

# A Measuring Instrument for Perception of Individual Capacity; An Government Training Institution Example

*by Dinie Ratri Desiningrum*

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## A Measuring Instrument for Perception of Individual Capacity; An Government Training Institution Example

Harlina Nurtjahjanti<sup>1\*</sup>, Dinie R. Desiningrum<sup>2</sup> and Amalia Rahmandani<sup>3</sup>

<sup>1,2,3</sup> Faculty of Psychology, University of Diponegoro, Semarang, Indonesia

\*E-mail: [harlina\\_na@yahoo.com](mailto:harlina_na@yahoo.com)

**Abstract:** *Background :* Perception of individual capacity can described as, perceptions of ability and confidence that owned by an individual who will make it able to organize and manage certain situations. It positively affects the selected action by individuals and contributing to a significant increase in the their productivity. The purpose of this study was to examine the perception of the capacity of individuals based on their perspective and to contribute to managerial practices. *Methods :* The data collection is done by using the results of FGD with five main themes have been identified: the ability to plan for the future, ability in problem solving, adaptability, confidence in the future success and ability in planning a career in the organization. The participants were 104 trainees of Balai Besar Pengembangan Latihan Kerja (BBPLK) Semarang. *Results :* The analysis demonstrates that cronbach's alpha of perception individual capacity scale was calculated 0.936, and the measuring instrument can be considered reliable. *Conclusions :* Limitations, create and measure the effectiveness of training modules to enhance the perception of individual capacity as an advanced research, potential application of results to government training institution are discussed.

**Keywords:** Perception of Individual Capacity, Positive Psychology, Trainee

### 1. INTRODUCTION

The implementation of the ASEAN Economic Community (AEC) in 2015 has made many opportunities and challenges for Indonesia. One of which aspects is the competitiveness of human resources. Therefore, it needs a systematic effort made by the relevant institutions to improve the quality of human resources both in the form of hard and soft skills (Hidayati, 2015). Human resources in development is closely connected with employment. Economic activity in the community surely needs employee. The need for employee can also be referred to a job opportunity. Job opportunities itself is a condition that describes the occurrence of employment (jobs) to be filled by job seekers. On the other hand the need for employment is the goal to be achieved in development, especially in the conditions of surplus labor in Indonesia.

Many labor need jobs, but generally both in the developing and developed countries, the population growth rate is greater than the rate of the growth of their employment. Therefore, job opportunity and unemployment are closely related to the availability of jobs for the people. Education and training system is quite urgent to be revitalized following the low absorption of labor. Recorded until August 2013, a total of 10.97% of unemployment in Indonesia comes from intellectual unemployment. Based on BPS data, the intellectual unemployment reached 850.589 of the 7.39 million unemployed. As for the unemployed graduates of vocational amounted to 826 941 people (Sutarno, 2013). Unemployment is dominated by young people (aged 15-24 years) which is about 19.3 percent of the total labor in Indonesia that has reached 127.6 million people.

In Indonesia, the labor market is continuing to develop. In 2011 the number of job seekers is 1.9 million inhabitants, with a population estimated at 8,319,779 unemployed. That number continues to change until the year of 2014 when there were 121.9 million people who are part of the labor force by the number of Indonesia's total population reached 252.7 million. In a year, the total of labor force increased by 1.4 percent, but that number is always fluctuating due to the turnover of labor market where the flow of workers who quit the job becomes high from the outflow of jobs to be an opened-unemployment. It is estimated that the number of inadequate workers is for 63% of the total number of workers with high skills in 2025 that is 13.3 million people (Subdirektorat Statistik Ketenagakerjaan, 2015).

A large number of job seekers in the labor market have inadequate skills. It is supported by the data reported in the Labor and Social Trends in 2014 which highlighted the lack of skilled workers and surplus labor in Indonesia. Particularly, the data obtained by the Employment Service Center of the Ministry of Labor show that unemployment in Indonesia is partly due to a mismatch of the skills between the job seekers registered with vacancies (Allen, and Kim, 2014).

