Goal orientation of regular and working undergraduate students in the first year of college: a phenomenological study

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Abstract

Purpose: Working individuals pursue higher education for various reasons, including improving qualifications, developing expertise, increasing income, career change, fulfilling personal aspirations, and adapting to technological advancements. Goal orientation is crucial for students to manage time, and stress, and achieve goals. This study aims to determine differences in goal orientation between regular and working students and to conduct further research on this topic.

Methods: phenomenological qualitative research with a semi-structured interview method. Interpretative Phenomenological Analysis (IPA) analysis technique. Subjects of this research are students and female students of University "X" in the early semester (1-2 semester) with an age range of 19-40 years old. The subjects of this study were students who met the criteria set by the researcher and were willing to be respondents to the study, obtained a total of 6 people, and were willing to be respondents to the study.
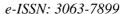
Results: The study reveals that regular students prioritize obtaining achievements and a better career, while working students focus on mastering science for their profession and facilitating career promotion, highlighting the differences in undergraduate education.

Conclusion: goal orientation owned by regular and working students in continuing their studies is divided into two, namely performance orientation and mastery orientation.

Keywords: phenomenological study; goal orientation; regular student; workings students

INTRODUCTION

Individual data show that the number of individuals enrolled in college for the first class (S1) in 2022 across Indonesia is about 9.32 million people, up 4.02% compared to the previous year, that is, as many as 8.96 million people. (pddikti.kemdikbud.go.id, 2020). The above data suggests that the public's animosity to be able to continue education at the college level is still very large. The increase in the percentage is due to changing demands for educational qualifications, especially in the world of work. In addition to education, there is also frequently a need for 1-2 years of work experience, which includes students who have not graduated looking for experience in schools or universities. According to Novalasari (2021) there is a relationship between educational background and work experience with the contribution of performance used in work. Performance contribution is like implementing the way the individual does and responds to every job, so the higher his education the better the performance contribution he makes. The phenomenon of further study in college, today is not only a need for new high school students but also among individuals who have worked. Some of the common reasons that lead individuals who already work to choose to pursue higher education include improving self-qualification, developing skills and

specialization, being a means of increasing earnings, changing careers, fulfilling personal aspirations, adapting to technological and industrial developments, and so on. College education is a right of every individual. But often someone who has a desire to pursue science in college is controlled by the cost of education. (Mardelina, 2017). Not everybody stops there, a pupil who has the endurance and enthusiasm and the support of the surroundings will regularly pursue higher education even though the pupil will work while in college to cover the cost of education. Such reasons are often considered to take a job during college vacancies. College while working is often used as an option to earn income to meet everyday needs even to add pocket money from parents for personal funds.(Sugeardhana & Budiani, 2023).
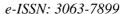
Siswoyo (2007) defines a regular student as an individual who is pursuing education at a college, whether public or private or any other institution equal to a college. Daldiyono (2009), a student is someone who has graduated from the Secondary School (SMA) and is undergoing higher education. An employed student is an individual who is studying at a higher level of education and has an active status in attending a higher education program while working, (Dudija, 2011). The burden faced by college students while working is not easy, besides the claims of the college there are also claims from the job. Studying and working together is not an easy thing and has limitations. Students are often burdened in the course of the lecture with a lot of tasks. The condition is stressful and dangerous for students who study while working. (Dudija, 2011).

Thus, it is important for both regular students and working students to have a clear goal orientation so that students can set specific goals and give clear direction in achieving them. For regular students, a target orientation can help students stay focused on academic goals and career goals that they want to. By setting clear goals, students can motivate themselves to study more energetically and effectively as well as be able to prepare themselves for the desired career. Whereas for working students, goal orientations can help to balance between lectures and job demands. Objective orientation helps students develop skills in making better planning and decision- making. By setting clear goals, students plan the actions necessary to them, as well as making better decisions and being able to choose the right actions for achieving them.

Sideridis (2005) argues that goal orientation is a tool related to achievement. Besides, Anderman et al (2000) also stated that research on goal orientation has become an active area related to motivation regulation in achieving achievement. Students who have a goal of using standards of progress, focusing on understanding and insight, as well as striving to be the best in the group, will always prepare everything necessary to the goal thus improving the regulation of their motivation in achieving academic success. (Wahyuningtyas, 2013). Objective orientation describes individual achievement goals, it is important because objective orientations can influence motivational, cognitive, and behavioral consequences Schunk et al. 2008.

Studies on the role of goal orientation are quite explored, namely Behzad, et all (2022) which state that goal pursuit relates to how students manage the regulation of motivation that they have; Melisa, et al (2014) setting the level of student's objective orientation in each semester can affect the motivation regulation strategy used. Malte, et al (2012) argued that goal orientation, makes students who have a focus on goal achievement have a high regulatory profile of motivation.

