

# THE INFLUENCE OF PSYCHOLOGICAL CAPITAL IN SHAPING FUTURE ORIENTATION AT SENIOR HIGH SCHOOL STUDENTS IN JATINANGOR, SUMEDANG-WEST JAVA

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**Abstract**-High school students as a teenager who also the next generation of the Nations has a significant role in the future development of the nation. One of the tasks of adolescent development is determining the future orientation direction which is an overview of which belonged to individuals about themselves in the context of the future. This research aims to find out how the influence of psychological capital in the form of future orientation, which consists the image of the future orientation of students in the fields of education, employment, and marriage. Psychological Capital is the positive psychological development which characterized by the presence of invalid constructs of four aspects, that is efficacy/self-confidence, optimism, hope, and resiliency. High school students are the next generation that needs to know their Psychological Capital because it can be used to prepare their future after graduated. The subject of research are 278 students at senior high school in Jatinangor, West Java-Indonesia. The results showed that the accumulation Psychological Capital on senior high school students in Jatinangor region are not high based on percentage. Their psychological capital are more influenced by self-efficacy at 33,98% compare to Hope, Optimism, and Self Resilience dimension. Psychological capital will affect their future orientation, especially how they will build their future career, future living, and their goal in life.

**Keywords:** psychological capital, future orientation, adolescence, senior high school

## 1. INTRODUCTION

Education has an important role for the nation. According Law Constitution No. 20/2003 on National Education System, the national education serves to develop skills and character development and civilization of the nation's dignity in the context of the intellectual life of the nation. Based on Secondary Education Basic Data owned by the Ministry of Education and Culture, the number of high schools in Indonesia is 10.129 schools and vocational schools totaled 10.054 [1]. All high schools are spread throughout the region who are in Indonesia, including Jatinangor-Sumedang, West Java.

Jatinangor has been designated as the area of higher education by the Decree of the Governor of West Java No. 583/SK-PIK/1989. Under the policy, there are four universities in Jatinangor: Institut Koperasi Indonesia (IKOPIN), Universitas Padjadjaran (UNPAD), Sekolah Tinggi Pemerintahan Dalam Negeri (STPDN) and Universitas Winaya Mukti (UNWIM), which has been changed to the Institut Teknologi Bandung (ITB). There are also have 12 High School in Jatinangor. High school students are teenagers who are expected as the future generation.

Although listed as an area of education, but there is lack of students who will continue their study to higher level. According to one teacher at Madrasah Aliyah contained in the Jatinangor, in 2012 only about 16% of students who continuing their study to the next education level after graduation from school. The rest of them decide to work, get married, or become small entrepreneur. According to Head of Social Statistics BPS Jabar, [2] says, the number of public high school educated workers reached 2.707.934 people, while unemployed with a general high school education are 365.394 people. For vocational high school educated workers reached 1.743.561 people, while 277.221 people unemployed. This number mention that high school graduates still have to improve their qualification to facing the future as a potential next generation.

High school students are teenagers as the younger generation and is expected to contribute positively to the environment. The role of high school students on the environment can not be separated from its status as a teenager. Adolescence is a period that is prepared for the next period, ie adulthood. Preparation for the world after graduation in school is important to do as a teenager who is

still in high school. This needs to be done so that the teenager as a potential next-generation, can grow and compete in accordance with the demands of life in society.

Adolescence is a critical period in the human development stages. This is because adolescence is a period of transition from childhood to adulthood. [3] say that generally lasts adolescence between the ages of 12-22 years. This period is divided into three periods, namely the period of early adolescence refers to all individuals aged 12 to 15 years, intermediate adolescents (mid) lasts between 15 to 18 years and late adolescence lasts between 18 to 22 years. Each period, adolescents have the characteristic of each. In early adolescence, marked by growth and physical maturation is very fast and the formation of self-centered concept of physical receipt. Early adolescence is also a period of achieving conformity with peers. While in the mid-teens, began the development of new ways of thinking, have broad thinking, began to prepare themselves with the roles of adults. Although peers still play an important role in the life of mid-teens, they began trying to assert themselves and began to hang out with friends of the opposite sex. In late adolescence, marked by the end of the preparation of the roles of adults. Teens trying to realize the ultimate goal of education and establish his or her identity [4]. It is marked by the development of new ways of thinking, have broad thinking, began to prepare themselves with the roles of adults [4]. This makes adolescence is an important time to see the potential of what is owned by teenagers as a form of preparation for entering theirself in the role as an adult. Individual's psychological state can be used as capital or the potential to develop up to a optimum stage. Their potential can be identified in the school so school can be prepared their students as a adolescence in facing their future.

