

EXPLORING SELF-POTENTIAL IN THE COMPETITION OF THE DIGITAL AGE

Pratidina Ekanesia¹, Diah Febriyanti², Zakiyah Aulia Sabrina Hanifah Jauhary³, Risma Febrianti⁴, Squall Fikri Athallah⁵

^{1,3,4,5}Psychology Study Program, Universitas Indonesia Membangun, Bandung, Indonesia

²Accounting Study Program, Universitas Indonesia Membangun, Bandung, Indonesia

¹pratidina.ekanesia@inaba.ac.id, ²diah.febrityanti@inaba.ac.id, ³auliasabrina1604@gmail.com,

⁴febriantirismaa2@gmail.com, ⁵fikri.inaba@gmail.com

ABSTRACT

The era of digital technology had a major impact on the development of the world of education and the world of work. With the digital era accompanied by the conditions of the COVID-19 pandemic, there is no certainty in the world of work. This causes students and parents to experience confusion in making future career plans. High school students are in the exploratory stage which will be faced with choices related to their careers. There needs to be careful thought and preparation so that career planning can be well prepared, by recognizing and developing one's potential. To answer these problems; Workshop activities regarding exploring self-potential and discussing management and business faculties, talk shows, and discussing the personality and upbringing of parents were carried out for 2 hours in class XI IPS 1 SMA 11 Bandung. This activity received a positive response and appreciation from the school because the event ran smoothly and was beneficial for students.

Keywords: college; work potential; digital era

INTRODUCTION

We are currently in the era of digital technology or globalization, namely the process of international integration due to the exchange of world views, products, thoughts, and other cultural aspects caused by advances in telecommunications, transportation, and internet infrastructure. Digital technology is technology that no longer uses human power, but tends to computerize systems or automatic operations, which can be read by a computer (Ngongo et al., 2019). The era of digital technology has had a major impact on various sectors of life, as well as developments in the world of education and

the world of work. Technological advances have caused many jobs to be replaced by technology and machines, but on the other hand, new jobs have emerged (Monika & Stefani, 2021). Under current conditions, with the digital era accompanied by the recent COVID-19 pandemic, there is no certainty in the world of work.

This causes students and parents to experience confusion in making future career plans. In high school, students are grouped based on interests such as science, social studies, language, religion, vocational, and others, but this does not rule out doubts or confusion regarding majors in

college or the world of work. Most parents think that science majors will be more promising and have lucrative job prospects, compared to social studies majors (Monika & Stefani, 2021). The lack of understanding and information has an impact on the emergence of doubts in students, both in exploring their potential and determining their future path, whether to continue their education at tertiary institutions or choose to enter the world of work.

According to Gati, Krausz, and Osipow (1996) making a career decision is a complex matter. The career decision-making process has the same characteristics as other decision-making processes, which means that the existing process involves the individual choosing what he feels is most appropriate for various possible careers based on comparisons and evaluations of career alternatives, taking into account the fact that comparisons and the evaluation process are influenced both by the characteristics of the educational/professional program and individual characteristics.

In making career decisions, individual abilities play an important role and have an impact on the education or job they want. Not only ability, but the desire to use these abilities also influence career

decision-making. The career decision-making process has several special characteristics, for example, individuals make decisions from various possible careers, for each career alternative there is abundant information available, and there is data on various aspects of the profession that must be considered (eg the duration of the educational process, independence in work, etc.).

Donald E. Super (in Isaacson and Brown: 2012) explains that there are 5 stages in career development, namely: 1) the growth stage, 2) the exploration stage, 3) the formation stage, and 4) the maintenance stage., and 5) the release/decrease stage. Furthermore, these high school students are in stage 2) exploration. This stage is a tentative stage, where the career choice is close but has not yet reached a final decision. This stage involves individuals in various activities, roles, and situations that are specifically related to efforts to gain an understanding of abilities in fields of study, fields of work, or career opportunities. The results of this exploration will strengthen the process of identifying individual role models and self-concepts. Exploration occurs when the individual realizes that work is an aspect of human life. This stage will expose high school students to choices related to their

careers, such as choosing a major in college or college, and career opportunities after graduating from high school/college.

