

## Description of High School Students' Career Adaptability

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### Abstrack

Career adaptive ability is able to express appropriate behavior in dealing with changing conditions. If individuals have high career adaptability skills, it will be easier for them to face challenges in achieving success. This study aims to describe the description of career adaptability. The method used in this research is quantitative, and the research design used is a survey. Respondents in this study were 325 students in class XI of a high school in Bangka Belitung Province. Collecting data in this study used a career adaptability instrument which was developed from various definitions of experts and has been previously validated. The career adaptability instrument consists of 60 statements and covers three aspects. It can be concluded that students' career adaptability skills are in the quite capable category with a percentage of 67.7%. This means that several aspects and dimensions of career adaptability are still lacking.

**Keywords:** career adaptability, students, high school

### Abstrak

Kemampuan adaptif karir mampu mengekspresikan perilaku yang sesuai dalam menghadapi perubahan kondisi. Apabila individu mempunyai kemampuan adaptabilitas karir yang tinggi maka akan lebih mudah menghadapi tantangan dalam mencapai kesuksesan. Penelitian ini bertujuan untuk mendeskripsikan gambaran adaptasi karir. Metode yang digunakan dalam penelitian ini adalah kuantitatif, dan desain penelitian yang digunakan adalah survei. Responden dalam penelitian ini adalah siswa kelas XI salah satu SMA di Provinsi Bangka Belitung yang berjumlah 325 orang. Pengumpulan data dalam penelitian ini menggunakan instrumen adaptabilitas karir yang dikembangkan dari berbagai definisi para ahli dan telah divalidasi sebelumnya. Instrumen kemampuan adaptasi karir terdiri dari 60 pernyataan dan mencakup tiga aspek. Dapat disimpulkan bahwa kemampuan adaptasi karir siswa berada pada kategori cukup mampu dengan persentase sebesar 67,7%. Artinya masih terdapat beberapa aspek dan dimensi kemampuan adaptasi karir yang kurang.

**Kata Kunci:** kemampuan beradaptasi karir, siswa, SMA

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## INTRODUCTION

Career is an important dimension of individual life and is a combination of lifelong roles (Herr et al., 2004 in Kirdok, 2018, p. 47). Career adaptability is an individual's process and skills in the mechanism of career construction, readiness and being able to show curiosity to explore the chosen profession or career in determining an individual's future path (Savickas, 2013). Career exploration is an adaptive, critical and lifelong impact process that aims to determine direction and career decision making (Porfeli et al., 2013). Therefore, individuals in adolescence need to develop adaptive skills suitable for career development and working conditions (Hou et al., 2012).

High school students (SMA) are in the adolescent phase which is a transitional stage in biological and psychological development (Burger & Samuel, 2017). Teenagers in high school will experience a transition period from school to work which is the first major career transition in an individual's life from his role as a student and as a worker (De Vos et al., 2019). During this transition process, students must have the ability to see job opportunities and form the vocational identity they will choose (Presti et al., 2021).

Career adaptability is the ability to control oneself used in solving complex, unusual, complex and uncertain problems that arise during career transitions (Tolentino et al., 2014). Career adaptation encourages individuals to expand, improve, and realize self-concept as professional individuals so they can build a good work environment, increase life satisfaction, and build a career path (Ginevra, Di Maggio, et al., 2018; Ginevra, Magnano, et al., 2018). Career adaptability can be built starting from school so students have a mature career plan to be well oriented in the future.

Technological advances, expansion of globalization, migration, international competition, market changes, political conflicts between countries are currently major challenges for the younger generation and at the same time increase the need for career counseling for adolescents in preparing themselves to face these challenges (Korkmaz, 2022; Scott, 2015). In more detail, in Parola & Marcionetti (2023), there are four main challenges for adolescents who are facing career transitions, namely first, the current evolution of technology and digitalization causes changes in job opportunities to become smaller due to the use of labor replacement machines. The World Economic Forum estimates that as many as 85 million jobs will be transferred from humans to machines, while 97 million new jobs will emerge by collaborating between humans, machines and algorithms by 2025 (Forum, 2020). Second, environmental challenges such as climate change, exponential global population growth so that a strategy with a green economy vision is needed.