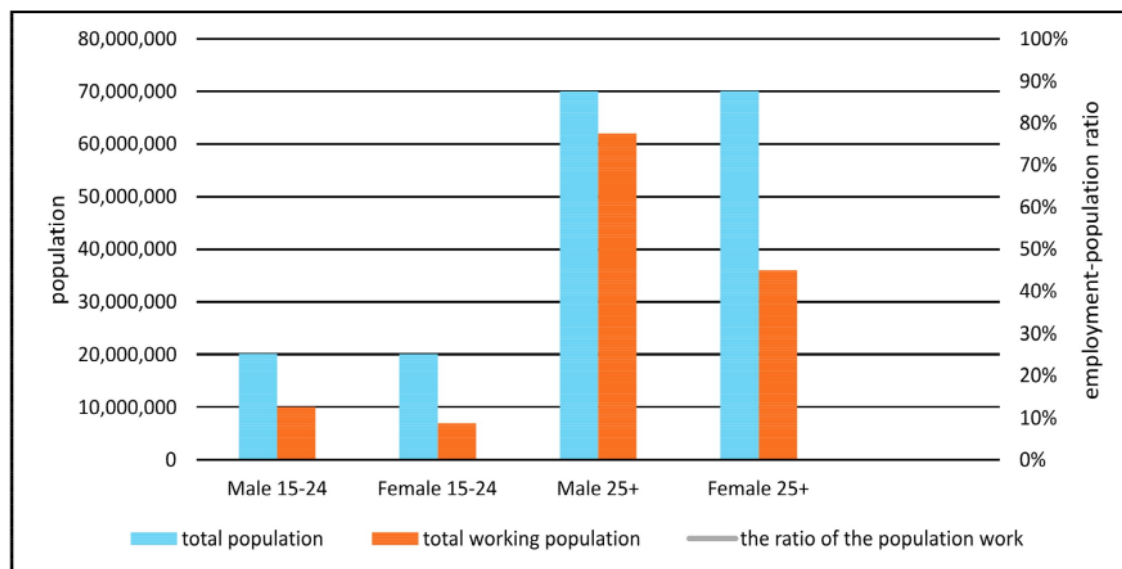


Figure 1: The Ratio of Job – Population based on Gender and Age Februari 2015

To speed up the investment in human resources as a driver of economic growth and job creation, the government then established BLK. The challenges facing by BLK forward is to increase the competitiveness of labor through training - a competency-based training and certification of expertise. Training Center (BLK) as one of the Government's Work Training Institute which is under the Department of Social, Labor and Transmigration has a strategic role in the effort of preparing a qualified workers and competence in accordance with the needs of the labor market. Facing current and future challenges is to increase the competitiveness of the workers through training - a competency-based training and certification of expertise.

The role of BLK is as a bridge of the labor market, on the one hand with the needs of human resources and on the other side, where the ultimate goal of government agencies is to prepare professional and qualified employee as well as one of the solutions to improve the quality of the labor, especially for workers which has a similar level of education to junior and senior high. Labor is a population who are under the working age. According to Law No. 13 2003 Chapter I Article 1 Paragraph 2 states that labor is any person who can do the job in order to produce goods or services to meet the needs of themselves and for society (Kementrian Perindustrian, 2003).

In Central Java Indonesia there are 21 BLK consisting of 2 (two) Central Government BLK managed by the Central Java Province, and 16 UPT managed by the district / city in Central Java. One of the Centers for Industrial Training Institute (BLKI) is located in Semarang. The Government Industrial Training Center Institutes (Technical Executive Unit Center) is under the Ministry of Labor and Transmigration. Industrial Training Center Institute (BLKI) is a place of Training, Certification and Employment which continues to provide services such as the type of training from the start of Electrical and Electronics, Automotive, Mechanical Engineer Metal, Welding, Building, Sustainable Commerce and Arts, and other Vocational (BLKI Job Training Semarang). BLKI task is to provide training, certification and placement so that job seekers can be absorbed in the labor market and prevent unemployment.

One factor of the emergence of unemployment is the non-absorb graduates by the labor market because it does not have the competence, qualifications and skills required by modern industry and the labor market. On the other hand, labor has a diversity and it is challenging for organizations in this case in BLKI.

Another challenge is the human resources in which human has their own capacity. In the positive organizational behavior approach, the use of variable capacity can increase productivity within the organization (Çelik, Yeloğlu, and Yıldırım, 2016). Positive psychology has gained momentum as an approach that redirects focus from what is wrong with people toward one that emphasizes human strengths that allow individuals, groups, and organizations to thrive and prosper (Peterson, and Spiker, 2005).

