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## Comparison of Emotional Intelligence, Self-Development, Decision for Selecting a Profession and Work Productivity between Librarian with Education in Library Science and Inpassing Librarian in Indonesia

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# **Comparison of Emotional Intelligence, Self-Development, Decision for Selecting a Profession and Work Productivity between Librarian with Education in Library Science and Inpassing Librarian in Indonesia**

## ***Abstract***

*This study aims to determine the differences in emotional intelligence level, self-development, the decision to select a profession, and work productivity between librarians with education in library science and inpassing librarians. Librarians with library science education are those with a library science education background. In contrast, inpassing librarians are those with non-library education who decide to switch professions to become librarians by following librarianship recruitment and training procedures. This study uses a comparative approach. Collecting data uses a survey method by distributing an instrument in the form of a questionnaire with a Likert scale to 126 librarians who work in the State Islamic Religious College libraries in Indonesia. Samples were taken through a proportional random technique using the Slovin formula. The data analysis technique used bivariate comparative analysis with the statistical "t" test. The results show that the difference in emotional intelligence between librarians with education in library science and inpassing librarians has an average value of 60.43 and 58.71, respectively, with a Sig. of  $0.647 > 0.05$ , which means that it is homogeneous and the value is Sig. (2-tailed) of  $0.380 > 0.05$ , which means there is no significant difference. It also happens in career development between librarians educated in library science and inpassing librarians who have an average value of 48.15 and 46.55, respectively, with a Sig. of  $0.231 > 0.05$  and the Sig. (2-tailed)  $0.283 > 0.05$ . Likewise, selecting a profession with an average value of 23.04 and 22.80, respectively, with a Sig. (2-tailed) of  $0.743 > 0.05$ . The comparison of work productivity has an average value of 89.44 and 86.57, respectively, with the Sig. (2-tailed)  $0.256 > 0.05$ . The conclusion is that there is no significant difference between librarians with education in library science and inpassing librarians in terms of emotional intelligence, career development, selecting a profession, and work productivity. They get the same opportunities to be able to develop their careers. It takes policies and supports from the leadership and the government to create a conducive environment so that they can compete, support, and complement each other, showing good achievements and performance in providing excellent service to the community.*

**Keywords:** *Emotional intelligence, self-development, selecting a profession, work productivity, the librarian with library science education, inpassing librarian.*

## **Introduction**

Librarian resource development in Indonesia, especially in the university, is an essential factor. This is because librarians play an indispensable role in determining the strategic policy direction for higher education development through libraries. On the other hand, the librarian is a professional official responsible and authorized in creating a quality library to assist the entire academic community in accessing information and knowledge.

To realize the ideal library as expected is the availability of the number of librarians in quantity and quality, along with the increasing number of visitors and the growth of information

sources that require librarians to manage libraries professionally. Das and Baruah (2013) explain that:

*"The Human Resource Development program is a planned activity of an organization. It must include a clear statement of the goals and objectives of that program. Besides this, it should also include the strategic and operational planning along with the appropriate means, mechanisms, and instruments for execution".*

Presenting human resources that are not following institutional needs will impact the organization's management system and ultimately affect employee work productivity. Therefore, human resource development should be a priority program because they act as actors determining the institution's quality.

Providing human resources following the concepts in Law Number 43 of 2007 concerning libraries have a scientific foundation through formal education or training managed by the National Library of Indonesia. However, presenting librarians following existing regulations has not been able to meet institutional needs because human resources in Indonesia are not comparable with library institutions' development.

The librarian profession in Indonesia is still very minimal compared to the number of libraries in Indonesia. The number of librarians in Indonesia is around 3.409 (Perpusnas RI, 2019).

Therefore, one of the policies in developing human resources for librarians is to provide opportunities for every structural official within the State Islamic Religious Colleges to select a functional librarian position as a profession known as *inpassing*.

*Inpassing* is defined as the process of appointing Civil Servants in Functional Positions to meet organizational needs following laws and regulations for a certain period (Regulation of the Head of the National Library Number 2 of 2017 Concerning Procedures for Appointing Civil Servants in Librarian Functional Positions through Adjustments/*Inpassing*, 2017).

Holland (2008, p. 115) says that selecting a profession is an extension of personality and attempts to express oneself in work. The logical consequence of choosing a career for individuals is accountability for what is the basis for their election. It can make a positive contribution to the development of these professional organizations.

