

Protean Career of University Education Student

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Abstract: In the 21st century there is a new career contract that becomes part of everyday work life called a protean career which is characterized by actions that lead to self-directed and focus on intrinsic values in the pursuit of psychological success. This study aims to obtain a description of the protean career of university education student. The research was conducted using a quantitative approach and survey methods. Data were collected using a questionnaire of a five-level Likert scale which was adopted from the Protean Career Attitudes Scale (PCAS) developed by Briscoe et al (2006). Data were analyzed using the Rasch Model. The participants were 261 of university education student. The results showed that 82 students (31.4%) in transformational or protean career category, 36 students (13.8%) in reactive category, 43 students (16.5%) in rigid category, 100 students (38.3%) dependent category. In general, protean career of university education student are in the protean dependent career category, namely low on self-directed and values-driven aspects which are characterized by being unable to set priorities or manage their own careers.

Keywords: protean career, guidance and counseling, student, self-directed, values driven

INTRODUCTION

Career is an important part in every individual's life development. Career development is seen as a process that covers a large part of an individual's life span from childhood (including informal and formal education that brings out talents, interests, values, and knowledge about the world of work) to adulthood through the development of one's career behavior (entering and adjusting to the world of work). with the world of work) (Brown & Lent, 2012). In line with this, Suherman (2013) suggests that career development and maturity lasts from childhood to adulthood. Career development theory typically focuses on adolescence and early adulthood because social forces and historical emphasis on careers have focused on early selection and implementation of career choice (Osipow, 1983). Dillard (1985) argues that in general adulthood is the longest part of a person's life where at this time the individual determines the career actions that need to be taken in order to have a satisfying life in the future. Havighurst (1972) describes one of the developmental tasks of young adulthood (young adulthood) is building a career which refers to the activity of deciding the direction of a career and living that career.

Today's rapid technological changes force individuals to adapt quickly to new ways of communicating, studying, working, and living in the state (Trilling & Fadel, 2009). This change is known as revolution. The word "revolution" denotes a sudden and radical change (Schwab, 2016). Revolutions have occurred throughout history when technology and new ways of looking at the world triggered profound changes in economic systems and social structures (Schwab, 2016).

University students are individuals in the stage of adolescent and early adult development who are currently studying at universities, aged between 18-24 years. The current generation of graduates entering the workforce face a daunting career challenge, namely facing the prospect of being the first generation who are potentially less well off economically than their parents (Waters, et al., 2015, p. 235). This is because students face the challenges of the 21st century, namely globalization, rapid technological advances, economic recession, the world of work that is less predictable and uncertain for many people (Hall, 2004, p. 1; Taber & Briddick, 2011, p. 107). An environment that is less predictable and uncertain is referred to as VUCA, which is to describe a situation that is 'volatile, uncertain, complex, and ambiguous' (Johansen in Waters et al., 2015, p. 235). Then the career problems that are generally faced by students are that they do not have a solid understanding of the study program they enter, the study program they enter is not their own choice, they do not understand the type of work

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that matches their own abilities, they are still confused about choosing the type of work that suits their interests and abilities., and feel pessimistic that after graduation they will get the expected job (Suherman, 2013, p. 209).

To address these career challenges and problems, Hall et al. (1996, p. 33) suggest that career paths will increase in success in small stages and in short learning cycles as the career progresses between “product, technology, organizational, and work environment areas”. In addition, Hall et al. It also introduces and applies the idea of a “protean career” which emphasizes that individuals in the present and future must learn to continually adapt to change, be flexible, and take responsibility for the careers they are pursuing. This means that individuals must become career managers themselves, direct the future, constantly try to see trends that will affect skills and work, and equip themselves with new knowledge and skills that make themselves attractive to the world of work (Herr in Athanasou & Perera, 2019 p. 58).

Craig and Hall (2007) suggest three core developmental needs that individuals have in their careers, namely: (1) individuals need to search for meaning and find purpose in their careers with intrinsic and personal meaning, (2) individuals need to find places that match their interests, strengths and weaknesses. , and self-worth, (3) individuals need to find a career path through self-directed action. The three core developmental needs in careers stated earlier are orientations and attitudes if a person has a protean career in his life.

