

BAB V

PENUTUP

5.1 Kesimpulan

Berdasarkan hasil penelitian yang telah diuraikan pada bab 4, maka dapat ditarik kesimpulan sebagai berikut :

1. Karakteristik pribadi secara simultan tidak dapat mempengaruhi motif pengembangan identitas yang diinginkan. Secara parsial, kesadaran diri publik dan pemantauan diri juga tidak dapat mempengaruhi pengembangan identitas yang diinginkan. Berbeda dengan harga diri dimana semakin tinggi tingkat harga diri *gift-giver* maka semakin mempengaruhi pengembangan identitas yang diinginkan.
2. Keinginan untuk menghindari resiko yang tidak diinginkan secara simultan dipengaruhi oleh karakteristik pribadi secara signifikan, begitu pula secara parsial. Semakin tinggi kesadaran diri publik, pemantauan diri dan harga diri *gift-giver* maka perilaku *gift-giving* akan semakin mencerminkan keinginan untuk menghindari resiko yang tidak diinginkan.
3. Karakteristik pribadi secara simultan berpengaruh terhadap keinginan *gift-giver* untuk memperoleh sumber daya berharga dari orang lain. Namun kesadaran diri publik dan pemantauan diri secara parsial tidak mampu mempengaruhi secara signifikan. Berbeda dengan harga diri yang dapat mempengaruhi keinginan *gift-giver* untuk memperoleh imbalan secara signifikan.

4. Motif pemberian hadiah secara simultan mampu mempengaruhi taktik kesamaan yang dirasakan. Secara parsial, pengembangan identitas yang diinginkan dan keinginan untuk menghindari resiko yang tidak diinginkan tidak dapat mempengaruhi signifikan. Hanya motif keinginan untuk memperoleh sumber daya berharga dari penerima hadiah yang mampu mempengaruhi taktik kesamaan yang dirasakan.
5. Taktik *target-enhancement* secara simultan dipengaruhi oleh motif pemberian hadiah. Sedangkan secara parsial, hanya keinginan untuk memperoleh sumber daya berharga dari penerima hadiah yang tidak berpengaruh secara signifikan. Motif pengembangan identitas yang diinginkan dan keinginan untuk menghindari resiko yang tidak diinginkan mampu mempengaruhi taktik *target-enhancement* secara signifikan.
6. Ditinjau dari pekerjaan responden, ada perbedaan tingkat harga diri dan keinginan untuk menghindari resiko yang tidak diinginkan antara mahasiswa dengan karyawan. Sedangkan untuk kesadaran diri publik, pemantauan diri, pengembangan identitas yang diinginkan, keinginan untuk memperoleh sumber daya yang berharga dari orang lain, taktik kesamaan yang dirasakan dan taktik *target-enhancement* tidak ada perbedaan.
7. Ditinjau dari gender responden, ada perbedaan tingkat kesadaran diri publik, harga diri, pengembangan identitas yang diinginkan dan keinginan untuk menghindari resiko yang tidak diinginkan yang signifikan antara laki-laki dengan perempuan. Sedangkan untuk tingkat pemantauan diri,

keinginan untuk memperoleh sumber daya yang berharga dari orang lain, taktik kesamaan yang dirasakan dan taktik *target-enhancement* tidak ada perbedaan.

8. Ditinjau dari tingkat pengeluaran rata-rata per bulan, perbedaan yang signifikan pada kesadaran diri publik, pemantauan diri, harga diri, keinginan untuk menghindari resiko yang tidak diinginkan dan keinginan untuk menerima sumber daya yang berharga dari orang lain. Sedangkan untuk pengembangan identitas yang diinginkan, taktik kesamaan yang dirasakan dan taktik *target-enhancement* tidak ada perbedaan.

5.2 Implikasi Manajerial

Hasil penelitian ini memiliki implikasi bagi pelaku usaha yang berkaitan dengan aktivitas pemberian hadiah seperti *consumer goods*, *gift wrapping*, produk retail yang menyediakan *gift-bundling*, dan lain sebagainya. Hasil penelitian ini dapat dipergunakan oleh pihak manajemen untuk menyusun strategi-strategi pemasaran yang lebih terarah disesuaikan dengan variabel-variabel yang ada yang digunakan dalam penelitian ini.

Berdasarkan hasil penelitian dan kesimpulan, peneliti merumuskan saran antara lain sebagai berikut:

1. Memberikan perhatian khusus terhadap produk khususnya pakaian, tas, sepatu, cinderamata dan jenis makanan atau minuman sebagai komoditi utama dalam pemilihan bentuk hadiah. Perusahaan maupun pemasar diharapkan

dapat mengemas strategi pemasaran yang lebih kreatif terhadap produk-produk tersebut dan membantu konsumen dalam menentukan hadiah yang tepat yang disesuaikan dengan target penerima hadiah. Dari hasil penelitian untuk target konsumen mahasiswa, maka produk yang menjadi perhatian utama dalam strategi promosi adalah pakaian, amakanan atau minuman dan tas, sedangkan untuk target konsumen karyawan, pakaian, tas dan sepatu adalah produk yang sangat potensial untuk dikembangkan.

2. Dari hasil penelitian dapat dilihat bahwa situasi yang paling populer yang melatarbelakangi seseorang untuk memberikan hadiah adalah pada saat ulang tahun, hari raya, hari valentine, hari ibu, tahun baru, kenaikan jabatan dan kelulusan. Hasil tersebut menjadi suatu informasi yang penting bagi perusahaan maupun pemasar untuk mengembangkan promosi khusus pada situasi-situasi tersebut untuk menarik perhatian konsumen yang berencana membeli hadiah. Promosi yang dimaksud dapat berupa pemberian potongan harga, *bundling* produk atau *mini parcel* yang pengemasannya disesuaikan dengan situasi pemberian hadiah.
3. Informasi tentang bentuk hadiah dan situasi pemberian hadiah dapat dimanfaatkan oleh *online shop* untuk menyediakan fitur berbelanja berdasarkan situasi pemberian hadiah dan berbelanja berdasarkan penerima hadiah untuk memudahkan konsumen mencari hadiah yang sesuai. Demikian juga oleh *mall*, *department store*, toko pusat kado dan *supermarket* yang menjadi tujuan favorit untuk mencari hadiah, diharapkan dapat menyediakan karyawan yang menguasai pengetahuan produk dengan baik sehingga dapat

membantu konsumen dalam menentukan pemilihan hadiah yang tepat yang sesuai dengan penerima hadiah.

4. Karakteristik pribadi memiliki pengaruh yang positif terhadap keinginan untuk menghindari resiko yang tidak diinginkan yang menunjukkan bahwa pemberi hadiah memiliki kekhawatiran akan hal buruk yang terjadi jika penerima tidak menyukai hadiah yang diberikan atau hadiah tersebut tidak mampu menimbulkan kesan yang baik terhadap pemberi hadiah. Hasil tersebut diharapkan menjadi pertimbangan perusahaan atau pemasar untuk membantu konsumen dalam pemilihan hadiah yang tepat sehingga tujuan pemberi hadiah dapat tercapai.
5. Motif pengembangan identitas yang diinginkan dan keinginan untuk menghindari resiko yang tidak diinginkan mempengaruhi taktik *target-enhancement*. Hal tersebut berimplikasi pada perusahaan maupun pemasar untuk senantiasa dapat meberikan solusi terbaik bagi konsumen dengan menyediakan variasi produk yang lengkap mulai dari variasi jenis, variasi harga dan variasi penampilan hadiah yang terkait dengan pengemasan hadiah yang kreatif.
6. Tidak ada perbedaan berarti dalam memberikan hadiah jika ditinjau dari sisi karakteristik pekerjaan. Hanya tingkat harga diri dan keinginan untuk menghindari resiko yang tidak diinginkan mahasiswa yang menunjukkan perbedaan dengan karyawan. Hal ini berarti bahwa perusahaan maupun pemasar tidak perlu memberikan *effort* khusus dalam melakukan segmentasi pasar berdasarkan pekerjaan.

7. Berdasarkan gender, laki-laki memiliki tingkat kesadaran diri publik, harga diri, pengembangan identitas yang diinginkan dan keinginan untuk menghindari resiko yang tidak diinginkan yang lebih besar daripada perempuan. Informasi ini bermanfaat bagi perusahaan maupun pemasar untuk lebih memperhatikan dan mengelola konsumen pria sebagai target potensial dalam memasarkan produk mereka yang terkait dengan pemberian hadiah.
8. Pemberian hadiah berbeda jika ditinjau dari tingkat pengeluaran rata-rata per bulan khususnya pada karakteristik pribadi, keinginan untuk menghindari resiko yang tidak diinginkan dan keinginan untuk menerima sumber daya yang berharga dari orang lain. Mean tertinggi terletak pada skala pengeluaran Rp 1.500.001 – Rp 2.000.000 dan Rp 2.000.001 – Rp 2.500.000 sehingga terlihat jelas bahwa target pasar adalah dari kalangan menengah.

5.3 Keterbatasan Penelitian

Penelitian ini memiliki keterbatasan yang berpengaruh terhadap kelemahan hasil penelitian. Sebaiknya alat analisis untuk penelitian yang akan datang untuk model yang kompleks seperti pada penelitian ini menggunakan persamaan model struktural. Secara teknis jumlah responden berjumlah 205 terbagi menjadi mahasiswa dan karyawan sehingga untuk ke depannya penelitian dapat menggunakan sampel dengan kriteria yang berbeda. Penelitian ini memiliki dimensi variabel yang sangat kompleks, sehingga untuk penelitian yang akan datang dapat dipilih dimensi variabel tertentu untuk diteliti agar dapat dikaji lebih

mendalam. Selain itu, untuk ke depannya dapat dilakukan dengan menggunakan beberapa karakteristik pribadi yang berbeda dengan karakteristik pribadi yang digunakan pada penelitian ini, misalnya *public self-protection, self-handicapping behavior, self-promotion* dan *self-enhancement*.



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Lampiran I : Kuesioner

I. Pengantar Kuesioner

Perihal : Permohonan Pengisian Angket
Judul tesis : **STUDI PERILAKU GIFT-GIVING PADA MAHASISWA DAN KARYAWAN**

Dengan hormat,

Dalam rangka penulisan tesis saya yang berjudul “STUDI PERILAKU GIFT-GIVING PADA MAHASISWA DAN KARYAWAN” sebagai salah satu syarat untuk mendapatkan gelar Magister Manajemen (MM) di Universitas Atma Jaya Yogyakarta, maka saya memohon dengan sangat kepada Bapak/Ibu/Sdr untuk mengisi angket yang telah disediakan.

Angket ini bukan merupakan tes psikologi dari atasan atau dari manapun, maka dari itu Bapak/Ibu/Sdr tidak perlu takut atau ragu-ragu dalam memberikan jawaban yang sejurnya Artinya semua jawaban yang diberikan oleh Bapak/Ibu/Sdr adalah benar, dan jawaban yang diminta adalah sesuai dengan kondisi yang dirasakan dan dialami Bapak/Ibu/Sdr selama ini.

Setiap jawaban yang diberikan merupakan bantuan yang tidak ternilai harganya bagi penelitian ini,. Atas perhatian dan bantuannya, saya mengucapkan terima kasih.

Yogyakarta, November 2016

Hormat saya,

Rr. Bayu Krisna Maharani

II. Petunjuk Pengisian

1. Kuesioner ini semata-mata digunakan untuk keperluan penelitian akademis, mohon untuk menjawab pertanyaan-pertanyaan di kuesioner ini dengan jujur.
2. Bacalah dan jawablah semua pertanyaan dengan teliti dan seksama tanpa ada yang terlewatkan.
3. Berilah tanda (X) pada jawaban yang menurut Anda tepat.

III. Profil Responden

1. Jenis Kelamin : a. Laki-laki / b. Perempuan
2. Usia : tahun
3. Pekerjaan saat ini :
 - a. Mahasiswa
 - b. Karyawan
4. Pernahkah Anda memberikan hadiah kepada orang lain :
 - a. Pernah
 - b. Belum pernah
5. Terakhir memberikan hadiah :
 - a. < 1 bulan
 - b. 1 bulan – 2 bulan
 - c. 3 bulan – 6 bulan
 - d. 6 bulan – 1 tahun
6. Pengeluaran rata-rata per bulan :
 - a. < Rp 1.000.000
 - b. 1.000.001 – 1.500.000
 - c. 1.500.001 – 2.000.000
 - d. 2.000.001 – 2.500.000
 - e. > Rp 2.500.000
7. Budget dalam membeli hadiah :
 - a. ≤ 100.000
 - b. 100.001 – 250.000
 - c. 250.001 – 500.000
 - d. 500.001 – 750.000
 - e. 750.001 – 1.000.000
 - f. >1.000.001

No	Penerima Hadiah	Bentuk Hadiah (boleh diisi lebih dari satu)	Situasi Pemberian Hadiah (boleh diisi lebih dari satu)	Tempat Pembelian Hadiah (boleh diisi lebih dari satu)
8	Keluarga	a. Makanan / minuman b. Cinderamata c. Boneka d. Alat rumah tangga e. Pakaian f. Tas g. Sepatu h. Voucher i. Produk perawatan diri j. Lainnya	a. Ulang tahun b. Tahun baru c. Hari Raya Keagamaan (Natal, Idul Fitri, Imlek, dll) d. Hari Ibu e. Hari Valentine f. Kenaikan Jabatan g. Kelulusan h. Lainnya	a. Mall b. Department Store c. Supermarket d. Toko pusat kado e. <i>Online Shop / Online Marketplace</i> f. Membuat sendiri (<i>handmade</i>) g. Lainnya :
9	Teman	a. Makanan / minuman b. Cinderamata c. Boneka d. Alat rumah tangga e. Pakaian f. Tas g. Sepatu h. Voucher i. Produk perawatan diri j. Lainnya	a. Ulang tahun b. Tahun baru c. Hari Raya Keagamaan (Natal, Idul Fitri, Imlek, dll) d. Hari Ibu e. Hari Valentine f. Kenaikan Jabatan g. Kelulusan h. Lainnya	a. Mall b. Department Store c. Supermarket d. Toko pusat kado e. <i>Online Shop / Online Marketplace</i> f. Membuat sendiri (<i>handmade</i>) g. Lainnya :
10	Pasangan	a. Makanan / minuman b. Cinderamata c. Boneka d. Alat rumah tangga e. Pakaian f. Tas g. Sepatu h. Voucher i. Produk perawatan diri j. Lainnya :	a. Ulang tahun b. Tahun baru c. Hari Raya Keagamaan (Natal, Idul Fitri, Imlek, dll) d. Hari Ibu e. Hari Valentine f. Kenaikan Jabatan g. Kelulusan h. Lainnya	a. Mall b. Department Store c. Supermarket d. Toko pusat kado e. <i>Online Shop / Online Marketplace</i> f. Membuat sendiri (<i>handmade</i>) g. Lainnya :

No	Penerima Hadiah	Bentuk Hadiah (boleh diisi lebih dari satu)	Situasi Pemberian Hadiah (boleh diisi lebih dari satu)	Tempat Pembelian Hadiah (boleh diisi lebih dari satu)
11	Lainnya (sebutkan)	a. Makanan / minuman b. Cinderamata c. Boneka d. Alat rumah tangga e. Pakaian f. Tas g. Sepatu h. Voucher i. Produk perawatan diri j. Lainnya :	a. Ulang tahun b. Tahun baru c. Hari Raya Keagamaan (Natal, Idul Fitri, Imlek, dll) d. Hari Ibu e. Hari Valentine f. Kenaikan Jabatan g. Kelulusan h. Lainnya	a. Mall b. Department Store c. Supermarket d. Toko pusat kado e. <i>Online Shop / Online Marketplace</i> f. Membuat sendiri (<i>handmade</i>) g. Lainnya :

IV. Pertanyaan Kuesioner

Faktor – faktor yang mempengaruhi pemberian hadiah :

Keterangan

STS = Sangat Tidak N = Netral

SS = Sangat Setuju

Setuju

TS = Tidak Setuju

S = Setuju

KARAKTERISTIK PRIBADI							
No	Variabel	STS	TS	N	S	SS	
<i>Kesadaran Diri Publik (Public Self-Conscious)</i>							
SC-1	Ketika saya tidak yakin bagaimana saya bertindak dalam situasi sosial, saya melihat ke perilaku orang lain sebagai panduan.						
SC-2	Saya mencoba untuk memperhatikan reaksi orang lain terhadap perilaku saya untuk menghindari penolakan.						
SC-3	Sangat penting bagi saya untuk menyesuaikan diri ke dalam kelompok saya ikuti.						

No	Variabel	STS	TS	N	S	SS
Pemantauan Diri (Self-Monitoring)						
SM-1	Dalam situasi sosial, saya memiliki kemampuan untuk mengubah perilaku saya jika saya merasa bahwa keadaan menuntut saya seperti itu					
SM-2	Saya memiliki kemampuan untuk mengendalikan cara saya berinteraksi dengan orang-orang, tergantung pada kesan yang ingin saya berikan pada mereka.					
SM-3	Ketika saya merasa bahwa citra yang saya bangun tidak bekerja, saya dapat segera mencari cara lain agar citra saya dapat terbangun.					
SM-4	Saya mengalami kesulitan mengubah perilaku saya agar sesuai dengan orang yang berbeda dan situasi yang berbeda. (R.)					
SM-5	Saya menemukan bahwa saya dapat menyesuaikan perilaku saya untuk memenuhi kebutuhan dari setiap situasi dimana saya berada					
SM-6	Bahkan ketika suatu hal memungkinkan saya untuk memperoleh keuntungan, saya mengalami kesulitan memberikan ekspresi yang baik. (R.)					
SM-7	Ketika saya menyadari akan situasi apa yang sedang terjadi, mudah bagi saya untuk mengatur tindakan saya agar sesuai dengan situasi tersebut					
SM-8	Saya sering dapat membaca emosi nyata (yang sebenarnya) orang-orang melalui mata mereka.					
SM-9	Dalam percakapan, saya sensitif terhadap perubahan sekecil apapun pada ekspresi wajah orang yang saya ajak bicara.					
SM-10	Kekuatan intuisi saya cukup baik untuk memahami emosi dan motif orang lain.					
SM-11	Ketika seseorang melontarkan suatu lelucon, saya dapat memberitahunya ketika orang lain menganggapnya tidak lucu, meskipun mungkin mereka tertawa terbahak-bahak.					
SM-12	Saya biasanya dapat memberitahu ketika saya telah mengatakan sesuatu hal yang tidak pantas dengan membacanya dari mata pendengar.					
SM-13	Jika seseorang berbohong kepada saya, saya biasanya langsung mengetahui dari ekspresi orang tersebut.					

No	Variabel	STS	TS	N	S	SS
<i>Harga Diri (Self-Esteem)</i>						
SE-1	Saya merasa bahwa saya orang yang berharga, setidaknya pada suatu bidang yang sama dengan orang lain.					
SE-2	Saya merasa bahwa saya memiliki sejumlah kualitas yang baik.					
SE-3	Saya mampu melakukan hal-hal sama baiknya dengan kebanyakan orang lain.					
SE-4	Saya mengambil sikap positif dari diri saya sendiri.					
SE-5	Secara keseluruhan, saya puas dengan diri saya sendiri.					

MOTIF UNTUK PEMBERIAN HADIAH						
No	Variabel	STS	TS	N	S	SS
<i>Keinginan untuk menghindari resiko yang tidak diinginkan</i>						
PH-1	Saya berusaha agar hadiah yang saya berikan menimbulkan kesan yang baik					
PH-2	Saya berusaha agar hadiah yang saya berikan tidak terlihat berkualitas rendah					
PH-3	Saya berusaha agar hadiah yang saya berikan tidak mengecewakan penerima.					
PH-4	Saya sering khawatir tentang apa yang bisa terjadi jika penerima tidak menyukai hadiah yang saya berikan.					
PH-5	Saya tidak akan menyukai konsekuensi jika penerima tidak menyukai hadiah yang saya berikan.					
<i>Pengembangan identitas yang diinginkan</i>						
DI-1	Saya membelikan hadiah karena saya ingin menciptakan kesan positif di mata penerima					
DI-2	Saya berusaha membelikan hadiah untuk yang akan menarik perhatian penerima					

No	Variabel	STS	TS	N	S	SS
DI-3	Saya merasa bahwa hadiah yang saya berikan akan meningkatkan citra sosial pribadi saya.					
DI-4	Hadiah yang saya berikan akan menunjukkan status sosial saya bagi orang lain.					
<i>Keinginan untuk menerima sumber daya yang berharga dari orang lain</i>						
VR-1	Saya memberikan hadiah karena hal tersebut penting bagi saya agar hubungan (pertemanan / relasi) kami selalu baik dan berlanjut.					
VR-2	Saya berfikir bahwa hadiah dapat memperkuat hubungan/relasi kami					
VR-3	Saya sering membeli hadiah karena saya tahu bahwa penerima juga membeli hadiah untuk saya.					
VR-4	Jika saya berharap untuk menerima hadiah dari seseorang, maka saya harus membeli hadiah untuk orang tersebut					

TAKTIK KESAMAAN YANG DIRASAKAN						
No	Variabel	STS	TS	N	S	SS
PS-1	Hadiah yang saya berikan mirip dengan barang / sesuatu yang saya sudah miliki					
PS-2	Setiap kali penerima melihat hadiah yang saya berikan, dia mungkin ingat bahwa saya (pemberi) juga memiliki sesuatu yang mirip dengan hadiah yang saya berikan					
PS-3	Saya membelikan hadiah yang sama atau sejenis dengan hadiah yang pernah penerima berikan kepada saya.					
PS-4	Setelah hadiah saya berikan, kami bisa menggunakan hadiah tersebut secara bersama-sama.					
PS-5	Kadang-kadang ketika kami bertemu, kami menggunakan hadiah bersama-sama					
PS-6	Saya membeli hadiah yang sama-sama kami sukai agar kami dapat menggunakan dan menikmati bersama-sama.					
PS-7	Hadiah itu adalah semacam kenang-kenangan dari pengalaman umum di masa lalu					

No	Variabel	STS	TS	N	S	SS
PS-8	Setiap kali penerima melihat hadiah, dia akan mengingat sesuatu yang pernah kami lakukan bersama-sama.					
PS-9	Hadiah yang saya berikan mencerminkan bahwa kami memiliki pengalaman yang menyenangkan di masa lalu.					