Civil servants at the State Islamic Religious College tend to choose the librarian profession during the 2017-2019 period, which experienced a significant increase of 22%. Over time, this increase is accompanied by the rise in the librarian profession's positive image. The more professional it is, the higher allowance, the better the government's attention. Various government programs allow librarians to actively participate in librarian career development, such as attending education and training.

Based on this background, it is necessary to know whether a person's level of interest in choosing the librarian profession is based on policy information provided by the government or not. Muzafer Sherif in social assessment theory explains that the level of acceptance or rejection of a person to messages is influenced by one's ego involvement (Morissan, 2010). This theory states that the news or information he hears can be in the range of acceptance or neutral or rejection. The more different the message is from the stance, the more significant the expected behaviour change. It is necessary to see how important it is to select the librarian profession in one's life, especially its effect on the librarian's work productivity.

Chen, Yi-Gea, and Cheng, Jao-Nan (2012), Liang Li, and Yongyue Zhu (2018) assess that individual attraction to a job's object is considered an effort to achieve job satisfaction. Zulfikar Zen in Sutarno NS (2006) believes that employees' transfer from structural positions to functional positions is quite impressive. Employees' perceptions that functional librarians are still considered less promising from an economic, political, and social perspective.

Emotional intelligence is a fundamental element that plays a role in directing employee attitudes and behaviour. Employees' tendency to move to other professions is more due to

employees' intelligence in assessing a job capable of providing more promising opportunities and challenges in meeting their daily needs.

Laurel A. McNall, Aline D Masuda, and Jessicam Nicklin (2009) assess that presenting human resources that are not following the wishes and expectations will impact institutional management. Career development is needed so that existing human resources are aligned with institutional goals and impact high work productivity.

This research views the importance of emotional intelligence and career development as an element of the librarian's ego in considering selecting a profession either through library science education or through transfer or *inpassing* and its impact on their work productivity.

For this reason, it is necessary to plan strategic and systematic human resource management of librarians and try to avoid things that can cause an unprofessional library management system. It is required to do mapping, to make comparisons of librarians to find out which aspects are the most influential and which factors are weakest against the four elements, namely emotional intelligence, career development, the decision to select a profession, and work productivity.

Research on selecting a career in a functional librarian position was conducted by Muhammad Zeinuri Rahyudi, Mulyani, and Yulianti (2019) at the Central Library of Padjadjaran University, Bandung. Some of the factors that become the background for civilian education staff's career selection to choose a functional librarian position are factors of interest, leadership motivation, grade, and income. The research shows that being a librarian has its charm, mainly because it can be promoted faster and increase revenue is better than the previous condition. This research is for those who come from non-library science education who are then interested in switching and becoming *inpassing* librarians. One of the requirements to become an *inpassing* librarian is compulsory education and training with a pattern of 150 hours held by the National Library of the Republic of Indonesia as a supervisory institution.

Education and training, which is only 150 hours, will undoubtedly impact the competence and performance of the *inpassing* librarian. The factors of knowledge, skills, and librarian education are significant and affect librarians' work performance. It has been researched by Opong Sumiati (2014), who states that there are still many obstacles faced by librarians in carrying out their duties that affect their performance. The education factor is the most significant.

Research on librarians' work performance was conducted by Opong Sumiati (2014, p. 66). The relationship between position, tenure, and librarians' attitudes is not significant, except for the educational aspect. However, these factors support and complement each other. Educational factors have a substantial and robust effect. Doing a job of a professional nature must master the theory and skills that come from college.

Research on librarian work productivity was conducted by Sukirwan Arwan (2018, p.53) at the Jakarta State University Library. The study states a positive relationship between providing incentives and increasing work productivity, but only a 0.117 minimum. Incentives contributed 13% to work productivity. The remaining 87% is influenced by other factors such as self-awareness, responsibility, trust, and a positive attitude towards work.

Based on this framework, the authors formulate a research hypothesis, how big is the difference in the level of emotional intelligence, career development, the decision to select a profession, and work productivity between librarians with library science education and *inpassing* librarians?

The purpose of this study was to determine the differences in the level of emotional intelligence, career development, the decision to select the librarian profession, and work productivity between librarians who were educated in library science and *inpassing* librarians.

This research is expected to provide practical benefits in making policy decisions for librarian professional development through library science education or *inpassing*. Theoretically, this research can prove and strengthen social consideration theory, career decision-making theory, Roe's career choice theory, and Holland theory to compare emotional intelligence and career development with work productivity through the decision to choose the librarian profession.

