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Proceeding Seminar and Workshop Educational Psychology: Career Development in Psychology and Educational Perspective

Bandung, 13 March 2017



Educational Psychology Program
School of Postgraduate Studies
Universitas Pendidikan Indonesia

**PROCEEDINGS OF SEMINAR AND WORKSHOP
EDUCATIONAL PSYCHOLOGY:**

**CAREER DEVELOPMENT IN PSYCHOLOGY AND EDUCATIONAL
PERSPECTIVE**

Bandung, 13 March 2017



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FOREWORD

Dear Colleagues,

We are delighted to welcome you to the Seminar and Workshop on Career Development in Psychology and Educational Perspective. The event was organized by Educational Psychology Program of School of Postgraduate Studies of Universitas Pendidikan Indonesia held on the 13-14th of March 2017 in Bandung, Indonesia.

Our efforts and active engagement can now be rewarded with these two days of new exciting development about what we are passionate about. We take pride in having been able to connect and bring together academics, scholars, researchers, practitioners, and others interested in a field that is fertile in new perspectives, ideas, and knowledges.

The Seminar and Workshop consists of paper presentations, workshop, and seminar. The 24 of 37 articles received are published in this proceedings after having edited process.

Workshop activity was delivered by an international researcher namely Professor Kiyomi Banda from SANNŌ University Japan. Meanwhile, the seminar speaker was Professor. Dr. H Mohamad Surya presenting the topic of Career Development in Psychology Perspective and Dr. H. Mamat Supriatna, M Pd with the topic of Career Development in Educational Perspective. Both speakers are lecturer of Educational Psychology Program of Universitas Pendidikan Indonesia, whom we express our most gratitude.

This volume is composed by the proceedings of the Seminar and Workshop which discuss about Career Development in Psychology and Educational Perspective with the following topics: career development in Indonesia, the role of teachers in career development, development of a career in psychology perspective, development of a career in education perspective, soft skill in career development, and entrepreneurship.

We would like to express thanks to all the authors and participants. the members of the academic scientific committee, our sponsors and partners, our editors and reviewers, and of course, to our organizing and administration team for making and putting this conference together.

Hoping to continue the collaboration in the future.

Bandung, October 2017

Respectfully,

Dr. Tina Hayati Dahlan, M.Pd.,Psikolog

Head of Educational Psychology Program, School of Postgraduate Studies of Universitas Pendidikan Indonesia

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INTRODUCTION OF TEM (TRAJECTORY EQUIFINALITY MODELING): A METHODOLOGY FOR ANALYZING CAREER DEVELOPMENT

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Abstract

The author began comparative research on career development between Japanese and Indonesian university students with assistance from Universitas Pendidikan Indonesia in March 2016. This study aims to introduce the new methodology to analyze the qualitative data, which is called TEM (Trajectory Equifinality Modeling). To make the social back ground of Japan clear, the Japanese employment system is mentioned at the beginning. The author adopts this methodology to show the transformation of value for university students' career development in the research. However, because of the limitations of this paper, only the methodology is suggested.

Keywords: Career development, Qualitative research, TEM

1. UNIVERSITY GRADUATE EMPLOYMENT PRACTICE IN JAPAN

Western organizations operate on the job model, whereas Japanese organizations are based on the membership model (Hamaguchi, 2014). In Western countries there is a stronger relationship between one's undergraduate field of study and job content than there is in Japan. Ordinarily in Japan there is no connection between a person's undergraduate major and the content of his or her first job (Koyama, 2014). Japanese companies do not explicitly specify a position when they employ new graduates. Since companies bind their workers to comprehensive employment contracts, employees recognize that they are members of an organization (Koyama, 2014). Instead of viewing job searching as the act of seeking employment, it is more contextually resonant to view it as membership hunting in Japan (Banda, 2014). (see Figure 1.)

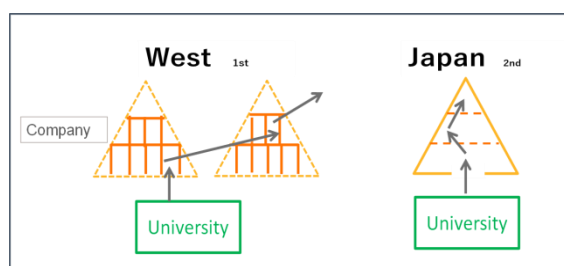


Figure 1. Differences between Western and Japanese Organization and Career Development (Koyama, 2014)

2. A METHODOLOGY TO ANALYZE HUMAN'S CAREER DEVELOPMENT: TEM

In the Japanese context of school-to-work transition university graduates face difficulty in visualizing their possible future because they first have to be selected by a company as one of the members without knowing which job they will work. Students are encouraged to be human resources who attain 12 competency factors and teachers and professors encourage themselves to find a way to improve students' knowledge as well as competencies by providing an active learning approach. How do

students choose their own way and develop into adults? In order to analyze their career development, the author adopted TEM.

2.1 Trajectory Equifinality Modeling

TEM was developed by an international collaboration among psychologists of two countries, Tatsuya Sato, Jaan Valsiner and Yuko Yasuda. Sato (2006) mentions that Kullasepp (2007) defines the self as an “open-system,” which has a process of interaction with the outer world and depends on outside factors (Von Bertalanffy, 1968). Zittoun & Valsiner (2016) point out that the open-system has two implications. Firstly, in its starting point, development cannot be predicted before it happens, nor can it be exhaustively explained after it has happened. Secondly, development has multiple potential pathway outcomes rather than a final expected form.

Equifinality means that the same state may be reached from different initial conditions and in different ways within irreversible time. The notion of equifinality implies multi-courses for the same equifinality point (EFP). For example, we experience this point in our anxiety about the future, identity formation, graduation, marriage, etc. Equifinality entails the arrival in the same developmental end state through various possible pathways (Zittoun & Valsiner, 2016). Therefore, equifinality and trajectory are inseparable. (see Figure 2).

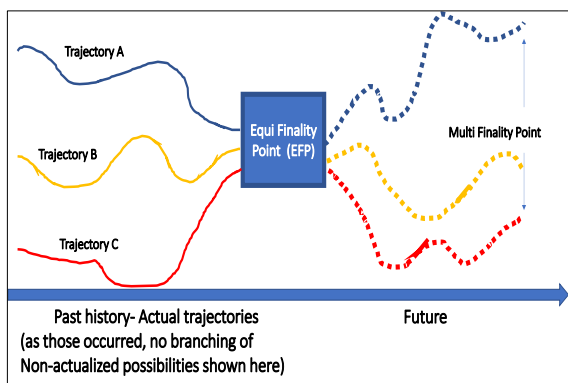


Figure 2. Equifinality point within irreversible time (past-to-future movement) (Valsiner & Sato, 2005).

2.2 Bifurcation Point (BFP)

Sometimes we face a life event that is totally unexpected with the taken-for granted

course of action effectively prevented—a rupture. In the course of life, a rupture destroys routines and demands from people a new adjustment to their environment (Zittoun & Valsiner, 2016). We called transition the processes of change in which people are engaged after an experienced rupture, and we found it useful to observe identity transformations, learning, as well as sense making hence occurring (Zittoun, 2006; Zittoun & Perret-Clermont, 2009). For example, for a university student, a rupture such as traveling abroad might involve finding him or herself in the workplace as a volunteer for an international cooperation agency, teaching school in a developing country, or negotiating a trade deal for a company. Such ruptures have the possibility of becoming a bifurcation point. A bifurcation point (BFP) is a point where alternative options emerge and the location on trajectories to the new directions and the decision of preference of one of the others is inevitable. Thus, the notions of BFP, Trajectory and EFP are considered to be inseparable in the course of human life. (Figure 3).

The actual life course until the equifinality point has been discussed thus far. However, life is not only about what people actually do, or how they experience reality; a large part of life is played out in people’s imagination- imagining being on the beach rather than at a work, that life were as it was before a catastrophe, or that someday one could become the owner of a company (Zittoun & Valsiner, 2016).

Imagination demands a disjunction from the actual course of actions, distancing from constraints of the irreversibility of time and causality, and engaging

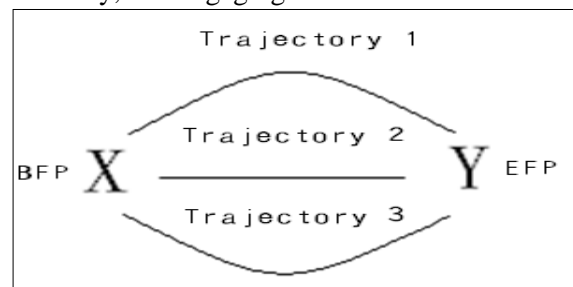


Figure 3. Basic Unit of TEM; Multiple Trajectories Lead to Similar Outcomes.

in a mode of experience which temporarily suspend reality. Imagining demands loops orienting people's experience toward the past (what was or could have been), alternative presents (what could be or should not be) and the future (what might be, or could become) which then enriches the present (Zittoun & Cerchia, 2013; Zittoun & Gillespie, 2015).

Imagination is socially nourished yet absolutely individual and unique as process (Vygotsky, 1931).

Zittoun & Valsiner (2016) insist that imagination is connected to ruptures and the life course in a double sense. First, sometimes it is because people imagine life could be different, creating ruptures as models for possible futures (e.g. "What would it be like if I leave my partner?"). This is a projection into the possible future evaluated from the standpoint of the present. Second, ruptures call for imagination: after a rupture of what is, a person has to engage in active explorations – of how to live in the new conditions, how to learn from the past. Hence, one could say that the pathway will be defined with the transition and emerges out of a cloud of many possibilities, created by imagination (Zittoun, in press; Zittoun & de Saint-Laurent, 2015). (see Figure 4)

The dialogical self is considered to emerge at BFP (Figure 4). Dialogical Self Theory (Hermans & Kempen, 1993; Hermans & Hermans-Konopka, 2010) asserts that there is no discrete singular unitary self that is separate from the outside world. Hermans (2016) states the dialogical self can be described in terms of a dynamic multiplicity of I-positions in the landscape of the mind with the possibilities of dialogical relationships between these positions such

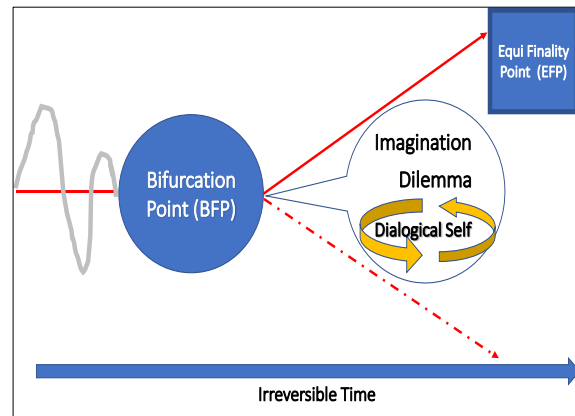


Figure 4. Emergence of Dialogical Self at Bifurcation Point (by the author).

as I as father, I as husband, I as professional (social position) or I as ambitious (personal positions).

Different positions can be involved in dialogical relationships as productive forms of exchanging meaning. Patton & McMahon (2014) apply this theory to career theory, and point out the notion that dialogical self provides solutions to the problem of how that meaning is constructed. Therefore, the dialogical self produces the meaning to connect the self to the future at the BFP, content with emotion, dilemma, and imagination.

In addition, Sato and Valsiner (2010) mention the two opposite powers, which are social direction (SD) and social guide (SG), conflict at the bifurcation point, as shown in Figure 5. A person proceeds with his or her orientation as an open system, meaning orientation is not internally derived, and struggles to realize his or her own orientation against the social directions (SDs) with the support of social guidance (SG) supplied by intimate social relationships (Sato, et al, 2012).

The focus on SD derives from Valsiner's (2001) idea. SD indicates the power to force a person to go in a direction against his or her intentions. This might include common sense, tradition, social norms, and social pressure. On the other hand, SG is the power to defend against SD. SG might be supplied from intimate people such as family members, a girl or boyfriend, friends, and a teacher. Thus, SD is defined as the

power of inhibition to go to EFP, and SG is defined as the power of promotion to go to EFP. In many cases, either SD or SG is stronger. Therefore, a person can make a choice (Sato & Tanimura, 2016).

If not, the person suffers from the situation's so-called "Buridan's ass paradox". In the situation where a person is in between SD and SG, if the person cannot choose which way to go, there is a possibility that the person becomes stuck. However, Yasuda (2015) indicates that Vygotsky states that human beings have high order psychic functions, and accept signs and create reactions because of them. Yasuda (2015) points out that there are two types of signs; promoter signs and inhibitor signs, those of which correspond to SG and SD. Hence, focusing on BFPs clarifies how human beings develop and how these signs (SD/SG) play important roles at BFP.

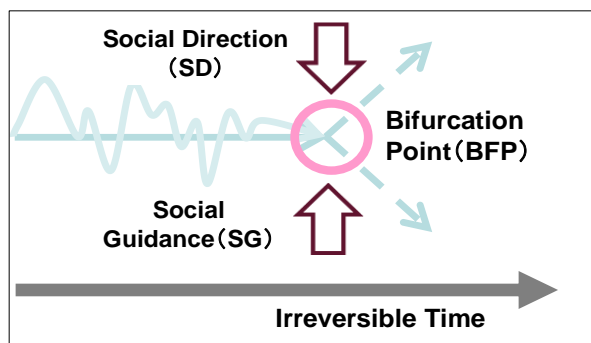


Figure 5. Social Guidance(SG) and Social Direction (SD) (Yasuda, 2015).

2.3 History Structured Inviting (HIS)

Zitton & Valsiner (2016) mention against "random sampling" as follows; The tradition of "random sampling" that has been a habit in social sciences does not make sense. (...) How can one seriously assume that two "randomly sampled persons" from the same community are "independent" of one another? (...) "Random sampling" fails to represent history of the specimens who are thus sampled. This is relevant in case of the developmental sciences. The previously lived-through life course sets up historical conditions for the future to become present. With all these faults of the "random

sampling" practices in clear view, an alternative was suggested. The alternative suggestion is History Structured Inviting (HIS).

Sato (2006) emphasizes that EFP is the point researchers study. EFP is a state that is reached from various starting points. EFP in TEM is a final state and a start point for later life. Thus, EFP is a convergent point almost all research participants experience and as a result, EFP is the researcher's focus. In TEM research, people who have the same experience, as EFP, are listed and used for sampling.

However, Sato & Tanimura (2016) decided to use the notion of "inviting" instead of "sampling" as a way to treat participants with respect. Researchers who use TEM as their research methodology invite individuals with the same or similar EFP experiences to participate. Researchers then try to depict participants' multi-linearity and their life course histories and analyze them as a series of BFPs. By focusing on EFP and inviting participants with EFP, the real trajectory and possible trajectories are depicted and used to construct a model for the beginning of the life event experience.

2.4 Equifinality Point (EFP) and Polarized EFP (P-EFP)

Valsiner and Sato (2006) proposed that polarized EFP (P-EFP) should be set so that the model avoids evaluation of the life course (see Figure 6). The dimension of EFP —P-EFP is practically useful for setting the orthogonal dimension with irreversible time.

The meaning of EFP is clear but polarized EFP requires clarification. P-EFP is a hypothetical counterpoint to EFP set within the field of non-EFP. Because Non-EFP status inevitably has a very large area and is ambiguous, polarized-EFP is the creative virtual "dialogical opposite" of EFP.

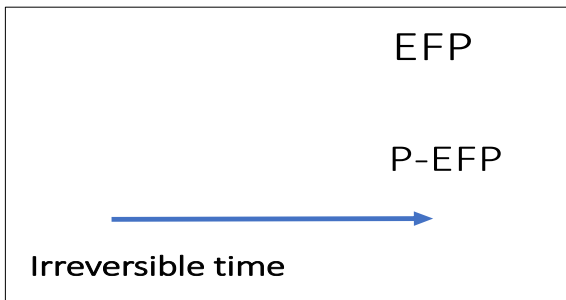


Figure 6. The relations of EFP and P-EFP.

2.5 Obligatory Passage Point (OPP)

There is one additional basic concept to depict the model of TEM. Latour (1988) developed the concept Obligatory passage Point (OPP) in the context of the sociology of science. According to Valsiner & Sato (2005) there are two types of OPP in the course of human development; indigenous and exogenous. The former includes species-specific biological transition points such as menarche, or menopause. The latter is set up by the environment and/or custom. The cessation of menstruation in women at times of hardship (“war-time amenorrhea”) is a result of environmentally produced transition phase.

Yasuda (2016), in her research focusing on women who received infertility treatment but were unable to get pregnant, found that the OPP for the women is “the experience of being aware of adoption.” Thus, locating OPPs can reveal the possible impact of institutional regulations and other social practices (Kullasepp, 2016)

2.6 TEM As A Research Tool

All of the concepts of TEM is shown on Table 1. Yasuda (2016) suggests the procedure of TEM analysis as follows. First, a choice or a behavior is identified as EFP based on the research question. At the same time, P-EFP should be determined. Second, by thinking through some life trajectories that reach EFP and diverge from EFP and describing what points could be considered as BFPs and OPPs, a TEM figure is designed. Then the cultural and social effects and possible support system are analyzed. The former is identified as SD and the latter is SG. If possible, life trajectories are identified that were not found in the narrative data; they are

shown with the dotted lines. The potential life trajectories should be shown in the TEM figure.

Table 1. The meaning of each concept of TEM (modified by the author after Yasuda, 2016).

Basic concept	The meaning of each concept
Equifinality Point (EFP)	The point at which diverse trajectories converge (The researchers’s interest)
Bifurcation Point (BFP)	The points at which more than two trajectories diverge
Obligatory Passage Point (OPP)	The point through which most people are thought to pass logically, institutionally, and customarily
Irreversible Time	The time neither measured by a clock nor divided into units
Social Direction (SD)	The power that prevents people’s behaviors and choices to go to their favorable direction
Social Guidance (SG)	The power that prompts people’s behaviors and choices culturally and socially
Polarized EFP (P-EFP)	The point designed to accommodate the value judgements and prejudices intrinsic to the subjective nature of qualitative research

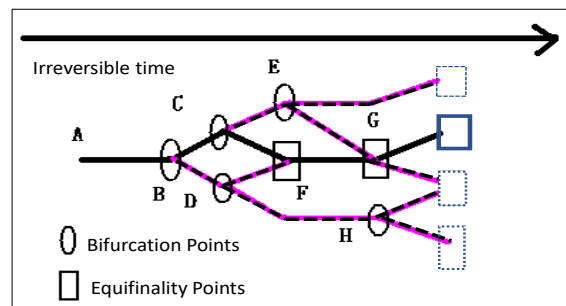


Figure 7. Depicting the Equifinality Trajectory Modeling (modified after Valsiner, 2001).

3. CONCLUSIONS

In the practice of life course research, not only of university students but also of people in general, TEM is considered to be one of the ways to understand the flow and the continuity of life (Sato, Hidaka & Fukuda, 2009). When living in an uncertain era, the transforming mechanism

models that depict the process of life trajectories is needed to reveal the coherence, dynamism and variation of idiosyncratic life.

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CAREER DEVELOPMENT IN THE PERSPECTIVE OF PSYCHOLOGY

(Paper presented at the International Seminar "Career Development in Psychology and Educational Perspective" organized by Department of Educational Psychology, Post Graduate School, Indonesia University of Education (UPI) Bandung, March 14, 2017)

H. Mohamad Surya

Indonesia University of Education, Bandung, Indonesia

Work and Career

Work, Working, and Vocation, are inseparable processes in every people's life. Work refer to the domain of life in which people provide service or create goods typically on a paid basis. It can also refer to the specific activities that one perform for pay or on a volunteer basis. By working people will get wage (money or non-money) to be used to fulfill any kind of need in the proses of life existence and survival. Therefore working and vocation are a basic need for every people.to fulfill life need (food, clothes, house, etc). These phenomena will arise need for every people to work and get vocation

Those aspects have motivated Frank Parson in 1908 to create a Bureau to provide servise in helping people to get a job (vocation) and able to work as good as possible according to their potential. That effort is motivated by a situasiton at that time after First World War where many veteran people were jobless and need to get job or vocation. Through his Bureau, Frank Parson is viewed as a pioneer toward vocational guidance.

The ideas of Parson then rises attention from psychologist where at that time psychology was fast growing as a scientific study. From these ideas then raise a branch of psychology namely Vocational Psychology, a scientific study specifically regarding vocational behavior. Vocational psychology conducts a scientific concept as well as empiric about work behavior. Work behavior as a focus of vocational psychology present scientific concepts which covers meaning and characteristics, mechanism, dynamic, diversity, potency, and development of work behavior. In Vocational psychology, work behavior and working are not only concerned

toward fulfilling material need but has interrelationship with various psychological dimensions. People works not only motivated by wage but also concern with various psychological aspects such as motivation, interest, enjoyment, self development, need fulfilment, self concept, hobby etc., Vocational psychology was influenced by the fast development of psychology in 20th century and early 21st century which is marked by development of various theory of psychology particularly differential psychology, developmental psychology cognitive psychology, and self theory, Expert in vocational psychology pioneered by Donald Super and another figures agreed to replaced term "work" by "career", because career is viewed more relevant with individual psychological condition and dynamics. Therefore term career with various its implication has been used in 21st century modern era.

Changes of work world and career

In the 21st century, characterized by fast growth of science and technology in the globalization era has arised a change in the world of work. In this time people work with wage arise in various form such as "short contract", "ordinary work", "parttime work", "portfolio career", "protean career", "out sourcing" etc..Change of world of work have some charactiristics as follows: (1) World of work is dynamic and always changing, (2) There are many shifts in working, (3) Arising new opportunity and combination of multidicpline of science and technology, (4) Every individual has a responsibility for their work and career, (5) Individual are expected to develop and manage their career, (6) Change can arise individual

stress, (7) Lifelong learning can help individual in making adaptation toward change and working stability, (8) Lifelong learning is an intrinsic part of career development.

According to those changes, in current era career have a more broad meaning. Career does not only have a limited meaning as a working or vocation or job which paid or produce money. The impact of the expectancy of 21st century development is, working paradigm is not limited as a form of activities to get wage or work a life empowerment and survival. (2) a way to get social relationships, and (3) a way for self determination. According to Robert W. Lent dan Steven D. Brown, (2013) psychologically people motivation to work are (1) work as need fulfilment, (2) work as individual's public identity,, (3) work as personal identity or self construction, (4) work as normative expectation, group identity, and social contribution, (5) work as existential response and aid to mental health..

In the modern era, career has more meaning as a meaningful self actualization in that whole individual life journey which is achieve through a serial of success. It is said also that career is "a continuous process of learning and development". Myries & Hall (1998) in Mary McMahon (2008) stated that "it has been suggested that careers in the 21st century will require 'learning a living' rather than simply earning a living; continuing to learn is essential to career management and employability". In this connection career can be achieved not only through work or jobs, but through various form such as: (1) work experiences, (2) community involvement, (3) employment, (4) life roles, (5) enterprise activities, (6) cultural activities, (7) training, (8) education, (9) interest development, (10) sport, and (11) volunteer work. Through activities among that eleven forms, individual will achieve a meaningful self actualization for his or her self as well as for others..

In facing challenges of any changes, people must have capability of higher adaptation, through mastery divices called "meta competencies".(McMahon 2008) which is related to learning process, life management, and communication in the whole life journey. For example Australian Blueprint for Career

Development (ABCD) (in McMahon, 2008) identified eleven career management competencies in three domains, those are: Domain one: Personal Manajement, covering (1) Developing and caring of self image, (2) Positive and effective interaction with others, (3) Change and growth in life; Domain two: Exploration of learning and working, covering: (4) Participated in the lifelong learning which support career, (5) Utilization career information appropriately; (6) Understanding relationship among working, society, and economy; Domain three: Career Development, covering: (7) Keeping and creating job, (8) Career development decision making, (9) Keep balance between life roles and working, (10) Understanding change of life roles and work roles, (11) Understanding and acting in managing career development process.

Perspective psychological view about career has developed fast since established by Parson in 1909. Paul J. Hartung (2010) said that career counseling and development enjoy four distinct traditions that emerged from four distinct milestones in its 100 years history. First come the early 20th century with vocational guidance movement with its emphasis on individual differences and matching people to occupation. The differential tradition still serves today as the keystone of career counseling and development for fitting worker to jobs. A second milestone occurred at mid 20th century with the advent of the developmental perspective on career that added the notions of the career stage, career patterns and trajectories, and worker as one many life roles. The developmental tradition on career counseling and development for fitting work into life. The last quarter of 20th century witness a third milestone with the rise of the social cognitive behavioral perspective on career emphasizing learning, personal agency, and career thoughts and beliefs. The social-cognitive tradition offers a unifying perspective on career counseling and development in a framework of experiential, mental, motivational and behavioral process for shaping work and career. The most recent milestone has been the contemporary proliferation and advancement of constructivist-social constructionist and narrative approach to career that emphasize life

theme, relationship, story, and meaning making. The constructivist-social constructionist tradition affords a comprehensive, holistic, contextualized perspective on career counseling and development for creating self work and career.

Meanwhile the world of work entering 21st century has developed one concept namely "PROTEAN CAREER" as a new concept of career development in the contemporary time. The career of the 21st century will be protean, a career that is driven by the person, not the organization, and that will be reinvented by the person from time to time, as the person and the environment change. Protean career have some characteristics as follow:

1. Focus on psychological success rather than vertical success
2. Lifelong series of identity changes and continuous learning
3. Career age counts, not chronological age
4. Job security replaced by the goal of employability
5. Sources of development are work challenges and relationships, not necessarily training and retraining programs
6. The new career contract is not a pact with the organization; rather, it is an agreement with one's self and one's work
7. Focus on learning metaskills (learning how to learn), i.e., how to develop self-knowledge (about one's identity) and adaptability
8. Adaptability and identity learning is best accomplished through interactions with other people (reflected in interdependence, mutuality, reciprocity, and learning from differences)

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TREND PROBLEM CAREER IN SCHOOL

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Abstract

This paper is intended to describe the career problems of learners in each educational unit, as well as the importance of career-oriented development strategies. The survey on the career problems of 2015 and 2016 learners in West Java shows a gap between the ability to plan and choose a career with the ability to understand themselves, understand others, and interact in social scenes meaningfully. Therefore, the direction of career development strategy should be seen as a service that facilitates the development of learners potential optimally.

Keywords: development, career problem, strategy

1. CAREER DEVELOPMENT CHALLENGES

In today's global era human values are confronted with new values such as competition, efficiency, effectiveness, and acceleration through the various forms and media in all dimensions of human life. If the new values are applied incorrectly in the world of education, it will result in the erosion of humanity in the students themselves.

For example, the value of competition (competition) is actually only fair if it is in a cooperative umbrella or gotongroyong and based on the similarity of ability, opportunity, scope, and means. Without it all, the competition will only result in the losers will always "lose". According to Theodore Suwariyanto (2004), educational institutions as mini societies should teach cooperative learning, cooperation and together, instead of teaching a mere intellectualistic game, which would only make a clever man but be consumed by his own intelligence and fool others. In other words, educational institutions should be a community of kinship

and develop creativity, sense, and need or dimension of humanity.

In addition, in this era, education in Indonesia is dealing with the challenge of increasing competitiveness, especially in the field of declining economic products. The competitiveness of these products is closely related to the competitiveness of human resources. That is, the quality of product competitiveness determined by the quality of competitiveness of human resources; or there is a parallel between the direction of product competitiveness with competitiveness of human resources generated through education.

In the context of Indonesian education, career development is in line with the meaning of education as a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and skills that needed by themselves, society, nation and state. (Chapter I, Article 1, Law No. 20 of 2003 on National Education System).

Therefore, the national education function to develop the ability and shape the character and civilization of dignified nation in order to educate the life of the nation, aims to the development of the potential of learners to be a human being who believes and cautious to God Almighty, noble, healthy, knowledgeable,

capable, creative, independent, and become a democratic and responsible citizen. (Chapter II, Article 3, Law No. 20 Year 2003 on National Education System).

Developmental paradigm sees learners as individuals who are in the process of developing or becoming (on becoming), that is developing toward maturity or independence. To reach maturity individuals need guidance, because they still have lack of understanding about themselves, their environment, as well as experience in determining the direction of life. In addition, there is inevitability that the development process of learners does not always take place smoothly or free from problems. In other words, the development process does not always run in linear, straight, in line with the potential, expectations, and values adopted (MoNE, 2007).

The statement implies the principle that learners are creatures of God Almighty who are developing, both as individuals and social beings. Therefore, career development through education has several philosophical implications as follows. First, the developed educational strategy should be based on a positive view on humans or that human beings

are basically born good. Second, human behavior consciously, free, and responsible is guided by the positive power that comes from within himself to the full extension of all human potential. Third, in order to evolve in a positive direction, humans need a good atmosphere and personal accompaniment all-round full of acceptance and appreciation.

2. TREND OF CAREER PROBLEMS IN SCHOOL

The career problems of learners in schools seem to tend to shift from academic problems to problems related to an understanding of personal characteristics. That is, although the problem is related to academics such as mastery of information and learning habits, causative factor is more toward the understanding of the characteristics and conditions of the inadequate personal self. Survey results (2015) career problems of junior high school / high school / vocational students in some districts / cities in West Java are illustrated in Table 1 below.

TABEL 1

**TRENDS PROBLEM CAREER PARTICIPANTS SMART / SMA / SMK
ON SOME DISTRICT / CITY IN WEST JAVA
YEAR 2015 ***

NO.	SCHOOL	CLASS	STUDENTS	DESCRIPTION OF THE CAREER PROBLEM
01.	SMPN Kota Tasikmalaya	VII	26	Learners have not been able to focus in determining interest.
02.	SMPN Kabupaten Ciamis	VIII	32	Learners have not been able to plan long-term oriented careers, especially in aspects of knowledge and attitude.
		VIII	37	
		IX	35	Learners have not been able to make career decisions.
03.	SMPN Kabupaten Kuningan	VIII	32	Learners do not have an understanding of a good career.
04.	SMPN Kabupaten Bandung Barat	IX	32	The ability of career planning of learners is still low in self-understanding indicators, choice considerations, and information search.
05.	SMPN Kota Bandung	IX	20	Learners have not been able to choose various activities that support the development of his career, due to lack of

				information both about themselves and the environment effectively.
Σ	5 SMP dari 2 Kota dan 3 Kabupaten		214	
06.	SMAN Kota Bandung-a	X	32	Learners have not yet shown the appropriateness between an understanding of potential ability and career interest.
		X	21	
		XI	32	In general, learners are still experiencing confusion in the selection of their career.
		XI	20	
07.	SMAN Kota Bandung-b	XI	37	Learners tend to be interested in psychology and socio-politics
08.	SMA Lab. School Kota Bandung	X	27	There are still many learners who have not been able to plan the right career, due to lack of understanding of the potential and object of interest.
		X	30	
		X	25	
		XI	30	Learners show less effective habits and learning skills, and the relationship between personal attitudes, beliefs, skills with skills for work
		XI	32	
09.	SMAS Kota Bandung-a	X	35	There are still learners who do not have a future career understanding.
10.	SMAS Kota Bandung-b	XII	28	There are still many students who lack aspiration to higher education, due to lack of information.
11.	SMAN Kabupaten Bandung Barat	X	41	Most of the learners have not been able to make career decisions, because they do not understand the potential of themselves (strengths and weaknesses) and the values that exist in the environment.
		X	40	
		X	32	
		X	37	
12.	SMAS Kabupaten Bandung Barat	X	30	Learners still lack career information, so do not have a good career understanding.
		XI	23	There are still many learners who have not been able to plan a career, due to lack of information and motivation in choosing a career in the future.
		XI	28	
		XII	28	Most of the learners still have difficulty in making career decisions.
13.	SMAN Kabupaten Bandung	XI	30	Most learners have good career planning.
14.	SMAN Kabupaten Majalengka	XII	25	Learners confuse choosing, because they do not understand the advantages and disadvantages themselves.
Σ	9 SMA dari 1 Kota dan 3 Kabupaten		663	
15.	SMKN Kota Bandung	X	25	A small percentage of learners do not yet have a good career understanding.
		X	30	
		XI	23	

		XI	30	Learners are not yet ready to choose career that suit their characteristics.
16.	SMKS Kota Bandung	XI	17	There are still many learners who have not been able to take a career decision.
17.	SMKS Kabupaten Purwakarta	X	20	There are still many learners who do not have the readiness to make career decisions.
18.	SMKN Kabupaten Banjar	XI	32	Learners are confused to make choice, due to lack of understanding about the importance of a career.
Σ	4 SMK dari 1 Kota dan 2 Kabupaten		177	
Σ	TOTAL		1054	

*) Source: Survey Report of Career Problems at School, Students Department of PPB-FIP-UPI, Semester VI Year 2015.

In the junior high school (SMP), the students of class VII have not been able to focus in determining their interest. This shows the transitional condition of the previous education unit (Primary School / Madrasah Ibtidaiyah) that is still inherent, or lack of understanding of the diversity of activities that support the development of his career in junior high. Class VIII, students have not understood about a good career, so it has not shown the ability to plan long-term career oriented, especially in aspects of knowledge and attitude. Class IX, show that they have not been able to choose various activities that support the development of career, due to lack of mastery of information both about self, choice, and environmentally effective.

Meanwhile, in the high school education unit (SMA), the problem of careers of class X students shows there is no match between understanding of potential ability and career interest; or learners have not been able to make career decisions, due to lack of understanding of self potential (strengths and weaknesses) and

the values that exist in the environment. Career problems of class XI students who have not been able to plan a career, due to lack of information and motivation in choosing a career in the future. Then the problem of career class XII students are still having difficulty in career decision making and confusion choosing, because they do not understand the advantages and disadvantages of themselves.

The career problems of Vocational High School (SMK) students move from the understanding of careers (class X) to the less prepared or confused in determining career choices or decisions, which match their characters (class XI).

Survey of career problems of learners expanded in 2016. Expansion is preferred in Kindergarten (TK KOBAR) and several elementary schools (SD) in Bandung Regency and City, and Madrasah Aliyah (MA). The assumption underlying the involvement of all educational units is that career problems are faced by individuals, according to their lifelong developmental stages. (See Table 2).

TABEL 2

PROBLEM CAREER PARTICIPANTS WITH Kindergarten / SD / SMP / SMA / MA / SMK ON SOME DISTRICT / CITY IN WEST JAVA YEAR 2016 *				
NO.	SCHOOL	CLASS	STUDENTS	DESCRIPTION OF THE CAREER PROBLEM
01.	TK (KOBAR) Lab School UPI	2-4 thn	11	Children have not been able to understand gender roles
Σ			11	
02	SDS Kota Bandung	IV	25	Learners lack understanding of ideals
03		VI	27	Learners have not mastered the skills of choosing ideals
04	SDN Kota Bandung	IV	40	Learners hesitate in determining the ideals
05		VI	28	Learners are not aware of his ideals
06	SDN Kab Bandung	VI	26	Learners do not understand the ideals
Σ			146	
07	SMPN Kota Bandung	VIII	35	Learners lack an understanding of the subjects area in the work environment
08	SMPS Kota Bandung	VII	28	Learners have not been able to align their talents and interests in determining the type of work
09		VIII	32	Learners do not understand about the work they aspire to
10	SMPN Kab Bandung	IX	40	Learners do not understand the field of lessons that can support his future goals
11		IX	30	Learners do not have awareness of the problems in the future goals
12		IX	30	Learners lack the understanding of the subject areas that support their ideals
13		VIII	39	Learners have not been able to choose extracurricular and continuing studies
14		IX	40	Learners have not mastered the skills of choosing a job
15	SMPS Kab Bandung	IX	33	Learners have not mastered the skills of choosing a job
16	SMPN Kab Cianjur	IX	28	Learners do not understand about high school
Σ			335	

17	SMAN Kota Bandung	X	34	Learners do not have suitable advanced study options with their majors at SMA
18		XI	38	Learners have difficulty to take further study decisions
19		XI	37	Learners have a dependence on parents and family in determining job choices
20		XI	42	Learners have no insight about future employment prospects
21		XII	32	Learners have anxiety about the choice of advanced study
22		XII	36	Learners have not been able to make a choice of further study decisions
23	SMAS Kota Bandung	XI	29	Learners have not been able to align the talent and interest in the choice of ideals
24	MAN Kota Bandung	XI	35	Learners are less aware of information about different types of work
25	SMKN Kota Bandung	X	28	Learners have not been able to choose to continue their studies or work
26		X	29	Learners are less aware of information about different types of work
27		X	30	Learners are less aware of information about different types of work
28		XI	33	Learners have not been able to choose to continue study or work
29		XI	32	Learners have not been able to find information about the majors in the next study
30		XII	24	Learners have not determined the direction of his career after graduating from vocational school
31		XII	32	Learners do not have enough information in establishing the direction of his career
32	SMAN Kab Bandung Barat	XI	41	Learners do not have advanced study plan
33	SMKN Kota Cimahi	X	34	Learners are less likely to have information about the career options they are interested in

34		XI	36	Learners feel the choice of career interest is not in accordance with the talent they have
35	SMKN Kab Purwakarta	XII	31	Learners have not been able to choose a job in accordance with his talents and interests
36	SMAN Kota Cirebon	XI	27	Learners lack the knowledge of information between their ability with the choice of advanced study
37		XII	41	Learners do not understand the career decision they choose
38	SMAS Kab Subang	XI	18	Learners do not understand the career decision they choose
39	SMAN Kota Tasikmalaya	XII	36	Learners do not understand the direction of career decisions to be taken
Σ			755	

*) Sumber: *Laporan Hasil Survey Permasalahan Karier di Sekolah*, Mahasiswa Departemen PPB-FIP-UPI, Semester V Tahun 2016.

Table 2 shows the scope of career problems of learners in each educational unit. The career problem of Kindergarten students is that they have not understood the role that suits their gender. While the problem of primary school students' careers is not yet aware and understand about the ideals of the future.

In junior high school units, the career problems experienced by learners are related to the alignment of talents, interests, productive activities at school, with continued education.

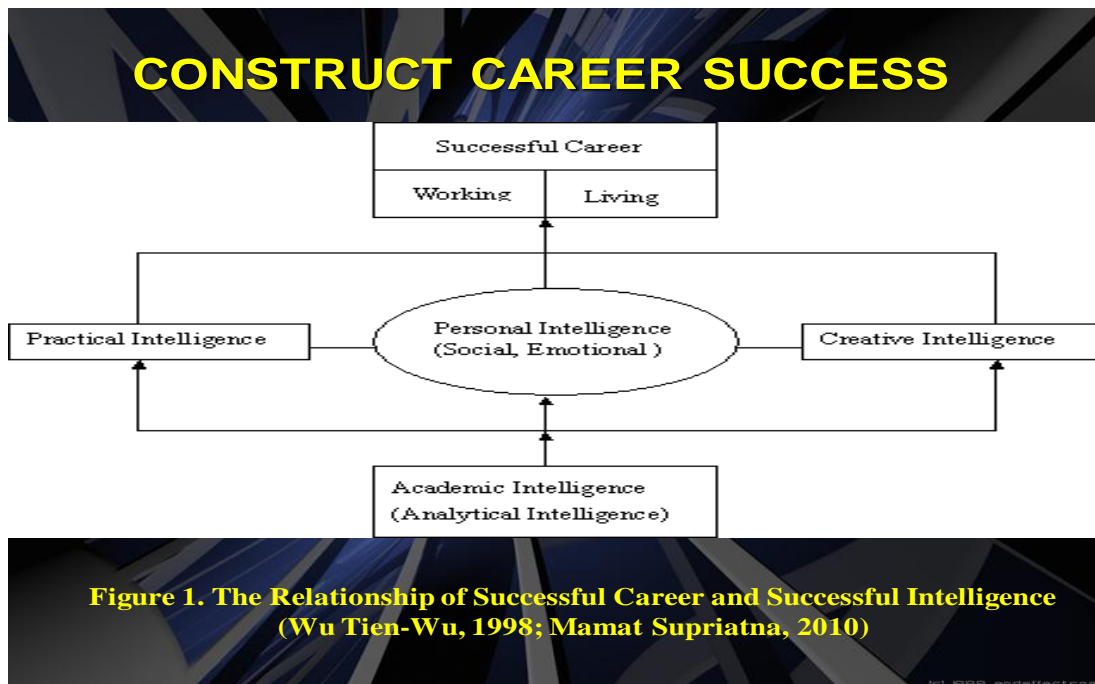
The career problems of high school learners include: (a) adjustments between continuing studies with majors; (b) difficulties in decision making; (c) dependence on parents in choosing study options; (d) lack of insight about the world of work; and (e) do not have a continuation plan for the study.

Learners feel the lack of information about the type of work is a career problem in the education unit MA. In the unit of vocational education, the career problems of learners include: (a) have not been able to choose between working with continuation of study; (b) determining career direction after graduation; (c) anxiety in achieving goals; (d) in doubt between working with continuing studies in accordance with his or her talents and

interests; and (e) lack of information about the work field in accordance with the department.

3. THE DIRECTION OF CAREER DEVELOPMENT STRATEGY

In the Wu-Tien Wu research (1998, 2001, and 2003), the concept of career success through the development of personal intelligence, based on the integration of triarchic theory of intelligence with the success intelligence of Robert J. Sternberg (1985, 1988, and 1996), with the theory of multiple intelligences from Howard Gardner (1983, 1993). For Wu, career success (work and life) of a person can be achieved through the integration of academic, practical, creative, and personal intelligence as the key role.



According to Wu (1998), the most specific of the intelligences that have been proposed is personal intelligence, which in Western societies typically includes thinking of how to be someone (personality), not about how to handle things (ability). In this case, Wu appreciates the idea that knowing self and others and loving oneself and others is not only virtue but also ability; which seems to have existed in Chinese philosophy, especially Confucianism and Taoism.

Confucius (Khong Hu Chu) sees that knowledge is the key to achieving virtue. To be virtuous one needs to control oneself so that it behaves according to the knowledge of the truth. For the Khong Hu Chu, intelligence is a matter of being able to make the right moral judgment and to defend the legitimacy of that judgment. It is therefore not surprising that Khong Hu Chu said that, "intelligent people are people without confusion" (The Analects, IX.29, XIV.28), which means that intelligent people should not be confused in considering right and wrong. He must also know and improve himself especially in order to understand and help others. An important way to understand and improve oneself is through "retrospection" - daily self-examination. In

addition, one should always be open to knowledge and enjoy learning to become an actualized person (to be an actualized person). Thus, being humble and honest are important for intelligent people (Wu, 2001).

In the perspective of the above thought it implies that personal skills (which include social intelligence and emotional intelligence) can be referred to as the ability of the individual in dealing with a wise personal matter, which includes intrapersonal skills, interpersonal skills, and interactive skills. Skills indicators: (1) intrapersonal, including self-awareness, self-retrospection, self-regard, and self-adaptation; (2) interpersonal, including empathy (empathy), respecting, amiability, and guiding; and (3) interactive, including humorous, tolerance, appropriate role-playing, and conflict-solving.

The essence of personal skills is the ability of the individual to do or do something, whether it is related to himself, others, or interact with the social environment. In personal skills, there are dimensions of intrapersonal, interpersonal, and interactive skills. The dimension of intrapersonal skills (intrapersonal skills) is the ability of the individual to understand himself as a creature

of God who is endowed with potential; the dimension of interpersonal skills (interpersonal skills) is an individual's ability to understand others; while the dimension of interactive skills is the ability of individuals to interact socially meaningfully (Mamat Supriatna, 2010).

Learners as individuals develop themselves through dynamic relationships and interactions with other individuals and with social groups, whether in the school environment, residence, or in the community. That is, educational institutions should facilitate with a variety of learning experiences, so that potential learners develop optimal and meaningful for themselves and the environment. Therefore, the direction of educational strategy developed is an effort that helps learners to: (1) grow their self-awareness in a positive direction; (2) free oneself from obstacles that impede the understanding of himself and others clearly and distinctively; and (3) seek to establish an open and honest interaction with others or the social environment.

In the career development efforts of learners required strategies or efforts that are designed comprehensively, scientifically dependent, and relevant to the needs of students who are developing as creatures of God Almighty. Through an integrated and holistic education strategy it is hoped that human beings will be able to explore meaning, find their identity, realize and develop their potential, control their instincts, form conscience, foster their sense of awe, and be able to express their feelings and thoughts correctly and correctly (Tarpin in Sugiharto, ed., 2008: 244).

Strategic focus is primarily on the fabric of communication and personal relationships between individuals and individuals and groups within the community of educational institutions. In counseling or the educational process, the relationship grows rapidly and will succeed when based on the love between them. Persons only develop optimally and relatively unimpeded if they are in an atmosphere of love (unconditional love), understanding heart and effective personal

relationships(<http://udhiexz.wordpress.com/2008/05/30/>).

Thus, communication networks in career guidance and counseling can also help counselees (individuals) cultivate an awareness of their individuality. According to Tarpin (Sugiharto, ed., 2008), it is important to cultivate human consciousness of its self, its potentials, its freedom, its ability to choose and decide. All of this is directed at personal growth (learners) so that they become adults and independent, able to be responsible, personally authentic, dare to make their own decisions, not easy to go with the flow because it has a principle, has endurance, and have consistency.

The career development of learners is an educational process throughout the life span of individuals. Career development is an effort that facilitates the individual in actualizing himself, so as to become a person who develops fully (full person), or in accordance with its potential. In other words, the developing person is a person who seeks to actualize his / her human nature.

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ACADEMIC SELF-EFFICACY : STARTING POINT TO BUILD A SUCCESSFUL CAREER

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Abstract

For high school students, graduating from senior high school and facing a different kind of opportunity to continue their study is a very stressful situation. There are a lot of field of studies that they can choose to build their career in the future. Self-efficacy is a personal belief in one's capability to organize and execute one's study. It is required to attain designated types of academic performances. Academic self-efficacy has been identified as a likely factor in academic functioning for students. The purpose of this study is to examine Senior High School Student's Academic self efficacy in facing their future. There are four components of self-efficacy, namely, performance accomplishments (past success), vicarious experience (modeling), verbal persuasion, and physiological states (emotional arousal) and their relevance to student's academic performance. Participants are 82 students at 12th grade Senior High School students who have been learning in Tridaya Learning Center from variety Senior High Schools in Bandung. The result of this study are: *academic self efficacy* had an impact to student's confidence to choose a field of study, assessing student's self efficacy provide important insight that students with high academic self-efficacy tends to choose high rating field in state university without compromising their interest and passion. It will affect their career building in the future. Interventions based on this research should be designed accordingly to build a better future for young generations.

