



EMPLOYABILITY SKILL "POSITIVE SELF CONCEPT" MODULE DEVELOPMENT FOR FINAL-YEAR STUDENTS AT FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITAS LAMPUNG

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ABSTRACT

Employability skills are really needed in facing the competitive world of work. However, there are no communicative modules available yet to improve students' employability skills. This shows the need for efforts to develop modules that can improve students' employability skills; focusing on positive self-concept that can be used independently. The aim of this research is to develop a module to improve the employability skills of "positive self-concept" in final year students. The method used is ADDIE (analysis, design, development, implementation, and evaluation). Research data was obtained from a team of employability and media experts; and 15 students in semesters 6-8 who were selected using purposive sampling technique. The data collection technique is using a questionnaire to determine the ADDIE validation of the module. The results of expert validation research for module material show an overall average = 0.73. In the assessment from media experts, the overall average value = 0.87. The results of the student validation assessment reached an average score = 73.75. Based on these results, it can be concluded that this positive self-concept employability skills module can be a communicative learning tool to increase student work readiness.

Keywords: *employability skills, work readiness, positive self-concept, students, modules*

1. INTRODUCTION

In the globalization era, economic growth is increasingly rapid, accompanied by competition in various fields, including job searching. These changing conditions require an already competent workers in accordance with their field of expertise; so that they can face the challenges of the ever-growing world of work. University students who are currently studying are considered to be able to think about employability skills and develop the skills they need. Based on research conducted by Lippman et al. (2015) under the Child Trends USA agency, there are several employability skills that a person must have in facing the competitive world of work, including positive self-concept skills, self-control skills, and social skills (social skills), communication skills, and high order thinking skills.

This research will focus on improving positive self-concept as employability skills of final year student at university. Students who have a high positive self-concept will be better prepared when facing the competitive world of work. Students who have a low self-concept will tend to feel anxious easily and have low competence which will result in failure in finding work (Rachmawati & Wulan, 2019). Previous research on the employability of final year students in teacher training and education showed the lack of employability skills (Nurrofifah et al., 2018; Puri, et al., 2018; Safitri et al., 2018; Zunita et al., 2018).

In this case, there is a need for a module with a systematic and ordered learning media that can help students as users to understand and to improve their positive self-concept employability skills. There was some research showed that increasing employability skills could improve self-concept for vocational high school (Almaida & Febriyanti, 2019; Evioni et al., 2022). Another research by Baiti et al. (2017) and also by Wijikapindho and Hadi (2021) told us that employability skills had a positive correlation with career self-efficacy for university students. Research by Kirana (2014) showed that self-control skills could improve by using support group. Therefore, the researcher wants to design for the development of a module to improve Positive Self-



Concept Employability Skill for Final Year Students at the Faculty of Teacher Training and Education, University of Lampung.

In this research, the researcher will focus on improving the positive self-concept employability skills of final year students. Final year students who have a high self-concept will be better prepared when facing the competitive world of work compared to final year students who have a low self-concept who will tend to feel anxious easily and have low competence which will result in failure in finding work (Rachmawati & Wulan, 2019). Previous research on the readiness of final year students to face the world of work was viewed from the self-concept of students majoring in social studies education, where the results were that 24% of students majoring in social studies education, FKIP, Lampung University still did not have positive self-concept employability skills. Based on this, it can be said that the lack of awareness among final year students regarding the importance of employability skills, especially positive self-concept in work readiness, has become a problem in the field of career guidance. The implementation of career guidance should be supported by communicative learning media so that it can help students understand the concept of preparing for their future career, especially in improving employability skills, positive self-concept. In this case, the module was chosen as a systematic and ordered learning media with various features that can help users understand the content of the material contained therein. This is also supported by the unavailability of training learning modules to improve employability work readiness skills for final year students at FKIP Lampung University. Module development can also guide students independently with or without tutors as an effort to help final year students at FKIP Lampung University improve employability skills with positive self-concept. Based on the research before, the researcher wants to develop an employability skills module for university student in the form of a communicative, adaptive, and communicative module so that it can be held easily and independently by the facilitator. Therefore, the researcher wanted to conduct a research study "Development of a Positive Self-Concept Employability Skills Module for 5 Final Year Students at the Faculty of Teacher Training and Education, University of Lampung".

2. METHODS

The module created by adapting the previous employability module by Amalee (2016) with the title "Employability Skills Program from Save The Children". The research data used in this research is quantitative data from five stages in the ADDIE development model (Rayanto & Sugianti, 2020). The ADDIE model usually used to develop module or another educational material on paper (Cahyadi, 2019; Daryanto, 2013), The five steps used in this research are analysis, design, development, implementation, and evaluation. The validation will be taken from module material expert, media experts, and students as users. The module validations are based on content validity criteria.