Third, the economic recession and employment problems have increased job insecurity, youth unemployment, and social exclusion. Fourth, the COVID-19 pandemic and the economic crisis have caused a significant increase in unemployment. The younger generation was the most at-risk category of unemployment before the COVID-19 era (Organization, 2020) and are at greater risk now, which makes the younger generation have to study factors to improve their adaptability to the world of work (Blustein et al., 2020).

The percentage of unemployment in Indonesia compared to the working force is 8.42%, while the Labor Force Participation Rate (TPAK) is 68.63%, which means that 31.37% of the workforce does not have the opportunity to work (BPS, 2022b). The College Gross Enrollment Rate (APK) of the Bangka Belitung Islands Province (adolescents aged 19-23 years) ranks lowest in Indonesia, namely 14.85%, which means that 85.15% of youth do not have the opportunity to continue their education to tertiary



institutions (BPS, 2022a). This figure is a challenge for the Bangka Belitung Islands Province to develop appropriate solutions and interventions starting from high school.

The role of counseling guidance in career concerns can be a preventive step in building individual career adaptability abilities. This guidance aims to provide psychological assistance in developing awareness of their potential so that students become more effective in responding and having career skills (Mulawarman et al., 2016).

This study aims to describe the career adaptability of class XI students. The results of this study are to provide information on the readiness of students aged 15-18 years in preparing and taking steps to participate in their future work. The career adaptability profile of class XI high school students is in the fairly capable category, even though career adaptability abilities have considerable benefits for career development. Research by Kardavi & Rachmawati (2017) shows that career adaptability has a positive and significant impact on job satisfaction. Therefore, it is the task and challenge of counselors to improve career adaptability with various interventions, one of which is the career style method developed by Savickas (2005).

Adaptability means the quality of being able to change without significant difficulty and adapting to changing conditions or new conditions. It can be said that adaptable means making something more appropriate (congruent) with a change, in accordance with the view of career development theory (Savickas, 1997). Apart from that, Rottinghaus, Day and Borgen, who define career adaptability as a tendency in an individual's perspective that influences the ability to plan and adapt to changing career plans, especially in relation to events that cannot be predicted in advance.

Creed, Fallon & Hood (2008) place the concept of career adaptability in a self-regulation process which emphasizes the importance of interactions between individuals and their environment and focuses on how individuals can overcome the problem of immaturity. It can be said that career adaptability produces attitudes, beliefs and competencies so that every adaptive behavior will strengthen and develop the individual's ability to continue to adapt to any situation (Hartung, Porfeli & Vondracek, 2008). American studies also indicate that career adaptability is a sign of achieving success in adolescents which is directly related to positive adolescent development (Gore, Kadish & Aseltine, 2003; Skorikof, 2007b; Skorikof & Vondracek, 2007).

A number of longitudinal studies show that adolescents with higher career adaptability in terms of decision making, planning, exploration or self-confidence will be more successful in facing vocational transitions (Creed, Mueller, & Patton, 2003; Germijs & Verschueren, 2007; Neuenschwander & Garrett, 2008; Patton, Creed, & Mueller, 2002). The results of these studies show that preparing for the future in terms of career is considered a major developmental task in adolescents (Erikson, 1969; Super, 1990). This development is related, among other things, to positive career orientation and better career preparation. It has been proven that this can prevent behavioral problems and improve well-being and reduce problems in the future (Skorikof, 2007).

The more an individual is able to overcome career development tasks, such as planning for the future, carrying out career exploration, obtaining information about the world of work and having decision-making skills, the more satisfaction the individual will have in their career, both in their education and work. This means that if it is related to a student's life, he or she will take various actions by planning what job he or she will work as, looking for information about the job, making decisions and taking action in preparation for the goal being made. A process that runs smoothly will lead to satisfaction and good performance.



