

The Role of Life Skills Training on Self-Efficacy, Self Esteem, Life Interest, and Role Behavior for Unemployed Youth

by Hendri Gusaptono

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The Role of Life Skills Training on Self-Efficacy, Self Esteem, Life Interest, and Role Behavior for Unemployed Youth

Muafi, Anis Siti Hartati and Hendri Gusaptono*

Abstract- The impact of global crisis has a big effect on unemployed rate and poverty in Indonesia generally and in Lamongan Regency particularly. This research investigates the role of life skills training in influencing self efficacy, self esteem, life interest and role behavior for unemployed youth in Paciran sub district.

It is a survey research by experiment research type. The respondents are participants from youth drop of school particularly unemployed youth in Paciran sub district, Lamongan regency, East Java. The technique of sampling utilizes purposive sampling. The amount of sample, which required the criteria to be examining, is 73 respondents. The technique of statistics applied in this research is paired samples t test. The result of hypothesis examining explains that there is differences of self efficacy, self esteem, life interest and role behavior before and after training.

Keywords- life skills, self-esteem, self-efficacy, life interest, role behavior.

I INTRODUCTION

The quality of human resources is a challenge that should be face in this 21-century and the next centuries. A nation which has qualified human resources will win the global competition and survive in the future. Therefore, the paradigm of qualified educational system must orientate on the increasing of community life skills. Indonesia is still buried cause of neglecting educational development in the past. Through the life skill program, it is hoped the quality of Indonesian human resources will be better (Tampubolon, 2002; Satori, 2002; Galib, 2002). Skill education becomes a need, in order they will have relevant life skill with the occasion of work opportunities (Tampubolon, 2002). By acquiring life skill the unemployed youth will arouse their self esteem and self efficacy with the result that increase their life interest and role behavior.

*Dept.of Management Economic, University of Pembangunan Nasional Veteran Yogyakarta (UPNVY), SWK 104 Ringroad Utara Condong Catur Yogyakarta Indonesia 55283

Tel: +6181328058966, +618122747563, +618122717294

Email: muafipaciran@gmail.com

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There is a manpower problem in Lamongan regency. The problems are the increasing number of work force while limited volume of field of work, the less of skills on someone looking for a job and the tight and limited competition in the market of manpower. Moreover, the one of objectives in the Work Plan 2010 in Lamongan Regency is decreasing unemployed rate in the community as 97%.

According to the data, in Lamongan regency the biggest population density rate is in Paciran sub district (Lamongan dalam Angka, 2009). By developing Wisata Bahari Lamongan (WBL), Maharani Gua and Zoo, along with industrial growing in Paciran sub district may have a significant contribution for the government in wiping out poverty (pro poor), industrial sector (pro growth) and the community itself (pro job). Wisata Bahari Lamongan (Lamongan Maritime Tourism) and Maharani Gua Zoo are near Sunan Drajat Grave, these are crossed Paciran, Kranji, Sendang and Blimbing villages. These villages have abundant potentiality in natural resources from maritime and tourism. Based on the researcher observation, maritime produce and tourism potentiality have not arousing life interest and role behavior of youth particularly unemployed youth in the villages. It is supported by Dhuha (2008) research; it explains that the existing of WBL, Lamongan Integrated Shorebase (LIS) and other economic potentialities may not be experienced by surrounding youth. There are not many Paciran youth take strategic position. Furthermore, this problem can be solved through together moving by community empowering such as life skills. It is believed that life skills can give positive influence toward individual self-efficacy and self esteem and then it implied to life interest and role behavior from unemployed youth.

II LITERATURE REVIEW

Global life gives a challenge and open opportunities automatically for economic development and qualified Indonesian human resources taking competition for work opportunity in Indonesia and abroad (Tampubolon, 2002). In community development, an educational discourse often cannot follow acceleration of community dynamics. Community exchange caused by knowledge and technology discoveries cannot be anticipated soon. The educational institution will be left in creating a relevant study process. Heterogeneity of educational level in Indonesia can be seen in Indonesian archipelago community. In rural area, there are some graduated and literate inhabitants however; some

of them still illiterate too. Moreover, at elementary school grade there are graduated and drop out students but it still many uneducated children who never feel the elementary school. The same thing is also happened on junior and senior high school. The main causes are poverty and parents' inability to finance their children goes to higher school grade. The other causes are: (1) limited opportunity in formal education and other technical skills for children (youth), (2) increasing of drop out youth and uneducated youth, (3) limited functional illiterate youth and (4) the worse quality of youth human resources (Tampubolon, 2002).

