

Motivation and innovation role of school's principal in improving teacher professionalism

Nellitawati Nellitawati^{*)}

Universitas Negeri Padang


^{*)}Corresponding author, ✉e-mail: nellitawati@gmail.com

Abstract

The main purpose of this study is to determine the motivation and innovation role of principals in improving the professionalism of teachers at SMK Negeri in Padang City. The design of mixed methods. A total of 261 teachers were included as respondents to answer the distributed questionnaires, and a total of 12 respondents were included in the interview, consisting of principals and expert teachers. The findings indicate that the main role in improving the professionalism of teachers is still at a moderate level. This study also shows that the role of principal motivation and innovation has a significant influence in improving the professionalism of teachers in teaching and learning. Based on qualitative results determined that the role of principal motivation and innovation is an important factor to improve the professionalism of teachers. This study emphasizes that the role of principal motivation and innovation in enlightening teacher professionalism is an absolute factor.

Keywords: motivation and innovation role, principal, teacher professionalism

How to Cite: Nellitawati. (2018). Motivation and innovation role of school's principal in improving teacher professionalism. *Couns-Edu: International Journal of Counseling and Education*, 3(2): pp. 48-56.
DOI: <https://doi.org/10.23916/0020180313520>

 This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2017 by author and Indonesian Counselor Association (IKI).

Introduction

The main thing that must be done to improve the quality of human resources in Indonesia is to improve the quality of education. However, the quality of education in Indonesia is still relatively low with the percentage of 14,6 % (Ayu, 2014). This case can be seen from Indonesia's low human development index when compared with other countries around the world. Indonesia's human development index is ranked 113 out of 188 countries (Nugroho, 2017). It means Indonesian's human development is in medium level.

One important aspect of the effort to improve the quality of education is to improve the quality of teachers by increasing teacher competency by maximizing the competency requirements of teachers to professional teachers. Professional teachers mean that the teacher must have four competencies, namely pedagogical competence, competency, social competence and professional competence. Teacher competence is the ability and skill of teachers in carrying out their duties for the smooth process of teaching and learning that takes place in the booths of the darling, as well as determines the stage of achievement of teaching and learning process of high quality (Kodama, 2016; Vanhear, 2016). Therefore, the development of teacher competence needs to be done well (Misbah, Gulikers, Maulana, & Mulder, 2015), because teachers are the decisive factor in achieving educational brilliance. Although there are a good curriculum and complete ease, but if there is no teacher who has high competence, then the brilliance of education is difficult to achieve (Prestridge, 2012). To be able to improve their competence, a teacher

must learn continuously while teaching, so that they can improve the skills and skills needed to carry out their duties (Kitaabati, 2012).

Although there has been Minister of National Education Regulation No. 13 year 2007 regarding Standard of School Principals explaining that the competence of school principal is important and is the main factor to achieve school organization's glory in improving the quality of education, but in Indonesia especially, in Padang the issue of the weakness of the role of principal in leading the school is not New issues. The main issue is the lack of leadership competence in the management of principal schools consequently the quality of education participate berk and down (Kitaabati, 2012). In this case Yukl (2013) expressed that in the leadership of the principal there are some weaknesses. The main disadvantage is the stere leadership leaders who tend to refer to the bureaucratic model as a result they forget the role as leaders who need to menjited komited subordinates to the school. Thus, they tend to elicit formal rules that have autorative leadership stances, overemphasize academic achievement and set the role of a leader who can capitalize the skinned human beings for achievement of educational goals.

Research about the influence of the principal's managerial ability and the factors that influence the work motivation on the performance of slb teachers in subang regency by Karweti (2010) shows principals play an important role in school leadership. Then, study of the role of school counselors (Bryan, Day-Vines, Griffin, & Moore-Thomas, 2012; Khansa, 2015), which focuses on the role of school-goers in Madrasah Aliyah towards teacher achievement in enhancing the quality of education found that the role of school principal has a significant relationship to teacher competence, when teacher competence mempunyai positive relationship With the quality of teaching and learning. Referring to the case, the reviewer conducted an investigation into the role of school principal in enhancing the competence of teachers in Vocational High School (SMK) Negeri Padang Indonesia. Therefore, to achieve the richness of education required teachers to have high skills and competencies holistically, namely the competence pedagogy, keberibadian, professional, and social. Mastery of competence is very important to improve the quality of teaching and learning, and so on the matlamat to produce quality education may be achieved. Furthermore, the teacher's educational stage is also one of the factors influencing the low competence of teachers (Karweti, 2010). Furthermore, Mu'Min (2011) adds about the role of headmaster in improving teacher professionalism in SDI al-Ihsan bamboo apus Pamulang. The results of his research show that the implementation of the role of the principal is well enough. in this case the role to the school in order to improve the professionalism of teachers is very dominant. empowerment of faculty, staff, improvement of learning facilities, supervision of learning and teaching process all of which can run well enough, through the role of the school school's principal.

In addition, the mastery of the material and lesson methods are still lacking and the commitment of teachers in performing their duties has not been maximum (Naderi Anari, 2012). Furthermore, the low quality and competence of teachers is caused by the absentee playing his/her maximum role in performing the task. Because the role of the school principal as educators, administrators, pentadbir, leaders, supervisors, motivators and innovators have not been implemented properly then certainly have a negative impact on the competence of teachers in carrying out their duties (Yudhistira, 2013).

Based on the background of this study problem that teacher professionalism is one of the benchmarks of the quality of education (Muhson, 2004). In addition, teacher competence has an important role in the teaching and learning process (Bustari, 2010). Therefore, to carry out quality learning, teachers need to master competencies as required by Law No. RI. 14 (2005), PP 19 years (2005) and BSNP (2006). However, the lack of role of principal as educators, administrators, pentadbir, leaders, supervisors, motivators and innovators will have an impact on the declining competence of teachers (Renstra Kemendiknas, 2011). Because of the lack of maximal role in running the task, it will have an impact on the decrease of teacher competence (Yudhistira, 2013). Thus the low role of the role of the counselor also leads to a low level of teacher competence.

The role of school principal should do guidance to the teacher well so that teachers can complete the job well and get maximum results. In carrying out its duties, the role of principal role is caused by several factors including the stage of education and the period of his ritual. Those who have high education stages may perform their duties well and vice versa likewise that the lower stage of education of

the principal then the pursuit of performing their duties is also not maximum (Ahmad, 2014; Setiyati, 2014). Although the study run by Settaraming, Rahman and Tahir (2012) found that some of the authors who have higher education stages are still not positively related to their ability to perform the task. Is there a real difference in the role of the principal in carrying out his duties to follow the educational stage? Therefore, the reviewer will analyze the same difference between the role of the leader as a leader in his educational stage.

Determining the role of principal role in improving teacher competence and competence of Vocational High School teachers in the City of Padang. Determining the same there is a difference in the role of teachers and the competence of Vocational High School teachers in the city of Padang based on demography (stage of education and period of ritual). Determine the problems faced by principal and teachers of State Vocational High School in Padang City in improving teacher competence. Determining the role of the principal who becomes a predictor of the competence of Vocational High School teachers in the city of Padang.

The Innovation Role of Principal

Hallinger and Moosung Lee (2013) describe that the pursuit of success in school is inseparable from the role of the school counselors to give new ideas and to support teachers to have high knowledge, skill and motivation. Consequently Crow and Peterson (2014) expressed that the schoolteacher as an innovator has the power to foster a matlamat to encourage and activate all the staff in the organization he leads to carry out his tasks as well as possible. School counselors should have new creative and thoughtful thoughts to facilitate interpreting the school's vision and mission as well as the ability of the school counselors to implement their role (Soleimani, Nader dan Tebyanian, 2011).

According to Kidwall et al. (2013), the principal as an innovator should have a role to transfer knowledge supported by the sharing of cases that are shared together to find new ways of solving any current issues. So the principal does not appear as a 'one man show' and rivals may produce a staff that is able to describe the concept possessed by the principal. It is therefore desirable if the counselor has a delegative and integrative role. A delegative role model means that school leaders can run to their subordinates for a particular job. While integrative principal is principal who have keystayaan in integrating various activities in school. In addition, the school's principal must be capable of scientific rational and objective thinking (Bass & Bernard, 2006).

The Motivation Role of Principal

Nyaribo, Misuko; Prakash, Ajai and Edward (2012) describe that school administrations or organizations need to provide motivation as a staff with a gesture for the staff to be aware of the many benefits that will be obtained if we run our duties with passion. As an aging motivator it is necessary to have the right principle or strategy in order to provide reserves to followers to work properly. This role requires the constituent to create a good working/school environment atmosphere, a pleasant working atmosphere, a well-preserved discipline culture, a memorable gift to educational personnel (Bass & Bernard, 2006).

Motivation is one of the factors that can influence teacher competency stage. Working feet with high work motivation will result in good quality work, because their tasks / work are done in earnest and heartfelt. In harmony with the opinion expressed by Mangkunegara (2012) which states that factors that affect the competence of teachers that is; (I) factors that include the potential capability of IQ and the reality of reality, and (ii) motivation factors can also be formed from the attitude (attitude) an organizational staff.

Robert L. Martis and John H. Jackson (2012) suggests that there are several factors that affect the stage of one's competence; (1) motivation, (2) received support, (3) the realization of the work they undertake, and (4) their relationship with the organization. In additon, Murwati (2013) also suggested that factors that may affect the stage of one's competence is a factor of motivation. After that, Dhermawan, Sudibya, dan Utama (2012) stated that motivation is part of an element that may influence one's competence in performing its duties. Furthermore, Wardana (2013) also states that motivation is defined as the willingness of a person to show a high effort to achieve the organization's matlamat.

Teacher Professionalism

Professionalism of teacher is a competency that should be possessed by teachers in implementing the teaching and learning process in the classroom. Teachers are required to understand their learning materials well. Besides teachers are required to master the teaching materials, the teacher must also comprehensively comprehend and deepen the areas of expertise he or she taught that includes (1) concepts, structures, methods of knowledge, (2) learning materials in accordance with the school curriculum, (3) the relationship between related subjects, (4) the application of concepts in daily life, (5) competing professionally in a global context without abandoning the national cultural values (Depkeu, 2005). Being a professional teacher can not be done quickly and not something easy. Before becoming an expert, the teacher must go through several stages of being a novice to advanced, competent, provident, and finally becoming an expert (Wardana, 2013).

A personal capability of a teacher who has elements of noble, steady, stable, and mature, wise and wise, be tauladan, reaping own achievements and awaken themselves and religious. Basically learning is a change of behavior. In addition, teachers must have certain personal qualities that include responsibility, dignity, self-reliance, and discipline (Mulyasa, 2009). Social competence is a teacher's ability to connect with the surrounding community. Such cultivation is the endeavor in communicating as well as oral and written, using functional communication technology, associating with students, co-workers, parents or guardians, and getting along well with the surrounding community (Sudrajat, 2009). Besides the existing social and personal competencies, the most important and essential things teachers need to master are idealism and ideals. Idealism to be achieved through education such as teaching seriousness, interact or communicate directly with the community and express ideas through writing, especially in the article ilmiah (Sukmadinata, 2014).

Method

The research design used in this research is mixed method design (Murwati, 2013). The population is a group of people who have the quality and specific characteristics established by the researcher (Sugiyono, 2010). Researchers determine all teachers who teach in 10 vocational schools (SMK) Negeri Padang - Indonesia as the population in this study for quantitative analysis. The total population of teachers at SMK Negeri 10 Padang, according to the Ministry of Education in the city of Padang is 865 people. Based on a population that is large enough, especially for vocational teachers is needed in certain ways to select only part of the total population. The principles of sample problems and the population is a matter of representation. Mechanical sampling should be selected appropriately so that the selected sample of the population may represent the characteristics of the population. When the characteristics of the sample was representative of the characteristics of the population, the conclusion can be made on the population (Sugiyono, 2010).

The determination of the number of samples multiplied by the total study population, 30 per cent of the total population of 865 multiplied by 30 per cent equals 261 teachers. All teachers selected as samples were then asked to provide answers about the role of school principals in enhancing the competence of teachers, as well as to assess the impact of the role of school principals to improve the competence of teachers in public vocational school in the city of Padang. Sampling technique used in this study is the technique of random sampling (random sampling). This technique is used to determine which teachers are selected for this study because all teachers have the same probability to be elected as a sample. According to Creswell (2014) that specifies the number of samples in the qualitative requirements are based on respondents' answers saturation interviewed. Researchers in this case chose six principals and six teachers to be interviewed as compliant with the number of interviews and the respondents expected that the answer will be found already aging. To determine the qualitative sample in this study we used purposive sampling technique (Sibona & Walczak, 2012; Suen, Huang, & Lee, 2014). This technique means that the study is intended to obtain information about the principal role in enhancing the competence of teachers. Thus the main requirement is that the principals of vocational schools in the city of Padang and some teachers considered eligible necessary in this study as experience in the service for at least five years and have attended workshops required. Principals and teachers are also selected principals and teachers who have outstanding performance based on the reports received from the Education Department of the city of Padang, Indonesia.

Quantitative Data Analysis

In order to gain an appropriate research results, the researchers chose to adopt a joint investigation concurrent design between quantitative and qualitative disproportionately i.e Concurrent Embedded Mixed Method Design. The choice of method is because in this method it is possible to collect data simultaneously and a study showing that both take advantage of the results of quantitative research data and data from qualitative research (Creswell, 2010). The purpose of using a combination of methods is not balanced is to build strength between quantitative and qualitative research studies, as well as address the shortcomings inherent in both methods (Gay, 2006). There are many benefits to be gained from combining quantitative and qualitative research, which provides a broader understanding of the issues contained in the study (Creswell, 2010). In line with the research done, then there are two types of survey data analysis, ie the analysis of quantitative and qualitative data. Especially for quantitative data analysis, the survey group B and group C, researchers are using the application program of Statistical Package for the Social Sciences (SPSS) for Windows 21.0. In this case study analysis of the data was performed using descriptive analysis and multivariate analysis at the 0.05 significance level ($\alpha < 0.05$). Explanation of the use of both types of statistical analysis is shown in the following description.

