



Socio-Cultural Changes In Developing Career Adaptability in Final State Students of Guidance and Counseling of UIN Bukittinggi

Alfi Rahmi

Program Studi Bimbingan dan Konseling Universitas Islam Negeri Bukittinggi
Program Doktor Bimbingan dan Konseling Universitas Negeri Padang
alfirahmi@iainbukittinggi.ac.id

Firman

Jurusan Bimbingan dan Konseling, Universitas Negeri Padang
firman@konselor.org

Riska Ahmad

Jurusan Bimbingan dan Konseling, Universitas Negeri Padang
riskaaahmad@unp.ac.id

Abstract

The development of the era of globalization has had an impact on social and cultural changes in society. One of the changes that have an impact on society is career development. The development of the times has had an impact on career choices from simple to more complex. Responding to this development, students need to carry out career adaptability so that they are ready to enter the world of work. This career adaptability includes four aspects, namely Career Concert, Career Control, Career Curiosity, and Career Confidence. The purpose of this study was to see the Level of Career Adaptability in final semester Guidance and Counseling Study Program students. The sampling technique was purposive sampling, namely final year students totaling 83 people. This type of research is descriptive quantitative with technical analysis of percentage data. The results of the study prove that the career adaptability level of final-year students of the Guidance and Counseling Study Program is in a moderate position with a percentage of 90.4% and 9.6% at a low level. In general, the level of Career Adaptability for Guidance and Counseling students includes aspects of Career Concert, Career Control, Career Curiosity, Career Confidence, but there are still behaviors that do not fully reflect the four dimensions of Career Adaptability.

Keywords: Career Adaptability, Socio-Cultural

Abstrak

Perkembangan era gobalisasi membawa dampak perubahan social budaya masyarakat. Salah satu perubahan yang membawa dampak dalam masyarakat yaitu perkembangan karir. Perkembangan kemajuan zaman membawa dampak pemilihan karir *dari* yang sederhana menjadi lebih kompleks. Menyikapi perkembangan ini, mahasiswa perlu melakukan adaptabilitas karir supaya memiliki kesiapan dalam memasuki dunia kerja. Adaptabilitas karir ini meliputi empat aspek yaitu *career concert, career control, career courisity, career confodence*. Tujuan penelitian ini ingin melihat tingkat adaptabilitas karir pada mahasiswa Program Studi Bimbingan dan Konseling semester akhir. Teknik pengambilan sampel dengan *purposive*

sampling yaitu mahasiswa tingkat akhir berjumlah 83 orang. Jenis penelitian ini deskriptif kuantitatif dengan Teknis analisa data persentase. Hasil penelitian membuktikan bahwa Tingkat Adaptabilitas karir mahasiswa tingkat akhir Program studi Bimbingan dan Konseling berada pada posisi sedang dengan persentase 90.4% dan 9,6% berada pada tingkat rendah. Secara umum tingkat Adaptabilitas Karir mahasiswa Bimbingan dan Konseling sudah mencakup aspek *career concert*, *career control*, *career courisity*, *career confodence*, namun masih terdapat perilaku yang belum mencerminkan secara menyeluruh dari keempat dimensi adaptabilitas karir.

Kata Kunci: Adaptailitas Karir, Sosial Budaya

PRELIMINARY

The occurrence of changes in socio-cultural, economic, career development, education, and living systems is a reflection of changes in the era of globalization in the 21st century (Hoyt & Wickwire, 2001). Social and cultural systems are complex understandings consisting of knowledge, beliefs, art, morals, norms, and customs acquired by a person as a member of society (Hartono, 2009). Indonesian society is a pluralistic society rich in various cultures. Cultural diversity as a source of information will result in the identification, planning, attitudes, and patterns of behavior in social life as a foundation in a cultural context (Saputra, 2020). Through interactions among people, people will develop norms of interaction among themselves, including conventions, rules, and expectations about the appropriate ways in which individuals and groups interact in certain situations (Nina Eliasoph, 2003)(Fine, 2012). Cultural development will affect a person's behavior through a process of interaction that takes place continuously in his life. This cultural aspect will be maintained in people's lives and passed on to the next generation. One of the changes experienced by generations is in job selection.