Recently, to solve this problem the community is acquainted with the concept of life skill education. Life skill education has orientation on students acquiring ability and having based capital to live autonomy and surviving in their community. Kurnia (2002) points that life skill education applied in Indonesia because the curriculum content tends to only academic-theoretic skills. It is also lack attention to many needs and empirical problems surrounding the students' growth. It causes students cannot be able to apply their study ability with their needs and community problems. The essence of school as a development vehicle of individual personality to be smart intellectually, morally and socially has reduced becomes a means for social status only. Therefore, it is not surprised that although the output seem smart they lack of experience and creativity. Since the knowledge they studied cannot give much utility moreover to do some exchange toward deviation in society.

To solve this problem it is necessary a skill education that appropriate to work opportunity needed by the society by considering a talent and interest, and probability they can work autonomy or to be employee. This approach is human, it means that an acknowledgment they have potent to develop. The problem of work opportunity for youth work force caused not only by the limited of job vacancy but also they are not already to work since lack of expected skill qualification. It can be happened because most of them graduated from public school not vocational school. In fact, a graduated from a vocational school is not guarantee to be already working. If development is meant a plan exchange to raise society life quality, the development must focus on preparing field of work and qualified human resources (Tampubolon, 2002).

The above reality causes increasing the amount of unemployed youth directly. They do not have skills to work autonomy particularly in informal sector. The last choice is work seasonally as manual laborer with lower-paid, however there are some of them work as family worker in the farm. The consequences are majority unemployed and live in many cities. Live in-unemployed causes decreasing of self-efficacy, self esteem life interest and role behavior. They usually get frustration and involved in juvenile delinquencies, crime, a gang fight and the worse in drug abuse. Some facts show empirically that dissatisfaction, frustration and not conducive environment stimulate them involved in the above problems. Why do they get frustration and dissatisfaction? Since their parents compel them or they force themselves to go to junior or senior high school that

the curriculum are only understood by smart students, but they are not able to follow it. As the result, they do against the good values and norms. Looking for a job they do not have any skills so they escape from the facts and performing destructively.

Creed et al. (1996) observes the importance of skill programs from trainings that have relation to self-esteem and self-efficacy for unemployed youth. It will have impact for a long term. Creed et al. (2001) explains that an unemployed youth will be eagerly looking forward to offer training. They hope eagerly the training will influence their self-esteem and self-efficacy to search for a job. Eden and Aviram (1993) concluded that individuals of low general self-efficacy should be given priority access to scarce behavioral-modeling training resources.

Kreitner and Kinicki (2007) explain that self-efficacy is a person's belief about his or her chances of successfully accomplishing a specific task. Self-efficacy arises from the gradual acquisition of complex cognitive, social, linguistic, and/or physical skills through experience. Researchers have documented strong linkages between high self-efficacy expectation and success in widely varied physical and mental tasks, anxiety reduction, addiction control, pain tolerance, illness recovery, avoidance of seasickness in naval cadets, and stress avoidance. Oppositely, those with low self-efficacy expectations tend to have low success rates.

Several studies have also evaluated self-esteem outcomes for unemployed people who attend training programs (Creed et al., 2001). Muller (1992 in Creed et al., 2001) studied the effects of personal development courses on unemployed women's level of self-esteem and depression and found that participants improved significantly more on both than the control group. Self-esteem benefits from the course were maintained at follow up.

Gist and Mitchell (1992) examine the significance of self-efficacy, which has close relation to one skill level. Some training held by an organization will be able increasing one self-efficacy. It is supported by an argument that some training methods can arouse self-efficacy in the self-management areas (Frayne and Lathan, 1987), cognitive model (Gist, 1989) and behavior model (Gist, Schwoerer and Rosen, 1989). Self-efficacy is associated with work related performance, coping with difficult career-related task, career choice, learning achievement and adaptability to new technology (Gist and Mitchell, 1992).

Related to life interest, it is defined as a relative long wish in life but difficult explaining through one personality. It is not only a hobby or a moment enthusiasm toward a job but also it more than that (Butler and Waldroop, 2004). Life interest is not examining where the best performance, but it is very determining a kind of job that make someone feel in long-term satisfaction and happiness. A way to understand one life interest can be through job sculpting, it is an art to explore and understand one life interest so it can conform to one's job in order they can express their life interest from the deeply embedded life interest (Budiadi, 2004; Butler and Waldroop, 2004). These interests are not hobbies – opera, skiing, and so forth – nor are they topical enthusiasms, such

