

INTEREST IN THE SOCIAL SERVICE WORK FIELD OF SPECIAL EDUCATION STUDENTS

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ARTICLE INFO

Article history:

Received 10 July 2019
Received in revised form
22 August 2019
Accepted 27 August 2019
Available online 7 October
2019

Keywords:

Interest
Work field
Social service
Special education
Students

ABSTRACT

Students of Special Education (SE) are expected to have a high interest in the social service work field so that there is a compatibility with their education. However, the education selection of SE students is not always based on interest in the social service work field, so there is a possibility that SE students will not pursue a career in social service work field after they graduated. This study aims to determine the interest of SE students in the social service work field in the SE field. The respondents were 73 fifth semester SE students of Universitas Sebelas Maret (UNS), consisting of 54 female students and 19 male students. The sampling technique used is a non-random purposive sampling. RMIB interest test and a career interest questionnaire are used to collect the data. Data were analyzed by using frequency analysis. The results shows that (1) Based on the RMIB interest test, 79% of SE-UNS students have a high interest in the social service work field; (2) Based on the questionnaire, 60% of SE-UNS students choose to work in the social service field, such as teachers, social workers, heads of social foundations, sign language interpreters, principals, and social volunteers. Thus, it can be concluded that the majority of SE-UNS students have had interests in the social service work field in accordance with the SE field.

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1. Introduction

The choice of education programs is one of the important things in determining future careers because the choice of education programs tends to be based on the selection of career interests in the future. Prospective students who have an interest in a particular career are likely to choose an education program that suits their career interests. Thus, it can be said that students who choose the Special Education (SE) program should also be based on their career selection interests to work in the SE field. Therefore, students who choose SE program are also expected to have an interest in SE work fields such as SE teachers or social workers.

The choice of SE programs can be based on various motives. The motive can be in the form of intrinsic motivation that comes from internal factors or extrinsic motivation that comes from external incentives (King, 2017). The choice of SE programs can be based the interest in the field of special education studies. This is an example of intrinsic motivation in the choice of SE programs. Meanwhile, the choice of SE programs can also be based on the availability of employment (Crowley & Kobl, 1993). This is an example of extrinsic motivation in the choice of SE programs.

One reason for the choice of SE program is to carry out work related to social services. Meanwhile, the desire to carry out social work is also based on various motives (Berger, 2011). One reason related to the interest in social service work is the presence of family members with special needs. These reasons can make someone choose a SE program in order to carry out social service work. However, not all students who choose SE program have a motive for carrying out social service work.

The choice of SE program which are not based on an interest in the SE field can cause some problems. The lack of interest in the SE work field at the early level students will cause problems related to the learning process. SE students who do not have an interest in the SE field have not been able to understand the learning process optimally so it will also affect their academic success. Harackiewicz, Smith, & Priniski (2016) explains that interest is a powerful motivational process that energizes learning, mentoring academic and career processes, and influencing academic success. Interest is a psychological state of concern which influencing a particular object or topic, and a tendency to persist over time

(Harackiewicz, et al., 2016). Thus, an interest in the SE field can energize the learning process, academic success, and also career paths in the SE field.

Furthermore, problems also arise at the end students who do not have SE work field interests. It will cause misunderstanding of the career path (Harackiewicz, et al., 2016). Students may not understand about the SE work field. The SE work field is in the field of social work. Social work is a work that provides social services to the community. Based on interest, the SE work field falls into the category of social service work that have the service function, such as teachers, social workers, nurses, doctors, psychologists, counselors, therapists, etc. Brekke (2012) states that social work provides more social services than other types of social service work, such as psychiatrists, nursing, and psychology. Therefore, SE students are expected to have a high interest in the field of social service work, especially those that are appropriate to the SE field, such as teachers, principals, social workers, and social foundation workers. Another problem that may also arise is that SE graduates have the possibility of not undergoing a career in the SE work field. It means that their education in the SE field is less contributing to their career.

Therefore, intrinsic interests and motivations will be more influential than extrinsic motivations. According to the research results of Bye, Pushkar, and Conway (2007), intrinsic interest and motivation significantly predict a positive influence. Watson & Meiksins (1991) also stated that intrinsic interest and the level of challenge to a job are the main predictors of job satisfaction. Thus, intrinsic interest and motivation in the field of social service work in special education will have a positive influence on the learning process of students.

