

Hardiness In Relation to Career Adaptability on Students of Vocational School

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Abstract: This study aims to determine whether there is an effect of hardiness on career adaptability in class XII students of SMKN X Garut. The method used in this research is quantitative with a deductive approach. The sampling technique used is a Proportionate Stratified Random Sampling. This research was conducted on class XII students with a total sample size of 251 respondents. Data collection in this study used measuring instruments adapted from Sandy Pratama (2020). The first measuring instrument used the Career Adapt-Abilities Scale (CAAS) ($\alpha = 0.926$ and validity = 0.543 - 0.865) and the second measuring instrument used the Hardiness scale ($\alpha = 0.850$ and validity = 0.567 - 0.755). Data analysis used simple linear regression test with the help of Jamovi 1.6.23. The results of the analysis showed an F score of 25.0 with a p-value <0.001 (p-value <0.05) meaning that hardiness affects career adaptability. The contribution of hardiness to career adaptability is $R^2 = 0.0914$ (9.14%). The conclusion is that there is an effect of hardiness on career adaptability in class XII students of SMKN X Garut. Suggestions for the school from this research are to hold activities such as introduction to the world of work, job fairs, trainings so that students can prepare themselves in facing to world of work, and hold hardiness seminars so that students understand how the concept of hardiness.

Keywords: hardiness, career adaptability, vocational students

INTRODUCTION

Vocational High School is formal continuing education from SMP, MTs, or other equivalent forms that provide vocational education at the secondary education level. Vocational schools are skill-based schools such as automotive, hospitality, office administration, multimedia and so on. The aim of education at vocational schools is to produce graduates who are ready to enter the world of work, employment or entrepreneurship. To meet these goals, student competency is accelerated and increased (Kemendikbud, 2018).

The fact that occurs in the field is that vocational school graduates are one of the schools that play an active role in increasing the unemployment rate in Indonesia. Based on data from the Central Statistics Agency (BPS) in February 2022, the number of unemployed people in Indonesia was 8.4 million people. Head of BPS Margo Yuwono said that the number of unemployed, if seen from the level of education completed, showed that the highest level of open unemployment (TPT) was occupied by vocational school graduates, 1,876,661 people (10.38%). This data shows that there are still many vocational school graduates who are unemployed, this could be caused by the quality of vocational school graduates being less than optimal so that they are less absorbed by the world of work (Sari, 2019).

This phenomenon is contrary to the aim of establishing Vocational Schools which hopes that graduates will be absorbed in a short time and according to their field of expertise. This is confirmed through Law No. 20 of 2003 Article 15 concerning the National Education System which states that vocational education is secondary education that prepares students, especially to work in certain fields (Habe & Ahiruddin, 2017). One of the impacts of not achieving this goal is the emergence of unemployment among vocational school graduates.

The large number of unemployed vocational school graduates is caused by several factors, including a mismatch between the abilities possessed by vocational school graduates and the needs of the world of work (Mukhlason et al., 2020). Then, there are limited job opportunities for job seekers, a lack of skills possessed by prospective workers, a lack of access to information about companies that need workers, unequal employment opportunities and the government's efforts to provide training to improve soft skills are still not optimal, especially in overcoming a lazy culture that makes it easy to give up on looking for job opportunities (Ishak, 2018). This then results in new graduates from vocational schools tending to work not optimally, resulting in mismatches

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which ultimately result in low levels of job satisfaction (Suryanto, 2014 in Hanifah, 2019). Apart from that, the impacts caused by unemployment, including unemployment, will increase poverty rates, increase the number of beggars and increase crime rates. According to Muhadir (in Ishak, 2018) unemployment can have an impact on economic activities, including unemployment can result in a decrease in tax revenues and can hamper economic growth.

