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H-Index

17

H5-Index

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Page 1 of 7 Total Records : 67						
Publications						
Citation						
Last Updated :						
Ketergantungan online game dan penanganannya						
2022-05-09						
R Syahrin						
Jurnal Psikologi Pendidikan Dan Konseling: Jurnal Kajian Psikologi ..., 2015						
Efektivitas layanan informasi dengan menggunakan metode blended learning untuk meningkatkan motivasi belajar						
97						
E Fitri, I Ifdil, S Neviyarni						
Jurnal Psikologi Pendidikan dan Konseling: Jurnal Kajian Psikologi ..., 2016						
Tinjauan konsep diri dan dimensinya pada anak dalam masa kanak-kanak akhir						
61						
BN Kiling, IY Kiling						
Jurnal Psikologi Pendidikan & Konseling 1 (2), 2015						
Pengembangan video ice breaking sebagai media bimbingan konseling dalam meningkatkan keterampilan sosial						
45						
MI Bakhtiar						
Jurnal Psikologi Pendidikan dan Konseling: Jurnal Kajian Psikologi ..., 2015						

Publications	Citation
<u>Pengembangan program layanan bimbingan dan konseling komprehensif di SMA</u> L Kurniawan Jurnal Psikologi Pendidikan & Konseling 1 (1), 1–8, 2015	45
<u>Ethics And Legal Issues In Online Counseling Services: Counseling Principles Analysis</u> Z Ardi, MRM Putra, I Ifdil Jurnal Psikologi Pendidikan Dan Konseling: Jurnal Kajian Psikologi ..., 2017	40
<u>Penyalahgunaan napza di kalangan remaja (studi kasus pada 2 Siswa di MAN 2 Kota Bima)</u> A Nurmaya Jurnal Psikologi Pendidikan dan Konseling: Jurnal Kajian Psikologi ..., 2016	39
<u>Enam Kontinum dalam Konseling Transgender Sebagai Alternatif Solusi untuk Konseli LGBT</u> KR Azmi Jurnal Psikologi Pendidikan Dan Konseling: Jurnal Kajian Psikologi ..., 2015	31
<u>Derajat Stres Mahasiswa Baru Fakultas Kedokteran Ditinjau Dari Tingkat Penyesuaian Diri Terhadap Tuntutan Akademik</u> B Maulina, DR Sari Jurnal Psikologi Pendidikan Dan Konseling: Jurnal Kajian Psikologi ..., 2018	28
<u>Efektivitas teknik modeling untuk meningkatkan empati mahasiswa Prodi BK Universitas Ahmad Dahlan</u> T Sutanti Jurnal Psikologi Pendidikan dan Konseling: Jurnal Kajian Psikologi ...	26

Page 1 of 7 | Total Records : 67
Citation Statistics

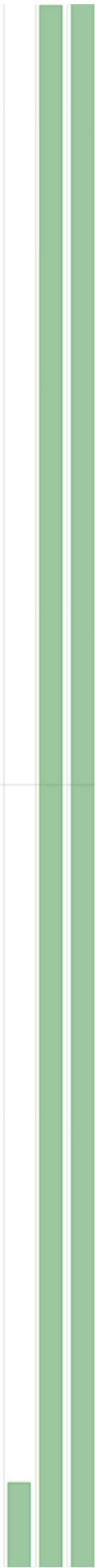
300



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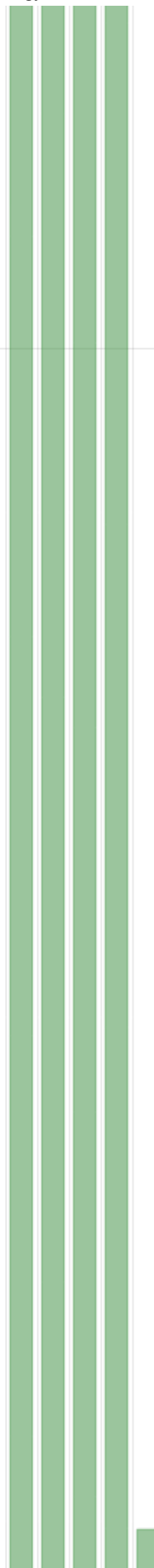
250

