Effect of psychology-based personality development training on the personality of vocational students

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Abstract

Labor recruiters usually use psychodiagnostic selection measures of the job seeker for the field of work and aspects of the personality. The purpose of this study was to analyze the effectiveness of personality development training with a psychological approach. The type of research used was a quasi-experimental design with a pretest-posttest control group. 80 sample from all majors at the medan state polytechnic was divided into two groups: interventions that trained students with psychology-based personality development training management (n=40) and controls with factual training models (n=40). The training intervention was carried out for three days. Data was measured through standard psychological questionnaires, analyzed independent t-test using spss. Psychology-based personality development training management is effective in improving student personality: aspects of ability, personality, and work productivity (p-value <0.05). This training management model provides a new understanding for universities so that students are more ready to work.

Keywords: ability; management; personality development; psychology; training; work productivity

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1. Introduction

Vocational education is part of the national education system in Indonesia. Vocational education has an important role in creating a skilled workforce. The main objective of vocational education is to create graduates who are ready to work by providing productive competencies to students. However, vocational education has not been able to produce students who are ready to work to reduce unemployment. Learning methods based on 70% practice and 30% theory should be able to produce trained and skilled human resources, but data shows that the unemployment rate comes from vocational education alumni (Johnson & Kaslow, 2014; Sydorenko, 2020).

Higher Education has an important role in building competent Human Resources (HR). Therefore, tertiary institutions must have a network of cooperation with industry that is relevant to their study program/faculty. Building networks between universities and the industrial world is needed to bring the resulting human resources closer to the needs of the industry. At the same time, it answers the challenges of a dynamic job market. Therefore, universities should not only teach students with old skills Vocational education in Indonesia has a very large influence on the progress of education, but several challenges have not been resolved(Sudarmaji et al., 2021).

The main objective of vocational education is to provide competence, especially productive competence, to students so that they become graduates who are ready to use or ready to work. However, it turns out that vocational education has not been able to provide answers to efforts to break down unemployment with learning methods based on 70% practice and 30% theory which should create trained and skilled human resources. The high unemployment rate comes from alumni of vocational education. Another possibility is that there are very few Polytechnics that collaborate with industry and/or other related sectors. In addition to the skills aspect according to the field of study program that vocational alumni must possess (hard skills), it turns out that when entering the job market, labor recruiters will usually use psychodiagnostic selection measuring tools. This measuring tool aims to find out psychological aspects as individual differentiators that are relevant to the field of work and aspects of their personality recommended by licensed psychologists (Goulart et al., 2022).

Higher education, especially vocational education, must be taught about problem-solving, social skills, mentoring, emotional intelligence; process skills, system skills, and cognitive abilities. Vocational education needs to hold a personality development training activity for students, where this activity is expected to foster togetherness and become a strong team building, as well as train students to become individuals with character while still referring to scientific disciplines. Educational institutions need to facilitate the training and personality development of students in the field of education to produce good, effective, and efficient graduates (Chandorkar & Sankulkar, 2021; Riaz et al., 2018).

One of the programs that can stimulate and develop knowledge is through well-managed personality development training, meaning that these training activities must be carried out continuously with good management (Antonova et al., 2020). Well-managed training will produce outputs that have value because through training, vocational education students will always develop their insights to support their knowledge (Numonjonov, 2020). Training must be able to improve the implementation of tasks and develop the competence of participants in each training program. This is not only related to professional career development but also personality development (Lundgren et al., 2017; Suphuan & Wongleedee, 2019). This study aims to analyze the effectiveness of the Psychology-Based Personality Development Training Management Model on the personality of Vocational Students.

2. Method

2.1. Types of research

The type of research used was a quasi-experimental design with a pretest-posttest control group. All vocational students at the Medan State Polytechnic became the population in this study. The sample in this study was selected by systematic sampling from all majors. 80 sample from all majors at the research locus was divided into two groups, namely the intervention group that trained students with psychology-personality development training management (n=40) and the control group with factual training mode management (n=40). The size of the sample is adjusted to the maximum conditions of the training participants (Sugiyono, 2019). Intervention with training management was carried out for three days.