A teenager's life after graduating from High School will be undertaken without its status as a student again. Mostly there are continuing their life with work experience, go to college, or marriage life. This obviously makes the teenager will have a new role in their life. Awareness of their psychological capital conditions can be used as the basis for the school to preparing their students facing the future. The student's psychological state is called by psychological capital. The construct of Psychological Capital (PsyCap) encapsulates an individual's state of psychological development comprised of the resources of hope, self-efficacy, resilience and optimism [5].

PsyCap refers to a higher order construct derived from a constellation of motivational and behavioral tendencies associated with self-efficacy ("having confidence to take on and put in the necessary effort to succeed at challenging tasks"); hope ("persevering towards goals and when necessary redirecting paths to goals"); optimism ("making a positive attribution about succeeding now and in the future"); and resilience ("when beset by problems and adversity, sustaining and bouncing back and even beyond to attain success" [5]. Individually, each of the constructs has been studied for their relationship with a range of outcomes [5].

PsyCap is not positioned as simply a summation of its individual components, but rather as a higher-order core construct that integrates the four psychological resources synergistically. As a results, PsyCap is theorized as being more impactful on performance and other desirable outcomes than the individual psychological resources that comprise it. That is, PsyCap is conceptualized as being greater than the sum of its parts [5]. There are Psychological capital components as a Figure 1.

The students with higher PsyCap tend to expect good things to happen to them at future (optimism); believe they can create their own success (hope and self-efficacy); and are persistent in the face of challenges (resilience) when compared with students with lower PsyCap [6]. Thus, given the expectations for success and belief in one's ability to achieve success, those with higher PsyCap are more likely to be satisfied with their life [7,5]. Research accumulated over the past decade has demonstrated that PsyCap is positively related to a variety of desirable job attitudes and behaviors, and negatively related to undesirable organizational outcomes [5].

Psychological Capital on senior high school students is important to aware. As area of education, Jatinangor had expected their senior high school students have sufficient psychological capital. However, based on preliminary data obtained from ten teenagers who come from High School and Vocational High School, not all students have every aspect in the concept of Psychological Capital.

PsyCap developed to gain a competitive advantage based on the fact that most of graduated students do not realize their true potential in facing their future. By developing PsyCap aspects school can develop student's potential of their human resources to the optimum level. This can occur because PsyCap help someone in exploring themselves, helped the introduction of self-potential, and encouraged to develop their potential to the maximum phase [9].

Positive PsyCap development are important for teens because adolescence is a crucial period before adulthood and PsyCap can help young people in exploring their potential. For high school students and equal, positive psychological state of development is important to note. This can help the school to develop students potentiality to optimum stage as their preparation for future.

