

The Role of Achievement Motivation Training Model-Based on E-Learning to Clarify Future Education Orientation of Adolescent in Jatinangor, Indonesia

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Abstract—The study is an applied research aimed to investigate the role of motivation training on future orientation of adolescent in Jatinangor, Indonesia. Future orientation is individual orientation of adolescence in future context. It become a guidance to achieve systematic changes to accomplish their goal (Nurmi 1991). The study used posttest design experimental approach to investigate the role of training. Measurement tools consist of observation notes, training evaluation questioner and future orientation questioner. The results of the study indicated that future orientation of adolescent in Jatinangor considered as high. It shows the object already have clear future orientation. The biggest contribution aspect for their future orientation is motivation. Planning and evaluation aspects are still considered as intermediate level. This result indicates that adolescent still needs to be guided to get strategies and methods in order to plan their future. Motivation training was conducted to assists adolescent to plan and determine their goals and also make strategy to implement their planning. After training, they were more motivated to continue their education to a higher level, aware of education strategy, able to enhance knowledge about interested subject and kind of occupation they can do in the future.

Keywords— *adolescence, future orientation, training*

I. INTRODUCTION

Adolescence (ages 12-20s years, Santrock, 2010) is a period with the alteration of psychosexual and cognitive processes development, alteration in relationships with parents, friends, family and opposite sex. Adolescence is well known as the time of future orientation formation. In terms of future orientation, teenager are demanded to know their capabilities (who I am, my strength and weakness) and organize individual plans for the future ("what" or "who" I want to be in the next 5-10 years). Based on the future orientation concept by Nurmi (1989), there were three areas of future orientation, i.e. education, career-occupation, and marriage-family life.

Based on interview with several high school students in Jatinangor, Indonesia, adolescents did not have an exact

future plan after high school graduation. Some teenagers able to choose further education and type of education, but they were not able to determine what knowledge and information needs to be acquired in order to achieve their goals. Based on the concept of future orientation by Nurmi (1989), in this stage, adolescent does not have contextual knowledge to assist their motivation of educational planning in the future. Motivation will lead adolescent to achieve a goal, such as continuing their education to the next stage, in this case is university.

Researchers believe that the achievement motivation training program will provide knowledge and experience of imagination, planning, and developing strategies to achieve future goals. Knowledge and experience of achievement motivation and action plan training will clarify the future orientation. This study aimed to determine the role of information distribution through the achievement motivation training program to clarify the future orientation of adolescents in Jatinangor.

II. METHODOLOGY

This study used One Group Posttest Design where the measurement is given after treatment (Christensen, 2004). Two measurements of the study as follow: 1) Measurement of the adolescents future orientation. 2) Measurement of the implementation of achievement motivation training modules, aimed to clarify future orientation.

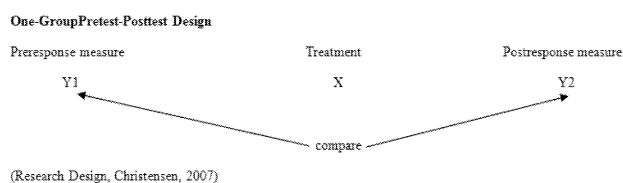
Measurement was conducted using questionnaire evaluation and record observation based on a concept of Kirkpatrick's training evaluation (2006); it is evaluation of participant's reaction. Measurement was performed to identify whether the achievement motivation training modules plays a role in clarifying the future orientation of adolescents.

A. Research Design

For curriculum or training program evaluation, some measure of improvement is required. Some individuals,

however, assume they need only include a pretest that compared with a test taken after administration of some treatment condition.

A group of research participants is measured on the dependent variable, Y, prior to administration of the treatment condition. The independent variable, X, is then administered, and Y is again measured. The difference between the pretest and posttest scores is taken as indication of the treatment condition effectivity.



B. Research variable

The study use 2 variables, such as:

1) Independent variable i.e. Future Orientation Online Training.

Independent variable is one of the antecedent condition manipulated by the researcher. (Christensen, 2007)

a) Conceptual definition

Future Orientation training model-based on e-Learning is simultaneous, systematic and integral learning program to assist future orientation of adolescent, all material is in e-learning method.

b) Operational definition

Future Orientation training model-based on e-Learning is a training activity which the material is developed based on future orientation concept by Nurmi. It consist of motivation, planning and evaluation.

Material consist of initiation of future orientation, motivation, planning and evaluation. All material is available on e-learning method.