The first stage is an analysis, this is done with determining the students' needs for improving positive self-concept employability skills. The second stage in the ADDIE development model is the design stage. At this stage, there were four steps which are preparing the module framework, collecting and selecting the right references, preparing the module layout design and assessment instrument. The third stage is the stage where development is carried out by creating learning media, as well as designs, and displays that adaption according to the needs of module users. The fourth stage of the ADDIE development model is the implementation stage. At this stage, the modules then validated and revised and finally tested on a small group final student. The fifth stage, namely evaluation, aims to determine the strengths and weaknesses of the positive self-concept employability skills based on student comments and suggestions. This module revision shows the weaknesses and deficiencies that have been corrected.

After the module development process has been carried out, the quality of the module development was determined by two criteria, namely validity and practicality. The validity of the module developed is known based on the assessment of media experts and material experts. The validity of the module was assessed before the researchers conducted a module trial. The validation of the module was done by three employability experts and two media experts. The module trial was carried out on 15 students in semesters 6, 7, and 8 at Faculty of Teacher Training and Education, Universitas Lampung. Students are asked to do the activities contained in the module, and taking the pretest and posttest to evaluate the module.



3. RESULTS & DISCUSSION

In this ADDIE process, it is found the need to change the cover design and layout. The appearance of the module cover is more attractive in colors, more representing the content contained in the module, as showed below.



Figure 1. Module Cover View Before and after revision

Some adjustments are made from the previous module designed by Amalee (2016); which are the cover that illustrate the content, language selection, and presentation techniques. The characteristics of this module are expected to be self-instructional, self-contained, stand alone, adaptive, and also user friendly in accordance with employability skills theories (Daryanto, 2013). In the third process, namely development, researchers begin to realize the module preparation framework by starting to create and arrange modules into one complete unit so that they are ready to be implemented. Preparation and development of printed and electronic teaching module components which include content, language selection and presentation techniques are carried out by paying attention to the characteristics of the module which is self-instructional, self-contained, stand alone, adaptive and user friendly in accordance with theory (Daryanto, 2013). The characteristics of self-instruction is in accordance with the purpose of the illustration itself, including these are explaining or decorating a story, writing poetry, or filling other written information. The module is said to be self-contained because all the required material is already contained in the module. The aim of this concept is to provide participants to study the material thoroughly by paying attention to their abilities and based on their age. The module development can also stand alone. This is demonstrated by the existence of activities in the module that can be done without needing or using other teaching materials. Apart from that, the module development is adaptive because the module is not only in printed form but can also be digitally form to adapting with today's digital era. Furthermore, the module is user friendly because it is easy to understand and use with or without the facilitator.

The content validity of the module is done by two media experts and three material experts. Based on the assessment of material experts in terms of appropriateness of content, presentation, and language; validation figures obtained was $v = 0.73$; $v \geq 0.67$. The value validation of media experts is $v = 1$; $v \leq 0.87$ and the design validation value is $v = 0.83$; $v \leq 0.87$. Therefore, the module that has been developed in terms of media is in the very valid category according to the Aikens' v table. So, it can be concluded that the module is practical enough to use by students.

For implementation stage; the module trial was carried out online with students. As the results there is an increase in the positive self-concept. This illustrates that employability skills of the students who have carried out the module had been increase. From the results obtained, it is known that there is an increase in the work readiness attitude value or score through the self-concept module after testing the module. This illustrates that individuals who have carried out the employability skills module will have an awareness of the skills that must be possessed for work readiness. This is in accordance with the results of research conducted by Lippman et al. (2015) that there are several work readiness skills needed by a worker to be successful in work life, including positive self-concept employability skills.



The evaluation stage results were obtained from students, and it was used as a means for further module development so that the module development is able to achieve the expected goals. The assessment given by the validator is then followed up with revisions so that the module development is able to achieve the expected goals.

Employability skills module needs to be supported by the environment, in the form of collaboration involving students that is expected to help each other. This is in line with peer counselling or support group which explaining that peers group or peer group can help the process of good adjustment between students. Based on the results of this discussion, this module can be a means to help final year students improve their intrapersonal skills, positive self-concept. This is in line with research by Widiastuti et. al (2023).

4. CONCLUSION

The module that has been developed in terms of material and media is in the very valid category. Based on the results of research conducted on students in the final semester of the Counseling Guidance study program, Faculty of Teacher Training and Education, University of Lampung, the researchers concluded that the quality of the employability skills module "positive self-concept" in students in the final year of the Faculty of Teacher Training and Education at the University of Lampung met valid and practical criteria. It can be concluded that the module can be a means for University students to improve positive self-concept skills.

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