TAKTIK TARGET-ENHANCEMENT						
No	Variabel	STS	TS	N	S	SS
TE-1	Saya sering menunggu sampai menit terakhir untuk membeli hadiah.					
TE -2	Saya selalu mencoba untuk menghabiskan banyak waktu dalam membeli hadiah.					
TE -3	Saya selalu membuat upaya khusus untuk memilih / membuat hadiah yang spesial untuk orang lain.					
TE -4	Ada banyak pilihan merek untuk dipertimbangkan sebelum akhirnya saya memutuskan hadiah apa yang harus saya beli.					
TE -5	Sangat mudah bagi saya untuk berkeliling dan membandingkan hadiah lain yang sejenis.					
TE -6	Hadiah yang saya beli saya sesuaikan dengan kepribadian penerima.					
TE -7	Hadiah yang saya beli relatif mahal harganya					
TE -8	Saya berusaha agar hadiah yang saya beri tidak terlihat murah.					
TE -9	Saya menghabiskan lebih banyak uang untuk membeli hadiah bagi seseorang yang spesial dibandingkan dengan hadiah lain yang saya beli untuk orang lain .					
TE -10	Hadiah yang saya beli saat itu pada akhirnya melebihi <i>budget</i> saya yang seharusnya.					
TE-11	Ketika saya membeli hadiah, saya bersikeras bahwa hadiah dibungkus dengan kertas kado yang indah.					
TE -12	Ketika saya membeli hadiah, saya menyertakan kartu ucapan yang indah.					
TE -13	Saya merangkai dan mengemas sendiri hadiah yang saya berikan.					
TE -14	Saya mencoba untuk menambahkan item pada hadiah, yang saya buat khusus untuk penerima hadiah.					

No	Variabel	STS	TS	N	S	SS
TE -15	Saya membuat sendiri hadiah yang akan saya berikan (<i>handmade</i>).					
TE -16	Saya menggunakan jasa <i>gift wrapping</i> agar hadiah yang saya berikan tampak istimewa.					
TE-17	Ketika saya membelikan hadiah, saya lebih suka untuk membelikan hadiah yang bermerek.					
TE-18	Hadiah yang saya beli berasal dari merek terkenal.					
TE-19	Saya membelikan hadiah bermerek karena penerima menyukai barang bermerek.					
TE-20	Saya membeli hadiah bermerek agar penerima bangga menggunakaninya.					
TE-21	Hadiah yang saya beli untuk seseorang yang spesial berbeda jika dibandingkan dengan hadiah yang saya belikan untuk orang lain					
TE-22	Ketika saya membeli hadiah saya memastikan untuk membeli sebuah hadiah yang belum pernah saya beli untuk orang lain.					
TE-23	Ketika saya membeli hadiah, saya memastikan bahwa penerima belum pernah memilikinya.					
TE-24	Saya membelikan hadiah yang unik dan tidak pasaran.					

Keterangan

SC = *Self-Consciousness*

SM = *Self-Monitoring*

SE = *Self-Monitoring*

PH = *The Desire for Protection from Potential Harm*

DI = *Development of Desired Identities*

VR = *The Desire to Obtain Valuable Resources from Others*

PS = *Perceived Similarity Tactics*

TE = *Target-Enhancement Tactics*

Link Kuesioner : <https://docs.google.com/forms/d/e/1FAIpQLSdvJNJU4XI2U-6hBWW0NrOfI0tWtaqwA0WBHF914fSF9T85g/viewform>

The screenshot shows a Google Forms survey titled "STUDI PERILAKU GIFT-GIVING PADA MAHASISWA DAN KARYAWAN". The survey is conducted by Mahasiswa dan Karyawan (Mk) of Universitas Atma Jaya Yogyakarta. It features a cartoon illustration of five diverse people in a classroom setting. The survey includes sections for demographic information, responses to statements about gift-giving, and a section for respondents to provide their own answers.

STUDI PERILAKU GIFT-GIVING PADA MAHASISWA DAN KARYAWAN

Dengan hormat,

Dalam rangka penelitian hasil karya yang berjudul "STUDI PERILAKU GIFT-GIVING PADA MAHASISWA DAN KARYAWAN" dilakukan survei atau wawancara untuk mendapatkan gelar Magister Manajemen (MM) di Universitas Atma Jaya Yogyakarta, maka saya memohon dengan sangat kegiatan Bapak/Ibu/Sdr untuk mengisi angket yang telah disediakan.

Angket ini bukan merupakan tugas akhir atau dosen atau dosen, makanya Bapak/Ibu/Sdr tidak perlu takut atau ragu-ragu dalam memberikan jawaban yang sejujur. Aturan sampaikanlah yang diberikan oleh Bapak/Ibu/Sdr adalah benar, dan jawaban yang diminta adalah sesuai dengan kondisi yang dihadapi Bapak/Ibu/Sdr selama ini.

Setiap jawaban yang diberikan merupakan bukti yang tidak termasuk harga-harganya bagi peneliti ini, atas perhatian dan keramahanmu, silahkan menggunakan terminusku.

Yogyakarta, November 2016

Hormat saya,

Ri: Bayu Ikhna Muliadi, S. Sos.

Petunjuk Pengisian:

1. Kuesioner ini serupa-sama digunakan untuk keperluan penelitian akademik, mohon untuk menjawab pertanyaan-pertanyaan ini dengan jujur.
2. Bacalah dan jawablah semua pertanyaan dengan teliti dan sejalan tanpa ada yang terlewatkan.
3. Pilihlah jawaban yang merumput Anda saat ini dengan diri Anda.

Profil Responder

*Berikan jawaban yang sesuai dengan diri Anda.

Jenis Kelamin *

Laki-laki
 Perempuan

Usia *

Tujuh puluh

Pekerjaan saat ini *

Mahasiswa
 Karyawan

Pernahkah Anda memberikan hadiah kepada orang lain : *

Pernah
 Belum/Pernah

Terakhir memberikan hadiah : *

< 1 bulan
 1 bulan – 2 bulan
 3 bulan – 6 bulan
 6 bulan – 1 tahun

Pengeluaran rata-rata per bulan : *

< Rp 1.000.000
 1.000.001 – 1.500.000
 1.500.001 – 2.000.000
 2.000.001 – 2.500.000
 > Rp 2.500.000

Budget dalam membeli hadiah : *

< 100.000
 100.001 – 250.000
 250.001 – 500.000
 500.001 – 750.000
 750.001 – 1.000.000
 > 1.000.001

Bentuk hadiah apa yang Anda berikan untuk KELUARGA? (boleh disebut lebih dari satu) *

Makanan / Minuman
 Cinderamata
 Boneka
 Pakaiannya
 Tas
 Sepatu
 Voucher
 Produk perawatan diri
 Other:

	<p>Dalam situasi seperti apa jika Anda memberikan hadiah untuk KELUARGA? (boleh diisi lebih dari satu) *</p> <p><input type="checkbox"/> Ulang Tahun <input type="checkbox"/> Tahun Baru <input type="checkbox"/> Hari Raya Keagamaan (Natal, Idul Fitri, Imlek, dll) <input type="checkbox"/> Hari Ibu <input type="checkbox"/> Hari Valentine <input type="checkbox"/> Kenalkan Jabatan <input type="checkbox"/> Kelulusan <input type="checkbox"/> Other: _____</p> <p>Dimana Anda biasa membelikan hadiah untuk KELUARGA? (boleh diisi lebih dari satu) *</p> <p><input type="checkbox"/> Mall <input type="checkbox"/> Department Store <input type="checkbox"/> Supermarket <input type="checkbox"/> Toko pusat kado <input type="checkbox"/> Online Shop / Online Marketplace <input type="checkbox"/> Membuat sendiri (handmade) <input type="checkbox"/> Other: _____</p> <p>Bentuk hadiah apa yang Anda berikan untuk TEMAN? (boleh diisi lebih dari satu) *</p> <p><input type="checkbox"/> Makanan / Minuman <input type="checkbox"/> Cinderamata <input type="checkbox"/> Boneka <input type="checkbox"/> Pakuan <input type="checkbox"/> Tas <input type="checkbox"/> Sepatu <input type="checkbox"/> Voucher <input type="checkbox"/> Produk perawatan diri <input type="checkbox"/> Other: _____</p> <p>Dalam situasi seperti apa jika Anda memberikan hadiah untuk TEMAN? (boleh diisi lebih dari satu) *</p> <p><input type="checkbox"/> Ulang Tahun <input type="checkbox"/> Tahun Baru <input type="checkbox"/> Hari Raya Keagamaan (Natal, Idul Fitri, Imlek, dll) <input type="checkbox"/> Hari Ibu <input type="checkbox"/> Hari Valentine <input type="checkbox"/> Kenalkan Jabatan <input type="checkbox"/> Kelulusan <input type="checkbox"/> Other: _____</p>
--	--

Dimana Anda biasa membelikan hadiah untuk TEMAN? (boleh diisi lebih dari satu) *

- Mall
- Department Store
- Supermarket
- Toko pusat kado
- Online Shop / Online Marketplace
- Membuat sendiri (handmade)
- Other:

Bagi yang memiliki pasangan, bentuk hadiah apa yang Anda berikan untuk PASANGAN? (boleh diisi lebih dari satu)

- Makanan / Minuman
- Cinderamata
- Boneka
- Pakaiannya
- Tas
- Sepatu
- Voucher
- Produk perawatan diri
- Other:

Bagi yang memiliki pasangan, dalam situasi seperti apa jika Anda memberikan hadiah untuk PASANGAN? (boleh diisi lebih dari satu)

- Ulang Tahun
- Tahun Baru
- Hari Raya Keagamaan (Natal, Idul Fitri, Imlek, dll)
- Hari Ibu
- Hari Valentine
- Kenalkan Jobatan
- Kelulusan
- Other:

Bagi yang memiliki pasangan, dimana Anda biasa membelikan hadiah untuk PASANGAN? (boleh diisi lebih dari satu)

- Mall
- Department Store
- Supermarket
- Toko pusat kado
- Online Shop / Online Marketplace
- Membuat sendiri (handmade)
- Other:

<p>Selain untuk keluarga, teman dan pasangan, kepada siapa Anda memberikan hadiah? *</p> <p>Your answer:</p> <hr/>	<p>Selain untuk keluarga, teman dan pasangan, bentuk hadiah seperti apa yang Anda berikan? *</p> <p>Your answer:</p> <hr/>					
<p>Selain untuk keluarga, teman dan pasangan, dalam situasi seperti apakah Anda memberikan hadiah? *</p> <p>Your answer:</p> <hr/>						
<p>Selain untuk keluarga, teman dan pasangan, dimana Anda memberikan hadiah? *</p> <p>Your answer:</p> <hr/>						
Personal Characteristics						
<small>(SC 1 - SC 3, SM 1 - SM 13, SE 1 - SE 5)</small> <small>*Berikan jawaban yang sesuai dengan diri Anda</small>						
<p>Ketika saya tidak yakin bagaimana saya bertindak dalam situasi sosial, saya melihat ke perilaku orang lain sebagai panduan. *</p>						
<input type="radio"/> Sangat Tidak Setuju	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> Sangat Setuju
<p>Saya mencoba untuk memperhatikan reaksi orang lain terhadap perilaku saya untuk menghindari penolakan. *</p>						
<input type="radio"/> Sangat Tidak Setuju	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> Sangat Setuju
<p>Sangat penting bagi saya untuk menyesuaikan diri ke dalam kelompok saya ikuti. *</p>						
<input type="radio"/> Sangat Tidak Setuju	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> Sangat Setuju
<p>Dalam situasi sosial, saya memiliki kemampuan untuk mengubah perilaku saya jika saya merasa bahwa keadaan menuntut saya seperti itu. *</p>						
<input type="radio"/> Sangat Tidak Setuju	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> Sangat Setuju
<p>Saya memiliki kemampuan untuk mengendalikan cara saya berinteraksi dengan orang-orang, tergantung pada kesan yang ingin saya berikan pada mereka. *</p>						
<input type="radio"/> Sangat Tidak Setuju	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> Sangat Setuju

Ketika saya merasa bahwa citra yang saya bangun tidak bekerja, saya dapat segera mencari cara lain agar citra saya dapat terbangun. *

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

Saya mengalami kesulitan mengubah perilaku saya agar sesuai dengan orang yang berbeda dan situasi yang berbeda. (R.) *

1	2	3	4	5	
Sangat Setuju	<input type="radio"/> Sangat Tidak Setuju				

Saya menemukan bahwa saya dapat menyesuaikan perilaku saya untuk memenuhi kebutuhan dari setiap situasi dimana saya berada *

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

Bahkan ketika suatu hal memungkinkan saya untuk memperoleh keuntungan, saya mengalami kesulitan memberikan ekspresi yang baik. (R.) *

1	2	3	4	5	
Sangat Setuju	<input type="radio"/> Sangat Tidak Setuju				

Ketika saya menyadari akan situasi apa yang sedang terjadi, mudah bagi saya untuk mengatur tindakan saya agar sesuai dengan situasi tersebut *

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

Saya sering dapat membaca emosi nyata (yang sebenarnya) orang-orang melalui mata mereka. *

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

Dalam percakapan, saya sensitif terhadap perubahan sekecil apapun pada ekspresi wajah orang yang saya ajak bicara. *

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

Kekuatan intuisi saya cukup baik untuk memahami emosi dan motif orang lain. *

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

Ketika seseorang melontarkan suatu lelucon, saya dapat memberitahuinya ketika orang lain menganggapnya tidak lucu, meskipun mungkin mereka tertawa terbahak-bahak. *

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

Saya biasanya dapat memberitahu ketika saya telah mengatakan sesuatu hal yang tidak pantas dengan membacanya dari mata pendengar. *

1 2 3 4 5

Sangat Tidak Setuju Sangat Setuju

Jika seseorang berbohong kepada saya, saya biasanya langsung mengetahui dari ekspresi orang tersebut. *

1 2 3 4 5

Sangat Tidak Setuju Sangat Setuju

Saya merasa bahwa saya orang yang berharga, setidaknya pada suatu bidang yang sama dengan orang lain. *

1 2 3 4 5

Sangat Tidak Setuju Sangat Setuju

Saya merasa bahwa saya memiliki sejumlah kualitas yang baik. *

1 2 3 4 5

Sangat Tidak Setuju Sangat Setuju

Saya mampu melakukan hal-hal sama baiknya dengan kebanyakan orang lain. *

1 2 3 4 5

Sangat Tidak Setuju Sangat Setuju

Saya mengambil sikap positif dari diri saya sendiri. *

1 2 3 4 5

Sangat Tidak Setuju Sangat Setuju

Secara keseluruhan, saya puas dengan diri saya sendiri. *

1 2 3 4 5

Sangat Tidak Setuju Sangat Setuju

Motives for Gift Giving

(PH 1 - PH 5, DI 1 - DI 4, VR 1 - VR 4)

*Berikan jawaban yang sesuai dengan pengalaman pemberian hadiah Anda selama satu tahun terakhir.

Saya berusaha agar hadiah yang saya berikan menimbulkan kesan yang baik *

1 2 3 4 5

Sangat Tidak Setuju Sangat Setuju

Saya berusaha agar hadiah yang saya berikan tidak terlihat berkualitas rendah *

1 2 3 4 5

Sangat Tidak Setuju Sangat Setuju

	<p>Saya berusaha agar hadiah yang saya berikan tidak mengecewakan penerima. *</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p>
	<p>Saya sering khawatir tentang apa yang bisa terjadi jika penerima tidak menyukai hadiah yang saya berikan. *</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p>
	<p>Saya tidak akan menyukai konsekuensi jika penerima tidak menyukai hadiah yang saya berikan. *</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p>
	<p>Saya memberikan hadiah karena saya ingin menciptakan kesan positif di mata penerima *</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p>
	<p>Saya berusaha memberikan hadiah yang akan menarik perhatian penerima *</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p>
	<p>Saya merasa bahwa hadiah yang saya berikan akan meningkatkan citra sosial pribadi saya. *</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p>
	<p>Hadiah yang saya berikan akan menunjukkan status sosial saya bagi orang lain. *</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p>
	<p>Saya memberikan hadiah karena hal tersebut penting bagi saya agar hubungan (pertemanan / relasi) kami selalu baik dan berlanjut. *</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p>
	<p>Saya berpikir bahwa hadiah dapat memperkuat hubungan/relasi kami *</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p>

Perceived Similarity Tactics	
<p>Saya sering memberi hadiah karena saya tahu bahwa penerima juga memberi hadiah untuk saya. *</p>	
<p>1 2 3 4 5</p>	
<p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p>	
<p>Jika saya berharap untuk menerima hadiah dari seseorang, maka saya harus memberi hadiah untuk orang tersebut *</p>	
<p>1 2 3 4 5</p>	
<p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p>	
<p>Holiday Giving Inventory</p>	
<p>(SG 1 - SG 3, MP 1 - MF 3, MP 1 - MP 3)</p>	
<p>*Berikan jawaban yang sesuai dengan pengalaman pemberian hadiah Anda selama setahun terakhir.</p>	
<p>Hadiah yang saya berikan mirip dengan barang / sesuatu yang saya sudah miliki *</p>	
<p>1 2 3 4 5</p>	
<p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p>	
<p>Setiap kali penerima melihat hadiah, dia mungkin ingat bahwa saya (pemberi) juga memiliki sesuatu yang mirip dengan hadiah yang saya berikan *</p>	
<p>1 2 3 4 5</p>	
<p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p>	
<p>Saya membelikan hadiah yang sama atau sejenis dengan hadiah yang pernah penerima berikan kepada saya. *</p>	
<p>1 2 3 4 5</p>	
<p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p>	
<p>Setelah hadiah saya berikan, kami bisa menggunakan hadiah tersebut secara bersama-sama. *</p>	
<p>1 2 3 4 5</p>	
<p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p>	
<p>Kadang-kadang ketika kami bertemu, kami menggunakan hadiah bersama-sama *</p>	
<p>1 2 3 4 5</p>	
<p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p>	
<p>Saya membeli hadiah yang sama-sama kami sukai agar kami dapat menggunakan dan menikmati bersama-sama. *</p>	
<p>1 2 3 4 5</p>	
<p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p>	
<p>Hadiah yang saya berikan adalah semacam kenang-kenangan dari pengalaman umum di masa lalu *</p>	
<p>1 2 3 4 5</p>	
<p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p>	

Setiap kali penerima melihat hadiah, dia akan mengingat sesuatu yang pernah kami lakukan bersama-sama. *

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

Hadiah yang saya berikan mencerminkan bahwa kami memiliki pengalaman yang menyenangkan di masa lalu. *

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

Target-Enhancement Tactics

(QII 1 - BS 6, CG 1 - CD 4, BE 1 - SE 6, BD 1 - BD 4, VO 1 - VO 4)

* Berikan jawaban yang sesuai dengan pengalaman penyerahan hadiah Anda selama satu tahun terakhir.

Saya sering menunggu sampai menit terakhir untuk membeli hadiah. *

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

Saya selalu mencoba untuk menghabiskan banyak waktu dalam membeli hadiah. *

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

Saya selalu membuat upaya khusus untuk memilih / membuat hadiah yang spesial untuk orang lain. *

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

Ada banyak pilihan merek untuk dipertimbangkan sebelum akhirnya saya memutuskan hadiah apa yang harus saya beli. *

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

Sangat mudah bagi saya untuk berkeling dan membandingkan hadiah lain yang sejenis. *

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

Hadiah yang saya beli saya sesuaikan dengan kepribadian penerima. *

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

Hadiah yang saya beli relatif mahal harganya *

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

<p>Saya berusaha agar hadiah yang saya beri tidak terlihat murah. *</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p> <p>Saya menghabiskan lebih banyak uang untuk membeli hadiah bagi seseorang yang spesial dibandingkan dengan hadiah lain yang saya beli untuk orang lain . *</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p> <p>Hadiah yang saya beli saat itu pada akhirnya melebihi budget saya yang seharusnya.</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p> <p>Ketika saya membeli hadiah, saya bersikeras bahwa hadiah dibungkus dengan kertas kado yang indah. *</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p> <p>Ketika saya membeli hadiah, saya menyertakan kartu ucapan yang indah. *</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p> <p>Saya merangkai dan mengemas sendiri hadiah yang saya berikan. *</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p> <p>Saya mencoba untuk menambahkan item pada hadiah, yang saya buat khusus untuk penerima hadiah. *</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p> <p>Saya membuat sendiri hadiah yang akan saya berikan (handmade). *</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p> <p>Saya menggunakan jasa gift wrapping agar hadiah yang saya berikan tampak istimewa. *</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p> <p>Ketika saya membelikan hadiah, saya lebih suka untuk membelikan hadiah yang bermerek. *</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Sangat Tidak Setuju <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat Setuju</p>

Hadir yang saya beli berasal dari merek terkenal. *

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

Saya memberikan hadiah bermerek karena penerima menyukai barang bermerek. *

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

Saya memberi hadiah bermerek agar penerima bangga menggunakanannya. *

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

Hadir yang saya beli untuk seseorang yang spesial berbeda jika dibandingkan dengan hadiah yang saya belikan untuk orang lain

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

Ketika saya membeli hadiah saya memastikan untuk membeli sebuah hadiah yang belum pernah saya beli untuk orang lain. *

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

Ketika saya membeli hadiah, saya memastikan bahwa penerima belum pernah memilikiya. *

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

Saya memberikan hadiah yang unik dan tidak pasaran. *

1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/> Sangat Setuju				

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LAMPIRAN 2. DATA RESPONDEN (Karakteristik Responden)