Protean Career

The idea of a protean career was put forward by Hall in early 1976, namely the application of the term "protean" to careers in a book entitled *Career in Organizations* which describes the career orientation of responsible individuals not organizations, the individual's core values direct career decisions, and criteria for success. the main focus of his career is subjective (psychological success) (Hall, 2003, p. 1). Then it received wider attention in the late 1990s when the conceptualization of the term career to describe a job or work better (Baruch, 2014, p. 2). Hall (1996) in the journal entitled *Protean Careers of the 21st Century* discusses in more detail the protean career as a new career contract replacing traditional careers.

First, a protean career is a career in the 21st century that will develop, namely a career that is controlled by the individual not by the organization and will be renewed by the individual from time to time, from the side of oneself and the environment (Hall, 1996). Second, psychological success as the ultimate career goal which is defined as a feeling of pride and personal achievement that comes from achieving one's most important goals in life, be it achievement, family happiness, inner peace, or something else Hall, 1996, p. 8). Third, continuous learning and identity change as part of a new career contract because careers in the 21st century are not measured by chronological age and individual life stages (Hall, 1996). Fourth, the source of development which consists of challenges and relationships at work (Hall, 1996, p. 9). In the 21st century career model, growth will be a continuous learning process that is triggered by things that individuals experience, work challenges, and relationships with others (Hall, 1996, p. 9). Fifth, the profile for success, that is, individuals have creativity and a strong desire to develop so that they become successful (Hall, 1996).

Hall (1996, 2003) defines a protean career as “...focuses on achieving subjective career success through self-directed vocational behavior”. Protean career focuses on subjective career achievement through self-directed vocational behavior. Furthermore, Hall (2017, p. 2) suggests that a protean career is “...characterized by the exercise of self-deriction and focus on intrinsic values in the pursuit of psychological success”. A protean career is characterized by the development of self-direction and a focus on intrinsic values in achieving psychological success. Chin & Rasdi (2012) define "protean career is defined as a career where the individual is experiencing greater responsibility for their career choices and career opportunities". Individuals with protean career orientation proactively establish a proper career goal to autonomously direct their career paths, because of their self-directed and values-driven attitudes, they are likely to take the initiatives to establish their specific goals that would enable them to fulfil their values (Rahim & Rohaida, 2015; Briscoe dkk, 2006). Waters et al., (2015) define a protean career as "the extent to which an individual manages his or her career in a proactive, self-directed way driven by personal values and subjective success criteria" namely the extent to which an individual manages his career proactively, independence driven by personal values and subjective success criteria. Based on these definitions, it can be

concluded that a protean career is a person's ability to build and direct a career proactively through self-directed and value-driven dimensions so that they can achieve subjective career success and achieve psychological success.

Briscoe & Hall (2006, p. 8) defines a protean career as formed by two dimensions, namely self-directed and values driven. These two dimensions are central to the definition put forward by Hall (2004, p. 4) "the individual is responsible for his career, not the organization" (self-direction) and where "core values are freedom and growth for the better". A protean career is understood as a career attitude with two important dimensions, namely a focus on self-direction and self-direction.

The first, self-directed. Self-directed generally refers to one's freedom from external control or influence (Hall et al., 2017, p. 6). More specifically in the context of a protean career, self-directedness represents the degree to which an individual is responsible for his or her career (Briscoe et al. 2006, Mirvis & Hall, 1994). Self-directed is the ability of individuals to manage their careers personally and adaptively in terms of performance and learning demands (Briscoe & Hall, 2006). Individuals who are self-directed in their careers take on independent roles in managing career behavior (Briscoe et al., 2006, p. 31). Self-directed is an important component in a protean career because it represents the agentic and controlling aspects of one's career (Hall et al., 2017, p. 7).

The second. Values driven, in addition to being self-directed, in a protean career it is also defined that a person's intrinsic values serve as a guide for career decisions (Briscoe & Hall in Hall et al., 2017, p. 7). Values driven is an individual who consciously understands the internal values within himself so that they are used as a measure and guide in determining his career success (Briscoe et al., 2006). The values associated with a protean career are intrinsic and oriented towards autonomy, meaning, and growth (Hall et al., 2017, p. 7). Self-directed represents the right to choose and the will to pursue career goals, then intrinsic values give meaning to pursuing those career goals (Hall et al., 2017, p. 7). There is an intrapersonal dynamic in a protean career between self-directed and values-driven i.e. intrinsic values in a protean career can guide a person to actively make meaning through career decisions and transitions, as opposed to relying on externally determined values (Hall et al., 2017, p. 7). However, focusing on intrinsic values without involving self-direction can be maladaptive. As stated by Briscoe & Hall (2006), being oriented to internal values without having a self-directed attitude can result in a rigid career orientation that can even hinder career proactivity.