Descriptive statistics were used to describe the study as a reflection of the prevailing situation on the object under investigation and are not intended to take any conclusions (Revelle, 2017; Weiss & Weiss, 2012). Quantitative analysis was performed using frequency table's description. The results are described in the form of frequency, percentage and average. Low level of mean score is mean score of 1.00 to 2.33, and moderate level is 2.34 to 3.66 of mean score and the last is high level when the mean score is around 3.67 to 5.00 (Sugiyono, 2010). Use inferential statistical analysis aimed to test the hypothesis. Correlation and regression statistical techniques are used to measure testing the hypothesis. This test is intended to test every hypothesis that has been previously established. In accordance with the nature of the test hypotheses, then in this case there will be two possibilities to test, namely whether the null hypothesis of the study is accepted, or rejected. Testing based on a 95 percent confidence level (α 5 percent) means that the relationship between variables is significant or $\alpha = 0.05$. If a significant value > 0.05 then the null hypothesis is accepted, otherwise if a significance value < 0.05 , the null hypothesis is rejected.

Quantitative Data Analysis

Qualitative data analysis of a continuous process that requires continuous reflection on the data, ask questions of analytical questions. Qualitative data analysis can involve compiling data from interviews, interpret, and report their findings simultaneously and together. Qualitative analysis is a technique for data collection using interviews to the parties concerned, so that the type of data is the data type categories (Bryman & Bell, 2015; Sgier, 2012; Vaismoradi, Turunen, & Bondas, 2013). The researchers started from the general to the specific in merging data analysis, (Creswell, 2012). To facilitate researchers in running data analysis after data collection in the field concerned with the study in vocational schools in the city of Padang, the researchers used a thematic analysis with the help of cross-case analysis (Seijger, Chris; Dewulf, Geert; Tatenhove, Jan Van; Otter, 2015). The data were analysed by cross-case analysis in order to facilitate the analysis of qualitative data because the process is performed initially by making the coding of data and then make a percentage of each frequency responder.

Results and Discussions

The result shows that the respondent school teacher in the city of Padang City was good because of the level of education is quite good with lots of scholars and doctors. There tenure majority of teachers who have more experience and teachers also attended the workshop as a whole.

Descriptive Analysis

Descriptive results show that the overall level of State High School principal role in Padang is simple. The findings show the role of the principal is simple because it has a mean value of 3:50 with a standard deviation of .659. This finding means that the overall level is still modest principal role. Therefore, that needs to improve in the future. This study found that the principal role as an innovator and motivator are also at a moderate level only. Because the mean value of the principal role as an innovator is

3:55 with a standard deviation of .742 and as a motivator has a simple mean value of 3:53 with a standard deviation of .650. This finding also means that the principal role in enhancing the competence of teachers in terms of innovation and motivation they need to be improved. Both the principal roles in this perception of teacher in majority are on a scale of 4 points but also found many teachers give the perception that disagrees with scale three points. The teacher professionalism found in the moderate level only since the mean value was 3.64 with a standard deviation of .579. Frequency, the teacher professionalism was 140 (53.6 per cent). This finding meant that the personality of the professionalism of teachers and professionals is essential for the success of enhanced external students of the students.

Inferential Analysis

The result of multiple linear regression analysis showed that the overall effect of the principal roles of teacher professionalism is significant because of the significant F (12,984) is 0.000. The principal results of the significant role of teacher professionalism is significant and the fifth hypothesis cannot be accepted or rejected as sig 0.000 less than the value of 0.05.

Table 1: Regression Analysis Results

Independent variables	β	t	Sig
Constanta	3.338	20.871	.000
Innovator Role	.297	3.103	.002
Motivator Role	.219	2.330	.021

Dependent Variable: Teacher Professionalism

adjR² = .287
 R = .514
 R² = .309

F = 12.984
 sig = .000

Table 1 shows that the principal role as an innovator is a significant influence on teacher professionalism as t value of 3,103 with the significant level of .002. This can mean that the role of the principal innovation is essential in improving the professionalism of teachers. There appear also that the role of the principal motivations on teachers' professionalism is significant at the level of .021 with a t value of 2,330. That means that with the motivation of the principals it will have an impact on the improvement of professionalism of teachers. Both principal roles are important function in the process of improving the ability of teachers in terms of professional.

Qualitative Findings

Qualitative analysis of this study provides a thematic analysis by cross case analysis to ensure that the opinion of the principal and teachers at each theme is whether in the role of principal and teacher professionalism. The findings by professional teachers, then there are four aspects of teacher respondents indicated that this one is simple and there are two stages of respondents said that teachers have low level in terms of professionalism. That means that the whole can say that the level of teacher's professionalism is gradually moderate related to the interviews findings of the respondents. Although teachers already certified but still modest professional level there is even a low level. This finding is very clear to policy makers in particular to the departments concerned to take into account in improving the quality of teachers certified. Based on the opinions of respondents said an interview that professional teachers are still modest, it means that professional teachers need to get serious attention from the government to improve the level of professionalism of teachers this one.

Overall, it seems that the principal motivators are experiencing serious difficulties in carrying out his duties at the school. The principal role in improving the professionalism of teachers certainly have some problems because some principal is rarely follow up workshops or self-study can add to his knowledge in the exercise of his duties. Another problem is the addition of individual principal problems of the teachers who are less aware of the importance of following a workshop to gain knowledge and skills. Indeed, these problems are not a serious problem because the principal can divide the inquiry in resolving problems with sharing to the deputy principal and to the teachers themselves. Up hoped that the professionalism of teachers could be increase because of the support of the school principal as a motivator. One example of motivation that can give is "a person who stops learning is the owner of the past, but the

study is the owner of the future." This means that if teachers do not learn it will be left behind and do not have success in the present and future but has a grim past."

Overall, it seems that the principal as an innovator is not experiencing serious difficulties in leading the school. However of course there are the problems but it is not a severe problem because the principal is able to look for a proper solution by first making the rules and standards that can support the administration in carrying out his task. In order to improve the professionalism of teachers should be not become a difficult thing since the teacher can join a workshop or short course. The problem occurs when teachers do not support the principal to make innovation such as teachers do not want to learn to upgrade their information and skill.

Conclusions

The study found that the level of competence of teachers is at a moderate level and so is the principal role at a moderate level. The roles of school principals in improving the professionalism of teachers have been demonstrate with significance levels of statistical. This means that the principal role of motivation and innovation to increase the professionalism of teachers. This study can provide real implications on improving the professionalism of teachers in particular how the quality of teachers required for the successful outcome. At least, these findings may be a reference to the principal in improving the professionalism of teachers. Further research could also have implications on the government in particular how the government provides rules and policies to support an increase in teachers' professionalism.

References

- Ahmad, S. (2014). Problematika kurikulum 2013 dan kepemimpinan instruksional kepala sekolah. *Jurnal Pencerahan*, 8(2).
- Ayu, L. R. (2014). Kualitas Pendidikan Indonesia. Retrieved from https://www.kompasiana.com/raralestari25/kualitas-pendidikan-di-indonesia_54f995f6a3331118568b45bb
- Bass, Bernard, M. . R. R. E. (2006). *Transformational Leadership* (Second edi). New Jersey: Lawrence Erlbaum Associates, Inc., Publishers.
- Bryan, J., Day-Vines, N. L., Griffin, D., & Moore-Thomas, C. (2012). The disproportionality dilemma: Patterns of teacher referrals to school counselors for disruptive behavior. *Journal of Counseling & Development*, 90(2), 177–190.
- Bryman, A., & Bell, E. (2015). *Business research methods*. Oxford University Press, USA.
- Bustari, M. (2010). *Kepemimpinan Transformasional Kepala Sekolah dalam Meningkatkan Kinerja Organisasi*. UNY.
- Creswell, J. W. (2014). *Research Design_ Qualitative, Quantitative, and Mixed Method Approaches*. California: Sage Publications, Inc.
- Crow, G.M. dan Peterson, K. D. (2014). *Principals Role in Restructuring School. Leadership and Management –. Politics and Governance*.
- Depkeu. (2005). *Undang-Undang Nomor 14 Tahun 2005*. Retrieved January 12, 2018, from www.sjdih.depkeu.go.id/fullText/2005/14TAHUN2005UU.html
- Dhermawan, A. A. N. B., Sudibya, I. G. A., & Utama, I. W. M. (2012). Pengaruh motivasi, lingkungan kerja, kompetensi, dan kompensasi terhadap kepuasan kerja dan kinerja pegawai di lingkungan kantor Dinas Pekerjaan Umum Provinsi Bali. *Matrik: Jurnal Manajemen, Strategi Bisnis Dan Kewirausahaan*.
- Gay, L. R. (2006). *Educational Research: Compentencies for Analysis and Applications*. New Jersey: Pearson Prentice Hall.
- Hallinger, P. dan L. M. (2013). Exploring Principal Capacity to Lead Reform of Teaching and Learning Quality in Thailand. *International Journal of Educational Development*, 33; 305-31.
- Karweti, E. (2010). Pengaruh kemampuan manajerial kepala sekolah dan faktor yang mempengaruhi motivasi kerja terhadap kinerja guru SLB di Kabupaten Subang. *Jurnal Penelitian Pendidikan*, 11(2), 77–89.
- Kemendiknas, R. (2003). *Kemendiknas 2010-2014*. Kementerian Pendidikan Nasional.

- Khansa, R. (2015). Teachers' Perceptions toward School Counselors in Selected Private Schools in Lebanon. *Procedia-Social and Behavioral Sciences*, 185, 381–387.
- Kidwell, C. S., Jahan, R., Gornbein, J., Alger, J. R., Nenov, V., Ajani, Z., ... Schwamm, L. H. (2013). A trial of imaging selection and endovascular treatment for ischemic stroke. *New England Journal of Medicine*, 368(10), 914–923.
- Kitaabati. (2012). Permendiknas RI No 19 Tahun 2005 Standar Nasional Pendidikan. Retrieved from <http://kitaabati.blogspot.co.id/2012/12/permendiknas-ri-no-19-tahun-2005.html>
- Kodama, M. (2016). The role of educational leadership on participation in the Costa Rican national program of science and technology fairs at Escuela Colòn in San José Oeste. University of Southern California.
- Mangkunegara., A. . A. P. (2012). *Evaluasi Kinerja Sumber Daya Manusia*. Bandung: Refika Aditama.
- Mathis, R. L. dan J. H. J. (2012). *Manajemen Sumber Daya Manusia*. Jakarta: Salemba Empat.
- Misbah, Z., Gulikers, J., Maulana, R., & Mulder, M. (2015). Teacher interpersonal behaviour and student motivation in competence-based vocational education: Evidence from Indonesia. *Teaching and Teacher Education*, 50, 79–89.
- Mu'Min, A. (2011). Peranan kepala sekolah dalam meningkatkan profesionalisme guru di SDI al-Ihsan bambu apus Pamulang.
- Muhson, A. (2004). Meningkatkan Profesionalisme Guru: Sebuah Harapan. *Jurnal Ekonomi Dan Pendidikan*, Volume 2 N.
- Mulyasa, E. (2009). *Manajemen Berbasis Sekolah*. Bandung: Rosdakarya.
- Murwati, H. (2013). Pengaruh sertifikasi profesi guru terhadap motivasi kerja dan kinerja guru di smk negeri se-Surakarta. *Jurnal Pendidikan Bisnis Dan Ekonomi (BISE)*, 1(1), 1–10.
- Naderi Anari, N. (2012). Teachers: emotional intelligence, job satisfaction, and organizational commitment. *Journal of Workplace Learning*, 24(4), 256–269.
- Nugroho, I. (2017). Peringkat Indeks Pembangunan Manusia RI Turun, Ini Kata Pemerintah. Retrieved from <https://finance.detik.com/berita-ekonomi-bisnis/d-3455970/peringkat-indeks-pembangunan-manusia-ri-turun-ini-kata-pemerintah>
- Nyaribo, Misuko; Prakash, Ajai; dan Edward, O. (2012). Motivators of Choosing a Management Course: A Comparative Study of Kenya and India. *The International Journal of Management Education*, Elsevier.
- Prestridge, S. (2012). The beliefs behind the teacher that influences their ICT practices. *Computers & Education*, 58(1), 449–458.
- Revelle, W. R. (2017). *psych: Procedures for personality and psychological research*.
- Seijger, Chris; Dewulf, Geert; Tatenhove, Jan Van; Otter, H. S. (2015). Towards Practitioner-Initiated Interactive Knowledge Development For Sustainable Development: A Cross-Case Analysis Of Three Coastal Projects. *Global Environmental Change*, 34 (2015).
- Setiyati, S. (2014). Pengaruh kepemimpinan kepala sekolah, motivasi Kerja, dan budaya sekolah terhadap kinerja guru. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 22(2), 200–206.
- Settaraming, Mohd., Rahman, Anuar Abdul dan Tahir, L. M. (2012). Peranan Kepimpinan Principal Sekolah Dalam Membina Pembelajaran Berpasukan Guru Di Sekolah Menengah Daerah Soppeng. *Jurnal Pendidikan Malaysia*, 37(2): 1-9.
- Sgier, L. (2012). *Qualitative data analysis*. An Initiat. Gebert Ruf Stift, 19–21.
- Sibona, C., & Walczak, S. (2012). Purposive sampling on Twitter: A case study. In *System Science (HICSS)*, 2012 45th Hawaii International Conference on (pp. 3510–3519). IEEE.
- Soleimani, Nader dan Tebyanian, E. (2011). A Study of the Relationship between Principals' Creativity and Degree of Environmental Happiness in Semnan High Schools. *International Conference on Education and Educational Psychology (ICEEPSY 2011)*, *Procedia* 2.
- Sudrajat, A. (2009). Peraturan Pemerintah No. 74 Tahun 2008 tentang Guru. Retrieved January 11, 2018, from <https://akhmadsudrajat.wordpress.com/2009/01/16/peraturan-pemerintah-no-74-tahun-2008-tentang-guru/>
- Suen, L.-J. W., Huang, H.-M., & Lee, H.-H. (2014). A comparison of convenience sampling and purposive sampling. *Hu Li Za Zhi*, 61(3), 105.
- Sugiyono. (2010). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R &D*. Bandung: Alfabeta.
- Sukmadinata, N. S. (2014). *Pengembangan Kurikulum Teori dan Praktek*. Bandung: Remaja Rosdakarya.