No. Resp	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	1	20	1	1	1	1	1	1,9	1,4	1,2,3	1,2,5	1,7	1,2,3,4,6			
2	1	23	1	1	1	1	1	1,2,5	1	1,2,4	1,2,5,6,7,9,	1,7	1,4,5	1,2,3,5	1,7	1,2,4,5
3	1	21	1	1	1	5	2	1,2,5,6,7,9,	8	1,2	1,2	1,7	1,6	1,2,3,5,6,7,9	1,2,8	1,2,3,4
4	1	24	1	1	3	2	2	1,2	1	1,2,4,5	1,2	1	1,2,4,5	1,2,3	1,5	1,2,4,5
5	1	18	1	1	2	3	2	5,6,7	1	1	5,6,7	1,3,4	1,2	6	6	4
6	2	20	1	1	1	1	2	1,2,5,6	1,8	2,3,5	1,2,5,6	1	1,4,5	2,7	1	1,5,6
7	1	24	1	1	2	4	2	1,2,3	1,3,6	1,2,3,4,5	1,2,3	1	1,2,3,4,5			
8	2	21	1	1	2	3	2	1,9	1,3	1,2	1,2,5,7	1,7	1,2,5	5	1,7	1,2
9	2	20	1	1	3	2	1	2	1	1	1,5	1	6	2	1	1
10	1	18	1	1	4	3	3	1,5,6,7	1	1,5	1,5,6,7	1	1,5	1,5,6,7	1	1,5
11	1	19	1	1	1	1	2	5	1	3	2	7	5	1,3	1,5	3,5
12	1	25	1	1	1	1	2	1,6	1,8	1,2,5	1,2	1	1,2,5	1,3,5,6,7	1,5	1,2,5
13	1	18	1	1	2	2	2	2	1	2	1	3	1	3	1	4
14	1	23	1	1	2	3	2	1,2,3	1,3,5,7	2,3,4	1,2,3	1,3	2,4,5	1,2,3	1,3,5	1,2,5
15	1	18	1	1	1	1	2	1,5	3	3	2	8	3,4	7	5	3
16	2	22	1	1	3	1	1	1,5,7	1,3,4,7	1,2,6	2,3	1,3,5,7	1,2,4,6	5,6,7	1,3,5,7	1,2,5
17	2	20	1	1	3	3	2	6,8	1	5	3	1	1	5,6	1	1,5
18	2	18	1	1	1	1	1	1,2,5,7	1,3,4,7	3,4,6	2,3,5	1,7	2,4,6	2,5	1,7	2,3
19	2	22	1	1	2	1	3	1,5	1,3	1,4,5	1,3,5,7	1	1,4,5	1,5,6,7	1	1,4,5
20	2	20	1	1	1	2	1	1,2,10	1,3,4,7,8	4	2	1	2	10	1,8	6
21	1	20	1	1	2	3	2	5,6	1	2	2	1	4			
22	1	21	1	1	2	2	2	5,9	1,3	1,2	2	1,7	2,4	2,3	1,5	1,4,6
23	2	24	1	1	1	2	2	2,5,6,7,9	1,7	1,2,4,5	1,2,5	1,7	1,2,4,6	2,5,7	1,7	1,2,5
24	1	20	1	1	4	2	1	5	1	1	5	1	1	0	0	0
25	1	21	1	1	2	2	1	1,7	1	1,2	1	8	3	1,2,6	1	1,2,4
26	1	19	1	1	1	1	6	2	1,3,7	3,6	2,5,6	1,3	3,6	2,5,9	1,2,3,5,7	3
27	2	23	1	1	2	1	1	2,5,6	1	1,2,5	2,5	1,7	1,4,5	2,5,7	1,5,7	1,6
28	2	20	1	1	1	4	1	5,6	1	1,2	2,5,6	1	1,2			
29	2	22	1	1	2	1	1	1,5	1	1,2	1,2	1	1,4	2	1	1,2,4
30	2	24	1	1	1	3	2	1,2,5,6,7	1,3,7	1,2,3,4,5	1,2,3,5	1,7	1,2,3,4,5			
31	1	25	1	1	3	2	2	1	1,7	3	1,2,3	1,7	1,3			
32	2	19	1	1	2	2	2	5,6	1,3	1,2	1,2	1,7	1,4,7	5,9	1,5	1,2,4
33	2	21	1	1	1	3	2	1,6,7	1,3	1,2	1,2	1,7	4,6	4,6	1,5	1,2

No. Resp	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
34	1	19	1	1	1	3	2	9	1	2	1,2	1	2,7	5	1,5	1,2
35	2	21	1	1	1	4	3	5,6,7	1,3	1,2	5,6,7,9	1	1	2,5,6,7	1,3	1
36	1	21	1	1	4	1	1	1,5	1	1,2	2,4	1,9	4,6	5	1	1
37	1	21	1	1	4	1	1	1,5	1	1,2	2,4	1,9	4,6	5	1	1
38	1	20	1	1	1	4	3	6,7	1,3	1,2,4,5	5,6,7	1,7	1,2,4,5	3,5,6,7	1,5	1,2,4
39	2	20	1	1	1	4	3	2,5	1,3	1	2,5,6	1	1	2	1	1
40	2	18	1	1	1	2	3	1,2,5	1,4	1,2,3,4	2,7	1	1,2,6	5,13	1,5	1
41	1	19	1	1	4	3	4	5	1	1	1	1	8	5	1	1
42	1	20	1	1	4	3	2	7	1	1	5	1	1	2	5	6
43	1	20	1	1	2	3	3	6,7	1,5	1,2	2,6,8	1	1,4	2,5,6,7	1,5	1
44	1	20	1	1	1	2	5	4	1	1	5	1	1	2	1	1
45	1	21	1	1	1	1	1	5,6,7	1	1,5	1	1	2	5,6	1	1
46	2	21	1	1	3	3	2	5	1	2	1,2	1	1,2,4			
47	2	21	1	1	2	3	3	5,9	1,3	1,2,5	2,9	1,7	2,3,4			
48	2	20	1	1	1	3	2	5,8,9	1,3,7	1,2,4,5	2,3	1,7	2,4,5	5,9	1,3,5	1,2,4,5
49	2	19	1	1	3	2	2	1,5	1,3	1,5,7	1,2	1,7	4,7			
50	2	20	1	1	1	3	2	1,5	1,3	1,2,3	1,2	1	2,4,7,8			
51	1	20	1	1	2	3	2	5,6,7	1,3,7	1,2	2,3	1,7	2,4			
52	1	21	1	1	2	3	2	2,5	1,3	1,5	1,2,3	1,7	1,2,4,5	3,5,6,7,9	1,3,5	1,2,5,6
53	2	25	1	1	3	2	1	1	1	3	1,5	1	2			
54	2	21	1	1	1	2	4	3,5,6,9	1,3,4,7	1,2,4,5,6	1,3,5,6,7	1,5,7	1,2,3,4,5,6	1,3,5,6,7	1,3,5	1,2,4,5,6
55	2	21	1	1	1	2	3	2,5,6	1,3,4,5	1,2,4	1,3,5,6	1,5,7	1,2,4,5	1,3,5,6,7	1,3,5	1,2,4
56	1	22	1	1	2	2	2	1,5,7	1,3	1,2,4,5	1,5,7	1	1,5	1,3,5,6,7	1,5	1,2,4,5
57	1	22	1	1	3	2	2	1,2	4,7	1,4	1,2	1,5,7	1,5	1,2,3,5,6,7	1,5	1,4,5,6
58	2	20	1	1	1	1	2	5,8,9	1,3,7	1,2,4,5	2,3	1,7	2,4,5	5,9	1,3,5	1,2,4,5
59	2	21	1	1	2	1	2	2,5,6	1,3,4,7	1,4,6	2,3	1,7	1,4,6	2,5	1,5,7	1,4,6
60	1	21	1	1	2	2	2	5	1	1	6	1	1	5	5	1
61	2	21	1	1	1	3	2	7	1	1	5	7	5	5	5	1
62	2	21	1	1	2	2	2	6,7	1	1	3	1	4	7	1	2
63	1	21	1	1	1	2	4	1,2,5,6,7	1,7	1,4	1,2	1,2	2,3	1,2,3,6,8	1,3,5,7	1,2,3,4
64	2	21	1	1	4	1	1	6	1	1	7	1	1	3	1	1
65	2	21	1	1	4	2	2	5	1	1	5	1	1	5	1	1
66	1	21	1	1	4	3	2	5,6,7	1,2	1,5	5,6,7	1	1,5	5,6,7	1,5	1,5
67	1	21	1	1	1	3	1	3,5,6,8	1	3	1	1	2	2	1	1
68	2	21	1	1	4	3	2	5	1	1	3,5	5,7	1,4	5,13	1,5	1,9

No. Resp	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
69	2	21	1	1	2	3	2	3,8,11	1,3,7	1,2,5	5	1	1	2,7	1,5	1,2,5
70	1	22	1	1	4	2	2	1,5,7	1,3	1,2,4,5	1,5,7	1	1,5			
71	1	21	1	1	4	1	2	4	1	2	2	1	5			
72	1	21	1	1	4	1	1	6	1	2	1	8	8	2	1	5
73	2	21	1	1	2	3	2	1,3	1,2	4	3	1	1	6,13	1,5	1
74	1	19	1	1	1	3	2	9	1	2	1,2	1	2,7	5	1,5	1,2
75	2	21	1	1	1	4	3	5,6,7	1,3	1,2	5,6,7,9	1	1	2,5,6,7	1,3	1
76	1	21	1	1	4	1	1	1,5	1	1,2	2,4	1,9	4,6	5	1	1
77	1	21	1	1	4	1	1	1,5	1	1,2	2,4	1,9	4,6	5	1	1
78	1	20	1	1	1	4	3	6,7	1,3	1,2,4,5	5,6,7	1,7	1,2,4,5	3,5,6,7	1,5	1,2,4
79	2	20	1	1	1	4	3	2,5	1,3	1	2,5,7	1	1	2	1	1
80	2	18	1	1	1	2	3	1,2,5	1,4	1,2,3,4	2,7	1	1,2,6	5,13	1,7	1
81	1	19	1	1	4	3	4	5	1	1	1	1	8	5	1	1
82	1	18	1	1	4	3	3	1,5,6,7	1	1,5	1,5,6,7	1	1,5	1,5,6,7	1	1,5
83	1	19	1	1	1	1	2	5	1	3	2	7	5	1,3	1,7	3,5
84	1	25	1	1	1	1	2	1,6	1,8	1,2,5	1,2	1	1,2,5	1,3,5,6,7	1,5	1,2,5
85	1	18	1	1	2	2	2	2	1	2	1	3	1	3	1	4
86	1	23	1	1	2	3	2	1,2,3	1,3,5,7	2,3,4	1,2,3	1,3,5,7	2,4,5	1,2,3	1,3,7	2,4,5
87	1	18	1	1	1	1	2	1,5	3	3	2	8	3,4	7	5	3
88	2	22	1	1	3	1	1	1,5,6,7	1,3,4,7	1,2,6	2,3	1,3,5,7	1,2,4,6	5,6,7	1,3,5,7	1,2,6
89	2	20	1	1	3	3	2	6,8	`	5	3	1	1	5,6	1	1,5
90	2	18	1	1	1	1	1	1,2,5,7	1,3,4,7	2,4,6	2,3,5	1,7	2,4,6	2,5	1,7	3,4
91	2	22	1	1	2	1	3	1,5	1,3	1,4,5	1,3,5,6,7	1	1,4,5	1,5,6,7	1	1,4,5
92	2	21	1	1	1	2	3	2,5,6	1,3,4,5	1,2,4	1,3,5,6	1,5,7	1,2,4,5	1,3,5,6,7	1,5,7	1,2,4
93	1	18	1	1	2	3	2	5,6,7	1	1	3,5,6,7	1,3,4	1,2	6	6	4
94	2	20	1	1	1	1	2	1,2,5,6	1,8	2,3,5	1,2,3	1	1,4,5	7	1	1,5,6
95	1	24	1	1	2	4	2	1,2,3	1,3,6	1,2,3,4,5	1,2,3	1	1,2,3,4,5			
96	2	21	1	1	2	3	2	5,9	1,3	1,2	1,2	1,7	1,2,5	5	1,7	1,2
97	2	20	1	1	3	2	1	2	1	1	5	1	6	2	1	1
98	1	18	1	1	4	3	3	1,5,6,7	1	1,5	1,5,6,7	1	1,5	1,5,6,7	1	1,5
99	1	19	1	1	1	1	2	5	1	3	1	7	5	1,2	1,5	3,5
100	1	25	1	1	1	1	2	1,6	1,8	1,2,5	1,2	1	1,2,5	1,2,5,6,7	1,5	1,2,5
101	1	18	1	1	2	2	2	2	1	2	1	3	1	3	1	4
102	1	23	1	1	2	3	2	1,2,3	1,3,5,7	2,3,4	1,2,3	1,3,5,7	2,4,5	1,2,3	1,3,5	2,4,5
103	2	29	2	1	3	4	2	5,6,7,9	1,3,8	2	1,2,4	1,9	2,3,7,8			

No. Resp	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
104	2	26	2	1	1	5	2	1,2,5,9	1,3,8	1,2,3,4,5,6	1,2,3,5,6,7,9	1	1,2,3,4,5,6	1,2,5,6,7,9	1,3,5,8	1,2,3,4,5,6
105	1	31	2	1	1	5	2	5,6,7	1,3,4	1	2,5,6,9	1,7	1			
106	2	25	2	1	1	5	3	6	1	1	5	1,5,10	1	5	1	1
107	1	34	2	1	1	5	6	1,2,3,7,9	1,3,8	1,2,4,5	1,2,8	1,7	1,5	1,2,9	1,2,3	1,2,5
108	2	36	2	1	1	1	2	1,5,6,7,9	1,2,3,4,7,9	1,2,4	1,2,5,6,9	1,2,6,7,9	1,2,4	1,2,5,6,7	1,2,3,6	1,2,4
109	1	30	2	1	4	5	3	2,5,6	1,3	2,5	2	1	2,5	2,5,6	1	2,5
110	2	30	2	1	3	5	2	5	8	1	5	1	1	5,7	1,3	1
111	2	33	2	1	4	2	3	5,6	1	1,2,5	1,5,6	1,7	1,2,4	5	1	1
112	1	31	2	1	1	5	2	1,5,6,7,12	1,2,5,7	1,2,4	1,5	1	1	2,5,6,7	1,2,5	1,2,3,4
113	1	22	2	1	3	5	2	5,6,7	1,3	1,4,5	2,5,6,7	1	1,2,4,6	3,5,6	1,5	1,2,4,5,6
114	2	28	2	1	2	4	2	2,5,7	1	1,2,4	2,7	1	1,2,4,5	2,5,6,7	1,5	1,4,5
115	2	30	2	1	4	5	3	2,5,6	1,4	1,5	5,6,7	1	1,2,4,5	5,6,7	1	1,2,4,5
116	2	27	2	1	1	4	2	6	1	1	5	1	1	6	1	1
117	2	30	2	1	2	5	2	3	1	4	2	1	4	5	1	2
118	2	40	2	1	4	5	2	5	1	2	5	1	6	1	8	1
119	1	28	2	1	1	2	3	8,13	1,3,4,7	1,5	1,2,3,7	1,3,7	1,4,5,6	3,8	1,7	1,3,6
120	2	30	2	1	1	5	2	5,11,12,14	1,2,3	1,2,3,4,5	1,14,11	1,2,3	1,2,3,4,5	1,5,6,7,14	1,3	1,2,3,4,5
121	2	25	2	1	1	2	2	5,6,7,8,15	1,3	1,2,5,	5	1,9	1,2			
122	2	24	2	1	1	2	2	1,2,9	1,2,3,4,7	4,5,6	1,2,7,9	1,3,5,7	4,5,6	2,7,9	1,3,5	4,5,6
123	1	36	2	1	1	5	1	1,2,5,6,9	1,8	1,2,5	1,3,5,6,7	1	8	1,5,6,7	1	1,2,5
124	1	33	2	1	1	1	2	5	1	1,2,4	1,3,5,6	1	1,2	2,3	1,5	1,2,5
125	1	34	2	1	1	4	4	1,6,7,9	1,3,5	1,2	3,5,6,7	1	1,2	2,5,6,7,9	1,5	1,2
126	2	24	2	1	1	2	1	5,6,7	1	1	1,2,3	1	1	9	1	5
127	1	24	2	1	1	1	1	1,2,6	1,4	5	1,2,3	1	5			
128	2	28	2	1	1	5	3	2,5,6,7,9	1,3,4	1,5	1,2	1	1	5,6	1,3,5	1
129	2	29	2	1	4	5	2	1,2,5	1	5	5	1	8	1,2,5	1	2,5
130	1	30	2	1	1	5	3	1,4,7	1	1,2	1,5,6,7	1	1,2	1,5,6,7	1	1,2
131	1	32	2	1	1	4	3	1,2,5	1,8	1,4,5	1	1,3	4,5	2,9	1	4,5
132	1	24	2	1	2	4	1	1	1	4	1,2	1,3	4			
133	1	29	2	1	2	3	2	2	1,3,9	1,2,3,4,5	1,2	1,3	1,2,3,4,5	5,6	1,3	1,2,3,4,5,6
134	2	28	2	1	1	1	1	5,6,7	1,4	1,2,5	2,3	1	1,5	1,2,5	1	1,5
135	1	27	2	1	1	3	5	1,5,6,7	1,3	1,5	1,2,3	1	1,5	1,5,6,7	1,3,5	1,5
136	1	29	2	1	1	4	3	1,2,5	8	1,2,3	1,5	1,6	1,2,3,4	2,9	1,3,5,6	1,2,3,4,5
137	2	22	2	1	2	2	2	1,5,6,7	1,3	1,2,5,6	1,3,5,6,7	1,3,7	1,2,5,6	5,6	1,3,7	1,2,5,6
138	2	26	2	1	1	2	2	1,2,5,6	1,3,4,7	1,2,4,6	1,3,5,6	1	1,2,3,4			

No. Resp	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
139	1	21	2	1	1	5	2	1,5	8	1,2,5,6	1,5,7	8	1,2,8			
140	1	26	2	1	4	1	2	1	8	7	1,2	8	2			
141	2	24	2	1	1	2	2	1,5,7	1,8	1,3,4	2,3	1	1,4,5			
142	2	23	2	1	1	1	1	2,5,13	1,4,9	5	2,3	9	5	2,5	1	5
143	1	25	2	1	1	1	1	1,2,5	1,4,6	1,2,3,4,6	6	1	3,4,6	1,2,3,5,6,7	1,8	1,2,3,4,5,6
144	1	25	2	1	3	2	5	15	1	1	5	1	1	15	1,4	1,5,6
145	1	27	2	1	1	2	2	2,5	3	1	3	9	1	2	1,3	1
146	2	29	2	1	1	5	2	1,6	1,6,7,8	1	1,2	1,6	1	5,6	1	1
147	1	32	2	1	1	5	5	15	1	9	7	1	8	15	1	9
148	1	27	2	1	2	5	2	1,2,5,9	1,3,7	1,2,4	5,6,7	1,5	1,2,4	3,5,6,7	1,5	1,2,4
149	1	30	2	1	3	3	2	1	1,3	3	2,5,6	1,3	1,3			
150	2	35	2	1	2	5	4	16	1	9	2,7	1	1	2,7,9	1	5
151	1	38	2	1	1	5	5	1,2,5,6,7,9	1,3	1,4	1	1,3	1,4	1,5,6,7	1,7	1,4
152	2	30	2	1	1	5	2	1,2,5	1,3,4,7	2,3,4,5,6	5	1,3,5,7	2,3,4,5,6	2,3	1,2,3,5	1,2,3,4,5,6
153	2	26	2	1	3	4	3	1,2,5	1	1,3	2,6,8	1	1,3	2,5,6,7,9	1	1,3
154	2	28	2	1	4	2	3	6,7	1	2,5	5	1	2,5	9	1,5	1,2,5
155	2	26	2	1	1	5	6	5,6,7	1,2,3,4	1,2	1,5,6,7	1	1,2	5,6,7	1,2,3	1,2,5
156	2	30	2	1	3	5	5	1,5,6,7,9	1,3,4,7	1,2,3,5	1	1,3,5,6	1,2,3,4,5	5,6,7,9	1,2,3,6,7	1,2,3,4,5
157	2	23	2	1	1	4	3	2	1	2,5	1,2	1,5	2,4	6	1,5	1,2,3
158	2	26	2	1	1	4	3	2,5,6,7	1,2,5,7	1,2,3,4,5	1,2	1,2,6	1,2,3,4,5	2,5,6,7	1,2,3,5,6	1,2,4,5
159	2	27	2	1	1	1	3	5	1	5	2,3	1	4	5	1	1
160	1	29	2	1	3	2	2	1,2,5,6	1,3	2,5	1,2,3	1	4	2	1,5	4
161	1	31	2	1	1	5	2	5,6,7	1,3,4	1	2,3	1,7	1			
162	2	25	2	1	1	5	3	6	1	1	6	1,5,10	1	5	1	1
163	1	34	2	1	1	5	6	1,2,3,7,9	1,3,8	1,2,4,5	5	1,7	1,5	1,2,9	1,2,3	1,2,5
164	2	36	2	1	1	1	2	1,5,6,7,9	1,2,3,4,7,9	1,2,4	3	1,2,6,7,9	1,2,4	1,2,5,6,7,9	1,2,3,6	1,2,4
165	1	30	2	1	4	5	3	2,5,6	1,3	1,5	1,2	1	2,5	2,5,6	1	2,5
166	2	30	2	1	3	5	2	5	8	1	7	1	1	5,6	1,3	1
167	2	33	2	1	4	2	3	5,6	1	1,2,5	5,6,7	1,7	1,2,4	5	1	1
168	2	35	2	1	2	5	4	16	1	9	2,5,6	1	1	2	1	5
169	1	38	2	1	1	5	5	1,2,5,6,9	1,3	1,4	2,7	1,3	1,4	1,2,5,6,9	1,3	1,4
170	2	30	2	1	1	5	2	1,2,5	1,3,4,7	2,3,4,5,6	1	1,3	2,3,4,5,6	1,2,5	1,2,3,5	1,2,3,4,5,6
171	2	26	2	1	3	4	3	1,2,5	1	1,3	5	1	1,3	5,6,7	1	1,3
172	2	28	2	1	4	2	3	5,6	1	2,5	5,6	1	2,5	5	1,5	1,2,5
173	2	26	2	1	1	5	6	5,6,7	1,2,3,4	1,2	6	1	1,2	5,6,7	1,2,3	1,2,5