## Research Methodology

This study compares the level of emotional intelligence, career development on the decision to choose the librarian profession and its impact on the work productivity of librarians in the State Islamic College library, so this type of research is carried out using a descriptive comparative approach. Data were collected using a survey method by taking a sample from a population using a questionnaire as an instrument.

This research was conducted at State Islamic Religious Colleges libraries in Indonesia. The colleges are under the auspices of the Ministry of Religion of the Republic of Indonesia. The research lasted for approximately nine months, starting from October 2019 to July 2020.

This study's population were all librarians who work in state Islamic religious colleges, which are around 240 people spread throughout Indonesia. Sampling using the Proportional Random Sampling technique, taking into account each region's representation and the librarian's type of education to see which librarian has a library science education and *inpassing* librarian. Sampling using the Slovin formula with a margin of 6% error for a population of 230,  $n = N / (1 + N.(e)^2)$ .

$$n = 230 / (1 + 230 \times (0,06)^2)$$

$$n = 230 / (1 + 0,828) = 230/1,828 = \mathbf{125,8}$$

So the total number of respondents is 126 librarians.

Variables and indicators examined in this study are:

- a. Emotional intelligence is the elements that function to improve a librarian's performance at work, consisting of self-awareness, managing emotions, self-motivation, empathy, and building relationships.
- b. Career development is a condition that influences and increases librarian motivation both from within and outside related to the work environment, which consists of work performance, organizational loyalty, popularity, mentors, and opportunities to develop.
- c. The decision to select a profession is an effort made by employees to gain satisfaction at work, recognition, and self-development in the work environment in the form of initiative and awareness.
- d. Work productivity is an effort or professional performance consisting of work, quality of work, work knowledge, creativity, cooperation, linkages, initiative, and personal attributes.

The measuring instrument of this research is in the form of a questionnaire with interval measurement levels. The answer category consists of 5 levels. The alternative answers can be scored from 1 (very low) to 5 (very high) for quantitative analysis.

The distribution of questionnaires uses Google form. All questionnaire statements' reliability and validity were carried out using the SPSS program version 25. Cronbach's Alpha value interpreted the results of this reliability test.

The data analysis technique used inferential descriptive analysis. The method used to analyze bivariate comparisons is the statistical test t. This analysis is used to test whether there is a difference between the variables studied, to conclude whether this difference is significant or just a coincidence. The T-test is a statistical test used to test the difference or similarity of two different conditions/treatments or two groups to compare the two groups' mean. The two groups in this study are librarians with education in library science and *inpassing* librarians.

## Results and Discussion

This study's comparative test results try to see the differences in emotional intelligence, career development, decision to select a profession, and work productivity between librarians with library science education and *inpassing* librarians.

### Comparison of Emotional Intelligence Levels between Librarians with Library Science Education and *Inpassing* Librarians

This first test result determines whether there is a difference in librarians' emotional intelligence between the librarians who have an education in library science and the *inpassing* librarian.

The formulation of the hypothesis is:

H0: There is no difference in emotional intelligence between librarians with education in library science and *inpassing* librarians.

Ha: There is a difference in emotional intelligence between the librarian who has an education in library science and the *inpassing* librarian.

The results of hypothesis testing using the SPSS 25 program, which is based on the independent sample t-test:

1. If the value is Sig. (2-tailed)  $> 0.05$ , then H0 is accepted, and Ha is rejected, meaning that there is no average difference in emotional intelligence between librarians with library science education and *inpassing* librarians.
2. If the value is Sig. (2-tailed)  $< 0.05$ , then H0 is rejected, and Ha is accepted, meaning that there is a difference in the average emotional intelligence between librarians with library science education and *inpassing* librarians.

Based on table 1 below, librarians' total data with library science education is 75 people, and *inpassing* librarians are 51 people who have an average value of 60.43 and 58.71, respectively.

**Table 1: Group Statistics of Emotional Intelligence**

Variable	Professional Education	N	Mean	Std. Deviation	Std. Error Mean
Emotional Intelligence	Library	75	60.43	10.914	1.260
	Non-Library	51	58.71	10.506	1.471

Furthermore, to prove whether the difference is significant, it is necessary to interpret the independent sample test results' output table. Based on table 2, the independent sample test results show that the Sig. amounting to  $0.647 > 0.05$ . The data variance between the librarian's emotional intelligence with library science education and the *inpassing* librarian is homogeneous based on the values contained in the "Equal variances assumed" table.

Based on the Sig. (2-tailed) of  $0.380 > 0.05$ , so as the basis for taking the independent sample t-test, it can be concluded that there is no significant difference between the emotional intelligence of librarians with library science education and *inpassing* librarians.