- Vaismoradi, M., Turunen, H., & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing & Health Sciences*, 15(3), 398–405.
- Vanhear, J. (2016). Merging metacognitive tools for use in higher education to facilitate meaningful learning. Staffordshire University.
- Wardana, D. S. (2013). Motivasi berprestasi dengan kinerja guru yang sudah disertifikasi. *Jurnal Ilmiah Psikologi Terapan*, 1(1), 98–109.
- Weiss, N. A., & Weiss, C. A. (2012). *Introductory statistics*. Pearson Education London.
- Yudhistira, D. (2013). *Menulis Penelitian Tindakan Kelas Yang Apik*. Gramedia Widiasarana Indonesia.
- Yukl, G. A. (2013). *Leadership in organizations*. Pearson Education India.

Assertive training on discipline of learning in junior high school

Tri Dewantari^{*)1}, Rita Eka Izzaty

¹²Universitas Negeri Yogyakarta

^{*)}Corresponding author, ✉e-mail: dewantaritri@gmail.com

Abstract

Discipline in learning is the obedience of students in the implementation of learning. In reality, in schools there are still students who behave inappropriately with the rules agreed upon in learning such as: often chatting in the classroom, not doing homework, not coming to school. Seeing the phenomenon so that there are efforts to improve student learning discipline. The purpose of this study is to determine the discipline of student learning and to determine the level of effectiveness of the use of assertive training in improving student learning discipline. The method used in this research is quasi-experimental research with Non-equivalent Control Group Design. The results show that $t_{count} > t_{table}$ ($6.652 > 2.145$). So, H_0 conclusion refused and H_a accepted, which means assertive training can improve student learning discipline.

Keywords: assertive training, dicipline of learning

How to Cite: Dewantari, T., Izzaty, RE. (2018). Assertive training on diciplineof learning in junior high school. *Couns-Edu: International Journal of Counseling and Education*, 3(2): pp. 57-62. DOI: <https://doi.org/10.23916/0020180313120>



This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2017 by author and Indonesian Counselor Association (IKI).

Introduction

Education is an important thing that is always related to human life. Every living human being needs education to improve his quality of life. The purpose of national education based on Law No. 20 of 2003 that is for “the development of potential learners to become human beings who believe and be cautious about God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become citizens a democratic and responsible state” (Indonesia, 2003). Based on these objectives it can be concluded that the purpose of education is to form the character and personality of students and to improve the potential and abilities that exist in the students, so that students can direct their lives to conform to the norms and rules that apply, it so that learners can become qualified and responsible human resources.

In achieving the desired goals for the learning process, there are many factors that influence, among others, the physical factors and psychological factors, which include motives, interests, attention concentration, balance, personality, self convidence, self discipline, integration and memory (Dani, Suarni, & Sulastri, 2013). Discipline is a very important factor in learning required by each student (Amri, 2013; Sanjaya, 2016). Discipline as a requirement in shaping behavior in life (Raharjo, 2010; Reza & Dirgantara, 2010), which will lead a student in learning, improve learning ability that affect the personality of learners (Angkowo & Kosasih, 2007; Chorida, 2013; Siagian, 2013).

However, based on facts in the field, not all learners follow the rules and regulations set by the school (Hidayat, 2013). Violations committed by learners are increasing from time to time (Rismayanthi, 2011). Violations of school rules by students related to discipline include late school entry; not wearing full school attributes; carrying cigarettes and smoking in the school environment; and then cheating behavior (Sayekti, 2012). Based on Joko Sumanto's research that there are some violations that occur in school discipline are as follows: in the odd semester percentage of students not attending school as much as 0.13% (32 cases students overdue more than 10 minutes, 76 cases students violation of school uniform, 5 cases of fights between students, 1 case of theft, 4 cases asking for money to other students as many as 4 cases, and 16 cases leaving lessons without permission 16 cases) (Oktariana, 2012). While in the even semester, the percentage of students did not attend school without information / alpha of 0.09% (31 cases of students late over 10 minutes, 81 cases of school uniform violations, 4 cases of fights between students, 1 time theft, 2 cases asking for money to other students by coercion, and 20 cases skipping and leaving lessons without permission).

Cases of discipline are also found in one of the Vocational High Schools in Lampung. Based on data in one of the vocational schools there are 155 learners late more than 10 minutes as many as 112 cases, due to the distance home to a distant school; 18 school offenses such as, (1) do not wear uniforms and attributes in accordance with the provisions (Aprilia, 2013), because students forget to bring attributes, follow friends, follow the trend (Rizqiyani & Suwarno, 2018); (2) fighting, because of defending friends, and feeling disturbed (Hasanah & Kumalasari, 2015; Isnaeni Rahmawati, 2017; Yuniati, Suyahmo, & Juhadi, 2017); (3) playing cards in the classroom, because learners feel there is a chance, and follow friends (Kusuma & Aisyah, 2012); (4) against teachers, due to lack of respect for learners towards teachers (Machin, 2014); and (5) smoking, due to trend (Lonto, 2015; Muhajirin, 2016; Pratiwi, 2009; Rahmasari, 2015); and leave lessons without permission (Damayanti & SETIAWATI, 2013; Fitriani, 2017; Ibrahim, 2015) as much as two cases such as playing play station around the school environment due to follow friends (Acetylena, 2013; Damayanti & SETIAWATI, 2013; Graciani, 2011; Ida Rahmawati, 2013). Based on the data, it is apparent that there are still disciplinary problems that occur.

To respond to the problem of the learning discipline encountered one can do with using counseling services. One of the counseling guidance services techniques used with training techniques aserti, because based on the survey most of the students discipline violations because of the invitation of friends and because want to be recognized by friends. This is supported by the opinion of Corey which states that assertive training can be used to help individuals who have difficulty in expressing feelings, be honest, clear and open but without harming, harming, and offending others (Corey, 2003). In assertive training, learners can explain and tell their desires honestly, clearly, and openly but still in accordance with prevailing norms so as not to harm other people / the environment around them.

This is reinforced by the research of Dani, et.al which states that assertiveness training can improve the learning discipline of learners (Dani, et al., 2013). The use of assertive exercise is important to know the extent of the influence of assertive training and introduce assertive training strategies in improving the learning discipline of learners. In addition, the use of assertive training is expected to help learners to express their desires, be honest with the perceived, able to reject the invitation of friends to commit disciplinary offenses, and instill a sense under responsibility as a learner.

Method

The research design used in this research is quasi experimental (Creswell, 2010; Sugiyono, 2008). The design used is Non-equivalent Control Group Design. In this design the experimental group and the control group are equally given pre-test and post-test. However, only the experimental group given treatment. Population in this research is the student of X grade at SMK Trisakti Bandar Lampung which amounted to 155 students. Sampling technique in this research is by using purposive sampling technique. The criteria of sampling are learners who have a learning discipline in the low category. Based on the result of questionnaire of rating scale, there were 18 students who will be divided into two groups, namely nine students in the experimental group who will be given treatment using counseling service of assertive training group and nine students in the control group who were not given treatment using assertive training but still controlled its development.

Data collection techniques used in this study by using scale scalescale method, rating scale scale used to obtain information the extent to which the discipline learners learners in certain categories / positions. In addition there are techniques of data collection support in the form of documentation methods, interviews. The stages or procedures of assertive exercise used in this study are: (a) rational strategy; (b) identify the circumstances that cause problems, as for the counselor to ask the counselee to openly discuss the problems encountered and something done or thought when the problem arises; (c) distinguishing assertive and non-assertive behavior; (d) playing roles to provide feedback and better modeling of behavior; (e) termination and termination of assertive training.

The data analysis technique used in this research is by using Wilcoxon Test is an improvement from sign test, because in this research test Pretest and posttest using SPSS (Statistical Package for Social Science) version 16. Based on wilcoxon test using SPSS 16 program, obtained level of significance, with qualification if sig. <0.05 then Ho is rejected and Ha accepted, meaning there is an increase in student learning discipline after being given treatment with assertive training.

Results and Discussions

Based on the result of calculation of pretest and posttest average in the experimental group and control group both experienced an increase, in the experimental group (59,333,78,111) and in the control group (60,778,68,889). Description of the results as contained in the following table:

No.	Experimental group	Control group
Σ 1 (first treatment)	59	60
Average	333	778
Σ 2 (second treatment)	78	68
Average	111	889

However, although both groups both experienced an increase, but the experimental group's average score was higher and the experimental group experienced a higher increase compared to the control group, it can be seen from the posttest result of the experimental group larger than the control group (78,111 and 68,889). Thus, it can be concluded that after the provision of counseling services group assertive training of learners have increased learning discipline.

Thus, it can be concluded that after the provision of counseling services group assertive training of learners have increased learning discipline. Based on the results of research that has been done shows that the discipline of learning is mostly in the high category but there are still students who are in the category of medium and low. So that if left unchecked it can be a hindrance in the learning process both for the learners, as well as the people (teachers, other learners, and school), because one that can overcome barriers in the learning process is to have a disciplined learning behavior.

Discipline study in this research is divided into two aspects, namely aspects of time discipline and aspects of discipline deeds (Wiyono, 2011). Learning discipline is expected to form or train the personality patterns of learners, as a tool for adjustment in learning. Discipline conditions learners learn based on the percentage of discipline aspects of learning are as follows: (1) time discipline (80.91%); and (2) discipline of action (80.25%). This indicates that the discipline of learners lies in the low category in the discipline aspect of action, while the highest percentage of discipline learning is in the aspect of time discipline. However, it can be improved by using continuous exercises/practices, so that learners can control the behaviors performed to conform to the prevailing rules. The time discipline behavior experienced an increase in this is indicated by the percentage of time discipline aspect in the pretest experimental group greater than the post-test (3.98% ≤ 5.27%), and in the control group the percentage of time discipline indicator at the time of pretest is greater than post-test (4.25% ≤ 4.49%). After the posttest of discipline behavior, the time of improvement is seen in the percentage of discipline aspects of action in the pre-test

experimental group greater than the posttest ($3.89\% \pm 5.11\%$), and in the control group the percentage of time discipline indicator at the time of pretest is more large from the posttest ($3.92\% \leq 4.57\%$). Based on these calculations, it can be said that counseling services assertive training group is more effective to improve the behavior of discipline learning.

Assertive training activities conducted in this study using group dynamics. According to Corey an assertive group of 8-10 members has the same background, the therapist acts as a group leader and role-playing, coach, reinforce and role model (Corey, 2003). Refraction behavior of learning discipline is enhanced by using assertive training because with assertive training the learners can practice/role play according to the subject matter of the given discipline. In addition, to improve assertive behavior in learning disciplines such as assertiveness in learning, responsibility as a student, honesty and not blame others to the discipline of learning, as well as respect for teachers and regulations in the school environment, can be improved by using assertive training because learners are helped to express their anger or aggravation, exhibit overpowering modesty and always encourage others to precede it, have difficulty in saying no, difficulty expressing affirmations and other positive responses, and feeling they have no right to express their opinions and opinions.

Conclusions

Based on the objectives, the results of research discussion, it can be concluded as follows: the description of the discipline of learning in the learner that there are 11.61% of students who are in the medium category, which means that learners have shown the behavior of discipline of learning but not fully/continuously performed which is characterized by: (a) learners have been able to run disciplinary behaviors of time so that learners have the firmness and willingness to follow the lesson and learn in a timely manner; (b) learners are able and have a disciplined attitude to the time so that learners have the firmness and willingness to follow the lesson and learn on time, collect and complete tasks on time; (c) learners are able and have attitude of discipline deed, learners will feel guilty if violation of discipline learn, so have been able to obedient and not defying regulation, not lazy in learning, do not tell others to work for her, do not lie for profit herself, doing a pleasant behavior.

Overall this study yields the conclusion that assertive training is effective in improving the learning discipline of learners. The effectiveness of assertive exercise is characterized by an increase in the learning discipline of learners. This can be seen from the differences and the comparison between the pretest and posttest results.

Acknowledgments

Thank you to the supervisor, the dean of Yogyakarta State University, and the friends who have helped the process of this research. This manuscript is the result of research that researchers do in Lampung province.

References

- Acetylena, S. (2013). Analisis Implementasi Kebijakan Pendidikan Karakter Di Perguruan Taman Siswa Kecamatan Turen Kabupaten Malang. *Jurnal Kebijakan dan Pengembangan Pendidikan*, 1(1).
- Amri, S. (2013). Pengembangan dan model pembelajaran dalam kurikulum 2013. *Jakarta: Prestasi Pustaka*.
- Angkowo, R., & Kosasih, A. (2007). *Optimalisasi media pembelajaran*: Gramedia Widiasarana.
- Aprilia, F. (2013). Hubungan Antara Kecerdasan Interpersonal dengan Perilaku Kenakalan Remaja pada Siswa SMA N 1 Grobogan. *Journal of Social and Industrial Psychology*, 2(1).
- Choridah, D. T. (2013). Peran Pembelajaran Berbasis Masalah untuk Meningkatkan Kemampuan Komunikasi dan Berpikir Kreatif serta Disposisi Matematis Siswa SMA. *Infinity Journal*, 2(2), 194-202.
- Corey, G. (2003). Teori dan praktek konseling dan psikoterapi. *Alih bahasa oleh E. Koswara. Bandung: PT Refika Aditama*.
- Creswell, J. W. (2010). Research design pendekatan kualitatif, kuantitatif, dan mixed. *Yogyakarta: Pustaka Pelajar*.

