

# Psychometrical of Future Orientation Education Domain Measurement: A Reliability of Future Orientation Questionnaire

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## Abstract

Future orientation conceptually will provide a systematic and scientific picture to adolescents to have pictures in the future as stock to design their future, both in education and career and work. Referring to the concept of future orientation of Nurmi (1991) and Seginer (2009), there are three areas of future orientation, namely education, career and work, and marriage and family life. In this study, researchers developed a measuring instrument to measure future orientation in the educational domain. There are 3 dimensions to measure it, namely motivation, planning and evaluation. In compiling the Future Orientation measuring instrument items based on the sub-dimensions of the three dimensions. The sub-dimensions for motivation are interest, goal setting, exploration, and personal values. The sub-dimensions of the Planning dimension are commitment, knowledge, planning, and realization of planning. Meanwhile, the dimensions of the evaluation dimension are assessment and supervision, beliefs to control expectations, and the presence of self-emotional. Statistical analysis using the reliability and validity of the measuring instrument. The results show a reliable measuring instrument. The CR value of the motivation dimension CR = 0.96. With the test criteria if the value of construct reliability > 0.7 then it is declared reliable. The CR value of the planning dimension CR = 0.93. With the test criteria if the value of construct reliability > 0.7 then it is declared reliable. The CR value of the evaluation dimension CR = 0.92. With the test criteria if the value of construct reliability > 0.7 then it is declared reliable. The number of respondents was 94 adolescents with 60 women (63.83%) and 34 men (36.17%).

**Keywords:** future orientation; motivation; planning; evaluation; adolescents

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## INTRODUCTION

To go to live in the future, Seginer (2009) illustrates in the question "how should we get out of here?" And "where do we go to get what we want?" Seginer develops the conceptual framework of future orientation as to where we want and how we should go there, also related to the purpose and fear of reaching the place and how the route to achieving it. Their construction of the concept of future orientation is the result of interacting interactions between individual needs and individual interpretations of socio-economic reality values as well as the development of opportunities afforded through their social-cultural setting (Seginer, 2008).

Future orientation conceptually will provide a systematic and scientific picture to adolescents to have pictures in the future as stock to design their future, both in education and career and work. Referring to the concept of future orientation of Nurmi (1991) and Seginer (2009), there are three areas of future orientation, namely education, career and work, and marriage and family life. In this research, teenagers will be directed to look to the future, realize what they hope for in the future, foster spirit, set goals, build mindsets, create the future, control the future and achieve the future with optimal and glorious. While applied in this future orientation research can be one of the preventive strategy steps underlying how a teenager can take action in the present to its consequences in the future. Through this research, researchers hope can contribute to the nation's generation to help build the nation and state of Indonesia which is currently experiencing crisis in many ways. Other facts show that the development of human life is so rapidly changing, for example today teenagers are in the life of a global market where competition is no longer within the country of Indonesia, but also with other countries and other continents.

Adolescence (age 12-20 years, Santrock, 2014) is the period in which there are changes associated with psychosexual development, the development of cognitive processes, changes in relationships with parents, friends, and relations of the opposite sex. Adolescence is also a period of future orientation. In relation to future orientation, adolescents are required to begin to understand their abilities (who I am, my strengths and weaknesses) and establish individual plans in the future (I will be "what" or "who" 5-10 years to come ). Referring to the concept of future orientation of Nurmi (1991), there are three areas of future orientation, namely education, career and employment, and marriage and family life

For adolescence, thinking and planning the future is important. This is related to adolescence where an individual is exposed to a number of tasks of normative tasks that appear at a certain age. (Dittman-Koohli, 1986; Havighurst, 1974 in Nurmi, 1991). These tasks are defined by parents, peers, and teachers, and mostly emphasize the importance of the future. At this time teenagers fall into the category of millennium generation or net generation. Related to the development of the individual in the millennium generation, two motivational sentences from Gandhi and Lothair (in Berns, 1997, in Siregar, R. Juke, 2003) that "... the future will depend on what we are presenting .." and "... The times change and we change with them .. ". From these two positive sentences, it can be concluded that there are two important things: the individual changes with the changing of time, and need preparation to face the future.

In the face of the future, according to Reznick, J, Steven (in Haith, Marshal et al, 1994) it is important that there is a concept for adolescents to plan for the future called future orientation. Future Orientation processes the application of individual capacity to predict events or conditions before

the situation occurs and it relates to many general ideas related to psychology such as intention, goal setting, planning, tools for preparation, anticipation and expectation.