Keywords: Academic Self-Efficacy, Career Choice, Career Development, Senior High School Students

1. INTRODUCTION

As students at Senior High School, there is a moment when they are in very stressful situation because they have to figure out what they have to choose and what they want in life after they finished their school. If they want to continue their study, there are so many options they can choose, and it will affect their life.

The students' choice on any major or faculty they want to enter after they finish their school will be their early career choices. If they think they want to go to architect or psychology faculty, they will start imagining that they will be an architect or psychologist and make an architect or psychologist as their career in the future. It will become a beginning of their

career management.

Faculty choice for senior high school students also means identity building. Heaven (1994) also considers identity formation to be a crucial developmental task for adolescents. Deciding upon a career is an important milestone in that process. Patton and McMahon (2001) believe that efforts need to be channeled towards equipping youth with process skills so they can apply them throughout their lives and manage their own career development. Students gain the knowledge and skills to become empowered, adaptable, persistent and resilient to career setbacks. It will build a career management. Career management spans the development of a range of competencies including labour market awareness and

analysis, networking with stakeholders in one's chosen profession and successfully searching and applying for relevant positions (Bridgstock, 2009). Possession of these competencies will better enable an undergraduate to effectively manage their careers and make informed career choices both during and after their studies. Early career decision-making is critical if students wish to succeed in highly competitive graduate labour markets where addressing increasingly complex selection criteria require forward planning and resourcing (Jackson, 2016).

Senior high school students choice to continue their study will become a stressful event. But there are differences between students who have a choice to continued their study and students who still don't know what they will do in continuing their study. Psychological capacity which distinguishes these condition is called academic self-efficacy. Academic Self-Efficacy is receiving increasing recognition as a predictor of educational performance. It will build students confidence in their career building development. Academic Self-Efficacy functions at a multilevel and multifacet set of beliefs that influence how people feel, think, motivate themselves, and behave during various educational tasks.

This research will have an impact, to maintain the choosing faculty period as a critical point to start senior high school students career management. It will make young people more confident and wellbeing to continue their career as next generation.

2. LITERATURE REVIEW

Numerous theories have emerged to explain how individuals make career choices. These include person-environment where individualities are matched to a particular job setting; selection that best aligns with an individual's self-concept; and individual perception of their ability to perform in a particular career (see Duffy and Dik, 2011). Beyon, Kellon and Kishor (1998) classify determinants of career choice into a three

dimensional framework of intrinsic, extrinsic and interpersonal factors while Jain and Jain (2013) provide a useful summary of individual characteristics which influence career choice. Humlum, Kleinjans and Nielsen (2012) combined the sociological concept of identity with the economic model of career choice and argued that self-image is as important as capability in determining career choice. They found that 'career-oriented' individuals were more likely to pursue education pathways in business, law and social sciences while the 'socially oriented' selected humanities or certain sciences. Emmerling and Cherniss (2003) note the absence of theory on the emotional processes associated with career choice and assert that greater levels of emotional intelligence will empower individuals to make more informed career decisions. Self-efficacy as one of intrinsic factors can be a personal source at senior high school students to pursue their goal in making career choice by entering faculty they like based on their consideration.

There are many considerations to choose a faculty they want to enter. In Indonesia, there is SNMPTN and SBMPTN they have to pass to enroll in a state university campus. Students have to struggle hard to pass the tests. They, upon obtaining excellent grades at schools, are recommended to first register to the national university entrance test (SNMPTN). Once they fail on this test, they are directed by the school stakeholders to take the second one, to join selection on university entrance test (SBMPTN). There are faculty rank to distinguish faculty popularity and as consequences, make a higher test score they've to pass. It's influences student's behavior to choose what faculty they want to study. It depends on the result of the test, environmental factor such as parent, friends, etc., the tuition they can afford, the city they can live in, and so on. All of these situations make faculty choice as early career development a more stressful situation.

Self-efficacy refers to an individual's belief in their personal capability to accomplish a job or a specific set of tasks (Bandura, 1977).

Self-efficacy is a useful concept for explaining human behavior as research reveals that it plays an influential role in determining an individual's choice, level of effort, and perseverance (Chen et al., 2004). Simply stated, individuals with high self-efficacy for a certain task are more likely to pursue and then persist in that task than those individuals who possess low self-efficacy (Bandura, 1997).

Self-efficacy represents the core aspect of Bandura's Social-Cognitive Theory. According to Bandura (1997, p. 3), self-efficacy is the "belief in one's capabilities to organize and execute the course of action required to produce given attainments". Expectations about self-efficacy determine whether instrumental actions will be initiated, how much effort will be made and how long it will be sustained when faced with obstacles and failures (Bandura, 2001, 2008).

Based on specific object, academic self-efficacy refers to an individual's belief (conviction) that they can successfully achieve at a designated level on an academic task or attain a specific academic goal (Bandura, 1997; Eccles & Wigfield, 2002; Elias & Loomis, 2002; Gresham, 1988; Linnenbrink & Pintrich, 2002a; Schunk & Pajares, 2002).

Self-Efficacy view points can be built up on four bases of knowledge, vicarious experiences, enactive mastery as well as physical and emotional states. Self-efficacy development is closely intertwined with a person's experiences, competencies and developmental tasks in different domains at different stages in life. Self-efficacy beliefs should be relevant for understanding educational outcomes because self-efficacy leads to specific behaviors and motivations that can encourage or discourage effective performance.

According to Bandura (2001, 2008) people's beliefs in their efficacy could be developed from four major sources of influence, which vary in strength and importance, they are: mastery experiences, vicarious experiences, social persuasion and somatic/emotional states. It can be explained as:

1. Mastery experience is a prior success in having accomplished something that is similar to the new behavior
2. Vicarious experience is a learning by watching someone similar to self be successful
3. Verbal persuasion is an encouragement by others
4. Somatic and emotional states are the physical and emotional states caused by thinking about undertaking a new behavior.

The research model can be seen in a figure below:

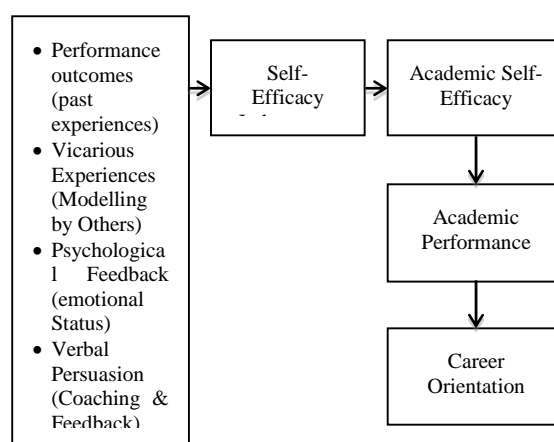


Figure 1. Framework Model

3. RESEARCH METHOD

This study examines the academic self-efficacy in major/faculty choice activity among senior high school students and the influence of a range of career development. Educational background and demographic characteristics on the extent to which they are satisfied with choices they have made. The research objectives are to: (i) gauge career choice status among senior high school students; and (ii) assess the influence of career development, and certain demographic/study characteristics on this status. Choice

Data of this research were collected from 82 Senior High School students at 12th grade who have been learning in Tridaya Learning Center from variety of Senior High Schools in Bandung. Research is done by filling out a

Correlations				
			Academic Self Efficacy	Career Choice
Spearman's rho	Academic Self Efficacy	Correlation Coefficient	1,000	,573**
		Sig. (1-tailed)	.	,000
		N	82	82
	Career Choice	Correlation Coefficient	,573**	1,000
		Sig. (1-tailed)	,000	.
		N	82	82

** . Correlation is significant at the 0.01 level (1-tailed).

questionnaire. Questionnaire is adapted to measure Academic Self Efficacy based on Bandura (1997). It is consisted of 84 items of closed-ended questions with 5 alternative answers (from very agree to very disagree), 6 items of open-ended questions and 2 items to support data.

Career choice is measured by questionnaire that measures a choice of majors or faculty at the university chosen based on the level of competitiveness of the university. The students choose 3 majors or faculties they want to enter and give rank with 5 alternative answers (highly competitive, competitive, fairly competitive, less competitive, and non competitive).

Participants were 47 percent female and 53 percent male. Participant age ranged from 16 to 18 years, the average of the participant was 17.7 years old. After data was collected, it is tested statistically by descriptive test. Then, we inferred by interpreting the proportion and scale to get the characteristic of each category.

4. RESULT

Academic Self-efficacy has a positive correlation with Career Choice. It can be seen in the table and figure below:

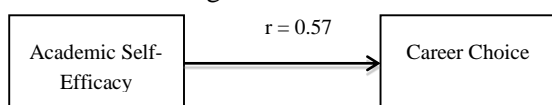


Figure 2. Academic Self-Efficacy and Career Choice

Table 1. Academic Self-Efficacy Correlation with Career Choice

Self efficacy is a strong determinant and predictor of performance or achievement in view of the results obtained by an individual (Bandura, 1998). It is proven by this research. Academic Self-Efficacy has a 0.57 correlation with career choice. According to Bandura, self-efficacy is a person's beliefs about his ability to organize and implement a behavior which is a prerequisite for the achievement of a performance to be expected. In this case, it is a career choice.

Based on research, Academic Self-efficacy has 32.2% impact to student's confidence to choose their field of study. It can be seen at the table below:

Table 2. Academic Self-Efficacy Influence to Student's Career Choice

Variable	Hypothesis	β	ρ	T calculation	T table	Judgment
Academic Self-Efficacy	H0: $\rho_{yx}=0$	0.322	0.008	2.730	1.6644	H0 rejected

Students evaluated their performance accomplishments (past success), vicarious experience (modeling), verbal persuasion, and physiological states (emotional arousal) and their relevance to student's academic performance to choose their future career.

High or low levels of student academic self-efficacy can be measured using three dimensions contained in each of these concepts (Bandura, 1997). The first dimension is the dimension of academic self-efficacy levels, namely the extent to which the student's ability to perform tasks of learning at different levels of difficulty of the task or subject matter. Academic Self-Efficacy Level will be measured at the extent to which confidence in the ability or capacity themselves in overcoming difficulties in learning and the level of competition

Students with higher academic self-efficacy level have confidence that they can compete in choosing majors or faculties at universities that are considered highly competitive. Competitive rivalry is considered as a challenge to be faced. Unlike students who have lower academic self-efficacy level, will feel less confident with academic skills in the academic field that they felt challenged and even tend to assume a very high level of competition as something that threatens them. These students are not challenged to set a high target because they are not prepared to accept the risk of failure.

The second dimension in academic self-efficacy is the strength of academic self-efficacy. It's the belief in the power of students to their competence or capacity. It is closely related to the students' perception of the level of difficulty and the competition they faced. Students with higher academic self-efficacy strength will increase their activity in facing difficulties or failures, and remains confident in their ability. This dimension indicates how persistent and tenacious students are when facing adversity. The degree of this power is different in each person. Individuals with weaker academic self-efficacy strength would be easy to give up in the face of adversity. Students who are at a high level of strength will tend to be persistent when they are faced with a difficult situation. This is evident from the attitude of students is not easy to give up and continued to increase its activity when it has not managed to pass in the faculty test try out or simulated they attended.

The third aspect of the academic self-efficacy is the generality of academic self-efficacy. It means how students generalize the experience, the extent to which students are able to apply their experience when faced with a condition or problems faced today. Students with a high level of generality will be able to use their learning experiences effectively in problem solving they meet. For example experiences when discussing the subject of exam, testing the try out, setting priorities for subjects to be learned, and so on will be useful

in preparing study plan and in determining to achieve its objectives.

The level of academic self-efficacy will affect the way of thinking of students, as well as what kind of action they will do. Academic self-efficacy also affects their activity. How long they will survive when faced with obstacles, and how resilient or persistent they are in the face of unfavourable situations. The higher student's academic self-efficacy, the greater the effort, endurance and tenacity they have (Bandura, 1997).

Academic self-efficacy influences student's cognitive and behaviour through mediating process, which are the process of cognitive, motivational, affective and selective process (Bandura, 1997). These processes constitute a unity which interact to produce a particular effect on behaviour. In the process of cognitive, academic self-efficacy influences students' assessment of the objectives that they set is based on belief in the field of academic ability. Academic self-efficacy influences the extent of direction or purpose made by students as well as how a series of actions or systematic steps are needed to achieve the goals they wanted. The higher level of academic self-efficacy owned, the higher students will determine the increasingly challenging objectives and high commitment to achieve it. In this context, students will be able to establish measures of effective learning that must be achieved so that they were able to compete with other students, make the target bound to the completion of each test material, set a target value or a passing grade for any try-out they attended, as well as devise a study plan that must be met.

Based on this research, student's Academic Self-Efficacy is in moderate and high level. It means that student with higher academic self-efficacy will be able to determine which activities are more important to do. In other words, they will have the ability to self-regulate learning activity. These students will be able to set the time working on assignments, maintain time to study, and time to do other activities systematically so that they

can perform active, direct to their goal, effective and efficient.

Students with high academic self-efficacy will be able to set higher goals and are not afraid to face failure. They will be able to choose a major or faculty at a university that they consider very competitive and are not afraid about failure. Failure in this case is regarded as a lack of effort to do so and they will tend to last longer in the face of adversity. Conversely, students who have a low academic self-efficacy tend to avoid learning tasks that is considered difficult and prone to giving up when problems come. In this case, failure is seen as a result of the lack of capabilities (Bandura, 1997).

Student's Academic Self-Efficacy can be seen on the table below:

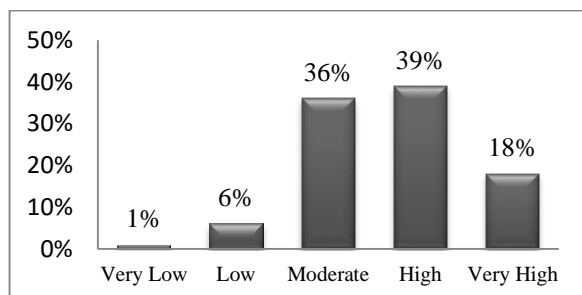


Figure 3. Academic Self-Efficacy Level

Making informed and appropriate career choices is positively linked with well-being, academic and work performance and the likelihood of one pursuing a singular career pathway (Gati, Asulin-Peretz and Fisher, 2012). Graunke and Woosley (2005) found undergraduates in the later stages of their study who possessed comparatively less career certainty achieved lower average grades. Career uncertainty is also associated with long-term feelings of incompetence among new graduates (Daniels et al., 2006). Importantly, it is not simply making the career decision that is important but also satisfaction with one's choices. Anxiety relating to decisions may cause individuals to be 'less committed to their career, experience less satisfaction, and generally fail to become active contributors to society despite their extensive accumulation of

knowledge and education' (Daniels et al., 2011, 410).

Student's Career Choice can be seen on the table below :

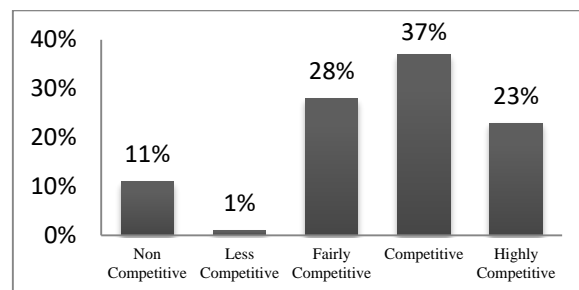


Figure 4. Career Choice Level

Self-efficacy has an influence on how we prepare for action because self-related cognitions are a major ingredient in the motivation process and, different levels of self-efficacy can enhance or impede motivation (Bandura, 1997). People with a high level of self-efficacy choose to perform more challenging tasks; set themselves higher goals and stick to them; reshape actions by thinking about them and anticipate either optimistic or pessimistic scenarios in accordance to their level of self-efficacy in a specific domain. Also, highly self-efficacious people put more effort into the actions and stay at it longer than those with low self-efficacy. When difficulties occur, they overcome them more quickly and remain committed to their goals. This research consistently shows that efficacy beliefs make a significant contribution to the individual's level of motivation, well-being and academic performance. In this case, is a career choice that student's make.

In short, students' self-efficacy plays an integral role in their academic motivation, learning, and success (Pajares & Schunk, 2005; Bandura, 1997). Students develop their academic self-efficacy by interpreting information from at least from its four sources, particularly from their own previous attainment (mastery experience). After students complete an academic task, they must quite naturally interpret and evaluate their results. Judgments of competence are then created or revised according to these interpretations. When students believe that their efforts were

successful, their confidence in successfully accomplishing similar or related tasks in the future is raised. Conversely, when they believe that their efforts failed to produce the desired effect, their confidence in succeeding in similar endeavors diminishes (Salanova, 2012; Bandura, 1997)

5. CONCLUSIONS

- The result of this study, find out that *academic self efficacy* had an impact to student's confidence to choose a field of study.
- Assessing student's self efficacy provide important insight that students with high academic self-efficacy tends to choose high rating field in state university which are more competitive.
- Students evaluated their performance accomplishments (past success), vicarious experience (modeling), verbal persuasion, and physiological states (emotional arousal) and their relevance to their academic performance to choose their future career.
- A carelessly career choice can lead to personal dissatisfaction, affect their wellbeing and even to a change in career plan in their career development. It will affect their career building in the future. Interventions based on this research should be designed accordingly to build a better future for young generations.
- Thus, it becomes incumbent on career counselors in school or learning center to be fully abreast of educational information and to develop the skill necessary to facilitate educational exploration, because career and educational choice are inextricably linked.

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**ACHIEVEMENT MOTIVATION OF LEARNING PROJECT RIAU
PROVINCIAL GOVERNMENT SCHOLARSHIP RECIPIENTS' TEACHER IN
INDONESIA UNIVERSITY OF EDUCATION**

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Abstract

The purpose of this study is to obtain information on the learning tasks of Riau Province scholarship recipients' teacher achievement motivation in Indonesia University of Education graduate school, class of 2015. Achievement motivation of teachers is seen from the responsibility, trying to find feedback, risk-taking, innovative and creative, good at organizing the time, and working hard in carrying out the learning task. This study is a population study with the populations of 38 teachers through quantitative descriptive method. The research instrument used was a Likert scale models questionnaire that has been tested with valid and reliable results. Data analysis was done using the formula of average (mean). To determine the qualitative description of the research, the classification table was used. The results showed, in general, achievement motivation learning task of Riau Province scholarship teacher recipients were in the high category with the overall average score was 4.42.

Keywords: achievement motivation; teacher task learning

I. INTRODUCTION

One important component in education is the competence or the quality of teachers. Teachers have a very vital role to educational outcomes. After all, the teacher is at the forefront of creating human resources. Teacher deals directly with students in the classroom through a learning process. In the hands of the teacher, qualified students will be produced, both academically and spiritually, those who have skills (skills), and emotional maturity. Thus, future generation who are ready to live with the challenges of their time will be produced.

A teacher who has qualifications, competence, and dedication in performing his/her professional duties is needed. The quality of education is not only determined by the teacher, but also by the quality of inputs (students), facilities, and other factors. However, it all ultimately depends on the quality of learning, and the quality of learning depends on teachers' professional ability. High professional skills on teachers themselves would allow the management of learning activities that will be more effective and efficient.

Teacher is often trapped into his/her daily routine and forgets the obligation to improve their quality. This is in accordance with the opinion of Mulyasa (Kunandar, 2007, p. 42) who asserts that there are seven common mistakes made by teachers in learning, namely

(1) take shortcuts in learning; (2) delay learner as a negative behavior; (3) use destructive discipline; (4) ignores the differences of learners; (5) feel the most clever and knows; (6) unfair (discriminatory); and (7) forced the rights of learners. Therefore, we need a paradigm shift (mindset) of teachers, from the traditional mindset towards a professional mindset.

Pahlurronji (2010, p. 5) argues that the professional competence of teachers are influenced by several factors such as motivation, attitudes of teachers, teacher performance, the welfare of teachers, facilities, and infrastructure to support the work of teachers, loyalty to the institution, school leadership, workplace culture, working climate and others. From such description, it can be concluded that one of the intrinsic factors to improve the professional competence of teachers is the motivation. The upgrading professional skills of teachers would be maximized if it is supported by a particularly high achievement motivation. Motivation is very important for everyone who wants to be successful and have always wanted to get ahead in her/his business. Many people are motivated to work hard for their pursuit of excellence, and this is because of the encouragement of individuals to do tasks that can be managed, has a value, and the respect of others. In addition to achievement motivation, teachers' professional ability can also be improved through education and training

programs. One of which is by continuing to pursue master's studies in the linear field.

Since the last few years, Riau provincial government implement a program to improve the quality of human resources in the field of education, by providing scholarships for teachers (government employees) for master degree. Scholarship quota is increasing every year, but not followed by the number of teachers sent. Here are the data of the participant of learning task of Riau Province scholarship teacher in Indonesia University of Education for the last three years.

Table 1
The Total Number of Learning Task Riau Province Teacher in UPI

No	Year	Scholarship's Quota	Number of Teacher Sent
1	2014	20	13
2	2015	40	38
3	2016	40	29

Source :Riau Provincial Govrn

The issue of non-fulfillment of the quota of students who were sent is due to multiple causes. Starting from a low enthusiasm of participants in the selection, undistributed information throughout the region, non-fulfillment of the standard test results at UPI, until the internal problems of students who withdrew after passing the selection.

The learning task of Riau Province students who underwent lectures at UPI Bandung also encountered some problems. Good academic issues, as well as non-academic issues. The most prominent academic problems is the unfulfillment of the target completion (five semesters), as the set target of Riau Province.

This condition occurs in class of 2014, with the number of students who graduate (graduation ceremony) timely as many as five people, or 38.46%. The rest, 8 students or 61.54% graduation must exceed a predetermined time, although they have undergone phase II trial at the end of the fifth semester. Class of 2015, were still in the 4th semester when the research was conducted. Here is the condition of class 2015, only 10 students (26.31%) who have completed a thesis proposal seminar at the beginning of the 4th semester. Meanwhile, 28 other students (73.68%) is still undergoing counseling with their counselors. These conditions attract the

author to examine the achievement motivation of the learning task of Riau Province teachers in Indonesia Education University (UPI) in Bandung.

2. THEORETICAL BASIS

Motivation according to Rukminto in Uno (2008, p. 3), is derived from the word motive which can be interpreted as the power contained within the individual, which causes the individual to act or acts. Meanwhile, according to Siagian in Wahyudi (2012, p. 10), motivation is the driving force that resulted in one member willing to direct their resources in the form of expertise, manpower and time to organize various activities which is responsible to fulfill the obligation.

According to Anni, (2004, p. 133), one of the most important theories in psychology is the drive to achieve, namely the tendency to achieve success or objectives, and activities that lead to success. Meanwhile, according to Mangkunagara (2006, p. 68), achievement motivation can be defined as an impulse in a person to do a particular task or activity as well as possible to achieve the commendable predicate.

Achievement motivation of teachers can be defined as an element that generates, directs and encourages teacher to take action and overcome all challenges and obstacles in effort to achieve educational goals. These achievement motivation causes eager of teachers in performing their duties as educators, especially as a teacher for having fulfilled their needs to excel. Teacher who have the achievement motivation will have high responsibility to work with enthusiasm and possible to do all the abilities and skills in order to achieve optimal goals.

The theory of David C. McClelland developed by Team Achievement Motivation Training (AMT) in Usman (2008, p. 260) suggests that the characteristics of people who have high achievement motivation, are namely: (1) Responsible for all actions. (2) Try to get feedback on their actions. (3) Dare to take risks with full calculation. (4) Try to do something creative and innovative. (5) Good at timing. (6) Work hard and be proud of the results that have been achieved.

Achievement motivation according to Mangkunagara (2006, p. 68), can be interpreted as a boost in a person to do or perform an activity or task as well as possible in order to achieve the commendable predicate. The

presence of high achievement motivation will increase the work or performance of teachers where teachers will have passion, desire and great energy within the individual to achieve optimal outcomes.

Simmerer in Ikaputera Alert (2004, p. 6), reveals the characteristics of people who possess the responsible for the following: (1) have a high commitment to the task on his/her work, (2) want to be responsible, (3) energetic, (4) oriented towards the future, (5) have leadership ability, (6) willing to learn from failure, (7) certain of himself, (8) have the obsession to achieve high results.

The indicators used in seeing the achievement motivation are (1) Have responsibility, Wursanto (2005, p. 228) said that the liability or responsibility is the obligation of a person to perform assigned task. (2) Have attempt for feedback. Someone who has a need for high achievement usually gather all the information that would be the results of the task. Such information are the feedback that could improve his/her performance in the future that would be needed by him/herself. (3) Dare to take risks. According to Munandar (1999, p. 91), the nature of risk-taking is the person is not in doubt because of the vagueness of the matters, unconventional or unstructured.

The features of the aspect of risk-taking are to be responsible towards his/her own decision, to dare to be unacceptable by others, capable of conveying approval or disapproval, have a variety of approaches in completing the task, accept criticism from others, and perform various ways to achieve something desired. (4) Creative and innovative. According to Levitt in Winardi (2004, p. 247), creativity is to think about new things (thinking new things) while innovation is to carry out new things (doing new things). In short creativity and innovation are the activity of thinking and implementing new things or old things in new ways. (5) Timing, according to Rica Yuhelmi, time management is an attempt to use every part of the time to do the activities that have been determined within a certain period of any job or activities that should be completed. (6) Hardworking. Hardworking is an attitude which is a work attitude that is full of motivation to get what you desire. To cultivate an attitude of hardworking there are several things that need to be owned, which are the manners to never give up, the goals, and persevere in the effort.

According Danim (2011, p. 144), hardworking means ready for the challenges

and devote the energy and time to solve it. A lazy person would choose an easy job while a hard working person is willing to complete all the work and the challenge. The more weight the more challenges arose morale.

In general terms the innovative is often translated as renewal that is always coupled with the discovery (invention) so that the sense of innovation is a new discovery as a result of changes so in Indonesian word it is defined as an idea, good incident-based methods or observed as a novelty for someone or for wider community who are building interest in innovation, both in the form of ideas or new things (Muhaimin, 2005, p. 62).

With the enactment of teachers as a profession is evidenced by the educator's certificate. Teachers are required to have high achievement motivation so the teacher will try to improve his/her capability and skills. High achievement motivation will foster the spirit of teachers in performing their duties in order to achieve the educational goals that have been set effectively and efficiently. Identification of issues regarding the motivation achievement of the recipient teachers on learning tasks of Riau provincial government scholarship is based on teacher's responsibility, feedback seeking, risk taking, do the job innovatively and creatively, good at time management, and work hard in doing their duties. As for the restrictions issues regarding the motivation achievement of the recipient teachers on learning tasks of Riau provincial government scholarship is seen from their responsibility, feedback seeking, risk-taking, being innovative and creative, time management and hard work in carrying out the task. Existing problems in the field of achievement motivation are identifiable, which are as follows: there are still teachers that lacks responsibility towards his/her work, the lack of willingness of teachers to seek feedback on their work, the lack of willingness of teachers to take risks in performing their duties, less creative in implementing the learning, unable to manage the time to carry out their duties, and easily give up when facing obstacles in carrying out the task of learning.

While the purpose of this study is to obtain the information about the motivation achievement of the recipient teachers on learning tasks Riau provincial government scholarship seen from the responsibility, seek feedback, risk-taking, being innovative and creative, time management and hardworking in perform the tasks given. The results of this study are expected to be useful for all parties in

general, particularly useful for: (1) The learning task teachers, as an input to increase the motivation of underachievement in the future. (2) The principal, to give input to foster the teachers who will be sent to study. (3) Dept. of Education, to give input in formulating educational policies to raise the achievement motivation for the learning task teachers.

3. RESEARCH METHOD

This research is descriptive quantitative with the population of recipients teacher of learning tasks Riau provincial government scholarship 2015, who are 38 people in total. Referring to the opinion of Sutrisno (1993, p. 221) that if the subject population are less than 100 then it is better to include all the sampled population.

Therefore, this study is a population study. The data used in this research is the primary data directly from the first source that is the recipients teacher of learning tasks Riau provincial government scholarship 2015 by using questionnaire. Sources of data in this study were the recipient teachers of learning tasks Riau provincial government scholarship 2015 with the total number of 38 people. The research instrument used was a Likert scale models questionnaire that has been tested with valid and reliable results. Data analysis was done using the formula of average (mean). To determine the qualitative description of the research, the classification table was used.

4. RESULTS AND DISCUSSION

Processing results data on recipient teachers of learning tasks Riau provincial government scholarship 2015 with the total number of 38 people in the responsibility aspect in carrying out the tasks is categorized as high with the average score of 4.56. Professional Teachers who have high achievement motivation will carry out their duties with full responsibility even without being watched by his superiors. Matutina in Melta (2009, p. 69) argues that responsibility is an ability of an employee to complete the tasks entrusted to him/her within his/her best and on time, and dare to bear the risk of decisions made or actions taken.

In the aspect of trying to seek feedback it is categorized as high with an average score of 4.37. Feedback is information about past behavior, which is conveyed in the present and

which will affect the behavior in the future. Feedback on the individual is intended to determine how far an individual's ability to complete the task given. If the performance is below the prescribed standards, it can be corrected from behavior or by increasing capacity through training and development. By seeking feedback on the performance of UPI learning task teachers, it is expected to be able to improve and enhance their performance. In addition, it can help teachers get to know their duties and give encouragement for teachers to develop themselves to improve their competence.

In the aspect of risk-taking, it is categorized as high with the average of 4.31. Teachers who have the nature of risk-taker will always dare to try something new although considered would not succeed in the neighborhood where he/she worked. Teachers who have motivation achievement always dare to take risks on whatever he/she does and believed to bring changes.

In innovative and creative aspect, it is categorized as high with an average score of 4.28. Professional teachers who have high achievement motivation will have high creativity and innovation in carrying out their duties. Creative teacher is reflected in his/her nature that does not only think how to create something new but also involves the ability to locate, determine ideas, techniques, and more efficient ways to carry out the study.

In the aspect of time management it is categorized as high with the average of 4.36. Management or timing is an effort to use time effectively to do certain activities that have been determined by time deadline. In managing time, UPI's learning tasks teachers have to create a work plan and the timeframe which will be used as guidelines in performing their duties. Teachers also have to be committed to the work plan that has been prepared so that the work can be completed within the time stipulated.

In the aspect of hard working it is categorized as high with an average score of 4.61. Although faced with a daunting task, teachers who have high achievement motivation will not easily give up and will continue to strive to complete the task that has become their responsibility. Teachers who have high achievement motivation will continue to strive to improve their competence and endeavor to create a better performance. In general it can be concluded that the recipient teacher of learning tasks Riau provincial

government scholarship is categorized as high. This is seen from the average score of respondents which is 4.42 as shown in the table below:

Table 2
Motivation Achievement of Riau Provincial Government's Learning Task Teacher in UPI

No	Indicator	Score
1	Innovative and creative	4.28
2	Risk-taker	4.31
3	Good at time managing	4.36
4	Seeker	4.37
5	Responsibility	4.56
6	Hardworking	4.61
Mean		4.42

5. CONCLUSIONS

Based on the results of the research and discussion above it can be concluded that the recipient teachers of learning tasks Riau provincial government scholarship in Indonesia Education University seen from the responsibilities in implementing the tasks are already high. This is seen from the average score of respondents that amounted to 4.56. In the effort to get feedback it is also high. This is seen from the average score of respondents which is 4.37. The courage to take risks is also already high. This is seen from the average score of respondents that amounted to 4.31. In terms of innovative and creative it is also already high. This is seen from the average score of respondents which is 4.28. In the case of time managing is also already high. This is seen from the average score of respondents at 4.36. In the case of the hard working is also already high. This is seen from the average score of respondents of 4.61.

Based on the research results and conclusions that have been stated above, the submitted suggestions are as follows: (1) The studying task teacher of Riau provincial government in UPI should retain and enhance the achievement motivation and increase their competence in order to become a professional teacher. (2) The provincial education office should pay more attention and further enhance the development of achievement motivation on

teacher awareness learning the task. (3) The principal and district education offices should selectively provide permission to enter the scholarship selection of learning tasks to teachers. Teachers who were given permission should be teachers who really have strong will and good academic ability.

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ADVERSITY QUOTIENT (AQ) AT UPI POST-GRADUATE STUDENTS

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Abstract

This research aims to determine the background of Adversity Quotient (AQ) at UPI post-graduate students. The aspects of adversity quotient (AQ) includes several components which was later shortened to CO2RE, they are: Control, Origin and Ownership, Reach and Endurance. Subjects in this research were three post-graduate students UPI force in 2012, 2014, 2016. This research approach used a qualitative case study design and data collection techniques using interviews and documents. The results showed adversity quotient (AQ) of each have the different subjects, as well as the type of climbing the summit of his success. The recommendations from this research, are: (1) Researcher do a survey on all subsequent post-graduate students and then select a program to improve the adversity quotient (AQ) of UPI post-graduate student in accordance to the category of adversity quotient (AQ); (2) academic lecturers can provide guidance to the student during the study period in accordance to adversity quotient (AQ) respectively; (3) researchers who are interested in researching further can utilize the research results to be used as background and research program to improve the adversity quotient (AQ) which is suitable for post-graduate students.

Keywords: Adversity Quotient, post-graduate students

1. INTRODUCTION

Learning achievement is a measure of the success of the learning activities. Learning achievement of students shows the mastery of material given by educators. Learning achievement are linked to IQ and EQ (Hakim, 2013, David, F. (2012), Arita, AR and Elizabeth, SD (2013). But not only IQ and EQ that makes learners achieve some learning achievement, but also the process of achieving success and the ability to survive towards the adversity and able to overcome them. The results showed that not all people who have a high IQ will be people who are able to overcome the obstacles, challenges and success in their life (Djohar, 2003, p 46). Results of a recent study found that successful person have been affected by adversity quotient (AQ) (Eriquez and Estacio, 2009; Zainal et al, 2011). According to Stoltz (2000) Adversity Quotient (AQ) plays a role in providing an overview to the individual relates to how far the individual is able to survive the difficulties and were able to overcome them. Everyone basically has different adversity quotient (AQ), therefore some were able to survive while others fail or resign.

Laguador and Pesigan (2013) noted that the complexity of the learning program has always been a part of the "life of students in all levels with a variety of different levels of how students deal with the situation". Students who study at post-graduate UPI have a diversity based on the biography and a maximum of eight semesters of study. Then, UPI post-graduate students also have a variety of difficulties and how to handle it differently. But the related research of adversity quotient (AQ) is mostly done in junior / high school which used correlation method (Siddiqiyah 2007, Guillian and Charmaine 2013, Rachapoom, Sombat and Prasart 2009, Cornista 2013, Zhou Huijuan 2009, Prasti Octavianti 2016). Therefore it is necessary to do a qualitative research related to adversity quotient (AQ) on UPI post-graduate students.

2. LITERATURE REVIEW

2.1 The Meaning of Adversity Quotient (AQ)

According to Stoltz (2005) Adversity Quotient (AQ) is the mental attitude of the ability of a person to survive in the face of difficulties and overcome it so, they can continue to survive in order to achieve success in work and life.

AQ has three forms of definition (Stoltz, 2005). First, AQ is a new conceptual framework for understanding and improving all facets of success. Second, AQ is a measure to determine the individual response to adversity. Third, AQ is a series of appliances that have a scientific basic to improve individual response to adversity.

2.2 The Factors of Adversity Quotient (AQ)

Stoltz (2005) portrays the potency and durability of individuals which is called tree of success. The parts in the tree of success is considered to affect AQ that consists of branches, trunk and roots.

2.2.1 Branch

2.2.1.1 Talent

2.2.1.2 Will

2.2.2 Trunk

2.2.2.1 Intelligence

2.2.2.2 Health

2.2.2.3 Character

2.2.3 Roots

2.2.3.1 Genetics

2.2.3.2 Education

2.2.3.3 Belief

2.3 The Dimension of Adversity Quotient (AQ)

Stoltz (2005) stated that aspects of adversity quotient (AQ) includes several components which was later shortened into CO2RE, they are:

2.3.1 Control

Control is the ability to manage an incident in the future. This self-control will have an impact on further action or response by the individual concerned, about the hopes and ideals of individuals to keep trying hard to fulfill his desire in difficult situation.

2.3.2 Origin and Ownership

To what extent a person concerned himself when he found that the error comes from him, or the extent to which a person concerned about other people or the environment becomes a source of difficulties or failure of a person. Appropriate guilt would inspire someone to act but too big a guilt will create paralysis. This point is the opening of ownership points. Ownership reveals the extent of a person recognizing the effects of difficulties and the willingness to be responsible for errors or failures.

2.3.3 Reach

The difficulty in reaching someone's life shows how a problem interferes with other activities, though not related to the problem at hand. The lower the adversity quotient in an individual the more difficult it is to seep into other aspects of a personal life.

2.3.4 Endurance

Endurance is the aspect of the resilience of individuals. An extent to a person's speed and accuracy in solving the problems. So in this aspect we can see how long the difficulties will last. This relates to the individual view of permanency and temporary difficulties in progress. The effect of this aspect, whether good or bad, depends on future circumstances. The higher the person's endurance, the more able he is in facing many difficulties.

2.4 Three definitions according to the adversity quotient (AQ)

In responding to an adversity, there are three definitions of human types in terms of the level of ability (Stolz, 2005, p 18):

2.4.1 Quitters

Those who quit are those who choose to go out, to avoid the obligation, Rewind and stop when facing difficulties. Quitters are those who kind of stopped in the middle of the ascent, easy to despair, give up (Ginanjar 2001: 271). In Maslow's hierarchy this type is in the physiological needs located at the base of the pyramid.

2.4.2 Campers

Campers or satis-ficer (from the word satisfied = satisfied and suffice = insufficient). This type is satisfied by sufficing himself and didn't want to develop. Contrast to quitters, campers at least has responded to its challenges so it has reached a certain level.

2.4.3 Climbers

Climbers are a type of people who are always trying to reach the summit of self-actualization on Maslow's hierarchy scale. Climbers are the type of human who fights for life, no matter how big the difficulties that come up. Climbers aren't controlled by the environment, but with different types of creativity they try to control their environment. Climbers will always think of alternatives and consider the difficulties and obstacles are

opportunity to be more advanced, developed and learn more about the difficulties of life. This type is always ready to face a variety of obstacles and challenges caused by changes. Quitters, campers and climbers have different abilities in facing difficult challenges. Quitters are not always destined by lose the opportunity but with a variety of assistance, quitters will be encouraged to persist in the difficulties he was facing. Climbers indeed confront and overcome obstacles at every turn. The success achieved is related to the ability to face and overcome difficulties. This is the highest indicator of adversity quotient.

2.5 Post-Graduate Student

Post-Graduate students have an age range from 20-60 years old, which mean they belong to early adulthood and middle adulthood.

2.5.1 Early Adulthood

According to Piaget, early adulthood is in the transition period of intellectual people (in Grain, 1992; Miller, 1993; Santrock, 1999; Papalia, Olds, and Feldman, 2001). Cognitive capacity of early adulthood belongs to the future of operation formal and sometimes reached to post-operation formal (Turner & Helms, 1995). In this level young adulthood are able to solve complex problems with the capacity to think abstractly, logical, and rational. From the intellectual side, most of them who have graduated from high school go to college or university. Later, after graduating university level, they develop a career to reach the pinnacle of achievement in his work. However, this period become more advanced, many of them work, while continuing to higher education level. They do this in accordance to the demands and the progress of time characterized by problems which are more complex in social environment. According to an expert on cognitive development, Jan Sinnott (1984, 1998, quoted from Papalia, Olds, and Feldman, 2001), there are four characteristics of cognitive development based on post-formal period.

2.5.1.1 Shifting Gears.

Shifting gears is the ability to associate with things that are practical. It means that the individual is not only able to generate abstract thinking, but also able to explain and describe abstract things (idea concept) into something practical that can be applied directly.

2.5.1.2 Multiple Causality, Multiple Solutions.

An individual is able to understand a problem which is not caused by one factor, but a variety of factors. Therefore, to be able to finish it, need some skills to find various alternative solutions (divergent thinking). Thus, an individual does not have rigid thinking in one completion only.

2.5.1.3 Pragmatism.

People who think in post-formal normally be pragmatic, it means he is able to realize and choose some of the best solution in solving a problem.

Thinking practically which is born from solving problems at this stage should be completely on target (goal oriented). However, in this case, people can appreciate other people's choice of solutions. Therefore, way of solving problems for each person is different, depending on the way people think.

2.5.1.4 Awareness of paradox.

People in a period of post-formal are totally aware and often times finds things that are paradoxical (contradictory) in making a decision in order to solve a problem. The definition of paradox (contradiction) is the resolution of a problem that is faced with a dilemma by conflicting between the two terms of the problem. When he takes a decision, the decision will be positive or negative and impact him and others. The positive thing is certainly going to benefit him individually, but may be harmful to others or negative self-inflicted. Therefore, it takes courage to face a conflict, without violating the principle of truth or justice.

2.5.2 Middle Age

The period of middle age, according to Mappiare (1983 p 173) is the stage of development of formal operational cognitive development. In this period, intellectual development of adults already reached climax in the end point of the previous stage of development (youth stage). The next thing is actually an extension, implementation and refining of those thought patterns. Adults are able to make a logic thinking which applies for absolute and universal highest idea. Adults in resolving a problem is always direct. He is able to try some solutions in concrete and can see the direct result of his efforts to resolve the issue. Adults are better to understand the limitations which can exist in itself (both physical and cognitive) and related to the reality of life in the environment. Adults in solving the problem also think about the theoretically. He analyzed the problem with completion the various hypotheses. On the basis of this analysis, adults make verbal completion strategy then submit the opinions of certain commonly referred as the proportion, then synthesis the relationship between the different the proportions.

3. METHODOLOGY

This research used a qualitative method. According to Creswell (2012), a qualitative research is a method to explore and understand the meaning by individuals or group of people ascribed to the social or humanitarian problems. The method used in this research is a case study and collect data using interviews and documentation.

The populations of this research are 100 post-graduate students. From 100 populations, the researcher only take three post-graduate students for the research sample.

4. RESULT

The results have three control aspects; First, subject has a good control quality to solve the problem by discussing; Second, subject has an unfavorable control because of too many activities, such as study, work and join organizations. Subjects always procrastinated in many things, it is addressing unfavorable controls; Third subject has the initial of unfavorable control too. They feel the difference in learning S1 and S2. At the beginning of college they felt shocked because of the reference books are mostly in English language. The results of the interview from the origin aspects are; first, subject has a good origin when there are some problems he knows does not come from others but it comes from himself, he immediately tries to accomplish the problems; second, subject felt there is no problem that comes from himself and it was just a matter of circumstances and choices; third, subject has his own problem and he needs to adapt for one semester.

The results from the reach aspects, are; first, the problem faced is not expanded into other aspects of life; second, subject is not able to manage time so the task is always by credits; third, the subject has a problem during college and had no impact on the lives of others. To complete the post-graduates it takes 3.5 years. This happen because he does not focus on studying, he works as a trainer and sales which is not in line of Guidance and counseling so at the time working on his thesis he felt a lot of knowledge that is less that it took two more semesters to study the material again, they felt it takes too much time from the first semester until the fourth semester.

The results from endurance aspects is; first, subject has a good endurance because they want to learn to improve their skills by discussing; second, subject did not have endurance to improve the tasks and even then not infrequently done the day before or on the day gathered must be collected; third, subject had less endurance beginning although they want in easy doing and looking for the easy way and not in accordance with the supposed by UPI. Some regrets come when he wants to finish his thesis but it takes more time. Based on the type of climbing the pinnacle of success are; first, subject is classified as type of climber because they wants to improve themselves in order to fit the system in UPI; second, subject they are classified as type of quitters because they ignore to do the work; third, subject was initially classified as campers because there are no regrets when he wanted to learn the material again, but when doing thesis this subject classified by the type of climber.

5. CONCLUSIONS

Adversity Quotient (AQ) of each Subjects is; the first subject has a high AQ and belong to the type

of climber; the second subject had a low AQ and classified as quitter; the third subject had a medium AQ and belong to the type of camper. Recommendations from this research: (1) Post-Graduate of UPI conducted a survey on all subsequent post-graduate students which is selected by some courses to improve the adversity quotient (AQ) of UPI post-graduate student with the category of adversity quotient (AQ);) 2) academic lecturers can provide guidance to the student during the study period in accordance with the adversity quotient (AQ); (3) researchers who are interested in researching AQ can utilize the research results to be used as background and research program to improve the adversity quotient (AQ) which is suitable for post-graduate students.

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**CONCEPT OF LIFE SKILL EDUCATION AND IMPLEMENTATION
IN THE STUDY PROGRAM ISLAMIC RELIGIOUS EDUCATION
FACULTY OF ISLAMIC ISLAM UNSIKA**

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Abstract

The era of globalization is a process that creates a revolutionary change and spawns a competition-based lifestyle, demanding revamping/innovation and adjustment. This change puts pressure on an

organization to maintain its existence, including educational institutions. This pressure leads to problems of productivity, efficiency, and level of competition, which demands improvement in performance and quality. This era demands superiority of mankind and works, as a result of open society that provide various types of possible options. Education in the era of globalization, is held not solely to educate students with a variety of science, but education should also be oriented to provide provision for learners in order to live their lives well. This is in accordance with UU SISDIKNAS No. 20 year 2013, that the purpose of education is to develop the potential of learners to become human beings who believe and piety to God Almighty, noble, healthy, knowledgeable, also aims that learners become capable, creative, and independent.

The challenges of life in the future require humans to live independently so that learners must be equipped with skills (life skill), through content, learning process and other activities. Life skill demands include several aspects: Learners' skills, professionalism, and skills in transforming toward social change. As explained above, life skills are not merely skillful in thinking and academic, but in social aspects also. (Musthofa, 2008: 129-133). The problem of unemployment is often associated with the quality of Human Resources (HR). In a country there is a discrepancy between the supply of labor to the needs of labor and demand for labor both in the formal and informal sectors. If in the past many unemployment is caused by the low level of education and the narrowness of employment, nowadays in Indonesia there are many unemployment because they have no skills. This educated unemployment annually averages 20%, mostly from high school and college graduates (D3, S1, S2 and S3). In addition to the problem of educated unemployment, it turns out that there are still many schools or institutions that have not implemented life skill education, so that students after graduation do not have any skills to work. The Islamic Religion Study Program Faculty of Islamic Studies Unsika which is one of the Higher Education Institutions, is obliged to equipt students with life skill education. Its aim is that in the future the graduates can compete with graduates from other universities, able to work according to their skills and can reduce government burden in tackling unemployment.