5 as Chinese history, the stock market or oceanography. Instead, deeply embedded life interest are long held, emotionally driven passion, intricately entwined with personality, and thus born of an indeterminate mix of nature and nurture. Deeply embedded life interest does not determine what people are good at – they drive what kinds of activities make them happy. At work, that happiness often translate into commitment. It keeps people engaged, and it keeps them from quitting (Butler and Waldroop, 2004). In their research, Butler and Waldroop (1999) found only eight deeply embedded life interests for people drawn to job careers. The following is a summary of each: application of technology, quantitative analysis, theory development and conceptual thinking, creative production, counseling and mentoring, managing people and relationship, enterprise control, and influence through language and ideas. Someone can have one or more interests on those field, where he feel enjoy and happy doing his job. In this research, life skills will be implemented by giving trainings that it will have significant role toward self-efficacy, self esteem, life interest and role behavior for

unemployed youth in future. Generally, The result of research shows that there is a positive relation between self efficacy and behavioral intention (Ramayah and Harun, 2005; Kristiansen and Indarti, 2003; Zhao et al., 2005; Linan, 2008), and behavioral intention toward behavior (Dharmmesta, 1992; 1998; Wijaya, 2008; Lin and Lee, 2004; Muafi, 2008). While self esteem also has positive influence to behavioral intention in changing behavior (Peterson, et. al., 2008). Self-esteem is a belief about one's own self worth based on an overall self-evaluation (Kreitner and Kinicki, 2007). In this research the examined behavior is role behavior from unemployed youth. Noe et. al., (2006) states that role behavior are the behavior required by an individual in his or her role as a jobholder in a social work environment. Grundy and Wensley (1999) give a name to role behavior by strategic behavior, like an attempt to make a better life quality than others. Strategic behavior is also significant as it helps to understand the behavioral process. This literature has been used to develop the conceptual framework for this study as shown in Figure 1.

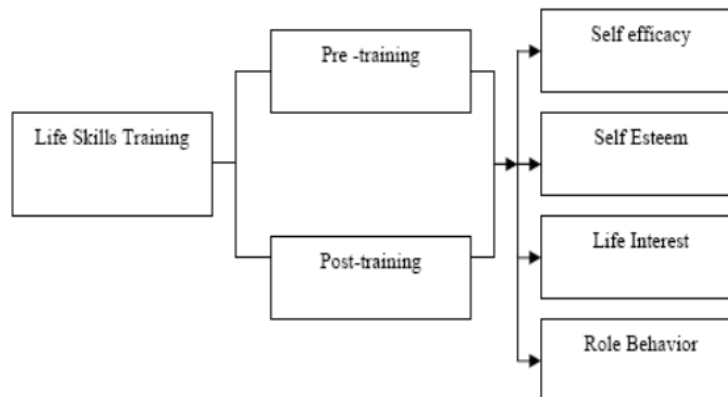


Figure 1. Research Model of The Role of Life Skills Training on Self Efficacy, Self Esteem, Life Interest and Role Behavior for Unemployed Youth

1. Hypothesis

Based on the research model, this study hypothesis that:

- H1. There is difference of self-efficacy from unemployed youth before and after training.
- H2. There is difference of self-esteem from unemployed youth before and after training.
- H3. There is difference of life interest from unemployed youth before and after training.
- H4. There is difference of role behavior from unemployed youth before and after training.

III. RESEARCH METHODOLOGY

Based on the characteristics of research problem, this research is an experiment research. In the experiment research, the researcher takes manipulation or control toward at least one independent variable that is the

implementation of life skills, looking at the influence of the treatment toward dependent variable like self efficacy, self esteem, life interest and role behavior.

The research implies the experiment quasi method with control group by One Group Pretest-Posttest Design Approach. This design utilizes one sample group with twice questionnaire; they are before experiment questionnaire (before training) (01) called pretest, and after experiment questionnaire (after training) (02) called posttest. Pretest and posttest are conducted by the determined questionnaire (Hair, et. al., 1998).

This research is called a longitudinal survey research because the research sample is certain population members during the survey taken. They are unemployed youth that drop out of school and their age between 15 and 25 years old. The names of sample are listed, and they do not change

their position along the survey carried out, and then it will collecting information from them is directed.

This study applies non-probability sample design (purposive technique). The amount of respondent who involved in the training is 73 respondents. The type of questionnaire is closed questionnaire and asking the perception of drop out school youth in Paciran sub district Lamongan East Jember. The scale arrangement technique applied to asserting self-efficacy, self-esteem, life interest and role behavior is Likert scale by scale 1 (strongly disagree) until 7 (strongly agree). The result of validity and reliability examining conclude that for each indicator in examined variable points out significant or loading factor >0,5 (valid) (Appendix A). However, in reliability examining points out cronbach alpha >0,6 (reliable) (Appendix B). The technique of statistics

utilized in this study is paired sample t test used for differentiate self-efficacy, self-esteem, life interest and role behavior before and after training.

