

# RESEARCHERS WORLD

*International Refereed  
Social Sciences Journal*

*(Formerly Journal of Arts, Science and Commerce)*

*Volume - XII*

*Issue - 1*

*February 2021*

## **Indexing**

Google Scholar

Publons

ROAD

WorldCat

SemanticScholar

CiteFactor

JournalSeek

Open Academic Journals Index (OAJI)(Russia)

Electronic Journals Library University of Regensburg (Germany)

Turkish Education Index (Turkey)

Indian Citation Index (ICI)

CNKI Scholar, China

Open J-Gate (India)

Crossref DOI: 10.18843



ERM  
Publications

ISSN : 2231-4172  
EISSN : 2229-4686  
[www.researchersworld.com](http://www.researchersworld.com)

## Improving the Ability to Administer Psychological Test Result through Practicing Lee-Thorpe Occupational Interest Test

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(Received November 03, 2020; Accepted January 15, 2021)

### ABSTRACT

**Purpose of the research:** *The research aims at improving the ability of the students in carrying out, administering, and making appropriate recommendation for clients to psychological test Lee-Thorpe Occupational Interest Test. **Methodology:** The type of research is action research for guidance and counseling adapted from a classroom action research. The subject of research is 4<sup>th</sup> semester students of Guidance and Counseling, Universitas Slamet Riyadi, Surakarta in the academic year of 2019/2020. The roadmap of the research is begun with preparation phase with giving a training about Lee-Thorpe Occupational Interest Test, where the students are introduced about how to be a tester and how to be real testees. **Findings :** In the action step, the students are trained to administer the result, to enter in the formula, and to make a recommendation (based on cycle 1). Based on the weakness in cycle 1, the students are trained in order to make a recommendation well and to communicate to the testees (in cycle 2). **Implications:** The tester is accepted by the testees and they feel satisfied in receiving the result of recommendation based on their own interest. **Originality:** In this research, the novelty is the use of action research in Guidance and Counseling program.*

**Keywords:** Occupational Interest Test, Administering Test Result, Recommendation.

### INTRODUCTION:

Students as young intellectuals and prospective family leaders, as well as the government in the future, and who are preparing at Universitas Slamet Riyadi, need to have high self-esteem, because considering the developmental demands on the independence of a leader have a very big influence in their duties and careers. Also, 21<sup>st</sup> century condition requires workers as well as learners to be aware of their values and objectives of life and to have characters as personal compass (McCaie, 2020). If this is not addressed properly, it could have an adverse impact on the personal development of the individual itself. (Gysbers, NC & Henderson, 2006), argues that independence includes the behavior of being able to take the initiative to overcome obstacles / problems, have self-confidence and be able to do something without the help of others. So, the problem of student self-esteem needs attention in its formation, through the provision of professional counseling services as well as personnel trained particularly for career guidance (Hao, Sun, & Yuen, 2015).

A counsellor plays an important role in guiding learners in their career choice. a counsellor is a leader of conversation about equity and social justice relating to learners' behaviours and success in schools (Better-Bubon, Brunner, & Kansteiner, 2016). Behrendt, Heuer and Göritz (2019) provide three counselling process: structured guidance during the counseling process, personalized support, and job seekers' resources activation. One of the results of counsellor role is client career choice implemented within a period of one year, others changed their career choice rather successfully, and few people did not show advancement in either their choice or its implementation during this time period (Perdrix, Stauffer,

Masdonati, Massoudi, & Rossier, 2012)

Students of Guidance and Counselling Program at Universitas Slamet Riyadi are prepared to be better compared to Guidance and Counselling students from other universities, especially at the regional level through a sharpening program in the field of individual counselling skills and the ability to administer psychological test results (Psychological Test) so that the information provided useful and valid (Nathan and Hill, 2012); therefore, in this study the researchers intend to provide provisions for the 4<sup>th</sup> semester students of Guidance and Counselling Program so that they are skilled at administering the results of Psychology tests, especially Lee-Thorpe occupational interest test through training on the implementation of the test. The method that the researchers took is in line with what Zein Permana (2017: 8) stated that before implementing the test, it would be better if the tester also experienced or carried out the test. Based on the explanation above, the researcher intends to conduct a study entitled "Improving the Ability to Administer Psychological Test Result through Practicing Lee-Thorpe Occupational Interest Test".