Keywords: globalization era, islamic religious education, life skill.

1. INTRODUCTION

Education is a series of interaction activities aimed to provide assistance between adult and learners face to face or by using the media for the development of learners as a whole. In a sense, in order to develop their potential as much as possible, to become an adult. Potentials here are the physical, emotional, social, attitude, moral, knowledge and skills. (Ahmad Tafsir, 2000: 82). In the Qur'an education is also greatly emphasized, so education itself of virtue is equal to jihad in the way of Allah, as Allah Almighty says:

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْفِرُوا كَآفَّةً فَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ
مِنْهُمْ طَائِفَةٌ لِيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ
لَعَلَّهُمْ يَحْذَرُونَ ﴿١٢٢﴾

Meaning: *"It is not fitting for the believer to go all (to the battlefield). Why not go from each of them to some people to deepen their knowledge of religion and to warn their people when they return so that they may guard themselves"* (MORA, 2006: 277).

Meanwhile, according to Ahmad D. Marimba (1987: 19) that education is the guidance or conscious leadership by an educator to the physical and spiritual development of learners towards the formation of the main personality.

Education is very useful for every individual. Thus, education is a teaching-learning process that familiarizes people as early as possible in digging, understanding, and practicing all agreed values as praiseworthy and desirable values, and useful for life and personal development, society, nation and State.

Education is very important for every child. It influence and influential on the environment. The most important environment is family, how parents, especially mothers guide their children to be ready to face life in the present and the era to come. Life Skill Education (life skills) of a child must be guided and directed not to deviate in the religious norms in accordance with the Qur'an, and also able to

produce young generations who are faithful, creative, innovative and responsible. (Satori, 2002: 25).

Continuing education and character development become a task for families, communities, and government. Preparing a resilient Muslim generation is the hope of all parents in accordance to the Qur'anic verse. Every Muslim, both as an individual and as a community, must endeavor to realize a quality generation in all aspects of human life. One of the words of Allah SWT requires every people not to leave behind them a weak generation of helpless and unrivaled in the competition of life.

Some people even parents think that having a smart child is enough. In addition, parents who have a child who has become a university graduate or graduate with a certain academic degree are not been able to guarantee a more promising child's future life. Such a thought would in time find its relevance point. However, in certain circumstances, the enlightening promises of the academic degree become less relevant, even the wider community no longer believes. Along with the increasing number of unemployment caused by educational factors, the rise of corruption cases that can not be separated from bureaucrats who have many degrees, such as masters, doctor, and even professors. The role and function of education in this context will certainly get a lawsuit from many people, for example why is the practice of corruption done by smart and clever people. This fact is indeed very sad, even this nation is often connoted as a very creative nation in terms of corruption, from the bottom layer to the top.

Therefore, ability, creativity, and independence are three points that are very important for every learner so that he can be proficient in facing the reality of his life, and creative in providing solutions to problems that exist. Life Skill-oriented education (life skill) is an education to form character and ethos. Besides that education like this aims to actualize potential learners so that it can be used to solve the problems they are facing. As a result of education, learning that leads to life

skills is the principal process of involvement of all or almost all students' self-potential (physical and non-physical) and their significance for themselves in the future.

2. LITERATURE RIVIEW

a. The concept of Life Skill Education

Life skill education is one of the focuses of analysis in the development of educational curriculum that emphasizes life skills or work. Life skills have a broader meaning of employability skills and vocational skills. Both are part of the life skill program. Brolin (1989: 35) explains that *life skill constitutes a continuum of knowledge and aptitude that is necessary for a person to function and to avoid intruptions of employment experience*. Thus life skills can be expressed as life skills. The term life skill, not merely has a certain vocational ability, but it must have its basic functional support capabilities such as reading, writing, calculating, formulating and solving problems, managing resources, working in teams, work, use technology (Satori, 2002: 37).

Life skill education program is an education that can provide practical skills, can be used, related to the needs of the job market, business opportunities and economic potential or industry in the community. This life skill has a wide range, it interacts with knowledge that is believed to be an essential ingredient for a more independent life.

Another notion states that life skill refers to the wide range of abilities that a person needs to pursue to have a successful, happy and dignified life in society. Life skill is the ability to communicate effectively, develop cooperation skills, perform the role of responsible citizens, have the readiness and skills to work, and have the character and ethics to enter the workforce (MONE 2003).

Elucidation of article 26 paragraph 3 of Law No.20 of 2003 on National Education System states that life skill education is *"education that provides personal, social,*

intellectual, and vocational skills for work or independent business".

Ministry of National Education divides life skill into four types, namely:

1) Personal skills that include self-awareness and social skills.

Personal skills, such as decision-making, problem-solving skills are the main ones in determining a person's growth. Decision-making and ability to solve problems can pursue many shortcomings. For example, a person will not know how to drive a bus to work, but the ability to solve problems can help him out and he must meet someone who can convince him to get a chance to work every day.

Self-knowledge is basically a self-appreciation as a creature of God Almighty, a member of society and citizen, and aware and grateful for the advantages and disadvantages possessed, as well as making it as a capital in improving himself as an individual who benefits himself and his environment.

Rational thinking skills include, among other things: the ability to dig and find information, information processing skills and make decisions and creative problem-solving skills. To educate the public, it needs encouragement from outside parties or create a certain condition is needed to develop the potential that exists in each individual, in the sense that the skills given must be based on learning skills (learning skill) (Hidayanto, 2002: 562).

2) Social skills or interpersonal skills

Social skills or interpersonal skills include: communication skills with empathy, and cooperative skills. Empathy is understanding attitude and the art of two-way communication. It needs to be emphasized because it means communicating is not just delivering message but the content and arrival of the message should be accompanied by a good impression that will grow harmonious relationship. Social skills can include

communication skills, anger management, and conflict solutions. The situation of having friends and sharing with co-workers and roommates mostly rely on the practice of skills to help someone more socially competent.

The two life skills described above are usually referred to as general skills (general life skill). This general life skill is required by anyone, whether they are working, or unemployed, or those who are studying. In addition, it needs a noble character, meaning that all the skills must be imbued by noble character.

3) Academic skills (academic skills)

Academic skills are also called the ability of scientific thinking which is basically the development of rational thinking skills which are still general. Academic skills are more directed to academic / scientific activities. Academic skills include the ability to identify variables and explain their relationship to a particular phenomenon, to formulate hypotheses on a sequence of events, and to design and conduct research to prove an idea or curiosity.

4) Vocational skills (vocational skills)

Vocational skills mean skills that are associated with a particular field of work in society. It should be realized that in real life, between general life skill and specific skill that is between self-knowing skills, rational thinking skills, social skills, and academic skills and vocational skills does not function separately, or exclusively. The thing that happens is the fusion of these skills, so it blends into an individual action involving the physical, mental, emotional and intellectual aspects. The degree of quality of individual action is in many ways influenced by the quality of maturity of the various aspects of the support mentioned above. Academic skills and vocational skills belong to a specific life skill. This skill is needed for someone to deal with a particular field problem.

The purpose of Life Skill Education by Swintoro (2008: 13), are as follows:

- a) Actualize the potential of learners so that it can be used to solve various problems in his life.
- b) Provides a broad insight into career development.
- c) Supplied with basic exercises on values related to everyday life.
- d) Provide opportunities for schools to develop flexible learning in accordance with the principles of broad-based education.
- e) Optimizing the use of resources within the school and community environment in accordance with the principles of school-based management.

Meanwhile, Anwar (2006: 32) suggests that the general purpose of life skill education (life skill) is to improve skills, knowledge and attitudes of people in the field of work or a particular business in accordance with their talents and interests so they have the provision of the ability to work or to strive independently. Improve the quality of his life. While the specific purpose is to provide life skills education services to citizens to learn to have the skills, knowledge, and attitudes needed in entering the world of work, both self-employed (self-employed) and or working in a production / service company with increasingly feasible income to meet the needs of his life, have a high motivation and work ethic and can produce works that are superior and able to compete in the global market.

The above objectives, are expected to meet the needs of individuals as expressed by UNESCO (2008), namely:

- a) The need for intercultural social skills, abilities and powers that include behavior, responsibility, and tolerance.
- b) The need to learn how to learn, to explore from one knowledge to another and from one set of skills to another with a sense of joy.
- c) The need for critical, analytical, flexible, and creative communication skills.
- d) The need to obtain supportive development tasks, on the ability to face problems and

demands in changing skills related to economic change.

- e) The need to adjust to the changing demands of the emerging economies of the industry and services towards, high technology.
- f) The need to master or learn new skills, such as adaptability and problem solving, and competitiveness. Besides the life skills of initiating and motivating entrepreneurial spirit.
- g) The need to compensate for the demand for new job patterns that require capability, able to adapt to changes, think creatively and innovatively and be able to use new technology.
- h) The need for individuals to adapt flexibly in order to engage in various positions throughout their lives.

Benefits of Life Skill according to MoNE (2003: 9-10) are namely:

- a) For citizens to learn to have the skills, knowledge, attitude as a provision to be able to work or self-employed, have income that can support themselves and their families, transmit / give perceived useful ability to others, improve the quality of life, family and environment.
- b) For people to reduce unemployment, create jobs for others, reduce social inequalities.
- c) For the government to improve the quality of human resources in the region, to prevent urbanization, to grow business community economic activities, to suppress social vulnerability.

Life Skills education provides students with personal benefits and social benefits for the community. For learners, life skill education can improve the quality of thinking. Improving the quality can increase the choices in the life of the individual, such as career, income, physical and spiritual health, opportunities, self-development, competitive ability, and personal well-being. For the community, life skills education can improve the advanced life with indicators of: social welfare improvement, and community

development that is harmoniously able to integrate religious values, theories, solidarity, and the economy. (Asen, 2009: 27).

To know the life skill learning model can be seen through the way of learning to develop life skills such as:

- a) Provide questions / tasks that encourage students to do / think. The types of questions asked or the tasks assigned by the teacher are very influential on the development of students' thinking skills. The question / task is not just to focus students on the activities, but also to explore students' learning potential. Questions or tasks that trigger students to think analytically, evaluatively, and creatively can train students to be critical and be creative thinkers.
- b) Provide questions / tasks that contain problem solving. High-level questions / tasks can be used as a prefix to practice problem-solving. High-level questions / tasks that meet the criteria as a problem are used as starting points to follow the troubleshooting steps. Problem solving is one of the academic skills that needs to be developed continuously in order to become a student habit. This problem solving is essential to help students acquire the analytical, synthetic, scientific, and technological skills necessary to achieve success in formal and workplace education institutions.
- c) Implement Cooperative Learning. Cooperative learning is one of the efforts to realize active, creative, effective and fun learning. Cooperative learning provides an opportunity for students to interact with each other. Students who explain each other's understanding of a concept to their friends are actually experiencing a very effective learning process that can provide learning results that are far more leverage than if he listened to teacher explanations.

Cooperative learning provides an opportunity for students to develop some life skills called communication skills and

cooperative skills. This skill has an important role in real life.

The application of cooperative learning will yield effective results when considering the following two core principles:

- a) Positive interdependence. All members in the group are interdependent on other members in achieving group goals, such as completing the task of the teacher.
- b) The existence of personal responsibility (individual accountability). Here each member of the group must have an active contribution in working together. Therefore it is important for us to learn some form of cooperative learning and actual enrollment so that misunderstandings about group / cooperative learning in learning can be avoided. (Budi, 2009: 7).

3. RESEARCH METHODOLOGY

Type of Research

This research is conducted using mixed methodology. It is hoped that by using mixed method, the researcher can yield more comprehensive facts in this research. This Mixed Method is a method that combines both qualitative and quantitative approaches in methodology (as in the data collection phase). Mixed method incorporates two approaches in all stages of the research process (Abbas, 2010: Viii). The Mixed Method is also referred to as a methodology that provides philosophical assumptions in pointing directions or providing guidance on how to collect data and analyze data using both quantitative and qualitative approaches through several phases of research process.

The research specification used is descriptive analysis which aims to create a description or description of facts, properties and relationship between phenomena investigated (Nasir, 1999: 63). This descriptive research is a study that is not intended to test a particular hypothesis but only describes something variable, symptom or state (Arikunto, 1993: 310). Data collection is by

depicting as it is, and not accompanied by reviews or views or analysis of the authors (Bachtiar, 1997: 60).

Population and Sample

The population in this study is all students of Islamic Religious Studies Program Faculty of Islamic Studies Unsika which consists of 520 people. Researchers took a sample of 25% of the total population of 520 respondents, so the sample is 130 respondents. Sampling was conducted using a random sample (random sample), in which the researchers mixed subjects in the population so that all populations were considered equal. Thus the researcher gives the same rights to each subject to get a chance to be selected to be a sample. So in sampling all students have the same rights to be sampled.

Data Source

This research only used primary data. According to Lexy J. Moleong (2010: 157) the main data sources in qualitative research are words and actions, the rest are additional data such as documents and others. Primary data is data obtained directly from the subject of research by using a direct data retrieval tool on the object as a source of information sought (Nata, 2000: 93). In this case the researcher directly examines the students of Prodi PAI Faculty of Islam (FAI) Unsika to get the data by spreading questionnaire and interview.

Data Collection Techniques

To obtain the data needed in the research, the researchers used the data collection techniques as follows:

Questionnaire is a data retrieval method using a number of written questions used to obtain information from the respondent in the sense of a report about his personality, or things he knows (Arikunto, 2006: 151). Questionnaire is used to get data and dig data about something related to students' perception of Prodi PAI about Life skill education.

Interview is the most sociological research technique because its form comes

from the verbal interaction between the researcher and the respondent (Black, 2009: 305). Interviews are conducted through a conversation with a specific purpose made by two parties, the interviewer who asks questions and interviewees who provide answers to those questions. The in-formal conversation refers to the tendency of very open nature so that the interview is really similar to the conversation (Pawito, 2007: 132). In this interview, the researcher uses a structured interview that is an interview consisting of a list of questions that have been planned and have been prepared previously. All respondents get the same questions, with words and in uniform order. The informants in this study are students from the Prodi PAI 2013, 2014, 2015 and 2016. In this interview the researchers interviewed 10 informants selected based on random methods of the existing respondents. Interviews were conducted to supplement the data obtained from the questionnaire and to clarify the desired results.

Data Analysis Technique

Data analysis technique is the process of searching and systematically compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describing into units, synthesizing, arranging into patterns, choosing which is important and which will be studied, and make conclusions to be understood by the writer and the readers.

For the purpose of data analysis, the researcher used descriptive research type of analysis, ie research that intends to understand the phenomena about what is experienced by research subjects such as behavior, perception, motivation, and action (Moleong, 2010: 4). In this study the researcher went through several stages of data processing, namely as follows:

First, the researcher spread the questionnaire to the respondents. After the data was collected, it was grouped based on sex and based on the items in the questionnaire.

Second, processed and analyzed the data to make a conclusion.

Third, interviewed a number of students then analyzed the results of the interviews.

Fourth, interpret the results of analysis both from questionnaires and interviews, to know the perceptions of students on life skill educational materials.

Fifth, to make the data easy to be analyzed and concluded, the researcher used an analysis that produces descriptive analysis. The process of data analysis used inductive thinking that is the process of data analysis from specific things to be generalized or concluded in general.

Data Interpretation

After calculating based on percentages, the next step was to interpret the data. It is intended to know the condition or description of each aspect based on the responses of respondents.

To determine the percentage, a simple calculation was used, as follows:

- 1) Determining the expected value (NH), this value can be determined by multiplying the number of items in the questionnaire with the highest score.
- 2) Calculating the score value (NS), this value is the actual average value obtained from the research results.
- 3) Determine the formula of the category, that is by using the formula as follows:

$$P = (NS / NH) \times 100\%$$

Information:

P	=Percentage (average value)
NS	=Score Value
NH	=Value of Hope
100%	=Fixed numbers (constants)

4. RESEARCH RESULTS AND DISCUSSION

Overview of Life Skill Education at Unsika Faculty of Islamic Studies (FAI) students

The study was carried out in the Islamic Studies Program of Faculty of Islamic Studies of Unsika from period 2013, 2014, 2015 and 2016 consisting of 520 populations, and the samples were 130 respondents (25%).

The table shows that there were 130 students (25%) who were the sample of the total population who followed life skill education. Reading of the Koran were done by all the student 130 (100%); and so was the practice of recitations; and practice of worship; 65 people (50%) participated in cadres and muballigh training; 26 people (20%) attended Islamic art training; 33 people (25%) participated in Forum communication and campus *dakwah* activities; 65 people (50%) always follow the campus *pesantren*; And and 130 people (100%) followed the basic training of student leadership.

Tabel 1
Percentage of life skill education followed by students of Islamic Studies PAI Prodi Unsika

Categories	No	%	Activity Shape	No	%
Following education life skill	130	25	Reading and writing the Qur'an	130	100
			practice recitations	130	100
			Worship Practice	130	100
			Training of khotib cadres & muballigh	65	50
			Islamic Art Training	26	20
			Communication Forum Da'wah Campus	33	25
			Student Pesantren	65	50
Basic Training of Student Leaders	130	100			

Implementation of Life Skill Education in Islamic Education Studies Program FAI Unsika

Life-oriented education does not change the education system nor is it for reducing education as a skill exercise only. Life skill-oriented education provides an opportunity for every student to increase his potential and provide opportunities to gain the provision of skills that can be used as a source of livelihood. In implementing life-oriented education policies, the main focus of educational activities should be to prepare students to have the skills to live and be able to travel life.

The implementation of life skills education should pay attention to things as follows:

- Ability (life skills) that are relevant to the needs of students in campus.
- Learning materials are studied in accordance with the interests of students in mastering their talents.
- Facilities, tools, and learning resources need to be provided to support ownership of the desired abilities.

Depdiknas (2002) states that life skills include some basic skills, namely:

- Personal skills, which include: self-awareness and rational thinking skills.
- Social skills.
- Academic skills.
- Vocational skills.

Examples of life skill education implementation in Islamic religious education program are Read al Qur'an, Read al Qur'an, Practice Tilawah, Training cadres khotib & muballigh, Communication Forum Da'wah Campus, Basic Student Leadership Exercise. Life skill education in these activities is needed by students because it emphasizes the general life skills (generic life skills), namely personal and social skills, because personal and social life skills are an important foundation for the students to cultivate other essential skills.

Future Education Life Skill of Students from Faculty of Islamic Studies (FAI) Unsika The result of the research shows that the most widely followed life skill education is reading al-Qur'an, practice of recitations, practice of worship, basic training of student leadership, and training of khater khatib and muballigh. Implementation of life skills in the Faculty of Islamic Religion (FAI) Unsika basically does not change the existing education system, and does not reduce the education as a mere exercise, but this program puts the position of the Faculty of Islamic Religion (FAI) as an educational institution that develops programs in accordance to the mission of the Faculty of Islamic Studies (FAI) to prepare students to have good life skills which is useful for the

community, nation and religion. The Faculty of Islamic Studies (FAI) provides an opportunity for every student to increase his/her potential and even provide opportunities for students to obtain skills that can be used as a source of livelihood later.

The application of life skills at the Faculty of Islamic Studies (FAI) Unsika is oriented towards the mastery of special skills, not intended to dictate the university or institution, but only offers various possibilities or menu that can be selected according to the real situation and condition of the campus either in terms of student existence or the life of the surrounding community (H. Tajuddin Nur: interview, November 10, 2016).

The function and purpose of life skills education to be achieved by the students are so that the students recognize the nature of themselves, recognize the potential and the best talent they have, and strive to actualize the potential they have by expressing themselves in a way to be themselves (H. Tajuddin Nur: Wk. Dean, interview, November 10, 2016).

The program of life skills implementation is inspired by the concept of link and mach which means linkage and correspondence or can be called Dual System Education (PSG) which is literally adopted from the German language, link and mach which means that education is an integral part of community life (H. Zaenal Arifin, Ar, M.Pd.I Kajur PAI, interview, November 11, 2016).

The purpose of life skills education which is principled on link and mach here is to get the quality of human resources, especially related to the quality of life skills, where the education world functions as a provider of human resources, and the community as a party in need (H. Zaenal Arifin, Ar, M.Pd.I Kajur PAI, interview, November 11, 2016).

5. CONCLUSION

Based on the results of research, it can be concluded as follows:

- a. Based on the questionnaire that has been spread, the students who follow life skill

education were more than half of them or as much as 68% (88 people). Most of them choose the program Read write the Qur'an, Practice Recitations, and Practice Worship.

- b. In conducting this life skill education, the main focus of the activity is to prepare students to have life skills and to be able to travel their future.
- c. The application of life skills at the Faculty of Islamic Studies (FAI) Unsika is oriented towards the mastery of special skills, not intended to dictate the universities or institutions, but only offer various possibilities or menu that can be selected according to the situation and the real condition of the campus in terms of both student and community life.

Suggestions

From the results of this study the researcher suggests:

- a. Parents should guide their children to be ready to face life in the present and future because life skill of a child must be guided and directed according to the norms and Koran and not to deviate in the religion in order to be able to produce faithful, creative, innovative, and responsible generation.
- b. Learners must improve the quality of life skills that have been invested in both school and community environment.
- c. The government must support and provide facilities needed for educational institutions that implement life skill education so that life skill education can generate generations which in turn will improve the welfare of themselves, the community and can fight against ignorance and poverty.

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CORRELATION BETWEEN AUTHORITARIAN PARENTING STYLE TOWARD AGGRESSIVE BEHAVIOR MEDIATED BY EMOTIONAL MATURITY OF ADOLESCENT AT SMAN LOMBOK TENGAH

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Abstrack

Violence behavior in adolescent lately is considered to be beyond reasonable, whether in the community or school environment. Aggressive behavior is known as particular behavior that aimed to hurt someone else, both physically and psychologically, thus it becomes the source of various violence and criminality. Authoritarian parenting style is considered as a parenting style that can disrupt the emotional development, and allegedly related to the aggressive behavior in adolescent. The aim of this research was to study the role of emotional maturity as mediator variable in the correlation between authoritarian parenting style and adolescent's aggressive behavior. This research used quantitative approach with correlational design. The observed subjects were the students at SMA 3 Praya and SMA 1 Praya Tengah, by the total of 300 students. The sampling technique applied in this research was purposive sampling. This research was using 3 scales, i.e Aggression Scale, Parental Authority Questionnaire dan Emotional Maturity Scale (EMS). Data were analyzed statistically using path analysis by the assistance of SPSS 22 software. The result showed that there was significant correlation between authoritarian parenting style toward aggressive behavior (β) for 0.172 (p 0,002), also the emotional maturity toward aggressive behavior (β) for -0,314 (p 0.00). Nevertheless, emotional maturity does not perform as mediator variable of aggressive behavior in adolescent.

Keywords: authoritarian parenting, emotional maturity, aggressive behavior in adolescent

1. INTRODUCTION

Aggressive teenage behavior is influenced by several factors, among others, because it can not control anger, brawl between students, negative association, drinking alcohol, to use drugs. Aggressive behavior of teenagers is an action that can harm yourself and others, such as fights between friends Peer or inter-group. Aggressive behavior does not only occur within the community but also in the school environment (Onukwufor, 2013).

Violent acts perpetrated by teenagers these days are quite disturbing to the public because it is considered to have exceeded the limits of fairness, whether it occurs in the school environment and environment masyarakat. Remaja tend to do the actions as its own without thinking about the impacts caused. cases related to aggressiveness behavior That occurred in adolescence Such as brawl that occurred in high school in Lombok which is done a number of teenagers hinga cause fatalities

to death (www.Lomboknews.com, Februari 2007), A number of students in Central Lombok conducted a brawl which was caused by an inter-class football dispute, so the fighting action was widespread after some of them invited their friends from another school at around 11:00 pm, .(Lombok post.net)

Aggressive behavior perpetrated by adolescents can occur individually or in groups. Violent acts usually occur due to incitement and provocation of other groups. In addition, it can also occur because of the insistence of friends or groups themselves. If the individual does not do as he is told, he will be excommunicated from the group (Susilo and Wibisono, 2013).

According to Siddiqah (2010) aggressive behavior can occur due to the influence of 3 factors. First, negative association, such as the surrounding environment is always filled with a variety of violence. Second, the biological factor of adolescents, where a teenager has an aggressive behavior because of hereditary

factors from father or mother. Third, emotions, where aggressive behavior arises because of the inability of teenagers to control their emotions when under stress.

Parenting is a form of behavior that is applied by parents in children. During the process of interaction and communication with children, parents can provide a picture of attitudes and behaviors that are positive and negative (Safitri and Hidayati, 2013). Before joining the community environment, parents are the closest party to teenagers. In this case, the family is the first environment to accept the presence of children, where the success rate of adolescents in berintraksi in school and community environment is determined from parenting parents. Authoritarian parenting patterns that parents apply can lead to aggressive behavior in children (Alfredet al., 2013).

Aggressive behavior perpetrated by teenagers one of them caused by parenting parents (Pramawaty and Hartati, 2012). Parenting styles applied by parents and the interaction of children with parents in family environment is very important to know the character and desire of the child during the nurturing process. In addition, parents can also control and monitor the development of children in the family environment.

2. LITERATURE REVIEW

Aggressive behavior

Aggressive behavior is an action taken to resist, attack or reply to an opponent in the form of provocation, anger and vengeful resentment. Aggressive behavior can also be done as a form of self-defense and rejection of a case or a group. Aggressive behavior can also be interpreted as a form of deviation of an individual's stimulus, which is usually caused by revenge, provocation and anger, resulting in impulsive behavior without thinking to injure victims (Aucoin, 2006).

According to Nisfiannoordan eka (2013), several kinds of aggressive behavior used to harm others include physical and verbal aggression. Physically aggressive is a form of behavior that aims to injure body parts by using

sharp weapons, hitting the face and kicking. While verbal aggressive aims to injure a person by issuing dirty words, abusing and insulting to cause emotional and psychological pain.

Aggressive behavior is an action that individuals do with their own desires or intentionally to harm others physically and verbally. Aggressive behavior is done in the school environment and in public places is considered as the most distorted human behavior. In general, adolescents who do aggressive behavior both at school and community encouragement by the desire to get social recognition, and want to be accepted in social environment association (Lopez, 2008) Aggressive behavior is a form of delivering harmful stimuli that can harm others caused by hostility or provocation. When adolescents are provoked, the teen can behave aggressively in others (Dominic et al., 2008).

Authoritarian Parenting with Aggressive Behavior

Authoritarian parenting is a tough pattern of parenting, parents often force their own will without thinking about the feelings of children, parents often require children to obey all the commands and rules made by parents, the relationship of parents with children is not so harmonious. Parents never want to try to believe in children, children are often given punishment even if the child is innocent. Lochman (2013) says that a strong parenting style can lead to poor social management and make children behave aggressively. If parents often behave hard against children it will adversely affect the future, in addition to the child will also withdraw and difficult to adapt to peers both in the environment and the community environment.

Parenting is a predictor of aggressive behavior in society, because aggressive behavior is a social phenomenon in society. Some sources that become factors of the emergence of aggressive behavior include family and subkultura. Keluarga is the first place or environment to accept the presence of children, where the attitude and treatment of parents can be felt directly by children. Subkultura is a source of aggression, where there is direct

communication or contact with family members or masyarakat around teenagers (Aisha, 2010).

Emotional maturity with aggressive behavior

Emotional maturity is a ability of adolescents to accept negative things in the family environment and society, where adolescents are very vulnerable to deal with various problems in daily life sehingga can cause aggressive behavior. Unstable teenagers will tend to be controlled emotions in the face of a problem, while teenagers will be stable Able to control his emotions and can solve problems calmly (Sunardi, 2009). Emotion is a condition in emotional development. Individuals who are immature emotions will quickly expel and do not think long in action, while emotionally mature individuals are more concerned with the consequences of the actions to be taken (Utari, 2016).

Emotional maturity is a form of adolescent ability in controlling emotions and positive thinking. Each individual has a way to vent or distribute a motion depending on whether the teenager is able or not to control emotions. Emotions can be said to be good if the adolescent is able to win and control his emotions, so that teenagers can behave naturally when faced with a threatening situation (Shafeeq, 2015).

In his research, Matulesy (2013) reveals that teenagers who have strong and irrational emotions are usually irritable and emotionally out of control. The atmosphere will tend to overflow and explode if threatened, enabling them to engage in aggressive behavior both physically and verbally.) Adds that there is a negative relationship between emotional maturity and aggressive behavior. People who have high emotional maturity have low aggressiveness, whereas people with low emotional maturity will be at least as high as their aggressive behavior.

Emotional maturity as mediation authoritarian parenting relationship with aggressive behavior

Emotional maturity is defined as the condition or state in achieving the level of maturity in one's emotional development. People

who have emotional maturity will not display emotional patterns that children do not deserve. People who have emotional maturity are better able to control their reproaches in various situations (Radhitia, 2012). One can be said to have emotional maturity if the individual can control his emotions in situations that threaten him, and can appropriately control himself naturally. The individual can also express his emotions with The right way to be accepted in the social environment. In other words, he tends to prefer intellectuality rather than emotion. (Farokhatin, 2013).

The child's emotional development is influenced by the environment in which the child develops, specifically in this case the parent's foster care. Situations in the family built by parents are very decisive character of the child in the end. Authoritarian parenting is synonymous with strict and strict control and low affection (Sinarta, 2015). The statement indicates an indication that emotional maturity is

Previous research conducted by Maduwita and Dawn (2011) shows that there is a negative relationship between emotional maturity and aggressive behavior. A person with high emotional maturity has a low aggressiveness, whereas a person with low emotional maturity will also have a high degree of aggressive behavior. Guswani and Kawuryan (2011) add that teenagers who engage in aggressive behavior both physically and verbally are influenced by emotional maturity. An immature maturity Faster aggressive action, while adolescents who are mature emotions can control and control his emotions. Emotionally mature teenagers are more able to think adults and do not act recklessly in taking action when in keadaantertekan.

From the literature review and exposure of some of the above research, there is a phenomenon that the pattern of care does not directly affect aggressive behavior, but there are variables of emotional maturity become mediator. Sehingga in this study, researchers interested to examine the relationship of parenting authoritarian parenting to aggressive behavior of adolescents Through the mediator variable is emotional maturity.

3. RESEARCH METHODS

Research design

This research uses quantitative approach with partial correlation design, that is to know connection and explain between two variables or more (Sugiyono, 2012). This study uses 3 variables, namely the dependent variable of authoritarian parenting, independent variable of aggressive behavior and the variables of emotional maturation.

Research subject

Subjects in this study were High School 3 Praya and SMA 1 Praya Barat students. All subjects are male students from grade X to grade X1.

Research Instruments

Authoritarian parenting scales used in this study were PAQ compiled by Buri (1991). PAQ Scale is usually used to measure 3 parenting patterns, but in this study used to measure authoritarian parenting only in accordance with the purpose of the researcher. Each pattern of parenting is divided into two that the father's parenting and parenting patterns. There are four categories on the scale, namely imposing the will (5 items), apply the rules (3 items), give punishment (3 items) and disrespect opinion (4 items), So the number of items is 15. The assessment is done with the scale of the choice of answers that is, score 5 (every time), score 4 (often), score 3 (rare), score 2 (sometimes) and score 1 (never). For example, for the item "If I do not obey parent's orders, I will be punished." The scaling distance is between 15-75 and the result of the reliability test of 0.865.

The scale of emotional maturity is measured using the Emotional Maturity Scale (EMS) scale according to Suneetha Hangal and Vijayalaxmi (2007). The scope consists of five categories, namely emotional stability (10 items), emotional development (9 items), social cleansing (8 items), Integrity of personality (3 items) and lack of independence (7 items), so the number of items is 37 items. This scale assessment uses likert scale with range of 1 to 5. Item scale in the form of several answer answers that is, score 5 (every time), score 4

(often), score 3 (rare), score 2 (sometimes) and score 1 (never). Examples of items in this scale are, "I'm proud of what I have". Distance score on this scale is 37-185. The result of emotional maturity test instrument reliability with Emotional Maturity Scale is 0.75.

Agresivitas diukur dengan menggunakan instrumen *Aggression Scale* (AS) oleh Pamela Orpinas (2011). Pengukuran ini terdiri dari 4 dimensi yang mengacu pada teori Perry dan Buss (1992), yakni agresif fisik/*physical aggression* (5 item), agresif verbal /*verbal aggression* (6 item), marah/*anger* (5 item) dan permusuhan/*hostility* (3 item), sehingga terdapat total item sebanyak 19. The scale used is the likert scale, ie strongly agree (4), somewhat agree (3), disagree (2) and strongly disagree (1). Examples of items on this scale are "I like to beat my friend to get him angry." The scale of the scale on this scale is 19-76. Aggression scale instrument reliability test results (AS) obtained is 0.879.

Data analysis

Hypothesis testers in this study were conducted by using path analysis (path analysis), where in the regression equation there is interaction multiplication between two variables or more (Ghozali, 2011). Data dilakukan analysis done with software SPSS version 22 for Windows operating system. In this study, the variables of mediation between authoritarian parenting (X) on aggressive behavior of adolescents (Y) is emotional maturity.

4. RESEARCH FINDINGS AND DISCUSSION

These results indicate that the test track directly influence parenting parents have a significant effect on aggressive behavior. Authoritarian parenting has a positive influence on aggressive behavior, which positively influence coefficient implies that the authoritarian parenting leave a positive influence on aggressive behavior. The higher the authoritarian parenting, the higher the aggressive behavior in children, and vice versa, the lower the parents' parenting aggressive behavior in children will be even lower.

The results of this study also sesuai with research conducted by Susanti (2011) which suggested a link authoritarian parenting with aggressive behavior significantly meaningful parenting authoritarian parents can predict aggressive behavior in teenagers, parents are very authoritarian will tend to behave aggressively and otherwise the parents were not too authoritarian adolescent will not be overly aggressive manner. Parents have a great responsibility towards their children to guide and improve the child's behavior creates a safe environment, keep children from physical, sexual, and emotional, provides guidance and a good education, to his daughter (Grace, Olojo & Falemu, 2012). The involvement of parents determine their future is better, especially when parents provide guidance to their children

Parents who apply authoritarian upbringing in the family will result in teenagers often receive punishment as a form of action that must be accepted by the child when the violation of the rules that have been defined dikeluarga. Teens think the house is a comfortable place where children should be obedient to the commands of parents, home is a place where there is no chance of teenagers to opinion eager to be delivered and the home is a place that allows teens to get the punishment so that when teenagers are outdoors teens will perform actions that were never done at home and tend to behave aggressively (Dewi & Susilawati, 2016)

Parenting parents when applied properly in adolescents can be an encouragement for young people to live their daily lives, even parenting good parenting can be used as guidance and capable of directing the child's behavior so easily controlled (Van & Janssens, 2002). Teenagers who want to be recognized need guidance from his loved ones, especially in adolescence has developed very quickly where they are more likely to try new things without knowing the result of perbuatanya. Pattern foster parents to their children is very important, especially when the child enters adolescence, therefore the guidance of parents is very important that adolescents are able to think and make decisions wisely and can help individuals avoid aggressive behavior.

Based on testing the effect of indirect path analysis, authoritarian parenting has indirect influence on aggressive behavior through emotional maturity. Authoritarian parenting through Most serious emotional maturity contributes to aggressive behavior, and emotional maturity as mediation between parenting otriter with aggressive behavior.

Emotional maturity is the individual circumstances that may indicate emotional when faced with a situation that could endanger himself, with his reasonable control, so that the individual is no longer displays the emotional as children, the individual will control his emotions in another way that is acceptable dimasyarakat which tends to give priority to the intellect rather than emotion (Manoharan & Doss, 2007).

Table 2.
Description of variables Advanced Research

<u>Variabel</u>	<u>Rentang sekor</u>	<u>M</u>	<u>SD</u>
<u>Pola asuh otoriter</u>	48-71	58,96	4,560
<u>Kematangan emosi</u>	127-161	146,49	6,957
<u>Perilaku Agresif</u>	46-73	58,95	5,159

The results also show there is a positive relationship between emotional maturity and aggressive behavior of the higher emotional maturity, the higher the aggressive behavior and vice versa sekamin lower emotional maturity, the higher the aggressive behavior, as well as research conducted (Handasah, 2016), stating that the emotional maturity affect aggressive behavior in the study suggests that the higher the emotional maturity, the higher the aggressive behavior in emotional maturity and the lower the lower the aggressive behavior in adolescents.

The results of this study indicate that the influence of authoritarian parenting can affect aggressive behavior, emotional maturity as a mediating variable into penyelah against authoritarian upbringing and perilakuagresif, because the emotional maturity of an individual's ability to control his emotions even though faced with a situation that threatens him the results of this study to answer hypothetical questioned by investigators on the subject in high school teenagers who are 3 and SMA 1 in Praya, Lombok.

Tabel 3

Variabel	Pola asuh	Kematangan emosi perilaku Agresif	
Pola asuh otoriter	1	-0,123*	0,172**
Kematangan emosi	1	-0,314**	
Perilaku Agresif			1

**korelasi signifikan 0.002 level (2-tailed)

Tables and Figures

In this study, researchers took the subject of two schools come from SMA 3 praya and SMA 1 praya west which are in Lombok middle with a number of subjects of 300 students, the results of a statistical description of authoritarian parenting, emotional maturity and aggressive behavior can be shown in the table as follows

In the table above it can be seen that the authoritarian parenting are in category ($M = 58.96$), emotional maturity in this study are in the high category ($M = 146.49$), then the aggressive behavior in the last category ($M = 58, 95$)

Hypothesis testing

Descriptive relationships between variables can be shown from the number of correlation figures between authoritarian parenting patterns, emotional maturity and aggressive behavior. Detailed results can be seen in the table below:

The results of the correlation test show that there is a significant relationship between authoritarian parenting with aggressive behavior ($r = 0.172$; $p < 0.002$). In addition, there was a positive relationship between authoritarian parenting and aggressive behavior. Thus, it can be stated that the higher the pattern of authoritarian parenting the aggressive behavior of teenagers will also be higher.

The relationship between authoritarian parenting and emotional maturity also suggests a significant positive relationship ($r = -0.123$; $p < 0.000$), which means that the higher the authoritarian parenting style the higher the aggressive behavior. Conversely, the lower the parental authoritarian parenting, the aggressive behavior of teens will be lower.

In the analysis of the relationship between emotional maturity and aggressive behavior, found a significant positive relationship ($r = -0.314$; $p < 0.000$). So it can be said that the higher the maturity of teenage emotions, the lower the aggressive behavior. Here is the result of regression analysis between parenting parenting with aggressive behavior and emotional maturity with aggressive behavior:

Table 4

Variabel bebas	Variabel mediasi	Koefisien jalur	t	P
Pola A. otoriter	P.agresif	0,172	3,085	0,000
Pola A. otoriter	K.emosi	0,123	2,83	0,000
K.emosi	P.agresif	0,314	5,688	0,000

Results of regression test authoritarian parenting with emotional maturity values obtained $\beta = 0.176$. The value of the relationship between these variables positive which means the higher the authoritarian parenting, the higher the aggressive behavior. conversely the lower the authoritarian parenting the lower aggressive behavior.

Regression test results with aggressive behavior emotional maturity values obtained $\beta = 0.313$. Value a positive relationship, which means that the higher the emotional maturity of the lower aggressive behavior and conversely the lower the emotional maturity, the higher the aggressive behavior

The results of acceptable values parenting parents, emotional maturity and aggressive behavior can be didepinisikan as follows: 1). Is a direct correlation between authoritarian parenting and aggressive behavior can be seen from the value of the determinant of both can be seen from the path coefficient 0.176, 2). Relationships indirectly, the value of the determinant of the authoritarian parenting and aggressive behavior mediated by the emotional maturity can be calculated by multiplying the coefficient of $-0.126 \times 0, -313 = 0.39$. 3). The total value of the authoritarian parenting, emotional maturity and aggressive behavior that is $0.176 + 0.39 = 0, 566$

Based on the comparison of the value of the determinant of the relationship between direct and indirectly acquired that 0.176

($17.6\% > 0.394$ (39%) tersebut) results showed that the direct correlation value is greater than the relationship is not direct, so it can be concluded that the variable is not berfungsi emotional maturity as a mediator in the relationship between the authoritarian parenting with aggressive behavior in other words the relationship authoritarian parenting and aggressive behavior is a direct relationship.

The results of the total value of the determinant obtained the value of 0.566 indicates that the contribution of authoritarian upbringing affect aggressive behavior through the mediation of emotional maturity by 56.6% while the rest influenced by other variables.

5. CONCLUSIONS

Based on the results of the study showed that the direct connection and indirect relationships have a significant effect. This study shows that authoritarian parenting is so important right given to adolescents, because it can limit and avoid aggressive behavior. emotional maturity is good then people will have a better ability to prevent and avoid aggressive behavior. For teenagers, are expected to maintain the emotional maturity to consider everything before acting, do not put the interests of themselves and be able to think an adult in every problem, for parents, is expected to provide the type of appropriate parenting to their children, as well as enhanced and maintained better by always giving him affection, attention, appreciation, material assistance, guidance and advice. For subsequent researchers can conduct research by considering the factors that influence adolescent aggressive behavior.

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ENTREPRENEURSHIP AND LEARNING MODELS IN ACCORDANCE WITH DEVELOPMENT OF SENIOR HIGH SCHOOL STUDENT’S COGNITIVE

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Abstract

As stated in Curriculum 2013, entrepreneurship and handcraft are being one of the lessons that is taught for students in senior high school and vocational school. Entrepreneurship and handcraft can be categorized into transcience-knowledge because it is expanding knowledge and practicing life skills based on art, technology, and economic. The goal of this lesson is to raise the entrepreneur's spirit in the early stage which is a good step to prepare more entrepreneurship in Indonesia. Since it belongs to lesson in the school, syllabus and lesson plan became an importance part of it. Syllabus and lesson plan have a role as a guide for teachers in the learning process and methods. The contents of lesson plan is based on competency, indicators, learning objectives, standardization of materials, teaching methods, learning activities, learning resources, and evaluation. The objective of this research is to present some entrepreneurship learning method that is appropriate for students' cognitive in senior high school. The model of the research is literature review. Based on periodization of human development, students who are in 15 -19 years old are in middle adolescence. The period of Senior High School is a period in which decision-making is increasing. Students will be faced to career preparation choice (economic career choice) or continue to high education and gain maturing in career choice (position). The biggest challenge for teachers in choosing learning model that is appropriate for the entrepreneurship learning goal is functioning high level cognitive for students in senior high school such as make plans, strategies, decisions and problem solving. According to Neck and Greene, 2011 handcraft's learning model are The Entrepreneur World, The Process World, The Cognition World, The Method World.

Key words : Entrepreneurship, learning's model, senior high school students'cognitive development

1. INTRODUCTION

Today, the labor from senior high school graduate is getting low. Central Bureau of Statistics (BPS) recorded that the total number of unemployment in Indonesia in August 2015 is 6,18% of population or raising up to 5,94 % if we compare to the same periode last year, and the lack of entrepreneurship contribution in economic development in Indonesia becomes a serious concern for the government.

To solve that problem, the earlier education of entrepreneurship that is appropriate for students'need is requested. Teachers have an important role in transferring knowledge for students' cognitive by using entrepreneurship learning models.

In senior high school, because of the changing of the curriculum (KTSP to curriculum 2013), entrepreneurship and handscraf became one of the subject given at

the schools. In the previous curriculum, entrepreneurship and handscraf was a subject given in vocational school only. It is because in vocational school, they focussed on the entrepreneurial character building of the students.

The goal of this subject is to tell the students how important entrepreneurship is. Actually, today because of the developing of the world, demand of labors is increasing but because of the limatation of job vacancy there are many unemployment in Indonesia. In order to solve this, applying entrepreneurship and handscraf' subject at school will create souls of entrepreneurship among students. It is hoped by using this, it can help us create more job vacancies in the future and finally will decrease the total number of unemployment in our country.

Regulation of the Minister of Education and Culture No. 65 of 2013 on the Standard

Process stated that every educator in the educational unit has to prepare lesson plan (RPP) completely and systematically in order to create an interactive, inspiring, fun, challenging, motivating learning for the students so they can be active and it also give more room for the students to be innovative, creative and independent based on their talents, interests, physically and psychologically.

Based on the explanation given, the problem in this research is what is the appropriate model of entrepreneurship learning for students' cognitive in senior high school?

2. REVIEW OF LITERATURES

2.1 Entrepreneurship's Education

Hisrich, 2009 stated entrepreneurship is the ability to create something new and different by creative thinking and innovative action for creating opportunities while Fayolle et al, 2006 stated entrepreneurship education is every program or process pedagogic education for entrepreneurial attitudes and skills, which develop certain personal qualities.

Handcraft and entrepreneurship can be categorized into transcience knowledge, namely to expand knowledge and practice life skills based on art and technology, and economic. The first lesson begins by training the ability of self-expression for creativity of ideas and ideas to please others and then it is rationalized by technology so the skill will be a renewable technology appreciation, the results of ergonomic and applicable in exploiting the surrounding environment by taking into account ecosystem impacts, management and economical (Yandriana : 2013).

According to Yandriana, (2013: 3), the objective of Handcraft and entrepreneurship subject can be described as follows 1)

facilitating learners to be able to have a creative expression through technique skills in order to do ergonomic, technological and economical working, 2) practicing the skills to create a product based on aesthetic, artistic, ecosystems and technology, 3) training the use of media and materials, work of art and technology by using ergonomic principles, hygiene, right-fixed-fast, ekosistemik and metacognitive, 4) producing a product or appreciative that is ready to be used in life, as well as insight and grounding backwardly appropriate development towards renewable technology and local knowledge technology.

The appropriate approach that should be used in entrepreneurship learning today is the scientific approach. Scientific learning approach (scientific teaching) is part of the pedagogical approach in the implementation of classroom lessons that is use as the application of the scientific method (Yandriana: 2013). The scientific approach (scientific approach) in study referred to observing, questioning, experimenting, associating and networking.

Learning entrepreneurship education with concept not only is on the cognitive level, but also to internalize real experience in students'life in the daily community. According to Linnan, (2004), the objectives of entrepreneurship education implementation is divided into four categories :

1. Increasing the entrepreneurship intention by raising knowledge about entrepreneurship and influence participants' behaviour
2. For participants who are ready with the idea of entrepreneurship and ready to become entrepreneurs
3. Education for entrepreneurs who want to improve their entrepreneurial skill
4. Invited participant lifelong learning and learning experiences of their business.