Based on the Super life span theory, class According to Havigrust (in Saputro, 2018) revealed that one of the tasks that must be carried out by teenagers at the developmental stage is to prepare themselves to choose a job that suits their talents and skills. New graduates are those who will face a transition period from the world of education to the world of work (school to work transition), one of which is SMKN This vocational school is also a favorite state vocational school where every new school year there are always lots of students registering. The school education period lasts for 3 academic years, starting from classes X, XI and XII. SMKN), Mining Geology (GP), Electrical Power Installation Engineering (TITL), Industrial Electronics Engineering (TEI), Industrial Logistics Engineering and Pharmaceutical Engineering. The learning system used is a moving class, where to attend a subject students have to move classrooms. Regarding students' preparation for the world of work, the school has attempted to do several things, such as implementing career guidance in the form of basic service components (individual and group guidance) and individual planning services as a continuation of the basic services that have been provided.

According to Abdul Ghofur (2022), regarding soft skills, vocational school students with technical competency skills are generally not taught interpersonal communication skills, adaptation, company management, ethics and basic attitudes at work and also how to solve problems. Most schools emphasize hard skills or technical knowledge compared to soft skills such as the ability to deal with stress, manage emotions, communication and so on. This is thought to be one of the causes of the low quality of graduates, such as low competitiveness and lack of competitiveness.

According to research conducted by Ratih Rosulin (2016), the results of interviews conducted with Surabaya Vocational School teachers and one of the class These results state that vocational school students' career adaptability tends to be low. This is in line with the results of interviews conducted by researchers with one of the BKK teachers at SMKN Even though he had told me from the start that working at the company was quite tough and required good endurance. This incident could be a threat to SMKN X Garut regarding cooperation with this company which may not continue. The statement from the BKK teacher shows that students do not have problems related to the curriculum used, the learning system implemented and the competencies they possess, but they are not mentally prepared to enter the world of work, adapt to their work environment, and are less prepared regarding the risks of the work involved. Selected and low resilience in facing work demands.

Meanwhile, the results of interviews conducted by researchers in the field with class XII students regarding the description of career adaptability, found that several students at Vocational School the desired agency or company with the competencies it currently has. So it can be concluded that class XII students at SMKN In addition, supported by information regarding data on students who have completed three consecutive years of education, it shows that the number of graduates who are working is low, where in 2022 only 10% of SMKN X Garut graduates are working, in 2021 only 8.2% of graduates who work and in 2020 only 7.8% of graduates will work.

When students begin to enter the world of work, they will be faced with various challenges, such as having to learn job duties, meet predetermined targets and excel at work. When they cannot show the expected achievements, the company may not continue their employment relationship (Agustini, 2022). One of the things that can be done to increase individual success in facing the transition from school to the world of work is to prepare for a career appropriately. Proper career preparation through career adaptability can enable individuals to be successful in seeking and finding work in their respective fields of expertise, as well as improving their careers (Koen et al., 2012).

If an individual has readiness, especially mental readiness, to be able to adapt to a work environment, then that individual can enter the world of work well. Mental readiness in the current era of globalization is very important, because advances in science and technology that continue to grow rapidly will certainly change the labor market situation. This will have an impact on changes in the world of work and workforce qualifications in the future (Sommers & Franklin, 2010). So it can be concluded that it

is important for class XII vocational school students to be able to develop career adaptability in the transition period from the world of school to the world of work.

The concept of career adaptability is defined by Savickas, as a psychosocial construct that shows individual resources to overcome career development, work transitions, and personal trauma related to work roles. Career adaptability consists of four aspects, namely concern, control, curiosity and confidence. Career adaptability plays an important role in directing individuals in determining actions and strategies to realize the goals they want to achieve (& Profeli, 2013 in Johnston, 2018) and assisting career transitions (Savickas, 2005).

METHOD

This research is non-experimental research with a type of causal research that is cause-and-effect in nature, where there is an independent variable, namely hardiness, and a dependent variable, namely career adaptability. The approach used is a deductive approach. The total population that will be used as subjects for research measurements is 836 students taken from all active students in class XII of SMKN X Garut. The sampling technique used is Probability Sampling using Proportionate Stratified Random Sampling. Based on Isaac and Michael's sample size determination table for an error rate of 5% with a population of 836, the sample is 247.