2) Dependent Variable i.e. Future Orientation

Dependent variable is the response of the organism, the variable that measures the influence of the independent variable. (Christensen, 2007)

Dependent variable refers to Future Orientation.

a) Conceptual definition

Future orientation is the individual future scene that help individual to direct him self to get

systemathical change, in order to obtain certain goals (Nurmi, 1991).

b) Operational definition

Future orientation is enhancement of adolescence's understanding on future orientation such as future orientation understanding, motivation, planning and self evaluation.

C. Training Modul Development

The development of training model involved measurement of treatment effect and trial of training modul implementation. Training modul Development, based on Leslie Rae (2005) consist of some steps, i.e. 1) Need assessment, 2) Need Determination, 3) Material Determination, 4) Determination of Time Allocation, 5) Determination of material delivery process, 6) Determination method, 7) Assisstance device determination, 8) evaluation.

D. Measuring instrument of Evaluation

1) Quistionaire of participant reaction

To observe participant reaction on each material in the training, the quistioner has been used. It asked participant to measure aspects on the training such as: material, method, medium and time.

2) Questioner of future orientation

To measure output of the training, whether the modul in line with the enhancement of future orientation of adolescence's understanding purposes based on quistioner using Erik Jarik Nurmi (1991) concept. This concept is the quistioner of future orientation understanding and future orientation quistioner.

E. Research subject

Subject was chosen by using simple randomized sampling method. It fit to the condition that each analysis unit in the population has the same chance to be chosen into part of the sample.

Character of sample are as follow:

1. Teenager with 16-19 years old (definition based on Santrock, 2010)
2. Student of XII grade (third grade of High school)

The given treatments in the training session were: imagery activities (imagination about their selves in the next 5 years), the movie playback to inspire motivation, provision of content about college and work environment, experience sharing of senior student about adjustment in university behavior, and small groups discussions to set the

plan in the future based on personal interest. Statistical descriptive was used as statistical analysis. It uses frequency tables and percentages to describe the role of achievement motivation training on clarifying adolescence future in Jatinangor.

Future orientation is the concept of the individual, in this case teenager seeks the goal related to their preferred goals or targets, expectations, or interests (Nurmi, 1991). Adolescents define future goals, making plans to achieve goals, and evaluate the realization of objectives (Nurmi, 1989). Thus the future orientation of adolescents showed that they have done anticipation of problems in the future (Figure 1).

There are two main factors that influence future orientation, the individual and contextual factors (Nurmi, 1989). An individual factor is a cognitive ability of adolescence to determine the goals; preparation and realization of a plan to achieve the objectives. A contextual factor is the environment (social) effect on future knowledge and views of adolescent. The social environment can be expanded by them, hence it is not limited only to family or education environmental.

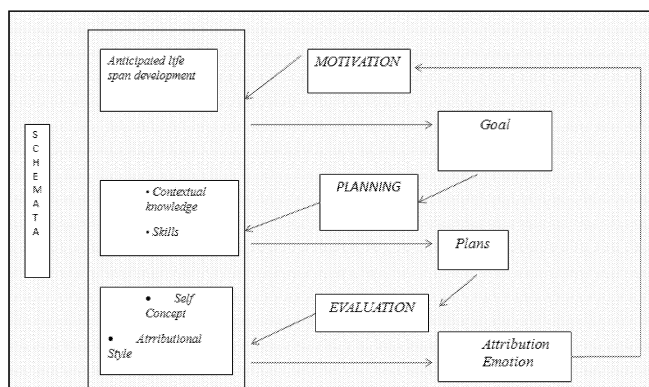


Figure 1. Three processes of stages on future orientation (Nurmi, 1989)

Nurmi (1989) describes the orientation of the future consist of three processes, i.e. motivation, planning and evaluation. Motivation deals with interests, concerns and goals of individual youth in the future. Planning deals with how individuals develop their plan in order to realize his interest in the future. Evaluation deals with the possibility to realize the goals.

F. Future Orientation training model-based on e-Learning

Universitas Padjadjaran (Unpad) has been conducting online courses under e-Learning Management Team, 2 of 3 researchers are members of the team since five years ago. Researchers, tried to propose e-Learning model to introduce future orientation. The stages began with the uploading of reading material and assignment related to future orientation i.e. simulation of future occupation imagination, writing

future education plan, future planning strategy and evaluating achieved goals (figure 2).