Table. 1. Characteristics of Entrepreneur that should be learned by the students

NO	Characteristic	Description
1.	Honest	Behavior based on an attempt to make himself as a person who always trustworthy in word, action and work
2.	Discipline	Measures indicate that a behavior orderly and comply with various rules and regulations
3.	Hard work	Behaviors that indicate an earnest effort in completing tasks and problem solving

4. Creative	Reproducing a product or service that has already exist by using different ideas and different ways.
5. Innovative	The ability to apply creativity in order to solve the problems and opportunities to improve and enrich the lives
6. Independently	Attitudes and behavior that is not easy dependent on others to complete tasks
7. Responsible	The attitude and behavior of people who are willing and able to carry out its duties and responsibilities
8. Cooperation	Behavior based on the effort to make him able to establish relationships with others in carrying out the action and work
9. Leadership	The attitude and behavior of someone who is always open to suggestions and criticism, sociable, cooperation and direct others
10. Perserving	The attitude and behavior of someone who does not easily give up to achieve a goal with a variety of alternatives
11. Dare to take risks	The ability of someone who love the job challenging, courageous and able to take the risk of working
12. Commitment	An agreement in doing something that is made by himself or others
13. Realistic	The ability to use the facts / reality as the basis of rational thinking in decision-making and action
14. Curiosity	Strong desire to know about everything that is learned, heard or seen
15. Communicative	Able and willing to talk and give information to other people
16. Strong motivation for success	Attitudes and actions that always look for the best solution
17. Action-oriented	Taking the initiative to act instead of waiting, before an unwanted incident happens

2.2. Cognitive Development in Senior high School Students

According to Chaplin (thn??) in his book, *Dictionary of Psychology*, cognition is a general concept that includes all forms of identification that include observing, evaluating, watching, supposing, imagining, guessing and evaluating. Meanwhile, Mayers (1996) explained that cognition is the ability

to imagine and describe objects or events in memory and act based on this description.

In general, the development characteristics of adolescence is characterized by the ability to think in abstract and hypothetical, so he is able to think about something that will or might happen, something abstract. Teens can integrate what

they have learned with the challenges in the future and make planning for the future. They are able to think systematicly, not only about what is happening but also what might happen (Concept Piaget).

Piaget says that most teenagers are able to understand and examine the theoretical concept within certain limits. According to Bruner, the student in teens age can use forms of sophisticated learning. Teachers can help them by using the discovery approach by emphasizing on the mastery of abstract concepts. Because students in the teen age are still in the process of perfecting reasoning, teachers should think that the students do not think like them.

Eventhough cognitive is growing in the senior high school but not all students will show the improvement in potentiality.

Sometimes some cognitive abilities decline with age. However some experts believe that the decline of cognitive skills that occurs primarily in late high school years can be scaled back through a series of training.

Cognitive development in early adulthood phase as stated by Schaie (1997) is that stages of Piaget's cognitive illustrates the increase of efficiency in obtaining new information. For example, in early adulthood there is a change in finding out the knowledge towards applying knowledge, applying what is already known, particularly in terms of the determination of careers and prepare for the marriage and family life.

2.3. Learning model

The principle of learning process in the curriculum 2013 emphasizes on the changing of paradigm. 1) the students that always get knowledge from the teacher, now should find it out by themselves, 2) teacher was the only one source of information in class, now there are many sources to support learning process in class, 3) textual approach becomes scientific approach, 4) learning based on content becomes learning based on competency, 5) partial learning becomes integrated learning, 6) learning that emphasize on only one answer becomes multi-answering, 7) verbalize learning becomes applying skill, 8) raising up and balancing action both hardskill and softskill, 9) learning process that gives priority to cultivate and endeavor students as whole life learners, 10) learning process that applies moral value by giving model of "*ing ngarso sung tulodo*", building a desire "*ing madyo manguan karso*", and creativity development for the students in learning process "*tut wuri handayani*", 11) learning process is not only at school but also at home and environment, 12) learning process with basic principle of "everybody can be the teacher, everybody can be the learner, and everyplace is a classroom", 13) the use of informative technology and communication for improving the efficiency and effectiveness of learning process and 14) admission of students' difference of

personality and background of culture (Direktorat Pembinaan SMA : 2014)

As a teacher who will teach that lesson, there are teaching models of entrepreneurship that can be taught to students (Neck & Greene, 2011):

1. The World Entrepreneur. This teaching model is focused on the personality of the entrepreneur as a super hero. Learners are required to identify the character profile possessed by successful entrepreneurs. Teachers then describe the personality of entrepreneurs such as self control, tolerance to uncertainty, the tendency to take risks and the desire to achievement.
2. The Process World. This teaching model focuses on creating new companies. Participants are invited to plan and predict above-owned entrepreneurial ideas. Teachers provide guidance on business plan development, case analysis and business model.
3. The Cognition World. This teaching model focuses on how to identify entrepreneurial opportunities and manage knowledge as a resource for entrepreneurship. Teachers provide methods of decision-making in entrepreneurship activity.
4. The Method World. This method focuses on the practice of entrepreneurship. Practice adapted to the context of entrepreneurship that will be experienced. Teachers are in charge of inviting participants to reflect on practice and experiments that have been done.

3. RESEARCH METHODOLOGY

This research is based on the result of preview studies. The method used is qualitative approach using literature studies. This study uses analysis of literature studies. The study of literatures is find references theory relevant to the CACE or the problem found.

References are obtained and studied from journal, articles, research reports, and focus on related studies. The result of this literature is to gather references about the problem. The aim is to reinforce the basic

theory of the problem as well as conducting study and also provide a basis to conduct an evolution related to the concept of development of soft skills education in formal education in Indonesia society.

After acquired the necessary reference, then it is analyzed with descriptive analysis method. Descriptive analysis method is done by describing facts and then analysed them.

4. RESEARCH FINDINGS AND DISCUSSION

In the curriculum 2013, the approach of teaching is emphasized on scientific learning. Scientific Learning is learning to adopt scientists' measures in building knowledge through scientific method. The learning model that is required is a learning model that has possibility to bring scientific-thinking, expanding "sense of inquiry" and creative thinking abilities of students (Alfred De Vito, 1989). Beside that, there is another definition about learning model from Joyce & Weil: (1996). According to Joyce & Weil (1996), learning model that is required is learning model that present an ability for studying. While according to Zamroni, (2000) ; & Semiawan, (1998), it is not only achievement in such knowledge, skill and characteristic, but also the process of how the students gain knowledge, skill and characteristic by themselves.

In scientific learning, it is not only about the result or the students' achievement but also the process on how the students get it. That is the most important point in curriculum 2013. Model-based science process learning skills improvement is learning model that integrates science process skills into material presentation system integratedly (Beyer, 1991). This model emphasizes on how to get the knowledge by themselves then transferring the knowledge. Learners act as a subject of study that needs to be actively involved in the learning process, the teacher is only a facilitator who guide and coordinate the learning activities. In this model, the students are invited to involve in the process of getting knowledge by finding out the

material through scientific activities as done by scientist in scientific research (Nur: 1998). So, the students are directed to find out their own facts, build concepts, and new values necessary for life. The focus of the learning process is aimed at developing students' skills in processing knowledge, discover and develop their own facts, concepts, and values required (Semiawan: 1992).

Since the model includes discovery meaning, organization, and structure of ideas, so the students are able to study on how to organize and conduct a research gradually. Houston, (1988) said that learning based on skill of science process is concerning on knowledge discovery based on study experience, law, principle and generalization. So it provides an opportunity for the development of higher order thinking skill. Thus learners are more empowered as a subject of study that should play an active role in finding information from various sources of learning, and teachers act more as an organizer and facilitator of learning.

Model-based learning science process skill has the potential to build the basic competencies of students' life through skill development of science process. Basically, basic learning tools is the competency that functions to make a foundation for everybody to develop themselves (Chain and Evans: 1990).

In general, a scientific method contains a series of activities in collecting data or facts through observation and experiment, then formulating it and making the hypotheses (According to Permendikbud No. 65 Tahun 2013). Actually, we refer scientific method to (1) the existence of a fact, (2) a freedom in making assumption (3) the objective, and (4) the existence of analysis. Furthermore, a simple, scientific approach means a method or technique to gain knowledge by using procedures based on a scientific method. The following are the main steps in a scientific approach:

1. Observing

The main objective of this activity is in order to make the students realize about the

connection between both material and the context of real situation encountered in daily life. The process of observing data are such, as finding out information, watching, listening, reading, and observing

2. Questioning

Asking about information that can not be understood from observing activity, or asking about the further information related to the thing that is observed. So, we can get more information about it. Questioning activity can help you in developing creative competency, curiosity, and the ability to formulate questions to establish the critical thinking for smart life and whole life learning.

3. Experimenting

It is the first step to build knowledge by improving the students' understanding about such phenomenon. The strategy used is to expand and deepen the knowledge and apply it in an active learning strategy.

4. Associating

It is a process of thinking logic and systematic about the fact or data that will be observed in order to get the knowledge. Associating is known as reasoning, Reasoning in a scientific reasoning, even though non-scientific reasoning is not always useless.

5. Networking

It is a means of communication to tell about the result obtained from the previous steps. It can be in written, oral (presentation), picture, diagram, or graph. This activity is done in order to make the students have the ability to communicate the knowledge to others, have skill, and now how to apply it. Beside that, they will know how to present something in public occasion, make a report, etc.

In the conclusion, the appropriate model in obtaining senior high school students' cognitive is contextual learning model. Nurhadi, et al. (2004) said that contextual learning is to put students in a meaningful context that connects students with the prior knowledge of the material being studied and at the same time, to the students' need and the

teachers' role in that process. There are some points that should be emphasized in the contextual learning such as:

- Problem-based learning
- Cooperative learning
- inquiry-based learning
- Learning authentic
- Project-based learning / task
- Work Based Learning
- Learning-based services

5. CONCLUSION

Education-based entrepreneurship is education that applies the principles and methods toward the values of internalization to students through the curriculum that is integrated with the development that takes place both in school and in society and the use of learning strategies that are relevant to the learning objectives.

Conformity both the cognitive's character of senior high school students and the learning model is teachers' duty to make the objective of entrepreneurship education obtained. It can be obtained by combining the models in learning such as the world entrepreneur (students need models to inspire themselves to be entrepreneurs), the process world (students are able to know the process of becoming entrepreneurial), the cognition world (students can identify opportunities in entrepreneurship) and the method world (students know the practices in running an entrepreneurship).

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**ENTREPRENEURSHIP SKILLS ARE VERY IMPORTANT
FOR STUDENTS**

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Abstract

Education essentially prepares superior human resources, excelling in various fields, one of which prepares ready-to-use workers in the industry or the business world. But in reality it is very concerning, because based on information from the Head of the Central Bureau of Statistics the highest unemployment rate are vocational high schools and universities graduates. Based on this, it is necessary to have a research on entrepreneurship education in universities through student perceptions about whether it is important to enter entrepreneurship education by using survey method through questionnaire. This research was conducted at the University Singaperbangsa Karawang with the subject of his research is the students of Unsika through the sampling purpose technique.

The result of the research turns out that students' perception toward entrepreneurship is divided into two, that is student with positive and negative perception. Most strongly agree on the implementation of entrepreneurship education in higher education, especially in Unsika. The perception is that job creation is better than looking for a job, an entrepreneur can increase one's self esteem, entrepreneur can increase optimism about success, entrepreneur can train us to face difficult situation, not afraid to compete if open business, entrepreneur can accommodate manpower and reduce unemployment, entrepreneurship can support the advancement of the economy, entrepreneurship has a good and bright future, entrepreneurial profits are not enough to meet the needs of life. For people who fail in entrepreneurship it is the experience to learn, quickly read opportunities will make our business grow, lack of willingness and ability to see opportunities is because lack of knowledge about entrepreneurship. Entrepreneur can make us creative and innovative, entrepreneurship can make us independent, entrepreneurship can train honesty, with entrepreneurship we can meet Family needs, entrepreneurship is more challenging than being an employee and I am not afraid to fail being an entrepreneur. There are negative things about the perception of entrepreneur, for example: I am not confident in entrepreneurship, many jobs that earn more salary than entrepreneurship, very difficult to develop business, hard to improve quality of life, job as employee is more certain than entrepreneurship, I am afraid to fail when start entrepreneurship, uncertainty in getting big profit, entrepreneurship is full of uncertainty, entrepreneur less guarantee the future, difficult to train honesty in entrepreneurship, entrepreneur waste too much time, energy, and mind, entrepreneurship can not make us independent,

The conclusion in this study is that entrepreneurship education is important for students to prepare for failure with their own discipline or as a life skills companion

Keywords: entrepreneurship, life skill, entrepreneurship education, human resources.

1. INTRODUCTION

To rule the world in the ancient time needed power, but in the global era to master the world needs education (science). Therefore, education is essentially to prepare human resources (HR) who are superior, excelling in various fields of life. One of the results of education is to prepare ready-to-use labor in the industry or the business world. However, in reality the results of education is not yet optimal or in other words very concerning, because based on the information from the Head of Central Bureau of Statistics (BPS) Suryamin said open unemployment rate in February 2016 reached 7.02 million people or 5.5 %, Then Suryamin said, based on the level of education, the percentage of elementary graduates decline from 3.61% to 3.44%. "The highest unemployment rate is from vocational

school graduates with a percentage of 9.84% from 9.05%," he said. The percentage of those graduated from diploma I, II and III who are unemployed decline. "But the unemployment rate of university graduates increased from 5.34% to 6.22%," he said. (<https://m.tempo.co/read/news/2016/05/04>).

Based on these data, it turns out that education is not a guarantee where someone can get out of the unemployment circle. The perception of students, while studying (not graduated) or after graduated, the average want to work as civil servants or work in State Owned Enterprise (BUMN / BUMD) or in a private institution / company, yet, when there vacancies, the number required is very small, for example: Mathematics Teacher for Junior High School requires only 2 person, while those who register can reach 300 until 400 people, in other word the percentage between

supply and demand is too big apart. Eventually they remain unemployed even called educated unemployed.

It turns out that unemployment is a major problem in a modern society and should be the concern of all people. If the unemployment rate is high, resources are wasted and the income level of society will decline. This situation generates an economic downturn that also affects the emotions of society and everyday family life, it will become a Time Bomb that will explode if it is not handled as soon as possible.

Thus, to anticipate the phenomenon and prediction of the impact of unemployment and efforts to provide life skill to the students of SMK / SMA or University / Higher Education / Academic / Institut / Sekolah Tinggi it is necessary to provide learning in the non academic field as a compliment to prepare the graduates to face the increasingly competitive reality in terms of getting a job, especially with the entry of the Asian Economic Community (MEA) where employers are free to enter.

Provision of skills in the world of education should be implemented because it has been contained in Permendikbud. 49 Year 2014 Chapter 1 Article 1, paragraph 5. It is stated that: The Indonesian National Qualification Framework (KKNI) is a framework of competency qualification that can match, equalize and integrate between the field of education and the field of job training and work experience in the framework of giving the recognition of work competence in accordance with Structure of work in various sectors.

The point of the KKNI-based curriculum is expected to emerge entrepreneurs from the middle school to higher education graduates whose skill and knowledge is in accordance with their own discipline. Life skills that will become a grip in life so that preparation of entrepreneurial spirit is very important.

Students as agents of change that have an important role in the development of economic. It can happen when the institution of education do the transformation, beside transfer of knowledge transfer values of entrepreneurs to

students are also needed to make them realize that entrepreneurship is not an alternative job. So in this occasion the educational unit needs to internalize the values of entrepreneurship and build entrepreneurship spirit through entrepreneurship education as well as integration into various subjects presented. This article is descriptive analitik using qualitative approach to know the importance of entrepreneur given to student since in college. To know the importance of entrepreneur questionnaire is given to the academic community in the university / college. The results will find whether entrepreneurship education is important to be given to students.

2. LITERATURE STUDY

a. Higher Education

Universities are educational units that provides higher education. College students are called students, while college educators are called lecturers. Higher education is the level of education after secondary education which includes undergraduate, master, doctorate, and specialist programs organized by universities. Universities are generally divided into two types, namely state universities which are universities organized by the government and private universities which are organized by private parties.

As has been known that education is very important for the improvement of living standards and life, it is appropriate that society put forward education as one of the elements that exist within us.

Education itself is seen from the understanding that education is a conscious and planned effort to realize a teaching and learning process so that learners become active in developing his potential to have spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself and society.

Thus college is the gateway of the environment to print the next generation to be able to work as a whole for the sake of life through academic and non academic provisions. Because the provision for life can

not be guaranteed by only mastering the academic field, but they also have to master the field of non-academic or soft skill and hard skills. Therefore, the current KKNi curriculum enacted in universities is a very appropriate step to address the era of globalization which increasingly competes in all fields, let alone the Asian Economic Community starting in January 2016, the competence of higher education graduates will be more competitive.

The above has been in accordance with the purpose of higher education, namely:

- 1) Preparing learners to become members of the community who have academic and professional skills who can apply, develop and create science, technology and art.
- 2) Develop and disseminate science, technology and art as well as optimize its use to improve people's lives and enrich national culture (Law 2 of 1989, Article 16, Paragraph (1), PP 30 of 1990, Article 2, Paragraph (1)).

Mohamad Ali (2009: 233) in his book entitled Education for National Development states that higher education should not only teach, and students should not only come, sit, hear and record (less thought) what the lecturers are saying. Higher education should also not only give the right brain grinding opportunity. Only information that has to be doubled is delivered to the students. As a result, our college citizens do not have the opportunity (and ability) to transform information into new knowledge that will extend to wisdom, a path that opens knowledge and civilization.

Higher education should be able to generate scholarship in graduates. Extensive knowledge, intelligence (intelligence), the ability to recognize the core of things that are known (insight), prudence (attitude), understanding of the norms of truth, and the ability to digest the life experience that characterizes wisdom are no longer found in the personality of college graduates. Thus the graduate of universities are able to deal with the real world. Graduates of universities/college must be different from people who have never

received higher education, which in addition has the ability to be true learners (true learner).

b. Entrepreneurship Education

Entrepreneurship or entrepreneurship education will be increasingly encouraged in universities so that university graduates can be independent. Entrepreneurship education in universities is expected to prepare students to be independent, no longer focused on becoming job seekers. Moreover, the educated unemployment data in Indonesia shows that, the higher the education of a person, the lower the independency and entrepreneurial spirit.

In 2008, Indonesia was ranked 1st in Asia in the highest number of unemployed. This is considered to threaten the stability of the Asian region as the overall population of Indonesia is greater than the neighboring countries. Although it is lower 9% from 2007, but in general this figure is still considered the highest in Asia. Then how is the prediction of year 2009?

Based on the results of labor surveys of the Central Bureau of Statistics in February and August 2009 it is predicted the increase in unemployment rate in Indonesia about 9%. While the number of open unemployment in Indonesia as of August 2008 reached 9.39 million people or 8.39 percent of the total workforce. From the data, unemployment with a bachelor's degree is about 12.59%. From the above data, it is very clear that Indonesia has a serious problem in overcoming unemployment, mainly undergraduate degree. If not immediately addressed, this number is not going down but will jump up. Especially when considering every year there are two waves of graduation in each Higher Education (PT), then just multiply the amount by the number of PT in Indonesia. (Kompas 23 December 2009)

For scholars who have got a job, their fate is still threatened also with layoffs considering the condition of the Indonesian economy that still has not risen from adversity. The global crisis that induced Capitalism also affected the higher unemployment rate. If so, where else will we find a solution to the high unemployment of this scholar?

From the above description, entrepreneurship education needs to be encouraged in higher education so that the phenomenon of higher education can be solved with the provision of entrepreneurship education.

c. The Relationship of Education and Entrepreneurship

The relationship of education and entrepreneurship if we look from the point of view of the career is very significant, because so far the paradigm of the students or university graduates are oriented only to the status of being a worker, both in government or in private companies. So the high unemployment rate coming from high education education in Indonesia diverts our attention to pursue on what kind of educational model is suitable nowadays to be applied in college. To answer the problem above, at present in every college has started entrepreneurship education program. Entrepreneurship Development Program is implemented to cultivate entrepreneurship spirit to the students as well as staff and is expected to be a vehicle for synergistic integration between the mastery of science and technology with entrepreneurial spirit. It is also expected that the results of research and development is not only worth the academic course, but has added value for the nation's economic independence. Entrepreneurship, can be defined as the ability to see and assess the opportunities (opportunities) of business and the ability to optimize resources and take action and be highly motivated to take risks in order to succeed its business.

The role of universities in motivating students to become a young entrepreneur is very important in growing the number of entrepreneurs. With the increase of entrepreneurs from undergraduates will reduce the increase in the number of unemployed and even increase the number of jobs. The question is how colleges can print young entrepreneurs. Entrepreneurship education in Indonesia still lacks of sufficient attention, both from educators and society. Many educators are not

paying attention to the growth of attitudes and entrepreneurial behavior of educated targets, both in high schools, and in higher education. Their orientation, are mainly on preparing labor.

In addition, historically our society has a feudal attitude inherited from the Dutch colonialists, coloring our educational orientation. Most members of the community expect the output of education as workers, because in their view workers (especially civil servants) are blue blood who have high social standing and are respected by citizens. So, educators, educational institutions, and society, have the same perception about the expectations of education output.

Unlike in the developed countries, for example in the United States, since 1983 vocational education is important. Where Self-directed Education is directed at improving America's position in economic and military competition. Entrepreneurship education especially related to business education, is conducted at every level of education, both at elementary level, middle school, and in college.

As a developing country, Indonesia is still lacking entrepreneurs. This can be understood, because the condition of education in Indonesia does not support the needs of economic sector development. Note, almost all schools / PT are still dominated by conventional teaching and learning. Why? On the one hand educational institutions and communities are less supportive of entrepreneurial growth. On the other hand, many government policies can not encourage community morale, such as the maximum rice price policy, or excessive subsidies that do not educate people's economic behavior.

Most of the drivers of change, innovation and progress of a country are entrepreneurs. The entrepreneur is the one who creates a business, faced with risk and uncertainty, aimed at gaining profit, and growing by identifying opportunities, and utilizing the resources needed. Today there are many opportunities for entrepreneurship for everyone who is keen to see the business

opportunity. The entrepreneurial career can support the welfare of society as well as provide many choices of goods and services for consumers, both domestic and foreign. Although giant corporations attract more public attention and often adorn the headlines, small business is no less important for social life and economic growth of a country.

Therefore, the government expects students to have the ability and courage to establish new business even though the size of the business is small, but it opens employment opportunities for many people. College is responsible for educating and providing the ability to look at business opportunities and manage the business and provide motivation to have the courage to face business risks. The role of universities in motivating their students to become young entrepreneurs is part the driving factors of the growth of entrepreneurship. According to Thomas Zimmerer in Kirschheimer, DW, there are 8 factors that drives the growth of entrepreneurship, among others, as follows:

1) Entrepreneur as a Hero.

The above factors strongly encourage everyone to try to have their own business because of the attitude of society that an entrepreneur is considered a hero and as a model to follow. So this status is what drives someone to start their own business.

2) Entrepreneurship Education.

Entrepreneurship education is very popular in many American colleges and universities. Many students are increasingly frightened by the decrease in available employment opportunities so it encourage entrepreneurial learning with the goal to open their own business after finished college.

3) Economic and Population factors.

In terms of demography, most entrepreneurs start a business between the ages of 25 years to 39 years. This is supported by the composition of the population in a country, mostly in the age range above. Moreover, many people realize that in entrepreneurship there are no restrictions in terms of age, gender, race,

economic background in achieving success by owning a business of its own.

4) Shift to Service Economy

In America in 2000 the service sector generated 92% of jobs and 85% of the country's GDP. Because the service sector is relatively low in the investment so entrepreneurs to try to start their own business in the field of services.

5) Technological Advancement.

With the help of modern business machines such as computers, laptops, notebooks, fax machines, laser printers, color printers, and answering machines, a person can work at home like owning a big business. In the old days, the high cost of technology makes small businesses impossible to compete with big businesses that can afford those tools. Now computers and communication devices are within the reach of small businesses.

6) Free Lifestyle.

Entrepreneurship is in accordance with the lifestyle of Americans who like the freedom and independence of wanting to freely choose their place of residence and work hours that they like. Although financial security remains an important target for almost all entrepreneurs, there are many other priorities, such as more time for family and friends, more free time for himself and greater ability to control stress. In a research it is stated that 77% of respondents, prioritized more time with family and friends, make money in the fifth place, and spend money to buy goods last.

7) E-Commerce and The World-Wide-Web

On-line trading is growing very fast, thus creating trade opportunities for many internet-based entrepreneurs or websites. The data shows that 47% of small businesses access the internet while 35% already have their own website. This factor also encourages the growth of entrepreneurs in some countries.

8) International Opportunities.

In looking for customers, small businesses are no longer restricted within the

scope of the State itself. The shift in global economy has opened the door to tremendous business opportunities for entrepreneurs who are willing to reach the whole world. World events such as the collapse of the Berlin Wall, the revolution in the Soviet Union's countries and the loss of trade barriers as a result of the European Economic Community agreement, have opened up most of the world market for entrepreneurs. International opportunities will continue and grow rapidly in the 21st century.

3. METHODOLOGICAL

This study based on the objectives is included in the verification research category. This research is to test the truth of entrepreneurship education in higher education as a companion for the students when they do not have time to become employees in the agency / company.

This research is a qualitative research. Qualitative research is a study to answer the problems that require deep understanding in the context of time and situation. It is done naturally and in accordance with the objective conditions in the field without any manipulation. The type of data collected is qualitative data. The research process includes observing people in their daily lives, interacting with them, and trying to understand their language and interpretations of the world around them. For that, researchers must plunge in the field quite long.

Based on the function it is an evaluative research. Evaluative research is a study used to assess the success, benefit, usefulness, contribution, and feasibility of a program, product, or activity of an institution based on certain criteria. Benefits of this research include to increase insight about an activity and can encourage further research or development, also help leaders to make policy.

Research method used in this research is Descriptive Method. Descriptive research is a research used to describe, explain and answer the problems about the phenomenon and events that occur today. These descriptive research patterns include: survey, case study, causal-

comparative, correlational, and development. The purpose is to (a) explain a phenomenon, (b) collect actual and factual information based on existing phenomena, (c) identify problems or justify ongoing conditions and practices, (d) make Comparison and evaluation, and (e) determining what others do when they have the same problem or situation and benefit from their experience in making future plans and decisions. (Sutirna, 2016: 16).

4. RESEARCH RESULTS

Based on the questionnaires distributed in the University of Singaperbangsa Karawang, the results can be considered in the following table:

Table 4:1
Results of questionnaire respondents
Perceptions about Entrepreneurship
Education in Higher Education

No	question	SS	S	RR	ST	STS
1	create jobs better than find a job.	42	2	2	3	1
2	entrepreneurs can increase a person's self-esteem	23	22	5	0	0
3	entrepreneurs can boost optimism success	15	10	1	20	4
4	I do not believe in entrepreneurship	38	11	0	1	0
5	a lot of work for a salary greater than the self-employed	1	2	7	8	32
6	very difficult to develop business	0	0	0	2	48
7	hard to improve the quality of life if entrepreneurship	10	4	0	12	34
8	entrepreneurs can train us to face difficult situations	40	10	0	0	0
9	work as employees are more uncertain than entrepreneurship	38	10	0	1	1
10	I was afraid to fail at startup entrepreneurs	48	2	0	0	0
11	entrepreneurship is not yet definitely got a big profit	45	3	0	1	1
12	entrepreneurship difficult if lacking in creativity and innovation	40	5	0	3	2
13	not afraid to compete if opening a business	37	10	3	0	0

14	entrepreneurs can accommodate the workforce and reduce unemployment	50	0	0	0	0
15	entrepreneurship can support the rapid advancement of economy	50	0	0	0	0
16	entrepreneur has a good future and bright	20	10	10	5	5
17	entrepreneurship benefits are not enough to make ends meet	1	0	0	10	39
18	entrepreneurial filled with uncertainty and ambiguity	0	1	0	9	40
19	less guarantee future entrepreneurs	0	0	0	5	45
20	difficult train honesty in entrepreneurship	50	0	0	0	0
21	for people who were self-failure is a learning experience for	45	0	5	0	0
22	quickly read the opportunity to make our business thrive	50	0	0	0	0
23	less willingness and ability to see opportunity	50	0	0	0	0
24	difficult to open a business because of lack of knowledge about entrepreneurship	45	5	0	0	0
25	our entrepreneurs can make creative and innovative	40	10	0	0	0
26	difficult to see and search for new opportunities in entrepreneurship	0	0	1	12	37
27	creativity and innovation will facilitate efforts	47	3	0	0	0
28	entrepreneurs can set an example of hard work	46	4	0	0	0
29	not easily give up is the key to the success of an entrepreneur	40	10	0	0	0
30	entrepreneurs are too time-consuming, energy, and mind	50	0	0	0	0
31	face tough challenges in entrepreneurship	30	2	5	10	3
32	entrepreneurship can make us self-sufficient	50	0	0	0	0

33	with entrepreneurship can train honesty	43	10	7	0	0
34	with entrepreneurship can meet the needs of families	40	7	3	0	0
35	entrepreneurship can not make us self-sufficient	0	0	0	0	50
36	with entrepreneurship can not meet the needs of families	0	0	0	0	50
37	entrepreneurship is more challenging than being an employee	40	10	0	0	0
38	I am not afraid to fail at startup entrepreneurs	46	4	5	5	0
39	entrepreneurship courses required for all students	45	5	0	0	0
40	Entrepreneurship courses will slow graduation	0	0	5	5	40

From the questionnaire results mentioned above were the students argue strongly disagree that entrepreneurship benefits are not enough to meet the needs of life, entrepreneurial fraught with uncertainty and ambiguity and entrepreneurial less guarantee the future need to be given an explanation highly detailed as the students follow the lecture entrepreneurship so true - Right that entrepreneurship will be an alternative to students when difficulties in finding a job.

Furthermore, it was revealed on the perception of entrepreneurship can not make us independent and with entrepreneurship can not meet the needs of the family, if it runs continuously perception is growing, then it shall be, instead relying on a diploma which is owned by the opportunities very small for a career in the world working according to the discipline of science, therefore it needs to be explained about the importance of mastering skills in entrepreneurship during their lectures.

It turned out that the results of the answers to questionnaires about whether entrepreneurship courses required for all

students? It turns out almost entirely delivering answers that entrepreneurship education is indispensable in college. Furthermore, the answer to the question whether entrepreneurship courses will slow graduation? It turned out that 80% of respondent said that it did not agree that entrepreneurship education will become an obstacle in college graduation.

Thus it can be concluded that entrepreneurship education materials indispensable college high, especially with the increasing density of population and the competition to get to work and a career in the world of work is getting less chances so if you have the skills to live as anticipated, the unemployment rate of higher education will continue to grow.

5. CONCLUSIONS

From the results of questionnaire distributed to students about the perception of entrepreneurship education courses and from the literature studies that I read, it can be concluded that:

1. Entrepreneurship education needs to be given at the college level, as an alternative for graduates to be entrepreneurs so that in the end it is expected that graduates do not to become educated unemployment.
2. Lecturers and the entire academic community should continue to give encouragement so that the students are motivated in doing the entrepreneurship so that if one day the students finish the education they do not expect too much to be a civil servant or a private employee.
3. With the theoretical experience described in entrepreneurship education it will be a strong motivation for students to not to be desperate, because entrepreneurship is like fighting for the future.
4. Entrepreneurship education is a subject that will not inhibit the study. It will even be a motivator to survive and live in order to face the challenges of an increasingly competitive era.

6. SUGGESTION

In this research, the researcher give the suggestion to the higher education provider and stakeholders that entrepreneurship subject is expected to be a compulsory subject in every study program by giving sufficient credit weight, so that it can be a guidance for students to face global competition when they finish their study.

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**FINANCIAL LITERACY INFLUENCE OF
ENTREPRENEURIAL INTERESTS
(Tualang District Civil Servant (PNS) Teachers Survey)**

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Abstract

The purpose of this study was to determine the financial literacy influence of the civil servant (PNS) teacher entrepreneurial interests in Tualang district. This study uses a quantitative approach by taking a sample of 96 civil service teachers (high school/equivalent) in Tualang district. The research method used was survey method with simple linear regression analysis using *SPSS 16.0 for Windows*. Meanwhile, hypothetical measurement used *t-test* which showed that financial literacy partially have a significant influence on the entrepreneurial interests.

Keywords: financial literacy, entrepreneurial interests

1. INTRODUCTION

Civil Servants (PNS) is still an excellent profession for the vast majority of Indonesia. This is visible by many enthusiasts who signed up following the selection of candidates for Civil Servants (CPNS) when registration recruitment opened. High public interest as civil servants is because of the assumption that the PNS profession can be the life assurance and ensuring old-age with a pension fund. Not only that, PNS is also given facilities and amenities to borrow capital to banks. Even SK CPNS, which is an early stage before they become fully occupied civil servants is very salable for collateral in the bank.

However, this situation ultimately backfired civil servants who do not have the ability to manage their finances. Based on the findings in the field there are at least nine types of needs of the civil servants during borrowing funds to banks, among other things: (1) buy a new motorcycle, (2) buy a new or used car, (3) purchase electronics eg smartphones, laptops, LCD-TV, etc., (4) to pay children's education at school or college, (5) buy a home, (6) to pay business capital, (7) to buy paddy, (8) pay debt, (9) to pay a child when looking for a job etc. These conditions make average civil servants have consumer behavior, no exception on PNS teachers. Especially for civil service (PNS) teachers have additional benefits (certification) worth one month's salary each month.

Tambunan (2001, p. 7) argues there are two fundamental aspects in consumer behavior, namely: (1) the existence of an excessive desire to consume. This will lead to waste and inefficiency even cost, and (2) the behavior is carried out aiming to achieve private satisfaction only. Consumer lifestyle in community can be influenced by several factors that include internal factors and external factors, internal factors include psychological factors. Psychological factors that affect a person in a consumptive life style are such as motivation, because with high motivation to buy a product, goods or services, then they tend to buy without using rational factors. External or environmental factors are factors that come from outside the individual. Consumer behavior is influenced by the environment in which he was born and raised. The variables included in the external factors that influence consumer behavior are culture, social classes, social groups, and families.

Related to the civil servants consumer behavior, the unfortunate thing is low ability to manage finances. Financial literacy will be needed in order to avoid mistakes in the use or allocation of funds. Low financial management is bad starting from having debt, low work ethic, until corruption. Ineffective money management will have an impact on family financial crisis (Braunstein and Welch, 2002, p. 201). If the person's financial literacy is good enough, he will tend to allocate funds well and look for positive solutions in case of financial problems. One effort to overcome the crisis needs of the civil servants, whose salary has been sucked by banks, is to become entrepreneurs as a side profession.

Tualang is one of the largest sub-district in Siak regency, Riau province. This district also has the largest population of teachers with a number of civil service teachers more than 500 from kindergarten to high school. One interesting thing is, almost all civil servant teachers in the district had to pawn their decree to the banks for various purposes. This is what underlies the author to examine the ability of financial literacy of PNS school teachers' and their entrepreneurial interests in Tualang district.

Previous research on financial literacy conducted by Dwitya Aribawa (2016) study the results on the influence towards the performance of financial literacy and business continuity creative UMKM (SMEs) in Central Java. Dahmen and Rodríguez (2014) found that there is a significant relationship between financial literacy and performance experienced by entrepreneurs. Koesworo, et al (2006) conducted a study of entrepreneurship in the research journal entitled "*Motivation of Entrepreneurship Among Students Application Theory of Planned Behavior*". The research results are variable self-efficacy, tolerance for risk and desire to work independently proven to significantly affect student entrepreneurship intention either partially or simultaneously. The results of data analysis show that entrepreneurship motivation variables positively correlated with self-efficacy. The correlation value is equal to 0.461. This shows that the more student feel worthy of being an entrepreneur, the greater intention or motivation to become an entrepreneur.

Based on the description in the background of the above problems, the formulation of the problem in this research are:

- a. How is the PNS high school teachers' financial literacy in the Tualang district?
- b. How does the financial literacy influence PNS high school teachers' entrepreneurial interests in Tualang district?

2. LITERATURE RIVIEW

Financial Literacy

Lusardi and Mitchell (2007) defines financial literacy as financial knowledge and ability to apply them (*knowledge and ability*).

Meanwhile, Danes and Hira (1987), and Chen and Volpe (1998) defines financial literacy as the knowledge to manage finances (*financial literacy is money management knowledge*). The Presidents Advisory Council on Financial Literacy (PACFL, 2008) (in Hung, 2009), define *Financial literacy as: the ability to use knowledge and skills to manage financial resources effectively for a lifetime of financial well being*. Financial knowledge is knowledge of the basic concepts of finance that is as the basic knowledge of compound interest, the difference in nominal value and real value, basic knowledge of risk diversification, the time value of money and others (Pritazhara and Sriwidodo, 2015). Financial literacy is a basic need for everyone to avoid financial problems (Rashid, 2012, p. 40).

Financial literacy is essential in improving the welfare of the individual. Those who own financial knowledge can determine the individual in making financial decisions (Marga Retha and testifying, 2015, p. 10). *The Association of Chartered Certified Accountants* (2014) formulate the concept of financial literacy that includes knowledge of financial concepts, the ability to understand communication about financial concepts, ability to manage personal finance/companies and the ability to make financial decisions in certain situations. Financial literacy is strongly associated with the behavior, habits and the influence of external factors. Based on the PISA 2012: Financial Literacy Assessment Framework (OECD INFE, 2012), proposed that financial literacy is a fundamental factor for economic growth and financial stability.

Based on a series of these definitions, it can be understood that the financial literacy is the ability to use that knowledge (apply) to prosper. Research on financial literacy have been done in various countries, including Indonesia. The average research have been conducted among students in college.

Entrepreneurial Interests

Understanding the entrepreneurial interest by Yanto in Santoso (1993, p. 44) is the ability to take the liberty to make ends meet, promote the business or create a new business with existing strength in yourself. Meanwhile, Santoso (1993, p. 45) defines that the entrepreneurial interest is psychological symptoms to concentrate and do something about the entrepreneur with the thrill of bringing benefits for themselves.

From the above understanding, it can be concluded that the entrepreneurial interests is the desire, interest and willingness to work hard or willing to try to meet their needs and create new business without being afraid to risk it and keep learning from failure in terms of entrepreneurship.

According Sumarwan (2003, p. 147) the measurement of interest in the work can be done in various ways, one of them is with the structure of the formation of interest to behave as follows: (a) the cognitive component, (b) the affective component, and (c) the conative component.

The cognitive component is the knowledge and perception gained through experience with an object, attitudes and information from various sources (Schiffman and Kanuk, 1994, p. 55). Knowledge and perception are usually in the form of trust, and the trust in question is the confidence that an attitude object has many attributes and specific behaviors.

Affective component describe the feelings and emotions of the object. Feelings and attitudes is a comprehensive evaluation of the object attitude. Affective component here show a direct and general assessment of an object (Sciffman and Kanuk, 1994, p. 55). Feelings and emotions are mainly addressed to the object as a whole and not the feelings and emotions of the attributes possessed by an object. Feelings and emotions are described by the expression of two different properties in order to evaluate the object. Conative component indicates a person's actions or behavior tendency of an object (Engel, et. al, 1993, p. 70). In line with the theory above, in this study the measurement of interest is done with indicators such as the cognitive component, affective component and the conative component.

3. METHODOLOGY

This research is a quantitative research with survey method. Based on the formulation of the problem, this type of research is classified as type of associative research for connecting financial literacy variable with entrepreneurial interests. The relationship of variables in the study is a causal relationship.

The study is designed for a simple regression analysis that shows the influence of financial literacy (X) to the entrepreneurial interests (Y). The research design can be described as follows:



The object of this research is the high school PNS teachers in Tualang District consisting of 68 teachers from 5 high schools and one vocational school. As disclosed by Sugiono (2012, p. 117) that if the population is less than 100 then ideally completely sampled. Therefore, this study is a population research.

The data collection was conducted to obtain the information needed to achieve the research objectives. This study uses data collection methods, namely interviews, questionnaires, and documentation. The researchers used an unstructured interview where the researchers did not use the interview guides that have been arranged in a systematic and complete (Sugiyono, 2012, p. 120). Questionnaire used is to be covered with a Likert scale format, where the answers were provided so the respondents can choose.

The research instrument used was a questionnaire. The research questionnaire used a scale of measurement called Likert scale. Each item has an answer that will be given its own weight or score. These five answer choices are: Strongly Agree (SS) score is 5; Agree (S) scored 4; Neutral (N) scored 3; Disagree (TS) score is 2; and Strongly Disagree (STS) score is 1.

To determine the validity of the research instrument, then the calculation is done by consulting the correlation coefficient (r) at the significant level of 5% or 95% confidence level. If $r_{xy \text{ count}} > r_{xy \text{ table}}$, the instrument can be declared invalid so the instrument is declared eligible to take the data. Having tested the validity, it can be seen that the level of

financial literacy of validity for variables consist of a 12-point declaration which is declared valid. Meanwhile, a variable entrepreneurial interests consists of a 11-point declaration is declared valid.

Reliability shows the understanding that the instrument sufficiently reliable to be used as a means of collecting data for the instrument is good. In the measurement reliability, *SPSS* provides the facility to measure it by the *Croanbach Alpha* statistical test. From results of reliability analysis, Croanbach Alpha values obtained from the variable-yourself financial literacy is equal to 0.762 whereas, Croanbach Alpha to variable entrepreneurial interests is equal to 0.780 so that it can be said that the data on the instrument is reliable because Croanbach alpha value is greater than 0.60.

This normality test aims to test whether the regression model, the dependent variable and independent variables have a normal distribution or near normal. We can see it from the normal probability plots that form a diagonal straight line, and plotting data to be compared with the diagonal line. If the data are spread around the diagonal line and follow the direction of the diagonal line/histogram graph it shows the normal distribution pattern and vice versa (Imam Ghozali, 2006, p. 111).

Print out of the *SPSS version 16* test results of the normality test based on probability graph plots, prove that the data obtained in this study indicate that the dots are not far from diagonal lines. This means that the regression model is already normal distribution.

To determine the effect of the financial literacy of the entrepreneurial interests, statistical analysis using Simple Linear Regression Analysis was used with the following formula:

$$Y = a + bX$$

Notes:

- Y = entrepreneurial interests
- a = the price of Y when X = 0 (constant of regression equation)
- b = figures direction or regression coefficient of financial literacy
- X = the subject of independent variables, namely financial literacy

T-test was used to determine significant level of financial literacy that influences the dependent variable (Ghazali, 2009, p. 35). This test was performed to determine the significance of financial literacy that influences the PNS high school teachers' entrepreneurial interests in Tualang District.

4. RESEARCH RESULT

Simple Linear Regression Analysis in this study is to determine whether a financial literacy variable (X) has a significant effect on the entrepreneurial interests (Y) on PNS high schools teachers in Tualang District. The regression equation obtained will be tested on regression coefficients of each variable statistical research, namely through the t-test. From the results of simple linear regression analysis, we will get the magnitude of the constant and the magnitude of the regression coefficients for each variable, as follows:

Tabel 1
Simple Linear Regression Analysis

Model	Unstandarized Coefficients		Standarsized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	.037	.503		.073	.942
X	.930	.124	.658	7.524	.000

$$Y = 0,037 + 0,930x$$

Based on the results obtained equation can be explained by the meaning and significance of the regression coefficients for the variables of financial literacy (X), which is constant (a) of 0.037 means that if you do not strive to improve financial literacy, it is a great entrepreneurial interests for teachers is 0,037. Constants in the equation is positive, meaning that if a financial literacy increases, the entrepreneurial interests will also increase. The regression coefficient (b) financial literacy variable (X) of 0.930 means that if the teachers work to improve financial literacy, hence the entrepreneurial interests for teachers will increase in the amount of 0.930.

The Correlation Coefficient (R)

The correlation coefficient (R) is to describe the relationship between independent variables and the dependent variable. This research, to describe the relationship between the variables of financial literacy and PNS high school teachers' entrepreneurial interests in Tualang district. The magnitude of the correlation coefficient ranges between $-1 < R < 1$, the closer value of 1 means the two variables has a very high correlation and vice versa. Based on the calculation results of the analysis using *SPSS 16*, the coefficient of correlation in this study, namely

Table 2
Correlation Coefficient Model Value

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.658	.433	.426	.456

- Predictors: (Constant), X
- Dependent Variable: Y

Table 2 shows that the correlation coefficient between the variables of financial literacy (X) to entrepreneurial interests variable (Y) on PNS high school teachers in Tualang District is equal to 0.658, or by 65.8%, so it can be concluded that there is a strong relationship between the independent variables (financial literacy) and the dependent variable (entrepreneurial interests). This is because the value of the correlation coefficient is between 0.60 and 0.799.

The Coefficient of Determination (R²)

The coefficient of determination (R²) is the amount of variation that can be explained by the variables of financial literacy (X) to variable of PNS high schools teachers' entrepreneurial interests in Tualang District.

Table 2 indicates that the value of determination coefficient is 0.433, so the percentage value of independent variables (financial literacy) influenced the dependent variable (entrepreneurial interests) that is equal to 43.3%. Thus, the variation in the dependent variable (entrepreneurial interests) can be explained by the independent variables (financial literacy) of 43.3% and 56.7%, which still contained a variation of the dependent variable (entrepreneurial interests) that can not be explained by the independent variables (financial literacy), but can be explained by other independent variables which were not observed in this study.

T-Test of Hypothetic Measurement

T-test was used to determine the partial influence of variable financial literacy of the entrepreneurial interests. Calculation using *SPSS 16* obtained the following results:

Table 3
Results of Test Data

Model	Unstandarized Coefficients		Standarsized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	.037	.503		.073	.942
X	.930	.124	.658	7.524	.000

a. Dependent Variable: Y

Table 3 shows that the *t-count* value is 7.524, whereas *t-table* with a significance level of 0.05 is 4.302. Considering the significant value was $0.000 < 0.05$, it means that partially financial literacy (X) have a significant influence on entrepreneurial interests (Y) as bound variables.

Discussion

This study resulted in financial literacy which has a partial influence on the entrepreneurial interests of PNS high school teachers in Tualang District. Positive influence of the regression coefficient value show a positive sign. This means that the higher level of teachers' financial literacy, the teachers' entrepreneurial interests will be higher as well.