The hardiness measuring tool used in this research is a scale that has been tested by Sandy Pratama (2022) in his research entitled The Relationship between Hardiness and Career Adaptability in Final Year Students at the Faculty of Psychology, UIN Suska Riau. This measuring tool has produced reliability with Cronbach's alpha $\alpha = 0.850$ which indicates that the hardiness measuring instrument has strong reliability. With a validity range of 0.567 – 0.755. The measuring tool used in the career adaptability measuring grid is the Career Adaptability Scale (CAAS) which was carried out in previous research by Savickas & Porfeli (2012) which describes concern, control, curiousness and confidence. Where translated into Indonesian. The CASS scale used in this research is a scale that has been tested by Sandy Pratama (2022) in his research entitled The Relationship between Hardiness and Career Adaptability in Final Year Students at the Faculty of Psychology, UIN Suska Riau, which produces reliability with Cronbach's alpha $\alpha = 0.926$ which indicates that The career adaptability measuring tool has strong reliability. With a validity range of 0.543 – 0.865. This research uses simple linear regression analysis, which is a statistical method that functions to test the extent of causality between one independent variable (X) and one dependent variable (Y). This research uses a simple linear regression test to see how much influence hardiness (X) has on career adaptability (Y).

RESULT AND DISCUSSION

In the table below, show the R Square value is 0.0914 or 9.14%, then the Hardiness variable simultaneously has a role of 9.14% on Career Adaptability, the remaining 90.86% is influenced by other factors.

Table 1. Model Fit Measures

Model	R	R ²	Overall Model Test			
			F	df1	df2	p
1	0.302	0.0914	25.0	1	249	< .001

Predictor	Estimate	SE	t	p
Intercept	38.134	3.487	10.94	< .001

Predictor	Estimate	SE	t	p
HARDINESS	0.572	0.114	5.00	< .001

Table 2 shows that the simple linear regression equation data is significant, which means that the regression equation in this study can be used to predict hardiness and career adaptability. The following is the regression equation formula: $Y = a + Bx$

$$\text{Career Adaptability} = 38.134 + (0.572) \cdot \text{Hardiness}$$

The regression coefficient above is positive, namely 0.572, so it can be said that hardiness can have a positive influence on career adaptability and it can be interpreted that when hardiness is high, career adaptability will be high and vice versa, when hardiness is low, career adaptability will be low too.

Below is how hardiness dimension relation to career adaptability

Table 3. Model Fit Measures

Aspek	R	R ²	Overall Model Test			
			F	df1	df2	p
Commitment	0.211	0.0446	11.6	1	249	< .001
Control	0.0685	0.00469	1.17	1	249	0.280
Challenge	0.330	0.109	30.4	1	249	< .001

Table 4. Model Coefficients - CAREER ADAPTABILITY

Predictor	Estimate	SE	t	p
Intercept	48.061	2.211	21.74	< .001
COMMITMENT	0.555	0.163	3.41	< .001

Table 5. Model Coefficients - CAREER ADAPTABILITY

Predictor	Estimate	SE	t	p
Intercept	57.589	2.031	28.35	< .001
CONTROL	-0.441	0.408	-1.08	0.280

Table 6. Model Coefficients - CAREER ADAPTABILITY

Predictor	Estimate	SE	t	p
Intercept	40.79	2.692	15.15	< .001
CHALLENGE	1.21	0.219	5.52	< .001

Based on the table above, it shows that: first, the commitment aspect has a significant effect with a p value <0.001 on career adaptability and has an influence of 4% with a beta value of 0.555. Second, the control aspect has no significant effect with a value of p = 0.280 on career adaptability and has an influence of 0.4% with a beta value of -0.441. Third, the challenge aspect has a significant effect with a p value <0.001 on career adaptability and has an influence of 10.9% with a beta value of 1.21.