Individuals identify their capacity through a process called perception. Perception is defined as the way people analyze and interpret sensory observations with the aim of giving meaning to their surroundings. Therefore, an individual will see everything with their own perceptions that may differ from other perceptions (Robbins & Judge, 2009).

Generally, there are three levels or layers of capacity development, namely the level of individuals, organizations, and community (Gai, Ozaki and Kimata, 2007). Capacity is an individual psychical or mental ability. Capacity can be defined as the ability of individuals and organizations or organizational units to perform functions effectively, efficiently and sustainably (Enemark, 2003). At the individual level, capacity

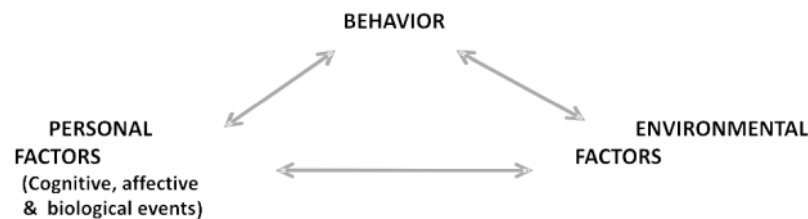
development refers to the process of changing attitudes and behavior, most often performed by initiating knowledge and developing skills through training (Yoshimura and Hough, 2001). So the perception of the individual capacity is the individual perspective of the knowledge, skills and experience.

Within the ideal conditions, people have the good skills and self-confidence, but not all the individual sees themselves possessed it. Differences of those reactions are influenced by personal factors as evaluative mechanism forming behavior. Part of the individual capacity is the belief in the self-ability, or so-called self-efficacy. Self-efficacy is one of important foundations for education and career development of individuals (Guo, Zhao, Gao, Peng, and Zhu, 2017).

The speed of information, social, and technological change are putting a primary place on personal efficacy for self-development and self-renewal throughout life's journey (Bandura, 2001). There are many different concepts which are differently related to self-efficacy. Terms such as self-confidence, self-efficacy, perceived competence and perceived ability have been used to describe an individual's perceived capability to accomplish a certain level of task.

This study refers to the concept of Bandura that is social learning theory of Albert Bandura, which adds two important ideas. Those are mediating processes occur between stimuli and responses and behavior is learned from the environment through the process of observational learning. Bandura used the term self-efficacy to describe someone's belief to be able to perform certain tasks successfully (Druckman, and Bjork, 1994). Bandura (1986) states the Social Cognitive Theory is about the development of human functions into the central role of cognitive representation, the process of self-regulation, and self-reflective human adaptation and change. Individuals seemed to be able to organize themselves, proactive, self-reflecting and self-regulating organism and not as reactive organisms shaped and led by the environment or is driven by a hidden inner impulses. The theory deals that human functions are seen as a product of the dynamic interaction of personal, behavior, and environment influences. Understanding individual behavior changes is based on emotional aspects and behavioral aspects. Emotional aspects also influence someone's work performance, including in productivity. On the other hand, positive and negative emotions correlated with self-efficacy. The ability of regulating emotion is characterized by positive and negative mood control, and this is influenced by self-efficacy (Medrano, Kanter, Moretti, and Pereno, 2016).

The concept of behavior can be viewed in many ways. Behavioral capability means that if a person is to perform a behavior, he must know what the behavior is and have the skills to perform it (Schunk, & Pajares, 2002). Bandura described self-efficacy as a person's judgment to accomplish an important action as a determinant for behavioral performance. The belief is about personal efficacy affects individuals' personal



Source : Pajares (2002)

Figure 2: Conceptual Model



choices, including the quality of their performance, their resilience, and their level of motivation (Garcia, Restubog, Bordia, Bordia, and Roxas, 2015).