2.2. Research Process

The research was started by forming two training groups, namely, the intervention group and the control group with the characteristics of the training participants were not different. The research process in the two training groups was the lecture method. The training was carried out for three days. All research teams developed the psychology-based personality development training curriculum and syllabus together. A psychology-based training management model was designed and tested on small and medium groups before being implemented in the intervention. The psychology-training management that has been tested is then carried out in the intervention group. In the control group, training was carried out using a factual training model. The success of the training in the intervention and control groups, a pre-test was carried out before the training, and a post-test after one month of training to measure the personality of SMK students using a standardized questionnaire to measure personality in psychology.

2.3. Research Instruments

The research instrument in this study uses a psychodiagnostic questionnaire, namely a psychological questionnaire that has been standardized for measuring personality. Student personality is measured from 3 aspects, namely intelligence, personality, and work productivity. Psychodiagnostic Measuring Instruments used are intelligence measuring tools, personality measuring tools, and work productivity measurement tools. The Intelligence Measurement Tool used is the IST (Intelligenz Structure Test) which is a scale measuring intelligence compiled by Rudolf Amthauer, 1953 consisting of 9 sub-tests with separate answer sheets (Meiza et al., 2017; Rosa et al., 2019).

The Personality Measurement Tool used is EPPS (Edwards Personal Preference Schedule) which is an instrument to measure a person's personality through motives and interests developed by Henry A Muray in 1938. The method used is Forced Choice, where the test taker chooses one of the two statements on every item available. In this test there are 15 needs (needs) that are tested according to Edward's theory which consists of: Need Of Achievement, namely the need for success or achieving something; Need Of Deference, namely the need to follow and perform certain expectations; Need Of Order ie the need to be organized or organized; Need Of Exhibition is the need to be the center of attention; Need Of Autonomy ie the need to be independent; Need Of Affiliation, namely the need for friends and loyal tendencies; Need Of Intraception is the need to analyze oneself and others; Need Of Succorance, namely the need to be helped by others; Need Of Dominance is the need to be a leader; Need Of Abasement is a tendency to feel guilty and need a compromise; Need Of Nurturance, namely the need to show affection and support; Need Of Change ie the need to change; Need Of Endurance is the need to get things done diligently; Need Of Heterosexuality, namely the need to socialize or associate with the opposite sex to gain the affection of others; and Need Of Aggression, namely the need for aggression both verbally and physically so that it is in conflict with others (Sesari et al., 2019).

The work productivity measuring tool used is an instrument developed by Richard Pauli in 1938, namely a measuring tool to measure personality (accuracy, accuracy, seriousness, and resistance to work stress/pressure to deal with work). This test consists of numbers 1 to 9 which are stretched from top to bottom in a row by adding up the pairs of numbers that are written only the unit digits in the middle of the pair of numbers and at a certain time there is a line instruction then the participant

lines the last number that is done and so on until no instructions complete. The aspects measured in this test are: work productivity, attitude towards pressure, work endurance, emotional control, ability to adapt at work, work tenacity, and thoroughness (Gomez-Mejia et al., 2014).

2.4. Data analysis.

Data were analyzed using the IBM SPSS version 25 program. Differences in the personality of vocational students in terms of intelligence, personality, and work productivity in the intervention group and control group before and after training were analyzed by independent t-test with a significance level set at p-value <0.05 (Kim & Park, 2019; Xu et al., 2017).

3. Results

The Polytechnic education program is a vocational education pathway at the tertiary level that equips graduates with skills supported by sufficient basic knowledge and a strong discipline attitude. With this provision, it is hoped that Polytechnic alumni can develop into professionals in their fields, especially in the industrial sector and in the business sector in general. Medan State Polytechnic (USU Polytechnic) is one of the state campuses in the city of Medan. The number of study programs at the Medan State Polytechnic are Mechanical Engineering, Energy Engineering, Civil Engineering, Electrical Engineering, Electronic Engineering, Telecommunications Engineering, Business Administration, Financial Banking, and Accounting. In its development, the number and level of study programs continue to increase to the resources owned and the demands of the needs of the industrial community. And currently, the Medan State Polytechnic has 17 study programs.