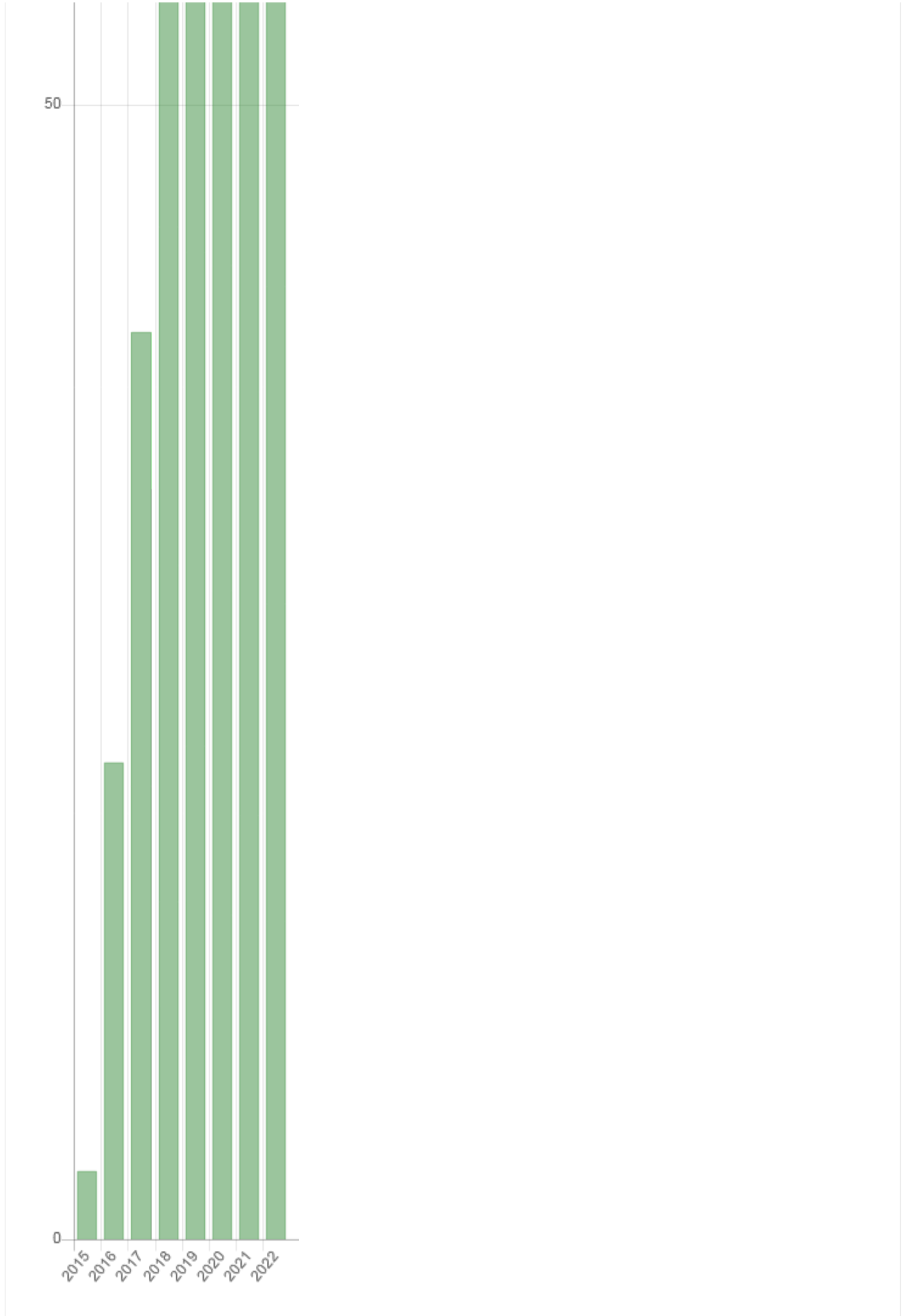
200



150

100





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Volume 7 Number 2 Desember 2021

<https://doi.org/10.26858/jppk.v7i2>

Table of Contents

Articles

The development of personal guidance media using the challenge card game to improve students' self-acceptance

PDF
41-50



Nurhidayah Nurhidayah
Muhammad Arifin Ahmad
Kulasse Kanto



[10.26858/jppk.v7i2.23510](https://doi.org/10.26858/jppk.v7i2.23510) Views : 101 times

The relationship between authoritarian parenting style, emotional intelligence and cyber aggression in university students

PDF
51-57



Agata Ika Paskarista
Suparmi -
Emiliana Primastuti



[10.26858/jppk.v7i2.22875](https://doi.org/10.26858/jppk.v7i2.22875) Views : 142 times

The Effect of Implementing Mind Mapping in Group Guidance on Students' Career Planning

PDF
58-65



Muh. Dadang



[10.26858/jppk.v7i2.23372](https://doi.org/10.26858/jppk.v7i2.23372) Views : 98 times

Examining the self-leadership ability of future Guidance and Counselling teachers: which one is better, male-students or female-students ?