Based on the explanation above, student work interests become important things to be known by SE study programs. Thus, SE study programs need to check the SE students' interests in the work field of social services in accordance with the SE field. Thus, the SE study programs can evaluate the efforts that have been made to be able to arise, maintain, and increase students' interest in the work field of social service work in accordance with the SE field. Thus, this study aims to determine the interest of SE students in the social services work field in the SE field.

2. Methods

This research is a quantitative approach research with variables of interest in social services work field in the SE field. This research was conducted through a survey (Borg, 1981). The respondents were 73 fifth semester SE-UNS students, which consisted of 54 female students and 19 male students. The sampling technique used a non-random purposive sampling technique, with the criteria for the fifth semester SE-UNS students. Data collection was performed using the RMIB interest test and a career interest questionnaire. The RMIB test is a test to measure work interest, while the career interest questionnaire contains questions about three work field interest of the respondents. The study was conducted by giving both instruments to the respondents classically. Data analysis was performed by frequency analysis (Kerlinger, 1990).

3. Findings and Discussion

3.1 Interest in Social Services Work Field of SE-UNS Students Based on RMIB Interest Tests

Based on the RMIB interest test, data is obtained about student work interest in the order of selecting work interests. The level of student interest in the work field of social services can be seen from the order of the work field of social service in the RMIB interest test. The smaller order of social service work fields shows the higher interest, while the larger order of social service work field shows the lower interest. Furthermore, the interest in the social services work field based on the RMIB interest test is divided into 3 categories namely high, moderate, and low interest. The high interest category is consisted of the social services work field sequence in order 1, 2, 3, and 4. The moderate interest category is consisted of the social services work field sequence in order 5, 6, 7, and 8. Meanwhile, the low interest category is consisted of the social services work field sequence in order 9, 10, 11, and 12.

Based on table 1, it can be seen that there are 79% of SE-UNS students who have a high interest in the social services work field, 18% of SE-UNS students who have a moderate interest in the social services work field, and 3% of SE-UNS students who have a low interest in the social services work field. Thus, it can be concluded that the majority (79%) of SE-UNS students have a high interest in the social services work field in accordance with SE work field. However, there are still 21% of SE-UNS students who do not yet have a high interest in the social services work field in accordance with SE work field.

Table 1
The Social Services Work Field Interests of SE-UNS Students based on RMIB Interest Tests

Category	The Order of Social Service Work Field Interest	Total Per Order	Total Per Category	Percentage (%)
High Interest	1	13	58	79
	2	17		
	3	19		
	4	9		
Moderate Interest	5	5	13	18
	6	5		
	7	2		
Low Interest	8	1	2	3
	9	1		
	10	0		
	11	1		
	12	0		
	Total	73	73	100

3.2 The Social Services Work Field Interest of SE-UNS Students Based on Career Interest Questionnaire

Based on a career interest questionnaire, data was obtained about the work field interest of SE-UNS students. In a career interest questionnaire, students were asked to determine the three most desirable work choices.

Table 2
The Social Services Work Field Interest of SE-UNS Students Based on Career Interest Questionnaire

Social Services Work Field Interest	Sum	Percentage (%)
Have Social Services Work Field Interest	46	60
No Social Services Work Field Interest	27	40
Total	73	100

Based on table 2, there are 60% of SE-UNS students who have the social service work field interests in accordance with the SE work field. Meanwhile, there are 40% of SE-UNS students who not have the social service work field interests in accordance with the SE work field.

Table 3
Number of Interest Choice of the Social Services Work Field in the SE Field of SE-UNS Students Based on Career Interest Questionnaire

Number of Interest Choice of The Social Services Work Field in the SE Field	Sum	Percentage (%)
Three choices	2	3
Two choices	16	22
One choice	28	37
No choice	27	38
Total	73	100

Furthermore, table 3 shows data in more detail about the number of interest choices in the social service work field of SE-UNS students based on the career interest questionnaire from the three choices requested to be written down. There are 38% of SE-UNS students who do not have an interest choice in the social service work field, 37% of students who have one interest choice in the social service work field, 22% of SE-UNS students who have two interest choices in the social service work field, and 3% of SE-UNS students who have three interest choices in the social service work field.