The effectiveness of the vocational student training management model on student personality

Table 1. The effectiveness of vocational student training on student personality

Variables	Intervention Mean±SD (n= 40)	control Mean±SD (n=40)	p-value between group
a. Ability Aspect			
Pretest	48,75 ± 8,529	49,75 ± 7,591	0.027 [a]
Posttest	85,625 ± 4,412	52,5 ± 7,679	0.006 [a]
Gain	36,87 ± 10,170	2,75 ± 6,299	0.00 [b]
b. Personality Aspect			
Pretest	50,5 ± 12,649	51,25 ± 8,897	0.002 [a]
Posttest	85,12 ± 4,734	53,75 ± 7,905	0.001 [a]
Gain	34,625 ± 14,023	2,50 ± 4,08	0.001 [b]
c. Productivity Aspect			
Pretest	49,12 ± 10,614	51,12 ± 8,733	0.046 [a]
Posttest	84,37 ± 6,323	53,625 ± 7,336	0.027 [a]
Gain	35,25 ± 11,926	2,50 ± 3,755	0.001 [b]

[a] The difference in mean between groups (pretest treatment & pretest control) was analyzed using a statistical independent t-test, at a significant level of 5%

[b] The mean difference between groups (treatment & control gain) was analyzed by using a statistical independent t-test, at a significant level of 5%

The table above shows that there are differences in the average ability, personality, and productivity between the treatment group and the control group, which means that Psychology-Based Personality Development training is effective in improving the personality of vocational students assessed from 3 aspects, namely ability, personality, and productivity (p-value <0.05).

4. Discussion and Limitations

The labor market, technological changes, and the dynamics of globalization have led to a rapidly developing work environment that requires individuals to develop their personalities (Laible et al., 2020). Continuous investment in human capital through further training is a prerequisite for remaining active and productive in the labor market. The OECD promotes that workers need a broad mix of strong cognitive and socio-emotional skills, as well as digital skills to successfully navigate the future of work (OECD, 2019, p. 3). These skills can only be developed, when individuals acquire a good level of skill proficiency in early education so that they can develop these skills further throughout their lives and learn new skills along the way (OECD, 2019, p. 40) (Development, 2019).

Our findings prove that th e psychology-based personality development training management model is effective in improving the personality of vocational students assessed from 3 aspects or personality traits, namely the ability aspect, personality aspect, and work productivity aspect. Personality traits can be considered part of socio-emotional skills (Kankaraš & Suarez-Alvarez, 2019). Personality is defined as a relatively enduring pattern of automatic thoughts, feelings, and behaviors that people exhibit in the same situation over time (Hill & Roberts, 2018). Personality traits are partially developed by socializing and learning, and they have beneficial effects on an individual's education, work, and life success and social outcomes (Development, 2019). Personality traits can be understood as skills because they complement the knowledge and convert cognitive skills into outputs (Rozgonjuk et al., 2021).

A more recent study by Malkova and Kucera, 2022 confirmed these results and showed that personality traits and student behavior had direct and indirect effects on career success defined as job success and income. Personality is broadly described as the characteristic patterns of thoughts, feelings, and behaviors that make a person unique (Mašková & Kučera, 2022). Our research has found that psychology-based personality training can affect the personality of vocational students because the training materials and methods are designed with an attractive management process so that students are more interested in learning all the training topics. Personality psychologists are interested in the unique characteristics of individuals, as well as similarities between groups of people. To understand the psychology of personality, it is important to learn some of the main characteristics of how personality works and apply them through psychology-based training.

This Personality Psychology-based training model implies the behavioral theory of B. F. Skinner and John B. Watson. This behavioral theory suggests that personality is the result of the interaction between the individual and the environment. Behavioral theorists study observable and measurable behavior, rejecting theories that take on an internal role in thoughts, moods, and feelings because these cannot be measured. According to behavioral theorists, conditioning (predictable behavioral responses) occurs through interactions with our environment that ultimately shape our personality. The student environment formed with a psychology-based personality development training management model effectively improves student personality, namely aspects of ability, personality, and aspects of work productivity (Walker, 2017).