PDF
66-76



Gendon Barus



[10.26858/jppk.v7i2.25531](https://doi.org/10.26858/jppk.v7i2.25531) Views : 75 times

Teachers' and Parents' Effort in Character Building of Students with Autism in Public Special School A Cimahi

PDF
77-85



Lili Halimah
Ermandia Pandikar
Nurul Azhari



[10.26858/jppk.v7i2.20516](https://doi.org/10.26858/jppk.v7i2.20516) Views : 130 times

Developing pubertal guidance application media for mild intellectual disabled students at SLB Negeri 1 Pinrang

PDF
86-95



astuti reski pratama
Usman Bafadal
Farida Aryani



[10.26858/jppk.v7i2.23770](https://doi.org/10.26858/jppk.v7i2.23770) Views : 70 times

The Existence of Turikale Youth Nationalism Character in Mappalette Bola Tradition

PDF
96-103



Nur Aeni Alimuddin
Iklima Iklima
Aprilia Aprilia



[10.26858/jppk.v7i2.23298](https://doi.org/10.26858/jppk.v7i2.23298) Views : 98 times

An analysis on children of prostitute's confidence and efforts to deal with the problem (a case study at kompleks butung)

PDF
104-111



Rukaya .



[10.26858/jppk.v7i2.23637](https://doi.org/10.26858/jppk.v7i2.23637) Views : 59 times

The effect of gadget use on emotional intelligence, social behavior, and religious behavior of generation z students in muhammadiyah 2 senior high school of yogyakarta

PDF
112-123



safaroh fananda
Nawari Ismail
Siti Bahiroh



[10.26858/jppk.v7i2.21066](https://doi.org/10.26858/jppk.v7i2.21066) Views : 152 times

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PDF

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Examining the self-leadership ability of future Guidance and Counselling teachers: which one is better, male-students or female-students?

Gendon Barus

Prodi BK Universitas Sanata Dharma Yogyakarta

Email: bardon.usd@gmail.com

(Received: 13-09-2021; Reviewed: 09-12-2021; Accepted: 29-12-2021; Published: 30-12-2021)

Abstract: The purpose of this study was to measure the self-leading ability of the future Guidance and Counselling teachers at Sanata Dharma University (USD) Yogyakarta and examine whose self-leadership ability is better, the male-students or the female-students. The subjects of this study were 210 students of study program of Guidance and Counselling USD 2020/2021. The data collection instrument was the Student Self Leadership Ability Scale with a semantic differential model. The data analysis technique applied two methods, namely descriptive category and different test technique t test. The results showed that most of the subjects had achieved a score of self-leadership ability in the high category, but there was no significant difference in the ability of self-leadership in the male-students and the female-students.

Keywords: future Guidance and Counselling teachers/counselors, self-leadership, male students-female students

Abstrak: Tujuan penelitian ini adalah mengukur kemampuan memimpin diri sendiri pada mahasiswa/i calon guru BK di Universitas Sanata Dharma (USD) Yogyakarta dan mengulik baik mana kemampuan memimpin diri sendiri pada mahasiswa atau mahasiswi. Subjek penelitian ini 210 mahasiswa/i prodi BK USD TA 2020/2021. Instrumen pengumpulan data adalah Skala Kemampuan Self Leadership Mahasiswa model semantic differential. Teknik analisis data mengaplikasikan dua cara yaitu deskriptif kategori dan teknik uji beda t test. Hasil penelitian menunjukkan sebagian besar subjek telah mencapai skor kemampuan memimpin diri sendiri pada kategori tinggi, namun tidak terdapat perbedaan signifikan kemampuan memimpin diri sendiri pada mahasiswa dan mahasiswi.

Kata kunci: calon guru BK/konselor, memimpin diri sendiri, mahasiswa-mahasiswi

INTRODUCTION

For future Guidance and Counselling teachers/counselors, before they lead/guide the others, they should first be able to lead, recognize, understand, and direct themselves. It takes sincerity and honesty to recognize, greet, accept, interpret, direct, control, care for, measure, reform, transform, celebrate, appreciate, and support their self. That is the deepest meaning of self-leadership. Basically, the students of Guidance and Counselling study program strive to be intelligent, independent in terms of cognitive abilities, and humanist-empathetic in their actions. The successful behavior of humanist-intelligent learning and the learning success of students in study program of Guidance and Counselling USD cannot be separated from their ability to lead themselves. Therefore, the learning success of the future-Guidance-and-Counselling-teacher students does not mainly come from the greatness of the lecturer in teaching, but it is obtained because of the students' ability in self leadership, directing themselves towards their learning goals, as well as their ability to choose and act appropriately on their own consciousness. according to the demands of effective learning. The problems to be answered in this research are:

1. Whose self-leadership ability is better, the male-students or the female-students of study program of Guidance and Counselling USD even semester 2020/2021?