Changes that occur in various fields of work will result in a change in the direction of a person's interest in planning his career (Saputra, 2020). One of the individual

interaction skills will be seen in the world of work. As time goes by, changes in career direction will change from simple to more complex. One of the skills that must be prepared is adaptability in a career. This career adaptability becomes part of a person's psychosocial structure in interacting with the environment and using psychological resources in dealing with work and career transitions (Han & Rojewski, 2015).

Changes in the work environment and work structure followed by the introduction of technology will lead to the need for new career skills and how to manage them effectively (Ebenehi et al., 2016). Therefore, humans are required to have career adaptability. Career adaptability is an individual's readiness to face various changes due to career transitions. This career adaptability will contain individual readiness and ability to face transitions, a variety of specific vocational tasks, changes in work, and various possible problems that arise (Buyukgoze-Kavas, 2014). Psychosocial constructs as a basis for response readiness and individual resources for coping with tasks, transitions, and career trauma (Savickas, 2013).

Through career adaptability, individuals will recognize their strengths and weaknesses so that the career development plan that is prepared becomes

more realistic and clear. This adaptability becomes an individual characteristic in explaining readiness in building a career (Brown & Lent, 2013). Career adaptability will help individuals to adjust to changing circumstances related to careers and the ability to predict progress in career development (Bocciardi, F, Caputo, A., Fregonese, C, Langher, V., Sartori, 2017). Career adaptability will occur during a person's life, the more experience related to work and the variety of work environments will make it easier for individuals to improve their career adaptability because individuals will be accustomed to facing problems and challenges in the world of work.

Achieve career adaptability, is influenced by several factors, namely work experience, gender, age, family, educational institutions, socioeconomic status, and Personal Growth Initiative (Hirschi, 2009) (Gregor et al., 2021). Work experience will help individuals recognize the various career information they will choose (Sisca & William Gunawan, 2015). Related to gender, there are differences in the ability to explore information and knowledge about careers between women and men. Women have a higher level of career exploration than men but are weak in making career decisions. Likewise, age is sufficient to affect the level of one's career adaptability (Vilhjálmssdóttir et al., 2012).

There are four aspects of Career Adaptability, namely Career Concern which refers to a person's tendency to have awareness, prepare, plan and develop a career, and Career Control where a person needs to be responsible for building their career to show a firm, disciplined attitude. and high willpower, Career Curiosity which shows a desire to find career information that you want to work on in various ways such as trying new things, taking risks, seeking information, and feeling curious, Career Confidence (Career Confidence) where confidence and trust themselves in making career decisions in the form of persistent behavior, trying hard, diligently in achieving a career (Savickas & Porfeli, 2012). Many benefits can be obtained from career adaptability where individuals will have a sense of power and satisfaction in life (Hirschi, 2009). Given the importance of career adaptability, researchers want to know career adaptability in final semester Guidance and Counseling Study Program students.

RESEARCH METHODOLOGY

This research uses quantitative descriptive research. The population of this study was final year students at State Islamic University (UIN) Sjech M Djamil Djambek, totaling 83 people. The sampling technique used was purposive sampling technique with the consideration that students had entered the final years of their

studies. The students who are the sample are those who are currently completing their thesis and are carrying out Guidance and Counseling Field Practices in Schools and Outside Schools.

The instrument used is the career adapt-abilities scale (Savickas & Porfeli, 2012). The career adaptability scale is based on the four dimensions of career adaptability, namely attention, control, curiosity, and self-confidence (Savickas & Porfeli, 2012). The career adaptability scale contains 24 statement items with Likert scale answers, namely very suitable, suitable, inappropriate, and very inappropriate. For processing data using descriptive statistical data analysis techniques.

