Original Research Article

Self-Potential; Thinking Style, Emotional Response, and Communication Patterns for New Students at the University of Lampung (UNILA) in 2021

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Abstract

The purpose of this study is (1) to analyze how the type of thinking style of UNILA new students in 2021. (2) to analyze how the type of emotional response of UNILA freshmen in 2021. (3) to analyze the types of communication patterns of UNILA new students in 2021. Research this was carried out simultaneously with the moment of orientation for new students at the University of Lampung in 2021. Descriptive quantitative research methods were used in this study. The subjects in this study were 5,065 new UNILA students in 2021. The survey method was used in this study. The data were analyzed using descriptive qualitative analysis using the SPSS version 22 application tool. The researcher found that (1) the majority of new students (43.3%) had a reflection type of thinking style. (2) the majority of new students (38.7%) had emotional response pattern with empathic type. (3) the majority of new students (43.4%) have a patterned communication pattern.

Keywords: Self Potential, Thinking Style, Emotional Response, Communication Pattern.

INTRODUCTION

Self-potential is the ability and quality that a person has but has not been used optimally (KBBI; 2016). Examples of public speaking is an ability that not everyone has. Some people have that potential, while others don't. Those who hone or practice their public speaking skills will be able to actualize their potential faster in public speaking. Habsari (2005) suggests that self-potential is the ability and strength possessed by a person both physically and mentally and has the possibility to be developed if trained and supported with good facilities. Masni (2017) argues that self-potential is a basic ability possessed by someone who is still hidden and has the possibility to be developed if it is supported by the participation of the training environment and adequate facilities. Based on the above understanding, the potential can be formulated as the overall abilities that exist in students that allow them to develop and be realized in the form of reality.

To develop the potential of students, educators need to know and understand in advance what potential is inherent in them. Students have not entered fully develop and use the potential that exists in themselves. This happens because students do not or do not even know their potential and the obstacles in developing their potential. To provide understanding and develop potential, proper assistance is needed (Nurhasanah *et al*., 2016).

As a student ideally, he is able to develop his potential to the fullest in order to have the knowledge/cognitive, attitude/affective, and skills/psychomotor needed in his future life. Efforts to develop self-potential can be done by developing self-potential through academic and non-academic channels. New students as an input for educational institutions must have different potentials from one another. Therefore, it is necessary to explore the potential of new students so that it is known later what program will be carried out related to the self-development of new students. Because education is one of the most

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important aspects in human life in order to humanize humans towards a better life. In the context of a country, a country will progress if its education is advanced. The progress of a country is related to how an education system in a country can explore its potential and human resources.

The reality is that the potential for new students is not yet known to be developed optimally. Education is currently felt to be still lacking in freeing children to explore their potential. As a result, there is what is called social turmoil in the world of education. This is due to the disparity between the talents and interests of students and the quantity of learning material that is deemed insufficient to accommodate each student's potential. Therefore we need an education system that can accommodate and develop the potential of students who are different from one another.

The factors that influence self-potential according to Dimyati & Mudjiono (2009) are the first factors from within or heredity. A person's potential is influenced by heredity, for example a child whose offspring play music, then there is a possibility that the child has the potential to also be in the field of music, descendants of exact sciences, descendants of tall stature, descendants of sportsmen and so on. Both factors from outside or the environment. Household factors are one of the external factors that affect self-potential. The household where the child is raised, education in the family, education at school, peers and so on. Therefore, this is where the importance of this research lies, namely wanting to know the potential of students seen from three aspects, namely thinking style, emotional response and communication patterns (Harasym *et al.*, 1995; Orloff, 2017; Weisz & Karim, 2011). According to Nashori (2003). This study wants to analyze how the type of thinking style is, what is the type of emotional response, what is the type of communication pattern for new UNILA students in 2021. By knowing the problems mentioned above, it is hoped that they can provide input and create a career counseling program on an ongoing basis from the first semester to the end of college to students. new University of Lampung in particular and students in general.

METHOD
This research is a survey research to analyze how the type of thinking style, the type of emotional response, and the type of communication pattern of UNILA new students in 2021. The research subjects are new students of the University of Lampung in 2021. The sample used in this study amounted to 5,065 new UNILA students. The data collection technique used is a questionnaire (Creswell, 2012). After the data was collected from the distribution of the new student talent and interest questionnaire instrument, then the data was analyzed using the SPSS version 22 tool.

RESULTS AND DISCUSSION
Talent is a collection of characteristics and self-potential possessed by an individual. There are three important elements that must be observed to understand the talents we have. The three elements are thinking style, emotion type, and communication style (Harasym *et al.*, 1995; Orloff, 2017; Weisz & Karim, 2011). According to Nashori (2003) human potential consists of thinking potential, emotional potential, physical potential, social potential,

The three elements above are aspects that we must first understand in depth, because they are the basis for determining the characteristics of what kind of profession is ideal to be pursued. In addition, understanding the three elements above will greatly help the campus to develop various models of learning interventions.