2. Which part is the student's self-leadership ability not optimal as identified from the achievement of the item score on the measurement scale?

3. Are there any differences in the self-leadership ability between male-students and female-students?

The basic theory of self-leadership is based on Bandura's social learning theory and cognitive learning theory. (Sintaasih, 2018) suggested that self-leadership consists of certain behaviors and cognitive strategies aimed at increasing individual effectiveness and performance. This definition explains that self-leadership is a certain behavior that is influenced by cognition, motivation and behavioral strategy

so as to form a person's mindset and behavior that is more effective in performance. (Noris, 2008; Pristy Wikan Handayani, etc., 2016), influence themselves to build the self-direction and self-motivation needed to produce good performance (Umami Fauziyah, 2016), control their own behavior (Halimatus Sa'diyah, 2016), the ability of an individual to influence, direct, supervise, and motivate himself (his patterns of thinking and behavior) to achieve the desired goals (Eva Rachmawati, 2018), strengthen effective study behavior, and maintain a commitment to learning success, which ultimately leads to a successful career (Hammado, 2015).

The essence of self-leadership is the process of influencing oneself to build self-direction and self-motivation, especially to do and complete important and complex tasks and jobs, so that personal goals are achieved. "Self-leadership represents an individual's ability to exercise control (self-efficacy) over his or her choice of situations in which to participate in and to provide intrinsic rewards that are usually associated with achieving goals" (Ross, 2014). Students' self-leadership ability is the most important dimension that determines students' self-regulated learning because every student is required to have independent/autonomous behavior and be fully responsible for the process and results of their academic studies. (Marthaningtyas, 2016) emphasized that with good self-leadership, a person will be proactive and initiative, active and more responsible for his life, have self-discipline and good strategies to improve his personal abilities, know himself and can control his life.

For future teacher students in general and future Guidance and Counselling teachers in particular, the development of personal skills to have self-leadership ability is important, especially so that they have the competencies needed to work in the fields that are in accordance with the graduate profile of Guidance and Counselling department/study program, namely Guidance and Counselling teachers/school counselors at all levels of education who often face dynamic and abstract situations, especially the very unique and diverse circumstances of

clients/counselees (Hakimi, Martunis, & Bustamam, 2019). Trained self-leadership will lead a person to a successful career as an educator and mentor/counselor. "Leadership skills can play a large role in career development. To help you move forward in your career, you need soft skills, such as the ability to be a good leader. Therefore, leadership skills are considered important traits that can help you get to the top of your career field" (Yan, 2017).

Sharpening self-leadership for future educators/teachers is very essential because it will strengthen proactive, productive, effective, and creative habits; the art and practice of effective influence (Marthaningtyas, 2016). For future Guidance and Counselling teachers/counselors, self-leadership is very much needed to build humility, generosity, caring, and empathy attitudes to respect all other forces that exist outside of oneself so that they are able to collaborate and synergize in serving and helping counselees. Finding self-goodness to give to others and empathy for the suffering experienced by the people, especially the counselees, is the call of a Guidance and Counselling teacher/counselor. Self-leadership has enthusiasm for seeing every difference and diversity in patience, self-confidence, assertiveness, resilience, energy, need for achievement, willingness to take responsibility, flexibility and emotional maturity.

(Ni'matuzzakiah, 2020) revealed aspects of self-leadership including: 1). Self-Awareness, the ability to improve performance as well as to increase self-confidence, and understanding of others, 2). Self-Direct, indicated by clear individual goals, so that they directs themselves towards the goals, 3). Self-Manage, the ability to arrange actions to be carried out on a priority scale along with the completion timeframe so that it will be easier to achieve goals, and 4). Self-Accomplishment in the form of the implementation of a predetermined plan.

Self-leadership can be improved through various strategies including: 1). Behavior focused strategies, increasing self-awareness that leads to the behavior management and supervision, especially those related to the

completion of tasks or goals that are needed even though they are not pleasant. These strategies involve self-observation, self-goal setting, self-reward and punishment and self-cueing. 2). Natural reward strategies, efforts to create a pleasant situation and be able to motivate the situation. Houghton & Neck (2002) explained that natural rewards will make a person feel more competent, able to control themselves and present a feeling of satisfaction with the goal achievement, build positive perceptions and experiences related to the task to be completed including commitment, trust, and pleasure in the task or activities carried out, and 3). Constructive thought pattern strategies, a paradigm or a person's perspective that will form a habit in analyzing a problem. Constructive thought pattern includes several strategies; they are: 1). Belief and assumptions, 2). Self-talk; talk/reflect on themselves to convince themselves of the positive things that will be faced, and 3). Mental Imagery; mental imagery first of the situations and conditions that will be faced before carrying out a behavior, thus helping individuals to eliminate negative thoughts when facing conflicted situations.