RESULTS AND DISCUSSION

1. Overview of Respondents

The number of respondents from this study was 83 students of the Final Level Guidance and Counseling Study Program. Retrieval of data through a google form that includes name/ initials, gender, and age. The results of the distribution of respondents will be classified based on gender and age:

Table 1. Distribution of respondents

No	Character	Resp.	F	%
1	Jenis Kelamin	Laki-Laki	9	10,85%
		Perempuan	74	89.15%
2	Usia	20 tahun	1	1,2 %
		21 tahun	25	30,1 %
		22 tahun	41	49,4
		23 tahun	12	15%
		24 tahun	3	3,6%
		25 tahun	1	1,2 %

Based on the distribution of the data above, it is known that the majority of respondents were female (89.15%) and male (10.85%), and the dominant age at age of 22 was 41 people.

2. Description of the Adaptability of Research Respondents

To see an overview of Career Adaptability in final-year students, descriptive data processing is carried out as follows:

Table 2. Categorization

	N	Minim um	Maxi mum	Sum	Mean	Std. Deviat ion
Concern	83	14	30	2049	24.69	3.609
Control	83	14	30	1997	24.06	3.647
Curiosity	83	14	30	1989	23.96	4.026
Confident	83	13	30	2029	24.45	4.070
Valid N (listwise)	83					

Based on the table above with a total sample of 83 people with an average on the Career Concern aspect of 24.69 with a standard deviation of 3.6, on the Career Control aspect of 24.06 with a standard deviation of 3.65, on the aspect of Career Curiosity, namely 23.96 with a standard deviation of 4.03 and on the aspect of Career Confidence, namely 24.45 with a standard deviation of 4.07.

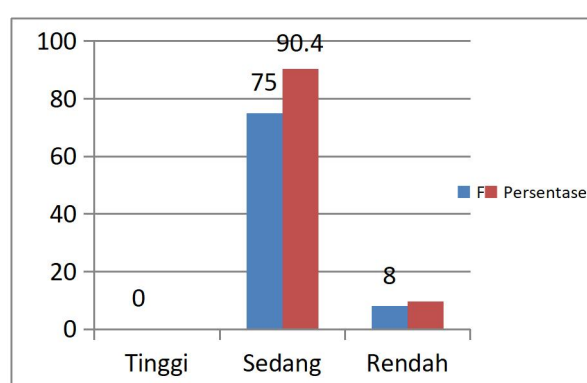
Table 3. Data Categories

Kategorisasi	Rumus Kategorisasi
High Career Adaptability	$X > \text{Mean} + 1.0 \text{ SD}$
Moderate Career Adaptability	$\text{Mean} - 1.0 \text{ SD} \leq X \leq \text{Mean} + 1.0 \text{ SD}$
Low Career Adaptability	$X < \text{Mean} - 1.0 \text{ SD}$

Based on this categorization, the following data is obtained:

Table 4. Categorization of Data on Career Adaptability of Final-Grade Students

Kategorisasi	K	F	Persentase
High Career Adaptability	≥ 118	0	0
Moderate Career Adaptability	76 - 117	75	90.4%
Low Career Adaptability	≤ 75	8	9.6%
Jumlah		83	100



The description of the Career

Adaptability owned by Guidance and Counseling Study Program students is at a moderate level of 75 people with a percentage of 90.4% and low is 8 people with a percentage of 9.6%. Based on the data above, it is generally illustrated that the Career Adaptability Level of Guidance and Counseling study program students is in the Moderate category. To improve career adaptability skills, the need for Increasing Career Adaptability for students can be identified as follows

Identification of Needs for Increasing Career Adaptability of Final Level Counseling Study Program Students

1. Concern Students need to have the ability to be oriented towards career opportunities, need to think about a career from now on, prepare the skills needed to support a career, future career challenges that students will face
2. Control Students need to have responsible behavior towards the future, responsibility for self-management
3. Curiosity Students need to be curious about the world of work, have a tendency to be involved in career activities and look for opportunities, have the desire to explore the future
4. Confidence Students need to have confidence in themselves, and a persistent attitude in struggling to achieve their career goals.