The research question is "Can the Lee-Thorpe Job Interest Test Practice improve the ability to administer the Lee-Thorpe Job Interest Test Results for 4<sup>th</sup> semester students of Guidance and Counseling Program in the academic year of 2019/2020".

The significance of research are the students will have additional abilities in the field of implementing and administering the Lee-Thorpe job interest test, as well as other psychological tests which will become the authority of a counselor in the future. They will also increase their self-confidence and self-esteem because in addition to mastery of the sciences taught in the Guidance and Counseling Program in general like in other universities, they also have basic provisions as a tester to serve the needs of supporting data for candidates (clients or counsellors). The ability to carry out and administer these tests will also increase Self Esteem. Another significance is the research will increase the existence of the institution that oversees it, namely Universitas Slamet Riyadi. They will not feel inferior, even proud to call themselves students or graduates at Universitas Slamet Riyadi in society and in the place where they work. Then, in accordance with this research scheme, this research is required to have a mandatory output in the form of Journal Publications, Proceedings or books (Basic research schemes for levels 1,2 and 3 where researchers will apply technology in this case instruments or test tools to improve student abilities, and finally, researchers of the same type or other researchers can make the results of this research later for additional reference or for research in other places, and also for the same research basis on a larger scale.

## LITERATURE REVIEW:

### Lee Thorpe Occupational Interest Inventory:

Vocational interest is referring to the likeness one has for a particular job or occupation (Otta & Williams, 2012). The Lee and Thorpe created an Occupation Interest Inventory published by the California Bureau of Testing in Los Angeles, California, in 1956. Secondary and Advanced Forms are available, and each instrument has 120 job descriptions and 30 activities in the triad. Specialization format is the recognition of the level of interest and work group distinguished by the amount of expertise required in oral, mechanical manipulation and computing. Employment levels are based on the degree of responsibility, capacity and skills required, and scores are reported as a percentage based on gender (Harrington & Long, 2013). In recent years, the use of Lee Thorpe is used to research on the predictive validity toward interest of the students in making career decision (Aritonang, NyomanDegeng, & Ramli, 2020)

## METHODOLOGY:

The time allotment of research was from March up to November 2020. During that time, the researchers organized the time of research to compose research proposal, prepare test equipment such as test books, test answer sheets, timers, and report the research. The setting of research was at the Faculty of Teacher Training and Education, Slamet Riyadi University, located on Jl. Sumpah Pemuda no. 18, Joglo, Banjarsari, Surakarta. The subjects of this study were 4<sup>th</sup> semester students of Guidance and Counseling program class 01 and 02 who are 35 students in the academic year of 2020/2021 (Now, they are 5<sup>th</sup> semester students). In this classroom action research, data sources were obtained from: (1) The data (process) were obtained from the action of the researcher in the practice of knowing and carrying out the practice of working on the Lee-Thorpe Job Interests test kit, and the students while following the actions of the researcher, as well as the situation during the action implemented. (2) Data (results) were gotten from administering the test on students after receiving the oral explanation and examples given by the researchers.

To collect the data in this research, it uses observation techniques, which are aimed at three targets: the 1<sup>st</sup> target was the instructor who focused on observing the instructor's concrete actions in carrying out discipline while carrying out tasks as a tester in turns. The 2<sup>nd</sup> target was students as testees while taking the Lee-Thorpe Job Interests test. And the 3<sup>rd</sup> was the situation and conditions during the test. Research using observation or observation techniques is an evaluation technique which is carried out by making careful observations and recording systematically the phenomena that are being the target of observation (evaluation). The observation technique has several advantages, namely: (1) Because the observation data is obtained directly in the field, the data obtained can be more objective in describing aspects of the student / testees personality according to the actual situation. (2) Because this observational data can cover various aspects of the personality of each student, then in the processing there will be a balance in evaluating the actions of the student concerned, both as a teste and as a tester. The tools used in collecting the observation data were observation guidelines made by researchers and research collaborators.

