



PROFILE OF CULTURE-BASED CAREER ADAPTABILITY OF STUDENTS

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Abstract: This study aims to find out the profile of student career adaptability based on a culture where culture influences individual personality. Culture contributes to differences in character between individuals with each other. This research was conducted at IAIN Sheikh Nurjati Cirebon, where students are very heterogeneous which is very likely to influence the adaptability of his career. This study focused on how the career adaptability of students with different backgrounds, namely students from ethnic Sundanese and students from ethnic Javanese. The research was conducted with quantitative methods of analytic survey type, namely to capture the career adaptability of students with their type of research using Exploratory Type. The results showed that the level of career adaptability of students from Java was higher compared to students from Sundanese with detailed scores: Student career adaptability from Java in the high category was 27 people (54%), moderate category was 21 people (42 %) and in the low category as many as 2 people (4%). While the career adaptability of students from the Sundanese is in the high category as many as 16 people (32%), the moderate category is 31 people (62%), and in the low category, there are 3 people (6%).

Keywords: Career Adaptability; Culture; Student Profile.

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INTRODUCTION

Contemporary society is characterized by technological, social and cultural acceleration. The increasing uncertainty in the world of modernity (Bauman, 2000) induces that adaptive resources become more important for humans to direct their lives and careers. These resources can be both internal and external depending on the ability of people to mobilize and emphasize the importance of career self-management capabilities to promote and enhance individual achievement and individualism at the expense of managing collective access to work. Even in this decade, a person tends to more quickly move careers from

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one job to another and change workplaces from one company to another (Isaacson & Brown, 1997; Bolles, 2013). This condition offers fewer opportunities for individuals and requires having the ability to adapt to new circumstances, willingness to work and good career adaptability to access decent work and decent work contributing to basic needs which in turn can increase satisfaction, well-being and life successful ones (Duffy, Bluestein, Diemer, & Autin, 2016).

Studies have shown that in career problems, adaptability contributes to overall well-being and more specifically life satisfaction (Rudolph, Lavigne, & Zacher, 70 J. Rossier et al. 2017). Besides, "career adaptability can trigger a good cycle in time that the adaptive nature of career adaptability may have a long-term effect on work attitude through its impact on affective responses" (Fiori, Bollmann, & Rossier, 2015, p. 120). Career adaptability is also related to more specific components of life satisfaction, such as academic satisfaction (Duffy, Douglass, & Autin, 2015), job satisfaction (Coetzee & Soltz, 2015), or career satisfaction (Chan, Mai, Kuok, & Kong, 2016). Career adaptability can be considered a protective factor and mediate the relationship between job insecurity, work tension, and welfare outcomes (Maggiori, Johnston, Krings, Massoudi, & Rossier, 2013). Besides, career adaptability is an important predictor of several career-related outcomes, reflecting adaptation behavior, such as work engagement, job stress, career decision making self-efficacy (Jiang, 2017; Nilforooshan & Salimi, 2016; Johnston, 2016).

Four dimensions identify the career adaptability of Savickas (1997) in Lent & Brown (2012): 1) Career concern; 2) Career control; 3) Career curiosity; and 4) Confidence in a career (career confidence). The next two dimensions are added: the dimension 'collaboration' and 'contribution' (Einarsdóttir et al., 2015; KANS, 2014). These six dimensions are specific career development tasks and strategies in career adaptability that someone uses to manage important tasks, transitions and trauma experiences they have as the development process consists of ABC, attitudes, beliefs (values) and competencies (competencies), where these three things shape adaptation behavior.

In line with the assignments and demands for future student careers whose level of competition is so stringent, students as successors to the struggle are required to be the best graduates and able to adjust to their environment, especially in the places where they work. The ability to adjust to changes experienced in work and careers is known as career adaptability. Career

adaptation of adolescents and youth is very important, because career adaptability according to Savickas (in Lent & Brown, 2012), is a person's readiness to overcome existing tasks and a role to participate in the scope of work, as well as adjustments to changes that will occur on the conditions and work environment.

In a career, adaptability includes several aspects, namely career planning, career exploration, decision making and self-regulation (Creed, Fallon, & Hood, 2009). According to Savickas (in Lent & Brown, 2012), career adaptability is a person's readiness to overcome existing tasks and a role to participate in the scope of work as well as adjustments to changes that will occur in the conditions and work environment.

Career adaptability is also an important term because it connects the four perspectives of life-span theory, life-space, among others (1) perspective of individual differences, (2) phenomenological perspective, (3) developmental perspective, and (4) contextual perspective. (Havenga, 2011, Hartung, Porfeli & Vondracek, 2008; Savickas, 1997, Savickas, in Lent & Brown, 2012).