Table 4
Order of Interest Choice of the Social Services Work Field in the SE Field of SE-UNS Students Based on Career Interest Questionnaire

Order of Interest Choice of The Social Services Work Field in the SE Field	Sum	Percentage (%)
The first order	21	29
The second order	21	29
The third order	24	33

Table 4 shows data about the order of interest choice in the social services work field of SE-UNS students based on a career interest questionnaire. There were 29% of SE-UNS students who chose the social service work field in the first order, 29% SE-UNS students who chose the social service work field in the second order, and 33% of SE-UNS students who chose the social service work field in the third order.

Table 5

Types of Interest Choice in the Social Service Work Field in the SE Field of SE-UNS Students Based on Career Interest Questionnaire

Types of Interest Choice in the Social Service Work Field in the SE Field	Sum	Percentage (%)
Teacher	34	47
Social Worker	10	14
Head of Social Foundation	3	4
Sign Language Interpreter	2	3
Principal	1	1
Social Volunteer	1	1

Furthermore, table 5 shows data about the types of interest choices in the social service work field in the SE field chosen by SE-UNS students based on a career interest questionnaire. From the three choices written by students on the career interest questionnaire, there are various types of student interest choices in the social service work field. There are students who have interests as teachers (47%), social workers (14%), head of social foundations (4%), sign language interpreters (3%), principals (1%), and social volunteers (1%).

Table 6

Types of Interest Choice in the Social Service Work Field Which Is Not Included in the SE Field of SE-UNS Students Based on Career Interest Questionnaire

Types of Interest Choice in the Social Service Work Field Which Is Not Included in the SE Field	Sum	Percentage (%)
Therapist	9	12
Psychologist	9	12
Doctor	5	7
Counselor	2	3
Nurse	1	1

Meanwhile, table 6 shows data on the types of interest choices in the social service work field that are not included in the SE field chosen by SE-UNS students based on a career interest questionnaire. From the three choices written by students on the career interest questionnaire, there are several types of student work interest choices in the social service field that are not included in the SE field. There are students who have work interests as therapists (12%), psychologists (12%), doctors (7%), counselors (3%), and nurses (1%).

Table 7

Types of Interest Choices in the SE Field Which is Not Included in the Social Services Work Field of SE-UNS Students Based on Career Interest Questionnaire

Types of Interest Choices in the SE Field Which Are Not Included in the Social Services Work Field	Sum	Percentage (%)
Entrepreneur	16	22
Employee	15	21
Writer	5	7
Lecturer	4	5
Researcher	2	3

Table 7 shows data on the types of interest choices in the SE field which are not included in the social services work field chosen by SE-UNS students based on a career interest questionnaire. From the three choices written by SE-UNS students on the career interest questionnaire, there are several types of interest choices in the SE field which are not included in the social services work field. There are SE-UNS students who have interests as entrepreneurs (22%), employees (21%), writers (7%), lecturers (5%), and researchers (3%).

Table 8

Types of Interest Choices Outside of the Social Services Work Field and Outside of the SE Field of SE-UNS Students Based on Career Interest Questionnaire

Types of Interest Choices Outside of the Social Services Work Field and Outside of the SE Field	Sum	Percentage (%)
Artist	8	11
Singer/musician	7	10
Architect	6	8
Farmer	4	5
Presenter	3	4
Programmer	3	4
Politician	3	4
Astronomer	2	3
Police/army	2	3
Athlete	2	3
Pilot	2	3

Types of Interest Choices Outside of the Social Services Work Field and Outside of the SE Field	Sum	Percentage (%)
Chef	2	3
Technician	2	3
Accountant	1	1

Furthermore, table 8 shows data about the types of interest choices outside of the social service work field and outside of the SE field of SE-UNS students based on a career interest questionnaire. From the three choices written by students on the career interest questionnaire, there are various types of student interest choices besides the social service work field and the SE field. There are SE-UNS students who have work interests as artists (11%), singers or musicians (10%), architects (8%), farmers (5%), programmers (4%), presenters (4%), politicians (4%), astronomers (3%) police or army (3%), athletes (3%), pilots (3%), chefs (3%), technicians (3%), and accountants (1%).

Based on the results of the study, it can be concluded that the majority of SE-UNS students already have a high work interest in the social service work field in accordance with the SE field. Most of SE-UNS students have an interest as SE teachers and social workers. There are also SE-UNS students have an interest as the head of social foundations, sign language interpreters, principals, and social volunteers. The work fields are included in the category of social services in accordance with the SE field.