According to Achievement goal theory (Ames & Archer, 1988; Nicholls, 1989), students engage in academic activities for different reasons. This implies a different goal orientation: (a) mastery

orientation, when the student's goal is to master a skill or content; (b) performance orientation; when the students aim to show that they are performing better than others or the standards that have been set. In this context, it is important to understand how the goal orientation that regular students and students have is working in achieving academic success. It is hoped that colleges can design interventions and motivational climates that support academic success and student well-being for both regular and working students. In line with the above exposure, the researchers wanted to further investigate the dynamics of goal orientation that both regular students and students work in the first year of their studies.
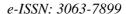
Based on the exposure to the above phenomenon it is important to explore further about the goal orientation that students have both regular students and working students. To dig into the data, a number of research questions are required as follows: 1) What motivates the desire to pursue further studies in college?, 2) What is the aim of pursuing higher education? A phenomenological study that examines the role of goal orientation for both regular students and working students should be done to help students to make mature planning in continuing studies and achieving both academic and career success.

METHOD

The method used in this research is qualitative methodology, a phenomenological study aimed at exploring a picture of objective orientation possessed by regular students and students working in the first year of college. The research was conducted at the "X" University. The subjects of this study were people who were experts in their experiences and could help researchers understand their thoughts, commitments, and feelings, by telling their experiences in their own words and as detailed as possible. The subjects of this research are students of the University "X" early semester (semester 1-2) with the age range 19-40 years of a total of 6 people.

Generally speaking, the guidelines for the interview contain questions about the reasons for continuing to study S1 and the dynamics of conducting the S1 study. In phenomenological research, the analytical technique used is Interpretative Phenomenological Analysis (IPA). (La Kahija, 2017) explains the steps to take to perform the analysis (IPA). The first is the conversion of the oral recording of the interview into a written or transcribed interview. In the second step, after understanding the content and acquiring the important points, the researcher makes exploratory comments on each transcript. The next step is to create an emergent theme. The theme is a compression of an exploratory commentary that has been written before. After creating an emergency theme, the researcher creates a superordinate theme, in which of the emergent themes there is a large number of themes, and then the emerging themes are housed or grouped into one larger theme called the superordinate theme. The final step, after analyzing and finding the subordinate themes of the entire participant's transcript, is to look for patterns that have similar themes. In the end, the research will report the results of the analysis by making a statement.

There are a variety of strategies to test the validity of data from qualitative research. According to (Creswell, 2017) the validity test of qualitative research is a process of verifying the accuracy of research results by applying certain procedures. The data credibility technique used in this study is the extension of the observation by performing observations over a period related to whether the previously obtained data is correct or not when checked back in the field; triangulation of the technique using the method of in-depth interview, observation, and document collection.

Subject

The subjects of this research are students of the University "X" early semester (semester 1-2) with the age range 19-40 years of a total of 6 people.

Table 1

Respondent Data Table

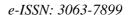| No.	Identity	Age	Status	Gender	Occupation
1	Subject H	19 years old	Regular College Student	F	-
2	Subject R	19 years old	Regular College Student	F	-
3	Subject I	19 years old	Regular College Student	F	-
4	Subject G	24 years old	Working Student	M	IT
5	Subject B	37 years old	Working Student	F	Online shop
6	Subject P	22 years old	Working STudent	F	Online Shop Admin

Data Collection Technique

In this study, the data collection method used was semi-structured interviews. This form of interview can facilitate the process of collecting research data because semi-structured interviews can open up vast opportunities for researchers to listen and understand how pure experience is from a research perspective. Features of semi- structured interviews are the use of non-binding guidelines for interviews. Using the interview guidelines, researchers can apply for open candidatures, and research participants can freely give answers as long as they are not out of the context of the discussion. In addition, the interview guidelines on these semi-structured interviews are used to keep the data-linking process controlled so that the purpose of the interview can be achieved. (La Kahija, 2017).

Data Analysis Technique

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RESULT

Based on the results of the analysis of the thematic data of the research carried out, two main themes were obtained, i.e. (1) things that influence the outcome for further study S1 (2) the type of objective orientation that the student possesses based on its characteristics, namely regular students and working students.

Theme 1: Factors that influence the outcome of further study.
The decision to pursue further studies at the S1 level for both regular and working students is self-willing and also a wish of parents (families), but sometimes other factors also influence, both internal and external factors.

> "Own demand." With   a college   and   a bachelor's degree, maybe the prospects for employment and salary are huge." (Regular Student R).
> "Own demand and parent's." To get a bachelor's degree and make proud of my parents. (Regular Student H)
> "my demand." I'd like to be more useful to people with this knowledge... psychology serves a purpose ... to those who need me, that is why I need my knowledge. (Regular Student B)
> "my demand."well I want to study to improve my abilities, also the minimum requirement for employment is a bachelor's degree, so yeah I wanted to study. Also mainly to make proud of my parents.. (Regular Student P).

In regular students, the choice to pursue S1 studies is an internal factor, namely, self-wish as one of the forms of a desirable future career plan, but it is also the wish of parents with the hope that their children will have a better future career. In addition, external factors of the presence of family support (parents, husband or wife, and children) are also factors that influence the decision to pursue further studies in higher education While in working students the option to pursue further studies at higher education is more the internal desire of students with consideration to develop the academic skills that have already been possessed and to support the occupation that is being experienced.