Condition of Teacher's Financial Literacy

Table 1
Teacher's Financial Literacy

No	Respondent	Correct Answer	Percentage
1	7	5	21,73%
2	20	8	34,78%
3	20	10	43,47%
4	14	18	78,26%
5	7	19	82,60%

The majority of respondents in this study is female that is equal to 63.25% (43 persons) while men 36.76% (25 persons), and the characteristics of respondents by age, on average, are between 35-42 years, with the youngest was 29 years old, and the oldest 48 years old. The results of the analysis of the overall level of financial literacy can be seen in Table 1. The results showed that the lowest value is only able to answer 5 questions correctly out of 23 questions (21.73%), and the highest is to answer 19 questions correctly (82.60%). The average of questions that can be answered correctly are 9 questions (39.13%), with a standard deviation of 0.100752. Table 2 shows that 69.13% of respondents have a low financial literacy. They are only able to answer correctly under 60%. Only 20.58% of respondents who had the medium category, were able to answer correctly 60% to 80% and only 10.29% of respondents were able to

answer correctly in the top 80% of the questions (high category).

Table 2
Personal Financial Literacy Levels

o	Categories	Sum	Percentage
	High	7	10,29%
	Medium	14	20,58%
	Low	47	69,13%

Teacher's Entrepreneurial Interests

PNS high school teachers' entrepreneurial interest in Tualang District is categorized as high, at 76%. This suggests that high school teachers in Tualang district have entrepreneurial interests, however they have not reached the maximum level. Walgito (2003, p. 148) states that the interest can be changed under certain conditions depending on the factors that influence it. The factors that influence it are among others, physical factors, psychological (attention and feeling), and environmental factors.

Physical factors

The physical condition of individuals is instrumental in determining interest, when someone chose an entrepreneurship as his *full-job*, his physical condition must be really strong because entrepreneurship has much challenges. Physical factors are the main support for this job's activity.

Psychological Factors

a. Attention

Bimo Walgito (2003, p. 56) defines a centering attention or concentration if all activities directed against an individual or group of objects. Attention will cause a person's interest if the subjects experienced involvement in the object.

In this case, most of the teachers have had a 'side business', both in the field of education, culinary, or other fields. In other words, teachers have had considerable experience in the field of entrepreneurship. During the course of entrepreneurial activity, teachers pay attention in the field of entrepreneurship and try to find a variety of information about tips to become a successful entrepreneur. However, in this study, it indicates that the frequency of searching for information is not often.

b. Feeling

Good feelings will generate interest that will be reinforced to positive attitude because feeling happy is a state of mind as a result of events that come to the subject concerned. The results of this study indicate that most PNS high school teachers in Tualang district were interested in becoming an entrepreneur. However, routine work as a teacher make teachers have not been able to optimize their interest.

Environmental Factors

Subsistence demands made teachers look for a solution to get extra money. The number of teachers who did not receive full salary every month, make the teachers have other alternatives to find additional revenue. Indirectly, majority of teachers have additional income, which indirectly has created an entrepreneur in the school environment.

The data analyzed showed that the major influence of the financial literacy of the PNS high school teachers entrepreneurial interests in Tualang district were 43.3%. Thus it can be explained that teachers financial literacy can foster entrepreneurship interest by 43.3% and the remaining 56.7% of teachers entrepreneurial interests is determined by other factors which is not examined in this study. This financial literacy data analysis has contributed to the PNS high school teachers' entrepreneurial interests in Tualang district.

In this study, the teachers mostly have the economic literacy in the low category (over 60%), more than 20% in the medium category and only 10% of high category. Teachers who have high financial literacy tend to have been able to create a business plan, have high spirit, take initiatives to look for sources of information on entrepreneurship, have confidence and not easily discouraged when facing difficulties.

The above behavior can be used as capital for teachers to not always rely on other people and in turn can encourage teachers to be more independent by creating additional income.

5. CONCLUSION AND RECOMMENDATIONS

Based on the results of the data analysis discussion above, it can be concluded that financial literacy has a significant influence on the PNS high school teachers' entrepreneurial interests in Tualang district.

As for some advice that can be delivered based on the research results, considering the financial literacy towards significant influence on the PNS high school teachers entrepreneurial interests in Tualang district, parties need to pay attention and improve the financial literacy of PNS, especially teachers. It is intended that civil servant (PNS) can manage their finances well and strengthen teachers' entrepreneurial interests.

In the independent variable, the smallest value of the contribution of respondents' entrepreneurship is the indicator of strength and generality. Therefore, the teacher independently or collectively should improve their understanding of entrepreneurship through seminars and training, or in the simplest way, namely diligently read books.

Meanwhile, the smallest value of the dependent variable contribution is on cognitive measures. Therefore, teachers should strive to improve their own knowledge in the field of entrepreneurship through various efforts. This study can also be utilized by further research as input and reference about financial literacy influences on entrepreneurial interests in using civil population and wider variables, so we could enhance the existing shortcomings in this study.

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GRADUATE EMPLOYABILITY : A KEY TO BEGIN CAREER IN A BOUNDARYLESS CAREER WORLD

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Abstract

As we know today, graduate's career may cross boundaries, as they move across work roles, organization, and even form of employment during their career. In a high competition on job search, an employability become one of the critical determinants for graduates to start their career. Employability concerns about ability to be employed. This study was conducted at microlevel, a psychological approach of employability in two parties, those are higher education institution and the student itself. On the basis of a sample of 94 graduates from first-phase graduation at one of State Universities in West Java, we found that some of personal factors was a significant predictor to self perceived employability. Furthermore, university image and choice of field study was also contributed. Implication of our findings are also discussed.

Keyword : employability, career, graduate

1. INTRODUCTION

In the current economic climate nowadays, the fresh graduate students will face intense competition due to increasing work

demands of the company that give job opportunities. By the year 2016, the number of unemployment in Indonesia is still around 7.03 million (Central Bureau of Statistics, 2016). Indeed, the number has decreased about 430 thousand compared to the year 2016, but the number is still quite large. Moreover, when facing the AEC (ASEAN Economic Community) era rivalry began to widely open because the competitors are not only from Indonesia, but also from outside the country and became more free to enter as a competitors to get job opportunities. This situation, is no doubt derived from the rapid changes of a global policy, technology, organizational design and workforce diversity in recent years. Such conditions will have an

impact on the changing relationship between workers and companies which slowly eliminate the traditional labor-based organization career (Arthur & Rousseau, 1996; Sullivan & Baruch, 2009).

In the traditional organization career based aspects such as hierarchical, career path, pay grades and positions in an organization can become a reference for determining someone's career. The employees just have to follow the available career path. However, in the current era the success of a career is not only determined by the organization alone. The individuals are also actively involved in developing his career. Then came a new perspective in the study of the career, namely boundaryless career (Arthur, 1994). In a boundaryless career, a person may be involved in career mobility both physically and psychologically. The worker is not bound by such a career path within one organization. The worker may deal with a variety of work roles, which are not always in line with the educational background, the shift to a diverse organization, the selection of different types of work and even the worker's status can change throughout his career path. To prepare for this, of course, the graduate need to have an adequate working ability and awareness of how the work demands and compete in both internal and external labor market.

2. LITERATURE REVIEW

As we know, someone who has the ability, knowledge and willingness to continuously adapt to the work environment will be more needed by the employer. The preparation is certainly built in cooperation with various parties, both from the candidates themselves and also the university as an academic institution that provides the initial provision for the graduate during the study period. Universities are vital elements that build knowledge, character and capabilities required by the graduate to support their success at work (Qenani, MacDougall & Sexton, 2014). The university as a provider of higher education was also demanded by the stakeholders to pay more attention to the graduate employability. The university concern regarding the employability becomes more increasing (Lees, 2002). Thus, the discussion and research on graduate employability continues to grow until today (Qenani, MacDougall & Sexton, 2014; De Vos et al., 2011; De Vos and Soens, 2008; Fugate et al., 2004; Fugate and Kinicki, 2008; Hinchliffe and Jolly, 2011; Holmes, 2001; Knight and Yorke, 2002, 2003; McQuaid and Lindsay, 2005; Pool and Sewell, 2007; Rothwell et al., 2008, 2009).

Hillage and Pollard (1998) defines employability as the ability of the individual to gain initial employment, maintain employment, move between roles within the same organization, obtain new employment if required, and, ideally, obtain suitable and fulfilling jobs. Meanwhile, according to Rothwell (2008), employability was defined as the perceived ability to attain sustainable employment appropriate to one's qualification level'. Employability is affected by the components relate to each other as skill, efficacy, self belief, self awareness regarding students learning and capacity to reflect on an action. The graduate today not only must have the attitude, achievement motivation, adaptability and willingness to learn, but also to be prepared to meet these expectations. The graduate requires to have the right combination of skills, abilities, self-confidence, self-awareness and motivation not just for work but also for life. As a multidimensional construct, employability also considers the individual dispositional factors that see the graduate's view towards the internal and external factors of the labor market.

Graduate perceived employability that can be interpreted as the graduate perception toward personal and institutional factors that support the capability in facing challenges in searching for a job and start career later, after studying at the university. According to Rothwell, Jewell & Hardie (2009) the components of employability is the university commitment and ambition within study as a whole that would correspond to the individual factors which are self confidence, engagement with study and job seeking productivity; external factors associated with the labor market; demand and strength of the university 'brand'.

Based on that matter, Rothwell et al. (2009) create a matrix perceptions toward employability built on four interacting components. Those components are :

- a. My University, associate with the reputation and brand image of the university
- b. My Field Study, associate to the fields of study taken by students to obtain certain degree
- c. State of the External Labour Market to associate the awareness about the opportunities which are available in the market, the student perception of the external labor market and the demand of the external labor market
- d. Self Belief, the components related to internal factors, including vocational knowledge and skills, mastery of job searching and learning potential.

Furthermore, those aspects that can build employability can be seen from the human capital such as competence and knowledge. As "the graduates ability to obtain a satisfactory job" (Harvey, 2001), employability can be influenced by individual career development, learning, experience (experience in the job and experiences of life), the level of subject knowledge, understanding and skills, generic skills, emotional factors , reflection and evaluation, self-efficacy, self-confidence and self-esteem (Dacre, Pool and Sewell, 2007). Apart from these, there are other work components - such as the type of higher education institution, field of study, location and mobility of students, research subjects, previous work experience, age, ethnicity, gender, social class, and the ability to communicate with foreign language, could

affect the working process of the jobseekers and job recruiters (El Mansour and Dean, 2016; Harvey, 2001).

In a certain degree, the adequate employability will have an impact on the positive work attitudes and productive behaviors at work. It is characterized by the growth of organizational commitment, psychological well being, lack of intention to quit, or further improved performance. While on the new graduates, employability will help them prepare to take their first job and manage career plans towards a successful career for the future (Heijden, Lange, Demerouti, Heide; 2009)

3. RESEARCH METHODS

The respondents in this study are 94 new graduate students of the first period of graduation in the month of November at one of the state universities in West Java. Respondents were selected through simple random sampling technique. The sampling framework were prepared first and then taken randomly by using table of random number. Then, the questionnaire were provided online via email to any selected respondents. The willingness to become respondents were also stated in the questionnaire. To reassure their willingness the researcher keep secrecy of the data and identity of all the respondents. The number of samples was not obtained in accordance to the plan, so that the random samples draw was carried back again until the minimum number of samples met.

Tabel 1.
Respondent Demographic Distribution

	Demographic	Percentage
Gender	Male	23,4%
	Female	76,6%
GPA	< 3.00	8,5%
	3.00 - 3.25	26,6%
	3.25-3.50	38,3%
	3.50-3.75	23,4%
	3.75-4.00	3,2%
Internship	Yes	76,6%
	No	23,4%

Demographic		Percentage
Organization Participation	Yes	88,3%
	No	11,7%
Work	Yes	63,8%
	Not Yet	36,2%
Length time to get job	0-2 month	58,3%
	2-3 month	8,3%
	3-4 month	10,0%
	> 4 month	23,3%

The measuring instrument used is *Graduate Self Perceived Employability* questionnaire that is developed by Rothwell & Arnold (2005). The original questionnaire consists of 16 items that is derived from the four dimensions which are *My University, My Field Study, Self Belief and the State of the External Labour Market*. Those aspects were then lowered into 8 indicators of *Engagement of Studies and Academic (ESA), Strength of University Brand (SUB), University Reputation (UR), Credibility of Field Study (CFS), External Labour Market Demand Related to Field Study (ELD), State of the External Labour Market (SEL), Awareness of Opportunity in the Labour Market (AOL), Confidence in Skill and Ability (CSA)*, which used the Likert Scale -1-4 which are Strongly Disagree, Disagree, Agree and Strongly Agree. The measuring instrument has a reliability value of 0.7 (moderate).

To justify the construct validity through confirmatory factor analysis, Lisrel was used, to see any of the items that contributed significantly to the measurement of self-perceived employability with a cut point on a loading factor of 0.5. After getting the good item, then the data will be analyzed using descriptive statistics to calculate the mean and standard deviation, and also to see the distribution of data on each dimension. Then the effect of demographic factor and some personal attributes are tested toward employability among gender, GPA, internship participation during college, organizational experience, and duration time to get a job after graduated. This testing is done through regression analysis using SPSS (Statistical Package for Social Science)

4. RESULT AND DISCUSSION

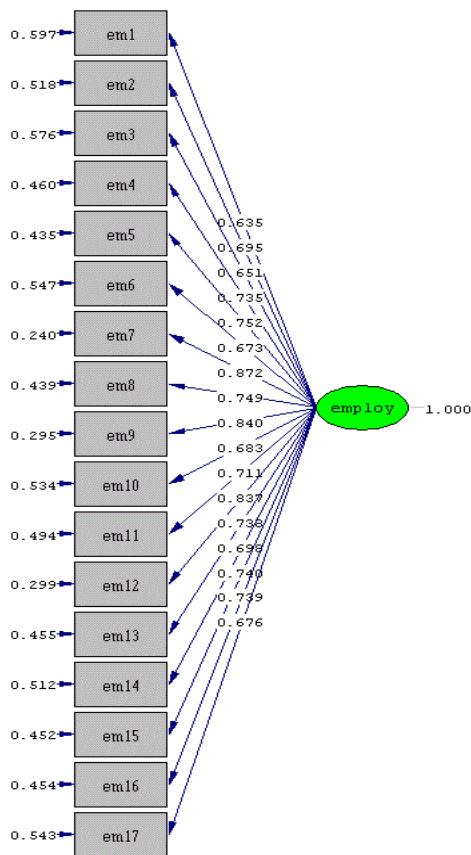
4.1 Result

Confirmatory Factor Analysis is performed to justify compliance of the previously theoretical model proposed by Rothwell & Arnold (2005). From 16 original item that later developed by the researchers into 24 items, then based on the cut point of 0.5 the loading factor obtained 17 items with the sufficient validity, entirely factor loading > 0.5. With at least each indicator are represented by 2-3 items. To test the conformity of the model, it is seen through several parameters: Standardized Root Mean Square Residual (SRMR) supported by CFI (Comparative Fit Index), NNFI (Non normative Fit Index) and RMSEA (Root Mean Square Error Approximation). According to Hu & Bentler (1999), the cut-off value for SRMR is approximately 0,08; CFI 0.95; NNFI close to 1,00 and RMSEA approaching 0,06. Based on Table 2, it appears that Chi-Square is 213.63 with other factors to asses the conformity model of psychological contract and the items value which is Comparative Fit Index (CFI) with the result of 0,92. approaching 0,95. Other indicators also show relatively similar that are close to the cut-off value of RMSEA 0,09 then NNFI (0,91), SRMR (0,08) and also tp value (0,000). So that, it can be said that this model is a good fit.

Table 2.
Summary of Goodness of Fit Model

S-B χ^2	df	p	RMSEA	NNFI	CFI	SRMR
213,63	119	0.000	0.09	0.91	0.92	0.08

Figure 1. Loading Factor Employability



fierce competition nowadays. Figure 3 also described that the majority of respondents were in the moderate category of employability. That only 26% have high employability.

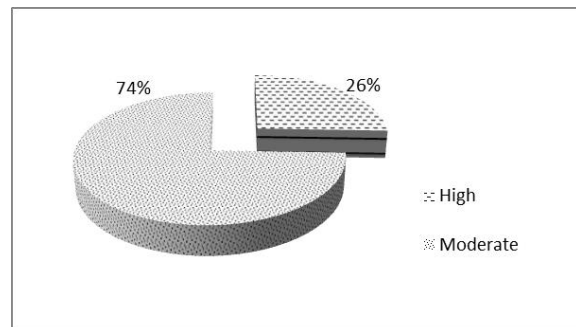
Tabel 3.
Descriptive Statistics

	Mean	Standar Deviasi
Engagement of Studies and Academic (ESA)	2.79	0.77
Strength of University Brand (SUB)	2.87	0.62
University Reputation (UR)	2.95	0.64
Credibility of Field Study (CFS)	2.83	0.91
External Labour Market Demand Related to Field Study (ELD)	2.94	0.76
State of the External Labour Market (SEL)	2.73	0.67
Awareness of Opportunity in Labour Market (AOL)	3.06	0.48
Confidence in Skill & Ability (CSA)	3.29	0.53

Based on the CFA results, the items that have bigger value in comparison with the other items on employability are the items 7, 9 and 12. Item 7 is about the credibility of my field study which is "a lot more people apply for my degree than the places available.". Item 9 is about the external labor market demand in my field study which is "people in the career I am aiming for are in high demand in the external labor market". Item 12 is about the external perception of the labor market state which is "there are plenty of job vacancies in the geographical area where I am searching."

From the calculation results of the descriptive statistics, the mean value on every aspect rang from 2.73 until 3:29. The high mean value is on the indicator of the no confidence in the skill and ability and also on awareness of opportunity in the labour market. While the other indicators are likely to be in the average range of 2. This indicates that the respondents rate is high on the aspect that dig their own perception on confidence in displaying skill and ability, and also awareness of the position that he is in in obtaining employment opportunities in the increasingly

Figure 2. Degree of Employability



To examine any personal factors that can affect the graduate employability, it is tested in two stages. First, bivariate correlations between GPA, internship participation, organization participation during study toward the level of employability, and the length of time to get a job as consequences on employability. Second, if the correlation result was significant then it will be tested again with the regression analysis to know whether it has an effect between it, so that it can be justified by which factors that can be a predictor of employability and how it affects the length of time to get a job after graduated.

Tabel 4

Demographic & Personal Factor Test Result

Variables	Mean	SD	1	2	3	4	5
1 GPA	2.86	0.97	1				
2 Internship	1.23	0.42	-0.101	1			
3 Organization Participation	1.12	0.32	-0.083	0.190	1		
4 Length of time to get job	1.98	1.2	-0.165	0.294*	0.086	1	
5 Employability	2.88	0.21	0.038	0.268*	0.102	-0.121	1

* Statistically significant at $p = 0.01$ (2-tailed)

In Table 4, it can be seen that the internship has a correlation with employability, the length of time to get a job is also associated with the internship experience during time of study in college. But apparently, the length of time to get a job did not show any significant correlation. Based on that data the regression test is conducted with the result that through an internship participation it will affect employability and the length of time to get a job. The graduates who have previously followed the internship will have a higher degree of employability and quicken the length of time in finding a job.

Tabel 4
Regression Test Result

Variable Independent	Variable Dependen	R	R ²	Adjusted R ²	F	Sign.
Internship	Employability	0.268	0.072	0.062	7.125	0.009*
	Length of time to get job	0.294	0.086	0.072	5.870	0.018*

4.2 Discussion

The test results indicate that this model is relevant to the real condition, in a population of respondents as a graduate degree in period 1 in one of a state university. By the loading factor > 0.5 it can be said that 17 items can be representing the construct of graduate employability. The interesting thing discovered is that with the average of > 3.0 on two indicators, it indicates that the respondents perceive the high confidence in the skills and abilities that they have, and also awareness on the situation about the availability of jobs in today's society. With the level of graduate employability mostly new level up to the moderate level and only a few that have a high employability level, therefore this is caused by the many determinants that are also perceived in the medium level. For example, the strength of the branding of the university, the reputation of the university, the belief of the field study

that were taken at a prestigious college, and the bargaining power of graduates in those field of studies in the work field.

Perceptions about the university's image and reputation will be associated with the behavior of the students and graduates. As stated by Abbot and Ali (2005), this aspect will directly correlated to the career opportunities of it's graduates, because the company will recognize the qualifications and characteristics of the graduates from the university. Meanwhile, in this study the respondents perceived that the labor market needs on the graduates of the university are not within the high level of demand. Many competitors from other universities also have similar advantages, even more. The impression that they have caught over the university brand is not really significant. Similarly, the bargaining power associated with the field of study that they choose toward the company are also quite normal.

This study uses a 4-dimensional approach which are the university, field of study, labor market and the individual. By seeing the majority of the new employability level up until the moderate level, it leaves a large space in the development of the graduates employability as a form of support that facilitates work and start a career. On the part of the university, strong or not, the branding of the university and its reputation in the community contributed to shaping students' perceptions of their employability. The belief that the university is highly competitive and has a positive image will build their perception that the graduates will be capable to face the cross-border career.

Positive image can be seen through a variety of things, not only in terms of the university, but also in terms of quality programs of study the held. According to Kazoleas et al (2002), the image and reputation of the university can be controlled by the university itself (existence of a particular program, strength of the academic programs, sports programs, libraries and technical facilities) where stronger predictors of overall image rating are perceived by students and also their graduates

The engagement level with the academic process during courses turned out not to really give something significant to the

employability. The data obtained that academic achievement during study at college such as a high GPA or become an outstanding student proved that it less contribute in shaping a person's perception about his chances in treading the job. Likewise, student involvement in scientific project such as journals or research do not really affect it also. In addition, awareness of the increased competition among job seekers has emerged. Graduates also have to consider how the company will seek not only from their university graduates but also from other universities.

In a situation of increasing competition, with the belief that the field of study in college is qualified, it will also make a person feel more capable to start to work. Knowledge of the position of their bargaining power as a graduate in a field of study make a person become more confident in performing his new duties as an employee. Add more if the graduates have adequate psychological provision such as self confidence and self belief (Chen & Lim, 2012). The belief that the self has the ability to be reliable when it meet the challenges of the task will make someone become more adaptable toward the demands of work. The confidence on knowledge, skills and abilities which is controlled in accordance with the demands of work will help the graduates in dealing with both physical and psychological mobility in boundaryless career world.

The level of employability in moderate level also can be developed through other determinant factors, for example by contributing to such good participation in the internship program provided by the university or independently. As the results in Table 4 above, the internship will make graduates become more empowered to work and shorten the length of time to get a job. This is in line with several previous studies (Qenani, Mac Dougal & Sexton.; Helyer & Lee, 2014). Internship becomes a place for the students in obtaining the work experience. The students who have experience in an internship during the academic study will feel more confident and be in a higher level of employability than students who have never attended an internship.

An integrated effort of both part which are the university and the individual

development as a student (graduate candidates) will be able to increase their confidence in dealing with the new world of work as part of the fulfillment of the developmental task that they must fulfill in a time of early adulthood. To start a stage of a career is becoming important as a first step to carve a satisfying work experience.

The employability level of graduates is part of the contribution aspects contained there. It is mainly about the trust and confidence as a graduate candidates that they have the knowledge, skills and abilities that can support and help in the time of the boundaryless career world. Moreover, the factor of the perception toward the image and reputation of both the university and field of study that they chosed also play a part.

5. CONCLUSION

Degree of employability of graduates is the contribution of each part. It's mainly related to the belief and confidence as graduates that they have ability, knowledge and skills to support in facing boundaryless career world. Furthermore, perceived the image and reputation both the unversity and field of the study they chosed was also contributed.

The employability development of graduates should be done by both part, which are the university and also the individuals themselves. The ways that proved helpful in this study is through the improvement of working experience in the internship program during their time of study at the university. From the university side, the emphasis and development of a positive image of the university can be done through a variety of ways from the quality of the education process to the physical aspects and facilities.

For further research, it can be done by expanding the sample and the population, by comparing private universities with state universities in Indonesia. This is done in an attempt to generalize the results of research to become more extensive. In addition to complete the study, the personal factors like psychological aspects can also be considered to be analyzed toward its relation to the employability level. Factor such as the organization attributes which is attached to the university can also be studied to obtain more

comprehensive research model which includes the terms of individual side, organizations and employability itself.

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GROUP COUNSELING TO IMPROVE SELF-EFFICACY IN CAREER DECISION MAKING TO PROSPECTIVE STUDENTS OF VOCATIONAL SCHOOL

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Abstract

When graduate from junior high school, students may choose to continue their study, to a regular senior high school or vocational high school. Students whose parents have enough money to fund them at the university, usually go to regular high schools, but those whose parents do not have enough money to fund them at the university will choose vocational schools to get skills as their asset for living. However, the problem is some students have low self-efficacy to decide what field or skill that suite them. Data assessment shows that some students have doubt. They are not sure whether they can take the process in vocational school or not. The aim of the study is to find out whether group-counseling career can improve self-efficacy in career decision making. This research employed pretest-posttest design to know the effect of the treatment. Subjects of group counseling were eight students who have lowest self-efficacy. The statistics analysis used Wilcoxon-Signed Rank Test. The result shows a significant difference between pretest and posttest scores with Z value= -2.524, p = 0,012 (p<0,05) and significant difference between pretest and follow up scores with Z value = -2,527 p=0,012 (p<0,05). This result shows that group counseling significantly could improve self-efficacy in career decision making of students who will study in vocational schools.

Keywords: group counseling, self-efficacy, career decision making

1. INTRODUCTION

Everyone should make career decisions in his life. Career decisions usually have a significant effect on lifestyle, economic and social status in society. Career decisions are usually made during the high school years, and the inability of students in making decisions will have an influence in their future and their career choice. Thus, the time in secondary school is a crucial time to make a decision that may affect someone's future (Bakar, Zakaria, Mohammed, Hanapi, 2011). In Indonesia, each person is obliged to take compulsory education for nine years, six years in elementary school/Madrasah Ibtidaiyah and three years at junior high school/Mts. After graduated from junior high school, students may choose to continue their study in high school/ vocational school or Madrasah Aaliyah. Many factors influence the students in choosing high schools/vocational schools or MA.

A study by Windarto (2013) shows that social economic condition contributes 42% to state junior high school students' interest to continue their study in vocational schools. Further, Windarto (2013) explains that the higher the social economic status of parents of junior high school students, the lower the interest to the vocational school, and the lower the social economic status of parents, the higher the interest to the vocational school. This does not occur without a reason. Students who have parents with low economic ability tend to choose vocational schools or SMK than regular senior high school or SMA. This is because when they choose SMA, they should continue their education at college if they want to get a job. Nevertheless, if they choose vocational schools they do not have to continue their study at college, because when they graduate from the vocational schools they already have special expertise/skills that can be used to get a job soon after graduation.

An interesting phenomenon to be examined is the changes occurring in behavior of junior high school graduates in choosing senior high secondary. The interest of junior high school graduates to continue their study at senior high schools approximately decreases by 2% per

year while those who continue their study at vocational schools approximately increases by 18% per year. Due to the increasing competition of the world of work, many people now prefer vocational schools.

The reason is that vocational schools can provide life skills based on the potential and competence needed by the world of work. Vocational education is the level of secondary education that gives priority to the development of students' ability to carry out certain types of work. Vocational School is a level of secondary vocational education in formal education in Indonesia after graduating from junior high school (or the equivalent). Vocational schools are taken for three years, from grade 10 to grade 12, but there are some certain/special vocational schools that should be taken within 4 years (Rusdianti, Wardoyo and Purwantini, tt).

When a student is sure to continue his study to vocational school after graduating from junior high school, there is a selection of field of expertise/courses in vocational schools. There are several field of expertise in which there are still many courses for choice, ranging from Technology and Engineering, Information and Communication Technology, Health, Arts and Crafts and Tourism, Agribusiness and agro-industries as well as Business and Management. Based on the data collected by Wikipedia, there are 40 majors at vocational schools. Although not every vocational school has all courses mentioned above, but usually each city provides many vocational schools with their best courses. The large number of options of the major often make students who want to continue their study in vocational school become confused and are not sure in making a decision. Furthermore, they are still teens (around the age of 14-17 years). It is not an easy thing to make big decisions as major selection that will have an impact on their future.

MC Whitter, Rasheed, and Crothers (2000) note that during secondary school years, students make crucial career decisions that are influenced by their aspirations, plans and goals. Students will take the decision with or without the help of others, so that this career decision making could be a quite complex process. To develop confidence, someone has to go through

five tasks complexly, including the goal selection, collecting job information, problem solving, realistic plans, and self-appraisal. Because of the complexity of the decision-making process, Gati and Saka (2008) believe that some teenagers will find difficulties hence they often avoid making decisions or it causes them become less optimal in making decisions. Research results of Creed, Patton and Prideaux (2006) reveal that many teenagers had doubts before being sure in choosing one specific career path. Another opinion also states that the confusion of choosing a career indeed has become an issue in high school (Nota & Soresi, 2003; Patton & Creed, 2001) and has been brought to the attention of the early teens (Creed, Patton & Prideaux, 2008). Taveira, et al (Witko, Bernes & Magnusson, 2005) state that the process of career exploration and decision making often cause stress among teens. Gianakos (1999) finds that as many as 50% of students experience confusion relating to career decision-making.

2. LITERATURE REVIEW

Bandura (1997) states that self-efficacy plays an important role in the development and achievement of someone's career. Self-efficacy is the judgment of someone about his ability to perform the task and show certain actions relating to his work properly and effectively. Bandura also states that the self-efficacy is not only estimation against a behavior that will be done, but also seeing the function of a person's ability as a collection of patterns of thoughts and emotional reactions experienced in a certain condition.

One form of interventions that is proven to increase self-efficacy in making career decisions is the group counseling. Turner and Lapan (2008) mention that one form of career counseling that is correctly given to the teenage students is the group career counseling. Group strategy is recommended to teenage students because in this age, support and encouragement of peers is very strong. In teenagers, the influence of peers is more dominant in fostering teens' self-efficacy to decide their future planning. In Indonesia, research about the

effectiveness of career counseling has also been conducted by Setiawati in Yulianto (2012) that finds that group career counseling is effective in improving self-efficacy in making decision of junior high school students. Udin Yulianto (2012) in his research also proves the effectiveness of career counseling in groups that has managed to improve self-efficacy in decision making of further studies on grade XII students.

Based on the interview results with one of teachers in SMP X Klaten; the majority of its students continued their study to vocational school after graduation because of the low economic condition. The counseling teacher said that there were still many students who had doubt and worried about the career options they would take at the vocational school. If being asked what majors they want to take, which vocational school, then some students still could not yet answer surely further studies they would take. The results of the Focus Group Discussion against the eight students of grade IX SMP X Klaten found that many students are still not confident in making career decisions/further study after the graduation from junior high school. Some indecisions they experienced were due to the lack of understanding of which major was perfect for them, fear of not being accepted at the vocational school they wanted, worried that their abilities would not match the qualification of the field they will choose, not sure that later they could take the entire process of lesson properly, as well as the incompatibility of career choice between personal desires with their parents' wishes.

Based on the above phenomenon, the researcher was touched to examine the effectiveness of group counseling to increase self-efficacy in career decision making of students who will study at the vocational school. The purpose of this study is to provide an alternative solution for education stakeholders in improving self-efficacy on students' career decision-making.

3. METHODS

The method used in this research was an experimental method with the study design of one group pretest-posttest design. In this design,

the samples were given a pretest (initial test) before treatment and after the treatment the samples were given posttest (final test), the purpose was to find out the effect of the treatment. This design was used to know the influence/effect of the treatment given to the samples (Christensen, 2006). The following is a table of the research design of one group pretest-posttest design.

Table 1.
Research Design

Pretest	Treatment	Posttest
O ₁	X	O ₂

Source: (Christensen, 2006)

Subjects in this research were eight students of class IX who want to continue their study at vocational school and have a very low self-efficacy score based on the self-efficacy scale of career decisions. The subjects were taken by spreading self-efficacy scale of career decisions adapted from Sawitri (2009) and it is a modification of Career Self-Efficacy Scale-Short Term developed by Betz, Klein & Taylor (1996). This scale consists of 22 items covering five aspects, namely self-assessment, information of further studies, goal selections, planning and problem solving. Respondents were asked to respond to each item consisting of six options (1 = not confident at all; 6 = very sure). The reliability of this scale was 0,921. The measurement was given to 260 students. 240 of 260 students want to continue their study at vocational school; hence, the population was 240 students. Based on the analysis results and categorization, it is known that 25 students were in the very low category, 57 students were in the low category, 98 students were in the medium category, 43 students were in the high category and 17 students were in the very high category. The criteria that was included in this study were students who fall into the category of very low, intended to study at SMK or vocational school and were willing to participate in the group counseling. Of the 25 students who fall into the lowest category, 20 students would continue their study at vocational schools, and were willing to participate in the group counseling of eight students.

The variable in this study were independent variable, i.e. group counseling, and dependent variable namely self-efficacy in career decision making. The operational definitions of the variables were as follows:

1. The self-efficacy in career decision-making. Bandura (1997) states that the self-efficacy is the judgment and belief of someone about his ability to perform the task and show certain actions related to his work properly and effectively. While the self-efficacy in career decision-making is the belief of someone about his ability to make career decisions. In this study, the self-efficacy in career decision-making is the belief of the teenage students of class IX of Junior High School in determining/making decision what major they would take in the vocational schools.
2. Group Counseling is an intervention by conducting counseling to some people with the same problem and is conducted in one setting and situation. Turner and Lapan (2008) mention that one form of career counseling that is correctly given to the teenage students is the group career counseling. Group strategy is recommended to teenage students because in this age support and encouragement of peers is very strong. In teenagers, the influence of peers is more dominant in fostering teens' self-efficacy to decide his future planning. In this research, group counseling was conducted to eight research subjects by adapting the module of group career counseling of Yulianto (2012).

The approach used in this module was the approach of social cognition of career development of Whitson, Lindeman Rahadja and Reed in Yulianto (2012) which included the stage of exploration, insight, and action. The five sessions in the group counseling that would be used were:

Table 2.
Group Counseling Session

	Materials	Duration	Time
I	Developing Closeness	20 Minutes	13.00 - 13.20

II	Self Understanding	55 Minutes	13.20 – 14.15
III	My choice of Further Study	55 Minutes	14.15 – 15.10
		20 Minutes	15.10 – 15.30
IV	My efforts	60 Minutes	15.30 – 16.30
V	My decision	20 Minutes	16.30 – 16.50
Total Time		230 Minutes	

The statistical analysis employed the Wilcoxon Signed-Rank Test since the data was non-parametric data. This analysis was used to know the difference between the pretest and posttest scores.

4. RESULTS AND DISCUSSIONS

Overall, there was an increase in participants' self-efficacy, where the average of participants before the interventions were carried were in the category of very low, while after the intervention were in the category of medium and high.

Table 3.
Comparison of Pretest and Posttest Scores

No	Names	Pretest Scores	Categories	Posttest Scores	Categories
1.	PA	48	Very low	82	Medium
2	FK	49	Very low	90	High
3.	MA	44	Very low	82	Medium
4	TE	41	Very low	68	Medium
5	SA	43	Very low	87	High
6	SS	41	Very low	68	Medium
7	MP	43	Very low	81	Medium
8	SN	40	Very low	72	Medium

Table 4.
Result of Follow Up Measurement

No	Names	Follow Up Scores	Categories
1.	PA	83	Medium
2	FK	88	High

3.	MA	88	High
4	TE	76	Medium
5	SA	88	High
6	SS	86	Medium
7	MP	86	Medium
8	SN	82	Medium

Non-parametric statistical analysis results employed the Wilcoxon Signed-Rank Test found the result that there was a significant difference between the pretest and posttest scores with $p = 0.012$ ($p < 0.05$) and significant differences between pretest and follow up scores with $p = 0.012$ ($p < 0.05$). While there was no significant difference between the posttest and follow-up scores with the value of $p = 0.35$ ($p > 0.05$). These results indicate that group counseling is significantly able to increase self-efficacy in career decision-making at grade IX Junior High School who will continue their study at vocational schools.

Table 5.
Descriptive Statistics^a

	N	Mean	Std. Deviation	Minimum	Maximum
pretest	8	43.63	3.292	40	49
posttest	8	80.63	7.289	68	90
follow-up	8	84.63	4.173	76	88

Table 6.
Test Statistics^b

	posttest - pretest	follow-up - pretest	follow-up - posttest
Z	-2.524 ^a	-2.527 ^a	-2.103 ^a
Asymp. Sig. (2-tailed)	.012	.012	.035

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Of eight participants who initially had a very low self-efficacy, five participants experienced an increase and become the medium category, two participants become the high category and only one participant still in the low category. Turner and Lapan (2008) mention that one form of career counseling that is correctly given to the teenage students is the group career counseling. Group strategy is recommended to

teenage students because in this age support and encouragement of peers are very strong. In teenagers, the influence of peers is more dominant in fostering teens' self-efficacy to decide their future planning. In Indonesia, research about the effectiveness of career counseling has also been conducted by Setiawati in Yulianto (2012) that finds that group career counseling is effective in improving self efficacy in decision-making of Junior High School students. Udin Yulianto (2012) in his research also proves the effectiveness of career counseling in groups that has managed to improve the self efficacy in decision-making of further studies at grade XII students.

5. CONCLUSIONS AND SUGGESTIONS

Through this group counseling, participants experienced an increase of self-efficacy from the very low to medium; some of them also experienced an increase to high. Overall, this group counseling interventions can increase self-efficacy of participants. Therefore, it is recommended for the school to be able to apply a similar model in order to further improve the sureness or the confidence of the participants. The effectiveness of this career counseling in groups can also be used as reference for the school to be able to carry out career counseling in groups on the students who experience the indecision and doubt in career decision making. This is proved effective in improving their confidence because they can encourage each other, support each other and improve each other's confidence. However, in this teenage age, peer' support is one of the important factors in making career decisions in teenagers. In addition, the school can give more information about further study choices after secondary schools. Such information can be in the form of the choice of majors in some universities, the necessary competence on the majors and works related to the majors. This information will assist participants in determining the career they choose.

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**LECTURE ROLE ON MOTIVATING LEARNING
ISLAMIC EDUCATION STUDIES**
(Study case on Islamic Education Studies on Engineering Faculty UNSIKA)

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Abstract

Islamic education in university has an aims to help the establishment of students who believe and piety to God Almighty, virtuous noble character, philosophical thinking, be rational and dynamic, broad-minded, participate in inter-religious cooperation in the framework of development and utilization of science and technology and art for both human and national interests. In developing the potential quality of the students will be needed motivation, both motivation intrinsic or extrinsic motivation. In the process of teaching and learning in the classroom lectures can play a role motivating learning by implementing a variety of strategies.

This study aims to obtain feedback Faculty of Engineering students of Singaperbangsa Karawang University academic year 2015/2016 which took subject on Islamic Education of the strategy undertaken lecturers to motivate students in learning Islamic Education? whether the strategy made a lecturer successful or not in motivating students to learn? With a population of 150 students with a sample of 40 students.

From research done shows: almost all students are motivated to learn Islamic education subject for the lecturer who explains the learning objectives and delivery of content in a clear, their gifts in the form of bonus value, the existence of healthy competition, evokes the urge students to learn and forming the habit of studying Islamic education by well.

Keyword : *lecture role, motivation, islamic education*

1. INTRODUCTION

The implementation of Islamic education (PAI) at the Public University (PTU) has gained a solid foundation since the Tap was issued. MPRS No. II 1960 and constitution no. 22 1961, which requires Islamic education in universities state. With these provisions, the existence of Islamic education (PAI) as forming of student personality being strong.

As a part of the university core curriculum, Islamic education (PAI) subject certainly can not be separated from government control. Islamic education curriculum, can not be separated from the growing political interest that still enacted. So the differences in orientation, vision and mission of a government, will have implications to the content of the Islamic education (PAI) curriculum itself.

In the new era, Islamic education (PAI) at public universities was oriented purely on the basic concepts of normative Islamic teachings. Domain discussion includes three main pillars of Islamic teachings, namely aqidah, sharia, and morals. These are what was described in Islamic education (PAI) curriculum at public universities. Anyway, Is such a curriculum still maintained in reformation era? Based on the results of the research, it was found that until 2002 the content of the Islamic education (PAI) curriculum at public universities are still continued the material that had been applied during the new era, although this subject has been included as one of the personality development subject (MPK). However, since 2002, the content of the Islamic education (PAI) curriculum at public university has quite a drastic change.

Directorate of national education number: 232 / U / 2000, stipulates the Guidelines for the preparation of university curriculum and assessment of student learning outcomes. This decision letter as the basis for the implementation of studies programs in the university which consists of (a) core curriculum, and (b) the instructional curriculum. The core curriculum on university consists of (a) personality development subject (MPK); (B) Expertise Working Group (MKB);

group of community subject (MBB). Subject of Islamic education which included in MPK group as well as PPKN.

Along with that, in the formulation of Islamic education (PAI) curriculum in public education, explained: *"Islamic education in university aims to help and educate students who believe and pious to God Almighty, virtuous noble character, philosophical thinking, be rational and Dynamic, broad-minded, participating in inter-religious cooperation in the development and utilization of science and technology and art for the benefit of human and national"* (No: 263 / DIKTI / KEP / 2000).

The formula above looks different from the formula which contained in the Islamic education (PAI) curriculum during the new era. As described in GBPP PAI that the subject of Islamic education (PAI) aims: *"To review and to give an understanding of human being which requires life guidance, both individually and socially in order to achieve the happiness of the world and the hereafter. By understanding himself and the universe that has been given the rule by his Creator, that rule is called the verses kauniyah and tanziliyah. This tanziliyah passage is detailed on the subject of aqidah, syari'ah, morality and Islamic history. The main emphasis is on the application of the teachings on daily behavior, whether sourced from the Qur'an or from the sunna of the Prophet S.A.W"* (GBPP PAI in <http://bima.ipb.ac.id>).

Changes in the political climate in Indonesia during the early days of the reform era, social conflicts in various regions, and the emergence of a kind of phobia against all things related to the new era, all of these have implications for education, including the curriculum of Islamic education (PAI) in public universities.

Therefore, if the concept of perfection of Islamic education (PAI) curriculum in 2000, the paradigm that used is still a legacy of the new era then the curriculum 2002 paradigm is very different. The Islamic education (PAI) subject at the public university no longer speaks of the pillars of faith and the pillars of

Islam (even for this material a very minimal portion), but rather dominates the study of Islam in relation to contemporary issues such as human rights, democracy, law, Political system, civil society and inter-religious tolerance.

In the decision letter of directorate of university number 38 2002 stated that: "The Vision of Personality Development Class (MPK) in university becomes the source of value and guidance for the implementation of study program in delivering students to develop their personality (Dikti, 2002: article 1)."

The main mission is to help students to realize the basic values of religion and culture and awareness of the nation and state in applying science, technology and art that he mastered with a sense of human responsibility (Dikti, 2002: article 2)

Furthermore, the basic target competence is to master the ability to think, be rational and dynamic, widely view as an intellectual man (Dikti, 2002: article 3). Meanwhile, for the purpose of PAI in public university is: "*Delivering students as intellectual capital (capital) to carry out the long life education process to become a mature personality scientist who upholds humanity and life*" (Dikti, 2002, article 3, paragraph 1).

In the instructional material of PAI published by Dipertais Department of Religion RI in 2004 confirmed that the competence of PAI is to lead the students to (1) mengai Islamic religious teachings and able to make it as a source of values and guidelines and the basis of thinking and behaving in applying the knowledge and profession he mastered; (2) be "intellectual capital" who believe and pious to Allah swt, morality and personality Islami (Dikti Depag, 2004: vii).

The paradigm that underlies the 2006 PAI curriculum is a paradigm that sees religion as dynamic and lives in every aspect of life. Religious education is not just a set of normative rules to meet the needs of human spirituality. Religion is a worldview, and as such, religion has a powerful influence in shaping the worldview of the reality of life.

And since reality is always in the process of change, the religious concept must be dynamic in responding to the present condition

Departing from this new paradigm, emerged the concept of religious education with cultural insight, such as offered by Zakiyuddin Baidhawiy (2007) in his book Multicultural Education with Multicultural Insight. This concept offers a dialogical approach to instilling awareness of common life in diversity and diversity, built on the spirit of equality, mutual trust, mutual understanding, respect for differences, uniqueness and independence. Such an educational model provides new constructions free of prejudice and stereotypes about the religion of others, free from bias and discrimination in whatever name, be it religion, gender, race, color, culture, and social class.

Thus are necessary to elaborate religious education in universities, as a continue of religious education material from elementary school level up to high school, where in univeristy religious education material is directed to the introduction to the development of thinking in Islam. The preparation of such a program in a sustainable manner can also be arranged in other religious subjects so that students can have a high interest in learning the subject of Islamic Religious Education.

2. LITERATUR VIEW

a. Learning motivation

Allah said on QS. Ar-Ra'd ayat 11:

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا
بِأَنفُسِهِمْ

Verily never will Allah change the condition of a people until they change it themselves (with their own souls).

There is a deep meaning that can be drawn from the above verse, that is Allah Almighty teaches people to make changes. Those changes are born from an individual or community motivation then those motivation changes the way of their view and activity.

That mean, that a motivation will initiate a change and change the perspective and performance of individuals or groups. In relation to religious activity the motivation is important to discuss in order to know what exactly is the background of a person's behavior of diversity. The role of motivation here is very meaningful in guiding and directing a person towards religious behavior.

The effort that drives someone to do something like that, commonly known as motivation. Usman (2000: 28-29) said that motivation is defined as a process to activate motives into actions or behavior to meet the needs and achieve goals or circumstances and readiness within the individual that encourages his behavior to do something in achieving certain goals.

From the phrase that given by Usman above, showed how important motivation in the learning process. This is confirmed by his opinion Prayitno (1989: 29) which reveals that motivation is the heart of the learning process not only move the behavior, but also direct and strengthen the behavior. Motivation is a prerequisite for a person to learn. Motivation learning plays an important role in providing passion or enthusiasm in learning, so that strong motivated students have a lot of energy to do learning activities. Students who are motivated to learn can see the interest, excitement and perseverance are high in learning, without much depending on the lecturer. Similarly, in learning Islamic Religious Education (PAI) required the existence of motivation.

Students who want to excel will devote all their abilities and always learn to achieve the achievement as optimal as possible. In learning they seek to know, investigate and strive to improve the achievements that they have already gained.

Students who want to achieve optimal learning outcomes will have a strong drive or motivation in learning and will devote all the ability to master the science he / she studies. The presence of strong and good motivation, will enlarge efforts and activities to achieve high learning achievement.

