

The Effectiveness Of Goal Setting Training To Improve The Future Orientation Of Adolescents In Terms Of Education Pathways

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Abstract:

Having a future orientation is one of the developmental tasks that adolescents must have, generally adolescents have a future orientation related to educational choices, work, and marriage as a form of effort to prepare for adulthood. But in reality some teenagers have not been able to have a future orientation so it is difficult to make goals and plans in the future. This study aims to determine the effectiveness of goal setting training to improve the future orientation of adolescents who take formal education and equality. Furthermore, this study also aims to determine the difference in increasing future orientation in adolescents who take formal education and equality education. This study involved 14 assisted adolescents at UPTD Kampung Anak Negeri Kota Surabaya consisting of 7 adolescents who took formal education and 7 adolescents who took equality education. The research design used is one group pretest posttest so that to find out the changes that exist, a future orientation scale is used compiled by the researchers themselves. Researchers developed training modules that have been carried out previously to be a reference in conducting goal setting training in this study. The data obtained from the study has been carried out prerequisite tests with normality and homogeneity tests to be able to test hypotheses with paired sample t tests. The results of the first hypothesis test showed that there was a significant difference between the future orientation of adolescents before and after goal setting training with a significance value of $0.00 < 0.05$. In the results of the second hypothesis test, it is known that there is no difference between the future orientation of adolescents who take formal education and equality, indicated by a significance value of $0.347 > 0.05$.

Key Word: Future Orientation, Goal Setting Training, Formal Education, Equality Education.

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I. Introduction

Adolescence is a transitional period, a period that connects childhood with adulthood (Santrock, 2007; Gunarsa, 2004). In adolescence, individuals are in a period where societal norms encourage them to have future-oriented thinking, which is related to the selection of education, work, and marriage (Nurmi, 1989). This is done to prepare for entering adulthood. Not only the demands of societal norms, having thoughts and expectations about the future becomes a developmental task that needs to be done in adolescence because if individuals enter adulthood without having a future orientation, then the adolescent will find it difficult to make plans and think about the future in the future (Crespo et al, 2013).

In fact, currently many Indonesian adolescents do not have a future orientation, Hayadin (2005) explained that currently Indonesia is experiencing a decline in the quality of its young people, indicated by high rates of drug abuse and excessive alcohol consumption (Robbins & Bryan, 2004), social deviance, and casual sex by adolescents. Kennedy (2020) and Steffani et al (2023) conducted further research on the problems carried out by adolescents in Indonesia, the results of which showed that the existing problems were caused by the low future orientation in adolescents. This leaves adolescents with no long-term consideration of the risks of their behavior and the behavior shown today is based solely on pleasure.

Research on future orientation in adolescents conducted by Apriyanto & Hurriyati (2020); Nopirda et al (2020); Asyafii& Niriyanti (2023) support the results of two previous studies, showing the high prevalence of adolescents in Indonesia who have a low future orientation. This directly impacts the high unemployment rate

by adolescents in Indonesia (Angelina et al, 2020), even though adolescents are expected to become the next generation who can advance the country. According to data from the Central Bureau of Statistics (BPS) Indonesia, currently almost 18% of unemployment in Indonesia is in adolescence, 8.49% of which are teenagers who have just graduated from vocational school and 9.42% are teenagers who have just graduated from high school (BPS Indonesia, 2023).

Stoddard et al (2011) explained that future orientation is an individual's thoughts, plans, motivations, hopes, and feelings about his future. Seginer, Nurmi, and Poole (2009) explained that future orientation has three aspects, including motivational which refers to the driving factors that make individuals think about the future. In it there are several indicators, namely value, expectancy (belief), and control, namely the attitude of individuals towards something that happens to them. The next aspect is cognitive representation, the cognitive representation of individuals when thinking about future orientation will be influenced by hopes (hopes) and fears (fear of things that may be faced in the future). The last aspect is behavior, the intended behavior is behavior that leads to the realization of goals that have been owned. Implemented into two behaviors, namely exploration and commitment. In general, individuals begin to have a future orientation when they are 11 to 12 years old (Nurmi, 1989; Arnett, 2000; Moshman, 2009). This ability is supported by the cognitive development of adolescents so that over time adolescents are able to develop self-identity, independence, self-regulation, and the ability to consider future conditions also increases (Steinberg et al., 2009).

Several interventions can be performed on adolescents to help adolescents improve future orientation, including individual counseling and training (Eldeleklioglu, 2012; Cabras & Mondo, 2017). Effective training to improve future orientation is training that focuses on improving adolescents' ability to design goals and plans or strategies to achieve them (Chua et al, 2016). Training that has been proven effective to improve future orientation in adolescents is goal setting training (Zakariyya & Koentjoro, 2017; Hardysta, 2022). In goal setting training, adolescents are not only given an understanding of the importance of having a goal, but also given the opportunity and encouragement to apply the concept of understanding obtained to make strategies for achieving their goals (Locke & Latham, 2002).

