

THEORY OF WORK ADJUSTMENT RELATED TO SELF REGULATION AND PSYCHOLOGICAL WEEL- BEING ON BK CAREER IN HIGHER EDUCATION

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Abstract

Work not only acts as a source of fulfillment of various basic life needs, but is also part of the identity of an adult individual as well as a vehicle for achievement and self-actualization. TWA defines this as "satisfaction." Consequently, a suitable job choice is understood as one in which the person is satisfactory in performance and is satisfied with his preferences. Self-adjustment is a continuous individual interaction with oneself, with others, and with the environment in which the individual is located. Self-regulation is the ability to regulate some of the behavior so that it can achieve the expected goals. In achieving individual goals, a good level of regulation must also be supported by a good level of psychological well being. Psychological well being is a condition in which individuals have a positive attitude towards themselves and others, can make their own decisions and can regulate their own behavior, can create and manage an environment that is compatible with their needs, have a purpose in life and make their lives are more meaningful, and trying to explore and develop themselves. Thus the relationship between the Theory of Work Adjustment (TWA) views with self-regulation and psychological well being in higher education is if students are able to regulate or control themselves well, are able to know themselves, have high self-regulation supported by good psychological well being, which is characterized by students are able to create an environment that is compatible with their needs, are able to have a purpose in life and make their lives more meaningful, can achieve a level of job satisfaction, and students will be able to adapt to their work environment.

Keywords– Theory Of Work Adjustment; Self Regulation; Psychological Weel-Being

1. Introduction

Students are individuals who are enrolled in colleges. This is in line with Harjati students are individuals who are officially registered in one form of tertiary institution such as universities, high schools, polytechnics, and are in the process of deepening their knowledge (Pambudi, 2014). Early adults have an average age of 18 to 22 years.

This is explained by Santrock (2007) the adolescent stage ends at the age of 18 to 22 years and early adulthood begins at the age of 20 to 30 years. At this time, the problems of independence, academic, and career began to peak. When a person becomes a student, the duties and responsibilities are not only limited to himself and his family, but also to his social environment. Independence in terms of learning is one of the important aspects to face competition in the world of work (Arjanggi & Setiowati, 2013). Self-regulation is the ability of oneself to adaptively regulate one's emotions, cognitions, and behavior to respond effectively to internal and environmental demands (Ludwig, Haindl, Laufs, and Rauch, 2016).

Bandura explained that self-regulation is the ability to regulate part of behavior so that it can achieve the expected goals (Alwisol, 2010). In line with Bandura, Kowalski and Leary (2000) also define self-regulation as a person's ability to change responses, such as controlling behavioral impulses (behavioral impulses), restraining desires, controlling thoughts, and changing emotions. If students have a poor level of self-regulation, it will have a very negative effect on individual readiness to enter the world of work. Such as poor study results, aggressiveness, poor self-control, often procrastinating on work, and failing to achieve goals.

Individuals who understand and develop their abilities will maximize their efforts in determining the direction of their careers, this is related to their career aspirations in the future. Career aspirations are very important, because aspirations can serve as indicators of individual career achievements in the future. Students who have prepared their future career choices have a better quality of life than those who have not prepared them, they have a better meaning in life

and have a higher level of happiness (Febriani, Yusuf, & Iswari, 2016). Individuals with good character are individuals who can make decisions and are ready to take responsibility for any damage done (Iswari & Nurhastuti, 2019).

In achieving individual goals, a good level of regulation must also be supported by a good level of psychological well being. According to Ryff psychological well being is a condition in which individuals have a positive attitude towards themselves and others, can make their own decisions and can regulate their own behavior, can create and manage an environment that is compatible with their needs, have a purpose in life and make their lives more meaningful. , and trying to explore and develop themselves (Lilishanty & Maryatmi, 2019).

Kasser and Ryan say that improving well-being can be related to working on and achieving goals and can lead to a sense of independence, competence, and building good relationships with others. In line with a good level of self-regulation, students can start to accept themselves, continue to develop their personal qualities, have clear life goals, can control the surrounding environment, are more independent in matters concerning themselves and others, and have positive emotions. So students have shown signs of good psychological well being (Snyder & Lopez, 2007).

2. Method

ArticleThis article discusses the Theory Of Work Adjustment View related to Self Regulation with Psychological Well-Being. The method used is a literature study. Danial and Warsiah (2009) explain that literature study is research conducted by researchers by collecting a number of sources, such as books, magazines, journals related to the problem and research objectives. The material in this literature study relates to the theory of work adjustment self-regulation, psychological well-being, career counseling in higher education, and the theory of work adjustment views relating to self-regulation with psychological well-being.