Activities or encouragement that arise from the student self to carry out an activity in improving achievement better known by achievement motivation. Achievement motivation is the driving force in students to achieve the highest learning achievement possible for self-esteem (Winkel, 1987: 96).

b. Motivation strategies learning

According Sutikno to generate motivation learning, can be done with some strategies, among others: (a) Explain the purpose of learning to learners. (b) gifts, (c) competition (d) praise, (e) punishment, (f) Awaken encouragement to students to learn, (g) establish good habits studies, (h) individual or group learning, (i) using a variety of methods, and (j) using good media and in accordance with learning objectives.

However, not every lecturer can fully motivate students in learning. The characteristics of lecturers who can provide student motivation are:

- 1) Being a good manager who able to plan, manage, organize and evaluate his class, the students will feel safe and comfortable with him.
- 2) Become a facilitator who treats all students the opportunity to learn and take responsibility.
- 3) Provide a corrective counter-effect.
- 4) Provide a fair test, an informative assessment.
- 5) Assist students to realize that they are growing in competition and excellence.

3. RESEARCH METHOD

This research examines the direct problem lively, so the most appropriate study to be conducted in this research is descriptive study. In this study took the student population of Faculty of Engineering second semester who took the subject of Islamic education TA 20015/2016 consisting of 2 classes of 150 students. The sample of research taken one class. Samples were taken by random sampling and obtained a class A sample with 40 students. Data obtained by spreading closed

Explanation	SS	S	K S	TS	STS	Score	(%)
1. Explain the aim of study	36	72	12	0	0	504	84
2. Giving gift	21	50	32	15	2	433	72
3. Competition	41	69	17	2	0	500	83
4. Praise	18	63	24	0	0	445	74
5. Encouragement	42	70	8	0	0	514	86
6. Forming good habits	33	77	8	0	0	503	84
7. Using methods	37	75	10	0	0	509	85
8. Using media	68	36	13	3	0	529	88

questionnaires to respondents. Questionnaire consists of 28 statements with 5 alternative answers: SS (strongly agree), S (agree), KS (disagree), TS (disagree) and STS (strongly disagree). The time of the questionnaire was distributed during the 11th meeting towards the end of the lecture.

4. RESEARCH RESULT AND DISCUSSION

The results showed by looking at the percentage of the results answers to 40 students conducted from questionnaires that have been disseminated to the respondents. The results obtained as in table first below:

Table 1
Teaching Strategies in Motivating Islamic Education Studies Faculty of Engineering student second semester FY 2015/2016

From the table above is seen the largest percentage is on using the media in learning that reached 88%. In the implementation of learning, during the teaching-learning process takes place motivating students by using media in learning This kind of thing has generated student motivation to actively study Islamic education.

In generating encouragement to students to learn has reached 85% percentage of this thing done lecturers by guiding students one by one surrounded or while students come forward in the percentage.

The lowest percentage is 72% in terms of gift giving, it is lacking and it is rarely the lecturer gives praise to the students.

In addition to the closed questionnaire, the researcher also asked the students to give advice or suggestions about the strategies that the lecturer needs to do to motivate student learning. From the input that students give the problem of learning implementation there are no obstacles and need to be maintained. This learning strategy needs to be maintained because it can motivate students in the learning process.

From the description, then the table above can be interpreted with table 2 as follows:

Tabel 2
Interpretation classification

Percentage	Interpretation
0%	None
1% s/d 25%	Small portion
26% s/d 49%	Nearly half
51% s/d 75%	Mostly
76% s/d 99%	Almost entirely
100%	All

The second table above shows that almost all students are motivated to study Islamic education because the lecturers explain the learning objectives and the delivery of the material clearly, the giving of prizes in the form of bonus value, the existence of healthy competition, generating encouragement to the students to learn and form good study habits. There are a large number of students who are motivated to study religious education regarding the use of the media in learning and in the mixing of varied methods.

5. CONCLUSION

From the results of this research can be concluded that:

- a. Religion is a worldview, than religion has a powerful influence in shaping the worldview of the reality of life. Because reality always in the process of change, then the concept of religious education must be dynamic in responding to the present condition.
- b. Motivation is a prerequisite for a person to learn. Motivation learning plays an important role in providing passion or enthusiasm in learning, so that strong motivated students have a lot of energy to do learning activities. Students who are motivated to learn can see the interest, excitement and perseverance are high in learning, without much depending on the lecturer. Similarly, in learning Islamic Religious Education (PAI) required the existence of motivation.
- c. In generating encouragement to students to learn has reached percentage of 85% this is done by lecturers guiding students one by one surrounded or while students come forward in the percentage. The lowest percentage is 72% in terms of gift giving, it is lacking and it is rarely the lecturer gives praise to the students.
- d. In addition to the closed questionnaire, the researcher also asked the students to give advice or suggestions about the strategies

that the lecturer needs to do to motivate student learning.

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MEASURING COLLEGE STUDENT'S ATTITUDE TOWARD ENTREPRENEURSHIP AS CAREER DEVELOPMENT PROGRAM

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Abstract

College students must prepare their career development, so they can build their future. Entrepreneurship is a future of work which must be developed since their study in university, whatever faculty they take. Entrepreneurs are frequently thought of as national assets to be cultivated, motivated and remunerated to the greatest possible extent. The purpose of this study was to determine college student's entrepreneurial characteristics and their attitude toward entrepreneurship. Data collection used Attitude Toward Enterprise Test from Rosemary Athayde (2009), which have been developed with college students context (reliability = 0.967, N = 104). The ATE assessed student participant's attitudes toward becoming entrepreneurs on five sub-scales : leadership, achievement, personal control, creativity, and intuition. The result of the research shows that most of the student's attitude toward entrepreneurship tend to be high, which mean that students have positive thought about entrepreneurship, they most likely to develop more positive attitudes to entrepreneurship, tend to have a positive feeling about entrepreneurship and tend to have probability to do entrepreneurship. With this result, university has obligation to ensure that education delivers the right skills for the labour market and the growth of entrepreneurship, as well as delivering support to college students as young people to secure economic future.

Keywords: Career Development, Attitude Toward Enterprise, Entrepreneurship, College Students

1. INTRODUCTION

INDONESIA AS A BIG COUNTRY HAS A VERY LARGE LABOR FORCE. UNFORTUNATELY, THIS IS NOT MATCHED BY AN ADEQUATE NUMBER OF JOBS, WHICH RESULT IN UNEMPLOYMENT IN INDONESIA. BASED ON CENTRAL BUREAU OF STATISTICS, THE NUMBER OF UNEMPLOYED IN INDONESIA REACH 7.56 MILLION PEOPLE OUT OF A POPULATION (THE CENTRAL BUREAU OF STATISTICS INDONESIA, AGUSTUST 2015).

ACCORDING TO THE MINISTER OF COOPERATIVES AND SMES, AGUNG GEDE NGURAH PUSPAYOGA REPORTED BY HALIM ALAMSYAH, DEPUTY GOVERNOR OF BANK INDONESIA(2014), THE NUMBER OF ENTREPRENEURS IN INDONESIA REACHED 1.65 PERCENT OF THE TOTAL POPULATION OF INDONESIA. THAT MEANS, WE ARE FAR BEHIND IF COMPARED TO THE NEIGHBORING COUNTRIES SUCH AS MALAYSIA, THAILAND, AND SINGAPORE THAT HAVE REACHED ABOVE 4%. MEANWHILE, ACCORDING TO EXPERTS OF SOCIAL PSYCHOLOGY, DAVID MCCLELLAND, TO BECOME A PROSPEROUS COUNTRY A COUNTRY MUST HAVE A MINIMUM OF 2% OF THE TOTAL POPULATION OF ENTREPRENEURS (SINGGIH SANTOSO, 2016).

In this circumstances, fostering entrepreneurship has become a topic of the highest priority in public policy. In times of increasing concern about technological advance and strong international competition, entrepreneurial activities are regarded as a driving force for innovation (Drucker, 1999). Consequently a broad array of programmes and services have been implemented to provide a better infrastructure for new ventures. Part of these initiatives, e.g. business plan competitions, education centres and chairs for entrepreneurship are targeted on students as future entrepreneurs. Graduates in technical disciplines are expected to find companies in dynamic and innovative areas, thus promoting significant economic growth and increase in employment (Roberts, 1991; Luthje & Franke, 2003).

Entrepreneurship is needed to develop the nation's economy and improve the nation's competitiveness. This study was conducted to determine whether entrepreneurship is a student's career choice. This paper has purpose to present attitude theory as an alternative to the trait and demographic approaches used to study entrepreneurs. Major role in working up attitudes towards life, raising enterprising people is played by educational system, which should be developing and propagating entrepreneurial initiative among students in college.

This research needs to be done as a preliminary study, to know what University should do to cultivate students to have intention to entrepreneurship through systematic efforts, such as creating education and training programs, funding, business idea awards, awards on young entrepreneurs, and so forth.

This study was conducted in a Private University and State University to see the development of entrepreneurial which interests young generation in two kinds of colleges.

2. LITERATURE REVIEW

In a current social psychological context, attitude is defined as the predisposition to respond in a generally favorable or unfavorable manner with respect to the object of the attitude (Ajzen, 1982; Rosenberg & Hovland, 1960; Shaver, 1987). Definitionally, every attitude has an object, be it a specific person, place, thing, event, activity, mental concept, cognitive orientation, life style, or even combinations of these categories. Attitudes also exist at the general and specific levels for many objects. Because of this, attitude specificity needs to be matched by measurement specificity (Abelson, 1982; Ajzen, 1982; Ajzen & Madden, 1986; Ajzen & Fishbein, 1977, Robinson, 1991).

Gartner (1990) identified eight recurring themes in definitions of entrepreneurship: the entrepreneur (personality traits), innovation, organization creation, creating value, profit or nonprofit, growth, uniqueness, and the owner-manager. It seems that it's hard to be an entrepreneur. But if we focuss on its attitude, with questioning what successful entrepreneur

do in doing their activity, it's often center on a collection of behaviors underpinned by certain skills and attributes. Athayde (2009) summarized some research finding, with a few characteristics. It will include creativity; autonomy (personal control); achievement; leadership; and, less commonly, coping with uncertainty and ambiguity (Gibb, 1987, 1993, 2000, 2002). Attempts to measure the risk-taking propensity of entrepreneurs have had mixed results. Whereas studies such as Brockhaus (1976, 1980) and Peacock (1986) found no differences in risk taking between successful and unsuccessful entrepreneurs and the general population, Carland, Carland, Carland, and Pearce (1995) and Stewart, Watson, Carland, and Carland (1998) found that entrepreneurs had a greater propensity for risk taking than managers.

The attitude model of entrepreneurship, as it is empirically and conceptually presented here, has ramifications for entrepreneurial education and change programs. Because attitudes are open to change, entrepreneurial attitudes may be influenced by educators and practitioners. The tripartite attitude model suggests ways of initiating change by influencing thoughts, feelings, and behavioral intentions (Rosenberg, 1960) with regard to entrepreneurship and related attitudes such as innovation, achievement, self-esteem, and personal control. But because it's complexity, self esteem was conceptualized as leadership and intuition, and innovation conceptualized as creativity (Athayde, 2009). The dimension in Attitude Toward Entrepreneur is :

1. Achievement
drive/ orientation to reach personal goal setting
2. Personal Control
disposition for new venture creation
3. Creativity
innovatory process that leads to economic activity
4. Leadership
ability to managed strategically & opportunities
5. Intuition
ability to cope with uncertainty & unstable circumstances

This model can be seen in the figure below :

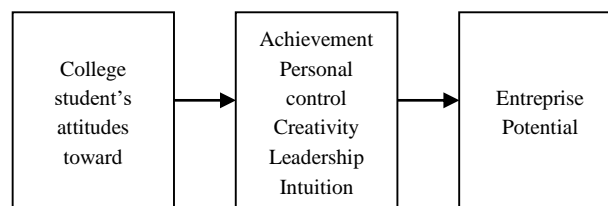


Figure 1. Framework Model

3. RESEARCH METHODS

The survey covered undergraduates in social fields and technical fields who study at Universitas Padjadjaran, Sumedang, Indonesia as State University and Universitas Paramadina as Privat University. Data of this research were collected from 104 college students. 78 students came from Universitas Padjadjaran and 26 students from Universitas Paramadina.

Participants were 81.7 percent female and 18.3 percent male. Participant age ranged from 20 to 24 years old, with the average of 22.3 years old (SD=0.47). Educational background mostly in Psychology Faculty.

This research method applied non-experimental approach with descriptive method. The verification method is to test the hypothesis by using statistical tests. In this research, data collection is conducted by using a questionnaire. Retrieving data used questionnaires, with 31 items of measurement tools that was adopted from Attitude Toward Entrepriase Test (ATE) from Athayde (2009) and modified by researcher. Reliability of the questionnaire is 0.967 which is a very high degree of reliability.

4. RESULT

Based on the calculation to determine whether there are differences of Attitudes Toward Entrepriase between demographic data, it can be seen from the following results:

TABLE 1
DISCRIMINANT ANALYSIS AT STUDENTS

Gender	P-Value	Sig.
Female	0.283	H ₀ accepted

Male		
20		
21		
22	0.215	H ₀ accepted
23		
24		
Privat University		
State University	0.278	H ₀ accepted
Entrepreneur's family		
No entrepreneur's family	0.102	H ₀ accepted

With all P-value larger than 0.05, then H₀ is accepted, that means there is no difference in attitudes towards entrepreneurship between the student's gender, student's age, student's university background, and student's family background.

This gives the data that family background does not pose a different factor in encouraging students to have a different attitude towards entrepreneurship. Students today are in the category Generation Y, which have a tendency to be able to determine their own career choices. Apparently this influence in the selection of their career, which tend to be free and not be influenced by their family's career choice.

The result of measuring college students Attitude Toward Enterprise showed that they have moderate high level attitude toward entrepreneurship. With predominantly at the level of attitude toward enterprise is moderate-high and high, it can be said that college students have a positive attitude toward entrepreneurship. It can be seen in Figure 2.

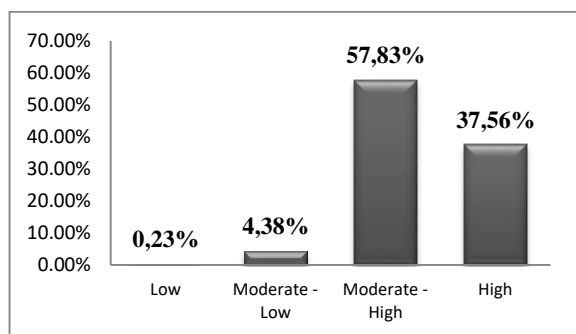


Figure 2. Level of Attitude Toward Enterprise

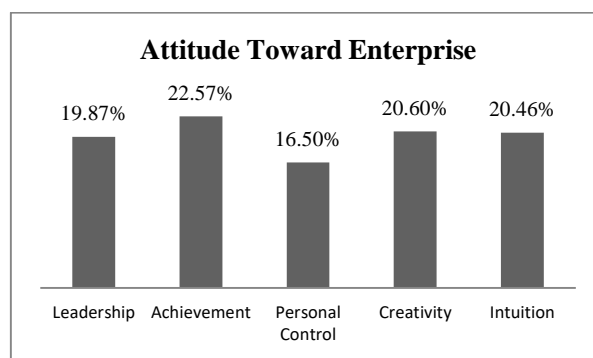


Figure 3. Attitude Toward Enterprise Dimensions

Using Path analysis, we can see differences between each dimension of Attitude Toward Enterprise based on figure below :

TABLE 2
PATH ANALYSIS AT ATTITUDE TOWARD ENTREPRENEURSHIP DIMENSION

Dimension	Standardized Coefficients	Direct Effect	Indirect Effect	Sum Effect
	Beta			
LEAD	.270	7.29%	12.49%	19.78%
ACH	.273	7.45%	15.02%	22.47%
CONT	.213	4.54%	11.88%	16.42%
CREA	.254	6.45%	17.97%	20.51%
INT	.247	6.1%	14.27%	20.37%

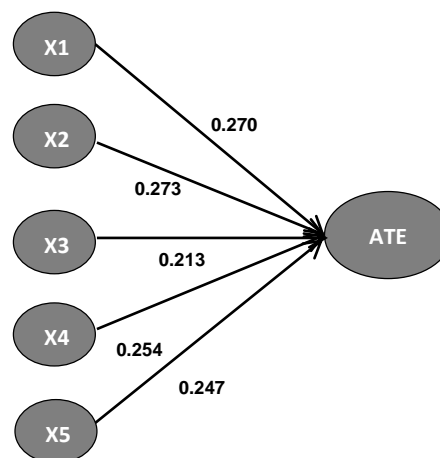


Figure 4. Student's Attitude Toward Entrepreneurship Path Analysis

From the picture above it can be said that most aspect that contribute in attitude towards entrepreneurship in students is achievement with the percentage of 22.47%. This means that respondents tend to show achievement more dominant than the other dimensions. The link between entrepreneur and achievement motivation has been found by several studies (Caird, 1991; Durand & Shea, 1974; Morris & Fargher, 1974; Robinson et al., 1991). Achievement has been conceptualized and measured in many different ways. One study, for instance, looked at the "goal-setting," "perseverance," "drive," and "energy levels" of undergraduates (Louw et al., 2003). In developing a domain of enterprising behaviors of ordinary people, Gelderen (2000) included "being active," "busy," and "initiative." So it can be said that the students' understanding and confidence regarding achievement orientation in their life, student's feeling to achievement orientation, and the tendency of students to reach their goals is the most effective formation of attitudes towards entrepreneurship.

Furthermore, the creativity dimension contribute 20.51%. It's about understanding and beliefs about creativity in their life. To build the attitude, a sense of the things that enhance their creativity, and a tendency to behave in accordance with the values of creativity will improve their attitude toward enterprise. Timmons and Spinelli (2004) argue that creativity is central to the concept of entrepreneurship and is particularly relevant in the teaching of entrepreneurship.

Intuition (20.37%) can be associated with the ability to cope with uncertainty and unstable circumstances, which can be associated with enterprise creation (Gibb, 1987). This is important to develop entrepreneurial activity. Leadership (19.78%) means have understanding and knowledge about themselves and have ability to motivate others, talk to others, and make persuasive action to convince others about their opinion.

The last dimension is personal control (16.42%) which is prerequisite for action. Understandings and beliefs about capabilities they have, the feeling about their ability, and the tendency to achieve their goal will determine their personal control.

6. CONCLUSIONS

- Results of the study showed that most students have a positive attitude towards entrepreneurship and would prefer to be entrepreneurs at the end of their studies.
- University has a role in developing student's entrepreneurial behavior, by providing them with knowledge on entrepreneurship, generation of a business idea, searching for and evaluation of business opportunities, as well as practical knowledge about the process of starting a business.
- To improve Attitude Toward Enterprise at students, they must improve their ability to lead others, influence others, do the job thoroughly, goal-oriented, doing work with a sense of pride, make planning, to be in control of themselves, have beliefs about the importance of creativity, rating personal creativity within themselves, not thinking rigid, able to cope with uncertainty, and ready to take risks in problem solving. It can be developed to improve student attitudes towards entrepreneurship.
- College students must develop their achievement motive to build their entrepreneurship potential, to develop their attitudes and intentions toward entrepreneurial behavior.

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ORGANIZATIONAL CAREER GROWTH ON AFFECTIVE OCCUPATIONAL COMMITMENT

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Abstract

Individual career is no longer the responsibility of an organization's involvement. To be successful in career, employees have to balance the relationship between their desire for career growth and their attitudes toward their current organizations and particularly their jobs. The finding of organizational career growth explained significant amounts of variation in affective occupational commitment suggests that what goes on within one's organization affects the degree to which an individual identifies with their chosen line of work. In this research, we focus on proving that a particular job has the affective occupational commitment. One of the occupations that require affective occupational commitment was as a lecturer. Lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and the arts through education, research and community service. Design applied of non-experimental with descriptive method and administered to 55 lecturers, that are currently teaching in university. Lecturers filled self-administration questionnaires about demographic data and measurement tools by using questionnaires that was adopted from the theory of occupational commitment and modified by researcher. The result shows that affective occupational commitment leads to emotional attachment lecturer, faculty involvement and identification of the profession, became the basis of the largest engagement in the field of education and teaching with a percentage of 35.30% and followed by field community service amounted to 33.85%. Normative occupational commitment, based on a feeling of obligation to keep doing the job, becomes the basis of attachment to the field of research with a percentage of 33.81%. The results of this study indicate that affective occupational commitment becomes the strongest affinity to the work of lecturer. Affective occupational commitment can predict that the lecturers have strong desire to continue a career growth in education.

Keywords: organizational career growth, affective occupational commitment, lecturers, university

1. INTRODUCTION

Career is the overall title or position may be occupied by someone within the organization in his life, and career goals is the highest position that will be occupied by a person in an organization. While the other side, career also includes what one feels in living life to the work. Career is an umbrella used to describe one's commitment to a number of work related targets; namely, to one's career, one's profession and one's occupation (Cooper-Hakim & Viswesvaran, 2005). In making the case for occupational commitment, Lee et al. (2000) do a nice job of articulating the differences among these terms. Occupational commitment has the right amount of specificity regarding commitment to one's line of work.

2. LITERATURE RIVIEW

Consequently, Lee et al. (2000) opt for the term occupational commitment which they define as the "psychological link between a person and his or her occupation that is based on affective reaction to that occupation" (Lee et al., 2000, p. 800). This definition is consistent with Meyer, Allen, and Smith's (1993) notion of affective occupational commitment. Recognizing that other forms of occupational commitment exist, such as continuance and normative (Meyer et al., 1993), we focus on the affective occupational commitment affects and organizational career growth. The development of affective occupational commitment begins with occupational choice and changes based on actual experience.

Early in one's career, occupational commitment is typically low, but positive job experiences that illuminate career goals, explore different careers and achieve better person-job fit help build affective occupational commitment (Goulet & Singh, 2002; Meyer et al., 1993). These results support previous research showing that meeting career goals,

developing new skills (Thomas, 2000) and receiving work-related rewards (Darden et al., 1989) are related to how one feels about his/her occupation. In this research, we focus on proving that a particular job has the affective occupational commitment.

One of the occupations that require affective occupational commitment was as a lecturer. Lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and the arts through education, research and community service. The main task of the lecturers in their work is related to the three responsibilities of Higher Education (Tridharma Perguruan Tinggi) which includes education and teaching, research and community service. This study is aimed to get an overview of : (1) The examination of Occupational commitment in three (three) aspects, specifically affective occupational commitment, continuance commitment and normative occupational commitment and (2) The examination of dimension of occupational commitment specifically in three responsibilities of Higher Education (Tridharma Perguruan Tinggi) which includes education and teaching, research and community service.

3. RESEARCH METHODS

This research method is applied of non-experimental approach with descriptive method. The verification method is to test the hypothesis by using statistical tests. In this research, data collection is conducted by using a questionnaire. Retrieving data was by using questionnaires, 45 items of measurement tools was adopted from theory occupational commitment Meyer and Allen (1997) and modified by researcher.

The sampling technique used is non probability-incidental sample type. The participants were 55 lecturers that are currently teaching in University and doing the

responsibilities of Higher Education (Tridharma Perguruan Tinggi) namely education and teaching, research and community service. Lecturers were selected by a minimum term of 12 months, by assuming they have been exposed long enough to do the responsibilities of Higher Education (Tridharma Perguruan Tinggi).

Analysis of construct validity used Spearman rank where all items have a value above 0.7, which indicates that all items are valid. Analysis of reliability measured by Alpha Cronbach shows the level of high reliability. The alpha value 0.855 for education and teaching, 0.837 for research and 0.866 for community service.

Data processing is (1) by summing each of the components of occupational commitment, those are affective commitment, continuance occupational commitment, and normative occupational commitment in each of Higher Education (Tridharma Perguruan Tinggi). So, a total score of component occupational commitment in each Higher Education (Tridharma Perguruan Tinggi) will be obtained. (2) These three components, namely affective occupational commitment, continuance occupational commitment, and normative occupational commitment, will be obtained with the highest value. The highest component illustrates the most underlying occupational commitment lecturer in Higher Education (Tridharma Perguruan Tinggi).

4. RESEARCH FINDINGS AND DISCUSSION

Research Findings

The result of 55 lecturer's occupational commitment showed that affective commitment has the largest percentage which is 34.07%. This shows that the basic attachment of lecturer in performing his duties as a lecturer was having emotional attachment to his job, and lecturers do so because of his desire (want to). The next component is the normative occupational commitment with the percentage of 33.07%, and 32.86% is continuance occupational commitment.

Basically, the percentage of each component does not show a striking variations and tend to have nearly the same composition.

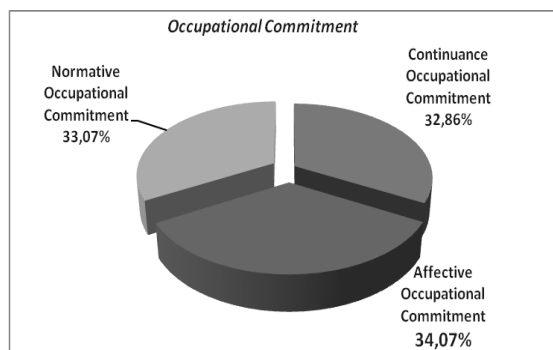


Figure 1. Occupational Commitment of the lecturers.

The following will be presented in the form of figure on occupational commitment in each task of Higher Education (Tridharma Perguruan Tinggi) namely education service and teaching, research and also community service.

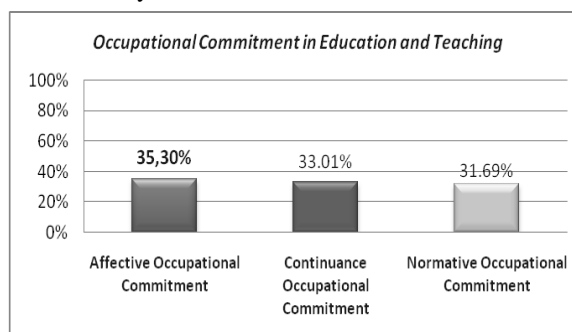


Figure 2. Occupational Commitment of the lecturers in Educational and Teaching Task

Figure 2, shows that affective occupational commitment is the component that has the largest percentage which is 35.30%. Figure 3, it appears that the normative occupational commitment is the component with the largest percentage which is 33.81%. Figure 4 shows that the affective occupational commitment is the highest component with a percentage of 33.85%.

Education and teaching, research, and also community service, a component that overview occupational commitment on every task also showed striking variations and have a composition percentage which are not much different among the three components.

However, there are differences in occupational component of most underlying commitment.

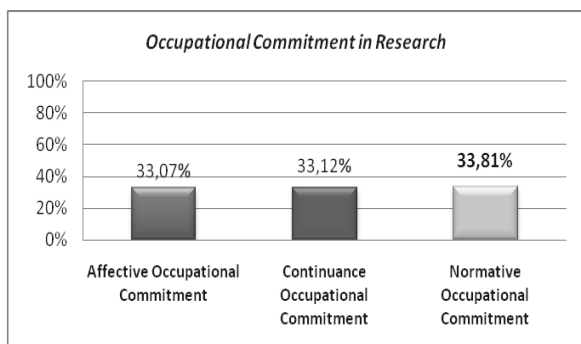


Figure 3. Occupational Commitment of the lecturers in Research Task

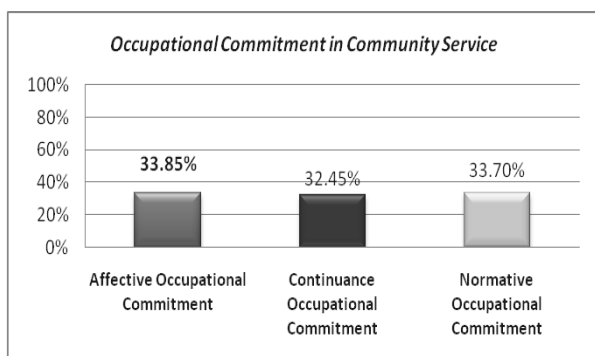


Figure 4. Occupational Commitment of the lecturers in Community Service Task

Discussion

Affective occupational commitment is an emotional attachment, identification and involvement of lecturers to work. With these components, the lecturer will persist in doing their jobs because they want to. Affective occupational commitment indicates the availability of lecturers to give their best effort in their job, while still being happy. These components make the lecturer able to identify with strong teaching, problems that arise and seen it as a challenge and try to solve it, and find it hard to separate when he is carrying out his duties.

Affective occupational commitment in the field of education and teaching provide the largest contribution. It has been ingrained that education and teaching is the main task of a

lecturer. Lecturer that loves his work can be seen from his views that education and teaching is part of him and it is his calling. Students with their unique characteristics become a challenge for lecturers in delivering effective teaching methods and should strive to keep abreast of developments. This makes the lecturers are excited to bring all the skills and enthusiasm to provide effective teaching.

Lecturer's emotional attachment on teaching and learning activities became a separate personal resource for faculty who make it capable of producing positive work behavior. This education and teaching activities turns out giving spirit for lecturers. Lecturers can come on time and always want to evolve with the latest reading, in order to keep good quality teaching materials. Lecturer seeks to provide effective teaching, not just a transfer of knowledge to the students but try to make the students really understand the science that he gave. Lecturers feel excited and encouraged if students are critical and enthusiastic in providing questions about the materials he makes. Lecturers also seek to provide intensive guidance and the totality of the students who are doing a final project, to allow students to produce quality research, both nationally and international. In the end, the feeling of happiness arises when lecturer can see his protege scores / GPA is good, successfully demonstrated an achievement and get a good place in society.

Continuance occupational commitment is concerned with the awareness of the risks and cost-benefit considerations if it is not performing its duties. Lecturers will continue to work because they need to do the work. Components of continuance occupational commitment showed the availability of lecturers who give their best effort if an activity had a positive impact for them. Continuance occupational commitment contributes to the working conditions that are conducive, have great opportunity to study, support materially and socially, have special awards for researchers, recognized expertise in the field of science and other benefits that may be obtained when doing research. It becomes a motivation for teachers, making a lecturer excited and totality in providing scientific research in the field and makes every effort to provide a good quality research.

The lecturer feels more energetic and unyielding if the research does provide many benefits and will suffer a loss if it does not work on the study. The low number of external

studies compared to the internal journal, is internal journal is more profitable for lecturers, such as the availability of funds, the ease of publication, and compensation if the research results used books, speeches or materials used for community service activities. In addition, by working the internal journals, lecturers can meet the credit demands that have been determined. Meanwhile, external journals have higher difficulty levels, both in terms of quality of content, approval of independent institutions and publication system, which makes the external journal becomes a low priority.

It is undeniable that the continuance occupational commitment provide spirit and enthusiasm of its own for lecturers in conducting research. However, if a study is done, just based on how much profit (reward) are obtained, the quantity certainly become more mainstream than its quality. The quantity or number of studies may indeed fill the quota of targeted research. However, this may be not in line with the quality of the research produced.

Normative occupational commitment is associated with a feeling of obligation or a feel of moral obligation to keep doing his job. Lecturers do their job because they felt obliged to or have a moral obligation to defend their work. Components of normative occupational commitment will bring energy and a clear reason for lecturers to continue to provide the best in their work accompanied by constantly trying to recover after the work day. This component helps lecturers to not complain and look at all the things from the positive side. Based on the results in Figure 5, it shows that these components also provide a substantial contribution in the field of Education and Teaching. This suggests that in addition based on the sense of love, teaching and learning activities are also perceived by some lecturer as a moral obligation and responsibility to do.

Living experience of lecturers for giving instruction, interact with their personal values, then led to a feeling of compulsory for jobs related to education and teaching. Produce students who excel is a responsibility of a lecturer. Lecturers should develop themselves, in order to provide effective teaching. Lecturers feel have benefited from their job to have an opportunity to develop themselves, thus making faculty feel indebted, which can only be met with devotion and loyalty. The desire to reciprocate did not begin since working as a lecturer, but since studying, and have the desire and feeling responsible for

developing the university which had raised them.

Normative occupational commitment is where lecturers conduct classes, lecturers will strive to fulfill their obligations by providing the best possible teaching. Lecturers will still try to carry out their duties despite feeling tired, still trying to deal with the challenges that come to the exclusion of other things that are not related. In this context, at a glance it looks like these components are not much different from the affective occupational commitment. However, there are different things on this component compared to affective occupational commitment, where work is carried out as a must and not based on the sense of love. This is what will make a difference in the quality of teaching. Teaching may be done, but only in the transfer of knowledge and not yet reached the stage of making students really understand the teaching materials. The results of this study indicate that affective occupational commitment becomes the strongest affinity to the work of lecturer. Affective occupational commitment can predict that the lecturers have strong desire to continue their career growth in education.

5. CONCLUSIONS

Based on the results of research and discussion that has been described in the previous chapters, the conclusion can be drawn as follows : (1) Results found that affective occupational commitment is the basic attachment in lecturer in performing his duties as a lecturer by having emotional attachment to his job and lecturers do so because of their desire (want to). (2) Occupational commitment component in education and teaching, research and community service, shows a composition of which is almost the same, a sense of love, consideration, and cost-benefit aspects of moral obligation as a form of responsibility to the profession. (3) Affective occupational commitment is the basis of attachment and the highest in the field of education and teaching, and community services. Meanwhile, research based is on the normative occupational commitment. (4) Affective occupational commitment can predict that the lecturers have strong desire to continue a career growth in education.

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SOFT SKILLS STUDY OF LABOR CANDIDATE OF VOCATIONAL HIGH SCHOOL GRADUATE TO CONFRONT THE ASEAN ECONOMIC COMMUNITY (AEC)

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Abstract

This research is a qualitative research by analyzing the content of a number of papers, books and the judgement of the experts. It has a purpose to give an explanation about the importance of soft skills increasing as the reinforcement of labor competitiveness of Vocational High School graduate to confront the ASEAN Economic Community (AEC). The result of this research shows that the competitiveness of Indonesia labor is still low. In order to attract the stakeholders to use Indonesian labor, one of it is by soft skill provisioning. Soft skills are emotional competence that needs and gives big role to the product increasing. Based on Social Studies curriculum structure, the graduate of Vocational High School only has 28% soft skills. Thus, it necessary to increase soft skills that directly give valuable experience about work world not only in classroom learning, but also outside classroom learning by following any global market development of work world. Based on researcher analysis, the industry practice work still not give effective learning toward soft skills increasing. It can be seen from the labor that hasn't got the work yet.

Key word: softskills, labor, AEC

1. INTRODUCTION

The integration of ASEAN society started in 2015. ASEAN single market has five basic products which are 1). Free flow of goods; 2). Free flow flor services; 3). Free flow of investment; 4). Free flow capital; 5). Free flow skill able. To support those things, it needs

to increase competitiveness, one of it is by increasing labor soft skills in service sector.

Compare to other sectors, service sector has 45% role in increasing country income. It is logic that, Indonesia has to start paying attention to the skilled labor sector. Vocational High School graduate is one of skilled labor that should be developed.

ASEAN Economic Community (AEC) 2015 is an economic integration that need to be reached and as the realization of ASEAN Free Trade Area (AFTA) as the reinforcement of regional competitiveness to anticipate the phenomenon of economic globalization. Globalization process is a change of world economic that basically and structurally will continue changing the world pattern needs. AEC gives people mobility, goods and service in ASEAN region by crossing the countries border without rate obstacle, yet, economic integration has positive and negative impacts.

The hope of AEC globalization is to get advantages of trading or global economic flow so it can increase the economic development in Indonesia particularly and ASEAN in general. The negative effects of AEC are there will be many foreigner labors. If the local labors are not competitive, it is possible that our market will be controlled by foreigners and the local will only be audiences. Hence, beside there will be unemployment, there will be many economic and social problems.

2. LITERATURE REVIEW

In a labor world, to do a job needs quality or skill. The competency or skill of a labor, is divided into two, hard skills and soft skills. Hard skills is a professional competency, where a person has competency to do a specific profession that is real or can be seen, consist of IQ, while soft skills is invisible, consist of the competence to manage the emotion (Riko Fektori, 2015:9).

According to Saeful Zaman (2013:32-33), soft skills is a representative of emotional intelligence, which consists of intrapersonal and interpersonal competence. Intrapersonal competence is a skill to hold emotional control. This competence consists of: the comprehension of success, self-evaluation, self-image, goal setting, self-motivation, emotional control and confidence. Interpersonal competence, is the ability to connect with others and do the interactions. This competence consists of: interaction connection, family bounding, assertive

communication, keep the relationship with work partner, self-image and positive relationship.

According to Peggy Klauss (2007:2), “while hard skills refer to the technical ability and the factual knowledge needed to do the job, soft skills allow you to more effectively use your technical abilities and knowledge. Soft skills encompass personal, social, communication, and self-management behaviors. They cover a wide spectrum of abilities and traits: self-aware, trustworthiness, conscientiousness, adaptability, critical thinking, attitude, initiative, empathy, confidence, integrity, self-control, organizational awareness, likability, influence, risk taking, problem solving, leadership, time management, and then some”.

Based on those explanation, hard skill refer to the technical ability and the factual knowledge needed to do a job, soft skills allow you to more effectively use your technical abilities and knowledge. Soft skills encompass personal, and social communication, and self-management behaviors. They cover a wide spectrum of abilities and traits: being self-aware, trustworthy, conscientious, adaptable, critical in thinking, have good attitude, have initiative, empathy, confidence, integrity, self-control, have organizational awareness, likable, risk taking, can do problem solving, have leadership, and can manage time. The labor is each individual that can do a job to produce the product or service to fill in either self needs or the society (PP No.50, 2012). While the ASEAN Economic Community (AEC) is the unity of some countries consist of Brunei Darussalam, Indonesia, Malaysia, Philippines, Singapore, Thailand, Cambodia, Laos, Myanmar and Vietnam that integrates to do the cooperation in an economic term (Sancita Basu, 2012).

3. RESEARCH METHOD

It is a qualitative content analysis research that focused on the general description of the importance of soft skills in increasing Competitiveness Reinforcement. It is suitable

with the opinion of Bogdan and Taylor (1975) that qualitative method as a research procedure can have content analysis in the form of written words or spoken from people and attitude that can be seen. In other words, it is a qualitative research since it has no calculation.

The research used qualitative approach to get a description about how soft skills increase the Competitiveness Reinforcement of Labor of Vocational High School Graduate to Confront Globalization of ASEAN Economic Community (AEC). It is based on Creswell (2014:1) that qualitative research is to comprehend a humanity or society problem, based on the arrangement of complex and holistic description on specific point of view from informants, and done in scientist setting. Qualitative research emphasizes on the meaning and intern comprehension (verstehen), reasoning, definition from specific situation (in a specific context), it is more focus on the things dealing with daily life and fundamentally based on people's observation toward his environment and connect to those people in a language and verbality (Creswell, 2014:2).

4. RESULT AND DISCUSSION

The data of a number of unemployment in the six countries of the ASEAN Economic Community (AEC) are listed in the table 1 as follow:

Table.1 Number of Unemployment of ASEAN Countries

Name/ Year	2010	2011	2012	2013	2014	Average
Filipina	7,3	7,0	7,0	7,1	6,8	7,04
Indonesia	7,1	6,6	6,1	6,2	5,9	6,38
Malaysia	3,3	3,1	3,0	3,1	2,9	3,08
Singapura	2,2	2,0	2,0	1,9	2,0	2,02
Thailand	1,1	0,7	0,7	0,7	0,8	0,80
Vietnam	4,3	4,5	2,7	2,8	2,5	3,36

Source: International Monetary Fund (IMF): "World Economic Outlook, April 2015". Data dikutip dari Publikasi Bappenas 2015(www.bappenas.go.id)

Based on table 1, among the ASEAN countries the unemployment in Indonesia is high. The number of the unemployment is lower than Philippines. It means that, Indonesian labors are inferior to the countries such as Malaysia, Singapore, Thailand and Vietnam.

While the gap among the listed labors, job opportunity and the labors placement/ the fulfillment of labors in Indonesia can be seen in the table 2 as follow.

Table.2 Listed Job Seeker, Listed Job Opportunity and Labor Appointment and Presentation of The Labor Absorbed, 2011-2014

Year/ Data	Registered Job Seekers	Job Vacancies Listed	Placement/ Fulfillment of Labor	Percentage (%) Labor Absorbed
2014	1.295.149	816.505	625.187	48,27
2013	1.051.944	612.699	409.052	38,89
2012	1.299.377	628.603	365.947	28,16
2011	728.440	326.617	227.169	31,19

Source: Ministry of Manpower and Transmigration
Data quoted from the publication of Statistics Indonesia (www.bps.go.id)

The above data shows that the labor is not absorbed optimally by industry even there is an increasing in 2012 and 2014. The ideal target absorbent labor based on directory founding of Vocational High School, general directory of secondary education in 2014 is 70 % of Vocational High School graduate are ready to work in the year of graduation. But the fact is, based on the data of BPS RI about the graduate of working participation of Vocational High School in the census in 2003 until 2013 ii not yet 70%.

Table 3. Branch of Work Participation of Vocational High School Graduate 2003-2013

Year	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
APK	50,89	54,38	55,21	56,69	59,46	59,06	62,55	62,85	64,90	68,80	66,61

www.bps.go.id

Based on those three tables above, it shows that the competitiveness of Indonesia

labor is still low. Indonesia needs to improve quality of the labor, to have unique characteristics compare to other countries to attract job provider to use their service, one of it is by having soft skills.

Widarto (2012) survey result, shows that character aspect has big contribution to get quality product, followed by physical condition, knowledge and skill. Global world requires the laborer to have competitiveness, adaptability, learning skill, specific skill, adaptable with new technology and labor profile that is not only hard skills but also soft skills.

As stated in Bardi's research (2004) about "The influence of soft skills toward students' skill" it is found that soft skills have positive influence toward students' skill. Widarto, (2012) stated that the labor needed by market is strong in a soft skills and hard skills aspects, since two things support in resulting quality product.

Peggy Klaus (2007:4) stated that soft skills has strong influence in office working that support career management, getting the job done, communication, handling critics, office politics, self-promotion, dealing with differences, and leaderships.

Based on the research result of Queing, Marjorie C.; Lim, Pearly P.; Lucas, Maria Rita D (2015) 21st century-based soft skills: spotlight on Non-cognitive skills in a cognitive-laden dentistry program stated that starting 21st century, students required to have many competencies and soft skills are the basic for SMK graduate to compete in labor market especially the global market of ASEAN Economic Community.

Here are two standard competencies from seven standard competencies of Social studies curriculum of Vocational High School that explain about soft skills:

Table 4. Standard Competence of Social Studies Curriculum

No.	Competence Standard	Based Competence
1	Comprehend the human social life	1. Identify interaction as social process

		2. Describe socialization as process of personality formation 3. Identify the forms of social interaction
2.	Comprehend the similarity and heterogeneity of culture	1. Identify many alternatives problem solving because of culture heterogeneity 2. Show the tolerance and social empathy toward culture heterogeneity

Source : Depdiknas, 2008

Based on standard competency and based competency above, the soft skills category according to Peggy Klauss (2008) are communication and problem-solving skills. It means only 28%, of the candidate of labor graduate of Vocational High School have soft skills.

Marcel M. Robles (2012) stated that soft skills that give important role to the business executive suitable with this research are: community and flexibility. Soft skills are intrapersonal competence and quality of real interpersonal. Soft skills are very important in the world of work in this century and can be seen as long life investment. Even though the interpersonal competence is very important to the entrepreneur, but many job seekers and employer today in the work world do not have enough interpersonal skill. The job provider and industrialist need to train the employer to improve their soft skills. There should be exact learning strategies and application method in the classroom to improve interpersonal competence. Soft skills and hard skills should be combined to get the best graduate of labor candidate.

The globalization is caused by the technology development, economic development and the information sophistication. Those conditions can give positive and negative impacts toward Indonesia. The western cultures influence the eastern countries include Indonesia that still holds the tradition and culture value. Those phenomena according to Tilaar (1999:3) are one of society excess from their transformation of social condition in facing globalization era.

Those reality is the biggest challenge for The Vocational High School graduate labor nowadays. The improvement of soft skills based on the nation high values is in order to have excellent generations intellectually but still have the national personal and identity. The essence of soft skills based on culture has two missions they are transfer of values and transfer of knowledge as the effort of local values inheritance to confront the global value. The globalization threatens the local values. The indication of those things can be seen by the followings: a. culture limited only by art, traditional dance, archaeology includes temples and ancient buildings, graves and traditional literature, b. culture values in education is limited only by knowledge values, c. religious values is not part of education but it depends on the institution.

In soft skills based on culture, it is defined as something that is inherited or learned, and changed into something new. That is the point of soft skills improvement to confront the ASEAN Economic Community (AEC). If it is the case, the vocational school graduate labors have to compete, they have to: first do the integration of culture values in culture soft skills, second do the role of soft skill, third combine the kind of identities from culture values of his region with the new values, fourth should be able to improve soft skills of original culture values

Since there are many things that should be develop in the soft skills, we can classify the character education into three main points, as follows:

- 1) Diversity, consist of values such as: a. devout to God; b. obey the religion; c. good intentions and sincerity; d. good action; e. response of good and bad action
- 2) Independence; consist of some values, such as a. self-regard; b. discipline; c. work ethics; d. responsible; e. brave and have spirit; f. open minded; e. self-control.
- 3) Morality consist of a. love and affection; b. togetherness; c. camaraderie; d. favor; e. tolerance; f. respectfulness; g. properness/obedience; h. shame; i.

honesty; j. gratitude and sorry (Megawangi, 2007).

Soft skills values based on cultures, consist of those three items. A person should know good and bad. Then has an attitude toward good and bad, until he loves the good and hates the bad. To the next level action, do the things based on the good values, so he has an excellent personality.

Dealing with those values, Lickona (1987) gives three important items to construct value, they are moral knowing, moral feeling and moral action. Those three refers to the implementation of soft skills improvement.

5. CONCLUSIONS

Based on those three tables above, they show that the competitiveness of Indonesia labor is still low. Thus, the quality of labor needs to be improved. To have unique characteristics compare with other countries, to attract job provider to use their service, one of it is by having soft skills.

Based on the result and discussion above, it is stated that soft skills is a basic competence that is needed and give big support to the improvement of product. Based on Social Studies curriculum the graduate of Vocational High School labor only has 28% soft skills. Because of that, it needs more training to improve soft skills in learning.

The improvement of soft skills directly give valuable experience in the work world. Moreover, practicing in industry or do activities out of the classroom will give insight on what happens in global world. On the other hand, industry work practice hasn't given effective learning toward soft skills improvement. It can be seen from the amount of labor that is not yet accepted by the industry or job provider.

This research can be a blue print or reference for the next researcher. One of the weaknesses is, it did not dig deeply the subject, since it needs field observation on local culture in Indonesia.