No. Resp	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
174	2	30	2	1	3	5	5	1,5,6,7,9	1,3,4,7	1,2,3,5	5	1,3,5,6	1,2,3,4,5	5,6,7,9	1,2,3,6,7	1,2,3,4,5
175	2	23	2	1	1	4	3	2	1	2,5	3	1,5	3,4	6	1,5	1,2,3
176	2	26	2	1	1	4	3	2,5,6,7	1,2,5,6	1,2,3,4,5	1,2	1,2,6	1,2,3,4,5	2,5,6,7	1,2,3,5,6	1,2,4,5
177	2	27	2	1	1	1	3	5	1	5	7	1	4	5	1	1
178	1	29	2	1	3	2	2	1,2,5,6	1,3	2,5	5,6,7	1	4	2	1,5	4
179	1	31	2	1	1	5	2	5,6,7	1,3,4	1	2,5,6	1,7	1			
180	2	25	2	1	1	5	3	6	1	1	2,7	1,5,10	1	5	1	1
181	1	34	2	1	1	5	6	1,2,3,7,9	1,3,8	1,2,4	1	1,7	1,5	1,2,9	1,2,3	1,2,4
182	1	34	2	1	1	4	4	5,6,7,9	1,3,5	1,2	5	1	1,2	2,5,6,7,9	1,5	1,2
183	2	24	2	1	1	2	1	5,6,7	1	1	2,6,8	1	1	9	1	5
184	1	24	2	1	1	1	1	1,3,6	1,4	5	5	1	5			
185	2	28	2	1	1	5	3	3,5,6,7,9	1,3,4	1,5	5	1	1	5,7	1,2,5	1
186	2	29	2	1	4	5	2	1,2,5	1	5	1,2,7,9	1	8	1,2,5	1	2,5
187	1	30	2	1	1	5	3	1,4,7	1	1,2	1,3,5,6,7	1	1,2	1,5,6,7	1	1,2
188	1	22	2	1	1	4	3	1,2,5	1,8	1,4,5	1,3,5,6	1,3	4,5	2,9	1	4,5
189	1	26	2	1	2	4	1	1	1	4	3,5,6,7	1	4			
190	1	23	2	1	2	3	2	5	1,3,9	1,2,3,4,5	1,2,3	1,3	1,2,3,4,5	2,3,5,6,7	1,3	1,2,3,4,5,6
191	2	26	2	1	1	1	1	5,6,7	1,4	1,2,5	1,2,3	1	1,5	5,6	1	1,5
192	1	24	2	1	1	3	5	1,5,6,7	1,3	1,5	1,2	1	1,5	5,6,7,8	1,3,5	1,5
193	1	23	2	1	1	4	3	1,2,5	8	1,2,3	5	1,6	1,2,3,4	2,5,6,7	1,3,5,6	1,2,3,4,5
194	2	25	2	1	2	2	3	1,5,6,7	1,3	1,2,5,6	1,5,6,7	1,3,7	1,2,5,6	5,6	1,3,7	1,2,5,6
195	2	25	2	1	1	2	2	1,2,5,7	1,3,4,7	1,2,4,5	1	1	1,2,3,4			
196	1	27	2	1	1	5	2	1,5	8	1,2,3,6	3	8	1,2,8			
197	1	29	2	1	4	1	2	1	8	9	1,2	8	2			
198	2	32	2	1	1	2	2	1,5,6	1,8	1,2,4	7	1	1,4,5			
199	2	27	2	1	1	4	2	2,5,6,7	1,2,5,6	1,2,3,4,5	5,6,7	1,2,6	1,2,3,4,5	2,5,6,7	1,2,3,5,6	1,2,4,5
200	2	30	2	1	1	1	2	5	1	5	2,5,6	1	4	5	1	1
201	1	29	2	1	3	2	2	1,2,5,6	1,3	2,5	2,7	1	4	2	1,5	4
202	1	31	2	1	1	5	2	5,6,7	1,3,4	1	1	1,7	1			
203	2	25	2	1	1	5	2	6	1	1	1,2	1,5,10	1	5	1	1
204	1	34	2	1	1	5	6	1,2,3,7,9	1,3,8	1,2,3,5	5	1,7	1,5	1,2,9	1,2,3	1,2,5
205	1	34	2	1	1	4	4	5,6,7,9	1,3,5	1,2	1,5,6,7	1	1,2	2,5,6,7,9	1,5	1,2

Keterangan

A = Jenis kelamin; (1) laki-laki (2) perempuan

B = Usia

C = Pekerjaan; (1) mahasiswa (2) karyawan

D = Pernahkah memberikan hadiah kepada orang lain ; (1) pernah (2) belum pernah

E = Terakhir memberikan hadiah; (1) <1 bulan (2) 1 - 2 bulan (3) 3-6 bulan (4) 6 bulan - 1 tahun

F = Pengeluaran rata-rata per bulan; (1) < Rp 1.000.000 (2) Rp 1.000.001 - Rp 1.500.000 (3) Rp 1.500.001 - Rp 2.000.000 (4) Rp 2.000.001 - Rp 2.500.000 (5) > Rp 2.500.000

G = Budget dalam membeli hadiah; (1) < Rp 100.000 (2) Rp 100.001 - Rp 250.000 (3) Rp 250.001 - Rp 500.000 (4) Rp 500.001 - Rp 750.000 (5) Rp 750.001 - Rp 1.000.000 (6) Rp < 1.000.000

H = Bentuk hadiah untuk keluarga*; (1) makanan/minuman (2) cinderamata (3) boneka (4) alat rumah tangga (5) pakaian (6) tas (7) sepatu (8) *voucher* (9) produk perawatan diri (10) *handmade* (11) uang (12) mainan (13) jam tangan (14) buku (15) perhiasan (16) alat musik

I = Situasi pemberian hadiah untuk keluarga*; (1) ulang tahun (2) tahun baru (3) hari raya keagamaan (4) hari ibu (5) *valentine day* (6) kenaikan jabatan (7) kelulusan (8) insidentil (9) pernikahan (10) perpisahan

J = Tempat pembelian hadiah untuk keluarga*; (1) mall (2) *department store* (3) supermarket (4) toko pusat kado (5) *online shop* (6) membuat sendiri (*handmade*) (7) bakery(8) restoran (9) toko khusus

K = Bentuk hadiah untuk teman*; (1) makanan/minuman (2) cinderamata (3) boneka (4) alat rumah tangga (5) pakaian (6) tas (7) sepatu (8) *voucher* (9) produk perawatan diri (10) *handmade* (11) uang (12) mainan (13) jam tangan (14) buku (15) perhiasan (16) alat musik

L = Situasi pemberian hadiah untuk teman*; (1) ulang tahun (2) tahun baru (3) hari raya keagamaan (4) hari ibu (5) *valentine day* (6) kenaikan jabatan (7) kelulusan (8) insidentil (9) pernikahan (10) perpisahan

M = Tempat pembelian hadiah untuk teman*; (1) mall (2) *department store* (3) supermarket (4) toko pusat kado (5) *online shop* (6) membuat sendiri (*handmade*) (7) bakery(8) restoran (9) toko khusus

N = Bentuk hadiah untuk pasangan*; (1) makanan/minuman (2) cinderamata (3) boneka (4) alat rumah tangga (5) pakaian (6) tas (7) sepatu (8) *voucher* (9) produk perawatan diri (10) *handmade* (11) uang (12) mainan (13) jam tangan (14) buku (15) perhiasan (16) alat musik

O = Situasi pemberian hadiah untuk pasangan*; (1) ulang tahun (2) tahun baru (3) hari raya keagamaan (4) hari ibu (5) *valentine day* (6) kenaikan jabatan (7) kelulusan (8) insidentil (9) pernikahan (10) perpisahan

P = Tempat pembelian hadiah untuk pasangan*; (1) mall (2) *department store* (3) supermarket (4) toko pusat kado (5) *online shop* (6) membuat sendiri (*handmade*) (7) bakery(8) restoran (9) toko khusus

LAMPIRAN 2. DATA RESPONDEN (Instrumen Penelitian Variabel)

No	Kesadaran diri publik			Pemantauan diri													Harga Diri					Keinginan untuk menghindari resiko yang tidak diinginkan					Pengembangan identitas yang diinginkan				Keinginan untuk memperoleh sumber daya berharga dari orang lain				
	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	4	
1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	4	4	5	5				
2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	4	5	5	5	4	5	2	3	5	3	3	5	4	1	1			
3	4	4	5	5	4	5	1	5	5	5	4	5	5	4	4	4	5	5	5	4	5	5	5	5	4	5	5	5	4	5	3	3			
4	4	3	4	4	4	5	2	4	3	4	5	4	4	4	4	3	4	5	5	4	4	4	4	4	5	4	4	3	3	4	5	4			
5	3	3	4	3	3	4	3	4	3	4	4	3	4	4	3	3	3	3	4	3	4	3	4	4	3	3	4	4	4	3	4	4			
6	5	4	5	4	4	5	3	4	4	4	4	5	5	5	3	5	4	5	5	4	5	3	5	4	4	4	3	2	2	1	3	3	2	2	
7	4	5	4	4	2	2	4	2	4	2	4	4	4	2	4	4	4	4	4	4	4	2	4	4	4	2	2	2	1	2	2	2	2		
8	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	4	4	4	4	4	3	2	4	2	2	3	3	2	2	
9	3	5	5	5	5	3	5	1	2	1	4	1	2	5	5	1	1	1	2	4	3	5	5	5	4	5	5	3	3	5	5	5	3		
10	3	3	3	3	3	3	3	3	3	3	2	2	2	3	3	2	3	3	3	5	5	4	3	4	3	2	3	3	3	3	3	2	1		
11	4	5	5	4	4	4	3	4	2	4	3	4	3	1	5	3	3	3	4	4	5	5	5	4	1	5	2	4	3	5	5	1	1		
12	4	5	4	5	4	3	3	4	3	5	5	5	5	4	5	5	1	4	4	3	2	5	5	5	5	2	1	4	1	1	2	2	2		
13	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	2	5	5	5	5	3	3	3	3	3	3	3	3	3	3	4	4	4		
14	4	4	5	4	4	4	3	4	4	4	4	3	4	3	4	4	4	4	4	5	5	4	4	4	3	5	3	4	3	5	5	3	4		
15	5	3	5	4	3	3	3	3	2	5	3	4	5	5	2	5	3	3	3	3	3	4	3	4	3	4	3	4	3	4	2	4			
16	1	3	4	4	3	2	2	5	1	5	5	5	5	1	5	5	5	5	5	5	5	4	4	4	4	1	1	3	3	1	1	5	5	1	1
17	4	4	5	5	5	1	5	1	5	5	5	5	5	5	5	5	4	5	5	5	4	5	5	5	3	3	3	3	3	3	4	3	1	1	
18	3	3	4	3	3	5	2	3	3	3	4	4	4	4	4	5	3	3	3	4	4	4	4	5	5	3	4	3	5	3	4	4	3	3	
19	4	5	4	4	5	4	2	5	3	5	4	4	5	5	4	5	5	5	5	5	5	5	5	5	4	4	3	4	4	4	4	5	3		
20	4	5	4	1	1	5	1	2	2	2	4	4	4	4	4	2	3	3	4	3	2	5	3	5	5	2	3	4	3	2	3	4	2	2	
21	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	4	4	4	4	3	2	2	2	1	4	4	2	2	
22	4	4	5	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	2	2	2	3	4	4	2	2		
23	3	4	5	4	4	4	4	4	3	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	3	2	4	4	4	3	4	4	3	4	

No	Kesadaran diri publik			Pemantauan diri													Harga Diri					Keinginan untuk menghindari resiko yang tidak diinginkan					Pengembangan identitas yang diinginkan				Keinginan untuk memperoleh sumber daya berharga dari orang lain			
	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	4
24	4	4	5	5	5	5	1	5	2	5	4	2	5	2	5	4	5	5	5	5	5	5	5	5	1	1	3	2	1	1	2	4	4	3
25	2	2	3	4	4	2	4	3	1	4	4	5	3	3	5	3	3	4	4	4	4	5	4	5	4	2	2	4	4	4	4	3	2	2
26	4	2	3	5	5	5	5	5	5	5	3	3	3	2	5	3	5	5	3	5	5	5	5	5	5	4	4	4	5	5	5	5	5	5
27	5	4	4	4	4	4	2	4	3	4	4	4	5	2	4	3	4	3	4	4	4	5	4	5	4	3	3	3	3	2	5	5	3	2
28	4	4	5	3	3	4	4	4	4	4	3	4	3	2	2	2	4	3	3	3	5	4	5	3	3	3	4	3	2	2	4	5	2	2
29	3	4	4	3	4	4	1	4	3	3	3	4	3	3	3	3	4	3	3	3	3	3	4	3	3	3	3	3	2	2	4	4	4	
30	4	4	3	4	4	3	3	3	3	3	4	4	4	4	4	3	4	4	4	4	3	3	4	2	3	2	2	3	3	4	5	3	2	
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32	4	4	4	4	4	4	2	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	2	2	3	4	2	2
33	4	4	4	4	4	4	2	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	2	2	4	4	2	2	2	
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37	3	4	4	2	4	3	3	4	4	4	3	3	3	4	5	5	5	5	5	5	4	4	4	2	2	3	3	3	4	4	2	2		
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47	4	4	5	4	3	3	4	4	4	4	4	3	3	2	3	3	4	4	4	4	4	4	4	4	3	3	4	4	2	2	4	4	2	2

No	Kesadaran diri publik	Pemantauan diri													Harga Diri					Keinginan untuk menghindari resiko yang tidak diinginkan					Pengembangan identitas yang diinginkan				Keinginan untuk memperoleh sumber daya berharga dari orang lain					
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50	4	4	5	5	3	3	4	4	4	5	3	3	3	4	3	3	4	4	4	4	4	4	4	4	4	4	4	2	2	4	4	3	2	
51	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	3	4	4	2	2	4	4	3	2	
52	3	4	5	4	4	3	3	4	4	4	3	4	4	3	4	2	3	4	4	4	4	4	4	4	2	2	4	4	4	4	3	3		
53	3	2	4	2	2	4	2	4	4	4	4	3	4	4	4	5	4	4	4	4	5	4	4	4	4	4	4	4	5	5	5	5		
54	3	4	4	2	4	2	2	3	4	3	5	5	5	4	3	5	5	5	5	4	5	4	5	2	2	2	2	2	2	4	4	4	2	
55	3	4	4	2	4	2	2	3	4	2	5	5	5	4	3	5	5	5	5	4	5	5	5	2	2	2	2	2	2	4	4	4	2	
56	2	3	5	4	4	4	4	4	3	4	3	3	4	2	3	4	3	3	3	4	4	5	3	4	4	2	3	3	3	3	4	3	2	3
57	4	4	5	4	4	4	3	4	3	4	4	4	4	4	3	4	4	4	4	5	4	5	5	4	5	5	4	5	5	5	4	5	4	3
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59	4	4	4	4	3	4	4	4	5	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	3	3		
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61	4	4	4	4	4	5	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	3	4	4	3	4		
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63	4	4	5	5	5	5	3	4	4	3	5	5	5	4	5	4	4	4	3	4	3	5	5	5	5	2	4	4	2	1	5	5	4	1
64	4	4	3	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3	2	4	3	3	2	2	2	2	1	
65	4	4	3	4	4	5	3	4	3	4	3	3	4	3	3	3	4	4	4	4	4	5	5	5	3	3	5	5	4	3	5	3	3	
66	3	4	4	4	3	2	2	4	3	2	4	4	4	3	4	4	4	5	4	4	3	4	2	3	3	3	4	3	4	4	3	3		
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68	4	4	4	3	3	4	4	4	2	4	4	4	4	3	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	3	3		
69	3	4	4	4	4	4	4	4	2	4	4	4	4	3	4	5	5	5	5	4	4	5	5	5	4	3	5	4	4	3	3	3		
70	4	5	5	5	5	4	3	4	3	4	3	3	3	2	3	3	4	4	4	5	5	5	5	4	5	5	3	2	5	5	1	4		
71	4	3	4	4	4	4	2	4	2	4	2	5	4	3	4	2	4	4	4	4	4	4	4	3	4	4	4	3	4	4	4	4		

No	Kesadaran diri publik			Pemantauan diri													Harga Diri					Keinginan untuk menghindari resiko yang tidak diinginkan					Pengembangan identitas yang diinginkan				Keinginan untuk memperoleh sumber daya berharga dari orang lain			
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72	4	3	4	5	4	4	2	3	3	4	3	4	3	3	3	3	4	4	4	4	3	4	3	4	2	4	2	3	3	2	3	4	2	3
73	3	4	5	3	4	3	4	3	3	4	4	3	3	4	3	5	4	3	3	4	5	5	3	4	3	2	2	3	2	2	4	4	2	2
74	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	3	3	2	2	2	2	4	4	2	2	
75	3	4	4	4	4	4	3	4	3	3	4	3	4	4	4	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	4	3	
76	3	4	4	2	4	3	3	4	4	4	3	4	3	3	3	4	5	5	5	5	5	4	4	4	2	2	3	3	3	3	4	4	2	2
77	3	4	4	2	4	3	3	4	4	4	3	4	3	3	3	4	5	5	5	5	5	4	4	4	2	2	3	3	3	3	4	4	2	2
78	4	5	5	5	5	5	2	4	4	1	5	5	5	3	5	5	5	5	5	5	4	5	5	4	1	3	1	1	1	5	5	1	1	
79	4	4	4	4	3	2	4	4	4	4	4	2	4	4	4	3	4	4	4	4	5	5	5	5	2	2	2	2	2	4	4	4	4	
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81	4	4	4	4	4	4	4	4	4	4	5	4	2	2	2	2	4	4	5	4	4	4	4	4	2	2	2	4	4	4	2			
82	3	3	3	3	3	3	3	3	3	3	2	2	2	3	3	2	3	3	2	4	5	4	3	4	3	2	3	3	3	3	3	2	1	
83	4	5	5	4	4	3	4	2	4	3	4	3	1	5	3	3	3	3	4	5	5	5	4	1	5	2	4	3	5	5	1	1		
84	4	5	4	5	4	3	3	4	3	5	5	5	5	4	5	5	1	4	3	3	1	5	5	5	5	2	1	4	1	1	2	2	2	
85	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	5	5	5	5	5	3	3	3	3	3	3	3	3	4	4	4	4	
86	4	4	5	4	4	4	3	4	4	4	4	4	3	4	4	4	4	4	5	5	5	5	4	4	4	3	5	3	4	3	5	5	3	4
87	5	4	5	4	3	3	3	2	5	3	4	5	5	2	5	3	3	4	4	4	4	4	3	4	3	4	3	4	3	4	2	4		
88	1	3	4	4	3	2	2	5	1	5	5	5	5	1	5	5	5	5	5	4	4	4	4	1	1	3	3	1	1	5	5	1	1	
89	4	4	5	5	5	4	5	1	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	3	3	3	3	4	3	1	1	
90	3	5	4	3	3	5	3	3	3	4	4	4	4	4	4	5	4	4	5	4	5	4	4	5	5	3	4	3	5	3	4	4	3	3
91	4	5	4	4	5	4	4	5	3	5	4	4	5	5	4	5	5	5	5	5	5	5	5	5	5	4	4	3	4	4	4	5	3	
92	3	3	4	2	4	2	1	3	4	2	5	4	5	4	3	5	5	5	5	4	3	5	5	5	2	2	2	2	2	4	4	4	2	
93	3	5	4	3	3	4	4	4	3	4	3	4	4	3	3	3	5	5	5	5	5	4	4	4	3	3	4	4	4	3	4	4		
94	5	5	5	4	4	5	4	4	4	4	5	5	5	3	5	5	4	5	5	5	5	3	5	4	4	3	3	4	4	4	3	4	4	
95	4	5	4	4	2	2	2	2	4	2	4	2	4	2	4	4	3	2	2	3	4	4	4	2	2	2	1	3	3	2	2	2		

No	Kesadaran diri publik			Pemantauan diri													Harga Diri					Keinginan untuk menghindari resiko yang tidak diinginkan					Pengembangan identitas yang diinginkan				Keinginan untuk memperoleh sumber daya berharga dari orang lain			
	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	4
96	4	5	5	4	4	4	5	4	4	4	4	4	4	4	4	5	5	5	5	5	4	4	4	4	3	2	4	2	2	3	3	2	2	
97	3	5	5	5	5	3	5	1	2	1	4	3	2	5	5	1	3	3	5	4	5	5	5	5	4	5	5	3	3	3	5	5	3	
98	3	1	3	3	3	3	1	3	2	3	2	1	2	3	3	1	2	1	1	3	2	4	3	4	3	2	3	3	3	3	3	2	1	
99	4	5	5	4	4	4	3	4	2	4	3	4	3	1	5	2	2	3	3	3	5	5	5	4	1	5	2	4	3	5	5	1	1	
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101	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	5	5	5	5	3	3	3	3	3	3	3	3	4	4	4	4	
102	4	5	5	4	4	4	5	4	5	4	4	3	4	4	5	5	5	5	5	5	5	4	4	4	3	5	3	4	3	5	5	3	4	
103	4	4	4	4	4	3	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	3	2	2	2	2	4	4	4	2	
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109	4	5	5	4	3	3	3	3	3	4	4	4	4	3	4	4	5	5	5	5	5	4	3	5	4	3	4	4	4	5	5	3	4	
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111	4	4	3	3	4	3	4	4	4	4	5	5	5	4	5	4	4	4	5	5	3	3	4	4	2	3	3	2	2	4	4	2	2	
112	3	3	5	5	3	4	2	4	3	5	4	2	5	1	1	3	5	5	5	5	2	3	4	4	4	3	4	3	3	4	2			
113	4	2	5	5	5	2	4	4	4	2	2	3	4	4	3	4	4	2	4	2	5	2	4	1	1	1	3	4	2	5	4	1	4	
114	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
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117	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
118	5	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
119	4	4	5	4	5	4	4	4	3	4	4	3	3	3	3	4	4	4	4	4	5	4	4	4	4	5	4	4	4	4	4	4	4	