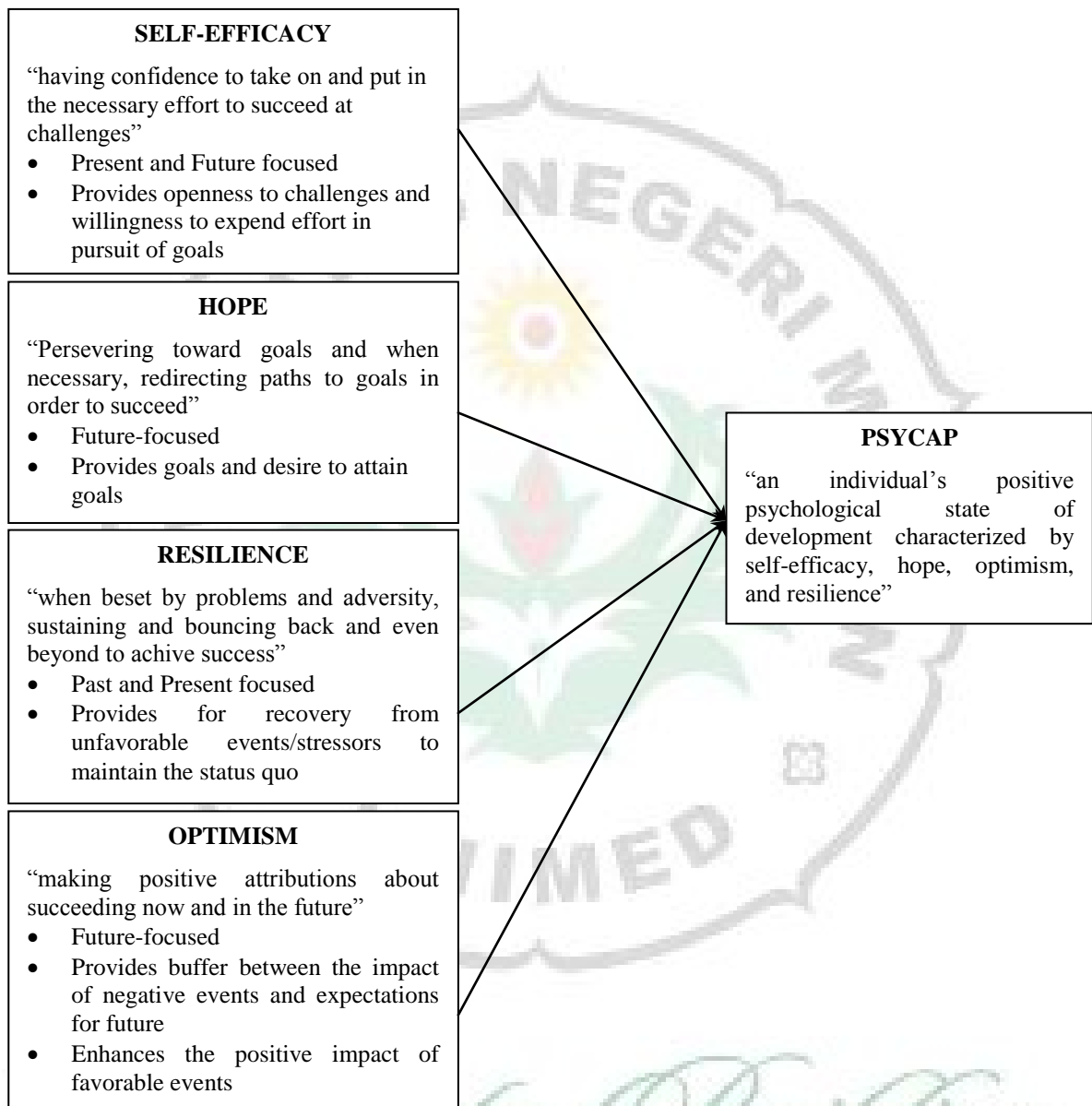


Figure 1. PsyCap dimension [5]

## 2. METHODS

This research aimed to critically assess the theoretical foundations of the PsyCap construct in teenager. A systematic review of extant literature was used to provide a comprehensive critical analysis of the PsyCap construct in terms of its theoretical and psychometric properties.

This research approach is non-experimental research approach. The method used is descriptive and verificative research method. According to Sugiyono [10], the descriptive method is a method that is used to describe or analyze research results but is not used to make broader conclusions. While the verificative method according to Mashuri [11], that is checking validity when explained to test a way with or without the improvements that have been implemented elsewhere with similar resolve problems with life. To determine the sample that will be used in the study, researchers used a non-probability sampling. The population of this research is high school students in Jatinangor.

## 2.1 Participant

Data was collected from senior high school students in Jatinangor. *Proportionate cluster random sampling* taken from Privat Senior High School, State Senior High School, Madrasah Aliyah (based on Islamic education level), and Vocational School. The composition is 56.76% data from State Senior High School, 25.54% from Vocational School, 6.83% from Madrasah Aliyah, and 11.87% from Privat High School. The participants consisted of 278 people (57.9% female and 42.1% male). They ranged in age from 16 years to 18 years with a mean age was 17,10 years (SD=0.54).

## 2.2 Measurement

PsyCap was assessed with modification from PsyCap Questionnaire [8]. The scale includes six items for each of the four factors (hope, self-efficacy, resilience and optimism). Example items include: “I feel confident helping to set targets/goals in my work area” (self-efficacy); “If I should find myself in a jam at work, I could think of many ways to get out of it” (hope); “When I have a setback at work, I have trouble recovering from it and moving on” (reversed; resilience); and “When things are uncertain for me at work I usually expect the best” (optimism). Each item is rated using a 4-point Summated Rating scale (1=strongly disagree, 4=strongly agree). Reliability for this scale was good (Cronbach’s alpha was  $\alpha = .91$ ).

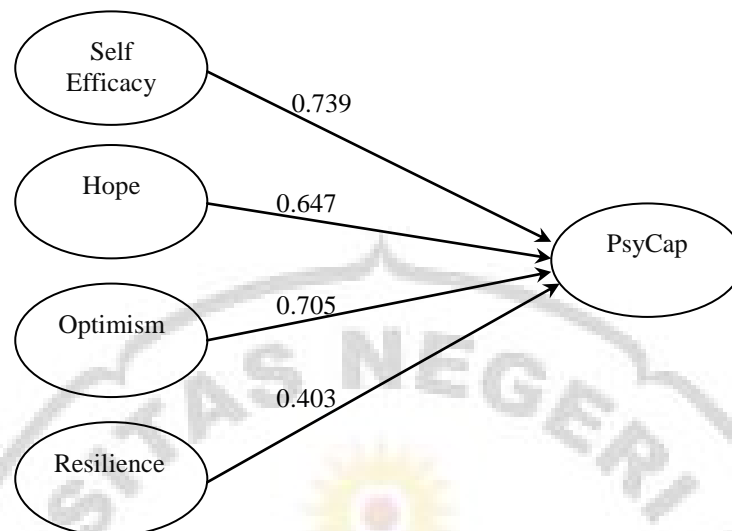
## 3. RELUTS AND DISCUSSION

Based on descriptive statistics, student’s psychological capital category is in moderate category (76.6%). It consist self efficacy (78.64%), optimism (76.71%), and resilience (66.91%) are in moderate chategory. Hope (83.54%) is in high chategory. Descriptive statistics and correlations at the factor level were calculated and shown in Table 1.