Goal setting training is carried out to improve future orientation in individuals through internal factors, by increasing the ability to make specific goals and design strategies to achieve a goal (Nurmi & Aunola, 2005). This is reinforced by findings from research conducted by Zakariyya (2020), goal setting is one of the predictor factors of future orientation so that goal setting can be used as material in intervening to improve future orientation. In addition, later, the results of the research will be analyzed based on the Education path, namely the formal education path and Equality Education, this is adjusted to the existing Education path in the research subject.

Individuals who undertake formal Education have different characteristics than individuals who undertake Equality Education. Some individuals who take equivalency education are actually no longer of school age. Hermawan (2012) explained that the target of equality education is individuals who are still of school age or not but have not completed formal education due to five barriers, namely economic, time, geographical, belief, and social and legal barriers. These barriers cause differences in characteristics in formal education and equality learners. Through research conducted by Mufidah (2017); Nugroho (2022) is known that formal education students have a higher future orientation when compared to equality education students. Students who take equality education tend to be pessimistic in looking at the future and lack confidence in their ability to achieve goals (Putri & Khairunnisa, 2022). Therefore, this research is also to see the difference in future orientation between fostered adolescents who take formal education and equality education.

II. Material And Methods

This research uses a quantitative approach with an experimental research design. The type of research used is the one group pretest post test. This type of study does not have a control group to find out the comparison of treatment results, so that differences in the condition of subjects before and after the study are known through the comparison of pretest and posttest results. The independent variable in this study is goal setting training and educational pathways, while the dependent variable is future orientation.

Study Location: The study was held at UPTD Kampung Anak Negeri Kota Surabaya.

Study Duration: August 2023 to September 2023.

Sample size: 14 adolescent, consist of 7 adolescent with formal education and 7 adolescent with equality education.

Subjects & selection method: Therefore in this study, the determination of subjects was based on saturated samples due to the relatively small number of populations.

Inclusion criteria:

1. 12 to 18 years old
2. Pursue formal education and equality at any level

3. Assisted residents at UPTD Kampung Anak Negeri
4. Have a low or moderate level of future orientation

Exclusion criteria:

1. Under 12 years old
2. Non-assisted residents at UPTD Kampung Anak Negeri
3. Have a high level of future orientation

Table 1. Demogarfis Data Study Subjects

Information		Total (N=14)	
		Frequency	Percentage
Gender	Man	14	100%
	Woman	0	0%
Age Group	12 to 14	5	35,7%
	15 to 18	9	64,3%
Education Path Education	Formal	7	50%
	Equality	7	50%

Study Instrument

This study uses two instruments, namely the training module used in goal setting training and the future orientation scale to find out the results of the research. The goal setting training module is prepared referring to the goal setting component proposed by Moran (2010) and the future orientation scale in this study is prepared referring to aspects of future orientation proposed by Seginer, Nurmi, and Poole (2009). The trial was conducted on 190 adolescents both taking formal education and equality, the results were found that the orientation scale compiled had a reliability of 0.823 and the validity index moved from 0.201 to 0.648 with the number of final items was 24 consisting of 14 favorable items and 10 unfavorable items

Procedure methodology

Pretest using a future orientation scale is carried out before training is used, this is done to screen fostered adolescents who can be the subject of research. After knowing the pretest data, then fostered adolescents who have a low future orientation will take part in goal setting training. Goal setting training was conducted for 4 meetings, the first and second meetings were aimed at improving the motivational aspects of future orientation, the third meeting was conducted with the aim of improving cognitive representation aspects, and the fourth meeting was conducted to improve behavioral aspects from future orientation. All processes in this research were carried out directly at UPTD Kampung Anak Negeri Kota Surabaya

Statistical analysis

After the research data was obtained, a hypothesis test was carried out using an independent sample t test. Before the hypothesis test is carried out, several assumption tests are carried out, namely the normality test and the homogeneity test. Statistical tests are carried out with the help of the Statistical Product and Service Solution (SPSS) 25 calculation program.

Table 2. Normality Test

Grades kolmogorov-smirnov z assymp. Sig. (2-Tailed)	Information	Conclusion
0.2	P > 0.05	Normal

Referring to the table of normality test results above, it is known that the significance of Kolmogorof-Smirnov is 0.2, which means more than 0.05 so that it can be concluded that the data obtained from goal setting and future orientation are normally distributed.

Table 3. Homogeneity Test

Test homogeneity of Variance	Information	Conclusion
0,338	P > 0.05	Homogeneous

Referring to the homogeneity test results above, it is known that the pretest and posttest data of the future orientation scale have a significance value of 0.338 which means more than 0.05 so that it can be concluded that the existing data is homogeneous

III. Result

This study has two objectives, the first is to determine the effectiveness of goal setting training for improving the future orientation of adolescents and the second goal is to determine the differences in the future orientation of adolescents who take formal education and equality education.

Table 4. Results of Independent Sample T Test for Adolescent Future Orientation

Asymp Sig value (2 tailed)	Information	Conclusion
0.000	P < 0.05	Significant

Referring to the table of Paired sample t test results above, it is known that the significance value of orientation before and after treatment is 0.000 which means the significance value is less than 0.05. This shows that there are significant differences in the future orientation of adolescents both who take formal education and equality before and after being given treatment, namely goal setting training.