## Theoretical Concept

### Definition of Future Orientation

According to Trommsdorff (1986 in Holopainen, L and Sulinto, S., 2005) future orientation (orientation of the future) is a complex cognitive phenomenon of motivation. This will help teens to manage their developmental tasks by providing a framework for how a structure represents and evaluates life situations. Nurmi (1991, in Holopainen, L and Sulinto, S., 2005) describes the future orientation through three basic processes, namely motivation, planning and evaluation. Motivation is a part of the essence of future orientation. Contains the individual interest, which is about what the individual wants from life. (Nurmi, 1991). Motives, goals, and interests usually lead to the future. Motives can be distinguished from the general, specific and abstract. Motivation is related to affection. The fundamental dimension is optimism or pessimism.

Seginer, Rachel, 2009 explains that the future orientation is the individual's image of his future, consciously manifested and reported by himself. Future orientation provides the foundation for goal setting, planning, tracking options, and making commitments that lead individuals to the behavior and development of learning. (Bandura, 2001; Nurmi, 1991; Seginer, 2005; Trommsdorff, 1986 in Rachel Seginer, 2008). Another concurrent understanding of future orientation is a multidimensional process involving motivation, planning, and evaluation, in which the motivation is about individual interests, the planning of how the individual intends to realize the whole of the future goal, and the evaluation is to see whether the goal Realized as expected by the individual. (Nurmi, 1989, in Sarah J. Beal, 2011)

### Future Orientation Approach

The future orientation has six approaches, which emphasize complementarity and contribute to each other to understand How and Why what people think about in the future. There are also six approaches are: human motivation, self-theories, personality, cognitive processes, neuropsychology, and human development. Human motivation views the future as goals, plans, expectations, and academic achievements. (Nuttin & Lenss, 1985, in Seginer, 2009). Self theories emphasize how he portrays a reflection of himself into the future and it becomes a force in motivation. (Mark & Nurius, 1986; Oyserman & Mark, 1990, in Seginer, 2009). Personality, argues that the future is a stable personality trait that facilitates individuals to plan for improved academic achievement, protects barriers from risk-taking behavior, persists in a timely manner in the face of threats and disputes. (Lewin, 1942/1948, in Seginer, 2009).

Cognitive Processes, focusing on the sustainability of memory and thinking in the future as a process that involves reviving the past and the life before the future. (Suddendorf & Corballis, 1997, in Seginer 2009). Neuropsychologists examine the differences in neurological processes that underlie behavior. Finally, human development shows that future orientation is relevant to the period from infancy to adulthood. One of them is the developmental task that plays a role in adolescence is the identity formation (Erikson, 1968, in Seginer 2009).

## METHOD

The method in the preparation of this measuring instrument begins by making a conceptual definition of a measurement variable based on the concept / theory of future orientation. Then from the conceptual definition derived in the definition of surgery which includes the dimensions that exist in variables, namely motivation, planning and evaluation. Furthermore, the dimensions are derived in sub-dimensions and indicators to then be created an item or statement.

### Conceptual Definition

Future Orientation is the image individuals have about their future, as consciously represented and self-reported. Future Orientation provides the grounds for setting goals, planning, exploring options, and making commitments that guide the person's behaviour and developmental course. (Bandura, 2001; Nurmi, 1991; Seginer, 2005; Trommsdorff, 1986 in Rachel Seginer, 2008)

Future orientation is a multidimensional process of motivation, planning, and evaluation, where motivation is what interest an individual has, planning is how an individual intends to realize a particular future goal, and evaluation is the extent to which realizing a goal is expected by that individual. (Nurmi, 1989, in Sarah J. Beal, 2011)

### Operational Definition

The future orientation of educational domains is the image of the teenager about himself in the context of the future domain of education that will help adolescents direct themselves to achieve a number of systematic changes, to achieve what they want through the process of motivation, planning, and evaluation. Motivation is related to interest, in which case what interests in the future are related to setting goals, information searching, and self-worth towards further education. Planning is related to how adolescents plan the realization of adolescent interests in the context of the future, that is how the search for knowledge, planning, and realization of the planning. Evaluation is related to the extent to which the adolescent's expected interest can be realized, in evaluating objectives and plans for further education that can be realized. Any behavior that describes the existence of the process of motivation, planning and evaluation is expressed in the form of items scored. Therefore, what is meant by the future orientation of educational domain is the total score of the item number.

