

Development of Career Anxiety Module on Students' Future Orientation

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Abstract: The purpose of this research is to help college students reduce their level of career anxiety about their future orientation. In this study using the R&D method with a 4-D development model, which includes several stages, namely Define, Design, Development, and Disseminate. The population and sample of this study were 2018 BK UNTIRTA students. The instrument used to measure career anxiety was a questionnaire created by the researcher. Test the validity and reliability of the instrument using person product moment and Cronbach Alpha. The data obtained was then analyzed using qualitative and quantitative data analysis, the following results were obtained, 1) the results of the validation test from media, material, and language experts, obtained a percentage value of 96% which means the module is feasible to use because it meets the eligibility criteria for module 2) in the module trial with BK UNTIRTA students class of 2018 getting a percentage score of 98.67%, which means the module is in the proper category. Based on these results it can be concluded that the development of a career anxiety module about student future orientation is acceptable for implementation in society.

Keywords: Career Anxiety; Future Orientation; Module



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Introduction

Anxiety can be experienced by anyone, including students, because every human being experiences it and however anxiety within reasonable limits is an inseparable part of human life, because of that many students have anxiety in facing the world when they graduate (Sutarmi, Abdullah & Taufik, 2017). Failure to compete, abilities that have not met demands, and difficulties in adapting are a number of things that make them anxious (Atmadja, 2013). Rika's research (2021) on students of the Psychology Study Program, Faculty of Medicine, University of Lambung Mangkurat shows that 43 students are in the category of high anxiety in facing the world of work. Students admit that they are not confident in their ability to face work selection because they do not have experience and think that the theory obtained in college cannot always be applied in the world of work.

Greenberger and Padesky (2016) define anxiety as a temporary feeling of nervousness or fear when faced with difficult experiences in life. Anxiety is a general term used to describe the temporary nervousness or fear that people experience before and during challenging life experiences. Spielberg, Gorsuch, Lushene, Vagg, & Jacobs in (Mirah & Indianti, 2018) they see anxiety from two different perspectives: from the perspective of the person experiencing it (i.e. their personality) or from the perspective of the condition (i.e. temporary state). Both respond to stressful situations, but differ in how intense they are, how long they occur, and how they occur. The difference between anxiety as a trait and anxiety as a state is that the trait indicates a degree of anxiety and a tendency to be a worrier. Circumstances, on the other hand, are feelings of anxiety that are not always present, but often arise due to certain threats or stress. This study found that anxiety as a condition was more predictive of a person's career than anxiety as a trait. This is because people with anxiety feel more easily influenced and changed than those who are anxious, (Campagna & Curtis, 2007).

Career anxiety that is not immediately resolved can have an impact on a lack of commitment to a career, feelings of dissatisfaction and failure to contribute to the environment despite having adequate knowledge and education Daniels in (Mirah, 2018) In addition to hindering the ability to make career decisions, career anxiety can also prevent a person from make decisions about his career path, Thai in (Mirah, 2018). From a number of research results it can be concluded that career anxiety can hinder someone in the career development process. Greenberger and Padesky in (Fenn & Byrne, 2013) describe that there are four aspects of career anxiety, namely: (a) *Physical symptoms* : Anxiety can cause physical symptoms, such as tension, palpitations, difficulty breathing, and dizziness. (b) *Thought* : People often think negatively about themselves to feel deficient and unqualified. If someone doesn't change their mind, their mind will persist and become more negative. (c) *Behavior* , people with anxiety will avoid anxiety situations because they feel disturbed and uncomfortable. This situation can cause cold sweats, nausea, headaches, neck stiffness, and also disturbed sleep later on. Behavior that makes it difficult for someone to sleep while doing work. (d) *Feelings* An individual with anxiety often has feelings of anger, panic, and difficulty making decisions in conversation. This can lead to difficulties in deciding something like feelings in the world of work.

Students who do not have a future orientation often experience anxiety. There are many sources of anxiety about future orientation, including problems with education, career and family situations. Individuals have plans for their future, but some high expectations create uncertainty about the future. This can create Panic Disorder. Future orientation (OMD) is an individual's ability to plan for the future and is one of the cornerstones of human reasoning. In addition, this forward-looking orientation describes how individuals see themselves in the future. These images help individuals to position and align to achieve what they want. This suggests that interaction is predictive and self-evaluating in the future. The scope of future orientation includes future career/work, future education and building a family. According to Hurlock, the scope of future orientation of students is in the realm of work, this corresponds to one of the developmental tasks of people in early adulthood: getting a job and being seen as an independent individual.