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THE COMPARISON OF CHILDREN GADGET GAMES AND HAND ON ACTIVITY GAMES TO THEIR SOCIO-EMOTIONAL SKILLS

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Abstract

The phenomena has indicated that child's interest in hand on activity games is getting lower than the gadget game. This research aims to examine the comparison of children gadget games and hand on activity games in improving their socio-emotional skill. Hand on activity games is a one of alternative to improve socio-emotional skill. As children play games with hand on activity, the skill has been automatically facilitated. However, children like gadget games more than the hand on activity games. It can be seen from the data survey in student 4th graders in SD Laboratorium UPI Cibiru that 78% of the students like gadget games, and 22% of them like hand on activity games. Involving two classes of 4th graders in SD Laboratorium UPI Cibiru, it shows that children interest to gadget games is higher than hand on activity games. This study is conducted using quasi-experimental research with non-equivalent control group design. Based on data processing of social emotional skill test, the average post test result of control group is 73, 17 and experimental group is 85, 17. This study finds that students with high interest in hand on activity games can be more facilitated to their socio-emotional skill than the students with high interest in gadget games. Analysis in each aspect indicates that social skill between students with gadget games and students with hand on activity games are almost the same, but the emotional skill between students with gadget games and students with hand on activity games are different.

Key words: Gadget, Hand on Activity, Socio-emotional

1. INTRODUCTION

The globalization era has brought many advances in all fields, especially in technology. Technology is generally associated with the interests of modernity, meaning the use of technology as a means to achieve "progress". Technology in present is as a symbol of modern society. (Soedjatmiko, 2008, p. 60). Winner mentions three paradoxes in technology, (Soedjatmiko, 2008, p.61). Firstly, paradox of Intelligence of technology is not developing human capabilities, but relying only on less competent consumers. Secondly, the paradox of life space, the presence of technology in the past has shown to create a time of leisure, namely the freedom and expression of personal creativity. Thirdly, the paradox of electronic democracy; on the one hand technology is regarded as a meaning of democracy.

The rapid development of technology also affects the learning activities of children, one of them is the use of gadgets. At this time, children prefer and often play games using gadgets like video games and online games. This game is considered as a modern game because it is played by using advanced technological tools. Unlike traditional games, sometimes they do not require equipments to be played.

2. LITERATURE REVIEW

The impression of modern games is not just the equipment used, but how to play it. Modern games are played indoors, for example inside the house, internet cafes, and shopping places. While traditional games generally require a wide place to play, like a field or a yard. They will be getting sweat when the weather is hot and they will get

dirty and wet when it rains. As playing traditional games, children usually need more motor movement, such as running, jumping and throwing. This impression makes children prefer playing modern games to playing traditional games. However, the impression on modern games does not always have a positive impact. If we see the phenomena that currently occurred, modern games also have negative impact for children. From print media to electronic media, many rumors report about the negative impact of modern games. For example, online games make children become addicted and hard to control. Thus, they spend most of their time to play online games rather than learning and socializing with the environment.

While in the traditional game, there are values to form children's character. Nur (2013, pp. 91-92) points out that the character values found in traditional games, as follows:

- a. Traditional games tend to use or utilize tools or facility in our environment without having to buy them. It makes the children to have high imagination and creativity, such as: utilizing plants, soil, tile, stone, or sand. Eg engrang made of bamboo.
- b. Traditional children's games involve a relatively large number of games. This is not only prioritizing the factors of shared pleasure, but also it has intent on deepening interaction skills between players (interpersonal potential) such as: hide and seek, gobak sodor, congklak and others.
- c. Traditional games have noble values and certain moral messages such as shared values, honesty, and responsibility, encouragement of achievement, and obedience to the rules.

Social Skills

The development of children's social skills is very important to note. The children's social skills will help them to adjust their behaviour in accordance with the environment, so their existence will be acceptable to society. According to Ahmad (in Suherlan, 2004) explains that the social ability of children to react effectively and beneficially to their social environment is a requirement in social adjustment, a satisfactory life, and acceptable to society. Fatimah (2010) describes social skills as a behaviour that can be accepted by the environment to interact with others. Therefore, it can be concluded that social ability is a behaviour that enables children to socialize themselves in society.

In general, the social skills can be seen in the form of behaviour; (1) self-related behaviour

(intrapersonal) such as controlling emotions, solving problems appropriately, processing information, and understanding the feelings of others; (2) behaviour related to others (interpersonal) such as initiating interaction and communication with others; And (3) academic-related behaviour, such as obey rules and do what the teacher requires.

Beaty (in Maslihah 2008) explains that there are four social skills that can be developed when children play the activities, among others; (1) the existence of initiatives for activities with peers; (2) joining the game; (3) maintaining role in play; and (4) overcoming conflict in play.

The school, as the educational institution, has a significant role in developing social skills. We can see the fact that many students in kindergarten have low social skills. Children with low social skills will show high levels of negative behaviour and selfishness. They do not care about friends who need help and tend to underestimate others. Children being poorly adapted are considered to lack strong skills in their social interactions.

Survey of Gadget Usage

Nowadays, not only adults, but also children are getting familiar with gadgets. In a survey performed by the Asian Parent Insights (2014), in the scope of the Southeast Asian study, involving at least 2,417 parents with gadgets and children in five countries - Singapore, Thailand, the Philippines, Malaysia and Indonesia, with a number of samples of parents, it is obtained 3,917 samples of children, 98% of them aged 3-8 years old using gadget, 67% of them use their parent's gadgets, 18% use their family or relative's gadgets, and 14% use their own gadgets. The results of this survey prove that gadget users today are not only adults or teenagers, but also children. Survey results reveal that 98% of Southeast Asian children respondents use gadgets or mobile devices. The gadgets are mostly used by children as media or play tools, i.e. to play game applications (games).

The next survey, conducted by the Asian parent Insight, by involving children aged 6-8 years old, generates the data that as much as 89% of male and 74% of female respondents consume games on their gadget.

3. RESEARCH METHOD

The selected population in this study is all fourth-grade students of elementary school in the

second semester of the academic year 2016/2017 in Cileunyi. SD Laboratorium UPI Cibiru is defined as sample by researcher. The selection of the sample is not *randomly* done. The sample is selected based on *sampling incidental* technique. This study is called as a quasi-experimental research. The study design that is used by the researchers is a *posttest or nonequivalent control group design*. Here is an overview of the quasi-experimental research design of *nonequivalent control group design*.

$$\begin{matrix} X_1 & O \\ \bar{X}_2 & \bar{O} \end{matrix}$$

Description:

O: *Posttest*

X1: treatment by traditional games

X2: treatment by gadget

----- Namely: the subject is not grouped randomly

The research instrument used in this study is non-test instrument. The non-test instrument uses an observation sheet to measure the activity of teachers and students in the learning progress

4. RESULTS AND DISCUSSION

RESULTS

Posttest is performed in order to see the skill in connecting mathematical students to the experimental group and the control group after getting a different treatment. The data analyses score of *posttest* of the experimental group and the control group are presented in following Table 1.

Table 1 Posttest Scores

Referring to the table, it can be seen that the minimum score in the experimental group is 70 and the maximum score is 97.5. Minimum score in the control group is obtained at 50 and a maximum score at 90. Having obtained experimental group and the control group, they receive a different treatment. An average score of *posttest* in experimental group is 85.17 and the average score of *posttest* in control group is 73, 17. Thus, it shows that the average score of *posttest* in experimental group is higher than the average score of *posttest* control group by a margin of 12.

The normality test of the research *posttest* data scores of two groups is conducted by using *Kolmogorov-Smirnov* then the data ≤ 30 use *SPSS17.0 for Windows*. The hypothesis of normality test is as follows.

H0: Data comes from the populations with normal distribution

Ha: Data does not come from the populations with normal distribution

By taking a level of significance of $\alpha= 5\%$, decision-making criteria of H_0 in this test is accepted if the significance value (sig.) is ≥ 0.05 and H_0 is rejected if the significance value is <0.05 . Here is the result of calculation of Kolmogorov-Smirnov normality test by using *SPSS version 17.0 for Windows*.

Table 2 Normality Distribution of posttest score

Group	Kolmogorov-Smirnov		
	Statistic	D	Sig.
Experimental	.159	30	.052
Control	.144	30	.116

Based on the table, it can be explained that the output of variance test for normality using *Kolmogorov-Smirnov* test demonstrates the significant value of the *posttest* data scores both the experimental group and the control group as much as 0.052 and 0.116. As the significant value of both groups is more than 0.05, then H_0 is accepted. It can be assumed that the data distribution from both sample groups is normal.

Homogeneity test is conducted to determine whether two or more groups of data samples come from the populations that have the same variance. Here is a hypothesis for homogeneity.

Descriptive Statistics							
Group	Minimum	Maximum	Mean	Standard Deviation	Variance		
Experimental	70	97,5	85,17	8,225	7,644		
Control	50	90	73,17	10,106	102,125		

H0: there is no different variance between the two groups of samples

Ha: there is a different variance between the two groups of samples

Taking the significance level at $\alpha= 5\%$, decision-making criteria if H_0 is accepted if

significance (sig.) is ≥ 0.05 , and H_0 is rejected if the value of significance (sig) is <0.05 . After processing the data, the output can be seen in following table.

Table 3 Homogeneity of Two posttest scores Variance

<i>Test of Homogeneity of Variance</i>			
<i>Levene Statistic</i>	<i>d</i> <i>f1</i>	<i>d</i> <i>f2</i>	<i>Sig</i>
.470	1	5	.49
		8	6

Referring to the table, it can be seen that the level test of significance *Statistic Levene* is over 0.05, that is 0.496. Based on test *Levene Statistic* results, it can be concluded that H_0 is accepted. It means that there is no different variance between the experimental group and the control group. This indicates that there is not any different variance of the data *posttest* score mathematically connected both to the experimental group or the control group.

In addition, another one is T test. The following is a hypothesis used to determine the differences between the mean of *posttest* scores both experimental and the control group:

$H_0: \mu_1 = \mu_2$, there is not any difference in average in both groups

$H_a: \mu_1 \neq \mu_2$, there is difference in the average in both groups

The decision-making criteria used are as follows:

- a. If the significance value is more than 0.05, then H_0 is accepted.
- b. If the significance value is less than 0.05, then H_0 is rejected.

At this stage, T test (*Independent Sample T-test*) is made with the assumption that the data comes from the normal distributed population. The results of mean difference of the two samples *posttest* is presented in the following table.

Table 4 Posttest Independent Samples Test

<i>Independent Sample Test</i>						
<i>T</i>	<i>d</i> <i>f</i>	<i>Sig</i> <i>(2-tailed)</i>	<i>Mean</i> <i>Difference</i>	<i>Std</i> <i>. Error</i> <i>or</i> <i>Difference</i>	<i>L</i> <i>ower</i>	<i>U</i> <i>pper</i>
5 .044 4	5 8	.0 00	1 2.000	2 .378 87	7 .23 8	1 6.76 2

Based on the table, it is shown that T to *posttests of equal variance assumed* probskill is 5.044 to 0.000. As the acquisition of two-sided probskill test is less than 0.05 ($0.000 < 0.05$) and T is more than T table ($5.044 > 2.002$), then H_0 is rejected. The average *posttest* score of experimental group and the control group is different. In addition, comparison of 4:12 according to the table is also *mean difference* for *posttest* score as much as 12,000 with an average difference as much as 7.238 and the average of the top amounted to 16.762. This can be implied that the average difference of the *posttest* ranges from 7.238 to 16.762 with an average difference amounted to 12,000.

From all we have discussed, it can be assumed that there are differences in the socio-emotional skill between experimental group students using traditional games with the control group using gadget games.

DISCUSSION

According to the result, Slavin (2011, p. 93) explains that during preschool, peers begin to play an important role in the social development and cognition of children. According to the explanation before, Mildred Parten 1932 (in Slavin, 2011, p. 94) identified four game categories that reflect increased levels and sophistication of social interaction. They are solitary games, parallel games, associative games, and cooperative play. Goleman (2004) suggests that socio-emotional intelligence is divided into five parts, namely the three components of emotional competence (self-knowledge, self-control and motivation) and two components of social cohesion (empathy and social skills). Hurlock (2002) suggests factors that affect the individual's social to adapt in school, i.e. peers, teachers, and school rules.

5. CONCLUSION

This study found that students with the higher interest to play with hand on activity games can facilitate their socio-emotional skill more than students with higher interest to play with gadget games. Analysis in each aspect indicates that social skill between students with gadget games and students with hand on activity games is almost the same, but emotional skill between students with gadget games and students with hand on activity games is mostly different.

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THE EFFECTIVENESS OF FUTURE ORIENTATION TRAINING USING PEER EDUCATOR MODEL IN INCREASING FEMALE ADOLESCENTS' FUTURE ORIENTATION IN THE FIELD OF EDUCATION IN INDRAMAYU REGENCY

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Abstract

This research investigates the effectiveness of future orientation by using peer education model in increasing female adolescent's future orientation in a trafficking area of Indramayu Regency. The results of the investigation conducted by Budiman Agus et, al. (2015) revealed that the majority of female students' future orientation studying at Bongas, Gabus Wetan and Kandanghaur Public Vocational School was categorized as low. This study followed up that result by giving a treatment called future orientation training by using peer educator model. The study is aimed at gaining empirical data on the effectiveness of future orientation by using peer education model in increasing female adolescent's future orientation in Indramayu Regency. The subjects of the study were 29 female students of three Public vocational high schools namely Kandang Haur, Bongas and Gabus Wetan. This current study employed a quasy-experimental method with One Group Design. The instruments used were future orientation questionnaire, observation and training evaluation. The research indicated that 21% of the subjects were categorized as high in their future orientation in the field of education. In other words, their future orientation increased but the other 69% did not. Furthermore, within this 21% who belonged to high category, 41% of them had high motivation, 44% of them had good planning and 38% of them had high evaluation.

Key words: future orientation, training model, peer educator, female adolescents, trafficking

1. INTRODUCTION

Based on the interview results with the female students of Gabus Wetan Vocational high School, during their study and even after graduation, it was revealed that the students still had no idea about what kind of job they would do. They wanted to either continue their education or find a job, yet they lacked of information. Therefore, they did not know where to study and what job to find. If they chose to work, they thought that they had only limited opportunities, restricted options and low competitiveness. The aforementioned things above show there are problems with

their future orientation in the field of education and job.

The interview results are supported by the finding of the research conducted by Budiman Agus et.al (2015) describing the picture of future orientation of vocational high school students in Indramayu Regency. The study revealed that generally, the future orientation of the three vocational school female students in the field of both education and job was categorized as low (pessimistic). It happened especially in Bongas vocational high school that the majority of students' future orientation in both fields either in the stage of motivation, planning or evaluation were low.

Future orientation is an image of how individuals see themselves in the context of future. This image will help individuals to direct themselves to attain what they want. According to **Nurmi (1989)**, this future orientation has to do with expectations, goals, standards, plannings, and goal attainment strategies. **Trommsdorf (1983)** states that future orientation is a complex cognitive-motivational phenomena; the anticipation and evaluation of the future self in the interaction with environment. Thus, in the adolescents' developmental stage, future orientation is vital since it will direct and motivate them to face more optimistic future. In this case, optimism means being optimistic in facing one's education and job in the future.

The picture of low future orientation will cause adolescents not to have clear image of where to go after they graduate. This will affect their self-confidence and create pessimistic view on themselves. It will be easy for them to be tricked by others, considering Indramayu is still vulnerable to human trafficking. Thus, it is feared that female adolescents will be deceived easily by their surroundings.

Based on the explanation above, it is considered important to provide female adolescents in Indramayu Regency with treatment in forms of future orientation training in order to get optimistic future orientation image. The training uses educator peer model in accordance with the subjects' developmental stage. The researchers are eager to see the effectiveness of future orientation training by using peer educator model in increasing female adolescents' future orientation in the field of education in Indramayu Regency.

2. LITERATURE

Future Orientation

Future orientation is an image of how individuals see themselves in the context of future. This image will help individuals to direct themselves to attain what they want. According to **Nurmi (1989 cited in Budiman Agus et.al, 2015)**, this future orientation has to do with expectations, goals, standards,

plannings, and goal attainment strategies. **Trommsdorf (1983)** states that future orientation is a complex cognitive-motivational phenomena; the anticipation and evaluation of the future-self in the interaction with environment.

In its motivational and affection quality, future orientation is related to the satisfaction of subjective needs including the tendencies to approach and avoid and can be described as optimistic or pessimistic attitudes, or as positive or negative. The motivational and affection aspects of future orientation are interrelated as well with the person's value and goal system that are clearly described from the schemata they form about the self and the environment.

The cognitive aspects of future orientation can be described in the structure of anticipations possessed by individuals in anticipating the future. They can result in either simpler or more complex picture, more or less extended, accurate or inaccurate, coherent and/or realistic. Furthermore, the extent to which individuals can control their future can also be caused by external or internal factors.

In order that future orientation develops well, individuals' knowledge in the future context is crucial since it supplies the needed information. Sufficient amount of information is needed in determining goals objectively thus the realization is controllable. With the increase of knowledge, individual are also able to find out more about their specific goals and interests. Moreover, it could lead them to a more realistic situation and more precise planning to attain the goal.

Future orientation process

In order to be able to anticipate future, individuals must form cognitive schemata. These schemata give a picture of self and environment that individuals anticipate in the future. These schemata contain development throughout the anticipated life span, contextual knowledge, skills, self-concept, and attributional style. Based on those schemata, individuals create new expectations they want to achieve in the future, anticipate future events

as well as give personal meaning to each of the events. Therefore, it means that individuals set their personal standard to the events. As a consequence, interests and motives become parts of situation of that planned future. Next, based on the resulted schemata, individuals form new expectations they want to achieve in their future life.

Based on the **Cognitive Psychology and Action Theory (Nurmi 1989:14)**, future orientation is described through three- stage process as follow.

1. Motivation. It is related with what individuals perceive as interests, attentions, life goals in the future.
2. Planning is about how individuals plan their interest realization in the future context.
3. Evaluation demands individuals to evaluate possibilities to make their decided goals and designed plans come true.

Future orientation is categorized as three- stage process that interacts with the schemata about the anticipated future and development. Eventually, the whole process started with the individuals' skills to anticipate future events that gives a personal/ distinctive meaning to those events. Execute designed plans to conduct evaluation are psychological foundation for individuals' future orientation (**Nurmi, 1989:13**). That is why, an individual's future orientation is considered powerful or optimistic when he/ she has or able to go through those three stages.

Peer Educator

Peer education is an effort to change beliefs performed through the approach of peers. It means that the shift of view is created by manipulating their peers' point of view in forms of peer education. By conducting this peer education program, it is expected that the adolescent does not feel that they are taught or preached but they are able to assimilate their peer's values. This shift of view is done through various activities by emphasizing peer discussion factor, so point of views and values are transferred (Lotrean, 2010 and Valente, 2003 in Fani 2012).

Peer education program is defined as a program in which educators share the same age or background with the subject and they have to convey information or message to a target group. The process of peer education is often conducted by endorsing the formation of healthy social norms, beliefs or behaviors within their peer group or community. Besides, it challenges those who are "unhealthy". (United Nations Office For Drug Control And Crime Prevention, 2000 in Fani, 2012).

The implementation of the program can be adjusted to the objectives and the targets thus its methods could vary. However, the conditions of peer education are as follow. First, the educators are accepted by the peers because they are almost and or at the same age as them. Second, the educators are the ones with leadership skills or the ones respected in that group so it is more effective for him/ her to influence others. Third, the educators might be volunteers or be appointed by teachers, community or peers. Fourth, peer educators may adopt various roles, such as facilitator, counselor, information source, support worker or tutor (McDonald, 2001 in Fani).

There are three stages in selecting peer educators; the stage of peer leader selection, the stage of peer leader training and the last stage is the implementation of peer education program. The selection process is done by using the system called social network system proposed by Valente (2003, in Fani). Selection is conducted among students. The second stage, peer leader training, is conducted by providing training of communication skills and peer education program. In the implementation of peer education, peer leader students will lead the events held periodically.

Based on the above situations, the researchers want to find out the effectiveness of peer educator training model given to female adolescents living in Indramayu Regency towards the shaping of their future orientation in the field of education. In line with the background explained previously, the research

question proposed in this current study is how effective is future orientation, with model of peer educator, to increase female adolescents' future orientation in the field of education in Indramayu Regency.

Regarding the objective, the study is aimed at gaining empirical data on the effectiveness of future orientation by using peer education model in increasing female adolescent's future orientation in the field of education in Indramayu Regency.

3. METHODOLOGICAL

3.1 Metode

A quasy-experimental method with One Group Design was employed in this study. This method is a way to conduct a research oriented

3.2.1 Display of Future Orientation in Education Field

Table 1. Display of Future Orientation in Education Field for all Vocational High Schools (SMK)

	Stay low		Stay high		Ascending		Declining	
	f	%	F	%	f	%	F	%
Future Orientation	19	66%	3	10,3%	3	10,3%	4	14%
Motivation	14	48%	10	35%	2	7%	3	10%
Planning	10	35%	11	38%	2	7%	6	20%
Evaluation	16	55%	10	35%	1	3%	2	7%

Based on the table above, it can be explained that after following the training, generally OMD in education field of vocational high school (SMK) in Indramayu Regency did not significantly change. 66% of

in quantitative data collection (making use of questionnaire). Statistic analysis is used to know if there was a change in future orientation or not. It was done by comparing the pre-test and the post- test data on the effectiveness of the training.

3.1.1 Participant

The subjects were 29 female students in Indramayu Regency studying at Kandang Haur, Gabus Wetan and Bongas public vocational high school.

3.2 Findings and Discussion

The following is the display of Future Orientation (OMD) training result through pre-test and post-test comparison on OMD.

students' OMD was still low, 10% was still high, 14% declined and only 10% ascended. However, if it is summed there were 20% of students who had high OMD in education field.

3.2.2 Display of Future Orientation in the Field of Education for Each Vocational High School (SMK)

Table 2. Future Orientation Display in the Field of Education at SMKN Gabus Wetan

	Stay low		Stay high		Ascending		Declining	
	F	%	F	%	f	%	F	%
Future Orientation	7	78%	1	11%	1	11%	-	
Motivation	6	67%	2	22%	1	11%	-	
Planning	3	33%	5	56%	-		1	11%
Evaluation	6	67%	2	22%	-		1	11%

Based on the table above it can be explained that after following the training,

generally OMD in the education field of vocational high school (SMKN) Gabus Wetan did not significantly change. 78% of students' OMD was still low, 11% was still high, 11% was ascending yet there was no

declining. If it is summed there were 22% of students who had high OMD in the field of education.

Table 3 Future Orientation Display in the Field of Education at SMKN Kandanghaur

	Stay low		Stay high		Ascending		Declining	
	f	%	F	%	f	%	f	%
Future Orientation	6	60%	1	10%	2	20%	2	20%
Motivation	3	30%	3	30%	1	10%	3	30%
Planning	3	30%	3	30%	2	20%	2	20%
Evaluation	6	60%	3	30%	1	10%	-	

Based on the table above it can be explained that after following the training, generally OMD in education field of vocational high school (SMAKN) Kandanghaur did not significantly changed. 60% of students' OMD

was still low, 10% was still high, 20% was ascending, and 20% was declining. Nevertheless, if it is summed there were 30% of students who had high OMD in Education field.

Table 4 Future Orientation Display in the Field of Education at SMKN Bongas

	Stay low		Stay high		Ascending		Declining	
	f	%	F	%	f	%	f	%
Future Orientation	6	60%	2	20%	-		2	20%
Motivation	5	50%	5	50%	-		-	
Planning	4	40%	3	30%	-		3	30%
Evaluation	4	40%	5	50%	-		1	30%

Based on the table above it can be explained that after following the training, generally OMD in education area of vocational school (SMAKN) Bongas did not significantly change. 60% of students' OMD was still low,

20% was still high, no ascending yet there was 20% declining. Nevertheless, if it is summed there were 20% of students who had high OMD in the field of education.

Future Orientation in Education Field Display for all SMK with each SMK and its aspects

Based on the display bellow, it can be seen that in all SMK there were 21% with high Future Orientation in education field. From

this 21%, 41% of them had high motivation, 44% were with good/high planning and 38% were with high evaluation.

Table 5 FUTURE ORIENTATION of EDUCATION RECAPITULATION

N O	Result	FUTURE ORIENTATION (OMD) EDUCATION ASPECT												TOTAL FROM 3 SMKN			
		SMKN Gabus Wetan				SMKN Kandanghaur				SMKN Bongas				OMD	Motivati on	Planning	Evaluati on
		OMD	Motivati	Planning	Evaluati	OMD	Motivati on	Planning	Evaluati on	OMD	Motivati	Planning	Evaluati				
1	Stay Low	7	6	3	6	6	3	3	6	6	5	4	4	19	14	10	16
2	Stay High	1	2	5	2	0	3	3	3	2	5	3	5	3	10	11	10
3	Ascending	1	1	0	0	2	1	2	1	0	0	0	0	3	2	2	1
4	Declining	0	0	1	1	2	3	2	0	2	0	3	1	4	3	6	2
TOTAL		9	9	9	9	10	10	10	10	10	10	10	10	29	29	29	29
														21%	41%	45%	38%

3.2 Evaluation of Future Training Based on the Observation and Worksheet of Action Plan (Work Plan in 3 Years Ahead)

Based on observation and training review, the participants showed enthusiasm during the training. For those who were shy, afraid of giving ideas, loner at first but in the middle of the training they were willing to be mingling, more cheerful and were willing to contribute in the given games. Generally participants were dare to ask and answer question, only 29 participants who reactively answered without thinking first. Yet in the last session, especially in doing the action plan, all the participants observed willingly and asked the details to facilitator or trainer.

Generally participants feel the great advantage especially in recognizing themselves more, in Johari Windows session there were a lot of participants who got feedback on their strengths and weaknesses. This self image is advantageous for them especially for correcting their weaknesses and improving their self motivation. Related to the information about education and job, it seems that they need time to internalize the material,

The insignificant change of Future Orientation is caused by several factors:

reconsider self-condition, yet they were clearer on what to do, especially in seeking information and on willingness to self-improvement. Moreover, they have better understanding on obstacles they are going to face in reaching their goals, whether it is internal obstacles related to themselves or external obstacles which need to be understood and faced in the upcoming days. Participants were given the chance to widen their horizons to anticipate several things which possibly appear and how to handle them.

3.3 Discussion

Based on the description above it can be explained that generally SMKN Indramayu Regency students Future Orientation, in the field of education did not change, though there was still a slight change, in this case it was still high and there was 21% increase in education area. It was small yet it meant a lot in that condition.

1. Lack of time allotment, this fact was supported by implementation evaluation data which mostly showed that it had less

- time allotment. They needed time to understand the material beforehand before practicing in implementing the planning and doing the evaluation.
2. The material given was somehow new to the students, thus the participants needed time to internalize it, and they needed time to reconsider what they really want or need in their future, so they could be more stable in understanding the material and in what to do.
 3. The Students belong to Z generation, where they want something more instant, faster and practical, so it was difficult for them to formulate their future goals. It was still irrelevance between the education gained with the goal wanted, and this was felt quite 'jumpy'. For particular students, it was hard for them to invite and settle their thought to something more stable and realistic. This was related to the lack of information and understanding of students which tended to see immediate result rather than looking at the process.
 4. The declining of Future Orientation can be assumed as positive thing as well, this can be seen from the process. In the beginning, generally they thought that getting job was an easy matter, they did not understand the steps of doing something, but after getting information and practicing to make planning directly, they realized that to achieve something they needed to make plans, searched for the information and make maximum effort, especially in 'handling' obstacles in the future, both internally and externally.
 5. The facilitators (in this case is peer educators) performed their role and function fully. There were several participants' questions which had not been answered clearly, due to the peer educator's insufficient understanding. However, their attitude and service to help and direct others was high. Peer educators were also capable to be the role model for other participants.

Based on the observation and evaluation training result, generally the participants felt that the training material was beneficial for

them, by this training they had now clearer alternatives which can be reached. Through this training, they were able to see their self-strengthen and weaknesses and what to do next as well. The participants were also more enthusiastic in looking at the opportunities in education matter and quite confident in the attempt of reaching it. Getting the description of obstacles –both internally and externally- possibly faced in the future, made them optimistic in dealing with it. However, there were still some students who were uncertain that they are able to handle it, due to the financial and skill problems as well as worries on lack of surrounding support.

4 CONCLUSION

Future Orientation (OMD) training for students of vocational high school (SMKN) in Indramayu Regency, was sufficiently effective, although in percentage of ascending was not significant. It means that 21% stayed high and there was increase in education field after the treatment (the training) from this 21 %, 41 % of them had high motivation, 44% were with good/high planning, and 38% were with high evaluation.

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THE INFLUENCE OF SOFT SKILLS TRAINING TOWARDS JOB READINESS OF VOCATIONAL SCHOOL STUDENT

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Abstract

This research was motivated by the assumption of researcher who gained the distinction of the vocational students' soft skills after they got training when they will enter the workplace. The purpose of this study was to determine the significant influence of Soft Skills training that they obtained for their job readiness. The research method uses a qualitative approach. Data collection techniques use case studies with supporting data using questionnaires on job readiness. Respondents were students of class XII SMK Negeri 1 Bandung. The results showed: (1) Student's job readiness appear to be low before getting Soft Skills training (2) Students who have received Soft Skills training show high in their job readiness before entering the workplace. Thus, providing Soft Skills training for vocational school will influence their job readiness.

Keywords: soft skill, training, job readiness

1. INTRODUCTION

There are so many human resources in Indonesia, unfortunately, most of them still have low quality. The result of research Institute of Management Development (in Ngasuko, 2015) which is an Educational Institution leading businesses in Switزرland prove that Indonesia dropped 16 ranks from 25th in 2014 to 41st in 2015. It based on the results of the research entitled IMD World Talent Report 2015. The readiness of human resources became the most dominant factors. The number of skilled workers downgrade. Many organization considered that Soft Skills is important in the career development of graduates in order to produce skill in the future, except technical skills that must be mastered. The result of the study showed that 75% of achievement in career are determind by Soft Skills and only 25% by Hard Skills (Abbas, Abdul Kadir, and Ghani Azmie, 2013). The

other studies result indicated that soft skills is required in employment (85%) while 15% requires office management education journal as Hard Skills (Ramlall & Ramlall, 2014) and business careers, (Anthony, 2014). So, as much as 77% the entrepreneur agreed in the recruitment process. Soft Skills are taken into consideration as important as Hard Skills (Paolini, 2015). Soft Skills are meant; solving problems, (Nealy, 2005), loyalty, appearance, (Jennifer, 2013), and the way communicate with clients and colleagues (Myers, Blackman, Andersen, Hay, & Lee, 2014), (Cimatti, 2016).

Many companies complained most of their employees do not have qualified Soft Skills (Taylor, 2016). The Vocational High School can develop students' Soft Skills by giving them real training with certain institution and guidance counselling teacher. Thus, students of SMK are more ready in entering the workplace.

The facts on the ground showed that the vocational students' Soft Skills is not optimal yet. This is demonstrated by the students' Soft Skills average value amounted to 78.02 over 3 period years of study (2013-2014 to 2013-2016). It showed that the students' Soft Skills is in the adequate category. This condition needs attention of teachers to improve the students' Soft Skills by holding some adequate training on Soft Skills except learning class process, so that they have job readiness and competitiveness.

Job readiness is a person's capacity to improve his/her working ability that consist of knowledge, competence and attitude (Agusta, 2015). Whereas Andrew (in Saputro & Suseno, 2009) states that a person's job readiness is the ability to improve a working capability which consists of knowledge, skills, and attitude.

2. LITERATURE REVIEW

Soft Skills

Soft skills are defined as the skills, abilities, and characteristics associated with personality, attitude instead of formal or technical knowledge, (Mahasneh & Thabet, 2015). Soft skills are the characteristic that affect both personal and professional relationships of an individual and work related to the career prospects (Vyas & Chauhan, 2013). According to the sociology perspective soft skills is called an Emotional Intelligence Quotient (Rahayu, 2013).

The scope of soft skills has been stated by many experts in various way. Soft Skills associated with emotional skills (Lavy & Yadin, 2013), is the right way to communicate, the right way to do business presentations, work in teams, and time management (Karthi & Mahalakshmi, 2014). Soft Skills are inherent within the competence of someone and a habit (Al Abduwani, 2012). Soft Skills is related to language ability skills, personal habits, interpersonal skills, managing people, and leadership (Choudary & Ponnuru, 2015). Soft Skills refers to a broad range of skills, knowledge, and basic values of life (Abbas, Abdul Kadir, and Ghani Azmie, 2013),

personal habits, friendliness, and high optimism (Dharmarajan, 2012), the right way to communicate, working well, influence others, and interact with others (Agarwal & Ahuja, 2014).

Training

Nadler and Wiggs (in Robinson & Robinson, 1989) defines "training as a technique which is focused on learning skills, knowledge and attitudes to start or improve a job or task". Meanwhile, Robinson and Robinson (1989) explains that "training is usually held by the organization both of profit oriented or not in order to fulfill its business needs".

According to Moekijat (1991, p. 55) the general purposes of training are: (1) to develop expertise so that the work can be completed faster and effectively; (2) to develop knowledge so that the work can be done in a rational way; and (3) to develop an attitude to build the cooperation among employees and managers.

Job Readiness

According to the dictionary of psychology, readiness is "the level of development of the favorable maturity or ripeness to practice something" (Chaplin, 2006:419). Stated also that "readiness is the ability to place himself while someone will begin a series of motions related to the mental and physical readiness". It is in accordance with Slameto (2010:113) that defines readiness as.

Readiness is the overall condition that makes him ready to give a response/answer in a certain way towards willingness to give a response. It include at least three aspects: (1) the physical, mental and emotional, (2) the needs, motives and objectives, (3) the skills, knowledge, and other interpretation that have been studied.

Job Readiness Training is a package of services intended to move quickly intervening job seekers into employment by helping them to market Review their existing skills and abilities toward openings in local labor markets

(Gatta, 2014; Lafer, 2002). It includes instruction in résumé-writing, interview skills, and job search methods, as well as appropriate behaviors and attitudes in the workplace. Job Readiness Training is a central component of Secure Jobs models, which links employment and housing services for homeless families in Massachusetts.

3. METHODOLOGY

This research used a qualitative approach by using the case study technique. This method is considered appropriate because it is conducted to gather factual in-depth information. The respondents are four students of SMK Negeri 1 Bandung. Data collection instruments are using the guidelines for observation, interview, documentation study, and a simple questionnaire to strengthen data.

4. RESULTS AND DISCUSSION

Based on the study there was a significant result among learners, four students of SMK Negeri 1 Bandung, who have received soft skills training and those who have not received yet.

As we know that the soft skills are as important as cognitive skills (John, 2009; Zehr, 1998). Giving students soft skills could make the difference in their being hired for a job in their field (Evenson, 1999), and the lack of soft skills can sink the promising career of someone who has technical ability and professional expertise but no interpersonal qualities (Klaus, 2010). Wellington (2005) describes the soft skills of success based on his experiences in different management positions, primarily within human resources. Successful managers who were promoted had both excellent technical and soft skills, especially the willingness and ability to work positively with others. Cobanoglu, Dede, and Poorani (2006) concluded that soft skills were among the most important skills. Job requirements for a hotel manager is communication information technology which is the most important, followed by critical thinking, and then the knowledge of information technology.

Soft skills can be categorized into three aspects (Baskara, 2002). First, self-awareness that is commonly called personal ability (personal skills). It includes (1) the appreciation as creatures of God Almighty, members of community and citizens; (2) know and appreciate the strength and the weakness then bring it into capital to improve themselves as a valuable human for their environment.

Second, the rational thinking skills. These are (1) explore and discover information skills (information searching skills); (2) office management education journal information process skills and decision-making (information processing and decisions making skills); (3) creative problem solving skills.

Third, social skills. These skills include: (1) empathy communication skills; (2) proficiency in collaboration; (3) leadership skills; and proficiency effect (influence).

Many people include certifications and scholarly achievements under Soft Skills. Such achievements cannot be included because those come under educational or technical qualification. A person can receive a certificate by doing a course in Soft Skills but no institution or individual can certify if a person really has Soft Skills because it has to be practiced and is intrinsic by nature. People can only feel the effect of Soft Skills which is put in practice by a person.

Moreover, Soft Skill training should begin at the primary school level and should continue till post graduation or at least until graduation. Almost all educational institutions force the students to pay more attention to technical subjects and leave the training of Soft Skills to the parents. This study identified the top 10 soft skills as perceived the most important by business executives: integrity, communication, courtesy, responsibility, social skills, positive attitude, professionalism, flexibility, teamwork, and work ethic (Robles, 2012, page 462).

According to three aspects above, learners gain soft skills training are better prepared to enter the workplace because they believe that they have capabilities. In addition, students are able to understand their

capabilities and can develop it. Learners are easier in determining the job or profession that agree with their ability and capability.

Then, in contrary, student who do not receive soft skills training get anxieties when entering the workplace. Moreover they are confused with themselves. They do not know what suitable job is suitable for them. It is because they do not know or not familiar with their expertise and understand their capabilities.

5. CONCLUSION

In conclusion, we can say that Soft Skills occupy supreme importance and individuals who do not have them will soon be out of job. One has to take the trouble to acquire Soft Skills beyond academic or technical knowledge. Soft Skills are gaining importance in all areas of the work industry. Based on the results of this study it is concluded that workplace readiness owned learners before getting soft skills training is quite low, and students who have received training in soft skills before entering the world of work shows high for job readiness. Thus providing soft skills training for vocational school students affect on job readiness learners. So that, soft skills training is important for increasing the student's abilities such as integrity, communication, courtesy, responsibility, social skills, positive attitude, professionalism, flexibility, teamwork, and work ethic.

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THE INVESTIGATION OF CAREER MATURITY BASED ON VOCATIONAL IDENTITY STATUS IN UNIVERSITY STUDENTS

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Abstract

Career developmental task for 18-21 year-old is specifying occupational choice or 'specification' which in this research represents Career Maturity. Mastering 'specification' career developmental task involves the process of vocational identity formation that can be measured through Vocational Identity Status. The aim of this quantitative comparison research was to investigate the difference of Career Maturity based on four types of Vocational Identity Status. The samples were selected using simple random sampling method and comprised of 202 students of Fakultas Psikologi Universitas Padjadjaran age 18-21. The data was collected using Likert-type scale questionnaires on Vocational Identity Status and Career Maturity which were developed by the researcher for this particular research. Confirmatory Factor Analysis proved the validity of both questionnaires. The data was normally distributed and homogeneous. The result of One Way Anova was $F = 5,688$; $p = 0.000$ which indicated the difference of Career Maturity based on Vocational Identity Status. Post Hoc analysis using Bonferonni showed differences of Career Maturity between identity achievement and foreclosure, identity achievement and moratorium, identity achievement and identity diffusion, identity diffusion and moratorium, identity diffusion and foreclosure. There was no difference of Career Maturity between foreclosure and moratorium. Among the four Vocational Identity Statuses, identity achievement scored highest in Career Maturity. These findings can help counselors and educators find another alternative to increase career maturity in university student.

Keywords: specification career developmental task, career maturity, vocational identity status, university students, comparative study

1. INTRODUCTION

Vocational identity status develops along with an individual's career exploration activities and commitments. These activities are in line with the activities that the individual should perform in "specification" career maturity developmental task. Individuals are expected to explore their desired jobs in order to make career decisions. Along with individuals' involvement in completing career developmental tasks, their career maturity will also develop.

This research investigated the connection between career maturity with vocational identity status as there are students

of Faculty of Psychology University of Padjadjaran who still have low career maturity level. Were there differences of career maturity based on vocational identity status of students of Faculty of Psychology University of Padjadjaran? The result of this research also serves as a theoretical foundation for intervention to low career maturity level students at Faculty of Psychology, University of Padjadjaran.

2. LITERATURE RIVIEW

By the age of 18-21 years old, individuals reach exploratory stage, particularly at "specification" developmental

task. "Specification" is a career developmental task in which individuals explore in greater depth to decide the desired job among many existing options. The exploration process can be done by taking advanced education or training, or doing self-exploration through internships. More extensive leads to more specific selection of the desired job (Duane, 2002).

At each stage, there should be correlation between the demands of developmental task with the concern towards the desired career. This correlation indicated career maturity in an individual (Duane, 2002). Super (1957, 1980 in Coertse & Schepers, 2004) said that activities within each career developmental task will increase career maturity development. Skipping one of the tasks at a certain stage of career development will generate difficulties in the next developmental stage.

Based on Super (1977 in Coertse & Schepers, 2004) career maturity can be define as a way individual master career developmental task related to the career developmental stage that is being experienced. Leong and Barak (2001 in Mubiana, 2010) define career maturity as readiness to face career developmental task in relevant to his or her developmental stage.

The preliminary survey result shows that quite a lot of students of Faculty of Psychology University of Padjadjaran have not been involved in activities related to "specification" developmental task. Considering that career maturity will develop in accordance with individual involvement in career developmental task, this situation indicates that there are some of students of Faculty of Psychology University of Padjadjaran who still have low career maturity level. This is quite worrying as people with low career maturity level tend to experience career choice indecision, anxiety, and depression. Individual who experiences career choice indecision also has a greater risk in skipping career development opportunities and experiencing dissatisfaction in career choice (Nota, Ferrari, Solberg, & Soresi, 2007).

In completing "specification" developmental task, there are other processes involved. The process of job specifying or translating self-concept about job requires development of vocational identity (Duane, 2002). Marcia develops Erik Erikson's theory of identity into something more measurable known as identity status (Marcia, 1980). Marcia sees identity formation in many different domains, including "vocational" domain, based on four statuses, which are identity achievement (has conducted exploration and made career or job-related commitments), foreclosure (has made career or job-related commitments without conducting exploration), moratorium (has conducted exploration but has not made a career or job-related commitments), and identity diffusion (has not conducted exploration and has not made a career or job-related commitments.)

The basic assumption in Marcia's theory is that identity achievement status is the most developed status compared to the others. This status specifies individuals who have experienced exploration period and made clear commitments related to their career choices. In the other hand, identity difussion is a status which is the least developed compared to other statuses. This status consists of individuals who are not yet committed to career choice and only conducted little exploration. Teenagers who are included in identity achievement no longer encounter any difficulties in decision-making related to career. Those who are included in this status have already identified the career they want to pursue and feel comfortable with their career decisions. People in other statuses, including foreclosure, tend to encounter difficulties in career related to decision-making (Greenhaus & Callanan, 2006).

3. METHOD

a. Research Variable

Vocational identity status is the formation of self-image related to career or work path a person wants to follow. It is divided into four statuses based on *crisis* (or “exploration”) and commitment (Marcia, Waterman, Matteson, Archer, & Orlofsky, 1993). This research classifies individual status types based on an individual’s experience of exploration and commitment in relation to a career or work path choice. The four statuses in this variable are identity achievement, foreclosure, moratorium, and identity diffusion.

Career maturity is the extent to which an individual has mastered the age appropriate vocational tasks relevant to his or her developmental stage (Super, 1990, in Prideaux & Creed, 2001). Operational definition for this variable includes students’ readiness to choose a job which reflects their involvement in career-planning; career exploration that involves utilization of information sources to collect relevant information, knowledge of principle and decision-making; knowledge about career or job they want to pursue; and knowledge about types of job, how to succeed at work, and roles in the job world.

b. Measurement Instrument

Vocational identity status was measured through a set of questionnaire constructed based on Marcia’s Ego Identity theory using Likert scale. This questionnaire consists of 41 items with four response scale; strongly agree, agree, disagree, and strongly disagree. Career maturity was measured through a set of questionnaire constructed based on Super’s career maturity theory using Likert scale. This questionnaire consists of 53 items with four response scale; strongly agree, agree, disagree, and strongly disagree.

c. Respondent

The population of this research was all of the active students of Faculty of Psychology

University of Padjadjaran age 18-21 years old, which were 422 students. Based on Cochran’s formula, the required sample of this research was 201 respondents, which were chosen through simple random sampling method.

d. Time and Place of Research

This research was conducted in Faculty of Psychology University of Padjadjaran, Jatinangor, Sumedang in April 2016.

e. Reliability and Validity of Instrument

This research deployed two sets of questionnaires to measure vocational identity status and career maturity. The researcher conducted tryouts for both instruments prior to actual data collection. The instrument is valid if confirmatory factor analysis has loading factor higher than 1.96 (Wijanto, 2008). Data from 98 respondents showed that 12 out of 53 vocational identity status items had factor loadings lower than 1.96, which yielded the total valid items of 41 items. Cronbach’s alpha coefficient for exploration dimension was 0.880 and commitment dimension was 0.890. The overall reliability of the vocational identity status questionnaire was 0.938. Based on George and Mallery’s criteria (2003 in Gliem & Gliem, 2003), Cronbach’s alpha coefficients in those two dimensions of vocational identity status indicate high reliability coefficients.

There were 4 out of 57 items from the career maturity questionnaire with factor loadings lower than 1.96, which yielded 53 valid items. Cronbach’s alpha coefficient in career maturity was 0.954. Based on the above criteria, Cronbach’s alpha coefficient of the career maturity questionnaire indicates a high reliability.

f. Method of Data Collection

The data was collected using two sets of questionnaires. Respondents who were chosen through simple random sampling method filled the questionnaires.

g. Technique of Data Analysis

Comparative analysis was conducted using One Way ANOVA with SPSS 16.0 for Windows. Bonferroni post hoc test was conducted to explore the results of comparison between each vocational identity status towards career maturity. This explained further which identity status had different career maturity.

4. RESULTS & DISCUSSION

a. Results

Prior to One Way ANOVA analysis, normality and homogeneity test were conducted using SPSS 16.0 for Windows.

Table 1. Result of Homogeneity Test

Levene Statistic	df1	df2	Sig.
1.137	3	198	.335

Test of homogeneity of variance showed sig. value = 0.335. Because of sig. value was 0.335 or higher than 0.05, H_0 was accepted; the variance in each group was homogenous.

Table 2. Normality Test

Vocational identity Status	Kolmogorov-Smirnov
	Sig.
Identity achievement	0.058
Foreclosure	0.118
Moratorium	0.102
Identity Diffusion	0.123

Distribution of variable data of career maturity in each Vocational Identity Status had a probability over 0.05 ($p > 0.05$). This showed that the data was normally distributed. One Way ANOVA analysis was appropriate as the two required conditions had been met.