Remirez (1991) argues that a common theme found in all multicultural counseling is the challenge of living in a multicultural society. He stated that the main goal in dealing with clients from various ethnic groups is to develop "cultural flexibility", where culture "shapes behaviors, thoughts, perceptions, values, goals, morals, and cognitive processes" (Cohen, 1998). That can happen both at the conscious and unconscious stages. IAIN Shaykh Nurjati Cirebon students consist of heterogeneous students where they come from various ethnic backgrounds and others. Because of its heterogeneity, even career adaptability will vary. This study seeks to uncover the level of career adaptability of students of IAIN Sheikh Nurjati Cirebon who come from two different ethnicities, namely Javanese and Sundanese.

METHOD

The research method used is a quantitative design with a type of analytic survey method for photographing student career adaptability. This research was conducted on semester I & III students in all Departments at the Institute of Islamic Religion (IAIN) Sheikh Nurjati Cirebon. The number of participants as many as 100 people consisting of 50 students from Sunda and 50 students from Java. For the age of the participants, the average age is 19 to 22 years.

The survey was conducted using career adaptability instruments developed by researchers concerning the Career Adapt-Abilities Scale-International Form (CAAS) instrument developed by Savickas and Pofery (2012) which contains four subscales of the dimensions of career adaptability: career attention, career control, Career curiosity, and career beliefs are generally very well received and recognized by 13 countries that collaborated on building the Scale (CAAS). These countries are Belgium, Brazil, China, France, Iceland, Italy, Korea, the Netherlands, Portugal, South Africa, Switzerland, Taiwan, and the United States. Added two dimensions, namely: collaboration and cooperative dimensions that have been tested in the State of Iceland under the name Development of two additional Icelandic scales (Einarsdóttir et al., 2015; KANS, 2014). In-depth interviews (deep interviews) are also conducted to obtain deeper information about cases that are not covered in the instrument. The instrument consists of 6 dimensions of career adaptation, where each dimension consists of 6 items (a total of 36 items) using a scale (+4 = Very appropriate, +3 = Appropriate, +2 Unappropriate, and 1 = Very Appropriate).

RESULTS AND DISCUSSION

The adaptability of student careers in terms of culture turned out to have significant differences between one ethnicity with another ethnicity. This study focuses on the career adaptability profile of students by looking at the cultural background (ethnic/ethnic) of different students namely students from Sundanese and those from Java. The choice of these two ethnic groups (Sundanese and Javanese) is because both of them are students with more population than the other tribes.

This research was conducted at IAIN Sheikh Nurjati Cirebon. Participants in this study were 100 students in Semester I and Semester III from all Departments in each Faculty consisting of 50 students from Sunda and 50 students from Java. The instrument used was a questionnaire about career adaptability that was developed by researchers based on Savickas's opinion and included six dimensions namely: Care for career, career control, desire to know about career, confidence in career, cooperation and contribution. The career adaptability of students with these six dimensions will be seen from each student who is distinguished between Sundanese and Javanese.

The results of the questionnaire analysis of career adaptability of IAIN Sheikh Nurjati Cirebon students from Sunda, in general, career adaptability of

students are in the high category as many as 16 people (32%), the moderate category as many as 31 people (62%), and the low category as many as 3 people (6%). More details can be seen in Table 1 below:

Table 1
Career Adaptability of Students Originating from Sunda

Category	Frequency	Percentage (%)
High	16	32%
Medium	31	62%
Low	3	6%

Seen from each dimension of students who come from Sundanese ethnic group, the result of student career adaptability results in the dimensions of career concern in the high category is 12 (24%), the moderate category is 32 (64%), the low category is 6 (12%). The dimensions of career control in the high category were 21 (42%), the moderate category was 28 (56%), the low category was 1 (2%). The dimension of curiosity about careers, in the high category as much as 32 (64%), the medium category as much as 18 (36%), the low category as much as 0 (0%). Dimensions of self-confidence in careers, in the high category as many as 28 (56%), the moderate category as many as 19 (38%), the low category as much as 3 (6%). Dimensions of cooperation, in the high category, were 33 (66%), the moderate category was 17 (34%), the low category was 0 (0%). The contribution dimension is 21 (42%) in the high category, 27 (54%) in the medium category, and 2 (4%) in the low category.

Table 2
Career Adaptability Students come from Sunda

Category	Aspect											
	Care for careers		Career Control		Desire to know		Confidence		Cooperation		Contribution	
	F	%	F	%	F	%	F	%	F	%	F	%
High	12	24%	21	42%	32	64%	28	56%	33	66%	42	43%
Medium	32	64%	28	56%	18	36%	19	38%	17	34%	27	54%
Low	6	12%	1	2%	0	0%	3	6%	0	0%	2	4%

Furthermore, the data obtained from the results of the questionnaire were followed up by conducting deep interviews with four respondents. As a result, data are obtained that in general students from Sundanese have career adaptability while they are aware of the importance of career for their future but not many are involved in activities that lead to their career development. In terms of understanding the reality that the future of job opportunities is getting tougher in the competition where employment is not directly proportional to job seekers, many of them understand it.