No	Kesadaran diri publik			Pemantauan diri													Harga Diri					Keinginan untuk menghindari resiko yang tidak diinginkan					Pengembangan identitas yang diinginkan				Keinginan untuk memperoleh sumber daya berharga dari orang lain				
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No	Kesadaran diri publik			Pemantauan diri													Harga Diri					Keinginan untuk menghindari resiko yang tidak diinginkan					Pengembangan identitas yang diinginkan				Keinginan untuk memperoleh sumber daya berharga dari orang lain			
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No	Kesadaran diri publik			Pemantauan diri													Harga Diri					Keinginan untuk menghindari resiko yang tidak diinginkan					Pengembangan identitas yang diinginkan				Keinginan untuk memperoleh sumber daya berharga dari orang lain				
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No	Taktik kesamaan yang dirasakan									Taktik <i>target-enhancement</i>																								
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No	Taktik kesamaan yang dirasakan									Taktik <i>target-enhancement</i>																							
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No	Taktik meningkatkan kesamaan yang dirasakan									Taktik <i>target-enhancement</i>																								
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No	Taktik kesamaan yang dirasakan									Taktik <i>target-enhancement</i>																								
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No	Taktik kesamaan yang dirasakan									Taktik <i>target-enhancement</i>																							
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No	Taktik kesamaan yang dirasakan									Taktik <i>target-enhancement</i>																								
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176	2	2	1	1	3	1	3	5	5	4	1	5	3	3	5	1	5	5	3	5	5	5	3	1	5	3	2	3	3	5	3	5	5	
177	3	3	3	3	3	3	3	3	3	2	4	4	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
178	4	4	4	4	4	4	4	4	4	2	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	
179	3	3	2	2	1	1	3	3	3	3	4	5	5	5	5	3	5	4	2	5	5	3	3	3	4	4	4	3	4	5	3	3	3	
180	2	3	3	2	2	3	4	4	4	4	3	4	4	4	5	5	4	4	5	5	5	4	3	3	3	5	5	5	5	5	5	5	5	
181	2	4	4	3	3	3	5	5	3	3	5	5	5	5	3	5	1	1	3	4	2	4	4	2	4	3	3	4	4	4	4	5	5	
182	3	2	2	2	2	2	3	3	3	4	3	3	4	3	4	3	4	4	4	3	3	2	2	2	2	4	4	4	4	3	4	4		
183	2	2	3	2	2	3	2	2	2	4	2	2	2	2	4	3	4	4	3	3	2	2	2	2	1	2	3	2	2	3	4	3	2	3
184	1	3	1	1	1	1	1	5	5	1	1	1	5	5	5	2	5	5	1	5	5	3	5	5	5	3	3	5	3	5	3	5	5	
185	3	4	3	2	2	3	3	3	2	3	2	3	3	3	4	3	3	3	3	4	4	2	2	2	4	3	3	3	2	3	3	3	3	
186	3	3	3	3	3	3	4	4	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
187	2	4	2	2	2	2	2	3	3	2	2	3	3	3	4	2	3	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	
188	3	4	3	3	3	3	3	4	4	3	3	4	4	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	4	4	4	4	
189	5	4	5	5	4	5	5	4	5	5	4	5	4	4	5	4	5	4	5	5	4	4	4	5	4	4	5	4	5	4	5	4	5	
190	1	1	1	3	3	3	3	3	3	3	2	3	4	3	4	2	3	4	3	3	3	3	3	3	3	1	3	3	1	1	4	4	3	3
191	1	5	1	4	4	5	5	5	5	3	5	4	5	5	5	1	2	2	1	4	5	5	5	5	5	2	1	3	3	3	5	5	4	
192	3	4	4	3	4	4	4	4	4	3	3	4	4	3	3	1	5	1	1	3	3	3	3	3	1	1	1	1	5	5	5	5		
193	3	2	1	2	3	2	2	4	5	2	1	4	4	3	4	3	4	4	3	4	4	4	4	3	2	3	3	2	5	4	4	3		
194	1	1	1	1	4	4	1	4	4	1	4	5	5	5	5	4	4	4	4	1	5	5	5	4	1	3	3	2	1	5	5	5		
195	3	4	3	3	4	3	4	4	4	4	4	4	4	3	3	3	4	4	3	3	3	3	1	3	3	3	3	3	4	4	4	4		
196	3	3	2	3	2	3	4	4	4	4	2	3	4	2	4	3	3	2	3	2	3	3	3	3	2	2	3	3	4	2	3	3		
197	2	2	2	2	2	2	2	2	2	4	2	2	2	2	2	2	1	2	1	1	1	1	1	1	1	1	1	1	2	2	2	3		
198	1	1	1	1	1	1	2	2	3	1	3	4	4	4	4	3	3	1	1	3	1	3	4	2	1	3	3	2	3	3	4	4		
199	2	2	1	1	1	1	3	5	5	4	1	5	3	3	5	1	5	4	3	5	5	3	1	2	3	2	3	3	5	3	5			
200	3	3	3	3	2	3	3	3	2	4	4	3	2	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3		
201	4	4	4	4	4	5	4	4	4	3	3	3	4	3	3	3	4	4	3	3	3	3	3	4	3	3	3	4	4	4	4	4		
202	3	3	2	4	3	2	3	3	3	4	4	5	5	5	5	3	5	5	2	5	5	3	3	3	5	4	4	3	4	5	3	3		
203	2	3	3	4	4	5	4	4	4	4	3	4	4	4	5	5	4	5	5	5	5	4	3	3	4	5	5	5	5	5	5			
204	2	4	4	4	4	4	3	5	5	5	3	5	5	5	5	3	5	4	1	3	4	2	4	4	4	4	3	4	4	4	4	5		
205	3	2	2	3	2	4	3	3	3	5	3	3	4	3	4	3	4	4	4	3	3	2	2	2	3	4	4	4	4	3	4			

**LAMPIRAN 3. HASIL UJI VALIDITAS DAN UJI RELIABILITAS
Responden Mahasiswa**

Kesadaran Diri Publik

Case Processing Summary

	N	%
Valid Cases	102	91.9
Excluded ^a	9	8.1
Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.794	.795	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SC-1	8.12	2.342	.601	.362	.758
SC-2	7.77	2.216	.657	.439	.698
SC-3	7.48	2.371	.654	.434	.704

Pemantauan Diri

Case Processing Summary

		N	%
Cases	Valid	102	91.9
	Excluded ^a	9	8.1
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.863	.868	13

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SM-1	43.28	54.483	.578	.583	.850
SM-2	43.33	54.838	.657	.595	.846
SM-3	43.48	55.896	.473	.364	.856
SM-4	43.97	58.702	.252	.381	.870
SM-5	43.29	54.210	.689	.797	.844
SM-6	43.85	58.305	.295	.384	.867
SM-7	43.32	55.112	.513	.694	.854
SM-8	43.28	53.592	.722	.748	.842
SM-9	43.30	53.818	.595	.532	.849
SM-10	43.21	53.096	.719	.759	.842
SM-11	43.73	56.518	.395	.378	.861
SM-12	43.35	55.498	.534	.614	.853
SM-13	43.29	53.596	.568	.617	.850

Harga Diri

Case Processing Summary

	N	%
Valid Cases	102	91.9
Excluded ^a	9	8.1
Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.901	.906	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SE-1	16.64	8.174	.771	.651	.876
SE-2	16.48	8.529	.798	.797	.870
SE-3	16.48	8.311	.794	.719	.870
SE-4	16.33	9.333	.821	.710	.873
SE-5	16.38	8.991	.631	.589	.907

Keinginan untuk menghindari resiko yang tidak diinginkan

Case Processing Summary

	N	%
Valid	102	91.9
Cases Excluded ^a	9	8.1
Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.615	.698	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PH-1	15.08	5.123	.552	.649	.506
PH-2	15.39	5.290	.314	.393	.586
PH-3	15.07	5.134	.595	.712	.498
PH-4	15.93	3.629	.520	.316	.466
PH-5	16.45	5.121	.143	.197	.718

Pengembangan identitas yang diinginkan

Case Processing Summary

	N	%
Valid	102	91.9
Cases Excluded ^a	9	8.1
Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.852	.849	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
DI-1	8.87	7.498	.635	.459	.836
DI-2	9.05	8.522	.534	.300	.872
DI-3	9.28	6.661	.827	.786	.750
DI-4	9.56	6.902	.787	.751	.769

Keinginan untuk memperoleh sumber daya berharga dari orang lain

Case Processing Summary

	N	%
Valid	102	91.9
Cases Excluded ^a	9	8.1
Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.693	.704	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VR-1	9.42	5.870	.436	.662	.655
VR-2	9.37	5.642	.515	.673	.614
VR-3	10.50	4.609	.493	.440	.625
VR-4	10.79	4.937	.492	.445	.620

Taktik kesamaan yang dirasakan

Sebuah hadiah yang menyerupai obyek yang sudah dimiliki pemberi

Case Processing Summary

	N	%
Valid Cases	102	91.9
Excluded ^a	9	8.1
Total	111	100.0

- a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.771	.771	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PS-1	5.18	2.365	.720	.520	.557
PS-2	5.06	2.630	.579	.397	.724
PS-3	5.43	2.980	.529	.325	.772

Saling mengkonsumsi hadiah di waktu yang akan datang

Case Processing Summary

	N	%
Valid Cases	100	90.1
Excluded ^a	11	9.9
Total	111	100.0

- a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.932	.933	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PS-4	5.07	4.571	.849	.722	.911
PS-5	5.18	4.856	.873	.764	.893
PS-6	5.01	4.656	.861	.745	.901

Sebuah hadiah untuk memperkuat peristiwa bersama di masa lalu

Case Processing Summary

	N	%
Valid Cases	102	91.9
Excluded ^a	9	8.1
Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.745	.773	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PS-7	7.60	2.263	.458	.238	.839
PS-8	7.36	2.610	.720	.590	.539
PS-9	7.41	2.443	.602	.539	.626

Taktik target-enhancement

Upaya pemilihan hadiah

Case Processing Summary

	N	%
Valid Cases	102	91.9
Excluded ^a	9	8.1
Total	111	100.0

- a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.643	.658	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TE-1	18.41	8.938	.341	.203	.623
TE-2	18.30	8.966	.399	.240	.592
TE-3	17.53	9.816	.502	.357	.562
TE-4	17.64	9.580	.411	.420	.586
TE-5	17.79	10.343	.365	.367	.604
TE-6	17.43	11.178	.277	.280	.632

Hadiah yang mahal

Case Processing Summary

	N	%
Valid	102	91.9
Cases Excluded ^a	9	8.1
Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.667	.676	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TE-7	9.61	5.983	.428	.223	.619
TE-8	8.68	5.132	.539	.331	.542
TE-9	8.86	4.535	.463	.273	.598
TE-10	9.29	5.358	.394	.174	.637

Memperpanjang upaya khusus

Case Processing Summary

	N	%
Valid	102	91.9
Cases Excluded ^a	9	8.1
Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.622	.637	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TE-11	15.45	11.022	.418	.410	.555
TE-12	15.93	9.787	.575	.411	.487
TE-13	16.01	11.020	.340	.482	.584
TE-14	15.90	9.871	.571	.451	.490
TE-15	16.73	11.369	.302	.333	.598
TE-16	16.11	13.127	.322	.409	.611

Hadiyah bermerek

Case Processing Summary

		N	%
Cases	Valid	102	91.9
	Excluded ^a	9	8.1
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.852	.858	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TE-17	8.20	6.278	.784	.719	.776
TE-18	8.50	6.708	.665	.670	.824
TE-19	8.50	6.450	.720	.548	.802
TE-20	8.16	6.054	.628	.530	.849

Variasi dalam *gift-giving*

Case Processing Summary

		N	%
Cases	Valid	102	91.9
	Excluded ^a	9	8.1
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.688	.693	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TE-21	11.60	4.579	.263	.131	.755
TE-22	12.00	3.604	.568	.414	.556
TE-23	11.72	4.265	.470	.316	.626
TE-24	11.48	3.698	.625	.398	.524

**LAMPIRAN 4. HASIL UJI VALIDITAS DAN UJI RELIABILITAS
Responden Karyawan**

Kesadaran diri publik

Case Processing Summary

	N	%
Valid	103	100.0
Cases Excluded ^a	0	.0
Total	103	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.612	.621	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SC-1	7.83	2.401	.326	.114	.662
SC-2	7.58	2.030	.520	.306	.356
SC-3	7.17	2.675	.444	.259	.498

Pemantauan diri

Case Processing Summary

		N	%
Cases	Valid	103	100.0
	Excluded ^a	0	.0
	Total	103	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.861	.866	13

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SM-1	42.32	48.671	.565	.619	.849
SM-2	42.16	48.682	.524	.615	.851
SM-3	42.30	47.997	.584	.637	.847
SM-4	42.96	51.155	.268	.438	.869
SM-5	42.40	47.732	.664	.652	.843
SM-6	42.96	50.195	.377	.468	.860
SM-7	42.40	48.379	.616	.663	.846
SM-8	42.33	46.282	.714	.768	.839
SM-9	42.43	48.188	.490	.526	.854
SM-10	42.37	47.333	.655	.677	.843
SM-11	42.82	49.289	.448	.513	.856
SM-12	42.45	51.053	.423	.562	.857
SM-13	42.35	48.465	.596	.625	.847

Harga Diri

Case Processing Summary

	N	%
Cases	Valid	103 100.0
	Excluded ^a	0 .0
	Total	103 100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.910	.915	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SE-1	15.36	8.370	.764	.618	.891
SE-2	15.36	8.429	.871	.817	.873
SE-3	15.33	8.321	.807	.758	.883
SE-4	15.17	8.087	.810	.657	.882
SE-5	15.36	8.330	.646	.433	.921

Keinginan untuk menghindari resiko yang tidak diinginkan

Case Processing Summary

	N	%
Cases	Valid	103 100.0
	Excluded ^a	0 .0
	Total	103 100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.701	.739	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PH-1	14.59	7.969	.606	.758	.605
PH-2	14.83	7.361	.596	.584	.594
PH-3	14.57	8.188	.583	.713	.617
PH-4	15.48	7.271	.426	.265	.674
PH-5	15.83	8.551	.224	.186	.763

Pengembangan identitas yang diinginkan

Case Processing Summary

		N	%
Cases	Valid	103	100.0
	Excluded ^a	0	.0
	Total	103	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.804	.801	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
DI-1	9.21	7.934	.558	.340	.782
DI-2	9.17	8.590	.484	.275	.813
DI-3	9.77	6.592	.764	.736	.678
DI-4	9.89	6.881	.680	.704	.723

Keinginan untuk memperoleh sumber daya yang berharga dari orang lain

Case Processing Summary

		N	%
Cases	Valid	103	100.0
	Excluded ^a	0	.0
	Total	103	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.767	.777	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VR-1	9.28	7.851	.604	.724	.698
VR-2	9.42	8.010	.558	.714	.719
VR-3	10.15	6.635	.545	.483	.736
VR-4	10.21	7.170	.596	.496	.696

Taktik kesamaan yang dirasakan

Sebuah hadiah yang menyerupai obyek yang sudah dimiliki pemberi

Case Processing Summary

		N	%
Cases	Valid	103	100.0
	Excluded ^a	0	.0
	Total	103	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.801	.802	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PS-1	5.41	3.224	.637	.480	.741
PS-2	5.06	3.193	.564	.348	.815
PS-3	5.50	2.664	.751	.577	.612

Saling mengkonsumsi hadiah di waktu yang akan datang

Case Processing Summary

		N	%
Cases	Valid	103	100.0
	Excluded ^a	0	.0
	Total	103	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.926	.926	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PS-4	5.51	4.154	.826	.693	.910
PS-5	5.49	4.174	.839	.719	.901
PS-6	5.35	3.641	.886	.785	.863

Sebuah hadiah untuk memperkuat peristiwa bersama di masa lalu

Case Processing Summary

		N	%
Cases	Valid	103	100.0
	Excluded ^a	0	.0
	Total	103	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.850	.848	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PS-7	6.89	4.567	.526	.284	.958
PS-8	6.43	3.502	.847	.854	.665
PS-9	6.37	3.392	.813	.847	.695

Taktik target-enhancement

Upaya pemilihan hadiah

Case Processing Summary

	N	%
Valid Cases	103	100.0
Excluded ^a	0	.0
Total	103	100.0

- a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.719	.727	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TE-1	17.55	12.367	.148	.171	.780
TE-2	17.71	11.561	.349	.287	.710
TE-3	16.92	9.582	.647	.483	.618
TE-4	16.87	9.994	.611	.574	.633
TE-5	17.07	9.986	.575	.578	.642
TE-6	16.50	11.037	.479	.455	.675

Hadiah yang mahal

Case Processing Summary

	N	%
Valid	103	100.0
Cases Excluded ^a	0	.0
Total	103	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.613	.614	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TE-7	9.72	4.910	.450	.267	.510
TE-8	8.93	5.358	.252	.225	.638
TE-9	9.22	4.038	.506	.306	.448
TE-10	9.82	4.407	.386	.351	.550

Mmempersingkat upaya khusus

Case Processing Summary

	N	%
Valid	103	100.0
Cases Excluded ^a	0	.0
Total	103	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.827	.829	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TE-11	15.05	15.360	.714	.772	.775
TE-12	15.06	14.546	.790	.773	.757
TE-13	15.33	16.478	.588	.436	.802
TE-14	15.32	16.024	.648	.520	.789
TE-15	15.81	17.491	.434	.351	.832
TE-16	15.72	16.773	.441	.326	.835

Hadiyah bermerek

Case Processing Summary

		N	%
Cases	Valid	103	100.0
	Excluded ^a	0	.0
	Total	103	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.926	.927	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TE-17	8.90	7.873	.820	.702	.907
TE-18	9.13	7.837	.832	.710	.903
TE-19	9.11	7.645	.818	.699	.908
TE-20	9.07	7.574	.845	.730	.899

Variasi dalam *gift-giving*

Case Processing Summary

		N	%
Cases	Valid	103	100.0
	Excluded ^a	0	.0
	Total	103	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.698	.725	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TE-21	11.17	4.871	.196	.042	.833
TE-22	11.36	4.468	.501	.323	.625
TE-23	11.18	3.917	.661	.646	.523
TE-24	11.14	3.903	.687	.656	.508

LAMPIRAN 5. HASIL UJI REGRESI LINIER BERGANDA

Pengaruh karakteristik pribadi terhadap motif pengembangan identitas yang diinginkan

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Harga diri, Kesadaran diri publik, Pemantauan diri ^b	.	Enter

- a. Dependent Variable: Memfasilitasi pengembangan identitas yang diinginkan
b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.153 ^a	.023	.009	.88012	1.842

- a. Predictors: (Constant), Harga diri, Kesadaran diri publik, Pemantauan diri
b. Dependent Variable: Memfasilitasi pengembangan identitas yang diinginkan

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.742	3	1.247	1.610	.188 ^b
	Residual	155.698	201	.775		
	Total	159.440	204			

- a. Dependent Variable: Memfasilitasi pengembangan identitas yang diinginkan
b. Predictors: (Constant), Harga diri, Kesadaran diri publik, Pemantauan diri

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	2.155	.468		4.605	.000
	Kesadaran diri publik	.080	.111	.064	.715	.476
	Pemantauan diri	.014	.139	.010	.104	.917
	Harga diri	.153	.088	.126	1.724	.086

- a. Dependent Variable: Memfasilitasi pengembangan identitas yang diinginkan

Pengaruh karakteristik pribadi terhadap motif keinginan untuk menghindari resiko yang tidak diinginkan

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Harga diri, Kesadaran diri publik, Pemantauan diri ^b	.	Enter

a. Dependent Variable: Keinginan untuk menghindari resiko yang tidak diinginkan

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.560 ^a	.313	.303	.50795	1.804

a. Predictors: (Constant), Harga diri, Kesadaran diri publik, Pemantauan diri

b. Dependent Variable: Keinginan untuk menghindari resiko yang tidak diinginkan

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.672	3	7.891	30.583	.000 ^b
	Residual	51.860	201	.258		
	Total	75.532	204			

a. Dependent Variable: Keinginan untuk menghindari resiko yang tidak diinginkan

b. Predictors: (Constant), Harga diri, Kesadaran diri publik, Pemantauan diri

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.468	.270		5.435	.000
	Kesadaran diri publik	.241	.064	.283	3.743	.000
	Pemantauan diri	.307	.080	.302	3.841	.000
	Harga diri	.086	.051	.103	1.680	.095

a. Dependent Variable: Keinginan untuk menghindari resiko yang tidak diinginkan

Pengaruh karakteristik pribadi terhadap motif keinginan untuk memperoleh sumber daya berharga dari orang lain

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Harga diri, Kesadaran diri publik, Pemantauan diri ^b	.	Enter

- a. Dependent Variable: Keinginan untuk memperoleh sumber daya berharga dari orang lain
 b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.268 ^a	.072	.058	.78068	1.832

- a. Predictors: (Constant), Harga diri, Kesadaran diri publik, Pemantauan diri
 b. Dependent Variable: Keinginan untuk memperoleh sumber daya berharga dari orang lain

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.472	3	3.157	5.181	.002 ^b
	Residual	122.501	201	.609		
	Total	131.974	204			

- a. Dependent Variable: Keinginan untuk memperoleh sumber daya berharga dari orang lain
 b. Predictors: (Constant), Harga diri, Kesadaran diri publik, Pemantauan diri

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.967	.415		4.740	.000
	Kesadaran diri publik	.120	.099	.106	1.211	.227
	Pemantauan diri	-.071	.123	-.053	-.581	.562
	Harga diri	.284	.078	.259	3.619	.000

- a. Dependent Variable: Keinginan untuk memperoleh sumber daya berharga dari orang lain

Pengaruh motif *gift-giving* terhadap taktik kesamaan yang dirasakan

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Keinginan untuk memperoleh sumber daya berharga dari orang lain, Keinginan untuk menghindari resiko yang tidak diinginkan, Memfasilitasi pengembangan identitas yang diinginkan ^b		. Enter

a. Dependent Variable: Taktik kesamaan yang dirasakan

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.424 ^a	.180	.168	.63265	1.979

a. Predictors: (Constant), Keinginan untuk memperoleh sumber daya berharga dari orang lain, Keinginan untuk menghindari resiko yang tidak diinginkan , Memfasilitasi pengembangan identitas yang diinginkan

b. Dependent Variable: Taktik kesamaan yang dirasakan

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.	
					.000 ^b	
1	Regression	17.651	5.884	14.700		
	Residual	80.448	.400			
	Total	98.099				

a. Dependent Variable: Taktik kesamaan yang dirasakan

b. Predictors: (Constant), Keinginan untuk memperoleh sumber daya berharga dari orang lain, Keinginan untuk menghindari resiko yang tidak diinginkan , Memfasilitasi pengembangan identitas yang diinginkan

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	1.383	.296		4.670	.000
	Keinginan untuk menghindari resiko yang tidak diinginkan	.113	.084	.099	1.344	.180
	Memfasilitasi pengembangan identitas yang diinginkan	.061	.066	.077	.913	.362
	Keinginan untuk memperoleh sumber daya berharga dari orang lain	.278	.068	.323	4.068	.000

a. Dependent Variable: Taktik kesamaan yang dirasakan

Pengaruh motif *gift-giving* terhadap taktik *target-enhancement*

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Keinginan untuk memperoleh sumber daya berharga dari orang lain, Keinginan untuk menghindari resiko yang tidak diinginkan, Memfasilitasi pengembangan identitas yang diinginkan ^b		. Enter

a. Dependent Variable: Taktik *target-enhancement*

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.650 ^a	.422	.414	.38110	1.835

a. Predictors: (Constant), Keinginan untuk memperoleh sumber daya berharga dari orang lain, Keinginan

untuk menghindari resiko yang tidak diinginkan, Memfasilitasi pengembangan identitas yang diinginkan

b. Dependent Variable: Taktik *target-enhancement*

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
					.000 ^b
1	Regression	21.357	7.119	49.015	
	Residual	29.193	.145		
	Total	50.550			

a. Dependent Variable: Taktik *target-enhancement*

b. Predictors: (Constant), Keinginan untuk memperoleh sumber daya berharga dari orang lain, Keinginan
untuk menghindari resiko yang tidak diinginkan, Memfasilitasi pengembangan identitas yang diinginkan