Based on the research that has been stated, it can be drawn out a conclusion that is the importance of the individual who has the ability and high confidence is able to complete work responsibilities given to him well. A study of 372 employees and supervisors, on the implications of transformational leadership, finding out that the creativity of employees increases, moderated by the variable self-efficacy, and mediated by the climate of innovation within the company. Employees with high self-efficacy showed creative behavior and supporting climate of innovation (Jaiswal, and Dhar, 2015). Self-efficacy is derived from Bandura's social learning theory which refers to self-ability to create an appropriate behavior, to face their fears and obstacles to achieve the success they had hoped by increasing the ability to do the difficult tasks (Spector, 2006). Based on the theory of social cognitive (Bandura, 1986), the research found that the role of support from parents and teachers and self-efficacy in career decision making are a source of optimism in a career, with self-efficacy as a mediator variable (Garcia, *et al*, 2015). In addition, the importance of self-efficacy for new employees is to adjust to all aspects of the job. Self-efficacy is found as a moderator variable in adapting to the work environment, especially in terms of perceptions of fairness and turnover in the working field (Çelik, Yeloğlu, and Yıldırım, 2016).

Karl *et al*, Morin and Latham (Spector, 2006) points out the importance of training is to increase self-efficacy. Knowledge and skills perform a given behavior; mastery learning through skills training. In a study of 865 nurses, it was found that communication skills are correlated with emotional intelligence, with the role of self-efficacy as a mediating variable. Furthermore, it is concluded that communication skills can be improved through increasing the self-efficacy (Zhu Chen, Shi, Liang, and Liu, 2016). Self-efficacy associates with psychological capital, and affects a person's burnout and job satisfaction (Aliyev, and Tunc, 2015).

## 2. METHOD

### 2.1. Measures

The research model building upon previous work our research model (see Figure 3) assumes that there are five major themes (Figure 4). The themes were obtained using the technique Focus Group Discussion (FGD) method with a structured interview. FGD was conducted on 49 participants.

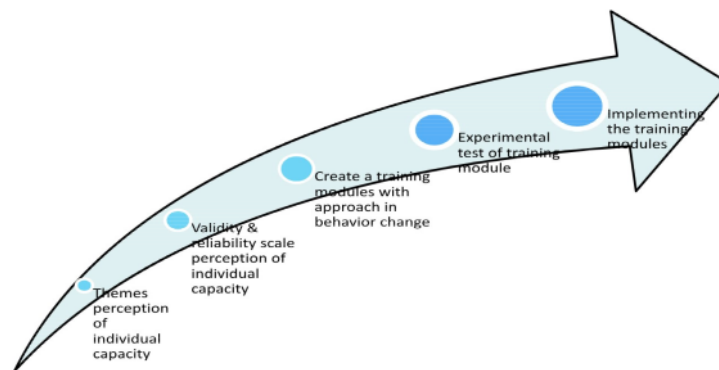


Figure 3: The Research Model

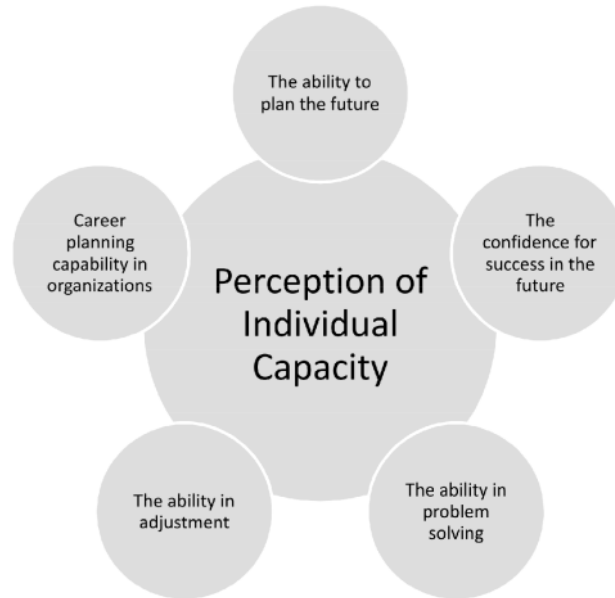


Figure 4: Themes Perception of Individual Capacity

## 2.2. Perception of Individual Capacity Scale

For the purpose of the study, a new scale was developed to measure perception of individual capacity. The author built the themes based on the result of FGD which in turns being the groundwork of perception of individual capacity. In the next phase, based on face validity, the authors marked the items in accordance with the indicators and themes. Secondly, the items were altered to organizational context. Finally, the authors examine all items to polished items together when needed to finalize definite scale.