**Table 2: Independent Samples Test of Emotional Intelligence**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Emotional intelligence	Equal variances assumed	.211	.647	.882	124	.380	1.721	1.951	-2.141	5.583
	Equal variances not assumed			.888	110.209	.376	1.721	1.937	-2.118	5.560

Based on the table, the value of "Means Differences" is 1.721. This value shows the average difference in emotional intelligence in librarians educated in library science and *inpassing* librarians  $60.43 - 58.71 = 1.721$ . The difference between these differences is at -2.141 to 5.583 (95% Confidence Interval of the Difference Lower Upper).

## Discussion

The difference in the level of emotional intelligence between the librarian with education in library science and the *inpassing* librarian to understand the role of emotional intelligence in shaping individual behaviour and attitudes in selecting the librarian profession is not significant due to four factors. These factors are brain factors, educational factors, work environment factors, and social support.

Brain factor, physically the part that most determines or most influences a person's emotional intelligence, is his emotional nerves (Goleman, 2007, p. 20). The brain's part used to think, solve problems, organize plans, concentrate, and regulate body movements is the frontal lobe (Adrian, 2018, paras. 3–4). Meanwhile, the part of the brain that deals with emotions is the limbic system. A limbic system is a group of interconnected structures located deep in the brain responsible for behavioural and emotional responses. This limbic system consists of the hypothalamus, hippocampus, amygdala, and limbic cortex, regulating fear, anger, movement, happiness, and feelings of love (Firmansyah, 2019, paras. 4–5).

Emotional intelligence is not determined from birth but through a learning process. The school environment plays an essential role in shaping one's intelligence. It is because a school is a place for deepening knowledge, skills, and competencies. Besides, schools also improve students' cognitive, psychomotor, and affective abilities (Suryanto & Erlianti, 2018, pp. 74–75).

According to Nashihuddin in Mustika (2017, p. 28), the professional characteristics of a librarian can be seen based on the following factors: 1) upholding the librarian's code of ethics, 2) having knowledge, and skills under their field of expertise, 3) having a level high independence, 4) can collaborate and work with various parties, and 5) think and are oriented towards the future.

One of these characteristics is to have knowledge and skills according to expertise. With this education provision, librarians can provide services under the visitors' needs, features and desires to feel satisfied when visiting the library. It can build and instill a positive impression for the library, society, and the librarian himself.

Goleman (2007) considers that the environment is the main factor that determines experience and can shape a person's behaviour, character, and intelligence in acting. It is based on the life processes that shape one's affairs.

The social environment is an essential aspect for someone to recognize their background. Social experience can influence a person's decision to act in determining his attitude and personality. If the leadership expects optimal performance achievement from their employees

in the company, then the most reasonable effort is self-development, increasing emotional intelligence (Jamaluddin, 2015, p. 43).

Emotional intelligence can increase work productivity. Having this emotional intelligence is an added value for librarians in carrying out their duties and providing users services. Good emotional intelligence offers various benefits, including 1) keeping someone calm, relaxed, and strategic; 2) creating effective teamwork 3) creating good relationships; 4) improve customer service; 5) improve negotiation skills (Rizmiardhani & Fatmawati, 2012, p. 5).

The four factors — brain factors, educational factors, work environment factors, and social support factors — provide equal opportunities and challenges for librarians with education in library science as for *inpassing* librarians. They compete, support each other, and complement each other to work together to carry out librarians' duties in providing the best service to the community.

Indeed, there appears to be a slight difference in emotional intelligence between librarians with education in library science and *inpassing* librarians. Personal skills that include self-awareness, self-regulation, and librarians' motivation with library science education have been established. When choosing a Library Science study program as a first step in pursuing a career, self-awareness has been carried out since taking undergraduate courses.

They have high confidence in what has been decided so that all the tasks they carry out related to lectures and their work can be completed properly according to predetermined targets. Strong motivation in a person is seen in the things that drive and direct him to the goal, always be persistent, focused, and consistent with what he has decided. All of that was done because of his love for the librarian profession and science. High interest and passion for their career also significantly affect librarians with a slightly higher emotional intelligence level.

### **Comparison of Career Development between Librarian with Education Education in Library Science and *Inpassing* Librarian**

The second test result is to determine whether there is a difference in librarians' career development between librarians with education in library science and *inpassing* librarians.

The formulation of the hypothesis is:

H0: There is no difference in career development between librarians with library science education and *inpassing* librarians.