Gender Factors in Self leadership Achievement

Men and women have differences in psychological aspects. According to Suhardin (2016), on the psychological aspect, men are more active, aggressive and rational. While women are more attentive, affectionate and have deep feelings. Thus, it means that the differences in these psychological aspects affect how the individual develops themselves in the dynamics of everyday life.

In addition, Sepang (2003) stated that basically men and women have sex-role stereotypes that will affect their personality and behavior. Socially, women are more passive, accommodating, and intuitive. Meanwhile, men are more aggressive, active, and domineering. Thus, it means that men and women differ in the self-development style, including self-leadership ability. Resener, Burke, & Collins (as cited in Sepang, 2003) stated that women are more likely to have a transformational leadership style, which

is a style that involves participation, motivation, and power (with charisma), while men are more likely to have a transactional leadership style, which is a style that involves motivation by providing rewards and punishments.

Therefore, male students tend to have more positions in higher education. The position of male students is strengthened by the role of male students who are more involved in student organizations and student activity units than female students (Farida & Anjani, 2019). Female student participation is very low and is generally limited to social, humanities, education, biology, chemistry and pharmacy sciences (Putry, 2016).

According to Vinkenburg (as cited in Reis, 2015) gender expectations affect perceptions and leadership promotions. Men are considered visionary while women are expected to be communal. Role Congruity Theory (Reis, 2015) stated that individuals are expected to behave in accordance with gender expectations. Men are expected to show strength and control while women are expected to show warmth and care. If women show firm and direct action in leadership, then women are considered inauthentic or too male. This has led to criticism of women leaders centered on their behavior beyond their gender expectations (Reis, 2015). Thus, it means that the general character attached to each gender is considered to have an effect on how the individual develops self-leadership.

Putri & Fatmariza's research (2020) found: 1) representation of female students in student organization leadership is low. Only 5.88% of female students become leaders in student organizations. Implicitly male students tend to dominate the leadership in student organizations. 2) Female-students tend to have knowledge of leadership based on theory, but in practice, women still tend to be weak and do not have sufficient knowledge, relying more on feelings than logic in taking decisions or issuing policies, 3) Women's lack of self-confidence makes them less competitive in holding strategic top leader positions in the organization, just occupying secretary, treasurer, secretarial divisions and easy, practical, less challenging task fields, so that high-risk jobs are often

avoided. 4) The tradition in student organizations tends to be less demanding of women to be involved in student organization leadership because the patriarchal culture is still strongly attached to the environment/area.

Samsul Anwar, etc.'s research (2019) which aimed to compare the level of intelligence between men and women, especially in the learning process in higher education, found that female-students tend to have a 125.5% potential to complete their study period faster than male-students. Is this a sign that women have a higher self-leadership ability than men, especially in the learning process at universities and in mastering science?

Research Hypothesis

Ha: There are differences in the self-leadership ability in the male-students and female-students of study program of Guidance and Counselling USD class of 2017-2020.

Ho: There is no difference in the self-leadership ability in male-students and female-students of study program of Guidance and Counselling USD class of 2017-2020.

Study in higher education is not only oriented to student cognitive outcomes by measuring how good their learning test results (GPA) are, but it is also important to strive for how students work to be better, to have mature thinking, to find their weaknesses and strengths, to act intellectually, to be themselves who is unique, independent, mature-responsible, and multidimensional. The key lies in the essence of developing the self-leadership ability.

Phenomena that often occur in the class are that female students are noisy, gadget maniacs, and daydreaming; while some male-students harass their friends, joke, and even disturb the class atmosphere. Some students, whether male or female, are working on the other course's assignments during the class. What often happens in the class is that female-students are noisy, gadget maniacs, and daydreaming; while some male-students harass their friends, joke, and even disturb the class atmosphere. Some students, whether male or female, are working on the other

course's assignments during the class. There are 2-3 students who are usually late for class, a sign of bad time management. Some students chat with their friends when the lecturer does expository, not during discussion, and it is a sign of bad adjustment. Many students are busy with their gadgets, so they are losing oriented with the lessons being explained by the lecturer. There are 5-7 students who look lethargic, bored, and put their heads on the table. Some students, especially male, go to toilet (for chatting, smoking) during class hours. There are 4-5 students sleepy/asleep in classes. When the lecturer asks some questions, only 1 or 2 students take the initiative to raise their hands to answer, and let the lecturer's questions pass without being answered.