IV EMPIRICAL RESULT AND DISCUSSION

A. Sample Profile

In relation to sample profile, Table 1 shows that the majority respondent characteristics were females (80,0%), ages between 24 to 25 years old (70,6%) and drop out diploma/university 56,2.

Table 1. Profile of Respondents (N = 73)

General Characteristics	Sub Characteristics	Percentage
Sex	Male	20,0
	Female	80,0
Age	18 – 20 years	13,7
	21 – 23 years	15,7
	24 – 25 years	70,6
Education	Drop out Elementary School	4,1
	Drop out Yuniior High School	11,0
	Drop out Senior High School	28,8
	Drop Out Diploma/University	56,2

B. The Analysis of Difference among Self-Efficacy, Self Esteem, Life Interest and Role Behavior before and after Training.

The result of data processing of difference examining of self-efficacy, self-esteem, life interest and role behavior before and after training can be seen in Table 2.

Table 2 Comparison Group: Self Efficacy, Self Esteem, Life Interest and Role Behavior t test Pre and Postintervention

Variable		Mean	SD	t test	Sign.
Self Efficacy	Before	5,0001	0,8819	-2,132	0,036*
	After	5,3264	0,8714		
Self Esteem	Before	4,4863	0,9641	-2,660	0,010*
	After	4,8877	0,8492		
Life Interest	Before	5,5412	0,6276	-2,290	0,025*
	After	5,7955	0,6276		
Role Behavior	Before	5,2808	0,9630	-2,137	0,036*
	After	5,5397	0,6578		

* significance at the 5% level

Based on table 2 it can be seen that the examining result of paired sample t test for self-efficacy variable shows t test -2,132 by significance 0,036. It means that there is a significant difference of self-efficacy before and after training (Hypothesis 1 accepted). It defines that an individual who involved in the training has different level of self-efficacy than who do not involved. An individual with

high life skills will form a strong self-efficacy compared with an individual with low life skills.

The examining result of paired sample t test for self-esteem variable shows t test -2,660 by significance 0,010. It means that there is a significant difference of self-esteem before and after training (Hypothesis 2 accepted). It defines that an individual who involved in the training has different self-

esteem than who do not involved. An individual with high life skills will form a strong self-esteem compared with an individual with low life skills.

The examining result of paired sample t test for life interest variable shows t test -2,290 by significance 0,025. It means that there is a significant difference of life interest before and after training (Hypothesis 3 accepted). It defines that an individual who involve in the training has different life interest than who do not involved. An individual with high life skills will form a stronger life interest than who has low life skills will form a weak life interest.

The examining result of paired sample t test for life interest variable shows t test -2,290 by significance 0,025. It means that there is a significant difference of life interest before and after training (Hypothesis 4 accepted). It defines that an individual who involve in the training has different role behavior than who do not involved. An individual with high life skills will form a stronger role behavior than who has low life skills will form a weak role behavior.

C. Discussion

The result of research finds that there is a significant difference among self-efficacy, self esteem, life skills and role behavior before and after respondents involved in the training. It affirms once more that training for unemployed youth will has close relation to self-esteem and self-efficacy in a long-term period (Creed, et al., 1996; 2001). Respondents in this research are very enthusiasm participating in the training and they hope will get advantages from the training. Based on interview, they tend to hope that the implementation of life skills through the training can be held regularly. In facts, from the training the participants have more self-esteem and self-efficacy to look for a job. An unemployed youth with lower self-esteem and self-efficacy before get the training will have different response than after training. Self esteem, self-efficacy, life interest and role behavior from the respondents tend to be increasing. It is proved that there is a difference result of mean from respondents' response before and after training. Life skills like explaining previously has main goal to accommodate society education needs who cannot go to higher school level. Therefore, unemployed youth in this research and got the training are hoped they have cognitive and effective skills at least, on the taxon level they can apply their knowledge and respond to do the job they studied, and they have psychomotorics skill that they can do all the work they have studied correctly (mechanism) (Kibler et al., 2002). Albion et al. (2005) explain the role of age in influencing the relationships among general self-efficacy, proactive attitude, and proactive coping in unemployed people. The general self-efficacy, proactive attitude, and proactive coping scores were found to be correlated, and a moderating effect for age was found on the relationship between proactive attitude and general self-efficacy. Their research result indicated that the moderation process could be explained by a mediating effect of proactive coping. Furthermore, result from a research by Turner et al. (1991) stated that individuals could take a proactive approach to

reducing the negative aspects of unemployment by adopting cognitive coping strategies. It means proactive individuals regard the journey of their life as being determined by individual factors, not external ones, and take responsibility for changing their situation.