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.230	.178		6.895	.000
Keinginan untuk menghindari resiko yang tidak diinginkan	.443	.050	.542	8.784	.000
1 Memfasilitasi pengembangan identitas yang diinginkan	.078	.040	.138	1.948	.053
Keinginan untuk memperoleh sumber daya berharga dari orang lain	.037	.041	.060	.907	.366

a. Dependent Variable: Taktik *target-enhancement*

LAMPIRAN 6 : HASIL UJI ONE-WAY ANOVA

Uji beda ditinjau dari karakteristik pekerjaan

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Kesadaran Diri Publik	Mahasiswa	102	3.8952	.72353	.07164	3.7531	4.0373	1.00	5.00
	Karyawan	103	3.7640	.70477	.06944	3.6262	3.9017	1.33	5.00
	Total	205	3.8293	.71544	.04997	3.7307	3.9278	1.00	5.00
Pemantauan Diri	Mahasiswa	102	3.6701	.57333	.05677	3.5575	3.7827	1.00	4.69
	Karyawan	103	3.6184	.52726	.05195	3.5154	3.7215	1.54	4.69
	Total	205	3.6441	.54992	.03841	3.5684	3.7199	1.00	4.69
Harga Diri	Mahasiswa	102	4.1157	.72709	.07199	3.9729	4.2585	1.40	5.00
	Karyawan	103	3.8291	.71258	.07021	3.6899	3.9684	2.00	5.00
	Total	205	3.9717	.73229	.05115	3.8709	4.0725	1.40	5.00
Keinginan untuk menghindari resiko yang tidak diinginkan	Mahasiswa	102	4.1118	.68395	.06772	3.9774	4.2461	2.20	5.00
	Karyawan	103	3.7476	.75405	.07430	3.6002	3.8949	2.00	5.00
	Total	205	3.9288	.74109	.05176	3.8267	4.0308	2.00	5.00
Memfasilitasi pengembangan identitas yang diinginkan	Mahasiswa	102	3.5049	1.02142	.10114	3.3043	3.7055	1.50	5.00
	Karyawan	103	3.3228	.90656	.08933	3.1456	3.5000	1.50	5.00
	Total	205	3.4134	.96736	.06756	3.2802	3.5466	1.50	5.00
Keinginan untuk menerima sumber daya yang berharga dari orang lain	Mahasiswa	102	3.3407	.72848	.07213	3.1976	3.4838	1.75	5.00
	Karyawan	103	3.2549	.87446	.08616	3.0840	3.4258	1.00	5.00
	Total	205	3.2976	.80432	.05618	3.1868	3.4083	1.00	5.00
Taktik kesamaan yang dirasakan	Mahasiswa	102	2.9535	.64425	.06379	2.8270	3.0801	1.78	4.89
	Karyawan	103	2.8886	.74149	.07306	2.7437	3.0336	1.00	4.67
	Total	205	2.9209	.69387	.04846	2.8254	3.0165	1.00	4.89
Taktik peningkatan sasaran	Mahasiswa	102	3.3140	.46198	.04574	3.2233	3.4048	1.92	4.42
	Karyawan	103	3.2750	.53282	.05250	3.1709	3.3792	1.67	4.50
	Total	205	3.2944	.49799	.03478	3.2259	3.3630	1.67	4.50

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Kesadaran Diri Publik	Between Groups	.882	1	.882	1.730	.190
	Within Groups	103.537	203	.510		
	Total	104.419	204			
Pemantauan Diri	Between Groups	.137	1	.137	.451	.503
	Within Groups	61.555	203	.303		
	Total	61.692	204			
Harga Diri	Between Groups	4.208	1	4.208	8.122	.005
	Within Groups	105.188	203	.518		
	Total	109.396	204			
Keinginan untuk menghindari resiko yang tidak diinginkan	Between Groups	6.797	1	6.797	13.111	.000
	Within Groups	105.243	203	.518		
	Total	112.040	204			
Memfasilitasi pengembangan identitas yang diinginkan	Between Groups	1.699	1	1.699	1.823	.178
	Within Groups	189.201	203	.932		
	Total	190.901	204			
Keinginan untuk menerima sumber daya yang berharga dari orang lain	Between Groups	.378	1	.378	.582	.446
	Within Groups	131.596	203	.648		
	Total	131.974	204			
Taktik kesamaan yang dirasakan	Between Groups	.216	1	.216	.447	.505
	Within Groups	98.001	203	.483		
	Total	98.217	204			
Taktik peningkatan sasaran	Between Groups	.078	1	.078	.313	.577
	Within Groups	50.514	203	.249		
	Total	50.591	204			

Uji beda ditinjau dari karakteristik gender

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Kesadaran Diri Publik	Laki- Laki	103	3.9808	.76711	.07559	3.8309	4.1307	1.00	5.00
	Perempuan	102	3.6763	.62651	.06203	3.5532	3.7993	1.33	5.00
	Total	205	3.8293	.71544	.04997	3.7307	3.9278	1.00	5.00
Pemantauan Diri	Laki- Laki	103	3.7098	.59689	.05881	3.5931	3.8265	1.00	4.69
	Perempuan	102	3.5778	.49211	.04873	3.4812	3.6745	1.54	4.69
	Total	205	3.6441	.54992	.03841	3.5684	3.7199	1.00	4.69
Harga Diri	Laki- Laki	103	4.0990	.75401	.07429	3.9517	4.2464	1.40	5.00
	Perempuan	102	3.8431	.68974	.06829	3.7077	3.9786	2.00	5.00
	Total	205	3.9717	.73229	.05115	3.8709	4.0725	1.40	5.00
Keinginan untuk menghindari resiko yang tidak diinginkan	Laki- Laki	103	4.1223	.64366	.06342	3.9965	4.2481	2.00	5.00
	Perempuan	102	3.7333	.78366	.07759	3.5794	3.8873	2.00	5.00
	Total	205	3.9288	.74109	.05176	3.8267	4.0308	2.00	5.00
Memfasilitasi pengembangan identitas yang diinginkan	Laki- Laki	103	3.5510	.94866	.09347	3.3656	3.7364	1.50	5.00
	Perempuan	102	3.2745	.97081	.09612	3.0838	3.4652	2.00	5.00
	Total	205	3.4134	.96736	.06756	3.2802	3.5466	1.50	5.00
Keinginan untuk menerima sumber daya yang berharga dari orang lain	Laki- Laki	103	3.3883	.80343	.07916	3.2313	3.5454	1.50	5.00
	Perempuan	102	3.2059	.79868	.07908	3.0490	3.3628	1.00	5.00
	Total	205	3.2976	.80432	.05618	3.1868	3.4083	1.00	5.00
Taktik kesamaan yang dirasakan	Laki- Laki	103	2.9460	.75129	.07403	2.7992	3.0929	1.00	4.89
	Perempuan	102	2.8956	.63335	.06271	2.7712	3.0200	1.00	4.67
	Total	205	2.9209	.69387	.04846	2.8254	3.0165	1.00	4.89
Taktik peningkatan sasaran	Laki- Laki	103	3.2893	.54113	.05332	3.1836	3.3951	1.67	4.50
	Perempuan	102	3.2996	.45291	.04484	3.2106	3.3886	2.50	4.46
	Total	205	3.2944	.49799	.03478	3.2259	3.3630	1.67	4.50

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Kesadaran Diri Publik	Between Groups	4.752	1	4.752	9.678	.002
	Within Groups	99.667	203	.491		
	Total	104.419	204			
Pemantauan Diri	Between Groups	.892	1	.892	2.980	.086
	Within Groups	60.800	203	.300		
	Total	61.692	204			
Harga Diri	Between Groups	3.356	1	3.356	6.424	.012
	Within Groups	106.040	203	.522		
	Total	109.396	204			
Keinginan untuk menghindari resiko yang tidak diinginkan	Between Groups	7.755	1	7.755	15.096	.000
	Within Groups	104.285	203	.514		
	Total	112.040	204			
Memfasilitasi pengembangan identitas yang diinginkan	Between Groups	3.917	1	3.917	4.252	.040
	Within Groups	186.984	203	.921		
	Total	190.901	204			
Keinginan untuk menerima sumber daya yang berharga dari orang lain	Between Groups	1.706	1	1.706	2.659	.105
	Within Groups	130.267	203	.642		
	Total	131.974	204			
Taktik kesamaan yang dirasakan	Between Groups	.130	1	.130	.270	.604
	Within Groups	98.087	203	.483		
	Total	98.217	204			
Taktik peningkatan sasaran	Between Groups	.005	1	.005	.022	.883
	Within Groups	50.586	203	.249		
	Total	50.591	204			

Uji beda ditinjau dari rata-rata pengeluaran per bulan

		Descriptives							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Kesadaran Diri Publik	< 1.000.000	45	3.8742	.67882	.10119	3.6703	4.0782	2.00	5.00
	1.000.000 - 1.500.000	48	3.6310	.93325	.13470	3.3601	3.9020	1.00	5.00
	1.500.001 - 2.000.000	38	4.0350	.49545	.08037	3.8721	4.1979	2.33	4.67
	2.000.001 - 2.500.000	28	4.1075	.56666	.10709	3.8878	4.3272	2.67	5.00
	> 2.500.000	46	3.6528	.63721	.09395	3.4636	3.8421	2.33	5.00
	Total	205	3.8293	.71544	.04997	3.7307	3.9278	1.00	5.00
Pemantauan Diri	< 1.000.000	45	3.7016	.48412	.07217	3.5561	3.8470	2.69	4.69
	1.000.000 - 1.500.000	48	3.4973	.77536	.11191	3.2722	3.7224	1.00	4.69
	1.500.001 - 2.000.000	38	3.7405	.44447	.07210	3.5944	3.8866	2.23	4.62
	2.000.001 - 2.500.000	28	3.8271	.35534	.06715	3.6894	3.9649	2.85	4.31
	> 2.500.000	46	3.5502	.46009	.06784	3.4136	3.6868	2.62	4.38
	Total	205	3.6441	.54992	.03841	3.5684	3.7199	1.00	4.69
Harga Diri	< 1.000.000	45	3.7822	.89119	.13285	3.5145	4.0500	1.40	5.00
	1.000.000 - 1.500.000	48	4.1542	.50232	.07250	4.0083	4.3000	2.20	5.00
	1.500.001 - 2.000.000	38	4.1579	.56599	.09182	3.9719	4.3439	1.80	5.00
	2.000.001 - 2.500.000	28	3.5929	.83352	.15752	3.2697	3.9161	2.00	5.00
	> 2.500.000	46	4.0435	.71791	.10585	3.8303	4.2567	2.40	5.00
	Total	205	3.9717	.73229	.05115	3.8709	4.0725	1.40	5.00
Keinginan untuk menghindari resiko yang tidak diinginkan	< 1.000.000	45	3.7867	.75607	.11271	3.5595	4.0138	2.20	5.00
	1.000.000 - 1.500.000	48	4.1542	.63680	.09191	3.9693	4.3391	2.40	5.00
	1.500.001 - 2.000.000	38	4.1421	.56932	.09236	3.9550	4.3292	2.80	5.00
	2.000.001 - 2.500.000	28	3.5429	.79974	.15114	3.2328	3.8530	2.00	5.00
	> 2.500.000	46	3.8913	.80632	.11888	3.6519	4.1308	2.00	5.00
	Total	205	3.9288	.74109	.05176	3.8267	4.0308	2.00	5.00
Memfasilitasi pengembangan identitas yang diinginkan	< 1.000.000	45	3.4056	1.05568	.15737	3.0884	3.7227	1.75	5.00
	1.000.000 - 1.500.000	48	3.4948	.94036	.13573	3.2217	3.7678	2.00	5.00
	1.500.001 - 2.000.000	38	3.4671	1.01204	.16417	3.1345	3.7998	1.50	5.00
	2.000.001 - 2.500.000	28	3.1607	1.22326	.23117	2.6864	3.6350	1.50	5.00
	> 2.500.000	46	3.4457	.66230	.09765	3.2490	3.6423	2.00	4.75
	Total	205	3.4134	.96736	.06756	3.2802	3.5466	1.50	5.00
Keinginan untuk menerima sumber daya yang berharga dari orang lain	< 1.000.000	45	3.0278	.83975	.12518	2.7755	3.2801	1.50	5.00
	1.000.000 - 1.500.000	48	3.5104	.69374	.10013	3.3090	3.7119	1.50	5.00
	1.500.001 - 2.000.000	38	3.1908	.78291	.12701	2.9335	3.4481	1.50	4.50
	2.000.001 - 2.500.000	28	3.2768	1.06140	.20059	2.8652	3.6884	1.00	5.00
	> 2.500.000	46	3.4402	.63941	.09428	3.2503	3.6301	2.50	5.00
	Total	205	3.2976	.80432	.05618	3.1868	3.4083	1.00	5.00
Taktik kesamaan yang dirasakan	< 1.000.000	45	2.8940	.69681	.10387	2.6847	3.1033	2.00	4.89
	1.000.000 - 1.500.000	48	2.9719	.74478	.10750	2.7556	3.1881	1.44	4.67
	1.500.001 - 2.000.000	38	3.0297	.63411	.10287	2.8213	3.2382	1.89	4.33
	2.000.001 - 2.500.000	28	2.7982	.62993	.11905	2.5540	3.0425	1.78	4.67
	> 2.500.000	46	2.8789	.73153	.10786	2.6617	3.0961	1.00	4.22
	Total	205	2.9209	.69387	.04846	2.8254	3.0165	1.00	4.89
Taktik peningkatan sasaran	< 1.000.000	45	3.1820	.54880	.08181	3.0171	3.3469	1.67	4.29
	1.000.000 - 1.500.000	48	3.2858	.39613	.05718	3.1708	3.4009	2.46	4.17
	1.500.001 - 2.000.000	38	3.3150	.43593	.07072	3.1717	3.4583	2.46	4.17
	2.000.001 - 2.500.000	28	3.3407	.55464	.10482	3.1256	3.5558	1.92	4.50
	> 2.500.000	46	3.3683	.55233	.08144	3.2042	3.5323	1.88	4.46
	Total	205	3.2944	.49799	.03478	3.2259	3.3630	1.67	4.50

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Kesadaran Diri Publik	Between Groups	7.185	4	1.796	3.695	.006
	Within Groups	97.234	200	.486		
	Total	104.419	204			
Pemantauan Diri	Between Groups	2.880	4	.720	2.448	.048
	Within Groups	58.812	200	.294		
	Total	61.692	204			
Harga Diri	Between Groups	8.787	4	2.197	4.367	.002
	Within Groups	100.609	200	.503		
	Total	109.396	204			
Keinginan untuk menghindari resiko yang tidak diinginkan	Between Groups	9.311	4	2.328	4.532	.002
	Within Groups	102.729	200	.514		
	Total	112.040	204			
Memfasilitasi pengembangan identitas yang diinginkan	Between Groups	2.266	4	.567	.601	.663
	Within Groups	188.635	200	.943		
	Total	190.901	204			
Keinginan untuk menerima sumber daya yang berharga dari orang lain	Between Groups	6.831	4	1.708	2.729	.030
	Within Groups	125.142	200	.626		
	Total	131.974	204			
Taktik kesamaan yang dirasakan	Between Groups	1.110	4	.277	.572	.684
	Within Groups	97.107	200	.486		
	Total	98.217	204			
Taktik <i>target-enhancement</i>	Between Groups	.899	4	.225	.905	.462
	Within Groups	49.692	200	.248		
	Total	50.591	204			

Gift-giving among adolescents: exploring motives, the effects of givers' personal characteristics and the use of impression management tactics

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Abstract

Purpose – Previous research on impression management explored motives, the use of impression management tactics and the influence of personality characteristics on the tendency to engage in impression management. The purposes of this research are to examine gift-giving behavior among adolescents based on the building blocks of impression management theory, the ways that personality characteristics motivate gift-givers to engage in active and defensive impression management and how the use of impression management tactics (i.e. similarity-conformity and target-enhancement) are reflected in their gift-giving behavior.

Design/methodology/approach – A convenience sample of 141 adolescences was used in a quantitative study. Self-report questionnaires were distributed to adolescents of different ages (13–16), with students from diverse social strata. Students were asked to recall a recent peer gift-giving experience and to refer to it when answering the questions which covered motives for gift-giving, personality characteristics, and the characteristics of the gift.

Findings – The authors' study shows that personality characteristics such as public self-consciousness, self-monitoring, and self-esteem are positively related with gift-giving motives. Additionally, gift-giving motives are positively related with the use of similarity-conformity and target-enhancement tactics. Finally, the use of impression management tactics reflects adolescents' special characteristics, such as their tendency towards conformism, important role of peers in their lives, and their high need to protect and nurture these social resources.

Originality/value – This research explored the instrumental role of gift-giving among adolescents and contributes to the existing literatures on gift-giving, impression management, and adolescents' consumer behavior.

Keywords Impression management, Gift-giving, Personality characteristics, Adolescents, Gifts, Personality

Paper type Research paper

An executive summary for managers and executive readers can be found at the end of this article.

Introduction

Gift-giving, a large industry and a major revenue source for retailers, is an important consumer behavior phenomenon. For example, the American Retail Federation estimated the expenditure on Christmas gifts in 2010 at 451 billion dollars. Thus, it is not surprising that gift-giving has been researched using economic, social, symbolic, cultural, and cognitive approaches and theories.

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Gift-giving is commonly seen as a three-stage process (Sherry, 1983). The initial gestation stage focuses on givers. It includes the behaviors preceding the exchange process, such as motives for engaging in gift-giving, information search, givers' considerations, and the symbolic meaning coded in the gift. The presentation stage then focuses on givers and receivers and includes the gift transmission and the rituals surrounding it (Belk *et al.*, 1989a, b). Finally, the reformulation stage focuses on receivers' reactions to gifts and the evaluation of the relationship between the sides as an outcome of the process.

Research has explored gift-giving across these stages and under different contexts. For example, studies on the gestation stage have explored motives to engage in gift-giving (e.g. Sherry, 1983; Wolfenbarger, 1990) and the influence of culture on gift-giving motivation and behavior (e.g. Americans and Koreans; Park, 1998). Others have explored the influence of receivers' characteristics and social resources on gift-giving (Belk and Coon, 1993; Lowrey *et al.*, 2004; Saad and Gill, 2003). However, the extant literature has left several gaps, which this article seeks to address. First,

although studies have discussed the role of gift-giving in managing impressions, none did so using impression management theory (Leary and Kowalski, 1990; Schneider, 1981; Tedeschi and Riess, 1981). Gifts given to other people can affect the giver's impression by recipients, especially when the giving process is visible to people beyond the giver and the receiver. Thus, research has found that the value-laden impressions of gifts (Larsen and Watson, 2001) could influence one's impression among receivers and other social actors (Areni *et al.*, 1998; Hollenbeck *et al.*, 2006; Lowrey *et al.*, 2004; Saad and Gill, 2003). In short, the explicit use of impression management theory to study gift-giving is the first contribution of this article.

Second, most previous research has focused on adults or young adults (i.e. college students) to the neglect of adolescents' gift-giving. This lacuna is important given that adolescents are active participants and producers of their cultural consumption processes (Batat, 2008). Additionally, they form a large segment with high discretionary income and unique personality, cognitive, emotional, and social characteristics. Adolescents differ from other age groups on characteristics such as a tendency toward conformism, the importance of group belonging, and the formation of independent personal identities (e.g. Modell and Goodman, 1990). These characteristics add importance to adolescents' management of their impressions among peers in order to receive valuable social resources. Studying gift-giving among adolescents enabled us to deeply explore this consumer behavior among this age segment.

Finally, the relationships between givers' personality and gift-giving behavior have been under-explored. This study assessed the relationships between several givers' personality traits and their gift-giving motives, information search tendencies, and the symbolic meanings of gifts.

In sum, impression management theory was used to develop a gift-giving model. The model flows from givers' personality traits to the motives underlying gift-giving, culminating in the tactics givers use to manage their impressions as reflected in the characteristics of the gifts and the giving process (see Figure 1).

Gift-giving's instrumental role in impression management

Impression management

A recent qualitative study (Segev *et al.*, 2012) explored adolescences' gift-giving. It concentrated on the gestation stage of the giving process, explored motives to engage in it, and identified characteristics of the gifts that emerged from these motives. The data revealed several themes and inter-relationships, which fit the components of impression management theory (Charmaz, 1990). Thus, the study described here was based on this theory.

Impression management refers to a process in which people try to control and influence others' perceptions and impressions of them (Leary and Kowalski, 1990; Schneider, 1981; Tedeschi and Riess, 1981). Such impressions are important since they affect people's self-views and how they are perceived, valued, and treated by others (Leary and Kowalski, 1990). Desired public impressions are guided by individuals' motives and personality characteristics (Leary, 1996).

The visibility of individuals' actions (Arkin *et al.* 1980; Schlenker, 1980), their belief that others' impression of them will help them achieve some goals (Leary, 1996), and the likelihood of future interactions with recipients (Gergen and Wishnov, 1965; Schneider, 1969) affect the tendency to engage in impression management. Accordingly, research has shown that gift-giving has a social context that influences the tendency to engage in impression management (Belk, 1988; Belk and Coon, 1993; Wooten, 2000; Lowrey *et al.*, 2004; Hollenbeck *et al.*, 2006; Park, 1998; Saad and Gill, 2003).

Next, the motives to engage in impression management and the reflection of these motives in gift-giving are elaborated. Next, personality characteristics that may influence the intent to engage in impression management are reviewed. Finally, the tactics people use to manage impressions and their manifestations in adolescents' gift-giving as reflected in the characteristics of the gifts and the gift-giving process are reviewed.