**Table 1.** Psychological capital descriptive statistics

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Self-Efficacy	Between Groups	303,907	15	20,260	22,541	,000
	Within Groups	235,493	262	,899		
	Total	539,399	277			
Hope	Between Groups	247,174	15	16,478	17,481	,000
	Within Groups	246,970	262	,943		
	Total	494,144	277			
Optimism	Between Groups	306,072	15	20,405	19,180	,000
	Within Groups	278,734	262	1,064		
	Total	584,806	277			
Resiliency	Between Groups	238,747	15	14,583	14,131	,000
	Within Groups	290,706	262	1,110		
	Total	359,453	277			

The Table shows that students in senior high school have psychological state that shown that they have confidence to facing the future and having hope to get a better future. But their optimism remind moderate and their ability to bounce back from negative events still needs to develop. Analysis dimension of PsyCap will predict what dimension will shaping the psychological capital the most. It can be shown in the Figure 2.



**Figure 2.** Beta weights for the dimensions of PsyCap

Figure 2 illustrate that self-efficacy was the strongest predictor of Psychological Capital ( $\beta = .55$ ,  $p < .001$ ). Moreover, in each instance, optimism also represented the significant predictor of Psychological Capital. These results suggest that self-efficacy and optimism is key to enhancing Psychological Capital and may also serve as an important buffer against tension in facing their future.

The construct of PsyCap, which encompasses hope, self-efficacy, resilience and optimism, has been posited as a developable resource, which can provide an effective buffer to facing future orientation and thereby promote well-being. The findings from the current study support this contention, demonstrating that psychological capital owned by the students are still in the moderate category. What needs to be improved by the school is the optimism and resilience. Research in what dimension that build psychological capital refer to self-efficacy and optimism that will encourage the formation of higher psychological capital.

Students in Jatinangor lack of optimism about the future. This reduces the efforts to find ways to realize the dream of his future. This is reinforced by the resilience that they tend to be less, so that if they facing a failure, it would be easy to despair and do not have the internal motivation to get up to resolve the problem and continue their efforts.

Based on psychological developmental stage, [12], a German psychoanalyst heavily influenced by Sigmund Freud, explored three aspects of identity: the ego identity (self), personal identity (the personal idiosyncrasies that distinguish a person from another, social/cultural identity (the collection of social roles a person might play). In these phase, there is “Identity vs. Role Confusion”. Up until this fifth stage, development depends on what is done to a person. At this point, development now depends primarily upon what a person does. An adolescent must struggle to discover and find his or her own identity, while negotiating and struggling with social interactions and “fitting in”, and developing a sense of morality and right from wrong. Some attempt to delay entrance to adulthood and withdraw from responsibilities (moratorium). Those unsuccessful with this stage tend to experience role confusion and upheaval. Adolescents begin to develop a strong affiliation and devotion to ideals, causes, and friends. This suggests that efforts to increase the capital psychological can be done in groups or collective psychological capital. It would be more effectively carried out to increase psychological capital. Efforts to increase optimism and resilience necessary to be raised on students.

Individuals high in hope are able to generate multiple pathways to goal achievement and when necessary, redirect efforts and pathways, thereby reducing the impact of stressors [13] and promoting satisfaction [9]. Highly efficacious individuals have confidence to achieve goals and put in the required effort to overcome challenges, therefore reducing stress experiences of facing the future and enhancing life satisfaction.

Resilience enables individuals to rebound, and even beyond, to achieve goals when faced with adversity. Consequently, resilience enables individuals to better cope with future orientation and promotes life satisfaction. Finally, individuals high in optimism hold positive attributions about

succeeding which provides a buffer against the effects of uncertainty of future and heightens perceptions of life satisfaction.

#### 4. CONCLUSIONS

The construct of PsyCap has been positioned as a resource which can promote student well-being facing their future and providing a buffer to facing a failure. The current study supports this contention by demonstrating that Self Efficacy and Optimism can positively relates to build Psychological Capital, but student's optimism still moderate and needs to develop. PsyCap has been purported as a measurable and developable positive behavior construct which impacts students orientation in future and how they functioning in community. With their psychological development, that teenager start to develop their identity with social interactions. Building collective psychological capital will develop their optimism and resilience facing their future. This means, it's also has implications for the development of training interventions aimed at bolstering collective PsyCap in highschool. These interventions may not only enhance collective performance and functioning, but also individual functioning and well-being as adolescence.

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