**ANALYSIS / DISCUSSION:**

**Research Preparation:**

**Introduction to the Lee-Thorpe Job Interest Test:**

At the introductory stage of the Lee-Thorpe Job Interests Test, the students explained the theory about what and how the Job Interests test, what this test can reveal, how many elements included in this Job Interests test are, how much time given to take the test, how to enter the raw score of the work results into the formula, consult the final result after being entered in the formula with the Presentil Point (PP), and classify the test results.

**Conducting a Pre-Test (before Action):**

Before carrying out a pre-test, the researchers prepared some tools of the test, they are Lee-Thorpe Job interest test book, manual test book, answer sheet, and timer. Then, they divided the subjects (students as a tester and as a testee and take the test alternately. After all the preparations finished and complete, then the test is carried out. The test results can be seen in the table below:

**Table 1: The Result of Pre-test Group Interest on Lee Thorpe Occupational Interest Test**

No.	Aspects of Interest	Raw score	Presentil Point (PP)	Percentage
1	Socio-Personal	21 - 27	80 - 89	45
2	Natural	25 -34	80 -89	41
3	Mechanics	24 - 34	80 -89	2
4	Business	28 - 36	80 -89	6
5	Art	25 - 34	80 -89	3
6	Sciences	28 - 37	80 -89	3

From the table above, it shows that most of the 4<sup>th</sup> semester students of Guidance and Counselling program have a direction of interest in working in the socio-personal field (45%) and are followed next in the Natural field (41%), while the fields of Mechanics, Business, Arts and Sciences are not fields of work that are in demand. Both of two kinds of fields of interest will be seen further about the types of interest which are shown below, both in the Verbal type, the manipulative type and the computation type. Verbal types are people who prefer jobs that require the ability to use words in carrying out their work, manipulative types tend to use a lot of skills as the job they want. Finally, computation is a type of job that requires the ability to use words as well as skills. Below are the results of the interest type test results given to the students.

**Table 2: The Result of Interest Test for the 4<sup>th</sup> Semester Students of Class 01 and 02**

No.	Types of Interests	Raw Score	Presentil Point (PP)	Percentage
1	Verbal	18-25	80 - 89	57%
2	Manipulative	25 -34	80 -89	31%
3	Computation	24 - 34	80 -89	12%

One more element that can be calculated from the Lee-Thorpe Job Interest test is Interest Level. In this level of interest test, it can be identified how someone is pursuing a job, a person with a high level of interest will have seriousness in choosing a job, it is difficult for someone who has a high level of interest to easily change jobs even though the job he is in is not popular, didn't give that much. Below are the test results for the Level of Interest.

**Table 3: The Result of Interest Level Test for the 4<sup>th</sup> Semester Students of Class 01 and 02**

No.	Interest Level Test	Raw Score	Presentil Point (PP)	Percentage
1	High	76-87	80 - 89	20%
2	Medium	71-75	80 -89	30%
3	Low	40-70	80 -89	50%

The table 4 indicates that the students have a tendency towards the level of work which is mostly low. This means that students, later after getting a job, tend to immediately want to change to another job if they feel that the job they are currently occupying is not profitable, or is no longer popular. The job that was originally chosen can be abandoned and even forgotten to insist on another job. If the replacement job feels boring, they will immediately look for other options.

**Administering Test Results:**

Administering test results was the 2<sup>nd</sup> step after the students carried out test activities to clients. In this case, the students were given the early assignment to give tests to other students (as testers) and on the other hand, other students are the testers (testees), so here all students in this preparation stage experienced as testers and as testees. All students had to feel both as testers and as testees without exception. Then, the students were asked to match the results of their friends 'work or randomized to correct their friends' work and may not correct their own work or exchange jobs.

After tabulating the results of the research subjects' answers, the students were asked to make interpretations of the results of their friends' work, but none of the students administered and made recommendations on their friends' work; therefore in other words they could not read, administer, and recommend the test results to testees / clients.