Based on the explanations that have been explained, it is concluded that there is a need for careful thought and preparation from an early age so that career planning can be well prepared. Thought and preparation must start with the students themselves by recognizing and developing their potential. Potential is a basic ability that is still hidden and acquired innately (from birth or genetics). Every student has the potential to develop himself differently, both in the type of potential and in the quality of potential (Tantri, 2021). Unfortunately, there are still many students who do not recognize their potential, so the fear and doubt that was first mentioned still feels strong.

With the problems and conditions that have been described, it is necessary to have psychoeducation for high school students, especially social studies majors. This will help students to make further decisions, so students, parents, and teachers get information about students' interests and potential in the next step (re: college or work). It is also hoped that it can help parents and students in making the best student decisions for the future of students.

Therefore, on this occasion the KKN raised the theme "Study or Work?: Exploring One's Potential in the Competition of the Digital Era" and the target of this KKN is class XI IPS 1 SMA 11 Bandung.

IMPLEMENTATION METHOD

In this activity, the steps that will be carried out by the University of Indonesia Development lecturer team and the community service team include three parts, namely preparation, implementation, and evaluation.

Preparation Stage

In the preparatory stage, a team of lecturers at the University of Indonesia and community service implementers formulated appropriate material to be given according to student needs. After agreeing on the material, theme, and concept of the event, the University of Indonesia Development lecturer team and the community service team created publication material in the form of an online poster containing the activity title, day/date of activity. In line with the team of lecturers at the University of Indonesia making publication materials and carrying out publications, implementing community service, the Class XI IPS 1 SMA 11 Bandung also coordinates internally

regarding materials, time allocation, seminar procedures, and others.



Figure 1. Community Service Poster

Implementation Stage

Activities were carried out in the form of workshops using Microsoft Office. The activity was held in person on Monday, May 22, 2023. The event was attended by 35 participants, namely students of class XI IPS 1 SMA 11 Bandung. The event starts at 08.00 WIB and ends at 10.00 WIB.

The event was hosted by 1 (one) MC and 2 (two) hosts. The MC is one of the students of the Faculty of Psychology, University of Indonesia, Zakiyah Aulia Sabrina Hanifah Jauhary, while the presenters are Squall Fikri Athallah

(dedicated team and student of the Faculty of Psychology at the Development University of Indonesia) and Risma Febrianti (service team as well as students of the Faculty of Management and Business, University of Indonesia currently undergoing an internship at BKAD Bandung Regency).

The event started with a presentation from Ms. Pratidina Ekanesia, M.Psi., Psychologist. with material entitled "Exploring Self Potential in the Digital Era Competition", for approximately 30 minutes. Furthermore, the presentation from Mrs. Diah Febriyanti, S.E., M.Ak., Ak. about "Faculty of Management and Business" for approximately 30 minutes.

The next program was in the form of a talk show hosted by the MC, in the form of questions and answers regarding career development in the digital era as well as the hard skills and soft skills needed in the Social Studies major. The talkshow with Mrs. Pratidina and Mrs. Diah also continued with a discussion about career-related personalities, as well as parenting styles so that they can help children prepare for their careers.

The event ended promptly at 10.00 and was closed by the MC, one of the University of Indonesia Pembangunan

students. The speaker offered that if there are unanswered questions, they can be continued via email or other social media.

Evaluation Stage

After the activity took place, the community service implementer, and homeroom teacher of class XI IPS 1 SMA 11 Bandung evaluated the activity. Positive response and appreciation from the school, because the event can run smoothly and is beneficial for students.

