

Analysis of Suitability Between Professions and Educational Backgrounds

(Preliminary Study of Professional Identity)

Amalina Khairunnisa*

Educational Psychology Program of the School of Postgraduate Studies
Universitas Pendidikan Indonesia

Bandung, Indonesia

*amalinaakh@upi.edu

Abstract—Professional identity is a description of how individuals refer to themselves as a professional, and consists of a set of expectations developed by individuals about themselves and their abilities, based on their experience and personal background. Personal abilities and background are related to the potential or strength possessed and development in the scientific field that is involved. Doing work in accordance with the field that comes from self-potential, of course will have a different impact on individuals who do work not in accordance with the potential they have. However, based on a 2014 survey, as many as 87 percent of Indonesian students felt they were in the wrong direction. This research is a preliminary study (preliminary study) that will use questionnaire as an instrument in the professional suitability analysis process with an educational background. Then the researchers divided the respondents into classifications which were divided into 3 levels, namely high school students, under-graduate students, and graduate students. This study was only addressed to respondents in the classification level of graduate students. The results of the analysis show that the respondents included in the classification graduate students have a high level of understanding of their personality potential, thus giving an impact on the level of professional suitability with their educational background. In other words, the respondents did not feel 'wrong in their majors' in their scientific fields. But what about the results of understanding personality concepts in high school students and under-graduate students.

Keywords: *professional identity, professions, educational backgrounds, personality concept*

I. INTRODUCTION

Professional identity is a feature used by an individual as a reference to define himself to do an action or work that is in accordance with his field and expertise with professionals. Discussion of professional identity demands the definition of the term 'identity'. Identity is considered as a component that determines how individuals define themselves [1]. Based on the Law on Teachers and Lecturers, Professionals are work or activities carried out by a person and become a source of income for life that requires expertise, skills, or skills that meet certain quality standards or norms and requires professional education [2]. Professional identity is an illustration of how

individuals refer to themselves as professionals, and consists of a set of expectations developed by individuals about themselves and their abilities, based on their experience and personal background [3].

Personal abilities and background are related to the potential or strength possessed and development in the scientific field that is involved. Doing work in accordance with the field that comes from self-potential, of course will have a different impact on individuals who do work not in accordance with the potential they have. Every individual has been given unique potential and can be an extraordinary power when he can develop it in a wise and appropriate way. Therefore, it is very important for each individual to be aware of his potential. Scientific development as part of building this self-strength construction has been carried out since the first education began to the university level.

The selection of departments to continue their education in higher education is no longer due to the need for knowledge, but has become a *trend* among teenagers. In the end, adolescents entering college are no longer through consideration based on their potential abilities (abilities and talents) or *Potential Personality* (personality potential). According to the Educational Psychologist and Integrity Development Flexibility (IDF), Irene Guntur, a psychology expert, as many as 87% of Indonesian students felt they were in the wrong direction [4]. Feeling wrong in the department can also be caused by not knowing the potential of his own talent. So that when doing lectures not a few who feel uncomfortable, unhappy, dissatisfied even stop from college.

Happy individuals tend to have low levels of fear, hostility, tension, anxiety, guilt and anger; high degree of energy, vitality and activity; high level of self-esteem and emotionally stable personality; strong social orientation; healthy, satisfying love, warm love and social relations; active lifestyle with meaningful work; and being relatively optimistic, worry free, oriented at the moment and well directed [5]. Micholos's research shows that when happy people have more opportunities to produce something more productive. Because it can focus more on

developing personal skills than having to worry about their weaknesses and disabilities.

Similar research related to peace of satisfaction was carried out by *GALLUP Global Research*. The object of research conducted by this company is the observation of more than one million employees from various types of companies, industries and countries. This research was conducted for 25 years (1973 - 1998) with an approach *in-depth interview* with eighty thousand *managers*. This research is the first and largest cross-industry research in the world of human resource development that investigates the relationship between employee satisfaction and business unit performance. The core results of GALLUP's research include; A strong institution or company, with consistency of performance and profit or long-term contribution is the one who successfully attracts and retains employees with the best performance. The best performing employees have alignment between assignment and type or personality characteristics [6].

In Indonesia there is an *assessment* developed based on GALLUP research related to *Clifton Strength 34*, the *Talents Mapping™ Assessment Report*. *Talents Mapping* developed by Rama Royani, who is familiarly called Abah Rama is an ITB Engineering graduate. After working and leading various companies, at the age of 59, Abah Rama realized that her mission was to become a teacher. After discovering his talent through his own software *Talents Mapping* based on the *Now Discover Your Self* book with *Put Your Strength to Work* by Marcus Buckingham, he was able to create *Strength Cluster Map* and *Strength Typology*.

