antipathy (feeling of disapproval) begin to emerge to others, whether they are known or not. (d) Fourth level: At the end of the second year, the child after realizing his association with family members, will arise the desire to interfere in his movements and behavior. (e) And at the age of 4 years, children increasingly enjoy hanging out with other children, especially peers who are the same age. He can play with two or three other children, but if there are more children they will usually fight. (f) Then, at the age of 5-6 years when entering school age, children are more easily invited to play in a group. He also began to choose a playmate, whether neighbors or peers outside the home (Abu Ahmadi.Munawar Sholeh, 2005).

In addition, there are also several factors that influence children's social development. According to Dini P. Daeng in Pujiana, quoted by Singgih and Yulia D. Gunarsa, the factors that can influence the social development of early childhood are (a) There are opportunities to engage with people of all ages and backgrounds. (b) There is an interest and motivation to get along. The more pleasant experiences gained through association and social activities, the more the interest and motivation to get along is growing. (c) There is guidance and teaching from others, which is usually a kind of "model" for children. Although the ability of this socialization can also develop through the way of "try-and-error" experienced by children through social relationship, but it will be effective by "imitating" the behavior of others in socializing, but it will be more effective if there is such a guidance and teaching deliberately given by other children that can be used as a "model" to get along well. (d) There are good communication skills that children have. In communicating with others, children are not only required to communicate with words that can be understood, but also can talk about topics that are understandable and interesting to others who are the interlocutors (Singgih Gunarsa, Yulia D.Gunarsa, 2003).

When children begin to associate or have good social relations with parents, family members, other adults and playmates, they begin to develop forms of social behavior such as the following: (a) Disobedience (Negativism), this behavior occurs as a reaction to the application of the discipline or demands of parents or the environment that is not in accordance with the wishes of the children. (b) Aggression, which is the physical counterattack behavior (nonverbal) and words (verbal). This aggression is a form of reaction to frustration (being disappointed because of a need or desire that cannot be fulfilled). (c) Quarreling or quarreling, this can occur if children are offended or disturbed by the attitudes and behaviors of other children, such as being disturbed when doing something or having

their toys seized. (d) Teasing, which is another form of aggressive behavior. Teasing is a mental attack on others in the form of verbal (a kind of ridicule). Where this can eventually cause an angry reaction to the person being attacked. (e) Competition (rivalry), a desire to surpass others and is always encouraged or stimulated by others. (f) Cooperation (cooperation), which is the attitude of wanting to work with groups. (g) Ascendant behavior, which is a kind of behavior to control social situations, to dominate or being bossy. (h) Selfishness, an egocentric attitude in fulfilling desires. (i) Sympathy, which is an emotional attitude that encourages individuals to pay attention to others, in order to approach or cooperate with them (Ahmad Susanto, 2012).

According to Dra. Sutjihati Somantri, "One of the characteristics of the development of social activities during early childhood is marked by the existence of social relations or contacts both with family and with people outside of the family, especially with children of the same age. Children start learning to adjust and work together with friends." (Sutjihati Somantri, 2006). One form of social development of children at this time, as stated by Sutjihati Somantri, including (A) Relationships with adults. With increasing age, children show a decrease in interest in associating with adults and accordingly they show a high interest in associating with children their age. This will be revealed in the form of behavior where they no longer depend on adults. But this behavior is not a form of opposition to adult authority. They continue to show the need for adult attention and approval who is still a model for children that will determine their social attitudes in further development. B) Relationships with other children. At the age of 2 years, children play alone even if they gather in a certain place. Very few social interactions occur and only mimic behavior or look at other children. At the age of 3, children begin to play together in groups, talk to one another, and determine together what activities they can do. At this age children begin to show a good approach to their friends. C) Common forms of social behavior. Some forms of social behavior found in childhood are based on patterns of behavior that are formed in infancy, but some of them are new forms of behavior. Some of them are forms of behavior that are not social or even anti-social. Nevertheless these forms of behavior are important for the socialization process (Sutjihati Somantri, 2006).

There are 3 forms of friendship that is usually done by preschool children as described by E.Hurlock below, (1) People who are friends or associate with children just by watching or listening to their words without interacting directly with them. (2) Peers are the second form, friends where they used to play and do activities together to create a sense of mutual pleasure. Usually, they are of the same ages and of the different sexes as well. (3) Real friends, in the sense that children not only play together but also establish communication, give opinions and trust one another. Most of them tend to like peers (Singgih Gunarsa, Yulia D.Gunarsa, 2003).

Children can be said to have good social development if they meet the following development criteria. In the social aspect, indicators of changes that occur in the childhood phase include: (1) Children are increasingly independent and begin to move away from parents and family, (2) They put more emphasis on the need to make friends and form groups with peers, (3) they have a great need to be liked and accepted by peers, (4) they begin to have a sense of responsibility. (5) they begin to be able to identify and understand their own feelings, (6) they are able to regulate their own behavior, (7) they are able to develop empathy with other people / friends, (8) they begin to be able to establish and maintain relationships. E. Hacklock, as quoted by Singgih D. Gunarsa, provides a more general formulation of self adjustment. He said that, "When a person is able to adjust to others in general or in his group, and he shows a pleasant attitude and behavior, it means he is accepted by the group or environment." (Singgih Gunarsa, Yulia D.Gunarsa, 2003).

He gave 4 criteria as a good characteristic of self-adjustment, namely: (a) Through attitudes and behavior (overt performance) shown by children in accordance with the norms

prevailing in their groups. (b) If they can adjust to each group they join in. (c) In a good self-adjustment, children show a pleasant attitude towards others, are willing to participate and are willing to carry out their roles well as members of the group. (d) There is a sense of satisfaction and happiness because they can take part in group activities or in relationships with friends or adults. Meanwhile, the social characteristics of preschool children according to Soemiarti Patmonodewo are (a) Generally children at this stage have one or two friends, but these friends quickly change. (b) The play groups tend to be small and not very well organized, therefore the groups change quickly. (c) Younger children often play next to older children. Parten (1932), in "Social Participation Among Praschoole Children", through his observations of children who play freely in school, can distinguish several social behaviors. (d) Preschool children's play patterns vary greatly in function according to social class and 'gender'. (e) Disputes often occur but this only lasts for a while and they get back together. (f) Children are aware of the role of sex and sex typing. When they join kindergarten, their awareness of gender differences and the different roles between boys and girls begin to grow. (Singgih Gunarsa, Yulia D.Gunarsa, 2003).

CONCLUSION

The attitude of parents who are over protective of children without proper knowledge base will have a bad influence on their social development. Social development is usually meant as a development of children's behavior in adjusting to the rules that apply in a society. Children will be difficult to get along with and are usually more egoistic, hard and always maintain their own will. Social development is derived from maturity and learning opportunities from various environmental responses. In the preschool period, children are required to be able to adjust to various people from various settings, namely family, school, and peers.

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