Table 3. Vocational Identity Status Distribution

Vocational Identity Status	Total	Percentage
Identity achievement	124	61%

Foreclosure	12	6%
Moratorium	26	13%
Identity diffusion	40	20%
Total	202	100%

Based on the research data, there were 124 respondents (61%) in identity achievement status. From the total of 202 respondents, 12 respondents (6%) were still in foreclosure status. Besides the identity achievement and foreclosure, 26 respondents (13%) were in moratorium status. Forty respondents (20%) were classified as identity diffusion status.

The results of categorization career maturity based on vocational identity status are shown in table 4. There were 0.8% respondents who had low career maturity level in identity achievement status group while 99.2% respondents had high level of career maturity.

Table 4. Career Maturity Categorization Based on VIS

		Career Maturity		Total
		Low	High	
VIS Identity Achievement	Count	1	123	124
	% within VIS	.8%	99.2%	100.0%
Identity Diffusion	Count	22	18	40
	% within VIS	55.0%	45.0%	100.0%
Foreclosure	Count	2	10	12
	% within VIS	16.7%	83.3%	100.0%
Moratorium	Count	1	25	26
	% within VIS	3.8%	96.2%	100.0%
Total	Count	26	176	202
	% within VIS	12.9%	87.1%	100.0%

In identity diffusion status group, there were more than half respondents or 55% of the total had low career maturity level. The rest of the total, which was 45%, had high career maturity level. Meanwhile, in status foreclosure status group there were 16.7% respondents who had low level of career maturity while 83.3% had high career maturity level. In moratorium status group, there were 3.8% respondents who had low career maturity

level while the other 96.2% already had high level of career maturity.

Table 5. The result of One Way ANOVA test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	42355.032	3	14118.344	5.668E1	.000
Within Groups	49321.575	198	249.099		
Total	91676.607	201			

The results of One Way Anova concluded that there were differences in career maturity based on four Vocational Identity Status, so a post hoc analysis was conducted.

Table 6. The result of Post Hoc One Way ANOVA

(I) VIS	(J) VIS	Mean Difference (I-J)	Std. Error	Sig.
Identity Achievement	Identity	36.865	2.869	.00
	Diffusion	15*	90	0
	Foreclos ure	16.043 07*	4.771 49	.00 6
	Moratori um	15.016 63*	3.404 35	.00 0
Identity Diffusion	Identity	-	2.869	.00
	Achievement	36.86515*	90	0
	Foreclos ure	- 20.82208*	5.194 78	.00 1
	Moratori um	- 21.84852*	3.975 95	.00 0
Foreclos ure	Identity	-	4.771	.00
	Achievement	16.04307*	49	6
	Identity Diffusion	20.822 08*	5.194 78	.00 1
	Moratori um	- 1.02644	5.508 08	1.0 00
Moratori um	Identity	-	3.404	.00
	Achievement	15.01663*	35	0
	Identity Diffusion	21.848 52*	3.975 95	.00 0
	Foreclos ure	1.0264 4	5.508 08	1.0 00

*. Differences of significant mean in $\alpha = 0.05$

From table 6, Vocational Identity Status which showed career maturity differences can be seen from the asterisk (*) which indicates differences of significant career maturity mean based on Vocational Identity Status (sig. <

0.05). There were differences of career maturity in identity achievement group and identity diffusion group. There were also differences in career maturity between identity achievement group and foreclosure group; identity achievement group and moratorium group with sig. 0.000.

Moreover, there were differences in career maturity between identity diffusion group and moratorium group; identity diffusion group and foreclosure group. Meanwhile, there was no difference in career maturity between foreclosure group and moratorium group.

b. Discussion

Based on One Way ANOVA, there were differences in career maturity based on Vocational Identity Statuses. The differences in career maturity based on Vocational Identity Statuses are in accordance with Duane's (2002) statement that the process of specifying a job involves the process of vocational identity formation. The process of vocational identity formation is marked by Vocational Identity Status that involves two dimensions; exploration and commitment. The more involved an individual in exploration and commitment-making activities, the more developed his or her vocational identity. In other words, the development of vocational identity will affect "specification" developmental task. When individuals are more involved in their career developmental task, the more developed each of their career maturity dimensions. In general, more developed career maturity dimensions increase career maturity level. Greenhouse and Callanan (2006) found that the more individuals' vocational identity is developed, they will also have more specific career goals and they will get higher career maturity scores. Similarly, Oh (2013 in Rhee, Lee, Kim, Ha, & Lee, 2015) finds that individual with identity achievement status is significantly related to higher career maturity level.

Different to other statuses, the two dimensions of Vocational Identity Status in identity achievement status are already developed. In foreclosure status and

moratorium status, there is only one dimension that is already developed, moreover in identity diffusion status there is no dimension that is already developed. Differences in characteristic of identity achievement and the fact that this status is the most developed status compared to other statuses causes differences in career maturity between identity achievement and other identity statuses. Unlike foreclosure and moratorium status which each has already developed one out of two dimensions of Vocational Identity Status, individuals in identity diffusion status has not developed any dimensions of vocational identity status. Characteristic differences in identity diffusion and the fact that this status is the last developed compared to other statuses causes there is difference in career maturity in identity diffusion status with foreclosure and moratorium status.

Foreclosure and moratorium identity statuses have their own advantages and disadvantages. These two statuses have different contribution towards career maturity. Between these two statuses, it is not clearly defined yet which status is more developed than the other (Bosma & Kunnen, 2001). Therefore, there is no difference between the career maturity means in foreclosure and moratorium status.

In this research, among all the statuses, it is shown that identity achievement scored highest in comparison to other statuses. Moratorium is in the second place, then foreclosure, followed by identity diffusion is in the last place. This findings are not surprising considering previous research has already revealed that the more developed individuals' vocational identity, they will have more significant career goals and achieve higher scores in career maturity (Greenhaus & Callanan, 2006).

5. CONCLUSION AND SUGGESTIONS

a. Conclusion

Based on this research, it can be concluded that there are differences in career

maturity based on Vocational Identity Statuses. The differences are found between identity achievement status with the three other identity statuses; and between identity diffusion with foreclosure and moratorium statuses. There is no difference in career maturity between foreclosure and moratorium identity statuses.

Individuals in identity achievement status have the highest level of career maturity compared to individuals in other identity statuses. In the other hand, individuals in identity diffusion status have the lowest level of career maturity compared to those in other statuses.

b. Suggestions

Considering the results, we suggest that counselors, especially university career counselors should support students' vocational identity status development towards identity achievement status. The support can be tailored based on which status an individual student has achieved at the moment.

As the individuals who have the highest career maturity are those in identity achievement status, the educators are expected to assign an office to facilitate students' vocational identity status development. This place will enable students to get information related to career options, internship opportunities for them to try their desired job, job openings, and to get help in mapping out career choices, or preparing them to make a career decision.

c. Limitations

The sample in this research is limited to university students in Fakultas Psikologi Universitas Padjadjaran The result may vary in different major or university. The measurement tool used in this particular research can categorize people into four different statuses of vocational identity status, but can't measure the degree on each status. This measurement tool needs to be revised in order to measure the degree of each status.

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THE RELATIONSHIP BETWEEN CAREER DECISION-MAKING SELF EFFICACY AND READINESS FOR CAREER DECISION-MAKING IN HIGH SCHOOL STUDENTS

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Abstract

One of the obstacles that high school students frequently face is the requirement to decide on their high school major or future university major. It is the first step in career planning that is imperative for high school students. The lack of readiness for career decision-making may cause error in choosing a major, which may ultimately affect future career. One of the factors related to readiness for career decision making is one's confidence in finalizing their decision. This study is aimed to explore the relationship between career decision-making self-efficacy and readiness for career decision-making in high school students. This study used a sample of 198 students enrolled in high schools at Tanjung Enim region of South Sumatra. Sample was collected using accidental sampling technique. Tools used to measure the variables consisted of a career decision-making self-efficacy scale that was further developed by adding a social affirmation dimension (CDSME-Saff), as well as Career Thought Inventory (CTI) to measure career decision-making readiness. CTI measures the degree of dysfunction in career decision-making, hence the lower the CTI score the higher one's readiness in making a career decision. Hypotheses were tested using Spearman's correlation test which indicated a significant relationship between career decision-making self-efficacy and readiness for career decision-making ($r = -0.234$, $p = 0.001 < 0.05$). The results showed that the higher the career decision-making self-efficacy, the higher the readiness for career decision-making in high school students.

Keywords: career decision-making self-efficacy

1. INTRODUCTION

One of the various developmental tasks that must be fulfilled during the stage of late adolescence is to plan and determine a career choice (Papalia, Olds & Feldman, 2013). Late adolescence is defined to be of between the 16 to 20 years of age (Papalia, Olds & Feldman, 2013). According to career development theories, those in the age range of 16-20 years are at a stage of career exploration. In the career exploration stage, adolescents are expected to study more and look for information regarding various career alternatives that are relevant to their fields of

interest (Papalia, Olds & Feldman, 2013). However, at times it can become a burden and a problem for adolescents, especially those who are still unsure of their interests and do not possess a clear career plan. Too much exploration and undirected exploration process may complicate them even more in determining their career decision.

There are several factors that may cause adolescents to have difficulties in making a career decision, such as: lack of self-knowledge, lack of career information, lack of skill in the decision-making process, and lack of confidence in determining a career decision (Dimakakou, Mylonass, Argyropoulou &

Tampouri, 2012). If these conditions are left unsettled by the time an adolescent reaches high school, it may affect their future learning process in university. Adolescents with difficulties in determining a career decision may make faulty decisions in the future (in this case, choosing a university major). When adolescents pursue education unrelated to their interests, they may become underachievers or worse, involuntarily be dropped out of university. Therefore, this study is necessary as preventive measure for career problems in higher education.

2. LITERATURE REVIEW

Career decision making is a complex process, wherein an individual may have to consider numerous things before finalizing a decision (Sampson, Peterson, Reardon & Lenz, 2000). Students who experience difficulties in determining a career decision indicate that they may not yet have readiness in making a career decision. Readiness for career decision making is the ability to choose the right career after having considered the complexities rising from other factors such as family, social, economic and organizational that may also influence one's career development (Sampson, Peterson Reardon & Lenz, 2000; Lerkkanen et al., 2012). Basing on the above definition, Sampson, Peterson, Reardon & Lenz (2000) further explained that readiness for career decision making consists of two dimensions: capability and complexity. Capability is one's cognitive ability to be involved in effective career decision making, comprising of the knowledge of oneself, knowledge of the career, and skill in career decision making (Sampson, Peterson Reardon & Lenz, 2000). On the other hand, complexity is an external or contextual factor that may come from family, environment, economy, or work environment that may influence career problem solving and decision making processes. External factors may either simplify or complicate the process of determining a career decision (Sampson, Peterson Reardon & Lenz, 2000).

Students who lack readiness in solving issues regarding career and the ability to make career choices may be stunted by ineffective

cognitive process and negative emotion (Sampson et al., 2004). Ineffective cognitive abilities is related to factors such as a negative appraisal of oneself and a lack of confidence in their abilities to solve matters regarding career and determining the correct career choice (Sampson et al., 2004).

In a career construct, the lack of self-confidence in making a career decision is termed as career decision making self efficacy. Career decision making self efficacy refers to one's belief in their ability in making the right career decision. Self-efficacy is a main factor that affect students' abilities and confidence to determine the appropriate career decision (Lent, Brown & Larkin, 1986; Yowell, McConell & Schedin, 2014). Individuals with low career decision making self-efficacy has a tendency to possess limited career choice alternatives and lack of interest to conduct a career exploration, and therefore they have difficulties in making a career choice (Yowell, McConell & Schedin, 2014).

Career decision making involves a complex process due to a multitude of factors that would have to be taken into consideration. Therefore, career decision making self efficacy also encompasses the extent of one's belief in their own ability to deal with making the right career decision. Career decision making consists of several dimensions: occupational information, planning, self appraisal, goal selection, problem solving (Betz, Klein, & Taylor, 1996) and social affirmation (Arlinkasari, Akmal, Rahmatika, 2015).

The occupational information dimension measures one's confidence to gain information regarding the field of occupation of their interest. Planning refers to one's belief in creating a good plan. Goal selection measures the confidence to determine or choose an appropriate career, whereas problem solving is one's belief in their own ability to solve problems related to career (Betz, Klein, & Taylor, 1996). A study on career decision making self efficacy in young adults in Indonesia is previously conducted by Arlinkasari, Akmal, and Rahmatika (2015). According to the results of the study, a social affirmation dimension was added to the construct. Social affirmation is one's

confidence to fulfill expectations from the others such as family or close relations.

According to the above background, it is known that high school students commonly experience issues regarding career, having the lack of readiness for career decision making. The lack of readiness for career decision making may be affected by the lack of self-efficacy in their own abilities to determine career decision. This study intended to prove the relationship between career decision making self-efficacy and readiness for career decision making in a sample of high school students. The results of this study are hoped to become an inspiration for the development of an intervention to help students to be more prepared in making a career decision.

3. METHODS

This research used a quantitative approach as it proposes to study a particular phenomenon in a large population and feasible to conduct a generalization (Sugiyono, 2013). This study used a correlational research design to explore the relationship between two variables (Kumar, 2011) that are career decision making self efficacy and readiness for career decision making.

The population for this research is high school students enrolled in Grade XII in the Tanjung Enim region, whereas the sample used in this study consisted of 197 students collected from three different schools. The Tanjung Enim region is of particular interest as it occupies a mining company (PTBA) that provides scholarships (academic tuition and living expenses) for students in the region who wish to continue their education to university level. This condition should be one supporting factor for students in planning their careers.

Mean sample is 17 years, consisting of 55 males and 142 females. The characteristic of the sample in this study is Grade XII students enrolled in schools at the Tanjung Enim region. Sample was collected using accidental sampling technique, that is involving a sample relevant to the criteria and found by chance.

The career decision making self efficacy variable is measured using the Career Decision Making Self Efficacy-Social Affirmation

(CDMSE Saf) that was developed by Arlinkasari, Akmal, and Rahmatika (2013). This scale consists of 23 items that represent the six dimensions (accurate self appraisal, gathering occupational information, goal selection, making plans for the future, problem solving and social affirmation). All items are favorable with responses ranging from highly agree to highly disagree (Likert scale 1-4). The higher the total score in CDMSE Saf, the higher the career decision making self efficacy. The lower the total score in CDMSE Saf, the lower the career decision making self efficacy. The CDSME Saf scale used in this research has item validity ranging between 0.517 – 0.791 with Cronbach Alpha of 0.942.

The readiness for career decision making variable is measured using the Career Thoughts Inventory (CTI) that was developed by Sampson, Peterson, Lenz, Reardon and Saunders (2013) and was adapted to Bahasa Indonesia. The CTI consists of 21 items that represent the capability and complexity dimensions in readiness for career decision making. This scale measures dysfunctional thoughts that may hamper career problem solving and decision making. Therefore, the higher the total score in CTI, the lower the readiness for career decision making. Conversely, the lower the total score in CTI, the higher the readiness for career decision making. The CTI used in this research has item validity ranging between 0.215 – 0.739. with Cronbach Alpha of 0.900.

Prior to conducting statistical analysis to test the research hypothesis, the researchers first and foremost conducted a normality test to discover data distribution. Normality test results indicated that the career decision making self efficacy data did not have a normal distribution ($p < 0.05$) whereas the readiness for career decision making data had a normal distribution ($p > 0.05$). The research data did not fulfill the criteria of a parametric hypothesis test, and therefore Spearman's correlation test was used to analyze the relationship between the two variables.

4. RESULTS

Hypothesis test results showed that there was a negative relationship between career decision making self-efficacy and readiness for career decision making ($r = -0.234$, $p = 0.01 < 0.05$). The higher the career decision making self efficacy, the lower the dysfunctional thoughts on career decision making. Therefore, it can be said that the higher one's belief on their own ability to determine career decision,

the higher one's readiness for career decision making. The determinant coefficient of both variables is 4% which indicated that in one's readiness for career decision making, 4% is related to their self-efficacy in career decision making. Categorization on career decision making self efficacy and readiness for career decision making are shown on the following table 2.

Table. 1. The table below shows descriptive data of each research variable

Variabel	N	Range	Min	Max	Mean	Std. Dev
Career decisin making self efficacy	197	65	26	91	71.94	14.72
Readiness for career decisin making	197	50	3	53	26.77	8.36

Categorization on career decision making self efficacy and readiness for career decision making are shown on the following table:

Table. 2. The table below shows categorization on career decision making efficacy and readiness for career decision making

Career decision making self efficacy			Readiness for career decision making		
Categories	Frequencies	Percentage	Categories	Frequencies	Percentage
Low	14	9.1	Low	0	0-
Medium	48	24.4	Medium	9	4.6
High	131	66.5	High	188	95.4

The categorization table above displayed that the majority (66.5%) of the sample possessed high career decision making self-efficacy. This indicated the sample were very sure of their own abilities in choosing a future career decision. In addition, results also showed that the majority of the sample (95.4%) had good and well-developed readiness for career decision making. This indicated that sample no longer experienced problems in tackling issues regarding decision making.

5. DISCUSSION

The results of this research were consistent with a previous study done by Dimakakou, Mylonass, Argyropoulou and Tampouri (2012) in that the lower the decision making self efficacy, the higher the difficulties in making a career decision. Research results were also consistent with the findings of Betz and Luzzo (1996) as well as Betz, Klein and Taylor (1996), that indicated a negative relationship between self-efficacy and career indecision. As an individual feels more certain

of their abilities in determining a career fit for them, the tendency to experience career indecisiveness would be much lower. In other words, the lower the self-efficacy for career decision making, the lower the readiness for career decision making.

The correlation between the career decision making self-efficacy and readiness for career decision making variables can be further explained by analyzing the relationship between each dimensions. Career decision making self efficacy does not only measure one's general confidence in making a decision, but is specified on factors that should be taken into consideration during career planning process. Career decision making self efficacy measures one's confidence in the ability to gather information on the occupation, the ability to choose the right career for themselves, the ability to configure a plan to reach their goals, the ability to solve problems faced during the process of determining a career decision, the confidence to correctly appraise oneself and the confidence that they would gain support from the surrounding environment (Rahmatika, Arlinkasari & Akmal, 2015).

The readiness for career decision making construct consists of capability and complexity dimensions (Sampson et al., 2004). Capability is a dimension that involves one's cognitive ability in the process of decision making (Sampson et al., 2004). It is this dimension that is predicted to be strongly correlated with career decision making self efficacy. The two constructs both discuss cognitive aspects in the ability to plan and the confidence of one's own ability. The existence of negative self-appraisal and lack of confidence on their ability for career decision making may cause a person to make inappropriate career decisions (Dimakakou, Mylonass, Argyropoulou dan Tampouri, 2012).

66.5% of the research sample possessed high career decision making self efficacy. The majority of the sample of high school students (95.4%) were also reported to have good readiness for career decision making. Generally, it can be concluded that high school students enrolled in Grade XII that were sampled in this research were ready to make career decisions. This finding indicated an inconsistency with the phenomenon or issue elaborated in the research background. The difference in findings is predicted to be attributed to the characteristics of the sample used in this study. This study involved a group of Grade XII students that should have passed the process of preparing oneself to determine future career decision for further education. Therefore, for future research, researchers are suggested to conduct a study with a similar theme on a more varied sample (not only Grade XII students) and represent adolescents relevant to their developmental stage.

This study has its limitations that can be used as suggestions for future research. Population and sample were retrieved from one area that is Tanjung Enim, South Sumatra. The sample of this research could not represent a wider population nor high school students in Indonesia in general. Therefore, future research should be conducted in various parts of Indonesia to depict a wider population and illustrate the profiles of students in Indonesia.

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6. CONCLUSION AND IMPLICATIONS IN RESEARCH

Research results indicated that the higher the career decision self making efficacy, the higher the readiness for career decision making. Therefore, in order to increase students' readiness for career decision making, interventions can be conducted. Several interventions that may be done to increase career decision making self efficacy are to:

- a. Provide students with a positive experience, particularly in the process of decision making. Similar to self efficacy in general, one factor that may increase one's confidence in their ability is mastery experience. Providing students with an opportunity and positive experience in making a career decision is predicted to increase readiness in career decision making (Lent, Hackett & Brown, 1999).
- b. Aside from personal experiences, the presence of others may also help improve self efficacy in students. The administration of career counseling (individual or group) and various activities to help develop their ability to gather occupational information are ways that are quite effective in increasing readiness for career decision making. Aside from finding information, students may also be accompanied in managing information regarding both oneself and career in order to produce the right decision.

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THE URGENCY OF PROVIDING CAREER GUIDANCE TO DEVELOP CAREER DECISION-MAKING SKILLS OF HIGH SCHOOL STUDENTS

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Abstract

Globalization era has more challenges for the election and appointment of career, if there was an error in the selection and termination of a career, then a career that would be obtained was not as expected. Career guidance in schools assists students in identifying and developing their potential careers. Furthermore, career guidance as a whole counseling process has benefits for the students in reaching out and establish the independency on choosing careers which is suitable for their abilities. Career Decision Making Skills is a picture of the skills of an individual to determine or make decisions about his life's work. In the context of students, such skills is manifested in the form of taking a decision on the selection of majors or now known as the specialization program. Specialization aims at developing the potential of learners at its optimum. To determine whether the choice is right, a student must have sufficient skills for the current choice determining his success in the future. This paper attempts to outline the urgency of providing career guidance to assist high school students in deciding their future career.

Keywords: Career Guidance, Career Decision-Making, High School Students

1. INTRODUCTION

Career choice is seen as one of the major tasks in late adolescents' identity development. In Erikson's life-span stage theory, identity development is the main developmental task in late adolescence (Erikson, 1959). Exploration and commitment formation are seen as two crucial dimensions in identity development (Marcia, 1966). By exploration, it means that individuals are seriously considering different possibilities before they form commitments. Commitment formation means making choices about what really matters to them, and in which they are personally involved. School and career are the most important domains in which commitments have to be chosen (Hoof, 1977). In order to study career choice as part of identity development, the knowledge about the developmental pathway of commitment formation is needed. Kunnen (2013) describes the shape of individual trajectories of commitment strength and exploration. Identity development starts from a condition that is characterized by low levels of exploration. The commitment strength can be either low or high,

depending on whether commitments are absent or have been adopted from others, such as the parents, but in either situation, there is nothing to ask and no need to explore to develop their own commitments.

Career decision making has been conceptualized for a long time as a process of collecting information regarding the vocational world, the personal self and the use of information collected to find an area of match (Parsons, 1909). This model is based on rational choice theory involving the key hypothesis in which people have the ability to access all information and able to make a rational choice based on the information. However, this hypothesis is commonly unmet because of the inevitable variance on the available information and the common conflicts in the information that is available (Xu & Tracey, 2014). This informational ambiguity is especially salient in career decision making because of the lack of obvious criteria for the optimal career choice and the increasing complexity of the vocational world in the 21st century.

One of the major programs in the implementation of the students' program is students' specialization program. Specialization program is a process of making choices and decisions by high school students in the areas of expertise that are based on understanding of the potential and opportunities that exist (Kemendikbud, 2013a). In this case, guidance and counseling teacher in high school ought to help high school students to understand themselves, accept themselves, direct themselves, make decisions by themselves, and realize the decision responsibly.

Students' specialization program is a form of examination which is essential for students in career decision-making. Students will be tested on how skilled they are in making career decisions in the form of decisive choice in selecting the appropriate follow-up studies to develop their potential. For this purpose, students are required to have the ability to understand themselves and the study options that is available to make the right decision. These abilities will reflect on how good the students' skills are in career decision making. Career decision-making process is a process of making career choices of several alternative options based on self-understanding and understanding of careers (Hartono, 2010). The skills on career decision-making process are very important for the students, because students are required to have maturity in their career choice. Decision making skills include the ability to; (1) identify options, (2) identify the possible outcomes of choices, (3) consider the pros and cons of the options, (4) identify alternative outcomes, and (5) choose the option that is not only possible but is likely to get what they want (Ferguson, 2007).

2. DISCUSSION

a. Career Guidance

Viewed from the side of history, the term guidance and career counseling are rooted in terms of vocational guidance which was first popularized by Frank Parson in the book *Choosing a Vocation* (1909). At first this term

was used to refer on the business of helping people in selecting and preparing for an occupation, including seeking to prepare the capacity needed to enter an occupation. But then there is a change of approach from the occupational models (occupational) to the model's career (career). Both of these models have differences, with the former emphasize the conformity between talent with the demands and requirements of the job. Being the model of a career is not only giving emphasis on job options, but also try to connect it with the concept of development and the further goals so that the personal values, self-concept, personal plans and the willingness began to be taken into account.

Guidance and career counseling are closely related to educational career (career education), as stated by Calhoun and Finch (1976) that a career in the education program has a step in the form of career awareness, career exploration and career preparation.

Hornby (in Walgito, 2010) stated that career is a job, a profession that makes someone works happily and joyfully, if it is proper with the situation, the ability and interest. Conversely, if a person's work is not related to what was inside him, it certainly affects the working enthusiasm, less happy and less diligent. Thus, the need of career guidance is to direct a person to that direction. Career guidance is one aspect of guidance and counseling. At present, career guidance is under the pressure of its implementation, particularly in high school. In fact, there are still many students or high school graduates who did not continue their education caused by some reasons that can not be avoided. Therefore, students need good guidance, especially with regard to employment or in other words get career guidance wisely. Thus, the students will know what to choose, what to study or work.

Super (in Sukardi, 1989) defines career guidance as a personal process which supports the development of the acceptance of unity and self-image as well as its role in world of work. According to this limitation, there are two important aspects, first the process of helping

individuals to understand and accept themselves, and understand and adjust to the world of work.

Tolbert (1974), pointed out that the term careers usually shows a series of jobs carried by a person in his life. While the job or position expresses a life, they express a typical work role, such as doctors, machinists and other careers. The guidance includes all services intended to assist students in making plans and decisions concerning education and occupation. "Career Guidance is the process of providing assistance for students in understanding and acting on the basis of self-knowledge and employment, capable of taking decisions so that those considerations can manage the career development" (Manrihu, 1988: 18).

Career guidance is the process of helping a person to understand and receive an overview of the personal self and the picture of the world of work outside of themselves, bring a picture of themselves with the world of work, to finally be able to:

- a. Choose occupations
 - b. Prepare for field work,
 - c. Enter and build a career in that field.
- (Natawidjaja, 1980)

Based on some definitions described above, it can be concluded that career guidance is an activity in which the guidance facilitate students to choose, prepare, search, and adjust to their careers that match their interests, talents, and abilities that can develop themselves optimally to find a career and implement effective career which are satisfying and feasible.

Generally, the purpose of Career Guidance in Schools is, "helping students to understand themselves and their surroundings in making decisions, planning and directing the activities that led them to a career and a way of life that will give them a sense of satisfaction as appropriate, harmonious and balanced with themselves and environment" (Sukardi, 1984: 31).

While the specific purpose of the target implementation of Career Guidance in Schools by Sukardi (1984), are:

- 1) Students are able to increase their knowledge about themselves (self Concept),
- 2) Students are able to increase their knowledge about the world of work,

- 3) Students are able to develop the attitudes and values of self-employment in the face of choice in preparation to enter it,
- 4) Students are able to improve thinking skills and take decisions about the position that suits them and are available in the world of work,
- 5) Students are able to master the basic skills that are important for work, especially the ability to communicate, collaborate initiatively and so on.

According to Walgito (2010), the current career guidance is currently getting its own place so that it can be done more frequent. Career guidance is necessary and important to be given to the students, especially the senior high school students for the following reasons:

- 1) The high school students need to undergo the selection of courses or majors. Majors will obviously determine the future of the students which require them to predict and calculate precisely.
- 2) The fact shows that not all students who graduate from high school will continue to pursue higher education. Students who will plunge into the world of work would require this career guidance therefore the aforementioned students have more knowledge of the world of work.
- 3) High school students are potential workforce. They will determine on how the state of the country will be. They are human resource development. Therefore, it is necessary to prepare the best to face the future and prepare jobs or positions that correspond to their potential.
- 4) The students will become adolescence, which is a time of transition from childhood to adulthood. In general, they have not always been independent, and therefore they need help from others to self-reliance including career guidance for setting up self-reliance in terms of employment.

Mitchell and Krumboltz (1996) identify four fundamental trends that people must cope with when making career choices in modern society and with which careers counselors or practitioners must help:

- 1) People need to expand their capabilities and interests: practitioners should assist clients to explore new activities, rather than routinely

directing them on the basis of measured interests that reflect limited past experiences.

- 2) People need to prepare for changing work tasks: learning new skills for the changing labour market can be very stressful for clients. Practitioners have a significant role to help them cope with stress as they learn to develop new skills on an ongoing basis.
- 3) People need to be empowered to take action: many issues relevant to career decisions are often overlooked in guidance practice (for example, a family's influences to take a particular job). This problem could cause a fear of the decision making process (referred to Krumboltz as 'zeteophobia') or cause impediment in making a decision. Practitioners need to be prepared to help these issues as well as providing effective support during the exploration process.
- 4) Career Practitioners need to play an extended role: career and personal counseling should be integrated. Issues such as burnout, career change, peer relationships, obstacles to career development and the work role together with their effects on other life roles are some examples of potential problems that should be considered more by the careers practitioner.

b. Career Decision Making

In 1996, Krumboltz developed the Learning Theory of Careers Choice and Counselling (LTCC). Furthermore, Mitchell and Krumboltz (1996) stated that 'the Social Learning Theory of Careers Decision Making provides a coherent explanation of a person's career path after it happens but it does not explain more about what a career counselor can do to help people shape their own paths'. So, the LTCC was developed to provide 'a guide to be practiced by career counselors who want to know what they can do to help people with a variety of career-related concerns'.

Georgia Career Information Center pointed out that making career decisions is a lifelong process. It is all about exploring and experiencing the world of work. It is also about understanding abilities, interests, skills, and values and combining these to create a meaningful framework for life. High school student will have many opportunities to discover and rediscover careers that match a changing lifestyle. It is important that the

school counselors are the active participants in this decision-making process.

Career decision-making begins with an awareness of the world around the students and the ability to understand what is personally important. The following lists may help high school students to make their career decision making:

- 1) Learn about themselves: interests, abilities, skills, and values
- 2) Observe individuals in the workplace
- 3) Talk with family and friends about their work experiences
- 4) Collect information about specific careers and companies
- 5) Experience different careers through volunteer or part-time work, or school internship, co-op, and apprenticeship programs
- 6) Consider their personal short-term and long-term goals

c. Social Learning Theory of Career Decision-Making (SLTCDM)

This theory focuses on teaching clients career decision-making alternatives and makes use of the concept of the 'triadic reciprocal interaction' (learning as the interaction with environment and genetic endowment) and emphasizes the role of instrumental & associative learning (Krumboltz et al, 1976, Mitchell & Krumboltz, 1990). Consequently, the key concepts or tools for the practitioner are reinforcement and modeling. The application of this theory is to put into practice by the practitioners attempting to identify and correct any incorrect beliefs of the clients about the decision making process. It was developed to address the questions:

- 1) why people enter particular educational course or jobs;
- 2) why they may change direction during their lives;
- 3) why they may express various preferences for different activities at different points in their lives.

Krumboltz (1990) proposes seven stages of career decision-making model (DECIDES):

- 1) Define the problem: recognizing the decision;
- 2) Establish the action plan: refining the decision;
- 3) Clarify the values: examining (self-observations & world-view generalisations);

- 4) Identify alternatives: generating alternatives;
- 5) Discover probable outcomes: gathering information;
- 6) Eliminate alternatives: assessing information
- 7) Start action: planning & executing this 6 steps sequence of decision-making behaviours.

The use of these task approach skills of career decision making depends on relevant learning. The most effective career development requires individuals to be exposed to the widest possible range of learning experiences, regardless of race, gender, etc.

3. CONCLUSIONS

Based on the description above, it can be concluded that a career decision making skills are indispensable skills of the students, particularly for high school students. High school students are required to choose one of the majors that is considered as the initial step to retrieve career decision. Related to this, the counselors should become a good companion to guide students to choose their career options that match their potential. Providing career guidance is needed to be performed by counselors in helping students making career choices.

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**CAREER DECISION MAKING DIFFICULTY CATEGORIES ON
PADJADJARAN UNIVERSITY STUDENTS**

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Abstract

A great number of career options and lack of information about the work made students difficult to determine their career choice. In addition, the information about the world of work were not analyzed carefully based on their interests and abilities. As a result, students have negative career thoughts such as inability to make their own decisions, hesitation, or confusion in making decisions. The purpose of this study was to categorize Unpad student's difficulty in career decision making. The subjects included 320 students, consist of Unpad students class 2012 & 2013. *Career Decision Making* was assessed using *Career Thoughts Inventory* (CTI) developed by Sampson, Peterson, Lenz, Reardon, and Saunders (2000). CTI measures 3 (three) categories of difficulty: *DM* (*Decision Making Confusion*), *CA* (*Commitment Anxiety*) and *EC* (*External conflict*). We used stratified cluster sampling. For statistic analysis, we used descriptive and regression analysis. The results showed that students have a moderate difficulty in career decision making. Each category: *DM*, *CA*, and *CE* could predict the emertion of negative thoughts in career decision making. *Decision making confusin* (*DM*) was the strongest predictor whereas *External Conflict* (*EC*) was weak or did not predict the emersion of negative thoughts in career decision making.

Keyword: career thought inventory, career decision making, students

1. INTRODUCTION

Career decision making is a process that includes not only a career choice but it involves making a commitment to implement the necessary measures to carry out her choice. (Peterson, et al, 2002; Sampson, et al, 1999). This means that decision-making process need to be understood correctly, especially for someone who will continue their studies or work. In fact, career decision-making process was often hard for some college students and high school students (SMA).

Life Career Theory (Miller Tiedman, in Sharf, Richard S.2006), states that a person has the ability to process information and make decisions in fluent process. They can accept feelings, beliefs, and its approach in decision making to reduce stress and increase their motivation. However, with the many desirable choices sometimes make students confused and hesitant to determine or decide the career that suit their ability and interest.

The decision making process is complex and involves many factors that need to be considered. Internal factors, such as the abilities, interests, personality, values, physical condition, while external factors, such as the opinion of parents, physical facilities, costs, quality of schools, and many more. (www.indonesiajakarta.org 01 September 2006).

According to Gary Patterson, James Sampson, et al, how people think about careers will affect on how they make decisions about their career. There are people who are able to make their own decisions, but still requires the support form environment to implement their actions. They called by *Decided* people. There are also people who have not been able to make a decision because it was not have enough information yet to make the right decisions (*Undecided*), or even someone still confused and do not certain in deciding his career.

Based on the researcher experience as supervisor psychologist in *Biro Pelayanan dan*

Inovasi Psikologi (BPIP) and in TPBK Padjadjaran University, we found several cases of career guidance related to decision-making. Most students complained about their problems in career decision making. Students did not know what should they do after graduation and they had limited information of the world of work so that they could not make a decision. Furthermore, they had conflict: deciding career between their own choice or follow the advice of the environment (parents, brothers, and others). Another issue had founded that although students already have a career choice, they were still uncertain and need the help of psychologists to convince their choice.

Those phenomena illustrate the difficulty or inability to make a decision about their career. Negative thoughts about themselves, such as "Could I?, Is it match with my interests?" or any other conflicts that ultimately affect their career decision-making process. Difficulties and inability in career decision making, according to Sampson, Peterson, et al (1996), can be categorized into 3 (three) scales, namely a) *Decision making confusion*, b) *Commitment anxiety*, and c) *External conflict*.

Decision making confusion, show a person difficulty to combine the knowledge of self and knowledge of the work; to formulate a viable alternative to their job. *Anxiety Commitment*, reflect the inability to make a commitment to specific career choice and they feel anxiety or fear regarding the result of decision-making processes. *External conflict*, reflecting inability to balance perception of oneself with the input or views of others. Based on the phenomenon that has been described, researcher was interested to describe career decision making difficulty categories in Unpad students.

The purpose of study was to categorize Unpad student's difficulty in career decision making. This study can be used as a reference framework to provide intervention for students who are experiencing an inability or difficulty in career decision making.

2. LITERATURE REVIEW

Career Decision-Making

Career decision making is a process of making a choice between alternative possibilities. Career decision making is a

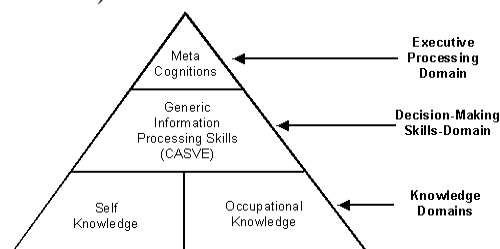
process that includes not only a career choice but it involves making a commitment to implement the necessary measures to carry out her choice. (Peterson, et al, 2002; Sampson, et al, 1999). There are several approaches in career decision making, one of which is cognitive information-processing approach

Cognitive Information Processing Approach

According to Gary Peterson, et al (1980), how people think about their careers affect their thought process in career decision making. Peterson, et al not only help individuals to learn their interests, abilities, values, work choices, and the world of work but also try to help people understand how they think in career decision making. There are four assumptions in applying the theory of *cognitive information processing* approach, namely:

1. Affective and cognitive aspects of management is an important component of the decision-making. Anxiety, confusion, depression may be part of the decision making process for most individuals.
2. To be able to make the right career decisions, people need to know about themselves and the world of work..
3. Information about yourself and the world of work will continue to change.
4. By improving information management capabilities, individuals will be able to solve its problems.

These assumptions could help people understand the *pyramid of information processing domain* which is the core of cognitive information processing approach. According to him, the approach to career progression through *cognitive information processing theory* was illustrated through *pyramid of information processing* based on the Robert Stenberg (1980.1985)



Pyramid of Information Processing Domains in Career Decision Making

Pyramid of information processing domains in career decision making consists of

three basic components of cognitive information processing, namely:

1. Domain knowledge, including knowledge of the self, and knowledge of the job
2. Decision making skills domain, the skills to apply information about themselves with knowledge of the work.
3. Domain execution process, including the selection and control metacognitions keurutan the cognitive strategies used to solve the problem.

Career Thought Inventory (CTI)

Career Thought Inventory (CTI) is an inventory assessment is designed to help senior high school students, and graduated students to identify their misconceptions about career planning. Their negative thoughts can inhibit decision-making and goal achievement, challenges the assumption itself allows individuals to fully engage in the process of career development, (Sampson, Peterson, Lenz, Reardon, and Saunders; 1996a). CTI can be used to identify individuals who may need counseling and to help individuals identify, challenge, and change negative thoughts that interfere with career decision-making

CTI inventory compiled with reference to the concept of Cognitive Information Processing Approach of Peterson, et al. According to the theory, an effective career decisions making require an effective information processing as well.

Career Thought Inventory (CTI), consisting of three scales or categories, namely:

1. **Decision-Making Confusion** (DMC), show a person difficulty to combine the knowledge of self and knowledge of the work; to formulate a viable alternative to their job This, perhaps because their anxiety or other emotions associated with the decision or lack of knowledge about the career decision-making process.
2. **Commitment Anxiety** (CA), a scale that reflect the inability to make a commitment to specific career choice and they feel anxiety or fear regarding the result of decision-making processes.
3. The **External Conflict** (EC), a scale that reflecting inability to balance perception of oneself with the input or views of others.

3.METHODS

This research is descriptive method. *Career Decision Making* was assessed using *Career Thoughts Inventory* (CTI) developed by Sampson, Peterson, Lenz, Reardon, and Saunders (2000). These questionnaire was used to assessed inability to make a decision in career. CTI measures 3 (three) categories of difficulty: *DM* (*Decision Making Confusion*), *CA* (*Commitment Anxiety*) and *EC* (*External conflict*).

Stratified cluster sampling was used as sampling technique. The number of faculties at UNPAD into his cluster, while the stratified technique used to get participants. The subjects included 320 students from 16 faculties, consist of Unpad students class 2012 & 2013. We gathered 20 students from each faculty. Data processing and analysis using descriptive statistic analysis and regression analysis.

4. RESULTS

Based on data processing from 320 students class of 2012 and 2013, from 16 faculties in Padjadjaran University (Unpad), the result would be described: 1) Demographic data of participants, 2) the level of difficulty in career decision making, 3) a description of each category of difficulty in career decision making, and 4) analysis of contributions from DMC, CA, EC to the career decision-making difficulty.

1. The data distribution of Readiness in Career

Readiness to think careers	Many of the participants	Percentage
Ready	288	90%
Not yet	29	9.1%
Doubtful	3	0.9%
Total	320	100%

2. Distribution of the factors that hinder the career decision making

Table 2 explains about the factors that inhibit students to make decision in career, such as family, did not have interest yet, self-efficacy, work opportunities, and limited information.

Table 2. Distribution of the factors that hinder decision-making

Factors that inhibit	Number of Participants
Work opportunity	20

Limited information	18
Number of career options	9
My Ability	32
Uncertainty	14
Competition with others	11
Negative thoughts about self	4
Do not have interest	33
Confused	19
Family	51
Fears to fail	6
Too many considerations	3
Environment	9
Social Relations	10
Education	12
Too idealistic	2
Etc	100

3. Distribution of factors play a role in decision-making

From table 3 we know that decision making was affected mainly by ourselves. The second are parents, and the last are 'seniors' (lecturer, teacher, succeed people)

Table 3. Factors that play a role in career decision making

Factors	Number of participants
Parents	158

Mother	10
Father	6
Self	161
Friend	27
Family	39
Lecturer	7

4. Difficulty in Career Decision Making

Based on Table.4 shows that 87.8% or 281 of 320 participants had moderate difficulties in career decision making, while 8.4% or 27 participants had high difficulty and the remaining 3.8% of participants had low difficulty in career decision-making

Table 4. Level of Career decision making difficulties

Category	participants	Percentage
High	27	8.4%
Moderate	281	87.8%
Low	12	3.8%

5. Regression analysis results based on three categories of CTI

Based on the results of statistical analysis (Table 5), shows that EC had the lowest beta coefficient (0.175) compared to DMC (0.525) and CA (0.417). Therefore EC category had least effect on the CTI and DMC had a strongest effect on career decision making. Results of linear regression analysis, showing the functional relationship of the three categories as follows:

$$\text{Total Score CTI} = 0.525 \text{ CA} + 0.175 \text{ EC} + 0.417 \text{ CA}$$

D	.525	531411936.	.000
M		858	
C	.417	423707612.	.000
A		800	
E	.175	212204339.	.000
C		657	

Table 5. Beta coefficients of the three categories

Model	standardized Coefficients	t	Sig.
	beta		

6. The contribution of categories on career decision making difficulties.

Table 6 explains that 87.9% of CTI predicted by DMC. When DMC combined with CA, they could predict the CTI amounted to 98.2%, while the three categories together can predict a hundred percents of CTI. Following the conclusion of the third model of the CTI category:

Table 6 Model of three categories scale CTI

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Significant F Change
a	.937 ^a	.879	.878	5.80637	.000
b	.991 ^b	.982	.982	2.25860	.000
c	1.000 ^c	1.000	1.000	.00000	

a. Predictors: (constant), DM

b. Predictors: (constant), DM, CA

c. Predictors: (constant), DM, CA, EC

DISCUSSION

Data processing result showed that 87.8% or 281 of 320 participants had moderate difficulty in career decision making. Ninety percents of participants (288 participants) already started to think about career. It could be explained that most of the students were able to make their own career decisions, though in process there were still some considerations. They considered about their ability compared to others, lack of information about the world of work, and work opportunities. These consideration reflected in the responses "I do not understand enough about my self", 'I only have too little information' and 'I do not know how to obtain information'.

According to Peterson, et al (1980) in Sharf (2006) explained that to make the right career decisions, we need to understand oneself and the world of work. Information regarding their own decision-making process would help them to identify and analyze the most appropriate career. Students usually process those informations (about oneself, about work, and thir decision making thinking style) uncompletely, so it can bring up career negative thoughts or create the misconceptions about careers that impede their career decision making.

Decision making confusion (DMC) is the greatest predictor of the emergence of negative thoughts in the career decision making process (87.9%). Decision making confusion (DMC) indicates the individuals difficulty to combine the knowledge of self and knowledge of the work; to formulate a viable alternative to their

career. It happened, perhaps, because of their anxiety or other emotions associated with the decision and lack of knowledge about the career decision-making process. Based on participant's answers indicate that they had too little information about the world of work and did not know where to get them. They tend to not undersstand about themselves too.

The second strongest predictor was the commitment anxiety (CA). This difficulty was reflected from the rapid shift among many interests. They always change their interest in the job or field of study, they were "not being able to find an interest or hobby". Sampson, Peterson, et al (1996), defined that Commitment Anxiety (CA) is a category that reflects the inability to make a commitment to a specific career choice accompanied by anxiety or fear in decision-making process.

External Conflict (EC) had a less effect on negative career thoughts. External Conflict (EC) is a category that reflects the inability to balance the perception of oneself with the input or the views of significant others. When individuals experience difficulties, they reluctant to take a responsibility in their own career decision. EC as the most weak predictors did not mean that the studentss were not disturbed by 'key persons' (someone important in their life) in their career decision-making process. They still consider the advice of the key person in determining their career choice, but it did not burdened them. This was reflected in their answers that they do not have to take a job or studies that make key person happy. Results of supporting data showed that parents had a role in career decision making. Parents provided advice, information and support for consideration in the decision-making process while decision was made by students.

Basically the person who has difficulty or inability in making career decisions can be caused by complex negative thoughts. This means that DMC, CA, and the EC all together disturbed their career thought, such as "Could I success in this work? Is this choice good for me? Is this choice make my family happy?". These negative thoughts makes the students had difficulty in determining their career choice.

5. CONCLUSIONS

Based on the results and discussion that has been described previously, it could be drawn the conclusion as follows:

1. Unpad students had a moderate difficulty in career decision making. This means that most Unpad students quite capable of make their own career decisions, although there were some considerations in the decision making process.
2. Decision making confusion (DMC), Commitment Anxiety (CA), and External Conflict (EC) scale serves as a predictor of the negative thoughts in the career decision-making process.
3. Decision Making Confusion as a powerful predictor of negative thoughts about career.
4. Category External Conflict had a less effect on the emergence of negative thoughts that influenced the career decisions of students.
5. The decision making process was lead by themselves, not by parents, friends, nor teachers.
6. Parents was needed to provide support, advice and information in the career decision-making process.

SUGGESTIONS

1. To help students who have difficulty or inability in making career decisions, by providing interventions in accordance with the category of difficulty.
2. The faculty can work together with certain institutions, successful alumni in the field to share information about the world of work to the students .

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