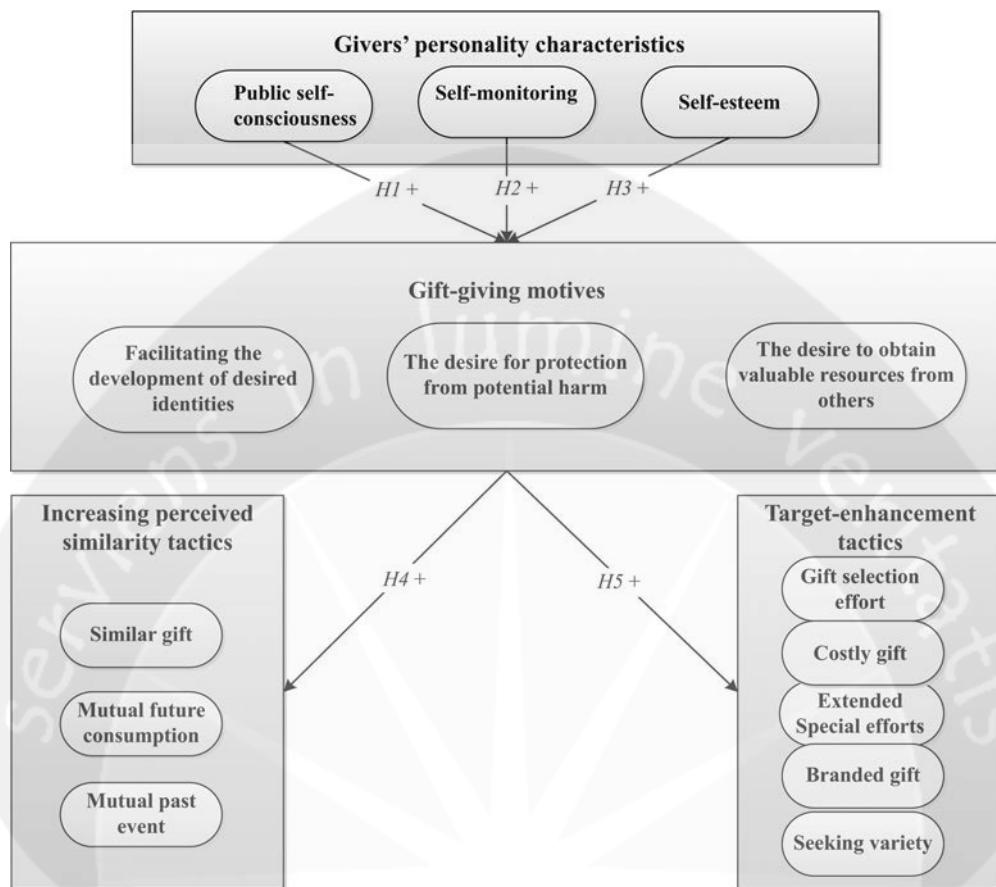
Motives to engage in impression management

Several motives for engagement in impression management have been identified. First, people engage in impression management when they desire to define their place in a social hierarchy, which affects others' perceptions of them (Goffman, 1959; Jones and Pittman, 1982). Second, impression management can facilitate the development of desired identities such as when people act as expected from their workplace role or in the frame of personal relationships (Leary and Kowalski, 1990). Additional motives are desires to receive valuable resources from others, to increase one's social status, and for protection from potential harm (Jones, 1964). Research has distinguished between defensive and active impression management (Arkin, 1981; Avia *et al.*, 1998; Briggs and Cheek, 1988; Lennox and Wolfe, 1984). Defensive impression management is motivated by the wish to avoid social rejection and by a search for social recognition. Active impression management is motivated by a search for social power and status and by the wish to enhance the self in the eyes of others.

While the discussion above referred to general impression management, several gift-giving motives among adolescents were identified (Segev *et al.*, 2012). These include a desire for protection from potential harm, defining one's place in the social hierarchy, facilitating the development of desired identities, and a desire to receive valuable resources from others. Findings emerging from the authors' qualitative study and discussed throughout this article were first tested in a large-scale pre-test. Since three of the four motives to engage in gift-giving emerged in a pre-test (a desire for protection from potential harm, facilitating the development of desired identities, and a desire to receive valuable resources from others), they are discussed next.

The desire for protection from potential harm (Jones, 1964) reflects givers' desire to avoid negative impressions that may result from given gifts. Qualitative research (Segev *et al.*, 2012) showed that adolescences were concerned about the negative impression that may result from low-quality or cheap gifts. This motive reflects a need for protection from negative impressions and can be classified as defensive impression management.

Facilitating the development of desired identities is a second motive (Leary and Kowalski, 1990). It is expressed through a desire to actively enhance one's impression in the

Figure 1 Adolescents' gift-giving model

eyes of the receiver. Givers attempt to create a positive impression by giving gifts perceived as better than others' and, by doing so, create or enhance the givers' positive image (Segev *et al.*, 2012). This motive can be classified as active impression management.

The third motive is a desire to obtain valuable resources from others (Jones, 1964). Giving gifts is partially motivated by givers' wish to obtain social resources from receivers. Thus, this motive is expressed in a desire to determine and preserve the boundaries of the giver's extended self through the gift. It reflects a giver's wish to strengthen the closeness of the friendship with the receiver and, by doing so, to receive valuable social resources such as social support, intimacy, companionship, and help (Schlenker, 1980), which are regarded as valuable resources among adolescents (Segev *et al.*, 2012).

To this point, the three underlying motives for gift-giving have been described. The drivers of these motives are discussed next.

The influence of personality characteristics

The extent to which people tend to engage in impression management depends on their personality characteristics, such as public self-conscious, self-monitoring, and self-esteem (Leary, 1996). Impression management concerns individuals' public selves, the way they want to be seen by others. Public self-consciousness refers to an awareness of the self as it is viewed by others (Buss, 1980; Carver and Scheier, 1985;

Fenigstein, 1979). Compared to low public self-awareness people, individuals with high public self-awareness exhibit higher levels of self-monitoring, pay more attention to the impression others form of them, and attempt to manage those impressions (Buss, 1980; Fenigstein, 1979). They are concerned about appearance, reputation, and performance of tasks that may affect others' impression of them (Buss, 1980; Carver and Scheier, 1985). Accordingly, people with high public self-consciousness engage in impression management more than those with low public self-consciousness (Buss, 1980; Carver and Scheier, 1985; Doherty and Schlenker, 1991; Fenigstein, 1979). As such, they tend to assign high levels of importance to products that might improve others' impression of them, such as makeup and clothing (Miller and Cox, 1982; Solomon and Schopler, 1982). High public self-consciousness also makes people more sensitive to social rejection (Fenigstein, 1979) and leads them to worry about being evaluated negatively and to feel anxious in social situations (Buss, 1980; Leary and Kowalski, 1993).

A gift can be considered as part of the giver's extended self. As such, impressions created by the gift might affect the receiver's impression of the giver. Since people with higher levels of public self-consciousness tend to attend to their positive public impressions, they should be more motivated to engage in active and defensive impression management and to attempt to receive valuable resources from another through gift-giving. Accordingly:

H1. The higher the level of givers' public self-consciousness, the more their gift-giving will reflect impression management motives.

Self-monitoring reflects individuals' efforts to change their behavior according to specific people around them (Snyder, 1974) and also affects the tendency to engage in impression management. It combines an ability to assess one's behavior and change it according to different audience at different situation and the motivation to do so.

For those with high self-monitoring, it is important to adjust behavior in order to control others' impression of them. They tend to seek external information to guide their behavioral adjustments in new situations. In contrast, low self-monitors tend to seek internal information to guide their behavior (Snyder, 1974). In addition, compared to low self-monitors, high self-monitors exhibit better abilities to read social situations, identify social hints that guide them in reacting appropriately in a specific situation, seek information about other people, pay more attention and retain better information that helps them learn about others (Snyder, 1987, 1987), and exhibit better skills in reading others' emotional expressions (Geizer *et al.*, 1977).

Past research indicates that children's friendships become more central at the age of eight (Aloise-Young, 1993; Banjerjee, 2002; Coleman, 1980; Vasey *et al.*, 1994). Notably, the role peers play in friendship changes from providing companionships and being recreation partners to being a source of feedback on one's behavior (Coleman, 1980; Kinard and Webster, 2012; Youniss, 1980). Therefore, adolescents' degree of dependence on peers' evaluation of their behavior increases and influences their motivation to engage in impression management. Creating positive impression is especially important among adolescents since it influences the chances of belonging to specific groups of friends (Parker and Gottman, 1989).

Gift-giving is a social situation that can lead people to engage in impression management. Therefore, adolescents' gift-giving motivations should reflect the instrumental role of their gifts in impression management. The strength of adolescents' impression management motivation should depend on their self-monitoring. Accordingly:

H2. The higher the level of givers' self-monitoring, the more their gift-giving will reflect impression management motives.

Self-esteem refers to individuals' positive and negative personal evaluation. People have a basic need to evaluate themselves positively and feel good about them (Brown, 1998; Brown *et al.*, 1988; Steele, 1988). They tend to engage in impression management to satisfy that need. Self-esteem can be maintained and enhanced through others' view of oneself (Shrauger and Schoeneman, 1979).

Compared to high self-esteem, people with low self-esteem are more concerned with negative evaluations, tend to behave in ways that will protect their self-esteem from potential harm (Bernichon *et al.*, 2003), find it hard to suppress failures, and tend to focus on their weaknesses, which lead to intense negative responses to failures (Dodgson and Wood, 1998). These differences could affect motives to engage in impression management.

High- and low-self-esteem people engage in impression management for different reasons (Baumeister and Hutton, 1989). People with high self-esteem engage in impression

management to enhance their positive impression (active impression management). People with low self-esteem are motivated to avoid negative impressions and engage in impression management to protect themselves from failure, shame, rejection, and humiliation (defensive self-presentation). In addition, compared to low self-esteem individuals, people with high self-esteem tend to describe themselves more positively (Baumeister, 1982).

Since gift-giving is a social process, it increases people's tendency to engage in impression management. Hence, high-self-esteem adolescents with should be motivated to engage in gift-giving that will strengthen and enhance others' positive impressions of them more than ones with low self-esteem. Accordingly:

H3. The higher the level of givers' self-esteem, the more their gift-giving will reflect active impression management motive.

The use of tactics in impression management

In order to enhance positive impressions, individuals may use self-enhancement, target-enhancement, and similarity-conformity tactics (Jones, 1964). Self-enhancement tactics draw attention to actors and may serve to promote others' image of them (Jones and Pittman, 1982). Such tactics concentrate on making receivers feel good about presents leading them to evaluate givers positively (Jones and Wortman, 1972; Wayne and Ferris, 1990). Similarity-conformity tactics concentrate on strengthening similarity leading receivers to view givers positively since they are alike (Byrne, 1971; Jones and Wortman, 1972; Newcomb, 1961; Snyder and Fromkin, 1980; Tedeschi and Riess, 1981).

Achieving intimacy and trust is an important task for adolescents (Hartup and Laursen, 1993). While the discussion above referred to general impression management tactics, adolescents tend to engage in impression management to achieve likability using target-enhancement and similarity-conformity tactics in the context of gift-giving (Segev *et al.*, 2012). The use of these tactics in adolescents' gift-giving is discussed next.

Increasing perceived similarity tactics. Due to the similarity-attraction effect, one's choice of friends is affected by perceived similarity (Davison and Jones, 1976). People tend to like and be attracted to those who are similar to them (Snyder and Fromkin, 1980). Strong conformity tendencies distinguish adolescents from other age groups (Modell and Goodman, 1990). Group conformity helps them deal with their physical, emotional, and cognitive changes they undergo by concealing their private fragile self and yet defining their self-identity through characteristics of groups they belong to (Coleman, 1980; Lewin, 1948). Hence, using similarity tactics may reflect their tendency towards conformism and enhance their use of these similarity tactics in gift-giving.

Three elements reflect adolescents' use of similarity tactics (Segev *et al.*, 2012). First, a gift can resemble an object a giver has. Buying such a gift enhances similarity by declaring to the giver, receiver, and others that the giver and recipient own the same things and have the same interests. Hence, the gift can strengthen their resemblance and friendship. Second, mutual future consumption of a gift is inherent in buying one that can be consumed jointly by the giver and recipient. It can strengthen a relationship through time spent together consuming the gift. For example, one could buy a music

CD and the two can listen to it together at the receiver's house. Third, a gift can strengthen mutual past event. For example, a gift can capture and document past mutual events (i.e. framed joint photos) thus increasing similarity by being private and exclusive to both sides. Such gifts declare to the giver and receiver that they have a mutual extended self and are a part of each others' lives.

Individuals' engagement in impression management depends on their belief that others' impression of them will help them attain some goals. This is especially important for adolescents for whom peers play an important role as a source of support and behavioral norms (Coleman, 1980). For example, adolescents' brand sensitivity is related to peer influence and peers represent the most important predictor of this consumer behavior (Lachance *et al.*, 2003). Same-sex friendships are based on intimacy and absolute loyalty. Preservation of friendships increases the importance of doing things together, considering each other's feeling, and excluding others (Sharabany *et al.*, 1981). Hence, creating and enhancing a positive impression among peers is an important means of guarding and receiving valuable social resources. Using similarity tactics (by buying a similar gift, mutual future consumption of the gift or strengthening past event in the gift), may serve the givers' efforts to manage their positive impressions. Accordingly:

- H4. The higher the level of impression management motives in gift-giving, the more gift-giving will reflect similarity tactics.
- H4.1 The higher the level of facilitating the development of desired identities motive, the more gift-giving will reflect similarity tactics.
- H4.2 The higher the level of the desire to obtain valuable resources from others motive, the more gift-giving will reflect similarity tactics.

Target-enhancement tactics. Target-enhancement is a second self-presentation tactic identified in the context of adolescents' gift-giving (Segev *et al.*, 2012). Givers aim to make receivers feel good and worthy via the gift under the assumption that people tend to like others, who make them feel good about themselves. Hence, adolescents should tend to make special efforts in choosing the right gift. The five elements reflecting adolescents' special efforts (gift selection, gift cost, gift appearance or handmade, brand, and variety; Authors forthcoming), are discussed next.

Gift selection effort. People's tendency to engage in impression management is related with their concern about visible personal aspects that could influence others' impression of them (Buss, 1980; Carver and Scheier, 1985). Since a gift can be seen as part of a giver's extended self (Areni *et al.*, 1998; Belk, 1988), an impression of the gift might affect the receiver's impression of the giver. In support of this argument, Hollenbeck *et al.* (2006) studied web-based gift-buying. They found that since many such gifts are delivered directly to receivers, givers invest special efforts in choosing an online store, which is perceived positively by both parties.

Gift selection efforts also depend on the potential impression formed by a third party, such as the dyad's group of friends. Accordingly, Lowrey *et al.* (2004) found that gift selection considered such third party's opinions. Similarly, people sought more information from multiple sources to increase the likelihood of selecting perfect Christmas gifts

(Cleveland *et al.*, 2003). Additionally, wishing to please receivers and maintain positive relationships with them over time drove givers to extend special efforts when searching for gifts (Otnes *et al.*, 1993).

Adolescents also tend to invest efforts to increase the likelihood of buying a gift that on one hand will protect them from potential negative impression and on the other hand will make receivers happy and feel good with the givers. Such efforts include consulting multiple information sources (e.g. receivers' mother and peers), very early information search, and visiting multiple stores (Segev *et al.*, 2012).

Costly gift. Buying a costly gift is another impression management approach, which could also enhance receivers' positive feelings and thereby strengthen social ties. Amounts invested in gifts vary according to recipients' characteristics and social resources. For example, people invested more money in gifts to spouses in a romantic relationship compared to gifts to other close friends (Saad and Gill, 2003) and in gifts bought for close family members compared to others (Lowrey *et al.*, 2004).

Extended special efforts. Receivers' positive feelings can also be improved if they perceive that givers have gone beyond the monetary cost of the gift. Such special efforts can be manifested in investments in gift appearance or by giving handmade gifts. Specifically, adolescents assigned great importance to gifts' appearance and, in some cases, gave handmade gifts (Segev *et al.*, 2012). Givers can also improve gifts after they were selected by investing in accessories such as wrapping paper, ribbons, and attached greeting cards (Areni *et al.*, 1998; Belk *et al.*, 1989a, b; Sherry, 1983; Hollenbeck *et al.*, 2006). Efforts can also be expressed by giving handmade gifts, which are the fruit of givers' personal work (Areni *et al.*, 1998; Otnes *et al.*, 1993). Such gifts can create a positive impression because they reflect givers' special efforts in personalizing the gift to receivers' preferences thus being more valued by receivers (Belk and Coon, 1993; Ruth *et al.*, 2004).

Branded gift. Givers can manage impressions by buying brand-name gifts as a way to protect from potential harm resulting from a negative impression of a gift. A branded gift can also enhance one's positive impression among others. For example, collectivist Koreans were likely to buy luxury branded gifts that represented quality with social symbolism and acceptance and were therefore acceptable in the eyes of others. In contrast, individualistic Americans preferred gifts that emphasized quality and functional benefits (Park, 1998).

Similarly, Hollenbeck *et al.* (2006) study of web-based gift-buying revealed the importance of brand-name web sites. The decision to purchase a gift on a particular web site was influenced by the perception of quality and reliability of that site in the eyes of the giver, receiver, and other group member. Buying from brand-name sites protected givers from potential social harm (Hollenbeck *et al.*, 2006).

Additionally, people use brands to define their self-concept (Escalas and Bettman, 2003). Brands play a role in defining, expressing, and communicating different kids' and adolescents' self-perceptions starting at the age of ten (Achenreiner and John, 2003; Belk *et al.*, 1984; Selman, 1980). Compared to young children, adolescents tend to define their selves with more abstract features such as the brand personality. They use brands for defining self-identity in terms of personality characteristics and reference groups, which use a particular brand. Personality characteristics are connected to brands and represent particular reference groups

to adolescents (Chaplin and John, 2005). Some adolescents bought branded gifts because they were aware of brands' importance to receivers. In other cases, adolescents tended to buy branded gifts to reduce potential harm by signaling to others a high price-quality choice thus not being perceived as cheap (Segev *et al.*, 2012).

Seeking variety in gift-giving. Some adolescents seek to buy gifts that differ from those they gave in the past to the same or to other receivers (Segev *et al.*, 2012). Such efforts were perceived as making receivers feel special thereby strengthening the giver-receiver relationship, as well as enhancing givers' impression.

People's wish to manage impressions leads to variety in purchase decisions especially in socially visible situations. Consumers believe that variety in purchasing decisions may lead other to perceive them as interesting and creative rather than boring and uninteresting (Rather and Kahn, 2002). Such a belief was also evident among adolescents (Segev *et al.*, 2012).

Target-enhancement tactic (by gift selection efforts, the appearance of the gift and making a handmade gift, buying high cost or branded gifts, and seeking variety in gift-giving) should serve to enhance givers' positive impression. Accordingly:

- H5. The higher the level of impression management motives in gift-giving, the more gift-giving will reflect target-enhancement tactics
- H5.1 The higher the level of the desire for protection from potential harm motive, the more gift-giving will reflect target-enhancement tactic.
- H5.2 The higher the level of facilitating the development of desired identities motive, the more gift-giving will reflect target-enhancement tactic.
- H5.3 The higher the level of the desire to obtain valuable resources from others motive, the more gift-giving will reflect target-enhancement tactic.

Method

Samples and measures

Selection of constructs for the study was based on a literature review and existing qualitative research (Segev *et al.*, 2012). A pre-test survey was used to test the validity and the reliability of the measurement scales. A convenience sample of 102 adolescents (13 to 16 years old) was used. Since most of the scales were reliable ($\alpha > 0.70$), a few minor changes were made, to enhance the reliability of the less reliable scales in the main study.

In the main study, a convenience sample of 141 adolescences was used. Self-report questionnaires were distributed to adolescents of different ages (13-16) in Israeli high-schools, with students from diverse social strata. Questionnaires were completed in classrooms under the supervision of teachers and the first author. Students were asked to recall a recent peer gift-giving experience and to refer to it when answering the questions (five-point Likert items; 1 = strongly agree to 5 = strongly disagree), which covered motives for gift-giving, personality characteristics, and the characteristics of the gift. The sources and characteristics of the scales are discussed next and a partial list is provided (see Table I). Reliability levels reported below refer to Cronbach's alphas.

Motives for gift-giving. Scales were developed to operationalize three motives to engage in gift-giving identified previously (Segev *et al.*, 2012). The desire for protection from potential harm was measured by five items ($\alpha = 0.83$). Facilitating the development of desired identities was measured by four items ($\alpha = 0.83$). Finally, a desire to obtain valuable resources from others was measured by four items ($\alpha = 0.82$).

Personality characteristics. Three items from Rose and Bearden (1990) were used to measure public self-consciousness ($\alpha = 0.76$). Self-monitoring was measured by a two-component, 13-item scale (Lennox and Wolfe, 1984). Seven items measured the ability to modify self-presentation ($\alpha = 0.83$) and six items operationalized sensitivity to the expressive behaviors of others ($\alpha = 0.086$). Self-esteem was measured by Rosenberg's (1965) five-item scale ($\alpha = 0.89$).

Increasing perceived similarity tactic. Previous research identified three elements that reflect adolescents' use of similarity tactic (Segev *et al.*, 2012). Three scales to measure these elements were developed by the authors. A gift that resembles an object a giver already owns was measured by three items ($\alpha = 0.74$). Mutual future consumption of the gift was measured by three items ($\alpha = 0.88$). Finally, a gift to strengthen mutual past events was measured by three items ($\alpha = 0.94$).

Target-enhancement tactics. Five scales were developed or adapted for each target-enhancement tactic (Segev *et al.*, 2012). Gift selection efforts were measured by three items from Qian *et al.* (2007) and three from Cleveland *et al.* (2003; $\alpha = 0.87$). Costly gift was measured by four items ($\alpha = 0.83$) based on the "costly gift" scale. Scales for extended special (six items; $\alpha = 0.87$), branded gifts (four items; $\alpha = 0.91$), and variety in gift-giving (four items; $\alpha = 0.87$) were developed especially for this research.

Findings

The findings reported next are based on regression models. Specifically, the motives first served as dependent variables with personality traits serving as independent variables. Then, actual gift-buying behavior was regressed on the gift-giving motives (see Table II).

The influence of personality characteristics on gift-giving motives

H1 posited a positive relationship between public self-consciousness and the gift-giving motives. In support of H1, givers' public self-consciousness was related positively and significantly ($p \leq 0.01$) with all three gift-giving motives ($\beta = 0.19, 0.30$, and 0.18 for the desire for protection from potential harm, facilitating the development of desired identities motive, and the desire to obtain valuable resources from others, respectively).

H2 was also fully supported. Givers' self-monitoring had positive relationships with the desire for protection from potential harm ($\beta = 0.31$), facilitating the development of desired identities motive ($\beta = 0.24$), and the desire to obtain valuable resources from others ($\beta = 0.34$) were positive and significant ($p \leq 0.03$).

The data also supported H3. Givers' self-esteem had a significant positive relationship with facilitating the development of desired identities motive ($\beta = 0.26$, $p \leq 0.02$).