- Damayanti, F. A., & SETIAWATI, D. (2013). Studi tentang Perilaku Membolos pada Siswa SMA Swasta di Surabaya. *Jurnal Psikologi, (Online)*, 3(01).
- Dani, I. P., Suarni, N. K., & Sulastri, M. S. (2013). Efektivitas Konseling Behavioral Teknik Latihan Asertif Untuk Meningkatkan Perilaku Disiplin Belajar Siswa Kelas X SMA Laboratorium Undiksha Tahun 2012/2013. *Jurnal Ilmiah Bimbingan Konseling Undiksha*, 1(1).
- Fitriani, F. (2017). Study Penanganan Guru Bk Terhadap Perilaku Membolos Siswa Di Smp Kecamatan Wiyung di Kota Surabaya. *Jurnal BK UNESA*, 7(1).
- Graciani, W. (2011). *Perilaku Membolos Siswa (Studi Deskriptif Kualitatif tentang Perilaku Membolos Siswa di SMP Negeri 2 Delanggu, Kecamatan Delanggu, Kabupaten Klaten)*. Universitas Sebelas Maret.
- Hasanah, N., & Kumalasari, D. (2015). Penggunaan Handphone dan Hubungan Teman pada Perilaku Sosial Siswa SMP Muhammadiyah Luwuk Sulawesi Tengah. *Harmoni Sosial: Jurnal Pendidikan IPS*, 2(1), 55-70.
- Hidayat, S. (2013). Pengaruh Kerjasama Orang Tua Dan Guru Terhadap Disiplin Peserta Didik Di Sekolah Menengah Pertama (Smp) Negeri Kecamatan Jagakarsa-Jakarta Selatan. *Jurnal ilmiah widya*, 1(1).
- Ibrahim, A. S. (2015). *Hubungan Antara Motivasi Belajar Dengan Perilaku Membolos Pada Siswa Kelas VIII SMP Batik Surakarta*. Universitas Muhammadiyah Surakarta.
- Indonesia, P. R. (2003). Undang-undang Republik Indonesia nomor 20 tahun 2003 tentang sistem pendidikan nasional.
- Kusuma, F. W., & Aisyah, M. N. (2012). Implementasi Model Pembelajaran Kooperatif Tipe think pair share untuk meningkatkan aktivitas belajar akuntansi siswa kelas XI IPS 1 SMA Negeri 2 Wonosari tahun ajaran 2011/2012. *Jurnal Pendidikan Akuntansi Indonesia*, 10(2).
- Lonto, A. L. (2015). Pengembangan Model Pendidikan Karakter Berbasis Nilai Sosio-Kultural pada Siswa SMA di Minahasa. *MIMBAR, Jurnal Sosial dan Pembangunan*, 31(2), 319-327.
- Machin, A. (2014). Implementasi Pendekatan Saintifik, Penanaman Karakter dan Konservasi pada Pembelajaran Materi Pertumbuhan. *Jurnal Pendidikan IPA Indonesia*, 3(1).
- Muhajirin, N. (2016). Strategi Mengatasi Perilaku Merokok Siswa Kelas VIII SMP Bhineka Karya Boyolali dengan Pendekatan Konseling Eklektik Tahun Pelajaran 2014/2015. *Karya Ilmiah Mahasiswa FKIP*, 2(1).
- Oktariana, Y. (2012). *Program Bimbingan Pribadi Sosial Menggunakan Assertive Training Untuk Meningkatkan Disiplin Diri Siswa*. Universitas Pendidikan Indonesia.
- Pratiwi, R. A. (2009). *Hubungan Antara Konsep Diri dan Konformitas dengan Perilaku Merokok pada Remaja*. Universtas Sebelas Maret.
- Raharjo, S. B. (2010). Pendidikan Karakter Sebagai Upaya Menciptakan Akhlak Mulia. *Jurnal Pendidikan dan Kebudayaan*, 16(3), 229-238.
- Rahmasari, W. R. (2015). Identifikasi Perilaku Sosial Dalam Pembelajaran Penjasorkes Pada Siswa Kelas III SD Negeri Minomartani 1 Kabupaten Sleman. *Kediri (ID): Universitas Nusantara PGRI Kediri*.
- Rahmawati, I. (2013). Pola Pembinaan Santri Dalam Mengendalikan Perilaku Menyimpang Di Pondok Pesantren Sabilul Muttaqin, Desa Kalipuro, Kecamatan Pungging, Mojokerto. *Jurnal Kajian Moral dan Kewarganegaraan*, 306-320.
- Rahmawati, I. (2017). *Identifikasi Perilaku Sosial Dalam Pembelajaran Penjasorkes Pada Siswa Kelas III SD Negeri Minomartani 1 Kabupaten Sleman*. Fakultas Ilmu Keolahragaan.
- Reza, R. A., & Dirgantara, I. (2010). *Pengaruh gaya kepemimpinan, motivasi dan disiplin kerja terhadap kinerja karyawan PT Sinar Santosa Perkasa Banjarnegara*. Universitas Diponegoro.
- Rismayanthi, C. (2011). Optimalisasi Pembentukan Karakter dan Kedisiplinansiswa Sekolah Dasar Melalui Pendidikan Jasmani Olahraga dan Kesehatan. *Jurnal Pendidikan Jasmani Indonesia*, 8(1).
- Rizqiyani, S., & Suwarno, S. (2018). *Implementasi Ekstrakurikuler Pencak Silat Dalam Menanamkan Karakter Disiplin Dan Cinta Tanah Air Pada Siswa Kelas V SD NU Nawa Kartika Kudus Tahun 2017*. Universitas Muhammadiyah Surakarta.
- Sanjaya, D. H. W. (2016). *Penelitian tindakan kelas: Prenada Media*.
- Sayekti, I. C. (2012). Pembelajaran IPA Menggunakan Pendekatan Inkuiri Terbimbing Melalui Metode Eksperimen dan Demonstrasi Ditinjau dari Kemampuan Analisis dan Sikap Ilmiah Siswa. *INKUIRI*, 1(2).

- Siagian, R. E. F. (2013). Pengaruh minat dan kebiasaan belajar siswa terhadap prestasi belajar matematika. *Jurnal Formatif*, 2(2), 122-131.
- Sugiyono, M. P. K. (2008). kualitatif dan R&D. *Bandung: Alfabeta*, 124.
- Wiyono, J. (2011). *Pengaruh Pemberian Sanksi dan Hadiah terhadap Kedisiplinan Siswa Mengerjakan Tugas di SDN 1 Sudimoro Tulung Klaten*. Universitas Muhammadiyah Surakarta.
- Yuniati, A., Suyahmo, S., & Juhadi, J. (2017). Perilaku Menyimpang dan Tindak Kekerasan Siswa SMP di Kota Pekalongan. *Journal of Educational Social Studies*, 6(1), 1-6.

The relation between self-regulated learning, academic performance of graduate student

Amalia Madihie¹, Zarifah Mos²

^{1,2} Universiti Malaysia Sarawak

*¹Corresponding author, ✉e-mail: mamalia@unimas.my

Abstract

The purpose of this study is to find an independent learning relationship with the academic performance of graduate students. Eighty graduate students from the Science and Human-Resource Learning Program at the Cognitive Faculty of Human Science and Development were randomly selected. Questionnaire used was adopted from Pintrich, 1991, motivated strategies for Learning Questionnaire. The variables studied in this study are motivation and learning strategies. Academic performance is measured as the dependent variable which is the current CGPA graduate student. The research findings show that there is no relationship between motivation and learning strategies with academic achievement.

Keywords: self-regulated, motivation, learning strategies, academic performance, graduate students

How to Cite: Madihie, A., Mos, Z. (2018). The relation between self-regulated learning, academic performance of graduate student. *Couns-Edu: International Journal of Counseling and Education*, 3(2): pp. 63-68. DOI: <https://doi.org/10.23916/002018039020>



This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2017 by author and Indonesian Counselor Association (IKI).

Introduction

Every year, the numbers of graduate students in educational institutions are rise slightly. These graduate students really do play an important role in country development either in educational, economic growth or other sector. In addition, worker with high qualifications in skills and knowledge are most needed where it can contribute towards development and improvement of local or international organizations. Towards this, self-regulated learning is very essential to the graduate students where they would be able to perform well in academic, practical and become an excellent student. Self-regulated learning should be apply and embedded inside the students as long as they learn and be a student in educational institutions. According to Cheng (2011), “learning to learn is the ability to pursue and persist in learning, to manage one’s own learning that includes effective management of time and information”. Originally, self-regulated learning is referred to “an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment” (Pintrich, 2000). All these elements are known to influence the self-regulated learning or self-regulation of the learners in learning situation. It also can be said the self-regulated learning is the ways of learners itself take control of their own learning process. By having this process in their learning, it will help to inspire the student to learn and accomplish the task. Identification of students with high or poor in self-regulation learning also can be identified. Self-regulated learning can be embedded inside the student especially the student who is lacked or poor in self-regulated learning. However, this kind of learning also can be naturally inside the student who is highly self-regulation and seeking to be the best among his or her peers.

According to Schunk (2005), most of the researchers today “apply self-regulatory principles to academic studying and other forms of learning, such as social and motor skills” (Boekaerts, Pintrich, & Zeidner, 2000; Zimmerman & Schunk, 2001). Self-regulated learning’s research has been developed by many researchers especially in the area of educational psychology. Pintrich is an outstanding and well known researcher in this field of study. Pintrich has contributed many ideas and thought in his research regarding on self-regulated learning and this is why another researcher claimed he was a leading figure in the field of self-regulated learning (Schunk, 2005). From this, it can be said that self-regulated learning is a one educational legacy in educational psychology from Pintrich. Nevertheless, another researcher also have been together in contributed the ideas in the same field. This happen due to people does believe that self-regulated learning is essential in learner’s everyday life (Ahmad Susanto, M. P., 2016).

According to Zimmerman (2001), the research presenting that learner’s skill and abilities actually did not enough explain the student achievement. Then he suggested factors such as self-regulation and motivation were seen as a good mechanism in explain the student achievement and contribute to student improvement. In this study, researchers will be using two main factors in self-regulated learning such as motivation and learning strategies. Motivation consists of six sub-scales which are intrinsic and extrinsic goal, task value, control of learning beliefs, self-efficacy and test anxiety. For learning strategies consists of nine sub-scales for instance rehearsal, elaboration, organization, critical thinking, meta cognitive self-regulation, time management, effort regulation, peer learning and help seeking. So there will be 15 sub-3 scales that will be involved on in this study. Overall, these criteria will be scales in this study to see whether the self-regulated learning would give impacts or not to graduate student’s academic performance in Universiti Malaysia Sarawak.

Nowadays, some of the students are lacked in self-regulation due to some factors. These impacts the student performance itself in educational or academic achievement. Meanwhile in order to produce an excellent student, high self-regulated learning must be existed inside the student in learning process. It is reasonable to state that student with high or good in self-regulated learning able to achieve good performance or vice versa. The ability of student in completing the task given also might be an influence from a student self-regulated learning. The researcher also highlights the problem statements and objectives as main referring in this research. This research also will be conduct among the graduate students in Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak.

Nowadays, many graduate students in Universiti Malaysia Sarawak itself are not aware about the importance of self-regulated learning in their learning process like the student itself does not know what is self-regulated learning and how this learning actually can drive their motivates to learn. Actually, self-regulated has been an essential learning process or mechanism in students learning that contributes in student education such as getting a good achievement in academic and practical. Self-regulated learning involves the learners and their environment and this will influence the learner’s achievement (Pintrich, 2000b; Pintrich & Zusho, 2002). Besides, Pintrich also claimed that the learners also may simultaneously engage in some phases of self-regulated learning such as forethought, planning and activation, monitoring, control, reaction and reflection.

There is no doubt the role of educational psychology is arising and its plays an important mechanism or principles in today’s education. In this century the task settlement and problem solving become more complex and challenging together with high development in education, management and in any field of learning. Every learner has to face the challenging task in order to survive and to accomplish the task given. The individual or student itself should apply the self-regulation inside themselves and to help them produce great outcomes in academic and practical learning. Plus, good in problem solving is one skill that student should have as one of their advantages or strength.

Sometimes, the students do not know what exactly motivates them to learn, able to complete the task or getting a good result either in academic achievement or in practical. They might get wrong in choosing the factors that can drive their motivation and sometimes underestimates with their own ability in learning. Poor self-regulation influences the student performance especially in education achievement. Student might get a bad result in examination, failed to accomplish the task given by lectures and unfortunately it can becomes worse when the student decides to drop out before the end of their study. Surely, this kind of situation should be taken before it becomes more worsen where student loss their motivation to learn this might give impacts to other students or peers.

Other than that, learning strategies in self-regulated learning also might influence student academic performance. According to Ames and Archer (1988), learning strategies and learning goals usually depend on the orientation of the learning. Different kind of learning orientation will surely make the students used different learning strategies and this might affect with their academic performance. Wrongly use of learning strategies in self-regulated learning in students would give bad performance.