In the career control dimension, they tend not to be assertive in making decisions, they are always hesitant to start a career by looking for jobs that fit the conditions of students, not many do it. Many of them choose to be serious about completing college first rather than having to go to college while working. Especially seeing his friends who are only in college (not while working) so many of them do not want to take the risk where they think if studying while working, the lecture will be neglected.

While those who start and plan a career bravely doing college while working, do not want to invite their friends to do the same thing. Cooperation, in this case, is not built together, they tend to each. Very few of them want to work together and exchange experiences related to careers for their future. Some students who come from Sunda admit that seeking knowledge in lectures must be serious to achieve high achievement. The assumption is that after they become a Bachelor and have good achievements, job opportunities will also be easy to obtain. They see that many academic (bachelor) degrees in the world of work require it.

While the results of a questionnaire analysis on career adaptability of IAIN Sheikh Nurjati Cirebon students from Java, in general, career adaptability of students were in the high category by 27 people (54%), the moderate category by 21 people (42%), and in the low category by 2 people (4%). More details can be seen in Table 2 below:

Table 3
Career Adaptability of Students Originating from Java

Category	Frequency	Percentage (%)
High	27	54%
Medium	21	42%
Low	2	4%

Seen from each dimension of students who come from Javanese ethnic group, the result of student career adaptability results in the dimensions of career concern in the high category by 27 (54%), the moderate category by 19 (38%), the low category by 4 (8%)). The dimensions of career control in the high category were 23 (46%), the moderate category was 27 (54%), the low category was 0 (0%). The dimensions of curiosity about careers, in the high category, are 32 (64%), the moderate category is 18 (36%), the low category is 0 (0%). Dimensions of self-confidence in careers, in the high category by 37 (74%), the

moderate category by 12 (24%), the low category by 1 (2%). The dimension of cooperation is 34 (68%) in the high category, 16 (32%) in the medium category and 0 (0%) in the low category. The contribution dimension was 31 (62%) in the high category, 17 (34%) in the medium category, 2 (4%) in the low category.

Table 4
Career Adaptability Students come from Java

Category	Aspect											
	Care for careers		Career Control		Desire to know		Confidence		Cooperation		Contribution	
	F	%	F	%	F	%	F	%	F	%	F	%
High	2	54	2	46	3	64	37	74%	34	68%	31	62%
	7	%	3	%	2	%						
Medium	1	38	2	54	1	36	12	24%	16	32%	17	34%
	9	%	7	%	8	%						
Low	4	8%	0	0%	0	0%	1	2%	0	0%	2	4%

Noting the questionnaire score distributed to students from Java where the scores were high, it turned out that they began to seriously think about their future careers. They understand their potential, then look for job opportunities with the courage to take risks related to the future of their studies. From some students who work while in college, they admit that there are obstacles between continuing their studies or continuing their work. Because they understand that future careers must be prepared from an early age, cannot get into the world of work immediately to achieve success, then they dare to take risks that will occur.

Discipline, hard work, persistence and courage to make decisions that are seen in students who come from Java, they do a lot. They recognize that the future is determined by the extent of the present struggle. It seems philosophical "assemble first swim swimming to the edge - get sick first, have fun later" they understand as a motivation of life and a necessity. From this understanding, grow strong motivation to start a career early.

In terms of coordination and cooperation related to their employment opportunities, it is sufficient to show good coordination and cooperation. Students who have started college while working and they are successful, always invite and allow other friends to join. Even so, their independence in the sense of not always depending on other friends or others remains a characteristic of them. They also have the principle of "gathering ora gathering, manganese" not vice versa "manganese ora manganese, gathering" which is understood that

to seek success and opportunities for life, do not have to wait for others by doing the same thing. They have to go to look for something even if there are friends. The career adaptability that they show, it seems there is planning by starting work while in college. This is in line with the opinion of Creed, Fallon, & Hood (2009) which states that career adaptability covers several aspects, namely career planning, career exploration, decision making, and self-regulation.

CONCLUSION

Based on the analysis of the calculation results it is known that on average students with Sundanese backgrounds have moderate career adaptability compared to students with Javanese backgrounds who have higher career adaptability.

Paying attention to the questionnaire score distributed to students from Java with high scores, it turns out they began to seriously think about their future careers where they also understood their potential, then looked for job opportunities with the courage to take risks related to the future of their studies. From some students who work while in college, they admit that there are obstacles between continuing their studies or continuing their work. Because they understand that future careers must be prepared early, then they dare to take risks that will occur. Discipline, hard work and dare to make decisions they continue to do. While students who come from Sunda, things related to the effort to start a career, are not very visible, even though there are, the percentage is medium.

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