This research affirms that the measurement of literacy and life skills can do by arising competency so someone may have success in his life and useful for his community (Murray, et al., 2005). The unemployed youth who got the training if they have worked be expected they get earnings to meet their needs. The definition of earning here is not only for comply their daily needs but also they can be more survive for better life quality. The ideal is respondent with skills and knowledge able to work autonomy and open field of endeavor for others. The developing program of life skills is expected can help respondents having prestigious and confidence in earning in the opportunity context in their social environment.

A high life interest will be able to arouse role behavior with strategic orientation. Role behavior with strategic orientation can be created by innovative and conservative role (Schuler and Jackson, 1987; Snell, 1992; Muafi, 2009). The complex environment and pressure demand respondents having innovative role behavior. The research result shows that the complex and volatile environment demand will appropriate to innovative behavior (Muafi, 2009). Innovative behavior according to De Jong and Kemp (2003; Irianto, 2006) and is principally an individual ability to exchange the way of work in procedure, work practice and technique in work finishing or applied some new advantage ideas. All of them will give advantages for individual having innovative role behavior by creative behavior, championing, exploring opportunity, and always applying innovative role in every action. According to Buhler et al (2007), life skills program aim to prevent problem behavior by promoting abilities for adaptive and positive behavior that enables us to deal effectively with the demands and challenges of everyday life.

V CONCLUSION, IMPLICATION AND LIMITATION OF THIS STUDY AND

Conclusion of this research states that there is difference among self-efficacy, self esteem, life interest and role behavior before and after training. Self efficacy is necessary be increased since a close relation between expectation of high self efficacy and success in working physically or mentally at last it imply in life interest and role behavior. Self-esteem is also be aroused actively in order using life more meaningful, acceptable, responsible, distinct and having integrity.

To increase the core activity in one life interest, it can be done by expressing their life interest through; technology application, quantitative analysis, conceptual thinking, creativity, counseling, human relationship, entrepreneurship control and idea expending. If one or more points from the eight core activities increased partially or together it is predicted will influence to strategic role behavior.

Meanwhile one role behavior can be increased by: willingness to change for better life, innovative in life,

willingness to take risk for better life, work autonomy for better life, creative and innovative, a long-term thought for better future, quality and best work orientation, work target, be autonomy and competence in life and responsible to work.

This research has some limitations, they are: (1) having sample or respondents of unemployed youth in Paciran sub district that taken purposively so be worried the result has not describe or generalize the entire unemployed youth in Paciran sub district yet, (2) do not taken in depth interview, so it is worried lack of problem exploration and in depth information, particularly related to each dimension of variable and (3) using perceptual measure that needs stimuli processes from respondent to be selected, organized and interpreted. But actually, respondent perception on the same stimuli can be interpreted differently. This implication causes perception on each respondent very subjective since one perception on an object will be differently.

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Appendix A. Correlation between multiple and single measure

	Pearson Correlation	Sign.
Self Efficacy (9 item)	0.759	0.000
	0.726	0.000
	0.747	0.000
	0.822	0.000
	0.880	0.000
	0.792	0.000
	0.776	0.000
	0.843	0.000
	0.619	0.000
Self Esteem (10 item)	0.717	0.000
	0.625	0.002
	0.731	0.000
	0.726	0.000
	0.642	0.000
	0.708	0.000
	0.712	0.000
	0.598	0.000
	0.645	0.000
Life Interest (8 item)	0.789	0.000
	0.751	0.002
	0.834	0.000
	0.623	0.000
	0.755	0.000
	0.566	0.000
	0.577	0.000
	0.571	0.000
	0.571	0.000
Role Behavior (10 item)	0.735	0.000
	0.839	0.002
	0.827	0.000
	0.856	0.000
	0.790	0.000
	0.671	0.000
	0.789	0.000
	0.766	0.000
	0.879	0.000
0.664	0.000	

Appendix B. Scale reliability

	Standardised Alpha
Self Efficacy (9 item)	0.9153
Self Esteem (10 item)	0.8754
Life Interest (8 item)	0.8361
Role Behavior (10 item)	0.9249

The Role of Life Skills Training on Self-Efficacy, Self Esteem, Life Interest, and Role Behavior for Unemployed Youth

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