Method

The method or research design used in this research is a quantitative method by using formal instrument. All the data needed are derives from graduate students in FCSHD by distributes questionnaires to these students. Using this approach is suitable in order to get the statistic or numeric data from the students that will be used in data analysis. Population for this research are among graduate students in Faculty of Cognitive Science and Human development, Universiti Malaysia Sarawak. Eighty sample sizes of graduate students in were randomly selected for this study. The sampling method used is random sampling method. This research used a Motivated Strategies for Learning Questionnaire (MSLQ), developed by Pintrich and this questionnaire also is a legacy of Pintrich’s work on self-regulation (Schunk, 2005). Both motivation and learning strategies’ question will be answered in the MSLQ. The student as a respondent will rate themselves on a 7-point Likert scale, from 1(not at all true of me) until 7 (very true of me).

The data obtain from the research conduct were analyse by using the SPSS system. This system is used to acquire the result from the research that has been done by researcher. Other than that, this approach also is suitable in order to analyse the statically data obtained from students. This research used appropriate inferential data analysis in order to acquire the result which is Pearson correlation test. Pearson correlation is used to measure the strength direction of relationship between two random variables. By using Pearson correlation test in this research, it will have positive and negative correlation in result finding. Person correlation is denoted by r that lies between -1 and 1, $-1 \leq r \leq 1$.

Results and Discussions

Table 1 Correlation between Motivation and Academic Performance of the graduate students

		<u>Motivation</u>	<u>CGPA</u>
Motivation	Pearson Correlation	1	.118
	Sig. (2-tailed)		.413
	N	50	50
CGPA	Pearson Correlation	.118	1
	Sig. (2-tailed)	.413	
	N	50	50

H₀1: There is no relationship of motivation among graduate students and their academic performance.

Table 1 shows that there is no relationship of motivation among graduate students and their academic performance. The p value is more than .05, so failed to reject the null hypothesis. This also means the variable of motivation does not affect the graduate students’ academic performance. The r value is .118. This eventually indicates the strength of the relationship is weak that lies between $.1 < |r| < .3$.

Table 2 Correlation between Learning Strategies and Academic Performance of the graduate students

		<u>Learning strategies</u>	<u>CGPA</u>
Learning Strategies	Pearson Correlation	1	.108
	Sig. (2-tailed)		.457
	N	50	50
CGPA	Pearson Correlation	.108	1
	Sig. (2-tailed)	.457	
	N	50	50

H₀1: There is no relationship of learning strategies among graduate students and their academic performance.

Table 2 shows that there is no relationship of learning strategies among graduate students and their academic performance. The p value is more than .05, so failed to reject the null hypothesis. This also means the variable of learning strategies does not affect the graduate students' academic performance. The r value is .108. This eventually indicates the strength of the relationship is weak that lies between $.1 < |r| < .3$. Both results above show that there is no relationship of motivation and learning strategies with academic performance. The dependent variable is a current CGPA of the graduate students. Table 2 and table 3 displays weak positive relationship where the both r value lies between $.1 < |r| < .3$ and the both p value is higher than 0.05. Conclusion, the null hypothesis is accepted.

The results display there is no relationship of motivation and learning strategies among graduate students and their academic performance. Hsieh (2014) found that different student's background characteristics and learning motivation can expect diverse result. The different students background here means could be the student's level of education, cultures, knowledge, skills, experiences or others. Other than that, different student learning motivation also might influence the different result where it could be the students high or low level of motivation in learning. This implies that having motivation and learning strategies are not enough to lead the significance relationship towards their learning outcomes. Both results are not consistent with previous research (Korkmaz 2007; Redman 2010). However, Madoxx (2010) found that arrangement and motivation are correlated, yet he and others have not correlated these variables with academic performance by CGPA. So, it can be said that using graduate students current CGPA to be measure as learning outcomes in this research has led to new findings.

Based on the respond that was given, the items provided in questionnaire for this research is too many. This questionnaire consists of 81 items in which it is divided in two sections. Part 1 consist 31 items for motivation, while 50 items are in the part 2 for learning strategies. This could be the reason, some of the items were not fully answered by the respondents. In addition, there were 8 items in the questionnaire are reverse coded. All these items are needed to be taken carefully to avoid wrong interpretations or computation of the results. The items that are negatively expressed are items number 33, 37, 40, 52, 57, 60, 77 and 80. In order to avoid wrong data analysis, these items are firstly defines it values using the reverse coded function in the SPSS. For example, the likert scale used consists of 7 scales, if a respondents ticked scale 1 in negatively expressed item, the scored would be reverse and become 7. By using this way, during key in the data scores, the system will automatically store the code that has been defined. Artino quoted from Pintrich et al. (1991) "the best way to calculate a reverse coded item is by deduct the original score from 8".

By involve other factors that may impacts the performance. Different characteristics of respondents background, predict different their learning outcomes. Thus, instead of using CGPA to measure learning results, another options can be consider to be used for future research for instance retention, satisfaction and graduation level. All these options can be evaluate to see if it leads to different results.

Another recommendation for future research is conduct a test with different student level of education. It can be focus on primary or secondary school students either in rural or in urban area. These might lead the researcher to new findings where the level competence of the primary and secondary school students might different with undergraduates and graduate level students. Other than that, by using other instrument and implementing different statistical analysis for data analysis might be consider to be used in the same research field. Instead of using MSLQ, there could be another similar instrument that can be used to measure the relationship between two variables with learning outcomes. Different statistical analysis also can direct the researcher to measure relationship between two variable more details and precise. The researcher can test on each aspect of each variable that involve in the research.

Conclusions

The findings provide evidence for the relation of motivation and learning strategies towards student's current CGPA which is consider being the student learning outcomes. Both variable display weak positive relationships in this research findings. Meaning, motivation and learning strategies are not sufficient enough to influence the graduate students' academic performance. That is why another factors need to consider to be used that might impacts graduate students learning outcomes.

References

- Ahmad Susanto, M. P. (2016). *Teori belajar dan pembelajaran di sekolah dasar*. Kencana.
- American Psychological Association. (2009). *Publication of manual of the American Psychological Association*. Washington, DC: American Psychological Association.
- Artino, R. A. (2005). A review of the motivated strategies for learning questionnaire. Retrieved from <http://www.sp.uconn.edu>.
- Banarjee, P., & Kumar, K. (2014). A study on self-regulated learning and academic achievement among the science graduates students. *International Journal of Multidisciplinary Approach and Studies*, 329-342.
- Canter, M., Craciun, B. A. (2015, April). *Forums used as tools for developing students' self-regulated learning skills in e-learning environment*. Paper presented at the Eleventh International Scientific Conference eLearning and Software on Education Bucharest, Romania. Retrieved from <http://eds.ebscohost.com/Legacy/Views/static/html>.
- Carneiro, R., Lefrere, P., Steffens, K., & Underwood, J. (2011). *Self-regulated learning in technology enhanced learning environments*. Retrieved from <http://www.sensepublishers.com/media>.
- Cassidy, S. (2011). Self-regulated learning in higher education: Identifying key component process. *Studies in Higher Education*, 36(8), 989-1000.
- Coetzee, L. R. (2011). The relationship between students' academic self-concept, motivation and academic achievement at the university of the Free State. Retrieved from <http://uir.unisa.ac.za/bitstream/handle/>.
- Duncan, T. G. (2005). The making of the motivated strategies for learning questionnaire. *Educational Psychologist*, 40(2), 117-128.
- Ghamari, M. (2011). The relationship of internal motivation components and academic achievement among high schools students. *International Journal of Human Resource Studies*, 1(2), 89-97.
- Sajedi, R., & Shafizadeh, H. (2015). A study relationship between learning strategies, achievement motivation and academic performance among the students of Semnan University of Medical Sciences in 2014-15. *International Journal of Review in Life Sciences*, 5(4), 268-276.
- Hsieh, T. L. (2014). The relationship among different types of learning motivation, engagement behaviors and learning outcomes of undergraduates students in Taiwan. *Science and Business Media*, 64, 417-433.
- Huang, S. C. (2008). Assessing motivation and learning strategies using the motivated strategies for learning questionnaire in a foreign language learning context. *Social Behavior and Personality*, 36(4), 529-534.
- Kivinen, K. (2003). *Assessing motivation and the use of learning strategies by secondary school students in three international schools* (Academic dissertation, University of Tampere, Department of Education Finland). Retrieved from <https://tampub.uta.fi/bitstream/handle>.
- Muhammad, A. S., Bakar, N. A., Mijinyawa, S. I., & Halabi, K. A. (2015). Impact of motivation on students' academic performance: A case study of Universiti Sultan Zainal Abidin students. *The American Journal of Innovative Research and Applied Sciences*, 1(6), 221-226.
- Onete, O. U. (2012). Academic performance: A function of achievement motivation among education students of Cross River University of Technology, Calabar. Retrieved from <http://condor.lib.uoguelph.ca/index.php/rhea/article/viewFile/2185/2651>.
- Orhan, F. (2007). Applying self-regulated learning strategies in a blended learning Instruction. *World Applied Science Journal*, 2(4), 390-398.
- Pintrich, P. R. (2004). A conceptual framework for assessing motivation and self-regulated learning in college students. *Educational Psychology Review*, 16(4), 385-407.
- Pintrich, P. R., & Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82(1), 33-40.
- Popa, D., & Bazgan, M. (2014). A comparative analysis of some relevant conceptualizations of self-regulated learning. *Journal Plus Education*, 313-329.
- Radovan, M. (2011). The relation between distance students' motivation, their use of learning strategies, and academic success. *Journal of Educational Psychology*, 10(1), 216-222.
- Schunk, D. H. (2005). Self-regulated learning: The educational legacy of Paul R. Pintrich. *Journal of Educational Psychology*, 40(2), 85-94.
- Sikhwari, T. D. (2014). A study relationship between motivation, self-concept and academic achievement of students at a University in Limpopo Province, South Africa. Retrieved from <http://krepublishers.com/02-Journals/IJES/>.

Wolters, C. A., Pintrich, P. R., & Karabenick, S. A. (2003, March). *Assessing academic self-regulated learning*. Paper presented at the Indicator of Positive Development Conference. Retrieved from www.childtrends.org/wp-content/uploads.

Zimmerman, B. J. (1990). Self-regulated learning and academic achievement. *Educational Psychologist*, 25(1), 3-17.

Impact of adversity intelligence and work commitment on cyberloafing behavior

Tri Rahayuningsih^{*)1}, Ardian Adi Putra²

¹² Universitas Abdurrab Pekanbaru

^{*)}Corresponding author, ✉e-mail: tri.rahayuningsih@univrab.ac.id

Abstract

This study aimed to determine the effect of intelligence adversity and work commitment to cyberloafing behavior of lecturer at the Asean Economic Community (MEA)'s era. So, this research beneficial to the development of theoretical science of industrial and organizational psychology about work behavior, as well as suggestions to keep the factors that make lecturer can avoid unproductive work habits that was cyberloafing, given the importance of the role of the faculty. This study used a quantitative method by spreading questionnaires to lecturers consisting of adversity intelligence scale, work commitment scale, and cyberloafing behavior scale that researchers collated by self, and analyzed statistically to discussed the cyberloafing behavior of lecturers. According to Lim (2002) cyberloafing an employee volunteer activities in the office, in using the internet access that has no correlation in the work. The result of this research showed that there is correlation between adversity intelligence and work commitment with cyberloafing behavior based on p value = 0,042 hence acceptable hypothesis, and contribution of adversity intelligence and work commitment equal to 19% to cyberloafing behavior. It is expected to be a suggestion for Higher Education to improve the quality of lecturer in facing MEA.

Keywords: cyberloafing behavior, adversity intelligence, work commitment

How to Cite: Rahayuningsih, T., Putra, A. A. (2017). Impact of adversity intelligence and work commitment on cyberloafing behavior. *Couns-Edu: International Journal of Counseling and Education*, 3(2): pp. 69-72. DOI: <https://doi.org/10.23916/0020180311620>



This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2017 by author and Indonesian Counselor Association (IKI).

Introduction

The Internet is an abbreviation of the interconnection-networking, could be interpreted as an interconnected network. Internet services can also be used in various fields, such as education, social, banking, health, and work or business, so, many companies have also utilized internet facilities (Lim, 2002). Employee performance can be improved through various facilities provided by the internet in facilitating employee performance. While internet access has become commonplace, employee inclination to use the internet as an entertainment and non-work-related destination will also increase (Blanchard & Henle, 2008). Internet access provided by the company during working hours take place, to explore sites that are not related to the job for personal gain, and to check (including receiving and sending) electronic message personally conducted voluntarily by employees called Cyberloafing (Lim, 2002).

Readiness for ASEAN Economic Community (MEA) should be undertaken by Universities. Therefore, Higher Education is responsible for producing competent scholars and can compete globally. It needs special attention from each lecturer as an educator to give a qualified graduate

candidate (Sulistyoningrum, 2015). Many problems faced as a lecturer while job and holding concurrent positions, as well as the lack of motivation for continuous self-improvement, and lack of discipline in teaching. In fact, lecturers are required to continue the study, research, and follow training to increase their knowledge and technology (Angelina, 2015). Therefore, in facing the era of ASEAN Economic Community, lecturers need the ability to face all challenges of work and also have a high work commitment to produce work behavior being productivity. Work commitment is employee loyalty to organization through the acceptance of goals, organizational values, willingness to try to be a part of organization, and desire to survive in the organization (Finegan, 2000).

According to Stoltz (2000), a person with high adversity intelligence tends to assume the difficulties come from outside him and place his own role in a reasonable place. The individual will judge his role and learn from his behavior, so that he can be smarter, faster, better or more effective when faced with similar problems. Difficulties precisely make it an unyielding person, where they are optimistic people who view difficulty is temporary and can be overcome. Lecturers need this ability, especially faced of ASEAN Economic Community's era as state all work full of dynamics and their challenges to be faced lecturers working to meet the obligations of Tri Dharma's College.