## RESULTS AND DISCUSSION

Table 1. Grid Measuring Instrument Orientation the Future of the Education Domain

Dimensions	Sub dimension	Indicator	Number of items	
Motivation	Interest	Showing interest and enthusiasm for education in the future	2, 5, 6, 7 (-), 18	
		goal setting	Setting goals for further education in the future	1, 4 (-)
	Exploration		Take into account the interest and confidence it has with the purpose of education in the future	3, 8
			Looking for some information related to education in the future	9 (-), 10, 11, 17
			Ask for information from significant people about the suitability of interest with the ability	12, 13, 14, 15, 16, 19, 20
		Personal Values	Have a personal principle that underlies the purpose of education	29, 30, 77, 80
Commitment	Have responsibility for educational goals that have been set to achieve what is desired	31, 32, 78, 79		
Planning	Knowledge	Looking for ways to gain knowledge that helps in achieving future educational goals	75, 76	
			Seek clear knowledge about the picture of the educational situation in the future	26 (-), 27, 28
			Seeking knowledge of the area of interest is associated with ability or interest	21, 25
	Planning	Develop a plan to achieve goals related to further education in the future	33, 34, 35, 36, 37, 38 (-)	
			Looking for alternative ways to achieve goals related to further education in the future	39, 40 9(-), 41, 42, 43
			Finding the self-ability requirements needed to achieve goals related to future education in the future	44, 45, 46, 47 (-)
Realization of planning		Execute the plans and strategies that have been prepared	48, 49, 50,	
		Have a commitment to run the plan that has been prepared	51, 55 (-), 56	
Evaluation	Assessment and supervision of possible realization of the intended purpose	Adolescent beliefs to exercise control over their expectations associated with environmental influences or themselves	52, 53, 54	
	The adolescent's beliefs to exercise control over his expectations are linked to environmental or self-influence	Adolescents estimate the possibility of realizing the plans that have been made by showing the level of optimism	59 (-), 60, 61, 62,	
		Conduct an assessment of self and environment related to educational goals	57, 58, 70(-), 71 (-), 72(-), 73, 74	
	The presence of self-emotional factors that accompany the assessment	Positive and negative emotions that color behavior that is directed to the goals and plans that have been set	63 (-), 64, 65, 66 (-), 67, 68, 69 (-)	

With the test criteria if the value of construct reliability  $> 0.7$  then it is declared reliable. Based on the table above, the construct reliability value is 0.96. It can be concluded that the motivation variable meets the test criteria, so the motivation variable is declared reliable.

Table 2. Motivational Variable Reliability Test

Item	Loading Factor	Error
1	0.79	0.38
2	0.84	0.30
3	0.84	0.29
4	0.76	0.42
5	0.66	0.56
6	0.73	0.46
7	0.76	0.43
8	0.79	0.38
9	0.60	0.64
10	0.75	0.43
11	0.51	0.74
13	0.51	0.74
14	0.71	0.50
15	0.75	0.44
16	0.57	0.67
17	0.58	0.67
26	0.72	0.48
27	0.72	0.48
29	0.81	0.35
30	0.62	0.61
59	0.58	0.67
60	0.69	0.53
61	0.66	0.57
62	0.65	0.58
Total	16.60	12.32
$L^2$	275.56	
CR	0.96	
Kesimpulan	Reliabel	

With the test criteria if the value of construct reliability  $> 0.7$  then it is declared reliable. Based on the table above, the construct reliability value is 0.93. It can be concluded that the planning variable meets the test criteria, so that the planning variable is declared reliable.

Table 3. Planning Variable Reliability Test

Item	Loading Factor	Error
18	0.69	0.52
19	0.56	0.69
20	0.55	0.70
21	0.56	0.68
24	0.57	0.67
28	0.76	0.42
31	0.63	0.60
32	0.56	0.68
33	0.68	0.54
34	0.51	0.74
35	0.58	0.67
36	0.50	0.75
38	0.53	0.72
39	0.70	0.51
40	0.66	0.57
42	0.64	0.59
43	0.52	0.73
44	0.61	0.63
45	0.67	0.55
48	0.66	0.56
57	0.73	0.47
58	0.57	0.68
Total	13.44	13.67
$L^2$	180.63	
CR	0.93	
Kesimpulan	Reliabel	

Table 4. Respondent's Gender

No	Gender	Frequency	Percentage
1	Men	34	36.17%
2	Women	60	63.83%
Total		94	100.00%

Based on the results of the table above, it is known that most of the respondents are women, as many as 60 people (63.83%) and some are men as many as 34 people (36.17%).