3. Result and Discussion

Theory Of Work Adjustment

Work not only acts as a source of fulfilling various basic life needs, but is also part of the identity of an adult individual as well as a vehicle for achievement and self-actualization (Dariyo, 2003). TWA defines this as "satisfaction." Consequently, a suitable job choice is understood as one in which the person is satisfactory in performance and is satisfied with his preferences (Greenhaus & Callanan, 2006). There are six key values that want to satisfy individuals (Dawis, 2007) :

- a. Achievements - conditions that encourage achievement and progress
- b. Comfort - conditions that promote less stress • Status - conditions that give recognition and prestige
- c. Altruism - a condition that encourages harmony and service to others
- d. Safety conditions that shape predictability and stability
- e. Autonomy - a condition that increases personal control and initiative

According to Calhoun & Acocella (1995) self-adjustment is defined as an individual's continuous interaction with oneself, with others, as well as with the environment in which the individual is located. The interaction between oneself, others and the environment is constant and reciprocal, so that all three influence each other. Three main criteria are viewed as indicators of job adjustment: satisfaction, satisfaction (that is, satisfaction per job), and ownership (Greenhaus & Callanan, 2006).

Another definition was put forward by Atwater (1983) who formulated self-adjustment as changes in oneself and the environment around the individual that are needed in order to achieve satisfaction in relationships with other people and with the environment in which the individual is located. As for work adjustment, it can be interpreted as an adjustment between the individual's abilities to the work itself, to the hours or hours of work, to other personnel, co-workers, and superiors, to the environment in which he works, as well as to the existence of conflicts between interests. personal with the official orders of superiors that may be experienced (Mappiare, 1983).

Hurlock (2004) views it as important that self-adjustment at work, which he calls work adjustment, must be carried out in the following three areas:

a. Job options

The first adjustment that individuals must make in undergoing work adjustments is to choose a field that matches their talents, interests, and other psychological factors so that their mental and physical health can be maintained.

b. Adjustment to work

After choosing a job, the individual concerned must make adjustments between his personal characteristics and the nature of the job which includes the type of work each day and week, colleagues and leaders, the work environment, and the rules that apply during working time.

c. Job choice stability

Other adjustments in the work adjustment area that must be made by individuals are maintain stability in job choices. The stability of the choice of majors or job specifications for individuals depends on work experience, personal attractiveness to the work, the value contained in the chosen job, and the effect of increasing age.

According to Sundari (2005), ideally someone who holds the job or position can show the following job adjustment criteria:

- a. Shows maturity of work behavior in holding the position or job.
- b. Feel happy and love the position or job.
- c. Aspiring or trying to achieve progress step by step in the job or position.

Self Regulation

Self-regulation is the ability to control one's own behavior and one of the main drivers of the human personality which consists of observation, judgment, and self-response. Self-regulation is the way individuals control and direct their own actions (Taylor, 2009). It can be concluded that individuals systematically direct their thoughts, feelings, and actions to the achievement of goals. Bandura explained that self-regulation is the ability to regulate part of behavior so that it

can achieve the expected goals (Alwisol, 2010). In line with Bandura, Kowalski and Leary (2000) also define self-regulation as a person's ability to change responses, such as controlling behavioral impulses (behavioral impulses), restraining desires, controlling thoughts, and changing emotions.

Self-regulation can also be said as an ability possessed by humans in the form of the ability to think and with that ability individuals can manipulate the environment, so that environmental changes occur due to these activities (Alwisol, 2010). In addition, Howard & Miriam revealed that self-regulation is a process in which a person can regulate their own achievements and actions. Set targets for themselves, evaluate their success in achieving these targets and reward themselves for achieving these goals (Friedman, Howard S, Schustack, & Miriam W, 2008).

Psychological Well-Being

The foundation for obtaining a good psychological well being is an individual who is psychologically able to function positively (positive psychological functioning). Psychologically individuals have positive attitudes towards themselves and others. They are able to make their own decisions and regulate their behavior, and are able to choose and form a circle according to their needs. Everyone has a meaningful purpose in life and they try to explore and develop themselves to the fullest.

Psychological well being is not only life satisfaction and balance between positive and negative affect, but also involves the perception of involvement with life's challenges. In addition, Friedli (2009) also provides a definition of psychological well-being as a condition in which individuals understand their abilities, are able to cope with daily stress, work productively, and contribute to the environment.

Psychological well-being can be achieved when individuals strive to realize their life goals so that they can develop themselves as completely as possible, and are able to realize happiness accompanied by meaning in life (Papalia, Olds & Feldman, 2009).

According to Aspinwall, psychological well-being or also known as psychological well-being describes how psychology functions well and positively. Furthermore, Schultz defines psychological well-being (psychological well being) as a positive function of the individual, where the positive function of the individual is the direction or goal that healthy individuals strive to achieve.

Ryff and Singer (2008) suggested dimensions related to psychological wellbeing, namely:

1) Self Acceptance

Individuals who can accept themselves are individuals who have a positive attitude towards themselves, acknowledge and accept various aspects of themselves, both good and bad qualities, and feel positive about their past lives.