Ha: There is a difference in career development between librarians with library science education and *inpassing* librarians.

The results of hypothesis testing using the SPSS 25 program, which is based on the independent sample t-test:

1. If the value is Sig. (2-tailed) > 0.05, then H0 is accepted, and Ha is rejected, meaning that there is no average difference in career development between librarians with library science education and *inpassing* librarians.
2. If the value is Sig. (2-tailed) < 0.05, then H0 is rejected, and Ha is accepted, meaning that there is a difference in the average career development between librarians with library science education and *inpassing* librarians.

Based on table 3 below, librarians' total data with library science education is 75 people, and *inpassing* librarians are 51 people who have an average value of 48.15 and 46.55, respectively.

**Table 3: Group Statistics of Career Development**

	<b>Professional Education</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Career Development	Library	75	48.15	7.879	.910
	Non-Library	51	46.55	8.961	1.255

Based on table 4, the independent sample test results for career development, it is known that the Sig. equal to  $0.231 > 0.05$ . It means that the variance of data between librarian career development with library science education and *inpassing* librarians is homogeneous based on the values in the "Equal variances assumed" table.

Based on the Sig. (2-tailed) of  $0.283 > 0.05$ , so as the basis for taking the independent sample t-test, it can be concluded that there is no significant difference between the career development of librarians with library science education and *inpassing* librarians.

**Table 4: Independent Sample Test of Career Development**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Emotional intelligence	Equal variances assumed	1.448	.231	1.057	124	.293	1.598	1.512	-1.395	4.591
	Equal variances not assumed			1.031	98.074	.305	1.598	1.550	-1.478	4.673

Based on table 4, it is known that the value of "Means Differences" is 1.598. This value shows the average difference in career development between librarians with library science education and *inpassing* librarians is  $48.15 - 46.55 = 1.598$ . The difference between these differences is at -1.395 to 4.591 (95% Confidence Interval of the Difference Lower Upper).

## Discussion

The difference in career development between librarians with library science education and *inpassing* librarian is not significant due to several factors. These factors are intelligence abilities, talents, interests, attitudes, personalities, hobbies, skills, work experience, knowledge of the world of work.

Intelligence is one of the factors that significantly determines a person's success in doing a job. People who have high intelligence can quickly solve all their problems in various ways. Conversely, low intelligence people are complicated to find solutions to solve a problem (Setiawan & Masitah, 2017, p. 27).

According to Passer and Smith (2019, p. 87), intelligence is the ability to gain knowledge, think, and reason effectively, and quickly adapt to the environment.

Talent is an ability owned by a person where this ability is inherent in him that is born and can be used to do certain things faster and better than people in general. A talented person will achieve high achievements because he has superior abilities (Hairun, 2016, p. 16).

Interest is a mental tendency towards something because it feels a strong desire for that something and is accompanied by a feeling of being happy about it. Interest determines the attitude that causes someone to be active in a job or cause activity. Interest has a considerable influence on achievement in a career (Rodin, 2016, p. 56).

Attitude is the readiness to react to an object in specific ways. Attitudes will appear when a person is faced with a stimulus or stimulus that requires a response. The form of that attitude is a pattern of behaviour, tendency, or anticipatory readiness to adapt to conditioned social situations. The librarian's attitude is a pattern, tendency, or anticipatory willingness of librarians to adjust to social problems that have been prepared while working in the library (Adhiarya et al., 2013).

A person's personality will be manifested in the totality of performance. The real nature will appear in one's attitude in carrying out daily activities. It is hoped that librarians who have a good character will provide convenience, speed, accuracy, comfort, and satisfaction in each job, impacting the library (Fatmawati, 2020, p. 21).

A hobby is something unique and inherent in a person. This extraordinary thing is essential to be seen, studied, and researched further as a potential value to a person, society, and country. The strength of a hobby, when appropriately managed, will make a possible value. With their hobbies, someone will select an appropriate job and undoubtedly affect their work performance (Asmoro, 2014, p. 19).

Skills can also be interpreted as being competent or dexterous in doing something (Badan Pengembangan dan Pembinaan Bahasa, 2019). Skills are individual mastery of an activity. Librarians need to be responsive, innovative, and adaptive to science development as information specialists and have some skills. Librarians should respond to changes and adapt to changes that occur in society, including information technology. By having various skills, librarians can provide an essential role in society (Almah, 2012, p. 70).