With the test criteria if the value of construct reliability  $> 0.7$  then it is declared reliable. Based on the table above, the construct reliability value is 0.92. It can be concluded that the evaluation variable meets the test criteria, so that the evaluation variable is declared reliable.

Table 5. Evaluation Variable Reliability Test

Item	Loading Factor	Error
46	0.76	0.42
47	0.79	0.38
49	0.71	0.50
50	0.84	0.29
51	0.86	0.26
52	0.75	0.44
53	0.75	0.44
54	0.75	0.44
55	0.56	0.69
56	0.58	0.66
Total	7.35	4.52
$L^2$	54.02	
CR	0.92	
Kesimpulan	Reliabel	

Table 6. Descriptive Statistics of Motivational Variables

Item	Mean	Standar Deviasi
1	4.68	0.55
2	4.85	0.44
3	4.61	0.63
4	4.48	0.68
5	4.14	0.82
6	4.35	0.71
7	4.43	0.54
8	4.74	0.53
9	4.06	0.94
10	4.57	0.66
11	3.83	1.08
13	3.91	1.11
14	4.34	0.61
15	4.72	0.56
16	4.30	0.84
17	4.45	0.67
26	4.82	0.49
27	4.62	0.59
29	4.77	0.45
30	4.20	0.76
59	4.52	0.68
60	4.54	0.56
61	4.40	0.66
62	4.61	0.57
Mean	4.46	

Based on the results from the table above, it shows that the average value (mean) of the 24 valid question items from the motivation variable is 4.46, which means that the average respondent considers future orientation domain education (for high school youth) to be very good. Likewise, the value of the standard deviation of the 24 items of motivational variable questions shows that the results of the standard deviation of each majority indicator are away from zero and close to one so that the respondents' answers are stated to be heterogeneous.

Table 7. Descriptive Statistics of Planning Variables

Item	Mean	Standar Deviasi
18	4.68	0.59
19	3.93	0.92
20	4.23	0.87
21	4.00	0.92
24	3.95	0.97
28	4.80	0.43
31	4.24	0.79
32	3.66	0.90
33	4.00	0.79
34	3.81	0.82
35	4.22	0.79
36	3.43	0.78
38	3.85	0.84
39	4.19	0.72
40	4.18	0.72
42	4.33	0.69
43	3.94	0.85
44	4.09	0.77
45	4.65	0.52
48	4.38	0.64
57	4.46	0.58
58	4.39	0.79
Mean	4.15	

Based on the results from the table above, it shows that the average value (mean) of the 22 valid question items from the planning variable is 4.15, which means that the average respondent considers the future orientation domain education (for high school youth) to be good. Likewise, the standard deviation of the 22 items of planning variable questions which shows that the results of the standard deviation of each majority indicator are away from zero and close to one so that the respondents' answers are stated to be quite diverse (heterogeneous).

Table. Descriptive Statistics of Evaluation Variables

Item	Mean	Standar Deviasi
46	4.56	0.66
47	4.67	0.56
49	4.29	0.68
50	4.45	0.63
51	4.34	0.68
52	4.82	0.41
53	4.61	0.57
54	4.48	0.63
55	4.60	0.69
56	4.12	0.77
Mean	4.49	

Based on the results from the table above, it shows that the average value (mean) of the 10 valid question items from the evaluation variable is 4.49, which means that the average respondent considers future orientation domain education (for high school youth) to be very good. Likewise, the value of the standard deviation of the 10 items of evaluation variable questions shows that the results of the standard deviation values of each majority indicator are away from zero and are approaching one so that the respondents' answers are stated to be quite diverse (heterogeneous).

Reliability of 0.960 of items totaling 62 items. Therefore, the number of items after the 3rd reliability test amounted to 62 items. Grid measuring instrument Orientation The future of education domain after Test Reliability 3 times with item number deletion of 18 items are 4, 7, 9, 26, 37, 38, 40, 56, 57, 58, 59, 60, 63, 66, 69, 70, 71, and 72. Development of the next measuring tool added item items on the indicator whose items are left 1 or two. Therefore, the final measuring instrument consists of 62 items.

## CONCLUSION

Based on the reliability test, it can be concluded that the future orientation measurement tool for the education domain is reliable by using the test criteria determined through statistical analysis. Thus, this measuring tool can be used and generalized to measure future orientation for the education domain in adolescents

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