Individuals who cannot accept themselves are individuals who are dissatisfied with themselves, disappointed with what happened in the past, feel troubled with certain aspects and hope to be a different person from their present self.

2) Positive Relations with Others (Positive Relations with Others)

Individuals who have positive relationships with others are seen to be able to foster warm, satisfying, and trusting relationships; concern for the welfare of others; show strong empathy and affection; and can establish reciprocal relationships, give and take each other.

On the other hand, individuals who do not perform well in positive relationships with others appear to be more introverted and have fewer close and trusting relationships; find it difficult to be warm and open with others; feeling isolated and frustrated in interpersonal relationships; unwilling to conform to maintaining a warm relationship with another person.

3) Personal Growth

Individuals who have good personal growth are characterized by being aware of their potential, having a desire to develop, being open to new experiences, feeling self-improvement from time to time, and changing in an effective way for the better.

On the other hand, individuals are said to have less personal growth if they feel stagnation, lack of improvement over time, feel bored and uninterested in their work, life, and feel unable to form new, better attitudes or behaviors.

4) Purpose in Life (Purpose in Life)

Individuals who have a purpose in life are good if they have values that are believed to give meaning and purpose to life, have a clear understanding of the goals and directions of life they are living, have direction in their lives, feel the meaning of their present and past lives. Conversely, individuals who lack a purpose in life have difficulty understanding the meaning of their lives, cannot see the purpose of life in the past, and do not have beliefs that can provide meaning in life.

5) Environmental Mastery

Individuals who have good environmental control are individuals who are able to control and regulate the environment, control various complex external activities, use existing opportunities effectively, and are able to choose or create contexts that are in accordance with the needs and values adopted.

Meanwhile, the individual is said to have no control over his environment if the individual has difficulty in managing daily situations, feels unable to change or improve the quality of the surrounding environment, is not aware and sensitive to opportunities that exist in the environment, and lacks control over his external world. .

BK Career in College

Career guidance is one of the efforts to help students so that they have career maturity and can develop their potential optimally, which involves personal, social, educational, and career or vocational aspects. Career guidance is needed in universities in an effort to help students to increase career maturity and develop their potential optimally. Adhering to the concept that students want to develop optimally and have the potential to direct themselves, they need to get the opportunities they need. Career guidance expects students to take an active

role in determining the development towards a meaningful life for themselves and their community. Career guidance seeks to help students so that they have career maturity,(Fadhilah, Asrowi, HA, & Muslim, 2015):

- a. A more precise understanding of his circumstances and abilities
- b. Awareness of the values that exist in themselves and those found in others and in society
- c. Introduction to various types and types of work related to their potential and interests, types of further education and training that prepare them for certain areas of expertise
- d. Awareness of the needs of the community and its developing country
- e. The ability to make decisions and make plans to realize the decisions they take
- f. Preparation that helps them enter the workforce
- g. Ability to solve specific problems related to his career
- h. Healthy appreciation of "work".

In Indonesia, Higher Education (PT) is an institution that produces competent human resources in various fields of science. PT is also expected to be able to fill the needs of the world of work with optimal quality standards. Therefore, preparing conditions that "close" the PT and the world of work is an important process that must be created as well as possible from the start.(Herdiana & Dewanto, 2013). The institutional goals of professional education programs are to prepare students to enter the workforce and the development of professional attitudes is to prepare students to be able to choose a career, be competent and develop themselves, prepare students to be able to choose a career, be competent and develop themselves, prepare a middle-level workforce to fill needs. the business world and the industrial world, preparing graduates to become productive, active and creative citizens(Fransiska, 2013).

To achieve good career development, counselors can encourage students when they have responsiveness to carry out patriotic education as considering how to best serve the country and society have their personal career development(Hao, Sun, & Yuen, 2015). Counselors need job characteristics and

interpersonal qualities that are important in facilitating career guidance. Counselors need to serve as leaders who can offer individual potential as a result in the relationship between people and the relationship between association and career development, and also educate on career development, as well as educate students to be patriotic.

Individual career aspirations (work intentions) and obligations to society. The dual role played by counselors tends to reduce the time available for career guidance. This is problematic, because effective career guidance requires sufficient time to support students in developing their career goals and link them to their choice of subjects and study paths. Counselors are responsible for career development by gathering employment information, updating job search sites, organizing recruitment activities, and helping contact employers. Students who engage in work work do so voluntarily to serve other students and workers,

View Theory Of Work Adjustment Relating to Self Regulation with Psychological Well-Being

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A person is able to adjust himself well and get satisfaction in his work, one of which is to have good self-regulation. Self-regulation is the ability to control one's own behavior and one of the main drivers of the human personality which consists of observation, judgment, and self-response. Self-regulation is the way individuals control and direct their own actions (Taylor, 2009).

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4. Conclusion

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