The final year student career anxiety module is a module that will be developed by researchers. This module is used for final year students, especially BK who have career problems. This module is expected to help students who have career anxiety about future orientation reduce their anxiety. The concept of this module is that it contains general anxiety and career material which is useful for broadening students' insights about anxiety, then this module also provides material about future orientation. This model also contains how to reduce (*reduce*) their career anxiety. This module is equipped with a career anxiety instrument that students can use to see their level of career anxiety.

The Counseling Guidance Department specializes in studying education, which is related to learning methods, educational understanding, and students' understanding. The role of guidance and counseling benefits schools, parents and students. Guidance and counseling is to help and overcome students' problems at school by providing solutions according to the problems they face, for example providing guidance on getting ready to face the world of work (Sukardi, 2008). Cucu Arumsari's research (2016) found that counseling students' self-efficacy regarding their career prospects was low, even though they should have high readiness for the world of careers. This is because they are majoring in career preparation, BK studies, and career counseling which can be very helpful when they graduate. Researchers have conducted interviews with BK students at Sultan Ageng Tirtayasa University and found that there are students who admit that they feel afraid, anxious when thinking about what they will do when they graduate, there are students who are worried about the burden of responsibility as an undergraduate graduate. Based on this phenomenon, the researcher is interested in researching the development of a career anxiety module regarding student future

orientation, because if this problem is not resolved, students will not be ready to face the world of work, not work according to their majors and not get a job after graduating from bachelor's degree. The purpose of developing this module is to find out the level of anxiety about the future orientation of the world of work for final year students and it is hoped that with this module students will be able to reduce their career anxiety a bit before they enter the world of work.

Method

This research method uses qualitative and quantitative approaches. The method used by researchers is research and development (*R&D*) (Sugiyono, 2015). The model used is the development of a 4-D model. The 4-D (*Four D*) development model is a learning device development model. This model was developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel. The 4D development model consists of 4 main stages, namely: *Define* , *Design* , *Develop* and *Disseminate* . This method and model were chosen because it aims to produce a product in the form of a module. The products developed are then tested for feasibility with validity and product trials to determine the level of student career anxiety and tools in overcoming student career anxiety using modules. The target product in this study is students. The subjects in this study were 2018 BK UNTIRTA students. The data collection technique used in this study was a questionnaire. The scale used is a Likert scale with 4 alternative answers that are used to express the variable aspects of anxiety.

Table 1. Future Career Anxiety Instrument Grid

Aspect	Indicator	Σ
<i>Physical symptoms</i> (physical reaction)	1. Mouth feels dry	1
	2. Heart beat	3
	3. Dizzy	1
	4. Excessive sweating	1
	5. Difficulty breathing	1
<i>Thought</i> _	1. Worried about the danger that threatens	3
	2. Afraid that something bad will happen to him	6
	3. Lack of concentration	3
<i>Behavior</i> _	1. Hard to eat	2
	2. Cold hands and feet	1
	3. Difficulty sleeping	3
<i>Feelings</i> (Mood)	1. Worried and worried	7
	2. Excessive emotion	8
Amount		40

Testing the validity of the career anxiety instrument was carried out by BK UNTIRTA lecturers then re-testing 40 BK UNTIRTA students class of 2018. The results of calculations using SPSS 20 found only 35 items that were said to be *valid* or usable. This instrument reliability test uses the *Cronbach Alpha calculation method* and gets a result of 0.816 with a high yield interpretation. Furthermore, in carrying out product feasibility expert tests with material, media and language expert lecturers as well as product feasibility tests for BK UNTIRTA final year students class of 2018. After the product is feasible, it will be distributed.

Results and Discussion

The research was conducted at Sultan Ageng Tirtayasa University majoring in Guidance and Counseling class of 2018. In the early stages of the research, the researchers conducted a preliminary study of 3 BK UNTIRTA class of 2018 students to find out a picture of career anxiety about their future orientation. The

results found that they admitted that they felt afraid, anxious when thinking about what they would do when they graduated later, there were students who were worried about the burden of responsibility as undergraduate graduates. The results of this preliminary study became a reference for researchers in developing modules regarding career anxiety about student future orientation.