The following is a description of thinking styles, types of emotions and communication styles for new students at the University of Lampung in 2021 with the characteristics of each thinking style, type of emotion, and communication style taken from the theory of Harasym *et al.*, 1995; Orloff, 2017; Weisz & Karim, 2011.

Thinking Style
Thinking style is a pattern of tendencies that we have when responding to an information. This tendency will consciously or unconsciously we do in everyday life. There are four tendencies of thinking style, namely: structure, analysis, experiment, and reflection. The following is a description of the thinking style of the new students of the University of Lampung in 2021
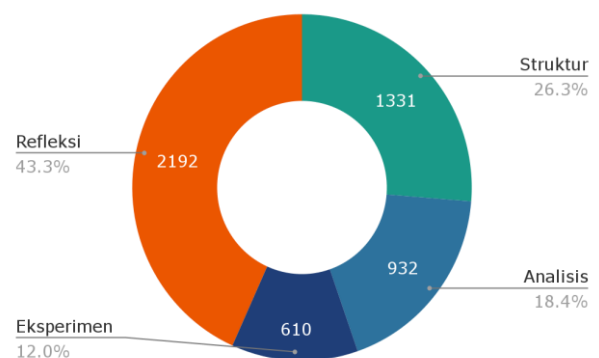
Characteristics of reflection thinking style:
- Deep reflection
- Use of taste to process information
- Prefers information in abstract form, rather than structured & to the point
- It will be optimal to process information in a "chat" way
- Really like teamwork
- Reliable in multitasking

- It will be more optimal if you are in a lively, boisterous environment with an energetic aura

Characteristics of structural thinking style:
- Break down information and then categorize it
- Prefers detailed information over abstracts
- Easier to process information can be experienced directly by the five senses
- It's difficult to multitask, it's more optimal if you finish processing one piece of information first, then move on
- It is easier to do small jobs continuously, rather than being given big jobs right away.
- Need a quiet & stable environment to process information

Characteristics of analytical thinking style:
- Cause-and-effect analysis process
- Reliable in developing concepts
- Has many special methods for processing information
- Love intellectual challenges
- Likes to develop conjectures / hypotheses
- Likes to discuss, but with other people who have the same level of intelligence
- Need a quiet and solitary environment when processing information

Characteristics of experimental thinking style:
- Trial & practice in processing an information
- It's easier to learn from the trial & error process
- It will be easier to process information if given a competitive feel
- Trust intuition
- Need an active environment, fast & challenging work rhythm, in order to be productive
- Difficult to be productive in a rigid and structured environment

Based on the results of the assessment, the majority of participants (43.3%) have a pattern of processing information with the type of reflection. In addition to the needs of career development, this data can also be used by the campus in developing learning patterns and methods that are in accordance with the characteristics of students' thinking styles.

Emotion Type
The type of emotion is a pattern tendency carried out by an individual in issuing an emotional response when faced with a situation. This tendency will consciously or unconsciously we do in everyday life. There are four types of emotional tendencies, namely: Rational, stable, Empathy and caring. The following is a description of the types of emotions possessed by new students at the University of Lampung in 2021.
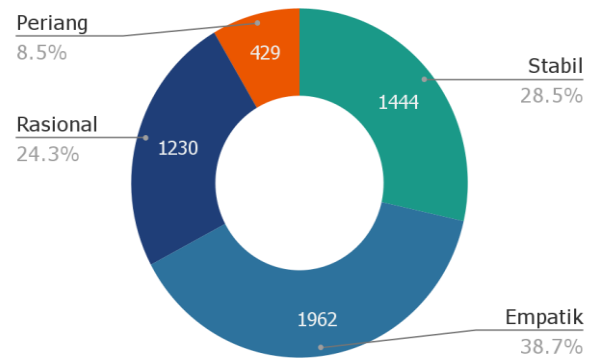
Characteristics of the Rational Emotion Type:
- Head over heart, prioritizes logic over emotion
- Difficult to express emotions
- Difficulty understanding the emotional state & context of others
- Prefers to be alone when feeling an emotion
- Not easy to ignite
- Distrust instincts in responding to emotional problems
- Uncomfortable if you are in an environment that is too thick with emotional aura
- A very logical confidant

Characteristics of the Empathic Emotion Type:
- Extremely high emotional sensitivity
- Being able to "read" the emotional state, as well as the deepest feelings of those around us
- Easily "infected" the emotional aura of people around
- Prefers to interact with a few people but in depth.
- Feeling emotional exhaustion if you are in a crowd for too long.
- Really dislikes interacting with "high tones"
- Comfortable chat buddy