Various efforts have been made in facilitating lecturers to be ready to face the era of ASEAN Economic Community. Research grants and community service programs, instructional grants, incentives for journal writing from government (Kemenristek Dikti), and support from universities to help lecturers improve the quality of scientific writing as lecture materials and various trainings or seminars that foster an academic atmosphere. The problem is, the work that becomes lecturer's routine was often considered boring, so lecturers often neglected their obligations during working hours. From the researcher's observation, it was seen that some lecturers still do not utilize the information technology facilities for their competence development. Especially with the sophistication of technology in this globalization, there are still many who use internet facilities for personal pleasure at working hours, such as messaging, using social media, or for entertainment. Therefore, it takes a high work commitment so that lecturers do not waste their time, especially in working hours to do something that is not related to his work as a lecturer.

In line with this, Cyberloafing behavior on lecturer could be an important topic to investigated. Cyberloafing behavior is behavior of someone who deliberately uses information technology and internet access that is personal in working hours that no have related with the work, even it should be completed in a timely manner and can harm the organization because it was impact on worker productivity (Lim, 2002; Blanchard & Henle, 2008). Given the readiness of lecturer to faced the era of ASEAN Economic Community, lecturers need adversity intelligence and work commitment. This research hypothesized that there is the influence of adversity intelligence and work commitment towards cyberloafing behavior on lecturer at the ASEAN Economic Community. It was assumed that the higher adversity intelligence and the higher work commitment, so cyberloafing behavior have been lower. Likewise, the lower adversity intelligence and the lower work commitment impact to the higher cyberloafing behavior on lecturers.

Method

These research is a correlation study with cyberloafing behavior as Y variables, adversity intelligence as X1 and work commitments as X2, so we could seen the relationship between adversity intelligence and work commitment with cyberloafing behavior and amount of influence adversity intelligence and work commitment towards cyberloafing behavior. This study took place in several Universities in Pekanbaru. Subjects in this study is active lecturer at universities in Pekanbaru. According to Arikunto (2006), the number of 100 subjects is considered to have met the ideal sampling. The sampling method that will be used was incidental sampling that was sampling technique based on coincidence, the researcher met with subject that can be used as sample (Sugiyono, 2013).

This study used quantitative methods of data collection through a questionnaire that consisted of adversity intelligence scale, work commitment scale, and cyberloafing behavior scale that researchers collated based behavioral indicators of aspects of each variable into multiple point-item statement as follows:

behavior cyberloafing	Browsing activity and e-mail (Lim, 2002)
Adversity intelligence	control, origin and ownership, reach, and endurance (Stoltz, 2000)
Work commitment	Affective commitment, continuous, and normative (Meyer et al, 2002)

Results and Discussions

This research performed two statistical analyzes namely normality test and hypothesis test. Based on normality result indicated that data of cyberloafing variable, work commitment and adversity intelligence have Kolmogorov-Smirnov Z value greater than 0,05 ($p > 0,05$). Thus it could be said that the results obtained from the distribution in the study showed a normal distribution.

Table 1. Normality Test

	Cyberloafing	Organization Commitment	Adversity Intelligence
Kolmogorov-Smirnov Z	,482	,976	,596
Asymp. Sig. (2-tailed)	,974	,297	,870

To test the hypothesis, researchers used multiple regression analysis with SPSS 20.0 for Windows. The result showed that $p = 0.042$ it means $p < 0.042$ thus, there was a significant relationship together between adversity intelligence and work commitment with cyberloafing behavior.

Table 2. ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	808,790	2	404,395	3,524	,042 ^a
	Residual	3442,725	30	114,758		
	Total	4251,515	32			

a. Predictors: (Constant), adversity, commitment

b. Dependent Variable: cyberloafing

From the regression test results obtained Rsquare coefficient of 0.19 which means that the adversity intelligence and work commitment together contributed to influenced cyberloafing behavior by 19%.

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,436 ^a	,190	,136	10,712

Cyberloafing is behavior of someone who knowingly used information technology and internet access that was private during working hours. It means has nothing to do with the work that should be resolved in a timely and potentially harmful to organizations or agencies, so it was impact on productivity of the worker. Changed in the current world of academic environment, among others, globalization and information technology is a reality that must be faced by lecturers in the era of MEA. A dedicated lecturer that has a high work commitment will prioritize the time for his duties and responsibilities. However, it also found a lecturer who has a negative attitude towards his profession. The duty of Tri Darma of Higher Education can be considered a burden if the lecturer does not have ability to face the challenges of work which is often referred to as adversity intelligence.

According to Ozler (2012), there are three factors that cause the emergence of cyberloafing behavior. The three factors are as follows: 1) Human behavior are several things from happening to the urges that come from the individual itself, as well as cyberloafing. There are several things from within the individual that belong to the individual factor (Perceptions and Attitudes: Employees who have a positive attitude toward computers have a tendency to use computers at work for personal gain. It also has a positive relationship with cyberloafing, Personal Trait: Self-control is a personal trait that influences a person's cyberloafing activity, in which individuals with low self-control do more cyberloafing than individuals with high self-control, Internet Habits and Addictions: Habit is an activity that is done repeatedly so it becomes automatic. A person who has uncontrollable habits can become addicted); 2) Demographic Factors, Gender and age are demographic factors that contribute to cyberloafing. But to date, findings from different studies show contradictory results, so it cannot be specified what gender and age will have an effect on cyberloafing (Weatherbee, 2010); 3) Organizational Factors: Based on the researches that have been done by various researchers, got the factors related to the organization

that certainly has an effect on cyberloafing on the employees. High job commitment, heavy sanctions, ambiguous managerial support, and high-demand job characteristics are factors considered to reduce the individual's inclination in cyberloafing; 4) Situational Factors: Weatherbee (2010) explains that employees who have access to Internet use in the workplace are more likely to be employees who do cyberloafing.

Resulted of previous studies (Aghaz & Sheikh, 2016) stated that the behavior and activities of cyberloafing can be generated from job burnout, namely physically and mentally lackness. We need to design electronic control laws such as the internet and smartphones policy in the office, which is in line with the efforts to enhance the perception of organizational justice between employees, thereby increasing the level of employee discipline, one of which is shown by the attendance (Henle, Kohut, & Booth, 2009). Other factors that could cause cyberloafing such as job characteristics, work attitudes, and management support in the used of Internet (Lieberman, Seidman, McKenna, & Buffardi, 2011), as well as demographic factors ie age, gender, and tenure (Baturay & Toker, 2015).

Conclusion

There was effect of adversity intelligence and work commitment towards cyberloafing behavior of lecturers in the Asean Economic Community by 19%, thus the hypothesized was accepted. Practical advice could be used for universities to reduced cyberloafing behavior of lecturer by improved adversity intelligence and work commitment of lecturers in faced AEC through regulating the use of internet and organizational design with good government.

References

- Angelina, D. (2015). Dosen dituntut tingkatkan kualitas. Diakses dari <http://nasional.sindonews.com/read/970738/162/dosen-dituntut-tingkatkan-kualitas-1425267604>
- Arikunto, S. (2006). *Prosedur penelitian: Suatu pendekatan praktek*. Jakarta: Rineka Cipta.
- Aghaz, A., & Sheikh, A. (2016). Cyberloafing and job burnout: An investigation in the knowledge-intensive sector. *Computers in Human Behavior*, 62, 51–60. <https://doi.org/10.1016/j.chb.2016.03.069>
- Baturay, M. H., & Toker, S. (2015). An investigation of the impact of demographics on cyberloafing from an educational setting angle. *Computers in Human Behavior*, 50, 358–366. <https://doi.org/10.1016/j.chb.2015.03.081>
- Blanchard, A., & Henle, C. (2008). Correlates of different forms of cyberloafing: The role or norms and external locus of control. *Computers in Human Behavior*, 24, 1067-1084.
- Finegan, J.E. (2000). The impact of person and organizational values on organizational commitment. *Journal of Occupational and Organizational Psychology*, 73, 149- 169.
- Henle, C. A., Kohut, G., & Booth, R. (2009). Designing electronic use policies to enhance employee perceptions of fairness and to reduce cyberloafing: An empirical test of justice theory. *Computers in Human Behavior*, 25(4), 902–910. <https://doi.org/10.1016/j.chb.2009.03.005>
- Lieberman, B., Seidman, G., McKenna, K. Y. A., & Buffardi, L. E. (2011). Employee job attitudes and organizational characteristics as predictors of cyberloafing. *Computers in Human Behavior*, 27(6), 2192–2199. <https://doi.org/10.1016/j.chb.2011.06.015>
- Lim, V . K. G. (2002). The IT way of loafing on the job: Cyberloafing, neutralizing, and organizational justice. *Journal of Organizational Behavior*, 23, 675-694.
- Meyer, J.P., Stanley, D.J., Herscovitch, L & Topolnytsky, L (2002). Affective, Continuance, and Normative Commitment to the Organization: A Meta-analysis of Antecedents, Correlates, and Consequences. *Journal of Vocational Behavior*, 61, 20–52.
- Ozler, D. E., & Polat, G. (2012). Cyberloafing phenomenon in organizations:Determinants and impact. *Internasional Journal of e-Business and e-Government Studies*, 4(2), 1-15
- Stoltz, P. G. (2000). *Adversity quotient, mengubah hambatan menjadi peluang*. Penerjemah: T. Hermaya. Jakarta: Grasindo.
- Sulistyoningrum, Y. (2015). Dosen juga dituntut siap hadapi MEA. Diakses dari <http://kabar24.bisnis.com/read/20150629/255/448339/dosen-juga-dituntut-siap-hadapi-mea>
- Weatherbee, T. G. (2010). Counterproductive use of technology at work:Information and communications technologies and cyberdeviancy. *Human Resource Management Review*, 12, 3-21.

How amazing music therapy in counseling for millennials

Dominikus David Biondi Situmorang^{*)}

¹Universitas Katolik Indonesia Atma Jaya

^{*)}Corresponding author, ✉e-mail: david.biondi@atmajaya.ac.id

Abstract

Most of millennials college students in Indonesia still think that undergraduate thesis is a terrifying final project. In the process of making the undergraduate thesis, they often do something non-productive, like procrastinating doing it and avoiding their supervisors. This excessive academic anxiety toward undergraduate thesis could lead them to do something irrational, e.g. suicide. As one of college's internal agents of change, psychologists or educational counselors are expected to overcome the problem which frequently happens every year by giving the students an intervention in accordance with their interests and needs as millennials. Music, as one of millennials' essential needs, can be used as an alternative to therapeutic healing medium. Conventional counseling strategy that has been conducted all this time, shows only ineffective result. That is why it is needed to be changed into modern approach that is more effective in reducing academic anxiety of the millennials college students, which is integrative approach through music therapy intervention in counseling.

Keywords: music therapy, counseling, millennials generation, college students, academic anxiety, undergraduate thesis, psychology of music, educational psychology

How to Cite: Situmorang, D.D.B. (2018). How amazing music therapy in counseling for millennials *Couns-Edu: International Journal of Counseling and Education*, 3(2): pp. 73-80. DOI: <https://doi.org/10.23916/0020180313220>



This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2017 by author and Indonesian Counselor Association (IKI).

Introduction

Nowadays, the undergraduate thesis is a terrifying final project for most millennials college students in Indonesia (Situmorang, 2017a, 2017b, 2018a, 2018b; Situmorang, Mulawarman, & Wibowo, 2018). If examined more deeply, many of the millennials college students who still do not have a qualified skills to write, and have no interest in research. Furthermore, the low motivation of achievement and creativity in the effort to finish this final project are some predictors that can be highlighted (Situmorang, 2016). Therefore, ultimately many of the millennials college students who do procrastination, avoiding supervisors, doing things that are non-productive, and the most extreme is to commit suicide (Situmorang, 2017a, 2017b, 2018a, 2018b; Situmorang, Mulawarman, & Wibowo, 2018).

Anxiety towards undergraduate thesis like that is a form of academic anxiety at the college level (Ottens, 1991). If this continues to be allowed, it will be result in negative symptoms in the physical and psychological aspects that may hinder millennials collegestudents in their study process. Most of the millennials collegestudents who experience academic anxiety to the undergraduate thesis will tend to do negative things that can harm themselves and others, one of the most extreme behavior that often happens is suicidal behavior. Based on the news that was reported in the *kompas.com* media (2008), Hendrawan Winata, as a student of YAI University-Salemba committed suicide by jumping from the building of Atma

Jaya University Jakarta because his undergraduate thesis never finished. News reported by Wika (2016) through kompasnasional.com, reported that one lecturer of the University of Muhammadiyah Sumatera Utara (UMSU) Medan, named Hj. Nuraini Lubis was killed by her own students in the toilet on May 2, 2016. Murder motive committed by Roy Mandosah Siregar against his lecturer is due to the issue of undergraduate thesis. The latest news released by Indrawan (2016) via Detik News.com on July 27, 2016, it was reported that one of the 8th semester students of Multimedia Nusantara University (UMN) named Efren Ody Ekiriandra was found "dead hang" in his own home using antenna cables. These three cases constitute a handful of cases occurring in Indonesia in today's millennials, especially those experiencing academic anxiety against undergraduate thesis.

Scrutinizing more closely on such cases, it is important to undertake a preventative intervention service to prevent this phenomenon upstream, and to conduct curative intervention services to treat those who have experienced this downstream academic anxiety. Psychologists or educational counselors at universities are expected to always be pro-active in preventing and treating millennials college students who had an experience of academic anxiety to the undergraduate thesis. In addition, psychologists or educational counselors are expected to perform a more effective and optimal in counseling intervention service to solve this problem. One of the modern counseling intervention services offered by integrative approach is through music therapy (Capuzzi & Gross, 2011; Sharf, 2012).