The product developed in this study is a career anxiety module about student future orientation, the module is packaged in the form of a reading book that can be used at any time. The product is tested for feasibility by validator experts. The material presented in the resulting product uses a reference to the 4-D development model which has 4 stages of development (*Define, Design, Development, Desiminate*), Sugiyono (2015). The following is a description of the 4-D procedure:

a. Defining Stage (*Define*)

At this stage the researcher conducted an initial analysis by conducting interviews with 2018 class BK students regarding their future career anxiety. Researchers obtained information about the phenomenon of career anxiety among BK Untirta students class of 2018, they were afraid they would not get a job, were afraid of not getting a job according to their major, and were afraid of being a burden to their parents after they graduated. The results of this analysis become a researcher's innovation to design a product that students can use when experiencing these problems. The researcher made a module/reading book according to their characteristics, plus a questionnaire to measure their career anxiety. This book is expected to help those who experience these problems.

b. Design Stage (*Design*)

After getting the problem from the defining stage, the next step is to design a product. This module contains material regarding the concept of career anxiety, the concept of future orientation, and how to deal with career anxiety. This module is also equipped with words of wisdom that researchers take from Korean dramas and a questionnaire that can be accessed to find out their level of career anxiety. The module design uses the Canva Pro application and the appearance of the module is designed with the selection and composition of colors as well as attractive images or elements to make it easier and not make the user feel bored when reading or studying the module.

c. Development Stage (*Development*)

Products that have been designed are then tested for feasibility with the validator. The validators consist of media and material experts, language experts. The overview of the career anxiety module about the future orientation of students that has been packaged into the book is as follows:

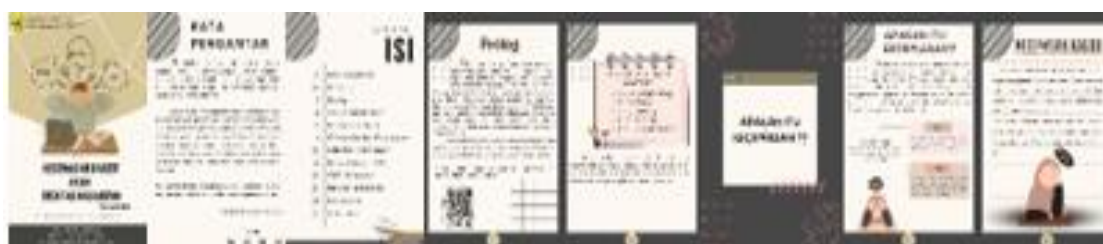


Figure 1. Module Display

The results of the average score on the feasibility test can be reviewed in the following data presentation:

Table 2. Average Product Feasibility Test

No	Aspect Evaluation	Score Evaluation	Category
1	Media and Material	96 %	Very Worthy
2	Language	88%	Very Worthy
Average total score		93%	Very Worth it

The initial product trial stage in this study was a limited field test, namely to 5 randomly selected respondents. The trial was carried out in the same way as the validation test. The initial product trials can be reviewed in the following data presentation:

Table 3. Product Trials

No	Assessment Aspects	X	Xi	Rating Score	Category
1	Appropriateness Fill	100	100	100%	Very Worthy
2	Appropriateness Presentation	98	100	98%	Very Worthy
3	Appropriateness Language	98	100	98%	Very Worthy
Average Total Score		296	300	98.67%	Very Worthy

d. Stage of Deployment (*disseminate*)

After the limited trial and the instrument have been revised, the next stage is the dissemination/dissemination stage. The aim of this stage is to disseminate the module. In this study, only limited dissemination was carried out, namely by disseminating and promoting the final module product on a limited basis to students with researchers participating in the 2022 SEMBIONA program. This activity began on October 30 2022 to November 10 2022 which was attended by 358 seminar participants and 34 speaker participants.

Conclusion

Based on the results of the research and development that has been carried out, the resulting product is a career anxiety module about student future orientation with overall product development results both in terms of media and materials, language and product trials. The product development consists of the initial stage, namely data analysis carried out for final year students at BK UNTIRTA, after carrying out the analysis the next stage is designing modules using Canva Pro, the content of this module discusses anxiety and future orientation, besides that the module is also equipped with aphorisms and a questionnaire to find out to what extent students have career anxiety, then the next stage is development where researchers conduct expert validity tests with media, material and language experts, after being tested on experts then product trials are carried out on 5 BK UNTIRTA students class of 2018. After finishing, then carry out product distribution by participating in the SEMBIONA 2022 activities.

The results of the product feasibility test in terms of media and materials, and language obtained an average result of 96%, which is categorized as "very feasible". So it can be concluded that the development of a career anxiety module about student future orientation is a module that is feasible to implement.

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