Various changes and the need for professional specialization in the workplace make choosing a career difficult. At the maturity stage, the decision to choose a career is influenced by intrinsic and extrinsic factors (Hewitt, 2010). Research shows that intrinsic factors are primarily responsible for influencing career choice decisions, namely individual personality, interests, self-concept, attitudes and cultural identity (Nyamwange, 2016). On the other hand, extrinsic factors in the form of social contacts, role models; availability of resources such as information and finance, globalization, ethnic background, level of educational temptation, choice of subjects and differences in job characteristics (Kerka, 2000; Bandura, et al., 2001; McQuaid & Bond, 2003).

Hewit (2010) notes that most people are greatly influenced by the profession their parents prefer; or what has been achieved by his educational achievements. However, many people choose to pursue a career regardless of the prospect of benefits; Recognizing that career is an important element in determining an individual's daily routine, daily activities, standard of living; and spiritual and social aspects of life.

Phenomena of career challenges in the 21st century and student challenges in carrying out career development in the era of the industrial revolution 4.0 make it a reference that it is important for individuals to have the skills to face these challenges. There are ten skills that individuals must possess in the 21st century, grouped into four sections, namely ways of thinking, ways of working, tools or working, and living in a peaceful world. and harmonious (living in the world) (Griffin et al., 2012). The ten skills are (1) creativity and innovation (creativity and innovation), (2) critical thinking, problem solving, and determining decisions (decision making), (3) learning to learn and metacognition (learning to learn and metacognition), (4) communication, (5) collaboration and teamwork, (6) information literacy, (7) ICT literacy, (8) local and global citizenship (local citizenship). and global), (9) life and career, and (10) personal and social responsibility including cultural awareness and competence (personal and social responsibility, including cultural awareness and competence) (Griffin et al., 2012).

Ways of thinking, namely learning to learn (learning to learn) make individuals have knowledge about available educational and training opportunities and how different decisions during education and training lead to different careers, which will then produce learning management skills and effective career, so that the resulting attitude is in the form of a self-concept that supports the will to change and develops competence as well as motivation and self-confidence in one's ability to succeed (Binkley et al., 2012). In addition, living in the world in peace and harmony (living in the world) in the life and career aspects of individuals in the 21st century, namely being able to adapt to change and learn independently (be self-directed learners) (Binkley et al., 2012). Therefore, students are expected to have the knowledge that the 21st century is a period of change in work priorities, opportunities, and expectations so that they can identify and plan personal and professional development over time in response to changes and opportunities (Binkley et al., 2012). Based on this, it is important for students to improve their ability to adapt to change, make meaningful career decisions, and become self-directed learners

METHOD

The research method used in this research is descriptive method. Descriptive research is a research method that seeks to describe and interpret objects as they are because researchers do not control and manipulate research variables (Sukardi, 2004, p. 157). The purpose of descriptive research is to answer empirical questions by summarizing and presenting data by displaying relevant information clearly and accurately (Sundayana, 2014, p. 3). The descriptive method used is to find out the description of the protean careers of guidance and counseling students

Respondents. The participants involved in the research were guidance and counseling students. The number of participants involved in this study was 32 people, 75% (n = 24) of participant were female and (n = 8) 25% were male.

Instruments. The measurement of the protean career in this study was adapted from the Protean Career Management Scale for University Student (PCMS-U) (Borges et al., 2015). Borges et al (2015) developed a protean career instrument in a journal entitled Expanding and Adapting the Protean Career Management Scale for University Students (PCMS-U) which aims to make it easier for researchers when using student respondents who do not have work experience. The protean career dimension in the Protean Career Management Scale for University Student (PCMS-U) consists of two dimensions, namely self-directness and value-driven as stated by Briscoe et al (2016) in the Protean Career Attitudes Scale (PCAS). Borges et al (2015) compiled the Protean Career Management Scale for University Student (PCMS-U) as many as 20 items with examples of items such as "I am constantly assessing the skills I must acquire to keep myself updated relative to the job market". The Protean Career Management Scale for University Students (PCMS-U) uses a five-point Likert scale consisting of (1) strongly disagree to (5) strongly agree.