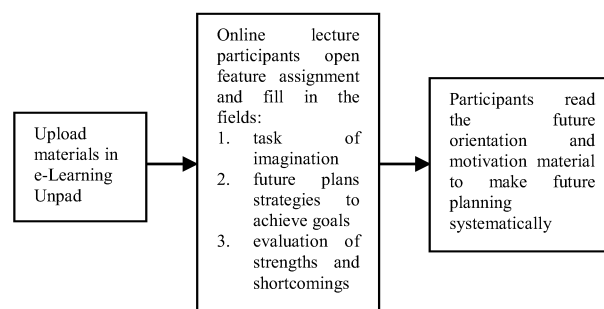


Figure 2. Future Orientation training model-based on e-Learning

III. DISCUSSION

The data of future orientation assessment is presented as follows:

TABLE 1. FUTURE ORIENTATION OF ADOLESCENCE IN JATINANGOR

Future Orientation	
Category	Percentage
High	39%
Moderate	61%
Low	0

From table 1, we can find 39% of adolescents in Jatinangor have the motivation, planning, and evaluation of the achieved objectives of the future (high future orientation). The data of Future Orientation measured by Future Orientation questionnaire based on the dimensions of the Future Orientation concept of Nurmi is presented as follows:

TABLE 2. DIMENSIONS OF FUTURE ORIENTATION

Dimension	Category (%)		
	High	Average	Low
Motivation	53	27	-
Planning	25	75	-
Evaluation	20	78	2

Based on table 2, 53% of adolescents in Jatinangor possess high future planning motivation. Motivation is the most dominant future orientation aspect of adolescents than other two aspects, i.e. planning and evaluation. Adolescent future orientation can be categorized from average to high, means they already have a view of theirself in the future. It will help individual to orient theirself to achieve systematic changes based on their goals. It is related to how teenager of Jatinangor possess hopes, objectives, standards, orders, plans and strategies for the future. They have high future orientation on the motivation dimensions and are likely being on the planning and evaluation dimension.

A high adolescence motivation was found from the results of assessment. They saw future based on the tensio temporal condition or omentary finding. They planned to continue to secondary school and finish their education, get a job, get married and raise a family. It showed that they think and make plan for future education and occupation (highly motivated).

Planning is an important aspect to realize objectives. Future planning of adolescence in Jatinangor was still moderate. It showed that adolescents in Jatinangor still donot have method to plan subdivisions of goals. They do not have any method to construct the planning and how to realize it in the future. It is simply understood, because they do not have yet knowledge of future context and anticipation ability.

The next phase of planning activity is actuating the plan and strategy. Actuating plan and strategy is controlled by comparing the objectives with the actual context or real situations. Adolescents in Jatinangor need the guidance and direction from the neighborhoud (teacher and parent) to implement the goals systematically.

The expression of participants (student) on perceived benefits after participating the training are as follow:

- (1) More confident and motivated to continue their education to the university.
- (2) Gaining knowledge about university and life environment of university.
- (3) Better understanding of departement interest in university
- (4) Better understanding of fit occupation based on areas of interest.
- (5) Gaining knowledge about how to achieve university level, strategy, and the test should be done.
- (6) Gaining knowledge about available scholarship.

To find out the reaction of participants of the training, they were also asked to complete a questionnaire regarding the perceived benefits of training, with the following results:

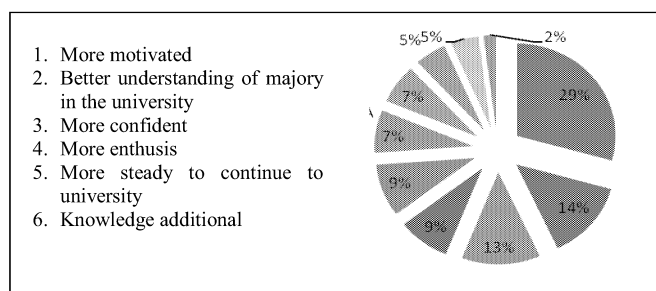


Figure 3. The perceived benefits of training participants

ACKNOWLEDGMENT

We would like to express our gratitude to the DIPA UNPAD which has funded the research. We want to thank to the Dean of Faculty Psychology for the leadership and encouraging the research and training. We have furthermore to thank to the head and student of SMAN Jatinangor for their cooperation and participation in the training activities. We are deeply indebted to LPPM UNPAD who has given the opportunity to conduct this research and support during proposal preparation and final reports. Finally, we are bound to the honorable colleague of e-Learning Team of Padjadjaran University who has provided support and encouragement to finish this paper.

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