Talents Mapping is a *Personality Assessment / Potential* but not an *Ability Assessment* (e.g.: Intelligence Test, TPA). *Talents Mapping* uses the *Method Self Assess Inventory-Recall*, so *Talents Mapping* can be used by people who have an adequate understanding of themselves based on their experience, and can provide objective reports on themselves. *Talents Mapping* is made to provide benefits to many people in various sectors, both education, teams, organizations, retirement preparation, family, counseling, career and majors. Until now, *Talents Mapping* has been trusted by many companies and SOEs, including PT Kereta Api Indonesia. As many as 3000 PT KAI Managers conduct tests *Talents Mapping*, so the results can be used as a reference "*The right man on the right job*" [7].

The attention of research is directed at the suitability of the *potential personality* with the teacher's professional identity students majoring in Elementary School Teacher Education (PGSD) at the college level. Students majoring in teacher training and education are expected to be educators or teachers. So that researchers will try to apply the use of *Talents Mapping* as a test tool to determine the personality potential of students (specifically the Primary School Teacher Education study program) at the Indonesian University of Education. The results of the *Talents Mapping Assessment* will later be used as a reference to analyze the suitability of the potential personality and teacher's professional identity.

II. THE CONCEPT OF TEACHER'S PERSONAL IDENTITY AS AN INDIVIDUAL

A person's self-identity cannot be separated from his social identity, the teacher's identity is self-identity and social identity. Having yourself forces other people to construct actions and responses, rather than just expressing them. The concept of self that is applied to individuals must be understood in terms of the quality of the presence of individuals in educational institutions. Individual relations with the environment are not merely causal, which is merely causal, which is understood technically. Individuals must be understood in the quality of their presence in relation to others and their world [8]. Something that is done based on its potential will feel easier to run compared to those that are not in accordance with the potential of his personality. As in the research conducted on the performance of civil servants in the Tabalong District Government in Tanjung Kalimantan, South which states that to achieve these characteristics, government officials must develop their potential by participating in education and training programs related to their areas of expertise. The research suggests that it is necessary to have a good career planning, it will also be able to foster enthusiasm, as a motivator for the employee concerned to improve himself or herself to become an employee who has high performance or performance [9].

The word potential has two meanings, namely: (1) ability; power (2) and strength; possibility. Whereas according to the large Indonesian dictionary, the definition of potential is the ability that has the possibility to be developed, strength, ability, power. In essence, simply, potential is something we can develop [10].

Whereas According to Anthropology, personality is determined by reason and the human soul itself. The arrangement of the elements of reason and soul that determine the difference in behavior or actions of each individual human is what is called personality or personality [11].

III. RESEARCH METHODOLOGY

This study is a research with positivistic paradigm. Using this paradigm, researchers will find and examine cases, and can produce and test hypotheses about the real world that they examine [12].

The hypothesis is built using deductive logic, which begins with general truth in cases until it becomes a conclusion. Theories and knowledge that have developed before being reviewed by researchers will be the basis for establishing hypotheses to build and develop knowledge about the substance of their research. This hypothesis is then tested using empirical evidence from data from data collection in the field. The procedures for conducting this research are as follows:

- Conducting Preparatory, activities include: (a) Arranging research designs, (b.) Selecting the field, (c) Managing permits, (d) Exploring and assessing the field, (e) Selecting and utilizing informants, (f) Preparing research instruments.

- Implementation of Research, includes: (a) Observation, (b) Data collection (assessment *talents mapping* and interview results).
- Data Processing, including processes: (a) Data reduction, (b) Data categorization, (c) Data analysis, (d) Making conclusions and verification, (e) Increasing validity, (f) Narrative research results (compiling reports).

IV. RESULTS AND DISCUSSION

Based on the results of the questionnaire analysis that was disseminated, it provided results in the form of data that could be analyzed with a total of 106 respondents, 87.15% of Indonesian citizens and 12.75% of Foreign Citizens, from 3 different countries, namely: Philippines, Malaysia and Indonesia. Respondents are S-1 graduates as much as 50%; 23% High School; 12.5% are D-III graduates; 23.85% are high school graduates; 13% are Postgraduate (S-2) and D-IV Graduates with a percentage of 7.1%. From the data also found the percentage of female respondents was 50.25%, and male respondents were 49.75%. sufficient number of draws to be used as a research sample.

Data shows that as many as 45% of respondents feel 'quite satisfied' with the profession they are currently in; 30% of respondents felt 'very satisfied' with their profession; 11.5% of respondents feel normal without meaningful satisfaction; and 1% feel 'very dissatisfied' with the profession they are carrying out. Furthermore, the level of professional suitability with Educational Background shows that the results stand out at the level of 'very suitable' as much as 36.5%, 34.5% feel 'quite appropriate'; 15% feel normal and the value of almost a proposed value is in the level of 'very inappropriate' which has a percentage of 10%, and 12% indicates 'inappropriate'.