Music therapy in its application will be able to increase the production of all four positive hormones in the human body, i.e. endorphins, dopamine, serotonin, and oxytocin. The functions of these four positive hormones will be able to make the body more relaxed, reduce anxiety or stress, increase happiness, improve intelligence, and increase self-esteem (Mucci & Mucci, 2002; Djohan, 2006). The provision of music therapy as an intervention service to help millennials in reducing academic anxiety will be more effective than the conventional counseling intervention services that psychologists or educational counselors have done so far, because with the music therapy, the millennials collegestudents can reduce their anxiety towards undergraduate thesis and they can increase trust of themselves in completing the undergraduate thesis (Situmorang, 2017a, 2017b, 2018a, 2018b; Situmorang, Mulawarman, & Wibowo, 2018).

Discussions

Millennials Generation and Music

After World War II, demographic groups (cohorts) were divided into four generations: baby boomers, X (Gen-Xer), millennials (Gen-Y) and Z. The baby boomer generation was born after the second world war (currently aged 51 to 70). This generation was called baby boomer because in that era the birth of baby was very high. Then, the next generation was the generation X which was born in 1965 to 1980 (currently aged 35 to 50). After this generation, the next generation was the generation of millennials born between 1981 to 2000 (currently aged 15 years to 34). This generation of Millennials (or Gen-Y) was a demographic group after Generation X, while the Z generation was born after 2000 to the present (Ali & Purwandi, 2016).

Each generation has its own characteristics. Baby boomers tend to have an idealistic character. They tend to uphold the principles that they profess, especially with regard to traditions that have been hereditary. In addition, they also have a conservative mindset, which is why these generations tend to be more risk-taking than other generations. Gen-Xer is a "sandwich generation" before millennials. Gen-Xer is a child of baby boomers, so the values taught by baby boomers are more or less still attached to Gen-Xer. This generation has begun to be modern and not as conservative as baby boomers anymore because of the influence of technology has started to develop (Ali & Purwandi, 2016; Lenhart, Purcell, Smith, & Zickuhr, 2010; Strauss, Howe, & Markiewicz, 2006).

Millennials generation is a unique generation, and unlike with other generations (Ali & Purwandi, 2016; Brophy, 2007; Lenhart et al., 2010; Stein, 2013; Strauss et al., 2006). This is much influenced by the emergence of smartphones, the widespread internet, and the emergence of social media. Those three things affect the mindset, values, and behaviors adopted. Millennials generation is a generation of "technology literate". The results of research released by Pew Research Center (2010) explicitly explain the uniqueness of millennials generation compared with previous generations. The striking thing about this millennials generation compared to the previous generation is the very significant use of technology and pop or music culture.

Millennials generation life can not be separated from technology (internet) and music (entertainment), because it has become an important need for this generation. This can be seen from the findings of research conducted by Alvara Research Center (in Ali & Purwandi, 2016). The data show that millennials generation in internet consumption was much higher compared to other generations. That was that the internet has become a staple for generations of millennials for communication and self-actualization.

In the context of communication relations between individuals and self-actualization processes that occur in millennials generation, this generation is greatly optimizing the use of the internet in accessing the music needs that they expect. Various media and applications that can be accessed through desktop and smartphone such as youtube, itunes, joox, spotify, musically, dubsplash, smule, tiktok, and other platforms are very supportive millennials generation needs in terms of music, that is also indirectly used as a means of communication and self-actualization. Today, quite a lot of millennials are able to actualize themselves by working in accordance with their passion, especially in the field of entertainment or music by becoming professional musicians through their works that have uploaded into the media and the applications.

Definition of Music Therapy

Etymologically, music therapy consists of two words, "music" and "therapy". "Music" is used to describe media that is used exclusively in a series of therapies, whereas the word "therapy" is related to a series of attempts designed to assist an individual in eradicating the problem (Wigram, Pedersen, & Bonde, 2002). Usually, the "therapy" word is used in the context of individual problems that include both physical and mental aspects (Dewi, 2015). In everyday life, therapy occurs in various forms, for example, psychologists will hear and talk with clients through the counseling stages that sometimes need to be accompanied by therapy assistance (Ilie, 2013; Lilley, & Aurore; 2014), and physiotherapists will provide various physical exercises to restore certain muscle functions that an individual possesses (Atiwannapat, Thaipisuttikul, Poopityastaporn, & Katekaew, 2016; Çiftçi & Öztunç, 2015; Giovagnoli, Oliveri, Schifano, & Raglio, 2014). Thus, a music therapist will use music and music activities to facilitate the therapeutic process in helping to alleviate the problems experienced by their clients (Djohan, 2006; Gladding, 2016; Natalia, 2013; Wigram et al., 2002).

Music therapy is a profession that has emerged over the past fifty years from various professional disciplines in various countries (Djohan, 2006). Therefore, the process of defining music therapy as both a profession and as a discipline may vary, depending on the orientation and perspectives of a particular group based on practitioners who work as therapists, treated clients, and cultural distinctions adopted (Natalia, 2013). The general definition of music therapy is inclusive, and focuses on the function of music as a medium of therapy, as well as defining for whom therapy is intended (Gladding, 2016). However, the process of defining music therapy is reflected in the way this profession is implemented into every culture that exists in each country. In this way, things to consider are the three main factors, which are the professional background of the practitioner, the client's needs, and the approach used in the treatment (Wigram et al., 2002).

In the formulation of The American Music Therapy Association (in Djohan, 2006), it is said that "music therapy is a profession that uses music and music activity to overcome various problems in the physical, psychological, cognitive, and social needs of individuals" (p.27). From the physical aspect, music therapy is a technique used for the healing of an illness by the use of a particular sound or rhythm given by a person who is a doctor with a specialization of psychiatry (Atiwannapat et al., 2016; Bibb et al., 2015; Çiftçi & Öztunç, 2015; Giovagnoli et al., 2014). From the psychological and cognitive aspects, music therapy is given by someone who is a psychologist or psychotherapist (Ilie, 2013, Laura et al., 2015; Lilley et al., 2014). While from the aspect of individual social needs, music therapy can be given by someone who is a counselor (Bradley et al., 2014; Gladding et al., 2008; Skudrzyk et al., 2009). In any of its professional practice, a music therapist may use certain types of music to assist clients in alleviating the problem by using classical music, instrumentalist, and slow music (Potter & Perry, 2005 in Natalia, 2013). Music therapy is a process that combines the healing aspects of the music with the counseling process to assist the counselee in eradicating the physical, emotional, mental, spiritual, cognitive, and social needs of a person (Natalia, 2013).

The Concept of Music Therapy in Counseling Practice

In the Guidance & Counseling (Educational Psychology) science, music therapy can serve as a form of intervention that counselors can use in their counseling practice (Capuzzi & Gross, 2011; Sharf, 2012). Through music, rapport process between counselor and counselee can take place well, because music is a universal language and can penetrate multicultural boundaries (Gladding, 2016). Historically, since the past civilizations music has been used by humans in the healing process in various cultures of the world, so today music can be used in the modern counseling process (Degges-White & Davis, 2017). The current process of modern counseling has to be interesting and fun, because it can make counselee be more open and motivated to change in a better direction, so that counseling process becomes more effective (Skudrzyk et al., 2009). The use of music in the counseling process is known as music therapy. The study of music therapy as a form of intervention of expressive therapy or creative arts in integrative approach counseling, which can be applied in counseling process is also explained concretely (Capuzzi & Gross, 2011; Sharf, 2012).

The effectiveness of the counseling process using music therapy is highly therapeutic, because through music therapy it can help counselor and counselee to reframing ideas, focusing perspectives, emotional externalization, and deepening understanding of an experience or problem (Bradley et al., 2014). Thus, there was a cathartic process that occurs in the counseling process through this music therapy. The counselee can find some solace and even some meaningful resolutions, especially if they share the words of a song with a counselor. In the counseling process, music can help counselors and counsees to find their goals to help them to see possible possibilities and to help them to become aware of the positive things that they can do (Gladding et al., 2008).

A counselor in every practice is required to have a sense of empathy, patience, sincerity to help others, wise, understanding, yet also flexible and has a great sense of humor (Bradley et al., 2014; Degges-White & Davis, 2017; Gladding, 2016; Gladding et al., 2008; Skudrzyk et al., 2009). All of the above requirements are important because in practice, the counselor works with individuals who are facing problems, suffering from illness, experiencing severe stress, requiring more attention due to their limitations, or being marginalized from reasonable social relationships for various reasons both internally and externally (Dewi, 2015; Zarate, 2016).

A counselor should also uphold the ethics of the profession, which is to maintain the confidentiality of the counselee data, respect the rights of the counselee, perform proper counseling procedures, and maintain professional work ethics either with counselors or with other relevant professions (Degges-White & Davis, 2017; Bradley et al., 2014; Gladding, 2016; Gladding et al., 2008; Skudrzyk, 2014). Therefore, education and training to become a counselor who can provide music therapy is cross-cutting, because music therapy is a multidisciplinary field that is closely related to areas of knowledge outside of music as well (Capuzzi & Gross, 2011; Sharf, 2012).

It is imperative that a counselor understands musical psychology well, knowledge of the various hearing processes and processes of the brain is essential to the physiological processes of perception of music (Gladding, 2016). In addition, by understanding musical psychology, a counselor may be able to explain various musical experiences and design the appropriate type of music for their counselee (Degges-White & Davis, 2017).

Techniques in Music Therapy

In the counseling practice, the technique in music therapy is divided into two, i.e. passive music therapy and active music therapy (Wigram et al., 2002). Passive music therapy is a music therapy performed by inviting the counselee to listen to a particular instrument carefully. Meanwhile, active music therapy is the process of giving music therapy that is done by inviting the counselee to play an instrument, singing, or creating a song (Djohan, 2006; Gladding, 2016; Wigram et al., 2002;). These two techniques of music therapy can be done through individual and group counseling (Gladding, 2016).

The process of giving these two techniques in counseling practice, counselors can perform activities such as listening to the music to the counselee, improvisation, and create a song. By inviting counsees to listen to music, it can help counselee change their moods to be more positive, and reduce their level of anxiety. When the counselor works with a counselee using music, improvisations can be achieved concretely by asking the counselee to vary the musical theme (Wigram, 2004, in Gladding, 2016).

Counselor can invite counsees to play their instruments and change the melody (i.e., make music faster, slower, or varied). The last technique that can be used is to create a song. The process of creating and developing a song, viewed as a therapy derived from within the counselee itself (Nordoff & Robbins, 1977). Creating songs is a creative act that puts the counselee on their own feelings. It can be used as a way of healing inherent in creative action (Schmidt, 1983). In actual practice, counselors can ask or encourage counsees to write or create a song work that represents themselves, so that in the next session the counselee can talk about the experience of creating a work of the song as a cathartic form. In addition, in active music therapy techniques, counselors can invite counsees to create a song lyric that matches the problems they are experiencing to help the counselee convey the feeling of pain experienced, so that it helps in the recovery process (Gladding et al., 2008).

Music therapy is designed with a thorough introduction to the circumstances and problems experienced by the counselee, so that the techniques given will be different for each individual (Bradley et al., 2014; Skudrzyk et al., 2009). For example, some counsees who are more suited to using active music therapy techniques, but some are more helpful with passive music therapy techniques, or vice versa (Zarate, 2016). Any music therapy will also be different for everyone. The appropriateness of music therapy will be largely determined by individual values, philosophy embraced, education, clinical setting, and cultural background (Gladding, 2016; Wigram et al., 2002). However, all music therapy has the same goal, which helps express feelings, helps physical rehabilitation, positively affects mood and emotional conditions, improves memory, and provides a unique opportunity to interact and build emotional closeness between counsees and counselor (individual counseling and groups) as well as between counsees and counsees (group counseling) (Djohan, 2006; Illie, 2013; Laura et al., 2015; Lilley et al., 2014). Thus, music therapy is also expected to help cope with stress, prevent disease and ease the pain experienced by an individual (Djohan, 2006; Gladding, 2016; Natalia, 2013).

Effectiveness of Music Therapy to reduce the Academic Anxiety of Millennials Generation Students

The study of conventional services conducted by educational counselors proved to be less effective. The first research on the use of group counseling services with a cognitive approach done to millennials collegestudents at the University of Hormozgan, Iran, proved less effective in reducing collegestudent academic anxiety to undergraduate thesis (Zarei, Fini, & khajehzadeh Fini, 2010). Subsequent research is about the use of group counseling services with "systematic motivational counseling" (SMC), proving that the results are less significant in reducing the academic anxiety experienced by millennialscollege students (Ghasemzadeh, 2011).

Basically an individual with anxiety is caused by the high production of the thyroxine hormone in the human brain. A person who undergoes a negative emotional process will stimulate the hypothalamus to produce high levels of thyroxine hormone. This is what causes the individual easily tired, easily anxious, easily tense, easily afraid, and insomnia, so that the individual circumstances become less optimal (Vianna, Barbosa, Carvalhaes, & Cunha, 2011). To solve this problem, a person must be able to balance itself in every condition experienced. One human brain has four natural morphines of the body, there was the positive hormones that it can ease the disease and make life become happy. The morphines divided to four types, i.e. endorphin, dopamine, serotonin, and oxytocin. The function of those natural morphines were able to make the body more relaxed, so it able to reduce anxiety or stress (Mucci & Mucci, 2002). One of the interventions to increase the production of endorphin and serotonin hormones is to relax by listening to music (Wigram et al., 2002). Psychologically, music has a positive relationship in human life that music is able to make a person more relaxed, to reduce stress, to create a sense of security and prosperity, to increase happiness, to improve the intelligence, to increase confidence, and to help release pain (Djohan, 2006). This is reinforced also by research that proves that music is able to increase the production of endorphin and serotonin hormones that result in an individual can feel happier and reduce anxiety experienced (Laura et al., 2015; Zarate, 2016).