**Cycle Action Implementation 1:**

In cycle 1, the students began to be taught how to enter the raw score from the column which combined from the results of the answers with the formula in the Figure below as follows;

**Table 4: The Formula of Calculating Interest Aspects**

A + C becomes raw score in the field of socio-personal.
B + D becomes raw score in the field of Natural
E + G becomes raw score in the field of Mechanics
F + H becomes raw score in the field of Business
I + K becomes raw score in the field of Arts
J + L becomes raw score in the field of Science

After being taught how to calculate the raw score to get a score in each field, then the students were taught how to consult the scores for each field with Presentile Points (PP). From the results of consultations with PPs, students could classify each of these areas of interest into the High, Medium or Low classification. In the next stage, students are taught how to determine the type of interest. How to determine the type of interest can be done by counting the number of + signs, 0 signs and - signs in all lines on the answer sheet. The formula for determining the type of interest can be seen in the image below;

**Table 5: The Formula for Determining the Type of Interest**

$$\begin{aligned} \Sigma + &= \text{Skor Tipe Minat Verbal (TMV)} \\ \Sigma 0 &= \text{Skor Tipe Minat Manipulatif (TMM)} \\ \Sigma - &= \text{Skor Tipe Minat Komputatif (TMK)} \end{aligned}$$

After successfully calculating the Type of Interest score, the students are then taught to consult the raw score of the Interest Type with the Presentile Point (PP) for the Interest Type. The next step, students began to be taught how to calculate their level of interest. To calculate that level, the answer of the test part 2 by entering the number of answers from each row into the formula as follows;

**Table 6: The Formula of Calculating the Levels of Interest**

$$TM = \{(a + d) \times 1\} + \{(b + e) \times 2\}$$

After successfully calculating the data from the raw score and entering it into the formula as mentioned in table 6, the students were asked to consult PP for the Level of Interest. From the results of the Presentil Points Score, they classified them into three categories of Interest Levels. The level of interest category can be seen in the table 7 below;

**Table 7: The Classification of Interest Levels**

No	Standard Score	Presentil Point	Classification
1.	76 - 87	80 – 99	High
2.	71 - 75	60 – 70	Medium
3.	44 - 70	1 – 50	Low

**Observation Cycle 1:**

Observations in cycle 1 were carried out since the research planning before the cycle was carried out. Observations were conducted for research subjects or the 4<sup>th</sup> semester students of Guidance and counselling program in the 2019/2020 academic year, which at the time of this research report that the students as the research subjects began to enter the odd semester of the Academic year 2020/2021. Observations began when students were trained or introduced to the Lee-Thorpe Job Interests test. At first students felt both happy and tense because before being trained to be able to administer the Lee-Thorpe Job Interests test they had to be tested first as a testee and also did a test as a tester. The result of early observations were impressed that students looked less serious in carrying out the test (as a tester) as well as a testee. After it was explained that the accuracy of the test results was very much determined by the implementation of the test itself, then there were changes in students, both as testers and as testees where the students had different roles according to those previously shared. There was a tendency for them to feel less confident as a tester (because the implementation of psychological tests is generally very strict, disciplined and based on the book manual) or as a testee (there is a kind of pressure to get good results).

**Reflection Cycle 1:**

Reflection in cycle 1 is based on the results of observations done by researchers and collaborators (students as members of researchers) and hold sharing to avoid subjective observations. The results of the reflection in cycle 1 show that there is a change in the student's mind-set about the implementation of the psychological test that is difference from the implementation of the test in general. Students have started to feel a more comfortable feeling because they were more or less able to administer the test results. Lee-Thorpe's job interest was still weak in recommending to individual testees. The recommendations are more partial in nature and have not been integrated between areas of interest, types of interest and level of interest. The results of this kind of recommendation have not been able to fully describe the direction of a person's

interest and have not converged to the right position and do not deviate from the direction of the Field of Interest, Type of Interest and Level of Interest.

### **The Implementation of Cycle 2:**

The implementation of the action in cycle 2 emphasized the follow-up of observation results, a reflection in cycle, (where the results in cycle 1 students or research subjects still experienced difficulties in several ways, including;

- a. Converting raw score into standard scores results.
- b. Inserting raw scores into the formula specifically for areas of interest and level of interest
- c. Making recommendations in an integrated manner based on test results that have been consulted with the Presentation Point both the results of the field of interest test, type of interest, and level of interest.

The step in cycle 2 to deepen the students' ability to convert the raw score into standard scores results was done by repeating the test results in the weak part. In the weak part means that it is in the recommendation section in an integrated manner which is not yet in accordance with what the client feels. Improvements in the calculation of the score for the areas of interest are also one part that needs to be retrained, especially in calculating the raw score which often occurs. If the calculation is correct and there are no errors, the total score should be 120. What often mistakes is when the raw score is less or more than 120 and this must be repeated until the total is neither more nor less than 120. Another part that needs to be given more attention for improvement is the part of calculating the level of interest. Lack of accuracy in entering the score in the formula is a part that often mistakes, and this is what needs to be fixed in this second cycle.

