The Description of Students' Career Adaptability in Senior High School

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Abstract: This study aims to know the description of students' career adaptability. A quantitative approach is used in this study, using Survey Research Designs. The sampling technique is cluster random sampling. The subject of this research involved 565 students at SMAN 1 Lemahabang Cirebon for grades X, XI, and XII. Data collection was carried out using a career adaptability scale. The career adaptability scale was adapted from the Career Adapt-Abilities Scale (CAAS) measurement by Savickas (2012) which has been translated into Indonesian by Rahayu (2021). Data processing uses the Rasch model approach. The results of the study shows that high school students' career adaptability is in the medium category with a presentation of 73.4 percent. The results of the additional analysis show that there are differences in the distribution of career adaptability levels of students for each level.

Key words: career adapability; career; student

INTRODUCTION

High school students do not easily complete the developmental tasks, especially career development tasks. Students often have problems related to work or continuing studies after graduation. Problems in planning a career often arise including confusion in choosing majors in tertiary institutions, determining goals or not understanding one's talents and interests, and feeling anxious about getting a job after graduation (Supriatna, 2009, p.23). Students will find out as much information as possible about college majors or types of work that match their interests, talents, and abilities. This needs to be a concern for educators to prepare special material regarding career preparation. (Andersen & Vandehey, 2012; Arnett, 2004; Santrock, 2014; Del Corso, 2017).

The readiness of students in choosing a career is known as the concept of career adaptability. Career adaptability is a new concept introduced by Savickas, to replace the concept of career maturity by Super. The concept of career adaptability is very clear with there are four dimensions that identify the negative experiences of young people in choosing their careers (Van Vianen et al. (2009, in Gunawan 2013). Savickas argues, in a world full of changes that occur in the world of work and the environment, the concept of career adaptability is useful for further research on students (Savickas, 2012).Savickas (Creed, Fallon, and Hood, 2008) defines career adaptability as readiness to overcome predictable tasks to prepare for and play a role in work, education, as well as being able to cope with unexpected situations that may arise as changes in employment, working conditions and education.Savickas introduced the construct of career adaptability as a substitute construct for career maturity. Career adaptability can also be defined as a response to readiness and individual coping resources, which are used to plan, me explore and inform decisions regarding their possible future careers (Rossier et al in Tladinyane and Merwe, 2016).

Individuals who have career adaptability abilities mean they have concern, control, curiosity, confidence, and commitment to their careers (Savickas, 2009, p.245). So that when vocational assignments, job transitions, or work trauma occur, adaptable individuals are conceptualized as individuals who (a) are concerned with their vocational future, (b) control and try to prepare for their vocational future, (c) display curiosity by exploring possibilities. Themselves and future scenarios, and (d) strengthen self-confidence to pursue their aspirations (Savickas & Porfeli, 2012, p.663; Savickas, 2005, p.52).

In the research by Mardiyati and Yuniawati (2015), the career adaptability of high school students is lower than that of vocational students. Sunarya (2014) and Yulianti (2019) show the low level of career adaptability of students in senior high

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schools. Other research from Öztemel and Yıldız (2019) shows the influence of happiness, social support, and future time orientation on individual career adaptability which shows that it is still low. BPS (Central Statistics Agency) data for February 2022 Based on BPS data, the open unemployment rate in February 2022 for high school graduates was 2.2 million people and 1.8 million vocational graduates. Based on this research and data, it is necessary to have an up-to-date picture of the level of career adaptability of students in senior high school, an overview in high school of career adaptability at each grade level that can be used to develop guidance and counseling services.

METHOD

A quantitative approach was used in this study, Creswell (2010) suggested research which is a procedure in a quantitative approach, namely conducting a survey of samples to describe attitudes, opinions, behaviors or characteristics of the population, in this case regarding the adaptability of student careers. The descriptive method used in this research is descriptive method using Survey Research Designs.

The subject of this research involved 565 students at SMAN 1 Lemahabang for the 2022/2023 academic year for grades X, XI, and XII. The sampling technique used is cluster random sampling. Data collection was carried out using a career adaptability scale. The career adaptability scale was adapted from the Career Adapt-Abilities Scale (CAAS) measurement tool by Savickas (2012) which has been translated into Indonesian by Rahayu (2021). This measuring instrument consists of 24 items, each dimension consisting of 6 items. Each item was responded to by selecting a scale of 1 (weak) to 5 (very strong).

Data processing uses the Rasch model approach. The category describing students' career adaptability uses ideal pass limits, which are calculated based on mean measures and standard deviations that have been processed using Rasch modeling with the Winstep program in three categories of interpretation.

Table 1. Formulation of Categorization (Azwar, 2012, hlm. 149)

Criteria	Category
$(M + 1{,}0SD) \leq X$	High
$(M - 1{,}0SD) \leq X < (M + 1{,}0SD)$	Medium
$X < (M - 1{,}0SD)$	Low

RESULT AND DISCUSSION

Career adaptability is based on a total score which consists of four dimensions, namely concern, control, curiosity, and confidence. The career adaptability of students in grades X, XI, and XII at SMAN 1 Lemahabang tends to be in the moderate category, with an average of 2.4 and a standard deviation of 1.55. Seen in table 2. The career adaptability of students moves from the low category to the high category with a minimum score of 0.85, a maximum score of 3.95. Table 3 details the frequency distribution of career adaptability of students in class X, XI, and XII at SMAN 1 Lemahabang.