Based on the data obtained above, this section will describe the influence of hardiness on career adaptability in class XII students at SMKN X Garut. Hardiness is a student's personality that can involve themselves, control and feel challenged when facing stressful situations. Meanwhile, career adaptability is how students plan, control, search for information and feel confident when facing the world of work.

From the results of this research, it was found that hardiness had a significant effect on career adaptability with an R Square result of 0.0914, which means that hardiness had an influence on career adaptability of 9.14%. The influence that hardiness has on career adaptability is still relatively small, meaning that compared to the hardiness variable, there are other variables that are more important or can explain more, where there are 90.86% of other factors that can influence career adaptability besides hardiness. These results were obtained after carrying out the data collection process on 251 class XII students at SMKN X Garut. Based on the results of this research, it can also be concluded that there is a positive influence of hardiness on career adaptability. This can be seen from the regression coefficient value which has a positive value (0.572) and a significance value of <0.05, so it can be concluded that the higher the student's hardiness, the higher the student's career adaptability and conversely the lower the student's hardiness, the lower it will be. also the career adaptability that students have.

In line with research conducted by Ratih Rosulin (2016) regarding the relationship between hardiness and career adaptability in class Negeri 2 Surabaya and SMK Negeri 4 Surabaya. This shows that the higher the hardiness, the higher the student's career adaptability and the lower the hardiness, the lower the student's career adaptability.

Based on the results of this research, it was found that the challenge aspect of hardiness had a significant influence on students' career adaptability. Of the three aspects, it was found that there were only 2 aspects that had a significant influence on career adaptability, namely commitment (4.4%) and challenge (10.9%). Meanwhile, the control aspect does not have a significant effect. Then, between the commitment and challenge aspects, the aspect that has the greatest influence is the challenge aspect. The challenge aspect consists of how students are able to face change and have the confidence to make change an opportunity to grow and develop themselves. For example, when students remain calm when facing problems, they will be able to solve problems well, have a careful attitude in solving problems, and be optimistic in achieving their career goals.

From the results obtained, the second aspect of hardiness that has a significant influence on career adaptability is the commitment aspect. From this aspect of commitment, students will involve themselves in various situations, have an understanding of the goals they will face, and will not give up easily. For example, when students are not confused about making choices, students will be able to prepare for their careers, stand firm in their self-confidence, have curiosity about new innovations, and be able to do work effectively and efficiently.

Then the control aspect is the aspect of hardiness that has the smallest influence among the other aspects. This can happen when the student's control aspect does not have a significant effect on career adaptability. When students have control, such as changing the situation they face into something that suits their goals or aspirations, this control for some students can have a significant influence on career adaptability and for some students it does not have a significant influence on career adaptability.

Judging from the hardiness categorization results, the majority of students have moderate hardiness, namely, 191 (76%) students. For students who have moderate hardiness, this means that they feel they are quite capable of making choices when faced with many choices, quite capable of controlling their feelings when experiencing problems, quite capable of accepting changes that occur, quite capable of making decisions independently, and quite capable of facing and resolving a problem.

Judging from the results of the career adaptability categorization, the majority of students have high career adaptability, namely 166 (66%) students. For students who have high career adaptability, it means they feel they have enough success

CONCLUSION AND RECOMMENDATIONS

Based on the results obtained, the conclusion of this research is that there is an influence of hardiness on career adaptability in class XII students at SMKN X Garut of 9.14%. The hardiness aspect that has the most influence on career adaptability in class XII students at SMKN X Garut is the challenge aspect which has an influence of 10.9%. For future researchers, if they want to conduct research on career adaptability, it is hoped that they will be able to find out more about other factors that can influence career adaptability, both internal and external factors. Conduct research that discusses majors and aspirations (in line with majors or not) regarding career adaptability.

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