Procedures. The first stage after selecting Protean Career Management Scale for University Student (PCMS-U) as an instrument in this research is the instrument validity and reliability test. In the construct validity test, the instrument is judged and evaluated by an expert in the field of the attribute to be measured. After conducting a construct validity test of the instrument in terms of constructs, content, and language by expert judges, the instrument was tested for reliability test. The instrument tested was conducted at a university that has the same characteristics as the research site, involving 200 students. The result of instrument reliability is 0.98 (α cronbach = 0.75). Analyze data to obtain results from the purpose of research questions. After obtaining the results, describe and analyze the data that has been processed and then draw conclusions in the implementation of the research. Furthermore, the preparation of the final report based on the results obtained.

Data analysis. The data analysis technique used the Rasch Model which will produce interval data because the scores obtained have been balanced with measuring metrics (calibration) in the form of logit values (Suminonto & Widhiarso, 2014, pp. 52-54). The whole process of analyzing the protean career data uses computer assistance by operating the Winsteps 3.73 for Windows program. After obtaining the calculation results using the Rasch model analysis, the protean career descriptions of guidance and counseling students are grouped into four categories, namely dependent, rigid, reactive, and protean.

RESULT AND DISCUSSION

The result of the protean career of university education students is based on the total score of the protean career management which consists of two dimensions, namely self-directed and values driven. The results of descriptive statistical analysis using Winsteps 3.73 for Windows on protean career data for career of guidance and counseling students produced an overview of protean careers with a mean measure 1.16, the logit value moved from the minimum to the maximum with a minimum logit score of -1.45 and a maximum logit score of 3.87, and standard deviation of 0.73.

Table 1. Summary of 261 person

TOTAL			MODEL		INFIT		OUTFIT
	SCORE	COUNT	MEASURE ZSTD	ERROR	MNSQ	ZSTD	MNSQ
MEAN	68.4	18.0	1.16	.31	1.04	-.1	1.01
S.D.	7.6	.0	.73	.04	.60	1.7	.54
MAX.	87.0	18.0	3.87	.62	4.06	5.2	3.60
MIN.	36.0	18.0	-1.45	.27	.16	-4.2	.15
REAL RMSE	.35	TRUE SD	.64	SEPARATION	1.80	Person	RELIABILITY
MODEL RMSE	.31	TRUE SD	.66	SEPARATION	2.10	Person	RELIABILITY
S.E. OF Person MEAN = .05							

Furthermore, the protean careers of guidance and counseling students are grouped into four categorizations according to what Briscoe & Hall (2006, p. 8) suggests, there are four main groups of protean careers, namely dependent, reactive, rigid, and protean (transformational).

Table 2. Protean Career Categorization

Protean Career		Self-Directed	
		Low (< mean measure person)	High (≥ mean measure person)
Values Driven	High (≥ mean measure person)	Rigid 43 students (16.5%)	Protean (Transformational) 82 students (31.4%)
	Low (< mean measure person)	Dependent 100 students (38.3%)	Reactive 36 students (13.8%)

Based on the results of the research, the general description of protean students at the university education student is in the dependent protean career category. Furthermore, the distribution of protean career levels was obtained as follows, there were 82 students with a proportion of 31.4% who were in the transformational or protean career category which was indicated by high self-directed and high values driven, there were 36 students with a proportion of 13.8% who were in the reactive protean career category indicated by high self-directed and low values driven, 43 students with a proportion of 16.5% were in the rigid protean career category indicated by low self-directed and high values driven, 100 students with a proportion of 38.3% were in the protean dependent career category indicated by low self-directed and low values driven. The results obtained from these data show that the protean careers of university education student in general are not in the protean (transformational) category because as many as 179 students are in the reactive, rigid, and dependent categories which have protean career characteristics.