Table I Measurement scales- examples of items

Measure	Example of items
Motives for gift-giving:	
A desire for protection from potential harm	"I tried that my gift will not make a bad impression" "I tried that my gift will not seem of low quality"
Facilitating the development of desired identities	"I bought my friend a gift because I wanted to create a positive impression in his eyes"
A desire to receive valuable resources from others	"I tried to buy a gift to my friend that will draw his attention"
	"I gave the gift to my friend because it is important to me that we continue to be good friends"
	"I think that the gift can strengthen our friendship"
Increasing perceived similarity tactic:	
A gift that resembles an object a giver already owns	"The gift is similar to something that I already have"
Mutual future consumption of the gift	"Each time the receiver will look at the gift, he'll probably remember, I also have something similar"
	"After my friend birthday we could have used the gift together"
	"Sometimes when we meet, we use the gift together"
A gift to strengthen mutual past events	"The gift is a kind of memento of a past common experience "
	"Each time the receiver will look at the gift, it will remind him something that we once did together"
Target-enhancement tactics:	
Gift selection efforts	"I tried to spend a lot of time in buying the gift to my friend"
Costly gift	"I looked for a gift to my friend in several stores, before buying one"
	"The gift I bought to my friend was relatively expensive"
Extended special efforts	I spent more money on the gift compared to other gifts I bought to my other friends"
Branded gifts	"When I bought the gift, I was strict that the gift will be wrapped with beautiful wrapping paper"
	"I tried to attach an item to the gift, that I especially made for my friend"
Variety in gift-giving	"When I bought my friend the gift, I preferred to buy him a branded gift"
	"The gift I bought to my friend, was from a well-known brand"
	"The gift, I bought to my friend, was different from other gifts I bought to my other friends"
	"When I bought the gift I made sure to buy a gift that I never bought to my other friends"

Note: A complete list of all items is available from the first author

Table II Regression models^a

Dependent variable	Independent variable	<i>B</i>	<i>p</i> -value	<i>F</i> -value	<i>R</i> ²
Motive 1: The desire for protection from potential harm	Public self-conscious	0.19	0.00	0.00	0.09
	Self-monitoring	0.31	0.00		
Motive 2: Facilitating the development of desired identities	Public self-conscious	0.30	0.00	6.7	0.13
	Self-monitoring	0.24	0.03		
	Self-esteem	0.26	0.02		
Motive 3: The desire to obtain valuable resources from others	Public self-conscious	0.18	0.01	6.4	0.07
	Self-monitoring	0.34	0.00		
Increasing perceived similarity tactics:					
A gift that resembles an object a giver already owns	The desire to obtain valuable resources from others	0.17	0.03	3.94	0.05
Mutual future consumption of the gift	The desire to obtain valuable resources from others	0.17	0.05	3.5	0.05
A gift to strengthen mutual past events	Facilitating the development of desired identities	0.39	0.00	19.3	0.22
	The desire to obtain valuable resources from others	0.26	0.00		
Target-enhancement tactics:					
Gift selection efforts	The desire for protection from potential harm	0.15	0.05	15.18	0.25
	Facilitating the development of desired identities	0.18	0.02		
Costly gift	The desire to obtain valuable resources from others	0.31	0.00		
	Facilitating the development of desired identities	0.26	0.00	9.13	0.17
Extended special efforts	The desire to obtain valuable resources from others	0.18	0.03		
	The desire for protection from potential harm	0.16	0.06	7.22	0.14
	Facilitating the development of desired identities	0.16	0.06		
Branded gifts	The desire to obtain valuable resources from others	0.20	0.03		
	Facilitating the development of desired identities	0.20	0.04	4.95	0.10
Variety in gift-giving	The desire to obtain valuable resources from others	0.27	0.01		
	Facilitating the development of desired identities	0.64	0.00	19.7	0.30
	The desire to obtain valuable resources from others	-0.16	0.04		

Note: ^aThe tables contain only variables that were significant in the regression models

The influence of similarity tactics on gift-giving

H4.1 posited a positive relationship between facilitating the development of desired identities motive and similarity tactics. The data partially supported *H4.1* as the strength of this motive for gift-giving was related positively and significantly ($p \leq 0.01$) to one similarity tactic ($\beta = 0.39$ for the strengthening past event similarity tactic). However, this motive was not related to buying a similar gift ($\beta = 0.08$, $p > 0.10$) and mutual future consumption ($\beta = 0.10$, $p > 0.10$) similarity tactics.

H4.2 was supported. Givers' desire to obtain valuable resources from others was associated positively and significantly ($p \leq 0.05$) with buying a similar gift ($\beta = 0.17$), mutual future consumption of the gift ($\beta = 0.17$), and strengthening past events ($\beta = 0.26$).

The influence of target-enhancement tactics on gift-giving

H5.1 was partially supported. Givers' desire for protection from potential harm had a positive relationship with gift selection efforts ($\beta = 0.15$, $p \leq 0.05$) and a marginally significant relationship with extended special efforts ($\beta = 0.16$, $p \leq 0.06$). The relationships with the other target-enhancement tactics (costly gifts, branded gifts, and variety seeking) were not supported ($\beta = 0.07$, -0.10 and 0.00 , respectively, $p > 0.10$).

In line with *H5.2*, facilitating the development of desired identities motive was related with four target-enhancement tactics. Specifically, its relationships with gift selection efforts ($\beta = 0.18$), costly gifts ($\beta = 0.26$), branded gifts ($\beta = 0.20$) and seeking variety ($\beta = 0.64$) were positive and significant ($p \leq 0.04$). The relationship with extended special efforts was marginally supported ($\beta = 0.16$, $p \leq 0.06$).

The desire to obtain valuable resources from others was related positively with four target-enhancement tactics (*H5.3*). Its relationships with gift selection efforts ($\beta = 0.31$), costly gifts ($\beta = 0.18$), extended special efforts ($\beta = 0.2$), and branded gifts ($\beta = 0.27$) were positive and significant ($p \leq 0.03$). The expected relationship with seeking variety was disconfirmed as the relationship was negative ($\beta = -0.16$, $p \leq 0.05$).

Discussion

Our study analyzed adolescents' gift-giving behavior based on the building blocks of impression management theory. We explored the relationships between givers' personality characteristics and the intention to engage in impression management through gift-giving and their use of self-presentation tactics in this context. The study shows that gift-giving is a social behavior that may serve as an instrumental tool to manage one's impression.

Our study indicates that personality characteristics are related with adolescents' gift-giving motives. Specifically, givers' public self-consciousness and self-monitoring were positively related to their motivation to engage in gift-giving out of a desire to avoid a negative impression, enhance their impression in receivers' eyes, and strengthen givers' and receivers' friendship. Additionally, givers' self-esteem is related to the motivation to enhance receivers' impression of them. Since gifts may be considered as part of givers' extended self (Belk, 1988; Belk *et al.*, 1989a, b), any impression of the gift may influence givers' impression in

receivers' eyes (Areni *et al.*, 1998; Segev *et al.*, in press). Hence, people with higher levels of public self-consciousness and self-monitoring will be more motivated to engage in impression management in general and through gift-giving as well. Additionally, people with higher levels of self-esteem will be more motivated to engage in active impression management through gift-giving, by strengthening and enhancing others' positive impressions of them. They will be more motivated to buy a gift that will be highly appreciated, drawn others' intention and applause compared to other gifts, thereby enhancing their positive impression.

Previous research has found that these personality characteristics have a positive effect on impression management motives in general (Baumeister, 1982; Baumeister *et al.*, 1989; Buss, 1980; Carver and Scheier, 1985; Doherty and Schlenker, 1991; Fenigstein, 1979; Snyder, 1987). Building on impression management theory, these results contribute by exploring and documenting these relationships in a gift-giving context as well. Stated differently, the study strengthens the argument for the generalizability of impression management theory. The current study achieves this purpose by documenting its relevancy in the new and unexplored context of gift-giving, as well as in a new country/culture (Israel).

The studies explored givers' use of impression management tactics (similarity-conformity and target-enhancement) in gift-giving and the motives for such use. The results of this study indicate that the use of similarity tactics is related to adolescents' gift-giving motives. Givers' motivation to enhance their positive impression in receivers' eyes was positively associated with the use of strengthening past events similarity tactic. Additionally, givers' wish to obtain valuable resources from receivers was positively related to all similarity tactics. Hence, adolescents are motivated to choose a gift that reflects and strengthens givers' and receivers' resemblance. These extend the general results from past research on the use of self-presentation tactics in impression management (Jones and Wortman, 1972; Snyder and Fromkin, 1980; Tedeschi and Riess, 1981) and support their generalizability. Moreover, these results substantiate similar findings identified in a qualitative study among adolescents (Segev *et al.*, 2012) thus providing cross-method triangulation.

Contrary to expectations, givers' wish to create and enhance positive impressions in receivers' eyes was not related with buying a similar gift and with mutual future consumption (*H4.1*). However, the correlations between these variables were significant and in line with expectations, providing some measure of support to the hypothesis (see Table III). This weaker support might be due to adolescents being a homogeneous market segment demographically and psychographically. Thus, a gift may suit both parties regardless of the givers' motivation to manage their impression.

The use of mutual future consumption of the gift was positively associated with givers' wish to obtain valuable resources from receivers (strengthening friendship) by consuming the gift together thereby spending more time together and strengthening common interests. These findings are in line with research reporting that a wish for preservation of peers' friendship increases the importance of doing things together and excluding additional friends (Sharabany *et al.*, 1981). Consuming a gift together is another tactic to achieve these social resources. The use of this tactic was only weakly

Table III Adolescents' correlations – motives and increasing perceived similarity tactics

	M1	M2	M3	ST1	ST2	ST3
Motive 1: The desire for protection from potential harm (M1)	1	0.44 *	0.31 **	0.12	0.04	0.15
Motive 2: Facilitating the development of desired identities (M2)		1	0.52 **	0.17 *	0.17 *	0.43
Motive 3: The desire to obtain valuable resources from others (M3)			1	0.22 **	0.21 *	0.37 **
A gift that resembles an object a giver already owns (Similarity Tactic 1)				1	0.50 **	0.31 **
Mutual future consumption of the gift (Similarity Tactic 2)					1	0.43 **
A gift to strengthen mutual past events (Similarity Tactic 3)						1

Note: *Correlations are significant at 0.05 level (2-tailed); **Correlations are significant at 0.01 level (2-tailed)

related with givers' wish to enhance their positive impression, being significant only in a correlational sense (*H4.1*). A possible explanation is that receivers might interpret this tactic negatively as an unwelcome attempt by givers to force mutual consumption of the gift.

The use of target-enhancement tactics was positively related to gift-giving motives. Givers' motivation to protect themselves from negative impression was related positively with the use of target-enhancement tactics. These were reflected in givers' selection efforts and extended special efforts. Additionally, givers' motivation to enhance their positive impression in receivers' eyes was positively associated with gift selection efforts, extended special efforts, seeking variety, and buying a costly and branded gift. Finally, in order to obtain valuable resources from the receiver, givers used target-enhancement tactics such as gift-selection efforts, extended special efforts, and costly and branded gifts. These extend the general results from past research on the distinction between defensive and active impression management (Arkin, 1981; Avia *et al.*, 1998; Briggs and Cheek, 1988; Lennox and Wolfe, 1984) and on the use of self-presentation tactics in impression management (Jones and Wortman, 1972; Snyder and Fromkin, 1980; Tedeschi and Riess, 1981). Moreover, these results contribute to the gift-giving literature by exploring what motives underlie different characteristics of adolescents' gift-giving behavior. As the data show, some target-enhancement tactics are based on active and defensive impression management motives and some are based only on active ones, as will be discussed next.

The use of gift selection efforts arose from all three motives. These results are in line with previous research that found that adult givers engage in gift selection efforts to protect themselves from social harm, enhance their impression, and strengthen their social ties with receivers (Cleveland *et al.*, 2003; Hollenbeck *et al.*, 2006; Lowrey *et al.*, 2004; Otnes *et al.*, 1993; Segev *et al.*, 2012). Thus, the findings extend earlier research by documenting the generalizability of its results from adults to adolescents. In support of past research (Areni *et al.*, 1998; Belk, 1988; Hollenbeck *et al.*, 2006; Lowrey *et al.*, 2004; Otnes *et al.*, 1993; Segev *et al.*, in press; Sherry, 1983), the use of extended special efforts was also driven by all three motives. Hence, these two tactics reflect givers' wish to engage in defensive and active impression management and to receive valuable resources.

Buying a costly and branded gift is derived from givers' wish to engage in active impression management and to obtain valuable resources. Givers' wish to protect themselves from negative impression was only weakly related with costly and branded gift (see Table IV), indicating that adolescents do not necessarily consider buying an expensive and a branded gift

as a tactic to protect their image (*H6.1*). These findings are not in line with previous qualitative research among adolescents (Segev *et al.*, 2012) or adults, for whom Hollenbeck *et al.* (2006) reported that givers tend to buy branded gift as a tactic to protect their impression (Park, 1998).

Seeking variety in gift-giving is a tactic givers used to engage in active impression management. Their wish to protect themselves from negative impressions was only weakly related with variety seeking (see Table IV). A possible explanation is that peers' interests and preferences converge, rather than diverge, reducing the weight of variety seeking. Alternatively, in some cases, gifts are not visible to others thereby eliminating the possibility of receivers knowing of gifts bought to others in the past. Contrary to expectations, givers' wish to obtain valuable resources from receivers was negatively related with seeking variety (*H6.3*). A possible explanation is that peers' tendency for group conformity leads to similar interests (Coleman, 1980; Lewin, 1948). Hence, less variety should contribute to receivers' feelings of belonging. These results contribute by showing that adolescents use these tactics to manage their impression through gift-giving, mostly established in a general, context-free domain (Jones, 1964).

In sum, the study corroborate past research on the role of gift-giving in managing givers' impression (Areni *et al.*, 1998; Belk, 1988; Hollenbeck *et al.*, 2006; Lowrey *et al.*, 2004; Park, 1998; Roster, 2006; Saad and Gill, 2003; Wooten, 2000). Impression management theory enabled a deeper and finer-grained exploration into gift-giving motives, givers' personality characteristics that influence the extent to which gift-giving is used to manage givers' impression and gift characteristics as a reflection of impression management tactics.

Limitations

Several limitations should be recognized and can be used for designing future research. First, as is true for any single-country study, a question arises about generalizing from Israel, in this case, to samples in other countries. Several culture-related issues come to mind on the basis of Hofstede's structured approach to studying and analyzing cultures (Hofstede, 2001). For example, Israel is a high uncertainty-avoidance nation. This dimension reflects individual's wish to avoid uncertainty of future outcomes. Cultures with high levels of uncertainty avoidance express higher levels of fear of failure and prefer safe tasks (Hofstede, 2001). Conversely, people from low uncertainty-avoidance cultures express an aspiration for future success and a preference for tasks that demand special efforts. Notably,

Table IV Adolescents' correlations – motives and target-enhancement tactics

	M1	M2	M3	TET1	TET2	TET3	TET4	TET5
Motive 1: The desire for protection from potential harm (M1)	1	0.44 **	0.32 **	0.32 **	0.24 **	0.26 **	0.07	0.23 **
Motive 2: Facilitating the development of desired identities (M2)		1	0.51 **	0.42 **	0.38 **	0.31 **	0.25 **	0.54 **
Motive 3: The desire to obtain valuable resources from others (M3)			1	0.44 **	0.33 **	0.30 **	0.28 **	0.17 *
Gift selection efforts (Target-Enhancement Tactics 1)				1	0.54 **	0.51 **	0.34 **	0.56 **
Costly gift (Target-Enhancement Tactics 2)					1	0.24 **	0.38 **	0.41 **
Extended special efforts (Target-Enhancement Tactics 3)						1	0.24 **	0.46 **
Branded gifts (Target-Enhancement Tactics 4)							1	0.25
Variety in gift giving (Target-Enhancement Tactics 5)								1

Note: *Correlations are significant at 0.05 level (2-tailed); **Correlations are significant at 0.01 level (2-tailed)

gift-giving tasks involve future impressions that may influence givers' impression. Hence, in comparison to Israel, gift-giving in cultures with lower levels on this dimension will reflect lower levels of the use of target-enhancement tactics that are motivated by defensive impression management (i.e. gift selection efforts, special efforts, costly gifts, and seeking variety in gift-giving). Additionally, Israel is an average-individualism nation. High-individualism cultures exhibit higher levels of public self-consciousness and extravert behaviors. Hence, personality characteristics driving the tendency to engage in gift-giving and in the gift characteristics that reflect tendency to extravert behavior (i.e. gift appearance and costly gift) should differ in high-individualism cultures.

Second, several additional personality characteristics could affect gift-giving behavior. For example, using similarity tactics in gift-giving may harm givers' sense of uniqueness and private self. Future research could investigate how givers' need for uniqueness influence the use this tactic.

Finally, the current research explored gift-giving behavior only in the gestation stage. The second stage, the presentation stage, focuses on the exchange of the gift and includes the transmission of the gift from givers to receivers and the rituals surrounding it (Belk *et al.*, 1989a, b). Hence, exploring this stage through the lens of impression management theory appears to be a promising future research direction.

Managerial implications

The results of these studies have several retail implications. First, gift-givers can be segmented based on personality characteristics such as public self-consciousness, self-monitoring, and self-esteem. Understanding that these personality characteristics effect-givers' motivation to engage in gift-giving can help retailers use the most appropriate selling techniques. Also, the use of impression management tactics in gift-giving is reflected in the gift (i.e. buying costly or branded gifts) and in the process (i.e. by engaging in information search and variety seeking). Understanding that these tactics are motivated from active or defensive impression management motives can help retailers in designing selling tactics.

In conclusion, this research explored the instrumental role of gift-giving among adolescents. It aimed was to understand how personality characteristics motivate givers to engage in active and defensive impression management through gift-giving and how different self-presentation tactics are reflected in gift-giving. The data show that adolescents use

different self-presentation tactics to manage their impression through gift-giving. Thus, this research contributes to the exiting literatures on gift-giving, impression management, and adolescents' consumed behavior.

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Executive summary and implications for managers and executives

This summary has been provided to allow managers and executives a rapid appreciation of the content of this article. Those with a particular interest in the topic covered may then read the article in toto to take advantage of the more comprehensive description of the research undertaken and its results to get the full benefits of the material present.

Much scholarly attention has been afforded to the subject of gift-giving. Industry size and the importance of the practice to retailers have prompted research from various approaches and theoretical perspectives.

Researchers have previously examined such as motives to engage in the practice, cultural influence and social resources and characteristics of the receiver. However, few have addressed the impression of donors that recipients form as a consequence of gift-giving. The numerous studies conducted have largely focused on adults or students. A consideration of adolescents is limited by comparison. But this segment is important because of its size, buying power and unique characteristics. For instance, conformity is important to adolescents, who also balance the need for both individual and group identity. Another area to be under-researched is the impact of the donor's personality on gift-giving behavior.

The core premise of impression management is that people attempt to "control and influence" how they are perceived by others. Reasons why individuals engage in impression management include:

- the notion that goal achievement can depend on how others perceive them;
- impressions determine the likelihood of further interactions with the recipient;
- to establish a position in a social hierarchy; and
- creation of desired identities such as at work or with personal relationships.

A difference between "defensive" and "active" impression management has been identified by several academics. Avoiding social rejection and a desire to be socially acknowledged relate to the defensive form of management. Motivations for active impression management include achieving social influence and status, and wanting to be perceived favorably by others.

Some of these and other motives illustrate defensive and active impression management in a gift-giving context. With specific regard to adolescents, studies have found:

- Giver need to avoid unfavorable impressions that might cause them harm. Perceptions that their gifts are cheap or of poor-quality can elicit this fear.
- A wish to make the recipient view them more positively through presenting gifts that might be viewed as superior to those given by others.
- Presents being given in an attempt to strengthen the relationship with the receiver in the hope to receive valuable resources such as intimacy, friendship and social support in return.

The personality traits deemed likely to influence tendency to engage in impression management are:

- Public self-consciousness. Awareness of how others view the self is the definition of this characteristic. Those with high levels of this trait are more concerned about the perception of others and try to influence these impressions by improving their appearance, performance and reputation. Highly visible products like clothing and make-up are consequently seen as important. Unfavorable evaluations from others is a concern for people who fear being rejected socially.
- Self-monitoring. People high in this trait consider it important to adapt their behavior to comply with expectations of different audiences. Being able to interpret social situations and recognize certain signals helps them respond appropriately. Because of their desire for membership of certain social friendship groups, adolescents feel a particular need to impress others.

- Self-esteem. Impression management is seen as a means for individuals concerned about this characteristic to satisfy the need to feel good about themselves. The perception of oneself by others is a significant part of the process. Motivation to engage in impression management differs for high and low esteem individuals, studies have found. Increasing the favorable impression of themselves is the goal of high-esteem people, while those whose self-esteem is low seek to avoid negative perception of themselves and the ensuing embarrassment and rejection.

Positive impressions can receive a boost if certain "self-enhancement tactics" are deployed:

- Perceived-similarity. A core premise here is that people are attracted to those they regard as similar to them. With gift-giving, the objective might be to increase these similarity perceptions. This can be achieved by choosing a present that resembles one owned by the donor. A gift that giver and receiver can consume together is a further option, as is one which recalls a shared past event that might be significant only to them.
- Target enhancement. Since people warm to those who make them think positively about themselves, the goal here is to make the recipient feel "good and worthy". Choice of gift is thus critical and the desired effect can be attained through different means. The effort in selecting an appropriate present can involve extensive information search involving several stores and seeking endorsement from the recipient's relatives and peers. Buying an expensive gift is another common practice. Others may make an extra effort and focus on appearance to make the present more attractive, or personalize the occasion with a handmade gift. Studies show that some people signal their special effort through branded gifts renowned for superior quality and reliability. Adolescents might also select brands appropriate to specific reference groups. An additional way of making recipients feel special is to give them variety through unique presents that are creative and different to those previously given.

Segev et al. explore these issues further in a study involving 141 Israeli adolescents aged between 13 and 16 years-old. Subjects complete a self-administered questionnaire relating to a peer gift-giving experience that recently occurred.

Key findings from the analysis include:

- giver motivation to engage in gift-giving to avoid negative impressions of themselves, make receivers perceive them more favorably and strengthen mutual friendship is positively influenced by public self-consciousness and self-monitoring;
- self-esteem of givers is related to the desire to improve recipient perception of themselves;
- givers use strengthening past events similarity tactic as a means to improve receivers' positive impressions of them;
- all similarity tactics are used by givers wanting to obtain value resources from recipients;
- givers wanting to obtain value resources from receivers is positively influenced by mutual future consumption; and
- target-enhancement tactics are positively linked to gift-giving motives like protection from negative impressions, increasing recipients' positive perceptions of the giver and obtaining valuable resources from the receiver.

It was expected that giver desire to create and improve favorable perception of themselves by the recipient would be influenced by gift similarity and mutual future consumption. That support was not found could be explained by the homogeneity of the adolescent segment, meaning that gifts may be suitable for both parties regardless. A converge in interests might similarly explain the weak role of variety seeking in impression management. Adolescent desire to conform could actually make less variety more preferable. Another indication is that buying a costly gift might not be viewed as a safeguard against negative impressions.

The authors assert that segmentation based on personality traits is feasible. Retailers who understand these characteristics can utilize relevant sales methods, the effectiveness of which can be further enhanced through

awareness of the different motivations of active and defensive impression management tactics that adolescents use.

Research in future could investigate the issues in different nations and cultural contexts. A consideration of other personality traits is likewise recommended. The current work investigates gift-giving at the “gestation” stage, where the activity is planned. Scope thus exists to focus on the “presentation” stage to examine actual gift exchange and the customs which might surround the act.

(*A précis of the article “Gift-giving among adolescents: exploring motives, the effects of givers’ personal characteristics and the use of impression management tactics”. Supplied by Marketing Consultants for Emerald.*)



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