## METHOD

This research is a quantitative descriptive research which aims to contain an objective description of a situation using numbers (Arikunto, 2019). The research sample was adolescents aged 15-18 years who were in class XI of senior high school, totaling 325 students. The instrument or data collection tool used in this study was a questionnaire or questionnaire. A lattice of instruments to uncover students' career adaptability was developed by referring to the concept of career adaptability from various experts such as Savickas (1997, 2005; Hirschi, 2009; Creed, Fallon & Hood, 2009). The Likert scale used with five answer choices, among others, Very Appropriate (SS), Appropriate (S), Adequately Appropriate (CS), Not Appropriate (TS), and Very Unsuitable (STS). The number of statement items in this instrument totaled 60 statements covering three aspects, namely cognitive, affective, and psychomotor. The cognitive aspect is characterized by (1) planning; (2) Exploration; (3) Decision making; and (4) Problem solving. The affective aspect is marked by (1) persistent; (2) Work hard; and (3) Confident. The psychomotor aspect is characterized by (1) Taking risks; (2) Dare to try; (3) Self-regulation; and (4) Self readiness.

This instrument consists of liked and disliked statements. For a good statement, a very appropriate answer was given a weight of 5, appropriate was given a weight of 4, sufficient was given a weight of 3, unsuitable was given a weight of 2, and very inappropriate answers were given a weight of 1. As for unfavorable statements, each respondent's answer was given a score the opposite of a good statement. Data collection was carried out in July-August 2023 by involving teacher guidance and counseling at schools to maintain the purity of the data obtained by researchers. The data analysis technique used Rasch modeling analysis with the help of the winstep program application version 3.73.

## RESULT AND DISCUSSION (single-spaced)

A description of the career adaptability of class XI senior high school students was obtained from the analysis of career adaptability instruments given to 325 students. The frequency distribution of student career adaptability can be seen in the following table.

**Tabel 1.**

Distribution of Class XI Student Career Adaptability		
Career Adaptability Category	Frequency (n)	Percentage (%)
Capable	51	15,7
Quite capable	220	67,7
Not capable	54	16,6
Total	325	100

The average result of the career adaptability scale was 155.86 with a standard deviation of 17.1. Then do the categorization of career adaptability abilities that aim to place individuals in separate groups in stages according to the attributes measured. The following is the formula for the category of career adaptability scale in this study.



**Tabel 2.**  
 Career Adaptability Categorization

Score Range Criteria Norms	Categori
$(\text{Mean} + 1 \text{ SD}) \leq X$	Capable
$(\text{Mean} - 1 \text{ SD}) \leq X < (\text{Mean} + 1 \text{ SD})$	Quite capable
$X < (\text{Mean} - 1 \text{ SD})$	Not capable

The general description of career adaptability of class XI high school students is more clearly described in the frequency distribution in graph 1 below.

**Graph1.**

Graph of Class XI Student Career Adaptability Distribution

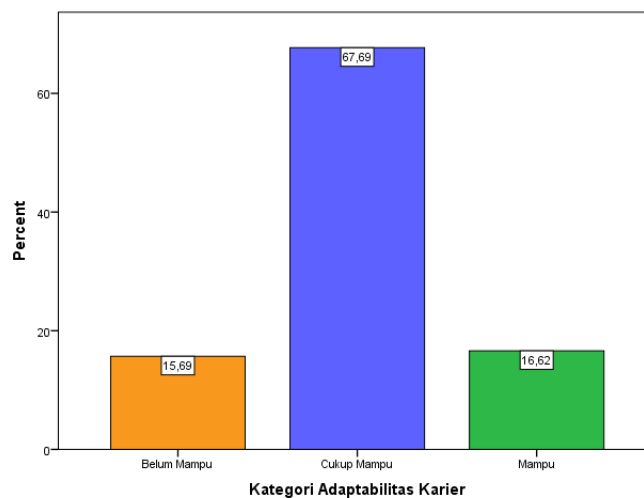


Table 1 and Graph 1 show an overview of the level of career adaptability of class XI senior high school students with a total of 325 students divided into three categories, namely capable, moderately capable, and not able. A total of 54 (16.6%) students were in the capable category, 220 (67.7%) were in the quite capable category, and 51 (15.7%) students were in the not capable category. Based on these findings, in general the level of career adaptability ability of class XI high school students is in the quite capable category.