A protean career is an individual's ability to carry out a career that is driven by a desire from within and the goals of the career are psychologically successful, meaning that an individual's career does not depend on the demands and standards set by the organization or other people but focuses on the values held by the individual, for example. achievement that is guided by self-achievement, family happiness, and inner peace. These abilities are described in orientation, attitude, and competence when a person has two protean career dimensions, namely self-directed and high values driven. Students who have high protean careers make self-directed and intrinsic values (values driven) a priority in determining their career identity. Thus, students who have a protean career can accept the changes that occur in finding self-concept, autonomy in managing careers, and being directed by the needs and values held by individuals to achieve psychological success. Students as individuals in early adulthood are important to have protean career skills to deal with knowledge and technology as well as a changing career world.

Based on the protean career which consists of two dimensions, individuals can have a high or low protean career, weak or strong because the self-directed and values driven individuals have different depending on their career management. The different combinations of the two dimensions of an individual's protean career resulted in four categories of protean careers, namely protean, dependent, reactive, and rigid. Students who have low protean careers are classified as dependent, reactive, and rigid. Career problems that arise include (1) not being able to determine priorities and managing careers according to their own values, (2) not having a career management perspective, and (3) not being able to adapt to the chosen career and unable to form their own career. One of the efforts to improve a protean career is to provide an intervention in the form of career-style counseling.

Protean career is a career orientation that focuses on subjective career achievement through self-directed vocational behavior. The career is managed by the individual, not the organization which consists of the individual's overall experience in education, training, working in several companies, changes in occupations, etc. (Hall, 2003). Individuals with protean careers have personal career choices and seek something for self-fulfillment which is an integrative element in their lives (Hall, 1976). Furthermore, Hall (2017, p. 2) suggests that someone who has a protean career is characterized by the development of self-direction and a focus on intrinsic values in achieving psychological success.

Students as individuals at the early adult development stage are important to have a protean career because at that stage of development the individual needs to determine career actions in order to have a satisfying life in the future (Dillard, 1985; Havighurst 1972, Hall 2007).

Based on these needs and stages of development, career style counseling research was conducted to enhance protean careers for university education student. The collection of protean career data for 265 students at the Indonesian University of Education used the protean career instrument. Based on the results of data processing it is known that the protean careers of university education student are in the dependent category. Students with the protean dependent career category have the following characteristics, (1) have not played a role independently in managing careers and are responsible for determining career paths also adaptive in work and learning environments and (2) do not yet have personal values or identity in make career decisions and do not make intrinsic values a determinant of career success.

Students with low self-directed have not been able to look for opportunities to develop their own careers, have not been able to make career-related plans, tend not to think about changes in careers, have difficulty identifying opportunities to develop careers, do not know the attitudes they must have to achieve the desired professional position, and depend on others in making career decisions (Briscoe, et al., 2006). Super (1980) in Super's theory of self-concept development says that career or vocational development is applying self-concept to vocational behavior. Students in the Super career development stage are in the exploration phase (early 15-20 years old) whose main task is to develop a realistic self-concept and apply vocational or occupational preferences through role trials and exploration (Super, 1980). Then, Lent et al (2002) analyzed several significant factors which include three different aspects that are important for decision making and determining career direction (a) factors that influence the choice of field of work being undertaken depending on relevant interests and experience, (b) factors that supports and barriers to pursuing career choices, the constraints are financial, social support is essential for the implementation of the choices, and (c) the methods they use to overcome the choices and barriers are associated with the particular environmental and developmental context.

Students with low values-driven careers are not in accordance with their intrinsic values, prioritize high position positions over professional achievements, consider high salaries to be career success, do not balance personal and professional life because they are too focused on achieving high career positions. high, do not have their own criteria in measuring success in various life scenes. This is because the values adhered to do not refer to personal definitions of career success and the fulfillment of personal values through work. More specifically, an individual who is values driven pursues experiences that are personally meaningful to the individual, rather than pursuing experiences that are dictated by the values of others (family, friends, and the organization). In addition, rather than conforming to organizational values, values-driven individuals are driven by their own values and beliefs, and see the organization as a place where they can express their own values (Briscoe, et al., 2006).

Then from the results of data processing, as many as 46 people were in the rigid protean carrier category. Students who are in the rigid protean career category have the following characteristics, (1) play an independent role in managing careers and are responsible for determining career paths that are also adaptive in work and learning environments and (2) have personal values or identities when make career decisions and make intrinsic values a determinant of career success. Furthermore, from the results of data processing, as many as 36 people were in the reactive protean carrier category. Students who are in the protean reactive career category have the following characteristics, (1) are able to play an independent role in managing careers and are responsible for determining career paths and are adaptive in work and learning environments and (2) do not yet have personal values or identity when making career decisions and not making intrinsic values a determinant of career success. Furthermore, the results of data processing showed that 82 people were in the protean transformational career category. Students who are in the rigid protean career category have the following characteristics, (1) play an independent role in managing careers and are responsible for determining career paths and then adaptive in work and learning environments and (2) have personal values or identities when make career decisions and make these as intrinsic values in determining career success.