Theme 2: Type of objective orientation
Every student who chooses to pursue higher education has a goal orientation. In this case, a regular student and a working student have their kind of objective orientation.
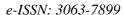First: *Performance goal orientation*
Performance goal orientation refers to the student's goal of demonstrating competence. In a student with a goal orientation, performance will focus on the distribution of the influence of others on the ability they possess so that they will try to create a high impact of aptitude and avoid a low impact of ability.

> "R's Target as a student is they want to graduate with a cum laude and target IPK score." (Regular Student R)
> "F's goal for their future is that they want to pass on time and get a satisfactory IPK score." (Regular Student F).
> "In the short term, I want to achieve a great IPK score to become a useful person in the

long run and to always be able to help my parents. (Regular Student P).

All regular students have an average type of learning orientation namely performance goal orientation versus mastery target orientation so that the main goal of the effort done in the learning process is to be able to the best possible performance in learning. However, this doesn't just happen to regular students. At some students' work, some use the type of learning orientation performance goal orientation so students will strive optimally to be able to process the best IPk values.

Second: Mastery goal orientation
Mastery goal orientation refers to the individual's goal of developing competence. Master-oriented students will strive to focus on learning, understanding, and skills development as well as information mastery.
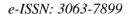
> ''Well.. I just want to be more useful to others with this knowledge in psychology, in the future I want to help others and be useful to them as well. ''in the short term? in the short term yeah, is to graduate early and on time, even if there would be challenges in doing so. In the long term. I hope what I've planned for the present day comes through. (Working Student B).

It is not excluded that sometimes students have two types of goal orientation at the same time, namely performance target orientation and mastery goal orientation so that they have the desire to acquire the optimal value in the learning process but also have the wish to improve the competence related to science that they possess. This kind of thing is uncommon for working students. Their goal is to extend learning in higher education not only to a good score or achievement but also to expand the knowledge that they have previously so that they can later benefit others with the knowledge they already have.

DISCUSSION

The results of the research suggest that there are factors that influence the reasons students postpone their studies at college, namely the presence of internal factors or desires. Students realize the importance of college education to facilitate future career achievements. In addition, for students who have already worked, continuing their studies in college is necessary to develop previously acquired knowledge and support the occupational profession that has been held at present. External factors are also factors that influence the outcome of both regular students and those who work to pursue college studies, i.e. the presence of support from parents in connection with the selection of study programs, even higher colleges. For students who have worked, the presence of support from the family (parents, husband or wife, and children) is an influential factor. The support given by this couple has a positive impact especially on mothers who continue their studies and have family responsibilities (Xuereb, 2014) as well as reducing the workload imposed on students' mothers. (Adofo, 2013; Taukeni, 2014).

Every student who chooses to pursue his or her studies at a university must have an orientation for both regular and working students. Objective orientation is defined as the orientation of the situation to action in a task of achievement (Ames, 1992a). Purpose orientation defines why and how people strive for a variety of goals (Anderman & Maehr, 1994) and refers to the overall goal of achievement behavior. Objective orientation is divided into two, namely performance goal

orientation and mastery target orientation.

Performance objective orientation refers to the objective of demonstrating competence (Ames, 1992a; Dweck, 1986). Performance-oriented students focus on managing the impact of others on their abilities: striving to create a high-ability impact and avoiding creating a low-ability impact (Dweck, 1986). Regular students are more likely to use the type of orientation of performance objectives so that students will strive to focus to be able to obtain the best value in the learning process at college, so will be striving optimally to get a high IPk score and avoid a low IPk but in some working students who continue their studies at college to obtain an S1 degree also use the performance goal orientation so that focus to gain a good score so that later can be used as one of the requirements in career promotion in employment.

Objective orientation of mastery refers to the individual's goal of developing competence (Ames, 1992a). Master-oriented students focus on learning, understanding, skills development, and mastering information. More generally, the goal orientation of mastery may be said to refer to the goal of personal development and growth that guides behavior related to performance that guides behaviors and involvement in tasks. Some students use a combination of performance goal orientation and mastery target orientation to undertake the learning process at college in addition to focusing on achieving good performance but also striving to master the field of science held at college. In addition, he tried to develop the knowledge he had previously acquired that was relevant to the field of science chosen at the college so that he hoped that after completing his studies he would be able to apply the knowledge accurately.

CONCLUSION

For students, the choice to pursue the learning process in higher education is influenced by internal and external factors. The internal factor is the inner desire for further study while the external factor is support from the family, namely the parents, husband or wife, and children of the married student. Meanwhile, students who pursue their studies at universities also have a diverse goal orientation and differ between regular students and working students. Regular students tend to use a type of performance goal orientation or performance target orientation that is more focused on the effort to achievement or optimum value in the classroom while students work a more diverse type of purpose orientation, where there are students who use performance goal Orientation usually on students who are output only to earn a degree for career promotion in their workplace. However, on the other hand, working students who use mastery goal orientation will focus more on the mastery of the material in the chosen field of science at college and will even strive to develop and implement the knowledge they have acquired.
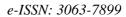
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