DISCUSSION

One of the important things that also influences work readiness and working conditions is career adaptability (Savickas, 2005). Ability in Career Adaptability is an important skill in entering the world of work. Social change and the progress of the times have helped in developing this career adaptability ability from simple to more complex. Career choices are influenced by several aspects, namely culture, socio-cultural context, and society (Natalie M. Ferry, 2006). Culture is knowledge, belief, art, morals, and customs acquired by humans

as members of society (JOHN W. BERRY, YPE H. POORTINGA, MARSHALL H. SEGALL, 2002). Moreover, according to Savikas, three main social challenges encourage changes in career selection and individual career changes, namely vocational development tasks, job transitions, and career trauma.

Career adaptability has four aspects which include concern, control, curiosity, and confidence. This study aims to reveal the level of career adaptability in final-year students of the guidance and counseling Study Program. The results of the study show that the level of Career Adaptability is at a moderate level of 75 people with a percentage of 90.4%. The findings of this study were also reinforced by research conducted by Budiman who researched 65 business management education students with an average score of 152.5 (Hidayat et al., 2021), then research by Dede Rahmat Hidayat et al who examined Career Adaptability Jakarta State University students during the Covid-19 Pandemic was also in the moderate category with an average score of 96.14 (Hidayat et al., 2021)

The four aspects must be improved so that students have success in the world of work and can increase academic satisfaction and academic achievement (Ramdhani et al., 2019). Students need to increase their career adaptability even higher. At a high level, the adaptability dimension will describe

adaptability sources and strategies for managing important tasks, transitions, and trauma experiences experienced by individuals during the career development process (Fatmawiyati, 2019). These four dimensions must develop in a balanced way because they will have an impact on achieving future goals. Various attitudes and behaviors will emerge if there is an imbalance, namely not caring about the career he is pursuing by showing apathy, pessimism, and feeling unprepared for the future (Murisal et al., 2022; Savickas, 2013). Lack of career exploration skills to develop a career, causing doubts and confusion about his career choice.

This research is important for guidance and counseling study program students. Along with the times, various career demands come to students so it is necessary to have good career adaptability skills because it will help prepare students to enter the world of work. For students to have more effective career adaptability skills, students need to seek information that develops and is followed by making decisions that project success in the future.

CONCLUSIONS AND SUGGESTIONS

Research that reveals the career adaptability level of guidance and counseling study program students is at a moderate level of 90.4%. Based on the four aspects of the career dimension concern is 24.69, control is 24.06, curiosity

is 23.96, and confident is 24.45. This research is important to know the career adaptability level of final-year students of the Counseling Study Program. Based on these findings, the guidance and counseling study program needs to carry out a career guidance program through career planning for all BK students. This program will provide information for students to achieve a good level of career adaptability in the future

REFERENCES

- Bocciardi, F., Caputo, A., Fregonese, C., Langher, V., Sartori, R. (2017). Career Adaptability as a strategic competence for career development: An exploratory study of its key predictors. *European Journal of Training and Development*, 41(1), 67–82.
- Brown, S. D., & Lent, R. W. (2013). Social Cognitive Model of Career Self-Management: Toward a Unifying View of Adaptive Career Behavior Across the Life Span. *Journal of Counseling Psychology*, 60(4), 557–568.
- Buyukgoze-Kavas, A. (2014). A Psychometric Evaluation of the Career Decision Self-Efficacy Scale–Short Form. *Journal of Career Assessment*, 22. <https://doi.org/10.1177/1069072713484561>
- Ebenehi, A. S., Rashid, A. M., & Bakar, A. R. (2016). Predictors of career adaptability skill among higher education students in Nigeria. *International Journal for Research in Vocational Education and Training*, 3(3), 212–229. <https://doi.org/10.13152/IJRVET.3.3.3>
- Fatmawiyati, J. (2019). *Pengaruh Big Five Personality Dan Learning Goal Orientation Terhadap Adaptabilitas Karir Siswa Smk Negeri “X” Malang*. Unicersitas Airlangga.
- Fine, G. A. (2012). Group Culture and the Interaction Order: Local Sociology on the Meso-Level. *Annual Review of Sociology*, 38(1), 159–179.
- Gregor, M. A., Weigold, I. K., Wolfe, G., Campbell-Halfaker, D., Martin-Fernandez, J., & Pino, H. V. G. Del. (2021). Positive Predictors of Career Adaptability Among Diverse Community College Students. *Journal of Career Assessment*, 29(1), 115–128. <https://doi.org/10.1177/1069072720932537>
- Han, H., & Rojewski, J. W. (2015). Gender-Specific Models of Work-Bound Korean Adolescents’ Social Supports and Career Adaptability on Subsequent Job Satisfaction. *Journal of Career Development*, 42(2), 149–164. <https://doi.org/10.1177/0894845314545786>
- Hartono. (2009). Pilihan Karier Dalam Perspektif Budaya dan Implikasinya pada Bimbingan Karier di Sekolah. *Jurnal Psikologi Pendidikan Dan Bimbingan*, 13(1), 1411–3376.
- Hidayat, D. R., Amalia, A. A., Ramadhani, D., Nurfatimah, D. A., Amatullah, N. W., & Adawiyah, R. (2021). Adaptabilitas karir mahasiswa Universitas Negeri Jakarta selama masa pandemi Covid-19. *JURKAM: Jurnal Konseling Andi Matappa*, 5(2), 108–120.
- Hirschi, A. (2009). Swiss Adolescents’ Career Aspirations: Influence of Context, Age, and Career Adaptability. In *Journal of Career Development* (Vol. 36, Issue 3, pp.