Overall, most of the students in Class XI of Senior High School are quite capable of assessing that they have good career adaptability. This means that students are quite capable of adjusting to changes in the work environment and further education and dealing with unexpected situations to achieve success in the future. The moderately capable category is characterized by sufficiently capable of planning a career, sufficiently capable of exploring careers, sufficiently capable of making decisions, sufficiently capable of solving problems, sufficiently capable of being persistent, sufficiently capable of working hard, sufficiently capable of self-confidence, sufficiently capable of taking risks, sufficiently capable of daring to try, sufficient quite capable of self-management, and capable enough of self-preparation.

Students who are able to carry out career adaptability are only 16.6% compared to other categories. This means that students are able to adapt to changes in the work environment and further education and to deal with unexpected situations to achieve success in the future. This capable category is characterized by being able to plan a career,





being able to explore careers, being able to make decisions, being able to solve problems, being able to be persistent, being able to work hard, being able to be confident, being able to take risks, being able to dare to try, being able to manage oneself, and being able to prepare oneself.

Meanwhile, as many as 15.7% of students who are in the incapacitated category. This means that students have not been able to adjust to changes in the work environment and further education and to face unexpected situations to achieve success in the future. This inability category is characterized by not being able to plan a career, not being able to explore careers, not being able to make decisions, not being able to solve problems, not being able to be persistent, not being able to work hard, not being able to be confident, not being able to take risks, not being able to dare to try. , have not been able to manage themselves, and have not been able to prepare themselves.

**Tabel 3.**  
 Frequency of Career Adaptability Based on Age Group

Variable	Career Adaptability Category			Total
	Not capable	Quite capable	Capable	
Age				
15-16 years	49 (15,9%)	209 (67,6%)	51 (16,5%)	309 (100%)
17-18 years	2 (12,5%)	11 (68,8%)	3 (18,8%)	16 (100%)
Total	51 (15,7%)	220 (67,7%)	54 (16,6%)	325 (100%)

Table 3 describes the percentage of more mature ages (17-18 years) in the capable category having higher career adaptability than younger age (15-16 years). These results are in line with previous research that age significantly predicts changes in self-control, self-confidence, and overall career adaptability over time (Zacher, 2014). Even though it is higher than at a younger age, in the "able to afford" category, this result is still relatively low (18.8%). In research at SMA Negeri 3 Makassar, adolescents aged 17-18 years still do not have a clear picture of their future careers, in other words their current choices are not choices that suit their abilities (Fasha et al., 2015).

The results of this study indicate that in general the career adaptability profile of class XI high school students is in the fairly capable category, even though career adaptability abilities have considerable benefits for career development. Research by Kardavi & Rachmawati (2017) shows that career adaptability has a positive and significant impact on job satisfaction. Therefore, it is the task and challenge of counselors to improve career adaptability with various interventions, one of which is the career style method developed by Savickas (2005).

### CONCLUSION (single-spaced)

The career adaptability abilities of Class XI high school students are mostly in the quite capable group. That is, some aspects and dimensions of student career adaptability are still not owned. This shows that students need guidance and counseling services that can be provided early on by counselors at school. One of the interventions that can be done is career guidance using the career style method. This preventive step is expected to improve the career adaptability of students who are in the transition period to tertiary education or directly looking for work so that they are able to compete and successfully respond to future challenges. The suggestions for future researchers are to explore career adaptability based on cultural (ethnic) background in Indonesia.



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