RESULT AND DISCUSSION

This workshop/talk show activity presents two speakers who are experts in their fields, including Pratidina Eknesia, S.Psi., M.Psi., Psychologist., and Diah Febriyanti, S.E., M.Ak., Ak., providing material related to lectures or Work. Before the workshop started, the speaker asked questions to class XI IPS 1 SMA 11 Bandung about what they wanted in the future. However, as the speaker suspected, they did not know or have plans for their ideals yet. The background factor for them not knowing their goals is that they have not recognized their own potential, even though this is very important so that we can determine self-actualization in life.

Next, the speaker started with the material "Exploring Self Potential in the Competition of the Digital Age", explaining that before we decide to study or work, we must first know our potential. According to Yumnah, potential can be called strength, energy, or latent abilities that are possessed and have not been utilized optimally. The self-potential referred to here is a power that is still hidden in the form of physical, character, interests, talents, intelligence, and values contained within oneself but has not been utilized and processed (Yumnah, 2016).

Awang & Kamal explained, self-potential is the ability and strength possessed by a person both physically and mentally and can be developed if trained and supported with good facilities. So, humans need to recognize their potential to actualize themselves in life. To explore this potential, starting with knowing our strengths and weaknesses, that way we will know in what ways our abilities need to be developed better and in what ways we need to evaluate ourselves. Especially in the digital era which allows new jobs to be created, because easily accessing technology and information makes it easier for jobs to grow. This is why it is important to know your strengths and weaknesses.

After that, they will be able to know their potential which will be used as a choice in determining whether to study or work. Because when we know our strengths and weaknesses, it means we know ourselves better, and we will be better able to optimize our potential for future career maturity. Individuals who are mature or ready to make the right choices are when individuals who have been involved in carrying out planned explorations, have self-knowledge, appropriate job knowledge, and knowledge in decision-making.

1. Career Planning

Career planning is an assessment of how much you have ideas about information and knowledge of various aspects of work.

2. Career Exploration

Career exploration, namely the desire of individuals to seek career information from various sources.

3. Knowledge of Making Career Decisions

Knowledge of making career decisions, namely the ability to use knowledge and thinking in making plans.

4. Knowledge of the World of Work

Knowledge of the world of work, namely knowing one's interests and abilities, knowing how other people learn things related to work.

5. Knowledge of the preferred Work Group

Knowledge of preferred occupational groups, i.e. being able to choose one of several job options, then marking things related to that job.

6. Realization of Career Decisions

Finally, the sixth is related to the realization of career decisions, namely choosing a suitable job choice with the capabilities possessed.

Then students were told that in entering the world of work there must be some preparation before starting, including preparing mentally so they can survive, recognize themselves, hone skills, and must be able to control emotions. These things can be a provision for students if they choose to continue working. Apart from explaining matters related to making decisions to work, the speaker also discussed the skills that must be mastered in the Digital Age. Students are expected to have good English skills which will greatly

support work and lectures, be able to write articles because writing will develop critical and creative thinking skills, be skilled in coding to support work, and have the ability to edit images and videos. If you have these abilities, you can be superior to other people and you don't need to worry if you don't get a job in the field you are good at, because with these skills, you can get extra income instantly.

Then it continues with a discussion of how when we have made a choice, students are expected to be able to convey the wishes and ideals that they want to achieve. So it is important for students to build good communication with parents, including by choosing the right place and time when conveying our ideals and desires so that there is no debate that leads to misinterpretation of our goals, talk to one of the parents first, start with small talk to spark the main topic later, tell what it is you want to achieve, then choose the appropriate exit in case of conflict or disagreement.

The discussion that is no less interesting from this workshop is regarding explanations of alternative majors that can be considered when students decide to study in the social humanities (soshum) field, namely the introduction of the

Accounting and Management major which is summarized in one Faculty of Economics and Business along with future job prospects. Some of the abilities that must be possessed when choosing the two majors are explained so that in the future students do not feel that they are in the wrong major after they have attended lectures. Students are expected to be able to determine majors according to their potential. Returning to this point is why it is important for students to recognize themselves so they can find out their strengths, weaknesses, desires, and goals to help them explore and develop their potential. Then the confusion about choosing to study or work will be resolved.