Knowledge of the world of work is one of the things that must be mastered by a librarian to have competence in the field of libraries. Competence is knowledge, skills, abilities, or characteristics related to a job's performance level, such as problem-solving, analytical thinking, or leadership. More than that, competence offers an effective and efficient organizational framework in exploiting limited resources (Dewiyana, 2006, p. 22).

Librarian competence can be seen from their knowledge, interpersonal skills, and professional attitudes. Librarian competence is one of the factors that can support the achievement of good work performance. The results showed that knowledge, interpersonal skills, and professional attitudes affected job performance. Expertise and professional attitudes can partially influence work performance (Pamungkas, 2015, p. 739).

These nine factors — intelligence abilities, talents, interests, attitudes, personalities, hobbies, skills, work experience, knowledge of the world of work — provide equal opportunities and challenges for both librarians with library science education and *inpassing* librarians to develop their careers. They can compete, support each other, complement each other, show exemplary achievements, and provide excellent service to the community.

The success of a library in providing excellent service to visitors, of course, cannot be separated from the role of the librarian. Librarian is a profession that has career development.

Career development itself includes activities to prepare an individual for his planned and expected career advancement. With career development, a person will get better rights than what he previously obtained, both material and non-material (Unmul, 2016, p. 86).

Based on the data obtained, librarians with library science education are slightly superior to *inpassing* librarians in career development. It is because they started their careers from the beginning when they were studying librarians. The decision to select library science education is based on talent, interest, motivation, and high hobbies for librarian science.

The knowledge and skills gained during their library science education add to their quality and competence in librarianship. Competence in the librarian field is honed continuously through work experience and has resulted in some achievements.

These factors make librarians with a library science education slightly superior to *inpassing* librarians who start their careers at an older age.

### **Comparison of the Decision to Select a Profession between Librarian with Education in Library Science and *Inpassing* Librarian**

The third is the test result to determine whether there is a difference in selecting a profession between librarians with education in library science and *inpassing* librarians.

The formulation of the hypothesis is:

H<sub>0</sub>: There is no difference in selecting a profession between librarians with library science education and *inpassing* librarians.

H<sub>a</sub>: There is a difference in selecting a career between librarians with library science education and *inpassing* librarians.

The results of hypothesis testing using the SPSS 25 program, which is based on the independent sample t-test:

1. If the value is Sig. (2-tailed) > 0.05, then H<sub>0</sub> is accepted, and H<sub>a</sub> is rejected, meaning that there is no difference in the average decision to select a profession between librarians with library science education and *inpassing* librarians.
2. If the value is Sig. (2-tailed) < 0.05, then H<sub>0</sub> is rejected, and H<sub>a</sub> is accepted, which means that there is a difference in the average decision to select a profession between librarians with library science education and *inpassing* librarians.

Based on table 5 below, the amount of data between selecting a profession between librarians with library science education is 75 people and *inpassing* librarians are 51 people with an average score of 23.04 and 22.80.

**Table 5: Group Statistics of Decision to Select a Profession**

	Professional Education	N	Mean	Std. Deviation	Std. Error Mean
The decision to select a profession	Library	75	23.04	3.607	.417
	Non-Library	51	22.80	4.427	.620

Based on table 6, the independent sample test results show that the Sig. equal to 0.271 > 0.05. The data variance between selecting the librarian profession with education in library science and the *inpassing* librarian is homogeneous based on the values contained in the "Equal variances assumed" table.

Based on the Sig. (2-tailed) of 0.743 > 0.05, so as the basis for taking the independent sample t-test, it can be concluded that there is no significant difference between the decision to select a librarian with library science education and an *inpassing* librarian.

**Table 6: Independent Samples Test of Decision to Select a Profession**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
The decision to Select a Profession	Equal variances assumed	1.224	.271	.329	124	.743	.236	.718	-1.186	1.658
	Equal variances not assumed			.316	92.583	.753	.236	.747	-1.247	1.719

Based on table 6, The value of "Means Differences" is 0.236. This value shows the average difference in selecting a profession for librarians with education in library science and *inpassing* librarians 23.04 - 22.80 = 0.236. The difference between these differences is at - 1.186 to 1.658 (95% Confidence Interval of the Difference Lower Upper).

## Discussion

The difference in selecting a profession between the librarian with education in library science and the *inpassing* librarian is not significant due to several factors. Behavioural career decision-making theory with the Krumboltz (1974) model states that the way a person makes career decisions is determined by genetic factors, environmental conditions, learning aspects, and skills in dealing with tasks or problems.

The genetic theory says that certain people are born with the essential ability to get the most from their experiences interacting with their environment. Special skills, such as intelligence, musical talent, even muscle movement, result from innate predisposing interactions with the environment a person faces (Arsyad, 2014).