Erikson also stated that personality develops through a series of stages, with certain conflicts arising at each stage. Success at each stage depends on successfully overcoming these conflicts (Erikson & Erikson, 1998; Newman & Newman, 2017). Psychology-based training management developed and applied to vocational students provides skills to overcome various conflicts that students may face. Personality makes students who they are, personality becomes a source of attraction in science as well as in everyday life. The various personality theories that have been proposed by different psychologists have helped to gain a deeper and richer understanding of what makes each person unique.

The results of this study are in line with cognitive psychology theory focused on internal states, such as motivation, problem-solving, decision-making, thinking, and attention. Such theories seek to explain different mental processes including how the mind processes information and how our

thoughts lead to certain emotions and behaviors. The theory of personality development provides a set of guiding principles and concepts that describe and explain human development. Some developmental theories focus on establishing certain qualities, such as Kohlberg's theory of moral development. Other developmental theories focus on growth that occurs throughout life, such as Erikson's theory of psychosocial development (Erikson & Erikson, 1998; Newman & Newman, 2017; Patton et al., 2016; Walker, 2017). The findings of our study are also in line with these theories.

Apart from communication skills, personality is influenced by many other areas of life such as time management skills, team management skills, and decision-making skills. Therefore, students need to invest time in personality development training programs that can provide a deeper understanding. Insight into their personality opens the door to making appropriate changes. Personality development training also allows students to work and change the inner landscape. Factors such as attitudes, motivations, fears, and complexities that directly and indirectly affect their lives, all shape their inner world. And the fact is that not everyone is born with a positive attitude, good self-esteem, and a confident personality. But they are areas that can be worked on and improved. And that's why so many organizations organize personality development training.

Personality development training enhances students' personalities by Identifying areas they need to work on to become their best selves; Giving them the opportunity to get professional help to overcome certain personality-related challenges; Increasing self-esteem and self-confidence levels in addition to giving them a more positive outlook on life; Create a good and lasting impression on others; Improving the quality of students' personal and professional relationships; Increase student output and work outcomes and Achieve faster success and Benefits of personality development training. Our findings show that training vocational students with psychology-based training management is effective in increasing student personality. In the context of higher education, student development is defined as a learning process by providing knowledge, values , and examples to help and develop the skills and knowledge that students already have to acquire skills and knowledge to achieve life goals.

The mandate of Law Number 20 of 2003 concerning the National Education System is clear that education is essential to develop the potential of students based on faith and piety, personality, noble character, and independence. Thus, education has a strategic role in fostering and building student character. Because students are college students, to achieve national education goals, student guidance is needed, namely guiding all student activities as students during the education process. The management of student development from the beginning of admission to postgraduate students on an ongoing basis is in line with the opinion of Nuridin and Anwar (2019) that student management is management related to students from the beginning to completion (graduated) of studies from education (Nuridin & Anwar, 2019).

Personality traits are the main effective factors in learning approach, educational achievement, employer job satisfaction, and quality of care. Most of the attitude of nursing students is that the stress in government hospitals is more or less an opportunity to develop a personality. But they accept that they can get benefits for developing personality in Government Hospitals such as interpersonal skills, communication, team building, leadership qualities, etc (Bagley et al., 2018). According to Gagne's different abilities and talent models, a person with different abilities to develop talent requires development (learning, training, practice), which is mainly determined by intrapersonal and environmental factors. Talent research is a field of science that is very important for raising future generations. It is clear that not all mentally and physically healthy children are capable of high-quality performance in the arts, sciences, human studies, or sports. The long-term success of a country's development is based on the effectiveness of its current education system and the proper orientation of the children and youth there (Füleky, 2020).