- 228–245). SAGE Publications. <https://doi.org/10.1177/0894845309345844>
- Hoyt, K. B., & Wickwire, P. N. (2001). Knowledge-Information-Service Era changes in work and education and the changing role of the school counselor in career education. *Career Development Quarterly*, 49(3), 238–249. <https://doi.org/10.1002/j.2161-0045.2001.tb00568.x>
- John W. Berry, Ype H. Poortinga, Marshall H. Segall, P. R. D. (2002). *Cross-Cultural Psychology Research and Applications* (2nd ed.). Published in the United States of America by Cambridge University Press, New York.
- Murisal, M., Dewita, E., Maisseptian, F., & Oktafia, S. D. K. (2022). Efikasi Diri dan Pengambilan Keputusan Karir Siswa Kelas XII SMAN 1 Tilatang Kamang Kabupaten Agam. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(4), 1112–1119.
- Natalie M. Ferry. (2006). Factors Influencing Career Choices of Adolescents and Young Adults in Rural Pennsylvania. *Journal of Extension*, 44(3).
- Nina Eliasoph, P. L. (2003). Culture in Interaction. *American Journal of Sociology*, 108(4), 735–794.
- Ramdhani, R. N., Budiamin, A., & Budiman, N. (2019). Adaptabilitas Karir Dewasa Awal. *Jurnal Penelitian Pendidikan*, 18(3), 361–370. <https://doi.org/10.17509/jpp.v18i3.15008>.
- Saputra, M. R. (2020). Pelatihan Career Planning Untuk Meningkatkan Kemampuan Mahasiswa dalam Merumuskan Rencana Karier. *Jurnal RAP (Riset Aktual Psikologi Universitas Negeri Padang)*, 11(1), 24. <https://doi.org/10.24036/rapun.v11i1.108466>
- Savickas, M. L. (2005). *The Theory and Practice of Career Construction Pp. 42-70 in Career Development and Counseling: Putting Theory and Research to Work* (N. S. D. Brown and R. W. Lent. Hoboken, Ed.). NJ: John Wiley & Sons.
- Savickas, M. L. (2013). *The theory and practice of career construction*.
- Savickas, M. L., & Porfeli, E. J. (2012). Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of Vocational Behavior*, 80(3), 661–673. <https://doi.org/10.1016/j.jvb.2012.01.011>
- Sisca, & William Gunawan. (2015). Gambaran Adaptabilitas Karier Remaja. *Jurnal Psikologi UIN Sultan Syarif Kasim Riau*, 11(Desember), 111–119.
- Vilhjálmsdóttir, G., Kjartansdóttir, G. B., Smáradóttir, S. B., & Einarsdóttir, S. (2012). Career adapt-abilities scale—Icelandic form: Psychometric properties and construct validity. *Journal of Vocational Behavior*, 80(3), 698–704. <https://doi.org/10.1016/j.jvb.2012.01.013>