We often reveal that people tend to inherit characteristics from their parents in our social life, so we often hear the term fruit falling not far from the tree. The genetic theory refers to the theory of the inheritance of a trait that has existed since birth. In general, humans can pass traits to their offspring. Because of that ability, every human being has different characteristics (Corriana, 2018, para. 10).

Environmental factors influence decision making in choosing a job. These environmental factors can be in the form of employment opportunities, opportunities for education and training, selection policies and procedures, benefits, labour laws and regulations, natural events, natural resources, technological advances, changes in social organization, family resources, education systems, neighbourhoods. And the surrounding community, learning experiences, and so on. These factors are generally external factors, and the effects can be planned or not (Dubrin, 2015; Nickols, 2012).

The activity that most humans do is learning. This learning experience has a lot to influence a person's behaviour and decisions in choosing something, for example, selecting a study program to take at a college. Likewise, when he decides to choose a profession to pursue (Rahmadia, 2017).

These skills are achieved as a form of interaction or learning experience, genetic traits, special abilities, and the environment. These skills are performance standards, performance values, work habits, perceptual and cognitive processes, mental, emotional responses. Individuals apply these skills to face and handle new tasks (Sastrawati et al., 2019).

Based on these four factors — genetics, environmental conditions, learning aspects, and skills in facing assignments or problems — both librarians with education in library science and *inpassing* have the same opportunities and opportunities to select the librarian profession.

Librarians with library science education are indeed slightly superior to *inpassing* librarians in selecting a profession. It is because they started their careers from the beginning when they were studying librarians. Choosing library science education can be based on these four factors and other factors, such as talent, interest, motivation, and high hobbies for librarian science.

### **Comparison of Work Productivity between Librarians with Library Science Education and *Inpassing* Librarians**

The fourth test result is to determine whether there is a difference in work productivity between librarians with library science education and *inpassing* librarians.

The formulation of the hypothesis is:

H<sub>0</sub>: There is no difference in work productivity between librarians with library science education and *inpassing* librarians.

H<sub>a</sub>: There is a difference in work productivity between librarians with library science education and *inpassing* librarians.

The results of hypothesis testing using the SPSS 25 program, which is based on the independent sample t-test:

1. If the value is Sig. (2-tailed) > 0.05, then H<sub>0</sub> is accepted, and H<sub>a</sub> is rejected, meaning that there is no difference in the average work productivity between librarians with library science education and *inpassing* librarians.
2. If the value is Sig. (2-tailed) < 0.05, then H<sub>0</sub> is rejected, and H<sub>a</sub> is accepted, meaning that there is a difference in the average work productivity between librarians with library science education and *inpassing* librarians.

Based on table 7 below, librarians' total data with library science education is 75 people, and *inpassing* librarians are 51 people with an average of 89.44 and 86.57, respectively.

**Table 7: Group Statistics of Work productivity**

	Professional Education	N	Mean	Std. Deviation	Std. Error Mean
Work productivity	Library	75	89.44	14.091	1.627
	Non-Library	51	86.57	13.537	1.896

Based on table 8, the independent sample test results of work productivity, it is known that the Sig. amounting to  $0.486 > 0.05$ . The data variance between the librarian's work productivity with education in library science and the *inpassing* librarian is homogeneous based on the values contained in the "Equal variances assumed" table.

Based on the Sig. (2-tailed) of  $0.256 > 0.05$ , so as the basis for taking the independent sample t-test, it can be concluded that there is no significant difference between the work productivity of librarians with library science education and *inpassing* librarians.

**Table 8: Independent Samples Test of Work productivity**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Work productivity	Equal variances assumed	.488	.486	1.141	124	.256	2.871	2.517	-2.111	7.854
	Equal variances not assumed			1.149	110.346	.253	2.871	2.498	-2.079	7.822

Based on table 8, the value of "Means Differences" is 2.871. This value shows the average difference in work productivity in librarians with education in library science and *inpassing* librarians  $89.44 - 86.57 = 2.871$ . The difference between these differences is at -2,111 to 7,854 (95% Confidence Interval of the Difference Lower Upper).

## Discussion

The difference in work productivity between librarians with library science education and *inpassing* librarians is not significant due to two main factors: individual and environmental factors (Mangkunegara, 2005; Nickols, 2012).