Stable Emotion Type Characteristics:
- Not easily influenced & absorbs the emotional state around - not easily disappointed
- Difficulty expressing emotions - not expressive
- Have a strong drive to help others - care
- Reluctant to get emotionally involved with others
- It's better to give in than conflict
- Accepted by all circles, but very few have friends
- Highly respect privacy boundaries, don't want to violate and don't like being violated
- Solutions to confide in friends

Characteristics of the Cheerful Emotion Type:
- Very good at expressing emotions that are being felt

- Happy to tell / share emotions that are being felt
- Difficult to keep feelings / emotions
- Very open to share problems that are being experienced
- Interpersonal problems are "easy come, easy go"
- When you face a problem, you have to tell it to others
- Crowded chat friends

Based on the results of the assessment, the majority of participants (38.7%) had an empathic type of emotional response.

Communication Style

Communication style describes the tendency of the pattern that we do when conveying information to the other person. This tendency will consciously or unconsciously we do in everyday life. There are four trends in communication styles, namely: inspirational, patterned, warm, and guiding. The following is an illustration of the communication style of new students at the University of Lampung in 2021.
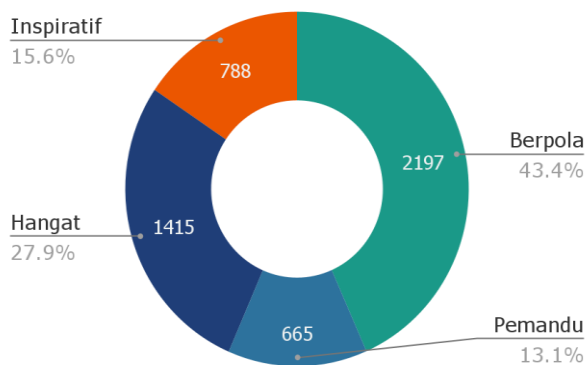
Characteristics of the Guide's Communication Style:
- Likes to show his "quality" when communicating, using high language
- Has a strong intimidating impression
- Fast and decisive communication
- Happy to guide the direction of the chat
- Impressed "pushy" in communicating
- Unconsciously often critique spontaneously when communicating
- Unknowingly often overexpose the side of yourself

Characteristics of Patterned Communication Style:
- Regular & patterned communication
- Plan carefully what you want to communicate
- Prioritizing effectiveness and efficiency in communication. Talk less
- Clear communication flow, not widening
- Able to not involve emotions when communicating

- Sometimes too planned so it seems stiff & too serious
- Difficult to insert humor when communicating

Characteristics of Warm Communication Style:
- Shows high concern during the communication process
- Very expressive in expressing ideas & feelings
- High concern makes it seem as if you can guess the other person
- A supportive attitude makes the other person feel very appreciated
- High concern sometimes makes the other person feel that their privacy has been violated
- There is an impression of wanting to interfere in other people's affairs

Characteristics of Inspirational Communication Style:
- Strong charisma when communicating, so that it leaves a deep impression on the interlocutor
- Can easily get the attention of the interlocutor
- Able to bring up the spirit of the interlocutor when communicating
- Good at refreshing the atmosphere with humor
- Creative power creates an impression that is always opposite to the interlocutor
- Attention-grabbing nature creates a narcissistic impression
- Often changes the topic of conversation before finishing it

Based on the results of the assessment, the majority of participants (43.4%) had a patterned communication pattern. In addition to the needs of career development, this data can also be used by the campus in developing a pattern of academic guidance that is in accordance with the characteristics of the student's communication style.

From the results of the research described above, the researchers found that the majority of new students at the University of Lampung have a reflection thinking pattern, an empathic type of emotional response, and a patterned type of communication pattern.

This research greatly contributes to the institution of the University of Lampung, more specifically the faculty or study program to map the career development needs for students. This data can also be used in developing patterns and learning methods that are in accordance with the characteristics of students' thinking styles, characteristics of students' emotional types and characteristics of students' communication styles.

CONCLUSION

Based on the results of the analysis and discussion above, it can be concluded that

1. The majority of new students (43.3%) have a pattern of thinking style with the type of reflection. While 26.3% of them have a structural type, 18.4% an analyst type and 12.0% an experimental type.
2. The majority of participants (38.7%) had an empathic type of emotional response. While 28.5% they have a stable type, 24.3% a rational type and 8.5% a cheerful type.
3. The majority of participants (43.4%) have a patterned communication pattern. While 27.9% they have a warm type, 15.6% an inspirational type, and 13.1% a guide type.

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