The researchers came to a reflection that the ineffective behavior of students that appeared in such a learning process indicated the problem of weak self-leadership in some students. Self-leadership is important in every male and female student of future Guidance and Counselling teachers, because self-leadership is a self-process in learning to know and to try to understand themselves to be better, and to be able to control themselves. (Marthaningtyas, 2016). Self-leadership skills are the key of a successful study and career (especially as future Guidance and Counselling teachers), both for male-students and female-students, not limited by religious barriers, primordialism, culture, and gender roles. The self-leadership ability is not identical with the ability to lead an organization that is often dominated by men.

METHOD

This study used a quantitative approach with categorical and comparative descriptive method.

The research subjects involved 210 students, class of 2017, 2018, 2019, and 2020 of study program of Guidance and Counselling USD Even Semester 2020/2021. The data collection instrument, the Student Self Leadership Ability Assessment Scale, was compiled by the research team in the form of a 6-grade semantic differential scale. Content validity was examined by rational validity by expert judgment followed by empirical validity testing using the Pearson PM correlation technique. Of the 70 items developed, 59 valid items were found ($r \geq 0,30$). The reliability of the measuring instrument was tested with Cronbach's Alpha Technique; it was found that the test value was 0.956. The data normality test of Kolmogorov-Smirnov Test showed .200c,d, while the homogeneity test showed the Levene Statistic value of 0.403 with a sign test of 0.526; it means that the research data was normally distributed and homogeneous. The data analysis technique applied two methods, namely descriptive category and t test to analyze differences in the achievement of self-leadership ability in male and female students.

RESULTS AND DISCUSSION

Result

1. Level of Self Leadership Ability in Male-Students and Female-Students of study program of Guidance and Counselling USD Class of 2017-2020

Based on the research data at $N = 210$ students of study program of Guidance and Counselling, Faculty of Teacher Training and Education USD Class of 2017-2020, an analysis was carried out using a categorical descriptive technique based on the calculation of theoretical values with the results in the following table:

Table 1. Categorization of Self Leadership Ability Levels of Male-Students and Female-Students of Guidance and Counseling Study Program Class of 2017 – 2020

Category	Norm	Score Interval	Male-Students	Female-Students
Very High	$\mu + 1,5(\sigma) < X$	$280 < x$	13 (28%)	38 (23%)
High	$\mu + 0,5(\sigma) < X \leq \mu + 1,5(\sigma)$	$231 < x \leq 280$	22 (48%)	91 (56%)
Moderate	$\mu - 0,5(\sigma) < X \leq \mu + 0,5(\sigma)$	$181 < x \leq 231$	11 (24%)	35 (21%)
Low	$\mu - 1,5(\sigma) < X \leq \mu - 0,5(\sigma)$	$132 < x \leq 181$	0	0
Very Low	$X \leq \mu - 1,5(\sigma)$	$x \leq 132$	0	0
Total			46 (100%)	164 (100%)

The data in table 1 illustrates that most (48%) of 46 male-students and most (56%) of 164 female-students have the self-leadership ability in the category high, the rest are divided equally in the category very high and moderate. In total, out of 210 students, 53.81% have the self-leadership ability in the category high, the rest (24.29%) are very high, and (21.90%) are moderate.

2. Identification of Items Related to Self-Leadership Ability of Students whose Measuring Item Scores are Not Optimal

The analysis of the score on the self-leadership ability of 210 students of study program of Guidance and Counselling USD (without distinguishing between male and female students) is shown in the following table:

Table 2. Categorization of Item Score Achievements for Self-Leadership Ability Measurement in Students of Study Program of Guidance and Counselling USD Class of 2017-2020

Category	Interval	Frequency	Percentage
Very High	$997.5 < X$	10	16.9%
High	$822.5 < X \leq 997.5$	40	67.8%
Moderate	$647.5 < X \leq 822.5$	9	15.3%
Low	$472.5 < X \leq 647.5$	0	0
Very Low	$X \leq 472.5$	0	0
Total		59	100%

The data in table 2 shows that of the 59 items on the student self-leadership measurement scale, most (40 items/67.8%) items related to self-leadership ability measured in 210 students of study program of Guidance and Counselling Faculty of Teacher Training and Education USD have been achieved in the category high, the rest is equally divided into category very high and moderate. Therefore, the findings in the two previous tables show good consistency. The implication that needs to be considered in this finding is that there are still 9 items related to the measurement of self-leadership whose

achievement is still at a moderate level (not optimal). It means that the substance of the 9 items being asked needs to be proposed as training topics to increase self-leadership ability in students so that their achievements are more optimal.