If interpreted, the suitability between profession and background and satisfaction in carrying out their profession has a balance. If the survey results in 2014 showed a fairly high number of 87% of students in Indonesia felt they had chosen the majors of lectures, the results of this survey showed a significant difference, namely 75.75% of respondents did not feel 'wrong in the majors'. The majority of respondents in this data are students who are still carrying out studies when the 2014 study began. Thus, the author has the assumption that there is a shift in understanding in the form of an increase related to knowing the potential of his personality. To strengthen this assumption, the data shows that respondents' talent awareness is at 64.95%, which means they already know their talents; 23.65% don't know their talent yet; and 12.25% feel doubtful about their talents (personality potential).

A significant comparison is also seen when compared with the 2014 survey data as the basis of this research, from the suitability of educational background with interest (37%) and the suitability of the profession with interest (44.6%), both of which show equally high numbers at the level 'quite appropriate'. This can illustrate that there is a change in understanding related to one's personal personality potential as you age and experience, this is the reason for the author to

conduct a preliminary study by departing from the analysis of professional suitability with his educational background, accompanied by an analysis of respondents' understanding of themselves.

V. CONCLUSION AND RECOMMENDATIONS

Based on the results of research on the suitability analysis of professions with their educational backgrounds, they have conformity. This suitability is directly proportional to the findings of the level of one's understanding of the potential of his personality. Because based on increasing age and increasing diverse experiences. Getting to know the potential of his personality will make someone appreciate himself more as a manifestation of one's well-being. This finding was conducted on respondents who had found a profession to go through, researchers called it a *graduate student*. With these findings, the researcher will divide the research object into 3 respondent classifications, namely: *High School Students*, *College Students*, and *graduate students*. The results of the analysis from this preliminary study were the departure of researchers to conduct further research related to the topic of the problem of one's understanding of his concept of recognizing his personality potential at different classification levels, subsequent follow-up research to find out whether the level of understanding of personality concepts showed similar or high results. vice versa.

Based on the results of this preliminary study the researchers suggested several topics of the problem to be used as further research. Among them: (1) the level of understanding of *high school students* towards understanding their personality concepts; (2) the level of understanding of the *students* towards understanding their personality concepts; (3) the level of understanding of *high school students* towards their potential personality; (4) the level of understanding of the *college students* in their potential personality; (5) analysis of the reasons for choosing *high school students*.

REFERENCES

- [1] C. Beauchamp and L. Thomas, "Understanding teacher identity: An overview of issues in literature. Implications for teacher education," *Cambridge Journal of Education*, vol. 39, no. 2, pp. 175-189, 2009.
- [2] Republic of Indonesia, Law No. 14 of 2005 concerning Teachers and Lecturers. Republic of Indonesia State Gazette 2005, No. 123. State Secretariat. Jakarta, 2005.
- [3] S. Lasky, "A sociocultural approach to understanding teacher identity, agency and professional vulnerability in a context of secondary school reform," *Teaching and Teacher Education*, vol. 21, no. 8, pp. 899-916, 2005.
- [4] R.F. Harahap, Tuesday, February 25, 2014. WIB [Online]. Retrieved from: <https://news.okezone.com/read/2014/02/24/373/945961/duh-87-mahasiswa-indonesia-04:09majors>
- [5] A.C. Michalos, "Connecting the Quality of Life Theory to Health, Well-Being and Education," Springer International Publishing AG, 2017.
- [6] The Gallup Organization, *The Clifton StrengthsFinder™ : Research FAQs*. 1001 Gallup Drive. Nebraska, 2005.
- [7] A.R. Royani, *Talents Mapping: Inspiration to Live More Cool and Meaningful*. Depok: ToscaBook, 2017.

- [8] N. Aniyah, "Self-Identity and Meaning of Professional Teachers as Educational Communicators (Phenomenological Perspective)," JPII, vol. 1, no. 1, pp. 1-20, 2016.
- [9] M. Harlie, "The Effect of Work Discipline, Motivation and Career Development on the Performance of Civil Servants in the Tabalong District Government in Tanjung South Kalimantan," *Journal Management and Accounting*, vol. 11, no. 2, pp. 117-124, 2010.
- [10] U.Y.E. Majdi, *Quranic Quotient*. Jakarta: Qultum Media, 2007.
- [11] Kuntjotjo, *Personality Psychology*. Paper Reports. Education BK: Kediri, 2009.
- [12] R. VanWynsberghe and S. Khan, "Redefining case study," *International Journal of Qualitative Methods*, vol. 6, no. 2, 2007.