Table 5. Results of Independent Sample T Test of Adolescents' Future Orientation in Review of Education Pathways

Asymp Sig value (2 tailed)	Information	Conclusion
0,347	P > 0.05	Insignificant

Referring to the calculation results in the table above, it is known that the significance value of the average difference in the future orientation of adolescents who take formal education and equality is 0.347 (>0.05). Therefore, it can be interpreted that there is no difference in the average significance of the future orientation of adolescents who take formal education and equality.

IV. Discussion

Referring to statistical calculations regarding the results of the study above, it is known that goal setting training can effectively improve the future orientation of adolescents both taking formal education and equality. Goal setting training is a training that teaches skills in individuals to be able to set and design goals so that the desired goals can be achieved (Weinberg et al, 2001). The goal setting training conducted in this study focuses on making adolescents have thoughts about their future, which are formulated in a specific goal and behavioral plan to realize it. Having future-oriented thinking means that individuals already have purposeful behavior as well as having anticipation of events that may occur in the future and as a form of self-evaluation in the future (Trommsdorff, 1986; Nurmi, 1991). In this study, to help adolescents have future-oriented thinking, goal setting training was conducted which refers to the presentation of aspects of goal setting by Moran (2010), including specific, measurable, action related, realistic, and time based. This aspect is commonly known by the acronym SMART.

Goal-setting training can influence an individual's thoughts, beliefs, and behavior, which is a basic aspect of improving future orientation (Dalloway, 1993). Locke & Latham (2006) describe the causes of goal setting can increase future orientation in individuals, first having goals with a high level of difficulty can attract higher effort from within the individual. Second, with the goal setting, individuals are more focused on their behavior, effort, and attention towards the goals that have been set. Third, goals depend on the level of knowledge that the individual has so that strategies in achieving them also follow. Fourth, having a goal indirectly motivates individuals to increase knowledge that they do not yet have related to that goal and increasing knowledge can direct individual behavior as well.

Through the explanation of Locke & Latham (2006) it is known that when individuals have set a specific and challenging goal, then the motivation from within to take action and effort to achieve that goal so that the motivational aspect of future orientation has been improved here. Then when the individual has set a goal, the individual will think of ways to achieve it, Locke & Latham (2006) said that automatically the individual will increase knowledge about the goal. In this case, it means that the cognitive representation aspect has been fulfilled. Behavior adds insight and effort to achieve the goals that have been set, in this case fulfilling aspects of behavior in future orientation. So it can be concluded that goal setting can improve future orientation through fulfilling aspects of one's own future orientation. The results of this study are supported by previous research that says that goal setting training can improve the future orientation of adolescents (Zakariyya & Koentjoro, 2017; Hardysta, 2022).

Then, referring to the results of statistical calculations on differences in the future orientation of adolescents in terms of their educational paths, it is known that there are no differences in future orientation in adolescents who take formal education and equality education so that the second hypothesis in this study is not accepted. Previous research conducted by Mufidah (2017); Nugroho (2022) explained that formal education students have a higher future orientation when compared to equality education students. Furthermore, Putri & Khairunnisa (2022) explained that this is because students who take equality education tend to be pessimistic in

looking at the future and lack confidence in their ability to achieve goals. However, in this study, the difference in future orientation between adolescents who took formal education and equality could not be proven.

The development of future orientation has several factors that can influence it, Nurmi & Aunola (2005) explained that resilience and achievement motivation are factors that influence the development of future orientation in individuals. Resilience is needed by individuals when they encounter difficulties or failures in the process of achieving their goals. If individuals have high resilience, the ability to rise from adversity and failure faced will be higher. The next factor is achievement motivation, when individuals have achievement motivation, the drive to realize the goals that have been made is also higher. Individuals who have achievement motivation will try and commit so that their goals are achieved in accordance with the plan that has been made.

Nurmi (1989) explained that there are contextual factors that also influence the development of future orientations, including gender, socioeconomic status, age, peers, and relationships with parents. Adolescents who were the subjects of this study had the same contextual factors even though they had different educational paths. All subjects were male and on average had the same socioeconomic status, i.e. lower middle. Researchers know this because referring to the data in the pants, the teenagers who are the subjects of the study are street children or children with social welfare problems who do not have parents so they are caught in police raids and live in this institution. The subjects of this study were also in the same age range, namely adolescents.

The next similarity shared by the subjects of this study is related to their relationship with parents. All teenagers have poor relationships with their parents, some have been left behind by parents who died, some teenagers are victims of parental divorce so they experience acts of neglect from parents. Some of them also become street children to make ends meet. Referring to the data obtained, researchers concluded that all subjects had a poor relationship with their parents. Some of these similarities are indicated to make adolescents, both those who take formal education and equality, have the same category of future orientation

V. Conclusion

Goal setting training effective to improve adolescent future orientation, but there is no difference in future orientation between adolescent with formal education and adolescent with equational education.

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