3. Differences in Self Leadership Ability in Male and Female Students of Guidance and Counseling Study Program USD Class of 2017-2020

Based on the t-test technique (Independent Sample T-Test) on the data on self-leadership ability in male and female students, the result is as follows:

Table 3. Group Statistics Count Results on Self Leadership Ability in Male and Female Students of Guidance and Counseling Study Program USD Class of 2017-2020

Group Statistics					
Self-Leadership Ability	Sex				
		N	Mean	Std. Deviation	Std. Error Mean
	Female	164	257.45	32.060	2.503
	Male	46	259.67	35.727	5.268

Based on Table 3, it is shown that the number of female respondents of Guidance and Counseling Study Program USD Class of 2017-2020 who participated in this research were 164 female students, while the male students participated were 46. The mean score for self-leadership ability in female students is 257.45, while in male students is 259.67. Statistically, it can be seen that

at first glance there is very little difference between the mean of self-leadership ability of male students (higher) and the mean of female students (lower). Furthermore, to test whether there is a significant difference or not, the result of the Independent Sample T-Test output is presented in table 4:

Table 4. The Significance Test Results of Differences in Self Leadership Ability in Male and Female Students of Guidance and Counseling Study Program USD Class of 2017-2020

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differ ence	Std. Error Difference	95% Confidence Interval of the Difference	
<i>Self- Leade r-ship</i>	Equal variances assumed	0.403	0.526	-0.406	208	0.685	- 2.229	5.487	-13.046	8.589
	Equal variances not assumed			-0.382	66.685	0.704	- 2.229	5.832	-13.871	9.413

Considering that the research data were homogeneous, it can be seen from Table 4 that Sig.(2-tailed) is $0.685 > 0.05$. Thus, based on the decision-making criteria in the Independent Sample T-Test, it can be concluded that there is no significant difference in the mean achievement of self-leadership ability in male and female students of study program of Guidance and Counselling USD 2017-2020. This means that male students are not better at self-leadership than female students, both are equally good.

Discussion

Based on the results, some facts found are as follows:

1. Most (53.81%) of 210 students of Guidance and Counseling study program USD class 2017, 2018, 2019, and 2020 even semesters 2020/2021 have achieved a score for measuring self-leadership ability at the high category level, even 24% of them are in very high level. This fact deviates from the initial assumptions of the researchers as stated in the introduction of this paper; a phenomenon was observed in which some students did not focus on the assignments, were less independent in their studies, behaved less relevantly and were less responsible in attending classes, especially in synchronous virtual platform classes, had weak learning motivation, rarely asked questions, lacked creative initiative, were still vulnerable to being influenced by external situations rather than showing the inner factor of success behavior, still waited for orders rather than be proactive, were easily tempted by unimportant/unplanned

activities, had social media and K-culture Pop/drama addiction, etc. How can this inconsistency of assumptions with facts be explained?

Here is the explanation, the instrument used to measure self-leadership ability in this study is more perceptual, not fitting to reveal the dimensions of one's ability to behave. This kind of measuring instrument has a big social desirability pressure. "Social desirability bias is the tendency to underreport socially undesirable attitudes and behaviors and to over report more desirable attributes" <https://www.google.com/search?q=social+desirability+bias&oq=social+desirability&aqs=chrome.3.69i57j0i10l9.15891j0j7&sourceid=chrome&ie=UTF-8>. "Social desirability bias refers to the tendency to present one's self in a favorable way rather than to give accurate answers. In other words, participants have a tendency to answer in ways that make them look good in the eyes of others, regardless of the accuracy of their answers." (<http://psychology.iresearchnet.com/social-psychology/personality/social-desirability-bias/>). In addition, the respondent's seriousness

factor in filling out the questionnaire could be disturbed by the length of the item text and the length of the measuring instrument with a total of 70 items which caused boredom and loss focused. Moreover, the construct of this measuring instrument did not focus on a specific dimension of measuring self-leadership ability in academic studies, it was not a measuring tool for Self-Regulated Learning. Therefore, it is clear that the initial assumption based on observing the phenomenon of student behavior in the academic study room is at a glance refuted by the facts of the empirical research findings. However, if it is linked to the initial assumptions that were drawn only based on observations of several students, the facts of the findings of this study are in accordance with the situation, considering that almost a quarter of total of students studied were in moderate level of self-leadership ability. This means that in this group, the achievement of their self-leadership ability is not optimal.