Scales refers to five themes, sample items include: (1) The ability to plan the future; e.g., “I deserve the things I have”, “I evaluate myself to turn my weaknesses into strength”. (2) The ability in problem solving; e.g., “I have limitations so I want to push myself to the limit”, “I have targets to keep myself being motivated to study” (3) The ability in adjustment; e.g., “New assignments provide new challenges for me”, “Training instructor provides assistance to motivate me to learn”. (4) The confidence for success in the future; e.g., “I believe that I have the ability to adapt the changes in the working world nowadays”, “Success in career is a dream to come true”. (5) Career planning capability in organizations; e.g., “Perseverance is one of my plans to be successful”, “I will never be discouraged easily when I have difficulties in work”.

## 2.3. Data Analysis

Scale of perception of individual capacity applied modified Likert's scale model which uses 4-scale score from every response, namely Strongly Agree (*Sangat Sesuai/SS*), Agree (*Sesuai/S*), Disagree (*Tidak Sesuai/TS*), and Strongly Disagree (*Sangat Tidak Sesuai/STS*). The number of items was 76 items which consist of favorable items and unfavorable items and responses to item ranges from score 1 (TS: Disagree) to score 4 (SS: Strongly Agree). The validity was measured by justifying to content validity through professional

**Table 1**  
**Indicator of Perception of Individual Capacity Scale**

–	Know the inside obstacles
–	Know the outside obstacles
–	Able to find the solution in problem solving
–	Have efforts to face the challenge
–	Know ourselves potential
–	Have life goals and ways to achieve it
–	Have confidence to be a better individual
–	Have a good teamwork Have confidence in finishing the task
–	Able to survive in various working situation
–	Understand the successful working factors
–	Confident to continue the education
–	Confident to our own ability
–	Confident to be successful in the working field
–	Able to adapt with new task
–	Able to adapt with new environment
–	Have future life plan
–	Respond the environment support positively

judgment the reliability of measures was based on Alpha Cronbach technique and calculated using the following software: Statistical Packages for Social Sciences (SPSS) for windows evaluation version 17.0.

### 3. RESULTS AND DISCUSSION

Reliability coefficients are displayed in Table 2. The reliability of perception of individual capacity scale was good with alpha values over 0.9 (Nunnally, and Bernstein, 1994).

**Table 2**  
**Index of Discriminating Power of Items and Reliability**  
**Scale of Perception of individual capacity**

<i>Round</i>	<i>Number of Items</i>	<i>Minimum <math>r_{ix}</math></i>	<i>Maximum <math>r_{ix}</math></i>	<i>Coefficient of Reliability</i>
I	76	.131	.682	.922
II	57	.292	.636	.936
III	55	.264	.634	.936
IV	54	.312	.628	.936

The result shows that the reliability of perception of individual capacity measures was 9.36 which means that the measures is highly accurate and precision in measuring.

Samples (N = 147) were consisted of trainee of BBPLK Semarang. Demographical findings, the average respondent was 5, 49 and ages ranged from 17 to 43 years. Out of the total respondents investigated