To develop training activities regarding self-potential in the future, XI IPS 1 SMA 11 Bandung students are expected to provide feedback on this training, while the results of the feedback are:



Figure 2. Results of Implementation Assessment

Based on the diagram, it means that 64% of students in class XI IPS 1 at SMA Negeri 11 Bandung think that the training is very fun, and 36% think that the training is fun.

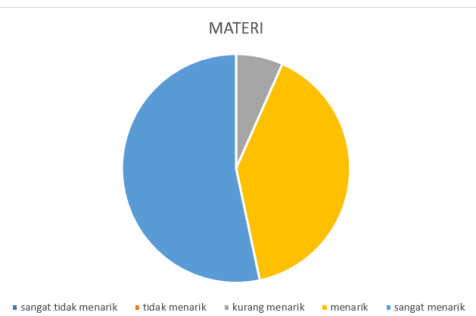


Figure 3. Material Assessment Results

In the material assessment, 53% of students felt that the training material provided was very interesting. The other 40% considered that the material provided was interesting, and 7% considered that the material was not interesting.

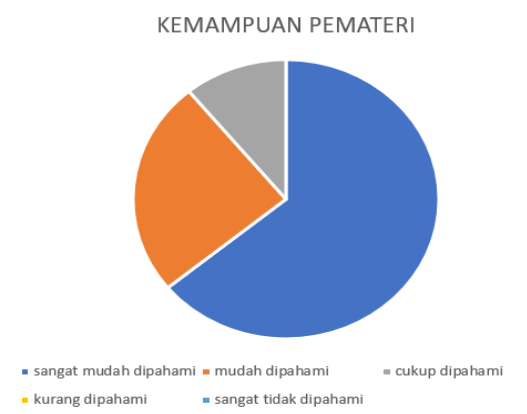


Figure 4. Results of the Material Capability Assessment

The ability of the presenters in providing training material was assessed by 64% of students as very easy to understand, 25% considered it easy to understand, and 11% others considered it quite understandable.

CONCLUSION

Based on workshop activities with the theme Continue their education to a bachelor's level or choose to work directly? in the Digital Era Competition that has been implemented, it can be concluded that this activity is beneficial for students. In addition, the evaluation results show that this event has a good and high score in terms of implementation, presentation, and the abilities of the presenters.

For future events, this webinar activity will discuss more majors in tertiary institutions or job opportunities, so that students can explore more, imagine, and be able to determine the future. Not only about webinars, in the future, this event can become a workshop by presenting role-play activities or case studies so that students can feel a real sense of their career choices.



Figure 5. Documentations

Digital.

Ngongo, V. L., Hidayat, T., & Wiyanto. (2019). Pendidikan di Era Digital. *Prosiding Seminar Nasional Pendidikan Program Pasca Sarjana Universitas PGRI Palembang*, 2. <https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/3093>

Niles, S.G. & Bowlsbey, J.H. (2009). *Career development interventions in the 21 centuries*. Upper Saddle River, New Jersey: Pearson Education

Tantri, N. N. (2021). *Memfaatkan Digitalisasi Pendidikan dalam Pengembangan Potensi Siswa*. *Penyuluhan Hukum Di Era Digital*, 1, 135.

REFERENCES

Capuzzi, D. & Stauffer, MD. (2006). *Career counselling: Foundations, perspectives, and application*. Boston: Pearson Education.

Gati, I., & Tal, S. (2008). *Decision-making models and career guidance*. In Athanasou, J. A., & Van Esbroeck, R (Eds.), *International handbook of career guidance* (hlm. 157-185).

Monika, & Stefani, V. (2021). *Mengenal Dan Menggali Potensi Diri di Era*