The high achievement of self-leadership ability among the students studied is also in accordance to Akhbar, Ridfah, dan Tamar's opinion (2018) which described that students' self-development in relation to leadership identity can be continuously improved by participating in self-development programs/activities, both on campus and off campus. Therefore, students who are able to manage time proportionally in carrying out academic activities and self-development can have self-leadership identity within themselves. Thus, it means that the success or achievement of the goals of self-development programs/activities held at the university, faculty, and even study program levels can enhance self-leadership identity.

2. It was identified that several things related to the students' self-leadership ability were not optimal in their achievements as the findings of 9 measurement items with scores in the category moderate. The self-leadership ability identified as not optimal, which was contained in the 9 items of the measurement statement, is as follows: 1) student's ability to apply priority scale, 2) students experiencing obstacles independently in designing harmonious/balanced plans for

academic and non-academic activities, 3) carried away from temptations/challenges that hinder the realization of the plan according to priorities, 4) wasting time doing unimportant/less useful things, 5) unable to resist/reject all kinds of temptations of ineffective/not productive behavior, 6) complaining a lot on the condition of the learning system that they do not like, 7) unable to find/appreciate themselves for the satisfying results, 8) drifting into irrational thoughts when facing difficulties in classes, and 9) lack of courage to take important decisions independently in various aspects of life.

3. Exploration of whether there are differences in students' self-leadership ability in terms of gender shows that, empirically based on the data of this study, there is no significant difference in student self-leadership ability in groups of male and female students. In other words, gender is not a significant differentiating factor in the acquisition of self-leadership skills among students. This fact can be from the special characteristics of certain scientific fields that are pursued by students. Although Putri and Fatmariza's research (2020) that analyzed women and leadership in student organizations found that the position of women in student leadership was still low at 5.88%, but this does not appear to be the case among students studying in FTTE (Faculty of Teacher Training and Education), in which this research was conducted. It is well known that future teacher department are dominated by women than men. In this study, out of 210 research subjects, 164 of them were female, while the remaining (46) were male students (4:1 ratio). Putri and Fatmariza's hypothesis (2020) interpreted that there is a very strong assumption that women do not have the ability to become a leader, from a socio-cultural perspective, women are unable to work in the public sphere, and a strong patriarchal culture becomes the obstacle for women to be a leader; but it is objectively factually refuted by this research.

If the indicators of success in leading organizations intersect or attach to self-leadership indicators, then women are considered

less able to lead; it is just a stereotype perception, women have become victims of stigma. It is in accordance to Putri and Fatmariza (2020) who concluded that the mechanism for the self-leadership difference of male students and female students occurred due to several stereotypes including: women do not have sufficient knowledge to be leaders (65%), lack of understanding in making policies that affect many people (62%), are victims of patriarchal culture embedded in the organizational environment (59%), are unable to discipline adults, especially men (54%), do not have a strong relation in getting votes to lead (50%), and are not confident to be leaders (47%). These stereotypes create the impression that female-student leadership tends to be weak compared to male-students'. Male-students are considered to be more capable of leading organizations, but the facts found in this study reveal that male-students of future Guidance and Counseling teachers are no better at self-leadership than female-students, both are equally good.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the factual findings of this research, the following conclusions can be drawn:

1. Most (53.81%) of 210 students of Guidance and Counseling study program Faculty of Teacher Training and Education USD class of 2017-2020 have self-leadership ability in high level (good), the rest are divided equally in the category very high and moderate. The composition of this data distribution does not change much if it is applied separately to groups of male-students and female-students.
2. There are 9 items/items related to the measurement of self-leadership whose score was still at moderate level (not optimal). The nine items of self-leadership measurement, which have been identified as not optimal, are potential to be proposed as topics for the self-leadership improvement program for students of future Guidance and Counseling teacher USD.

3. There is no significant difference in the self-leadership ability in male-students and female-students of Guidance and Counseling study program Faculty of Teacher Training and Education USD class of 2017-2020, both sexes are equally good at self-leadership.

Suggestions

Based on the findings of this research, the suggestions given are:

1. Students of Guidance and Counseling study program Faculty of Teacher Training and Education USD need to continue to cultivate and maintain self-leadership skills that have been achieved in the optimal category while maintaining enthusiasm and perseverance in participating in self development programs provided by the campus.
2. Study program administrators need to initiate training programs to increase self-leadership ability for students that are carried out without gender polarization and discrimination to optimize the 9 items identified from the measurement of self-leadership abilities found in this research so that the achievements are more optimal.
3. Inspired researchers, please delve deeper into why most of the students of future Guidance and Counseling teacher USD have good self-leadership ability.

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