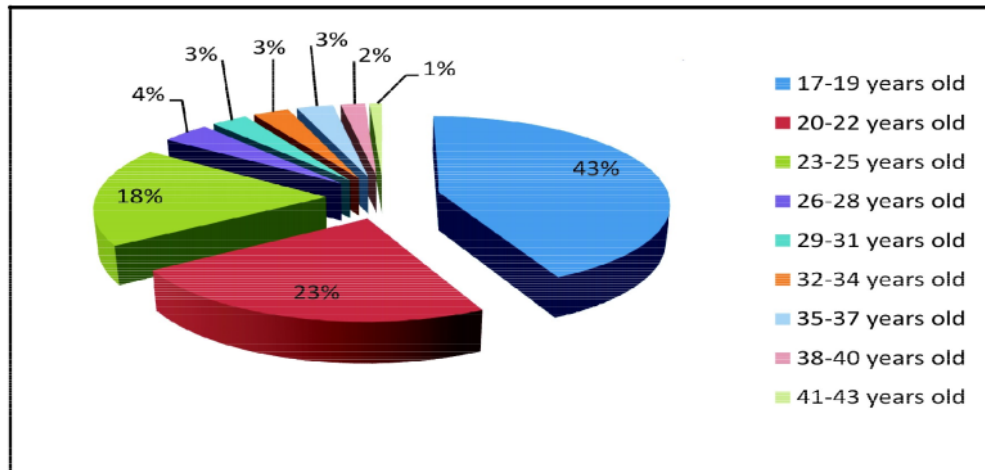


for this study, an overwhelming majority (88.0 per cent) of them were males. 53.0 per cent of participants graduated from vocational high school. Some interesting feature of this data shows that about half of the total respondents (43.0 per cent) are in 17- 18 age range which shows that there are working class in the phase of exploratory stage. This stage roughly coincides with the 14-25 age range, where individuals start to believe that job is an aspect of human life, yet during the age range, individuals are often unrealistic in deciding the job options (Super, 1990). The number of male respondents (88.0 per cent) which more than female respondents shows that male has explored the career option more than female by attending trainings in BLK. It is supported by what is stated by Gottfredson (1981); Farmer (1995) saying that girls have been found typically to explore careers from a narrower set of career options than do boys. Occupational sex role socialization is still influencing the career exploration process for girls and boys (Mutshaeni, Denhere, and Ravhuhali, 2015).

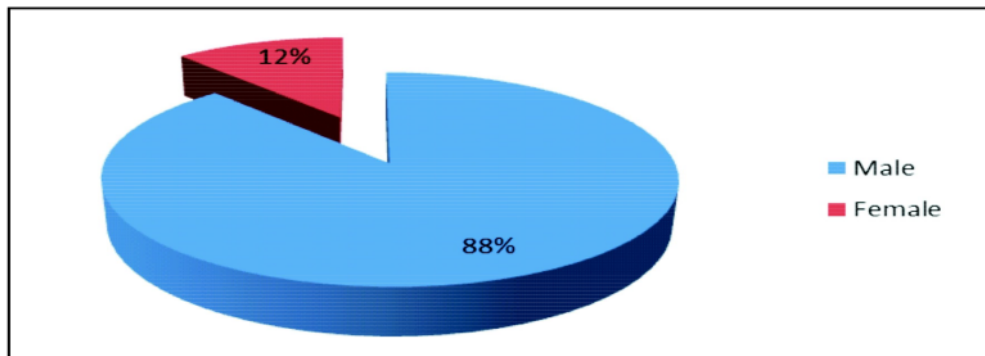
Career planning is essential for students. Besides that, the development of career adapting capability has influencing life satisfaction (Hirschi, 2009). Adolescents have minimum knowledge about working world so that the events to introduce them to the working worlds are needed. It is discovered that management graduates events have been successful to provide positive point of view towards working world and career planning (Barron, and Knight, 2017). For adolescents experiencing the working world, sometimes they get burned-out easily. Resilience at work is closely related to work pressure, which in turn influences the development of proactive skills in workplace. There is correlation between contextual factors and motivation that affects the employee's proactive skills (Ren, and Chadee, 2017). Self-efficacy is needed to prevent burn out (Khezerlou, 2013; Çelik, Yeloğlu, and Yıldırım, 2016).

One's ability in planning and believing success in the future, including arranging themes which defining perception of individual capacity in career planning, shows an orientation towards the future. The research conducted on 218 college students registered in Arizona State University about the role of future time perspective to career decision-making self-efficacy presents that students having higher future orientation also possess higher career decision-making self-efficacy (Walker & Tracey, 2012). It means that focusing on the future certainly helps one to have a clear planning to achieve one's objective in the future. A research shows that the setting of future orientation and increasing the temporal distance of future thinking facilitates one's creative thinking (Chiu, 2012). The ability to think creatively will help a person to create alternatives for the future plan as an effort to achieve the objective. In line with that, it will also help a person to believe in his success.