The personality of an individual is considered a trait that is manifested in the form of certain behaviors, insights, and feelings (Baumert et al., 2017; Rozgonjuk et al., 2021; Sergeeva, 2019). Several studies reveal the use of measures of personality characteristics to predict job performance and it is

proven that personality is an important determinant of individual behavior in the workplace (Laible et al., 2020; Pozharkin et al., 2021). Our findings prove that the psychology-based training model has an effect on improving the abilities, personality, and productivity of vocational students and this training model is effective for students to develop students personalities.

Quality Human Resources is one of the keys to the success of the progress of a nation. To achieve this, it is necessary to develop human resources. The development of human resources is aimed at realizing human development that is virtuous, tough, intelligent and skilled, independent and has a sense of solidarity, hard-working, productive, creative and innovative, disciplined, and has an orientation towards the future to create a better life. Operationally efforts to improve the quality of human resources are carried out in various sectors, including education, health, productive age population, and other sectors. Human Resources are people who are ready, willing, and able to contribute to efforts to achieve organizational goals (Harsasi et al., 2017).

The purpose of human resource management is to increase human resource support to achieve organizational or industrial goals or more specifically to increase productivity, job satisfaction, loyalty, and reduce absenteeism. Management or management of human resources is very important and has many challenges because humans have very different characteristics compared to other resources, but if this can be managed properly it will create human resources that are developed, efficient, and capable of supporting the industry to achieve the goal. One way to improve the quality of human resources is through education (Bratton et al., 2021).

This finding becomes a new understanding for universities to develop students' personalities by using a psychology-based training model so that students are better prepared to enter the world of work. This training model has practical implications for improving the quality of human resources. This training model can improve the quality of vocational students so they are more ready to work and more productive. This research reinforces the findings of Kinanti and Sudirman (2017: 343) that due diligence in implementing the training model according to it is carried out to obtain information related to the extent to which the model (product) that has been developed is feasible and can be used to support the improvement of the learning process in training by its users. The feasibility of the model in question is the feasibility of the material and media (Kinanti & Sudirman, 2017).

The success of this training model was obtained because the researchers first tested the feasibility of the training management model and the feasibility of the training materials. Based on the results of the material expert validation, the results of the media expert validation, and the results of the model trials by users, it was found that the e-mentoring-based education and training management model is very feasible to use. The feasibility of the material is reviewed from the suitability aspect, the content quality aspect and objectives, and the instructional quality aspect. The feasibility test of the hypothetical model is described above. The results of the Focus Discussion Group activities at the Internal Test stage were obtained according to (Sugiyono, 2019) with the results of the tested design. In addition, experts in health management and education management system design have quantitatively tested by experts, namely the design of the Psychology-Based Personality Development Training Management Model in Vocational Education, Medan State Polytechnic, which has been deemed feasible to be implemented in a limited trial.

The readiness factor of the training participants also greatly influences the achievement of the objectives of the training conducted. In a training organization, it often happens that the participants who attend bring various motives. Some attended as participants because they were just looking for an opportunity to get out of the work routine in their respective institutions, some were simply ordered by their leaders, and some felt they needed the material that would be obtained through training activities. Training is carried out to increase the ability in terms of knowledge and skills of qualified and qualified participants. Training can run effectively and efficiently if the participants understand the goals to be achieved and know how to do it, because trainees are an important segment in an organization, their role is to contribute to the achievement of organizational goals, the readiness of

trainees in the training program is very important to determine the training program to be implemented if trainees lack involvement in the learning process, learning is not optimal(Abdullah, 2020; Haugen et al., 2019). All data in our study were collected from only one college. The sample of only 80 appears to be more homogeneous, so future researchers could cover a wider area to ensure a heterogeneous demographic.

4. Conclusion

The psychology-based training model is effective in improving the personality aspects of students, namely ability, personality, and productivity. This training model provides a new understanding for universities in preparing students to be ready for work.

5. Ethical Approval

Informed Consent is given to prospective respondents. The researcher explains the aims and objectives of the research. The researcher guarantees the confidentiality of all information provided by the respondent and is only used for research purposes. Prospective respondents are not willing, the researcher does not include them as a sample and respects the rights of potential participants.

6. Disclosure of Statement

No potential conflicts of interest were reported by the authors.

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