### **Observation of Cycle 2:**

The results of observations in cycle 2 seem completely different compared to those in cycle 1. In that observation, the students felt happy and could accept some weaknesses or errors in calculating scores, administering, and recommending test results. They were aware of their shortcomings and voluntarily without feeling forced to want to learn again, willing to repeat some of the weaknesses and mistakes they made in cycle 1. Some of the improvements made between one student and another are different, so the improvements also differ from one student to another. What is more encouraging in this second cycle are; Students who are correct in calculating the score, administering and providing recommendations, voluntarily help other friends who are still experiencing difficulties. Thus, the students' mastery of the Lee-Thorpe Job Interest Test has an encouraging improvement.

### **Reflection of Cycle 2:**

In this reflection, the researchers and collaborators agree that this kind of training is necessary and even very necessary for students of the Guidance and Counselling program especially for Teaching Training and Education Faculty at Universitas Slamet Riyadi because it is used to give more points for them. It can also personally increase their trust and pride becoming a student of this Program or a graduate / alumni of the Program in the future. Obtaining the Lee-Thorpe Job Interest Test training is no longer a burden, however it has become a necessity. They already feel addicted to getting training for other tests.

The discussion of this research findings, especially those seen in the research preparation phase and the implementation of actions in cycle 1 and cycle 2, shows clearly changes or increases in students' ability to recognize several things, among others. The students (the subjects of research) achieved better and more precise abilities in giving recommendations to clients about the direction of interest in their work. Then, as a testee who directly and indirectly understands the direction of interest in the position that is in him/herself, where without realizing it becomes clearer and understands his desire to choose a job in the future. It is in line with Savickas (2012) that presenting to clients a draft of their life portrait (job plot, career theme, and character arc) is a paradigm of career construction in 21st century. It is called co-construction. It is also supported by Hanımoğlu (2018) that being a counsellor (also as a tester) plays dependable and objective during career selection guiding as well as professionals in terms of knowledge and career guidance.

The students understand about the ins and outs of the Lee-Thorpe Job Interests test, master being a tester for the Lee-Thorpe Job Interests psychological test, are able to administer Lee-Thorpe Job Interests tests. Based on the above findings, it is better if the students is early prepared to know, understand and being happy to be able to master psychological test tools which later by mastering psychological test tools will

be very useful in the future. At least students can use it and make it a provision to deepen their mastery of this test and can be used as a basis for obtaining legality in the form of a certificate and processing for a license to practice.

## CONCLUSION:

From the results of this study it can be concluded as follows:

1. There was a change in the direction of the students' interest and mind-set before and after being introduced to the Lee-Thorpe Job Interests test.
2. There has been an increase in both theoretical and practical abilities using the Lee-Thorpe Job Interests test kit.
3. In cycle 1, the students have begun to have the ability to administer the results of the Job Interests Test in the Field of Interest, Type of Interest and Level of Interest after calculating carefully and repeatedly and getting a raw score calculated by the formula and consulted with Presentile Points (PP).
4. In cycle 2, the students (research subjects) began to be able to provide recommendations to clients / testees based on the results of an integrated job interest test. They were able to combine the results of the interest field test which consists of 6 sub-fields, the type of interest which consists of 3 sub-types of interest and the interest level which consists of three levels.
5. In general, students (research subjects) already have the ability to administer the test results and make recommendations to the testees appropriately with their parameters and can receive recommendations after the testees communicate the test results on the testees and the testees can receive because they feel the recommendation fits the direction of their interest.

## ACKNOWLEDGEMENT:

The researchers express great gratitude to Rector of Universitas Slamet Riyadi as the opportunity given to them for conducting the present research. They are grateful to the Dean of Teacher Training and Education Faculty for the support in this research. They state thank you to their colleague, Mr. Luqman Al Hakim for his suggestion in writing this present article. Finally, they convey their gratitude to all colleagues and students of Universitas Slamet Riyadi for motivation and support in writing the article.

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