Music as an intervention that can be applied in helping an individual in reducing anxiety has been proven. Research conducted by Sharma and Jagdev (2012) shows evidence that the use of music can be able to reduce the academic stress experienced by 30 millennials generation. Furthermore, research conducted by Lilley, Oberle, and Thompson (2014) also proves the effectiveness of music can be able to reduce anxiety before performing on millennials. The use of music can also be given in the counseling process. Music can be used to help individuals to understand their emotional and cognitive development. Individuals can listen to songs, or play an active musical instrument. Through music, counselors can make the counseling process more interesting and effective, this is very appropriate in accordance with the

interests of the millennials (Skudrzyk, 2009). There are several techniques that can help counselors and counsees in reframing ideas, focusing perspectives, emotional externalization, and deepening understanding of an experience or problem. One of them is through music (Bradley et al., 2014). The use of music in the counseling process has many therapeutic benefits. Music can be used as a counseling strategy in the form of relaxation techniques to reduce and to overcome anxiety and emotional tension (Gladding, 2016; Gladding et al., 2008). Relaxation techniques as the effective coping skills to reduce anxiety levels. Music was used as the media to calm, and help counsees to feel comfortable, so the counseling process becomes more effective.

Music therapy performed at the College of Notre Dame, Belmont, California. Uses sound stimuli (sounds, music) to determine the effect of sound on stress and relax conditions experienced by a person, it was currently worldwide (Djohan, 2006). But the application of music therapy is still rare, because it is still a new thing, especially in counseling. Music therapy can have a positive impact on anxiety. Music therapy is a technique that is very easy to do and affordable, but the effect is quite large. The meta-analysis study of music as a therapy media has been done in Indonesia (Dewi, 2015). From the results of these meta-analysis studies, it is suggested that music can be used as an approach in helping individuals who had experience physical, behavioral, and psychological barriers to be able to become better. Research on the effectiveness of music as a media of therapy on academic anxiety of students of millennials generation has also been done (Rosanty, 2014). From the results of this study, music can be used as an intervention to reduce the academic anxiety experienced by millennials. However, this study only proves the use of Mozart music as passive music therapy only, and this study is not yet explain about the giving active music therapy.

Finally, in 2018, the first study in Indonesia on the application of music therapy in integrated counseling practice with the conventional approach by comparing passive and active music therapy, finally performed by Situmorang (2018). The results showed that the integration of CBT group counseling with music therapy proved to be effective in reducing academic anxiety and increasing the self-efficacy of millennials collegestudents. The study compared the effectiveness of CBT with passive music therapy and CBT with active music therapy techniques. Furthermore, the results of this study was demonstrate that CBT group counseling with active music therapy was the most effective technique in reducing academic anxiety and improving self-efficacy, compared with passive music therapy. More details explain that passive music therapy has been shown to be more effective than active music therapy, especially during pretest vs. posttest. However, during pretest vs follow-up and posttest vs. follow-up, active music therapy is much more effective in reducing academic anxiety and improving the self-efficacy of millennials collegestudents who are preparing the undergraduate thesis.

Conclusions

Based on the above explanations, it can be concluded is that millennials and music generation has a significant attachment. Counseling interventions for millennials college students through music therapy are more effective than conventional counseling services, because music is one of the closest things to millennials. In addition, nowadays music becomes an important requirement for millennials generation in the process of self-actualization. If psychologist or educational counselor can do counseling services through music therapy, it will undoubtedly provide a new understanding for education in Indonesia that it is time to move to one of the more effective modern approaches. Hopefully, in the future no more news in the mass media about millennials college students in Indonesia who commit to suicide behavior due to excessive anxiety towards the undergraduate thesis. This review can be an interesting topic to be studied in the future for theoretical development of science that can be practically implemented.

It is expected that further research on this subject be able to concretely discuss the effectiveness of counseling by using music therapy intervention in helping millennials college students to reduce their academic anxiety. In addition, this conceptual study is expected to provide a new insight for psychologists and educational counselors in Indonesia to be able to develop a program design and intervention strategy, through counseling services using passive music therapy and active music therapy techniques to reduce academic anxiety and improve self-efficacy of millennials generation. In particular, this study is expected to provide an idea for the provision of music therapy training for psychologists and educational counselors who interested in expressive or creative therapy in counseling.

References

- Ali, H., & Purwandi, L. (2016). *Indonesia 2020: The urban middle-class millennials*. Jakarta: Alvara Research Center.
- Atiwannapat, P., Thaipisuttikul, P., Poopityastaporn, P., & Katekaew, W. (2016). Active versus receptive group music therapy for major depressive disorder: A pilot study. *Complementary Therapies in Medicine, 26*, 141-145.
- Bibb, J., Castle, D., & Newton, R. (2015). The role of music therapy in reducing post meal related anxiety for patients with anorexia nervosa. *Journal of Eating Disorders, 3*(1), 50. <https://doi.org/10.1186/s40337-015-0088-5>
- Bradley, L.J., Whiting, P., Hendricks, B., Parr, G., & Jones Jr., E.G. (2014). The use of expressive techniques in counseling. *Journal of Creativity in Mental Health, 3*(1), 44-59.
- Brophy, T. (2007). Understanding the net generation: Millennials and music teacher education. In *Symposium on Music Teacher Education, Greensboro, NC*.
- Capuzzi, D., & Gross, D.R. (2011). *Counseling and psychotherapy: Theories and intervention* (5th ed.). New Jersey: Merrill Prentice Hall.
- Çiftçi, H., & Öztunç, G. (2015). The effect of music on comfort, anxiety and pain in the intensive care unit: A case in Turkey. *International Journal of Caring Sciences, 8*(3), 594-602.
- Dewi, M.P. (2015). Studi metaanalisis: Musik untuk menurunkan stres. *Jurnal Psikologi, 36*(2), 106-115.
- Degges-White, S., & Davis, N.L. (2017). *Integrating the expressive arts into counseling practice: Theory-based interventions*. New York: Springer Publishing Company.
- Djohan. (2006). *Terapi musik teori dan aplikasi*. Yogyakarta: Galang Press.
- Ghasemzadeh, A. (2011). Effects of group "systematic motivational counseling" (SMC) on university student's academic achievement and test anxiety. *Procedia-Social and Behavioral Sciences, 30*, 2482-2486.
- Giovagnoli, A.R., Oliveri, S., Schifano, L., & Raglio, A. (2014). Active music therapy improves cognition and behaviour in chronic vascular encephalopathy: A case report. *Complementary Therapies in Medicine, 22*(1), 57-62.
- Gladding, S.T. (2016). *The creative arts in counseling*. Alexandria, VA – USA: American Counseling Association.
- Gladding, S. T., Newsome, D., Binkley, E., & Henderson, D. A. (2008). The lyrics of hurting and healing: Finding words that are revealing. *Journal of Creativity in Mental Health, 3*(3), 212-219.
- Ilie, G. (2013). Effects of individual music playing and music listening on acute-stress recovery. *Canadian Journal of Music Therapy, 19*(1), 23-46.
- Indrawan, A.F. (2016). *Stres skripsi ditolak, Efren tewas gantung diri*. Retrieved December 2, 2017, from Detik News website: <https://www.news.detik.com/berita/3263003/stres-skripsi-ditolak-efren-tewas-gantung-diri>
- Lenhart, A., Purcell, K., Smith, A., & Zickuhr, K. (2010). *Social media & mobile internet use among teens and young adults: Millennials*. Pew Internet & American Life Project.
- Kompas.com. (2008). *Hendrawan nekat bunuh diri karena masalah kuliah*. Retrieved December 2, 2017, from Kompas Website: <http://www.nasional.kompas.com/read/2008/12/15/17173291/hendrawan.nekat.bunuh.diri.karena.masalah.kuliah>
- Laura, D., Sylvie, J., & Aurore, S. (2015). The effects of music therapy on anxiety and depression. *Ann Depress Anxiety, 2*(4), 1057.
- Lilley, J.L., Oberle, C.D., & Thompson Jr., J.G. (2014). Effects of music and grade consequences on test anxiety and performance. *Psychomusicology: Music, Mind, and Brain, 24*(2), 184-190. <https://doi.org/10.1037/pmu0000038>
- Mucci, K., & Mucci, R. (2002). *The healing sound of music*. Findhorn Press.
- Natalia, D. (2013). *Terapi musik bidang keperawatan*. Jakarta: Mitra Wacana Media.
- Nordoff, P., & Robbins, C. (1977). *Creative music therapy*. New York, NY: John Day.
- Ottens, A.J. (1991). *Coping with academic anxiety*. New York: The Rosen Publishing Group.
- Pew Research Center. (2010). *Millennials: A portrait of generation next: Confident, connected, open to change*. Washington DC: Pew Research Center.
- Rosanty, R. (2014). Pengaruh musik Mozart dalam mengurangi stres pada mahasiswa yang sedang skripsi. *Journal of Educational, Health and Community Psychology, 3*(2), 71-78.
- Schmidt, J. A. (1983). Songwriting as a therapeutic procedure. *Music Therapy Perspectives, 1*(2), 4-7.
-

- Sharf, R.S. (2012). *Theories of psychotherapy and counseling: Concepts and cases* (5th ed.). California: Brooks/Cole.
- Sharma, M., & Jagdev, T. (2012). Use of music therapy for enhancing self-esteem among academically stressed adolescents. *Pakistan Journal of Psychological Research*, 27(1), 53.
- Stein, J. (2013). Millennials: The me me me generation. *Time magazine*, 20, 1-8.
- Strauss, W., Howe, N., & Markiewicz, P. G. (2006). *Millennials and the pop culture: Strategies for a new generation of consumers in music, movies, television, the internet, and video games*. LifeCourse Associates.
- Situmorang, D. D. B. (2016). Hubungan antara potensi kreativitas dan motivasi berprestasi mahasiswa Program Studi Bimbingan dan Konseling angkatan 2010 FKIP Unika Atma Jaya. *JBKI (Jurnal Bimbingan Konseling Indonesia)*, 1(1), 6-9. <https://dx.doi.org/10.26737/jbki.v1i1.97>
- Situmorang, D. D. B. (2017a). Efektivitas pemberian layanan intervensi music therapy untuk mereduksi academic anxiety mahasiswa terhadap skripsi. *JBKI (Jurnal Bimbingan Konseling Indonesia)*, 2(1), 4-8. <https://dx.doi.org/10.26737/jbki.v2i1.242>
- Situmorang, D. D. B. (2017b). Mahasiswa mengalami academic anxiety terhadap skripsi? Berikan konseling cognitive behavior therapy dengan musik. *Jurnal Bimbingan dan Konseling Ar-Rahman*, 3(2), 31-42.
- Situmorang, D. D. B. (2018a). Keefektifan konseling kelompok cognitive behavior therapy (CBT) dengan teknik passive dan active music therapy terhadap academic anxiety dan self-efficacy (Unpublished master's thesis). Program Pascasarjana Universitas Negeri Semarang, Indonesia.
- Situmorang, D. D. B. (2018b). Music therapy bagi mahasiswa generasi millenials, perlukah? *Buletin Psikologi*, an accepted manuscript for publication.
- Situmorang, D. D. B., Mulawarman, & Wibowo, M. E. (2018). Integrasi konseling kelompok cognitive behavior therapy dengan passive music therapy untuk mereduksi academic anxiety, efektifkah? *Jurnal Kajian Bimbingan dan Konseling (JKBK)*, an accepted manuscript for publication.
- Skudrzyk, B., Zera, D.A., McMahan, G., Schmidt, R., Boyne, J., & Spannaus, R.L. (2009). Learning to relate: Interweaving creative approaches in group counseling with adolescents. *Journal of Creativity in Mental Health*, 4(3), 249-261.
- Vianna, M. N. S., Barbosa, A. P., Carvalhaes, A. S., & Cunha, A. J. L. (2011). Music therapy may increase breastfeeding rates among mothers of premature newborns: A randomized controlled trial. *Jornal de Pediatria*, 87(3), 206-212.
- Wika. (2016). *10 fakta mahasiswa bunuh dosen di toilet*. Retrieved December 2, 2017, from Kompas Nasional Website: <http://www.kompasnasional.com/10-fakta-mahasiswa-bunuh-dosen-umsu-di-toilet/>
- Wigram, T., Pedersen, I.N., & Bonde, L.O. (2002). *A comprehensive guide to music therapy: Theory, clinical practice, research and training*. London: Jessica Kingsley Publisher, Ltd.
- Zarate, R. (2016). Clinical improvisation and its effect on anxiety: A multiple single subject design. *The Arts in Psychotherapy*, 48, 46-53.
- Zarei, E., Fini, A.A.S., & khajehzadeh Fini, H. (2010). A comparison of effect of group counselling methods, behavioural, cognitive and cognitive-behavioural to reduce students: Test anxiety in the University of Hormozgan. *Procedia-Social and Behavioral Sciences*, 5, 2256-2261.

Retraction notice to A review on mindfulness and nursing stress among nurses. COUNS-EDU: The International Journal of Counseling and Education, 3(1), 1-13

Retraction to:

Said, Z., & Kheng, G. L. (2018). A review on mindfulness and nursing stress among nurses. COUNS-EDU: The International Journal of Counseling and Education, 3(1), 1-13. (doi: <https://doi.org/10.23916/0020170211740>)

This article has been retracted by Publisher based on the following reason:

The Editor of COUNS-EDU: The International Journal of Counseling and Education found the double publication in the article publishing due to article's content similarity published in <http://ojs.uma.ac.id/index.php/analitika/article/view/1589>.

Said, Z., & Kheng, G. L. (2018). A review on mindfulness and nursing stress among nurses. ANALITIKA, 10 (1), 31-45,

One of the conditions of submission of paper for publication in this journal is that authors declare explicitly that their work is original and has not appeared in a publication elsewhere. Re-use of any data should be appropriately cited. As such this article represents a severe abuse of the scientific publishing system. The scientific community takes a very strong view on this matter and apologies are offered to readers of the journal that this was not detected during the submission process.



This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use,