According to Dik & Hansen (2008), interest can predict the well-being of individuals in their work field. In addition, interest also contributes to individual life satisfaction (Harris & Rottinghaus, 2015). Bergsten (1980) states that there is a positive relationship between interest in education in accordance with work with job satisfaction. Harris & Rottinghaus's research (2015) also shows that interest contributes to his life satisfaction.

Thus, it can be conclude that the high interest of SE-UNS students in the social service work field in special education is expected to be able to predict the well-being and life satisfaction of SE-UNS students in the future. However, there are still a small number of SE-UNS students who do not yet have a high work interest in the social service work field in accordance with the SE field. Some of them have moderate interest and some others have low interest in the social service work field in accordance with the SE field. Interest is seen as a special intrinsic motive that can enhance one's expertise (Silvia, 2001). Thus, the existence of intrinsic motivation in students towards the field of special education is expected to increase student expertise in that field.

A small number of SE-UNS students still have work interests as accountants, architects, astronomers, pilots, police, and armys. Meanwhile, there are also students who have work interests in the field of social services but are not included in the field of special education, such as therapists, psychologists, counselors, doctors, and nurses. These professions need to be pursued through other fields of education outside of special education. These conditions show that there are still students' lack of understanding of the work field of SE.

In addition, interest is seen as a special intrinsic motive that can improve. According to Maree & Molepo (2004), comprehensive information regarding work and one's social background is needed to help students make successful career choices. Lapan, Adams, Turner, & Hinkelman (2000) also stated that the more career information available, the better a student prepares his education for his future. Thus, a good understanding of the field of work can make students able to prepare appropriate education and make successful career choices. someone (Silvia, 2001). Thus, the existence of intrinsic motivation in students towards the field of special education is expected to increase student expertise in that field.

Furthermore, there are also SE-UNS students who have work interests that are less related to the SE field, such as work interests as artists, designers, craftsmen, singers, musicians, cooks, presenters, photographers, technicians, athletes, and programmers. The work field has more to do with individual hobbies and talents compared to his education in the SE field.

Meanwhile, there are also students who have work interests that can be pursued through special education, but not including in the social service work field. The work fields are for example lecturers, researchers, writers, entrepreneurs, and employees. The work field still has relation with special education fields, such as lecturers in SE program, researchers in the SE field, entrepreneurs of goods or services related to the SE field, or employees of social service offices.

Harackiewicz, et al. (2016) explains that interest influences the learning process, academic success, and the career development process. In early semester or early learning process, students may not know clearly about the field of SE program. In addition, they also may not yet have a high interest in the field of special education. They also tend not to have a mature thought about the work field that will be undertaken after undergoing education in SE program.

Therefore, the study program needs to make an effort in order to provide a clear understanding of the SE field, increase student interest in the SE field, as well as provide an understanding of the SE work

field. These conditions can be done as early as possible through orientation activities, learning activities, and career coaching. The internship can also be carried out as an effort to increase student interest in the social service work field in SE field. Sthulmiller (2005) also explains about increasing interest in nursing through internship activities. Thus, students who do not yet have an interest can increase their interest in SE and social service work field. Meanwhile, students who have an interest from the beginning can maintain their interest or even increase their interest in SE work field. Even earlier, the selection process of prospective students also needs to be considered in order to attract prospective SE students who have a high interest in the social service work field in SE field. Rude & Lee (1990) explains that the procedures for acceptance, retention, and graduation from teacher education programs need to be considered in order to produce graduates who have good performance.

4. Conclusion

The results showed that (1) Based on RMIB interest test, 79% of the SE-UNS students have a high interest in the social service work field; (2) Based on the questionnaire, 60% of SE-UNS students choose a job in the social services work field in the SE field, such as teachers, social workers, head of the social foundations, sign language interpreter, principals, and social volunteers. Thus, we can conclude that most of the SE-UNS students have interest in the social service work field in the SE field. However, there are still a small number of SE-UNS students who do not yet have an interest in in the social services work field in the SE field. Therefore, the SE program needs to make an effort to arise, maintain, and increase students' interest in the social services work field in the SE field through the selection procedures, orientation activities, learning process, internship activities, and career coaching.

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