Psychologically, ordinary individuals are individuals who have high integrity between their psychological and physical functions. With the high integrity between mental and bodily functions, the individual has a good self-concentration. This right concentration is the main asset of an individual human being to manage and utilize his/her potential optimally in carrying out daily work activities or activities in achieving organizational goals (Triana, 2016).

Organizational work environment factors are very supportive of individuals in achieving work performance. The organizational environmental factors in question include clear job descriptions, adequate authority, challenging work targets, useful work communication patterns, harmonious work relationships, respectful and dynamic work climate, career opportunities, and relatively adequate work facilities (Awaluddin, 2016).

In environmental theory, John Locke holds that only ecological factors determine whether an individual can perform well or not. Determining employee performance can also be seen in employee creativity. Creativity is the ability to process information to be meaningful, useful, and become something new (Djakaria et al., 2019).

Dubrin (2015) states that a person's creativity will be beneficial if the surrounding environment supports it. So invention supported by the organization and the surrounding environment will improve one's performance and directly create organizational effectiveness.

Thus, individual and environmental factors are fundamental elements in determining an employee's performance within the organization's scope.

According to Thao and Hwang (2015), the factors that affect employee performance are leadership and training. Training is an essential technique for developing employee performance and empowerment, participation, and organizational culture (Champathes, 2006).

Improving employee performance will help organizations achieve their goals (Tsui et al., 2013), and performance is also influenced by customer satisfaction and performance (Chi & Gursoy, 2009).

Saud Al Marhoobi and Tarik Atan (2018) state that employees who have good performance have high responsibility dare to take risks, have realistic goals, have a comprehensive work plan, and strive to make it happen. Besides, they can take advantage of concrete feedback in all work activities they do and look for opportunities to realize the plans that have been programmed.

David C. McClelland (1987) states that individuals who have high achievement motivation to achieve performance can be distinguished from others in the characteristics of :

- a. Individuals who love to work and face moderate challenges.
- b. Individuals who get little satisfaction when their work is effortless and are too difficult are likely to be disappointed.
- c. Individuals who enjoy getting concrete feedback on the success of their work.
- d. Individuals who tend not to enjoy the task if they do not achieve the desired achievement.
- e. Individuals who prefer to be personally responsible for the task at hand.
- f. Individuals who are satisfied with the results when the work is done alone.
- g. Individuals who are less rested tend to be innovative and travel a lot.
- h. Individuals are always likely to have more challenging jobs, leave something old, become routine, and try to find something new.

Research results by Mitchael Bassous (2015) state that the performance dimension includes several aspects, including (1) Quality of work, Promptness, Initiative, (4) Capability, (5) Communication.

McKenna and Beech (1995) have several indicators, indicators of performance that are often used to assess individual employee performance according to McKenna and Beech, namely:

- a. Knowledge, abilities, and skills on the job/competence
- b. Work attitude expressed as enthusiasm, commitment, and motivation
- c. Quality of work
- d. Interaction, for example, communication skills and the ability to relate to other people in a team.

Based on these factors, both librarians with education in library science and *inpassing* get the same opportunities and opportunities to show good work productivity.

Based on the data obtained, librarians with a library science education background are superior to *inpassing* librarians in terms of work productivity. Two of these factors, both individual and organizational, affect librarians' excellence with library science experience. Personal factors include interest, motivation, high passion for always developing themselves, and environmental factors including working conditions, support from leaders and colleagues, and work systems that support high work productivity.

## Conclusion

The results showed that the difference in emotional intelligence between librarians with education in library science and *inpassing* librarians had an average value of 60.43 and 58.71, respectively, with a difference of 1.721. The difference in career development has an average

score of 48.15 and 46.55, respectively, with a difference of 1.598. The difference in selecting a profession is 23.04 and 22.80, with a difference of 0.236. And the difference in work productivity has an average value of 89.44 and 86.57, with a difference of 2.871. Based on the independent sample t-test, the Sig. and the Sig. (2-tailed) for the four variables — emotional intelligence, career development, the decision to select a profession, and work productivity — have a value higher or > than 0.05, which means that the data is homogeneous. There is no significant difference.

Therefore, there is no significant difference between librarians with education in library science and *inpassing* librarians regarding emotional intelligence, career development, selecting a profession, and work productivity.

Both librarians with library science education and *inpassing* librarians — get the same opportunities and challenges to develop their competencies and careers. Policies and support from the leadership and the government create a conducive work system, such as providing various trainings to improve self-competence, providing lecture opportunities, giving rewards to librarians who perform well and excel, etc. Finally, they can compete healthily, support each other, and complement each other, show the best performance and work productivity in providing services to the community.

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