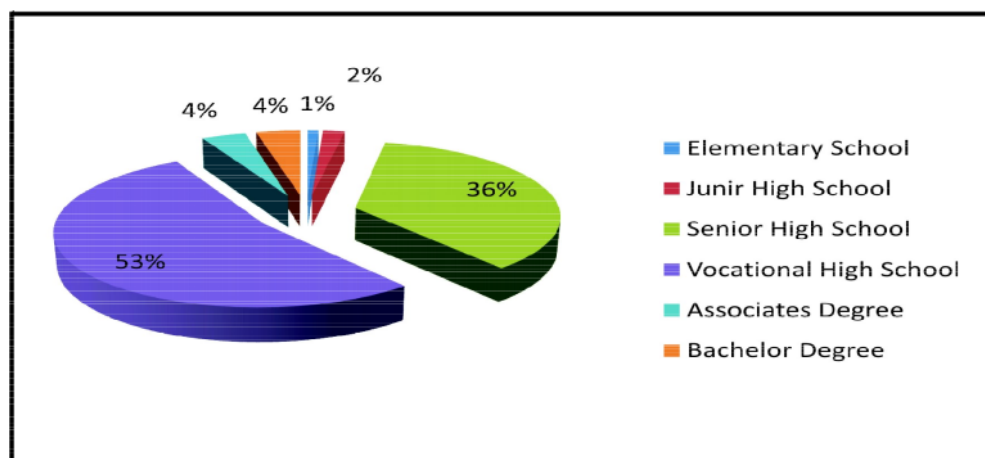
One's ability to solve possible problems in life is one reason why a person possesses a skill in adapting. Accepting stress according to Lazarus (1993) involves two phases i. e. (1) the way a person assess stressful situations, then (2) how he responds or handle the situations, which in turns influencing the level of consequences and intensity of psychological stress. One having good perception of individual capacity will be able to apply good quality he has and use them to solve problem adaptively. Furthermore, Bandura (1986) stated that the level of an individual's self-efficacious belief is the main determinant in deciding which coping strategy to handle stress. When one has strong self-efficacy beliefs, he will try to handle stress using problem-solving approach and vice versa, when one experiences low self-efficacy, he tends to adapt emotional approach.



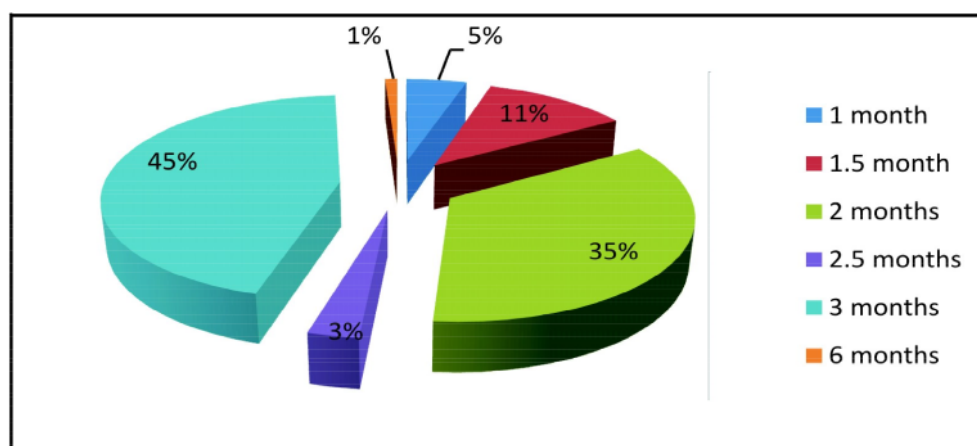
Figures 5: Age Distribution of the Respondent



Figures 6: Gender of the Respondent



Figures 7: Level of Education Distribution of the Respondent



Figures 8: Respondent's duration in training

## 5. LIMITATIONS OF STUDY

This study has conclusively proven to be informative but limitation does exist that will need to be addressed in future research. The study was limited to the BLK which handles skilled prospective workers so that incomparable to other BLK. Further research using a similar design, with large samples from some BLK would provide richer data for information.

## 6. DIRECTION FOR FURTHER RESEARCH

The research was aimed to prepare a training module in order to enhance trainee self-capacity. The module was based on individual behavioral changes by the means of career counseling. Career counseling is an individual assistance to help one know and understand oneself, know the working world, plan the future in forms of expected life to make decisions and take the decision as the most appropriate decision for one's condition and career expectation (Gani, 2007). The module which called Integrated Employability Framework was also prepared based on the identification of BLK teaching. The module consists of several sessions, i. e. (1) building group relation and psychological investigation, (2) identifying basic mistakes and self-defeating behavior, (3) identifying positive qualities and positive affirmation; (4) understanding on basic mistakes and self-defeating behavior; and (5) practices on affirmation and coping imagery and the last session (6) monitoring and termination. Future research in this area is undoubtedly warranted so that a wide variety of subject can be involved by adding substantial role of instructor.

Integrated Employability Framework training module is being proposed to be included in curriculum for BLK after being tested for its effectiveness. This research may help the BLK instructor to attain and understanding regarding individual capacity of trainee and its impact on achieving or facilitating the achievement of one's job values.

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