Individuals who are self-directed are proactive in seeking the training needed to succeed in their careers (Gibler et al., 2014b), are more likely to make progress toward career goals and thus have high levels of career satisfaction (i.e., intrinsic career success). . Similarly, because these individuals are proactively self-determined in making career choices (Gibler et al., 2014b), they are more likely to pursue careers that emphasize growth and learning which are associated with increased psychological well-being (Spreitzer, 1995). Ryan & Deci, 2000; Ryff & Singer, 2008). Self-direction is not only beneficial to individuals but is a valued attitude in today's organizational environment. Because students or independent workers are proactive in seeking relevant knowledge to do their work (Breitenmoser et al., 2018), an individual's capital leads to high performance (Thompson, 2005). In the context of the world of work, companies or agencies tend to provide career development opportunities to workers who are self-directed (for example, offering continuing education; Hatch & Dyer, 2004), directing individuals who are self-directed to take opportunities for these opportunities with an attitude positive work and low bad behavior.

Individuals who are highly driven by intrinsic values tend to make career decisions that are in line with deeply held values, such as a calling from the heart, which often leads to career satisfaction and prosperity (Duffy et al., 2011). However, to maintain this calling, individuals will sacrifice extrinsic career success (such as salary, position) and even their own welfare because they are driven by a sense of obligation to fulfill intrinsic satisfaction (Berkelaar & Buzzanell, 2015).

CONCLUSION

In general, the protean careers of university education student are in the protean dependent career category, namely low on self-directed and values-driven aspects which are characterized by being unable to set priorities or manage their own careers. To improve university student protean careers, some of which are providing a service to students, namely counseling. Guidance and counseling service activities in higher education are more in the field of providing individual student career planning assistance and providing responsive services (Depdiknas, 2008, p. 290). The American Counseling Association (ACA) in 2010 defined counseling as a professional relationship that empowers diverse individuals, families, and groups to achieve mental health, education, and career goals. Furthermore, counseling is a professional profession that provides counselor assistance efforts to counselees with individuals, groups, families, or systems experiencing long-term situations and problems that focus on development, prevention, and treatment so that the counselee can undergo a transition to a healthy and life stage. productive life (Gladding, 2015, p. 4). In line with this statement, Suherman (2013, p. 27) defines counseling as a relationship that is helpful so that the counselee can grow in the direction he chooses as well in order to solve the problems he faces which are manifested in the form of interpersonal relationships that occur in This form of interview involves all elements of the personality of the counselor and counselee including thoughts, feelings, experiences, values, needs, and expectations.

Several forms of career counseling that are applied to improve protean careers are job crafting (Sei & Dar, 2019; Yoon, Kim & Eom, 2019), career counseling using the Career-Style Interview (CSI) technique (Taber & Briddick, 2011; Taber et al. 2011) and Career Construction Interview (CCI) (Taber, 2013), and career counseling using the Motivational Interviewing (MI) technique approach (Stoltz & Young, 2012). Taber & Briddick (2011) suggest that career counseling based on the Adlerian counseling approach is suitable for use in the protean career era. Career counseling based on the Adlerian counseling approach using the Career Style Interview (CSI) technique can increase self-awareness and direct individuals to manage their careers in unpredictable and often changing work situations like today (Taber & Briddick, 2011, p. 107).

Career counseling based on the Adlerian counseling approach using the Career Style Interview (CSI) technique was developed and compiled by Savickas (2019, pp. 201-224) which consists of three parts, namely career-style interviews, career-style assessments and career-style counseling. Furthermore, career counseling based on the Adlerian approach is referred to as career-style counseling. Adler's Individual Psychology (IP) on career counseling based on life goals and career-style so that it can help counselees form vocational identities, self-knowledge to make job choices, and self-concepts that are in line with the concept of the world of work (Savickas in Sweeney, 2019, p. 203).

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