Table 2. General Categorization of Student Career Adaptability

Criteria	Category
$3{,}95 \leq X$	High
$0{,}85 \leq X < 3{,}95$	Medium
$X < 0{,}85$	Low

Table 3. Frequency Distribution of Students' Career Adaptability at SMAN 1 Lemahabang

Category	Frequency	Percentage
High	78	13.8
Medium	415	73.4
Low	72	12.8

Based on table 3, it can be seen that as many as 78 students are in the high category, then as many as 415 students are in the medium category, and in the low category there are 72 students. An overview of the career adaptability of students X, XI, and XII at SMAN 1 Lemahabang for the 2022/2023 school year is in the moderate category.

Table 4. Frequency Distribution of Students' Career Adaptability at SMAN 1 Lemahabang

Category	Class of X	Percentage	Class of XI	Percentage	Class of XII	Percentage
High	17	12.4	20	8.9	41	20.2
Medium	97	70.2	175	78.1	143	70.4
Low	24	17.4	29	13	19	9.4

Based on table 4, the frequency distribution of grade levels shows that in class X, 17 students are in the high category with a percentage of 12.4, then 97 students are in the medium category with a percentage of 70.2, and in the low category, there are 24 students with a percentage of 17.4. Class XI the frequency distribution of grade levels shows as many as 20 students are in the high category with a percentage of 8.9, then as many as 175 students are in the medium category with a percentage of 78.1, and in the low category there are 29 students with a percentage of 13. Class XII frequency distribution for grade levels shows that 41 students are in the high category with a percentage of 20.2, then 143 students are in the medium category with a percentage of 70.4, and in the low category there are 19 students with a percentage of 9.4.

Table 5. Frequency Distribution of Students' Career Adaptability Concern Dimension

Criteria	Category	Frequency	Percentage
5,28 ≤ X	High	168	29.7
1,88 ≤ X < 5,28	Medium	298	52.8
X < 1,88	Low	99	17.5

Table 6. Frequency Distribution of Students' Career Adaptability Control Dimension

Criteria	Category	Frequency	Percentage
3,74 ≤ X	High	113	20
0,6 ≤ X < 3,74	Medium	367	65
X < 0,6	Low	85	15

Table 7. Frequency Distribution of Students' Career Adaptability Curiosity Dimension

Criteria	Category	Frequency	Percentage
5,6 ≤ X	High	143	25.4
1,4 ≤ X < 5,6	Medium	329	58.2
X < 1,4	Low	93	16.4

Table 8. Frequency Distribution of Students' Career Adaptability Confidence Dimension

Criteria	Category	Frequency	Percentage
4,34 ≤ X	High	205	26.6
1,12 ≤ X < 4,34	Medium	267	47.2
X < 1,12	Low	93	16.4

Based on table 5, the frequency distribution of concern dimension, 168 students are in the high category with a percentage of 29.7, then 298 students are in the medium category with a percentage of 52.8, and in the low category, there are 99 students with a percentage of 17.4. Table 6 show the frequency distribution of control dimension, 113 students are in the high category with a percentage of 20, then 367 students are in the medium category with a percentage of 65, and in the low category, there are 85 students with a percentage of 15. Curiosity dimension the frequency distribution on table 7 shows as many as 143 students are in the high category with a percentage of 25.4, then as many as 329 students are in the medium

category with a percentage of 58.2, and in the low category there are 93 students with a percentage of 16.4. Last dimension, the frequency distribution of confidence dimension, 205 students are in the high category with a percentage of 26.6, then 267 students are in the medium category with a percentage of 47.2, and in the low category, there are 93 students with a percentage of 16.4.

In general, students already have the ability and readiness to adapt to career demands and self-knowledge, knowledge about work in making decisions, but it is still not optimal. Students with high career adaptability are declared ready by having a caring attitude, curiosity and confidence in their career choices. In line with that, Savickas (2009) explain as they design their lives, people must adapt to expectations that they work, play, and develop relationships. Pinasti (2011) explains that high career adaptability includes self-knowledge, knowledge of work and the ability to determine the steps towards the expected career. Students are in the low category, meaning that there are some students who do not have the ability and readiness to adapt to career demands and develop strategies used in making career decisions since high school. Students with low career adaptability are declared not ready by having a caring attitude, control, curiosity and confidence in their career choices. In line with that, Ayuni (2015) explained that the lack of ability of students in this regard can cause mistakes in making career decisions which can result in loss of time, finances, and learning failures due to lack of motivation to learn.

Based on the general description of the career adaptability at SMAN 1 Lemahabang for the 2022/2023 academic year, it indicates that students are ready to make career decisions and make job choices even though they are not optimal. Students are stated to be ready by having a caring attitude, controlling, curiosity and confidence in their career choices, so that students have demonstrated good career adaptability skills. Students must also be more aware of the developmental tasks in career choices through concern for the future, curiosity to experiment with themselves and seek social opportunities and the confidence to be involved in designing the future and making all the action plans that are made come true. The opinion of Brown and Lent (2013) which explains the developmental tasks of students who are at the exploration stage are searching for careers that suit them, planning for the future using information, identifying themselves through interests, abilities, and values.

CONCLUSION

The results of research on career adaptability of students in grades X, XI, XII at SMAN 1 Lemahabang for the 2022/2023 academic year have a tendency for career adaptability to be in the moderate category. This means that students in general already have the ability and readiness to adapt to career demands and self-knowledge, knowledge about careers in making decisions, but it is still not optimal.

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